# Ngā Tūāpapa o te Pairuri Tāngata Fundamentals of Palliative Care

## Educator guide for all workshops



hospice
Living Every Moment

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# Introduction

*"You must be the change you wish to see in the world."*

Mahatma Ghandi

Facilitating a workshop is about much more than just passing on information to the participants. It is also about:

- getting them interested in and excited about what they are learning
- changing attitudes
- building skills
- introducing new ideas
- encouraging them as they learn
- drawing out the knowledge and experience they already have
- building a trusting relationship so they feel safe to ask questions
- stimulating them so they wish to learn more after the workshop.

This guide outlines what is involved in the *Fundamentals of Palliative Care* programme, what you can do before the workshops and some options for engaging participants during the workshops that you may choose to integrate into your facilitation.



## The Fundamentals of Palliative Care programme

The need for education in palliative care has never been greater. Life-limiting illnesses are rising all over the world. Palliative care education is especially important as New Zealand's elderly population increases and lives longer with chronic illness. Palliative care education works alongside and within other programmes and we want to collaborate with our colleagues to pass on our specialist palliative care knowledge as we learn more about caring for people at the end of their lives.

The *Fundamentals of Palliative Care* programme gives a broad overview on how to provide palliative care to people in their last days of life, offering online learning, reflections and workshops that anyone involved in providing palliative care can complete.

## Learning packages

The programme is delivered through four learning packages. Each package includes online learning designed to build a shared understanding of key concepts and language, and gives participants the opportunity to learn at their own pace and reflect on their own experience. This will also help prepare participants for group learning, ensuring they bring a base level of knowledge to workshops.

After the introductory Essence package, the remaining packages all include a workshop component designed to build on the online learning and to provide an opportunity for rich discussion and learning from others.

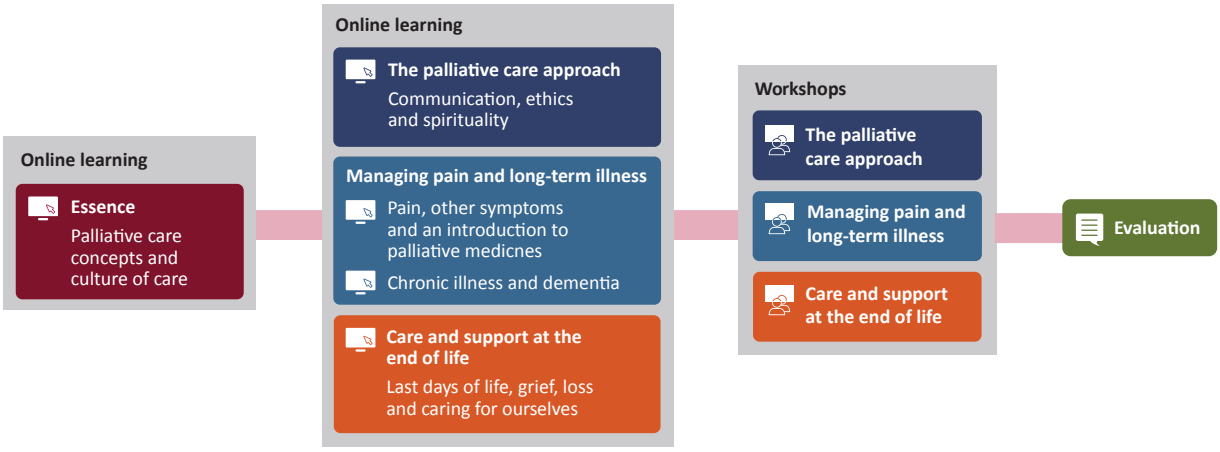



Diagram above: the learning journey for participants who complete the full programme.

| Package | Online learning* | Workshop |
|---|---|---|
| **Essence**<br><br>**Palliative care concepts and the culture of care** | Essence is a prerequisite to all other learning packages. Learners will learn the basics of palliative care.<br><br>After this online learning, they will be able to:<br><br>• define common terms in palliative care<br>• identify when a palliative approach to care is more appropriate<br>• discuss views of death, dying and hope<br>• describe the importance of holistic and individualised assessment<br>• recognise challenges they might face. | |
| **The palliative care approach**<br><br>**Communication, ethics and spirituality** | After this online learning, learners will be able to:<br><br>• identify the communication process and barriers<br>• understand how to deliver bad news in a sensitive and compassionate way<br>• recognise how to address family and whānau concerns<br>• explain ethical definitions, principles and frameworks<br>• describe the responsibilities of healthcare workers in relation to ethics<br>• recognise examples of ethical issues they may face<br>• understand what spirituality means, how to do a spiritual assessment and how to offer spiritual support. | By the end of this workshop, participants will be able to:<br><br>• understand the importance of good communication and the problems that can arise when this does not go well<br>• recognise and respond to key ethical dilemmas in the workplace<br>• recognise how to respond to people's spiritual needs. |

| Package | Online learning* | Workshop |
|---|---|---|
| Package | Online learning* | Workshop |
| **Managing pain and long-term illness** | | |
| **Pain, other symptoms and an introduction to palliative care medicines**<br><br>****Note**: This learning contains some detail that is most relevant to registered nurses. | After this online learning, learners will be able to:<br>• define total pain<br>• recognise how to assess pain<br>• understand the importance of assessing and reassessing<br>• identify how to manage and treat pain and symptoms<br>• identify how to manage and treat pain and symptoms<br>• understand commonly used medications. | By the end of this workshop, participants will be able to:<br>• recognise challenges of chronic illnesses and dementia<br>• demonstrate how the palliative approach can be used in dementia care<br>• demonstrate how the palliative approach can be used in chronic illness care<br>• recognise the different dimensions of total pain<br>• demonstrate how to complete a pain assessment<br>• identify fears around morphine<br>• discuss the benefits of non-pharmacological treatments.<br>****Note**: There is a Palliative Medicines session (with accompanying PowerPoint) that can be delivered after this session, or as a separate one with registered nurses and anyone else interested in the topic.<br><br>It addresses the learning outcome:<br>• demonstrate an understanding of the common medications used for pain and symptom management. |
| **Chronic illness and dementia** | After this online learning, learners will be able to:<br>• define chronic illness and dementia<br>• identify common chronic illnesses and dementia<br>• understand challenges that those who suffer from chronic illness or dementia may face<br>• understand the effect chronic illness and dementia has on a person's quality of life as well as those who care for them<br>• recognise how a palliative care approach can be used in dementia care. | |

| Package | Online learning* | Workshop |
|---|---|---|
| Package | Online learning* | Workshop |
| **Care and support at the end of life**<br>**Last days of life, grief, loss and caring for ourselves** | After this online learning, learners will be able to:<br>• define common terms used for end of life, grief and caring for yourself<br>• identify when death is imminent and demonstrate awareness of signs of dying<br>• describe the principles of caring for a person, their family and whānau in the last days of life, guided by Te Whare Tapa Whā<br>• explain grief and the factors that affect the way we experience grief<br>• identify the use of empathy when working with a person's family and whānau<br>• recognise how the different aspects of wellness affect our health<br>• recognise what contributes to stress and the common signs of stress<br>• identify strategies to preserve spiritual, emotional and physical health. | By the end of this workshop, participants will be able to:<br>• demonstrate different approaches to death and dying in their practice<br>• recognise cultural considerations for death and dying<br>• recognise cultural needs and rituals for grief and mourning in different cultural groups<br>• identify their role in helping people, their loved ones and other team members cope with loss and grief<br>• demonstrate strategies that can be used to manage stress<br>• demonstrate how to maintain good teamwork and care for each other. |

*Participants must complete the relevant online learning before attending a workshop within each package.

# Workshop resources

For each workshop we have provided resources to help you deliver an effective and engaging learning experience. You can choose to run the workshop as is or adapt the material and format to suit your audience and facilitation style. However, it is important that you maintain the integrity of the programme and achieve the set learning outcomes.

## Workshop outline

A quick guide to help you prepare for the workshop, including:

- the workshop's outcomes
- any preparation tasks you need to do
- how to use the PowerPoint
- approximate timings
- the reflections the participants will bring from their online learning.

*If you include any resources not on this list, please consider copyright and ensure that the resources address the provided learning outcomes.

## PowerPoint presentation

This presentation includes slides to support the workshop, as well as educator notes for each slide. These notes recap the key points, talk to the content included and provide approximate timings, suggested activities and resources to use.

You can adapt the activities and resources to make them locally based. However, to ensure consistent learning for all participants, please keep all slides and key topics in your workshop.

Your Hospice may also choose to combine workshops across several packages and run a workshop across 1–2 days. You may also choose to break the existing three 3-hour workshops into shorter workshops of 1–2 hours due to participants' availability.

## Workshop evaluation

A printable evaluation form to capture feedback from participants at the end of the session.






# Facilitation 101

There are lots of different approaches to facilitation, and you will already have your own style based on your experience as both a participant and an educator. These are some general principles that apply to most situations, whether you are seasoned at facilitation or about to run your very first workshop.

## Aim for outcomes

This may seem obvious, but it can be easy to fall into the trap of delivering content rather than focusing on getting participants to the right point (which may take more or less time depending on the group).

- Make sure you are **familiar with the learning outcomes** for your workshop (keep your workshop outline handy) – treat them as your north star throughout the workshop.
- **Spend the time wisely**. Ask questions before topics and activities to judge where participants are starting from – if the group already seems confident and competent, you can do a quick recap and move on.
- Base activities around **application and demonstration of learning outcomes** rather than reviewing content (remember, they covered the key knowledge content in the online learning).
- Act as a 'guide on the side', not a 'sage on the stage' – focus less on presenting information and more on **guiding participants towards achieving the outcomes**.

## Top tips

1. **Use the participants' names**. Have name labels if possible. When learning people's names, make sure your pronunciation is correct (write it down phonetically). Ask everyone to say their name and one thing about themselves. Work actively to try to remember their names. Using their names values their contribution.
2. **Get the group interacting early in the session**, either with an icebreaker or by engaging them in a short group discussion. Otherwise, they may assume that you will just deliver the information and that their role is to listen. We want to build on their knowledge and affirm that they are already doing a good job.
3. **Allow as much time as possible for feedback**. This values the participants' contributions. Link people's responses, where appropriate.
4. **Ensure participants understand that it is all right not to know something**, and encourage them to ask questions. There are no dumb questions – only those not asked. Before you start, clarify when you want questions from the group (at any time during the presentation or at the end). One way to manage the timing of a session is to acknowledge the value of the question and that it will be covered as you proceed. Ideally, address the person when you answer their question.
5. **Redirect questions to the group where possible**. This avoids the educator being seen as the expert.
6. **Use culturally relevant, everyday metaphors** to make a point. Give examples from your own practice. Encourage stories that illustrate a point.

1. **Revise what participants learnt in the online learning** where necessary to build knowledge.

8. **Draw out information from participants' feedback** by asking for clarification or asking open questions, such as: 'Can you tell me a little more about why you chose that solution?' or 'What is the evidence for that?'

9. **Maintain engagement throughout**. If you have an unresponsive group or you feel you are 'losing them', perhaps try an energiser, a small-group discussion or a pair exercise. Remember, many of them will be very tired from a day at work. For some, English will be their second language and they may feel unable to express themselves in a group.

10. **Try to involve everyone in the group**. If you have a participant who dominates the discussion, suggest to them that they have done their share of the work in this session and that it is time to give others the opportunity to contribute. This is where knowing people's names helps.

11. **Know ahead of time what you can condense** or leave out altogether if you realise during the workshop that you may struggle for time. Honour time commitments and make others honour them as well.



## Tailor to your audience

Each group you facilitate will come from different backgrounds and have different levels of experience. Don't make any assumptions about your participants. You will get the best outcome by tailoring your delivery to the needs of each group.

### Acknowledge the different levels of knowledge in the room

Your group is likely to include participants with mixed backgrounds, knowledge and experience. It is important to manage the group so that everyone has the opportunity to contribute and participate. To do this:

- assess knowledge levels at the outset
- buddy up less experienced with more experienced participants
- actively seek out participants' specialist knowledge (such as dieticians, physios, etc.)
- think of the group to help you determine what to focus on, for example:
  - talk on palliative medicines may just be for nurses as they deal with it regularly
  - talk on how to assess patients may benefit from contributions from all experiences
- use phrases like 'This may be of more interest to some of you.'
- point out that both personal and professional knowledge is important and useful
- have additional resources that you can share on specific topics
- encourage participants to do more learning and tell them where they can go for it.

### Be respectful and inclusive with ESOL (English for Speakers of Other Languages) participants

You may have participants who come from other cultures and who have English as their second language. Here are a few tips to help make them feel part of the discussion.

### Language

- Be mindful of speed, humour, euphemism and terminology.
- Check understanding regularly. 'Does everyone know what I mean when I say …?'
- Build confidence by using layman's terms – language that they, in turn, will use.
- Ask universal questions. For example, 'How does death and dying affect you?'
- Talk about your experiences with learning in other cultures and how difficult it can be.

### Activities

- Be very clear when giving instructions for small-group work. Tell them they will need a scribe and spokesperson.
- Get them to participate in small-group work where they may feel more free to speak their mind.
- Make sure your resources represent other cultures as well as genders, ages, sexualities, etc.



## Culture

- Acknowledge that palliative care is a Western concept.
- Ask them to bring the experience of their workplace, etc., rather than just their culture.
- Focus on the combined culture of the whole group, rather than any one culture.
- Understand the prior learning experiences of the people present and ascertain what their learning expectations may be.
- Take the opportunity to learn from each others' cultural perspectives.
- Always remain professional. People from different cultures may be uncomfortable with an overly relaxed style (it may be seen as disrespectful).

## Dos and don’ts

**Do:**

- stick to the basics – remember these are the fundamentals!
- facilitate participants’ confidence without pushing them out of their comfort zone
- admit when you don’t know something – remember to find and provide an answer later
- use local examples and local resources
- keep it simple
- watch an experienced person deliver the material first. (But remember, when it is your turn, be yourself! Bring your own style to the session.)
- change anything that is not working
- take time to reflect at the end of a session and note down what worked and what did not.

**Don’t:**

- pack too much information in
- cross your arms – think about your body language
- ignore a disruptive person, but don’t focus on the bad energy
- focus on an idea too much if you see participants struggling to get on board with it
- have distractions around you – create a conducive learning environment
- let people get too competitive in quizzes and forget the learning purpose
- try to be everything to everyone.

**Note**: If you are co-facilitating a session with another educator, work together to achieve the best outcomes for your participants.

After the workshop, spend time providing feedback to each other. Be honest and respectful. Address themes you both notice from the evaluation forms. This will inform changes that you may or may not need to make for next time.

# Before the workshop

## Prepare yourself

Familiarising yourself with the material and resources ahead of delivery will let you focus less on remembering what to cover and more on tailoring the experience for your participants.

Before the workshop, it is useful to review:

- the list of participants, including their role and workplace
- the online learning that participants have completed prior to attending the workshop (make notes of anything you may want to reinforce or follow up on with the group)
- the workshop outline, which includes the learning outcomes and a prep checklist
- the PowerPoint presentation and educator notes
- the workshop handouts, especially any case studies
- any background reading or additional resources you plan to include.

Preparing yourself also means eating well and getting plenty of sleep the night before – facilitating takes a lot of energy!

## Prepare for the workshop

Setting up your room, knowing where everything is and checking that everything is working will take a load off your mind. If you are lucky enough to have a co-educator or admin support, they can help out.

**The day before the workshop:**

- check all your bookings (e.g., room, technology etc.)
- have any printed workshop resources organised and ready to hand out when required, including the workshop evaluation forms
- have an attendance record ready for all participants to sign
- have scrap paper, sticky notes, pens and whiteboard markers available for group discussions.

**On the day of the workshop:**

- make sure you know the housekeeping and health and safety requirements
- check wifi access
- check the room you have booked is set up to accommodate the right number of participants
- test the technology – make sure you can view the presentation and check that any video or audio is working.

# During the workshop

Different people learn in different ways. Some people will retain visuals more than spoken information, so will find pictures or diagrams useful. Some prefer to discuss with others and discover solutions within a group. Some will learn best through relating ideas to their everyday work through case studies.

The following pages provide some simple options you may choose to integrate into your workshops to engage participants. You can also find lots of great activity ideas online (just remember to align them to the workshop learning outcomes).

## Welcome and introduction

At the beginning of each session, start by creating an open and inclusive space for all participants. Here are some ways to get started on the right foot.

- Consider a formal welcome.
  - A karakia (prayer) may be appropriate – either do one yourself or ask someone else if they are confident doing one (you could also prepare one on a slide).
  - Think about a pepeha (a structure identifying who we are, where we are from and where we belong) or waiata (Māori song).
- Cover off housekeeping early on – the workshop agenda, health and safety information and site-specific information (like where the toilets are).
- Emphasise safety – there are no stupid questions, discussions stay in the room and there may be topics that are difficult to talk about. Plan how you will deal with emotional issues that may arise. For example, you could encourage participants to share professional, rather than personal, experience to prevent vulnerability.
- Facilitate introductions with an icebreaker activity.
- Establish your own credibility and confirm the knowledge level and experience in the room for the benefit of other participants.
- Explain where we are on the learning journey.
- Signpost the day but be flexible.
- Always start a topic with a big reflection question. Recap and reflect on the last session or package. Ask how the participants applied what they previously learnt. How did their practice change?

## Ground rules

Ground rules set some shared expectations for behaviour and can be useful to point back to if things are going off the rails. For longer workshops, it can be good to create these as a group to generate buy-in and ownership. Here is a fairly standard list to get you started.

- **Phones silent / switched off.**
- **Good timekeeping**. Start and finish on time, including breaks.
- C**onfidentiality**. Personal stuff stays in the room but the learning is okay to share. Don't use a person's real name when sharing stories.
- **Non-judgemental**. All opinions are valued and all participants should feel safe expressing their fears and beliefs.
- **Respectful active listening.**
- **One voice at a time.**
- **There are no dumb questions** – only those that are not asked.
- **Agree to disagree**. Differences of opinion are very common and often there is no right or wrong answer – there will be times when we just need to agree to disagree.
- **Enjoy yourselves.**
- **Share your new knowledge with your colleagues.**

## Icebreakers

An icebreaker is a short, fun exercise used at the beginning of a session. These can:

- create a positive group atmosphere
- help people relax
- break down social barriers
- energise and motivate participants
- help people 'think outside the box'
- help people get to know one another.

### Simple examples

- Introduce yourself to your neighbour and tell them what your favourite food is, what your favourite television programme is, what you like to do to relax and what you hope to gain from this session.
- Tell your neighbour three things about yourself, two true and one false, and see if they can guess which one is false.
- Walk around the room and introduce yourself to five people, then come back to the group and share the names of the five people you met.

### Watch out for…

- Timing – set clear instructions with a time limit and then stick to it. If you lose too much time at the beginning of the session, you will be making up time throughout. Aim for no more than 10 minutes for an icebreaker.



## Energisers

Energisers are short exercises to give people a break from concentrating. If you notice people getting tired or distracted, choose an exercise to re-energise them.

### Simple examples

- Everyone stands, stretches, then sits down again.
- Everyone moves around the room and greets five different people.
- Get the participants to stand up and write their names with their body.

### Watch out for…

- Timing – keep energisers short. For most people, the state change will re-energise them in just a few minutes.
- Excluding anyone – if you choose a physical exercise, consider whether you have any participants that may be challenged.

## Brainstorming

Brainstorming can be a great way to find out what the group already knows or to come up with potential solutions to a challenge or problem. Strengths of brainstorming include:

- providing a listening exercise that encourages creative thinking for new ideas
- encouraging full participation because all ideas are equally recorded
- drawing on the group's knowledge and experience
- creating a spirit of congeniality
- one idea can spark off other ideas.

### Simple examples

- Everyone calls out answers/ideas as the educator writes them on the board.
- Break into small groups. Everyone writes their ideas/answers on separate sticky notes and puts them on the wall.
- Give everyone a time limit to generate as many answers/ideas as possible, then bring the group back together to share.

### Watch out for...

- Unfocused discussions – limit brainstorming to 5–7 minutes with a clear challenge or question to answer.
- Criticism and evaluation – set ground rules, such as no bad ideas, no judgement and to build on others' ideas using 'and' not 'but'.
- Equal participation – facilitate well to ensure louder participants do not dominate and quieter participants can contribute.



## Small-group discussion

Small groups often enable better participation and help people feel more comfortable contributing than in larger groups. Breaking people into small groups can also be useful to cover different aspects of a challenge within the same period of time – for example, when exploring multiple case studies.

### Simple examples

- Provide a challenge or case study to each group, ask them to discuss 3–5 key questions among themselves and assign a scribe to record their answers. Bring all groups back together to report back to the wider group.
- 'The Walking Wall' is an alternative to verbal reporting back – each group puts their written feedback on the wall, either on sticky notes or on full flip charts, then people walk around and read the feedback. This can carry on during breaks. Encourage questions and sum up main points at the end.

### Watch out for...

- Timing – do not forget the time to set up and report back when planning an activity. If you plan for 25 minutes, that may consist of:
  - 5 minutes to provide instructions, select groups and get everyone into their groups
  - 10 minutes for groups to work together on the challenge
  - 10–15 minutes for groups to report back or present to the others (even if you give them 2 minutes to report back, most groups will take at least 5 minutes). If you are short of time, ask each group to choose the one thing they see as the most important to feed back.
- Mismatched groups – if possible, select groups carefully rather than randomly, taking into account the mix of experience and personalities in the room.
- Sidetracked groups – it may be useful to list the main points on a whiteboard or flip chart, or to provide paper for participants to write on that can be shared with other groups. Circulate around the groups to keep them on task. If you notice that casual conversations are popping up, it may be time to wrap up the activity.

## Role playing

This is unrehearsed acting out of a real-life situation, which can give significant insight into the thoughts and feelings of the people in the situation. Through role play, participants can practise skills, such as answering challenging questions, breaking bad news, managing challenging behaviour, negotiating, listening and 'being with' a person in distress.

### Role plays:

- introduce a challenging situation dramatically
- provide opportunities for people to assume the roles of others and appreciate another point of view
- allow for exploration of solutions
- provide opportunities to practise skills
- let people explore what went well and what could have been done differently.

### Simple examples

- Two educators may perform a role play to illustrate an approach or common challenge. The group watches and observes and can make comments at the end. A situation can also be role played badly to illustrate incorrect practice (this requires skilled role playing).
- Participants may be given persona cards with a brief description of their 'role' and the situation. You may put people in groups of three, with two people participating while a third observes, leading to richer debriefs.
- Ensure those role playing have time to debrief and discuss the situation they just worked through.

### Watch out for...

- People feeling intimidated – some people may feel self-conscious, so it is often better to ask for volunteers or create small groups of two or three people where they do not feel like they are being judged on their acting skills.

## Case studies

Case studies can help people further understand concepts by seeing them in a relatable context. They can also help participants:

- develop analytic and problem-solving skills
- explore solutions to complex issues
- apply new knowledge and skills.



### Simple examples

- Ask participants to read a short case study and discuss key takeaways in groups.
- Provide case studies that set up a situation requiring an action or solution and ask participants what they would do or how they would approach the situation. If the case study is based on real events, follow up with the actual outcome and compare approaches.

You will be provided with case studies relevant to each workshop. However, it is a good idea to collect a number of case studies from various relevant situations that you can draw on where required. Use either real people you have cared for, using pseudonyms so they remain anonymous, or make up case studies based on your previous experience.

### Watch out for…

Lack of relevance – make sure situations are realistic, otherwise people may not see how they are relevant to their own situation or experience.

## Reflection

Reflection encourages learning from past experiences and interactions with others, in both a professional and personal context. The online learning asks the participants to reflect on a number of topics and situations, and outlines which reflections to bring to the workshops. Allow time to incorporate these reflections into the workshop.

Reflections are best done in small groups. It is important to stress that there is no shame or blame in describing a situation that may not have gone well. It is the learning from the reflection that is important. Discourage any judgement statements as people reflect.

### Simple examples

These simple prompts can guide the process:

1. Describe the situation.
2. What went well?
3. What could have been better?
4. What would have allowed me to do this better? (For example, skills, knowledge or time.)
5. What would I do differently next time? (You may choose to ask this question after the workshop or suggest that the participants revisit this question after the workshop.)

### Watch out for…

- People reflecting negatively on their practice – it is important for participants to see how they can improve, but they should not feel dejected about their practice.
- Shifting focus – participants may move from reflecting on a specific topic to a broader reflection that is not focused on the intent of the workshop.



## Storytelling

Stories are powerful teaching tools. Encourage participants to share stories from their practice. This may be a story of a resident/patient or whānau (but ensure people's confidentiality). The stories may also be from outside work – for example, how someone manages good self-care. They may be stories of participants' cultural beliefs, rituals etc.

### Storytelling:

- is a memorable teaching tool
- affirms the participants' practice
- allows participants to discuss the situation outlined
- provides learning about each other's cultures.

### Simple examples

- Ask participants to share a story about someone they have cared for who has gone through a similar experience.
- Use stories from participants' practice or life outside of work to tie the learning to their day-to-day lives.

### Watch out for...

- Timing – keep an eye on the time and make sure people are not telling extensive stories.
- Relevance – encourage stories that are relevant to the learning and that contribute to the topic being discussed.

## Virtual facilitation

Most of the activities and ideas above can be run virtually if this works better for your audience. Here are a few tips to adapt to a virtual environment.

### Environment

- Make sure your background is free from distractions or anything you don't want shown on camera.
- Find somewhere with minimal background noise. Use a good quality headset or microphone if you can.

### Technology

- Allow 10–15 minutes for everyone to join and get set up on the call. Make sure you are on early to help participants with getting connected, if necessary.
- Ask participants to turn on their camera, if possible.
- Always have your camera on.
- Make sure participants know to mute themselves unless they are contributing.
- Check your own mute.
- Share the PowerPoint on your screen – check that all participants can see what you are sharing.

### Breakout rooms

- For small-group discussions, use the breakout rooms so participants are not distracted by what other groups are doing. You can then go in and out of these rooms to check on people.
- If you have split the group into breakout rooms, remember to bring them all back together at the end of the activity.

### Sharing resources

- To share resources like case studies and activity sheets, add them to the chat/message thread so all the participants can open them on their own devices.
- Check that everyone can access them before you continue.

### Activities

- Instead of using sticky notes and whiteboards, you can use the chat/message thread. Post the question you want the participants to answer, then ask them to reply with their thoughts. You can then run through each of the responses in a group discussion.

## Conclusion

It is important to conclude the workshop in a way that makes participants feel listened to, that their contributions have been valued and that they are not left feeling emotionally vulnerable.

Wherever possible, allow time for participants to complete the evaluation forms. Encourage participants to be honest with their feedback, explaining that we are constantly learning ourselves and always looking for ways to improve.

Encourage participants to contact their local specialist palliative care services for ongoing clinical support. Provide information and contact details.

# Where to go for support

If you need help or support delivering workshops, your regional representative is your first port of call.

You could also consider:

- facilitating in partnership
- an educator in a nearby Hospice
- specialist colleagues
- Hospice educators group
- Hospice New Zealand website – forum.

For questions or help related to the programme resources and material, please contact Hospice New Zealand on **04 381 0266**.

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