

Palliative Approach to Care for Workers who Support People who are Homeless in Canada

In Person Workshop – Facilitator’s Guide

INTRODUCTION

About this Course

This course was developed with and for workers across Canada who support people who are homeless and have chronic or life-limiting illnesses. It is intended to provide useable and practical information about integrating a palliative approach to care with the existing knowledge and expertise workers have regarding a harm reduction approach, relationship development, and meeting people “where they’re at.”

These workers are in a unique position when it comes to providing a palliative approach to care. Every day they work in shelters, drop-in centres, or on the streets, to build trusting relationships with individuals experiencing homelessness. Workers have a clear understanding of the life circumstances and difficulties that people who are homeless face when accessing health care. Some workers also have lived experience with homelessness.

Workers often use a harm reduction approach to care when building a relationship with individuals experiencing homelessness. Their goal is to develop trust with the individual and to assist them in getting better access to care, including end-of-life care. However, this can be frustrating and daunting for workers when they lack certain skills or knowledge related to dying and death, palliative care, and a palliative approach.

This course consists of three parts. The first part is an eLearning introduction to the concepts of a palliative approach to care for workers who support people who are homeless. This workshop is Part 2 of the course and involves a more in-depth exploration of the concepts, and includes participation in related activities to reinforce the learning from Part 1. Part 3 is a website that contains practical and useable information that can be accessed as an on-the-job resource.

Overall Objectives for the Workshop

Through interactive activities and discussions, this workshop will answer some of the workers’ key questions about caring for people who are homeless and living with chronic and life-limiting illnesses. It will also provide practical tools that can be used to improve quality of life and access to care services for people with chronic or life-limiting illnesses.

Target Audience

This course was developed with and for workers across Canada who work with people who are homeless. Workers support people experiencing homelessness who are chronically ill or nearing their end-of-life in a wide variety of settings and cover a wide range of roles such as:

- Peer support workers (with lived experience)
- Outreach and harm reduction workers
- Addictions workers
- Supportive housing workers
- Volunteers
- Case coordinators
- Program coordinators
- Shelter workers
- Legal clinic staff
- Drop-in centre staff
- Employment workers
- Harm reduction site workers

Learning Objectives

By the end of the workshop, participants will be able to:

- identify the similarities and the differences between a palliative approach to care and a harm reduction approach
- identify communication strategies that can be used for effective conversations with health care providers
- gather relevant health information about the person they are working with
- identify key information to consider when deciding whether to keep an eye on a situation or encourage an individual to seek immediate health care
- generate questions using communication strategies to confirm the worker's understanding and the understanding of the individual they are working with so that the individual can make informed decisions about their treatment
- generate key questions to ask health care providers about an individual to understand their care needs in order to support them
- identify key messages about an individual's unique care needs to share with health care providers
- build on palliative care options already found in the eLearning course and identify search strategies for finding local palliative care options
- identify how to find the financial resources and benefits for which an individual may be eligible

- identify the types of information a worker needs to get from an individual about their end-of-life wishes and to recognize communication strategies to use to obtain this information
- to identify the most common grief and bereavement reactions and to generate ways to cope with grief and bereavement and to mark a death

WORKSHOP LOGISTICS

Complete this workshop checklist to as a way to keep track of the details of the workshop.

Item Description	Detail/Check
Workshop Date: The date on which the workshop will be held	<hr/> dd/mm/yyyy
Time: 8 hours (includes 4.5 hours of activity, 2 - 30 minutes breaks and a 1 hour lunch)	<u>8:30 a.m. to 4:30 p.m.*</u> *Note: Facilitators/Helpers should arrive at 8:00 a.m. to set-up
Location: The location selected should be accessible, large enough to comfortably seat 16 people around a table (see attached room diagram), with sufficient space to break up into two smaller groups of 8.	Location address with Google Map and directions
Participants: Maximum 16 workers who provide care to people who are homeless in such places as shelters, drop-in centres, transitional housing, etc.	Names and email addresses of participants
Facilitators: Facilitator 1 - acts as an overall workshop facilitator, including presenting the workshop introduction and conclusion, and floating through the room to answer	Name of Facilitator 1 <hr/>


Item Description	Detail/Check	
<p>questions of participants, ensuring food and room set up.</p> <p>Facilitator 2 - facilitates the workshop activities</p>	<p>Name of Facilitator 2</p> <p>_____</p>	
Participant Groupings:	<p>Large group of 16 people</p> <p>Pairs</p> <p>2 groups of 8 people</p>	
<p>Room Set Up</p> <p>See Appendix 1 for sample room lay out</p>	<p>Flip chart with paper</p> <p>Wall space to project at least 4 ft x 4 ft</p> <p>Wall space to hang flip chart paper</p> <p>One large table for 16 people, two smaller tables for two groups of 8 people</p>	
<p>Food and Refreshments: Food and refreshments are needed for 16 participants and 2 facilitators for 2 snack breaks, breakfast, and lunch.</p> <p>Food should be ordered at least 1 week prior to the workshop and confirmed the day before.</p> <p>Consider including vegan and gluten free options.</p>	<p>Caterer name:</p> <p>_____</p> <p>Caterer telephone number and email:</p> <p>_____</p> <p>Supplies</p> <ul style="list-style-type: none"> • Cutlery • Napkins • Plates <p>Refreshments:</p> <ul style="list-style-type: none"> • Water • Tea • Coffee • Juice <p>Breakfast – e.g. muffins, yogurt, granola bars</p> <p>Lunch – e.g. sandwiches, wraps, soup, salad</p> <p>Breaks- light snacks (e.g. fruit and cookies)</p>	
Technology checklist	Internet access	
	Laptop	
	Projector	
	USB stick with back up of PowerPoint presentation	


Item Description	Detail/Check	
	Portable speakers	
Facilitator's Toolkit Items Check	Non-toxic markers	
	Post it notes	
	Sharpies	
	Kleenex	
	Hand sanitizer (for food table)	
	Painters tape	
	Scotch tape	
	Name tags	
	Scissors	
	Pens	
	Note pads	
	Prizes/giveaways for icebreaker (eg. \$10 Tim Horton's gift card)	
	Paperclips of different sizes	
	Stones (one for each participant) for Grief Exercise	
Printed Materials (2 copies)	Appendix 2 – Workshop Sign-in sheet	
	Appendix 3 - Welcome signs	
	Appendix 4 -Washroom signs	
Printed Materials (16 copies)	Appendix 5 - Icebreaker – Bingo Cards	
	Appendix 6 – Stephen and Angela's Personas	
	Appendix 7 - Instructions for role play of Stephen (Action Card 2 – Topic 1)	
	Appendix 8 - Eco-map activity sheet	
	Appendix 9 - Instructions for setting up a Facebook Group and Sign up Sheet	
	Appendix 10 - Workshop evaluation	
	Appendix 11 - Certificate of completion	

WORKSHOP AGENDA SUMMARY


TIME	TOPIC
8:30 a.m. - 9:00 a.m.	Sign-In & Light Breakfast
9:00 a.m.– 9: 10 a.m.	Welcome, Introductions, Icebreaker & Background Information
9:10 a.m. – 9:20 a.m.	Introducing Angela and Stephen
9:20 a.m. – 9:50 a.m.	Palliative Approach to Care
9:50 a.m.– 10:30 a.m.	Action Card 1 and Activities <ol style="list-style-type: none"> 1. Building rapport with health care providers and communication strategies
10:30 a.m. – 11:00 a.m.	Break
11:00 a.m. – 11:35 a.m.	Action Card 2 and Activities <ol style="list-style-type: none"> 1. Basic health information 2. Common diseases/signs and symptoms
11:35 a.m. – 12:15 p.m.	Action Card 3 and Activities <ol style="list-style-type: none"> 1. Understanding of health condition and status and unique health care needs 2. Education of health care providers
12:15 p.m.– 1:15 p.m.	Lunch
1:15 p.m.– 1:45 p.m.	Action Card 4 and Activities <ol style="list-style-type: none"> 1. Palliative care options 2. Financial resources and benefits
1:45 p.m.– 2:30 p.m.	Action Card 5 and Activities <ol style="list-style-type: none"> 1. End-of-Life conversations 2. Support networks 3. Legal rights resources
2:30 p.m.– 3:00 p.m.	Break
3:00 p.m.– 3:45 p.m.	Action Card 6, 7, 8 and Activities <ol style="list-style-type: none"> 1. Grief and Bereavement
3:45 p.m.– 4:15 p.m.	Collective Action <ol style="list-style-type: none"> 1. Video 2. Facebook page
4:15 p.m. – 4:30 p.m.	Summary, Wrap Up, Evaluate and Closing

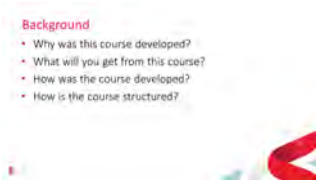
DETAILED FACILITATOR AGENDA AND NOTES

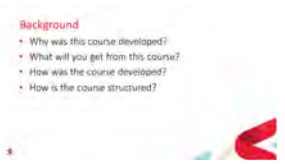
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
45 mins		Set up -post welcome and washroom signs -set up food -set up room (see diagram) --set up projector and speakers -set up sign in table	-washroom sign -workshop welcome sign -sign-in sheet	washroom sign workshop sign tape room map
15 mins		Participant Arrival -request participants to sign in -write name on name tag -direct participants to breakfast available	-sign in sheet -breakfast -name tags	sign in sheet name tags markers pen
10 mins		Welcome, introduction, housekeeping, agenda icebreaker activity	(Say) Welcome to A Palliative Approach to Care for Workers who Support People who are Homeless in Canada. My name is _____ and I'm from _____ and I will be the workshop facilitator for today.	Bingo sheets Pens Prize


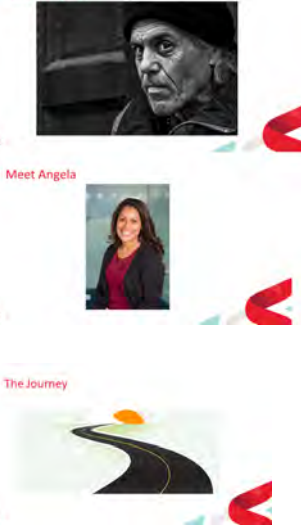
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>I am co-facilitating with _____ from _____.</p> <p>Before we get started, I want to take care of some housekeeping items <i>(Give directions to washrooms, exits, ensure sign-in)</i></p> <p>In a few minutes, we will ask you to participate in an activity to get to know one another better but for now, I would like to go around the room and have everyone introduce themselves with their name and where they're from.</p> <p>I'd also like to acknowledge the curriculum development team from SE Research Centre.</p> <p>This course is the result of a project intended to identify topics and ways of learning for workers like yourselves, who are supporting people who are homeless and have life-limiting illness. I want to acknowledge all of the partners on this project:</p> <p><i>Toronto</i> Dr. Naheed Dosani</p> <p><i>Calgary</i> Dr. Sonya Jakubec Dr. Simon Colgan</p> <p><i>Victoria</i> Dr. Kelli Stadjuhar Ashley Mollison</p>	

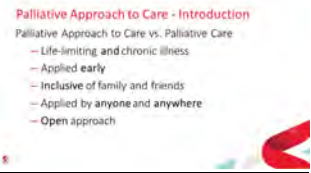
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>Dr. Danica Gleave Kristen Kvakic</p> <p>And our supporters:</p> <ul style="list-style-type: none"> • CUPS Health Education Housing • Mount Royal University • Mount Royal University Office of Research, Scholarship and Community Engagement • Equitable Access to Care for People with Life Limiting Conditions • University of Victoria Nursing • University of Victoria Institute for Aging and Lifelong Health • University of Toronto's Department of Family & Community Medicine • Inner City Health Associates • Calgary Allied Mobile Palliative Program (CAMPP) • University of Calgary <p>I would like to also acknowledge that the land on which we gather is the Traditional Territory of the _____ (Note: this link can be used to select the territory to acknowledge https://native-land.ca/territory-acknowledgement/)</p> <p>Finally, I want everyone to know that this is a safe space, where all ideas are welcome and that can be expressed openly without judgement.</p>	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed																
	 <p>The slide content includes an 'Ice Breaker' section with the text 'Let's get to know each other!' and a red arrow graphic. Below it is an 'Agenda' slide listing the day's schedule from 9:00 a.m. to 4:15 p.m., including activities like 'Welcome, Introductions, Background', 'Activity Sessions', 'Break', and 'Lunch'.</p>		<p>We are going to get to know each other with a quick game of Bingo. Go around and ask everyone in the room a question on the bingo sheet. If they answer yes then get their initials on the sheet and move on to the next person and ask them a different question. Keep going until you get a full line. The first person to complete a full line of signatures yells “BINGO” to collect a prize.</p> <p><i>Keep going for two lines or more – depending on prizes available.</i></p> <p>(Say) Here is the agenda for the day. You will see we have a lot to cover but we want to make it participatory and interactive. We will end around 4:30.</p> <table border="1" data-bbox="856 824 1759 1386"> <thead> <tr> <th data-bbox="856 824 1094 889">TIME</th> <th data-bbox="1094 824 1759 889">TOPIC</th> </tr> </thead> <tbody> <tr> <td data-bbox="856 889 1094 963">8:45 -9:00</td> <td data-bbox="1094 889 1759 963">Sign-In & Light Breakfast</td> </tr> <tr> <td data-bbox="856 963 1094 1029">9:00 – 9: 10</td> <td data-bbox="1094 963 1759 1029">Welcome, Introductions & Background Information</td> </tr> <tr> <td data-bbox="856 1029 1094 1096">9:10 – 9:20</td> <td data-bbox="1094 1029 1759 1096">Introducing Angela and Stephen</td> </tr> <tr> <td data-bbox="856 1096 1094 1162">9:20 – 9:50</td> <td data-bbox="1094 1096 1759 1162">Palliative Approach to Care</td> </tr> <tr> <td data-bbox="856 1162 1094 1245">9:50 – 10:30</td> <td data-bbox="1094 1162 1759 1245">Action Card 1 and Activities</td> </tr> <tr> <td data-bbox="856 1245 1094 1318">10:30 – 11:00</td> <td data-bbox="1094 1245 1759 1318">Break</td> </tr> <tr> <td data-bbox="856 1318 1094 1386">11:00 – 11:35</td> <td data-bbox="1094 1318 1759 1386">Action Card 2 and Activities</td> </tr> </tbody> </table>	TIME	TOPIC	8:45 -9:00	Sign-In & Light Breakfast	9:00 – 9: 10	Welcome, Introductions & Background Information	9:10 – 9:20	Introducing Angela and Stephen	9:20 – 9:50	Palliative Approach to Care	9:50 – 10:30	Action Card 1 and Activities	10:30 – 11:00	Break	11:00 – 11:35	Action Card 2 and Activities	
TIME	TOPIC																			
8:45 -9:00	Sign-In & Light Breakfast																			
9:00 – 9: 10	Welcome, Introductions & Background Information																			
9:10 – 9:20	Introducing Angela and Stephen																			
9:20 – 9:50	Palliative Approach to Care																			
9:50 – 10:30	Action Card 1 and Activities																			
10:30 – 11:00	Break																			
11:00 – 11:35	Action Card 2 and Activities																			



Time	Slide	Activity (Topic and Objective)	Content	Materials Needed																
			<table border="1"> <tr> <td data-bbox="846 280 1094 345">11:35 – 12:15</td> <td data-bbox="1094 280 1761 345">Action Card 3 and Activities</td> </tr> <tr> <td data-bbox="846 345 1094 410">12:15 – 1:15</td> <td data-bbox="1094 345 1761 410">Lunch</td> </tr> <tr> <td data-bbox="846 410 1094 475">1:15 – 1:45</td> <td data-bbox="1094 410 1761 475">Action Card 4 and Activities</td> </tr> <tr> <td data-bbox="846 475 1094 540">1:45 – 2:30</td> <td data-bbox="1094 475 1761 540">Action Card 5 and Activities</td> </tr> <tr> <td data-bbox="846 540 1094 605">2:30 – 3:00</td> <td data-bbox="1094 540 1761 605">Break</td> </tr> <tr> <td data-bbox="846 605 1094 670">3:00 – 3:45</td> <td data-bbox="1094 605 1761 670">Action Card 6, 7, 8 and Activities</td> </tr> <tr> <td data-bbox="846 670 1094 735">3:45 – 4:15</td> <td data-bbox="1094 670 1761 735">Collective Action</td> </tr> <tr> <td data-bbox="846 735 1094 800">4:15 – 4:30</td> <td data-bbox="1094 735 1761 800">Summary, Wrap Up, Evaluate and Closing</td> </tr> </table>	11:35 – 12:15	Action Card 3 and Activities	12:15 – 1:15	Lunch	1:15 – 1:45	Action Card 4 and Activities	1:45 – 2:30	Action Card 5 and Activities	2:30 – 3:00	Break	3:00 – 3:45	Action Card 6, 7, 8 and Activities	3:45 – 4:15	Collective Action	4:15 – 4:30	Summary, Wrap Up, Evaluate and Closing	
11:35 – 12:15	Action Card 3 and Activities																			
12:15 – 1:15	Lunch																			
1:15 – 1:45	Action Card 4 and Activities																			
1:45 – 2:30	Action Card 5 and Activities																			
2:30 – 3:00	Break																			
3:00 – 3:45	Action Card 6, 7, 8 and Activities																			
3:45 – 4:15	Collective Action																			
4:15 – 4:30	Summary, Wrap Up, Evaluate and Closing																			
			<p>(Say)</p> <p>I want to start by giving you an understanding of what this course is about and what you will learn.</p> <p>Firstly, why was this course developed?</p> <p>It is designed to provide useable and practical information about providing a palliative approach to care while building on knowledge and expertise in the harm reduction approach, relationship development, and meeting people where they are at.</p> <p>What will you get from this course?</p>																	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>Some key questions will be answered about caring for people who are homeless and living with chronic and life-limiting illnesses. These include:</p> <ul style="list-style-type: none"> • How to communicate with people so that they understand their situation and their health conditions • When to keep an eye on a health situation or when to help someone get to a health care provider • What palliative care options are available in the community • How and when to start the conversation about the end-of-life <p>It will also provide practical tools to use on the job.</p> <p>How was the course developed? It was developed with and for workers across Canada who work with people who are homeless in a wide variety of settings and cover a wide range of roles such as</p> <ul style="list-style-type: none"> • Peer support workers • Outreach and harm reduction workers • Supportive housing workers • Shelter worker • Drop-in centre staff • Employment worker <p>How is it structured? This course consists of three parts: Part one that you already completed was an eLearning introduction to the key concepts we're</p>	

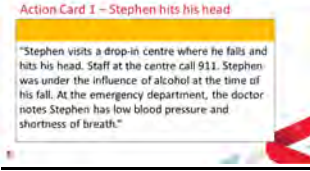
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>discussing today, in Part 2. Part 3 is a website that will act as an on-the-job resource. I'll talk more about that later.</p> <p>When this course was being developed, workers said that they learn best from interactions and discussions with each other about their lived experience of working with people who are homeless, and their own lived experience. They said that it is best when the information they are learning is based in the reality of their client's stories.</p>	
10 mins		<p>Presentation of full Stephen and Angela persona and Stephen's story</p>	<p><i>(Say)</i> That is why we have framed this course around the story of Angela, a worker, and Stephen, an individual she is working with who has experienced homelessness. Understanding Stephen's journey and his interactions with Angela will help us think about a palliative approach to care and how it could be applied throughout their relationship. Many of our activities today will centre around their story so that's where we will begin.</p> <p><i>(Read Angela's persona, read Stephen' persona, read the Action Cards 1-8.)</i></p>	<p>Angela and Stephen personas and Action Cards</p>
30 mins		<ul style="list-style-type: none"> • Large group discussion of Palliative Approach to Care 	<p>For our first activity we will review the key concepts from Part 1 and discuss as a group your reactions to them, and how they relate to your prior experience as a worker.</p>	

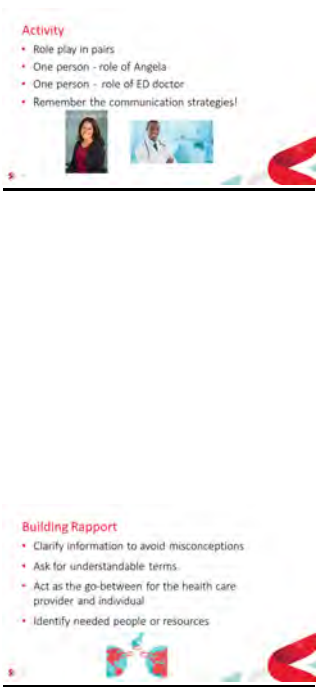
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
		<p>Topic: <u>Introduction to Palliative Approach and Harm Reduction</u></p> <p>Objective: to identify the similarities and the differences between a palliative approach to care and a harm reduction approach</p>	<p>Palliative care is a more commonly known term than a palliative approach to care but it is important to understand the differences since a palliative approach is a better fit than palliative care is for addressing the unique needs of people who are homeless.</p> <p><u>What is Palliative Care?</u> Palliative care is a type of care offered by health care providers which aims to help people with life-ending illnesses be as comfortable as possible, to manage their pain and other symptoms well, and to help them maintain a good quality of life in four areas of need: physical, psychological, spiritual, and social.</p> <p><u>What is a Palliative Approach to Care and How is it Different from Palliative Care?</u> A palliative approach to care is not a specific service. Instead, it is an approach that can be taken by anyone – not just health care providers – to improve the lives of those with a chronic or life-limiting illness. Taking a palliative approach provides a sense of control to these individuals as well as their family and friends. It focuses on the individuals and how to maximize their quality of life, rather than just focusing on the goals of a treatment.</p> <p>The main differences between palliative care and a palliative approach to care are that a palliative approach to care:</p> <ul style="list-style-type: none"> • is offered to people with life-limiting and chronic illnesses not just life-ending illnesses. This is especially important for people who are homeless as they commonly experience chronic health conditions that can affect their quality of life. 	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<ul style="list-style-type: none"> • is not reserved until the end stages of an illness, but instead is applied earlier to provide active care focused on making sure the person is comfortable • is focused on improving the quality of life for not just the person who is ill but also for their family and friends. A person who is homeless may have people who support them that may not fit within the role of a traditional family or friend. • can be provided in any setting, like a shelter or drop-in centre, not just in a health care setting like a hospital or doctor’s office by anyone, not just health care providers. This means better access to care for people who are homeless as the care is provided where they are and by people with whom they are more likely to trust. • uses an open approach to reducing suffering rather than putting conditions on receiving comfort, such as abstaining from drug or alcohol use. A significant number of people who are homeless also have substance abuse issues which means they may experience severe withdrawal symptoms if they’re required to abstain from these substances. Withdrawal symptoms, such as pain and irregular heartbeat, can often worsen the severity of the symptoms of their illness. • promotes understanding the person and their family, and helps support people experiencing loss and bereavement. <p><u>What are the Values/ Principles of a Palliative Approach to Care?</u> With a palliative approach to care, it is important to:</p>	


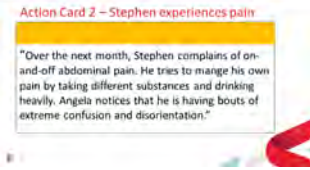
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
	<p data-bbox="226 293 464 326">Palliative Approach to Care – Values and Principles</p> <ul data-bbox="226 331 485 418" style="list-style-type: none"> • Meet them “where they are at” • Include the person, their friends, and their family • Support and protect dignity • Respect societal and cultural needs • Partner in decision making  <p data-bbox="226 899 275 915">Activity</p> <ul data-bbox="226 938 386 1003" style="list-style-type: none"> • Harm Reduction Approach vs. Palliative Approach <ul style="list-style-type: none"> – How are they similar? – How are they different? 		<ul data-bbox="863 289 1745 786" style="list-style-type: none"> • make sure the person and their family and friends are met “where they are at”, which means helping them to deal with the health situation when, where, and how they want • include the person and their friends/family in the care process, throughout the entire journey • ensure that care is supportive and protects the person’s dignity, including their right to make decisions and be communicated with openly about their care • respect the social and cultural needs of the person and their family and friends • consider everyone involved as partners in the decision making process, not just the health care providers <p data-bbox="863 834 1724 980">Many of you work within a harm reduction approach, using non-judgemental and non-coercive strategies to decrease health and social harms that come from addiction and substance use, without needing those who use substances to stop using them.</p> <p data-bbox="863 1029 1276 1062"><i>(Ask participants the questions):</i></p> <p data-bbox="863 1068 1150 1101">From your experience,</p> <ul data-bbox="905 1110 1703 1344" style="list-style-type: none"> • How is a palliative approach to care similar to harm reduction? • When would you apply the approaches? • What principles apply to both? • What similarities are there in the way you would use each approach? 	


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<ul style="list-style-type: none"> • What do they consider about the person’s context or life experience? <p><i>(Observations to Note: Both approaches have similar:</i></p> <ul style="list-style-type: none"> • <i>Timing – They are applied as early as possible and consistently throughout interactions with the person and their supports</i> • <i>Principles – They both work to:</i> <ul style="list-style-type: none"> ○ <i>preserve and promote the dignity and quality of life of the person</i> ○ <i>meet the person “where they are at”, such that both approaches are applied in a setting and at a pace that best suits the person</i> ○ <i>respect the individual’s right to make informed decisions about their care</i> • <i>Context – Both approaches consider the impact of the person’s life circumstances and history on the acceptance of care and on their experience of symptoms)</i> <p><i>(Ask the participants the questions)</i></p> <ul style="list-style-type: none"> • From your experience, how is a palliative approach to care different than a harm reduction approach? • What is the role of the worker in influencing a person’s health care decision? • What is the aim of harm reduction vs palliative approach? <p><i>(Observations to note prompts:</i></p>	


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<ul style="list-style-type: none"> • Harm reduction <u>does not try to influence any decision or preferences of a person</u>, which contrasts with a palliative approach which involves <u>encouraging the person to make certain choices over others</u>, especially in areas that might impact or improve their care. For instance, both approaches recognize that people who are homeless may have bad experiences with health care providers which may make them reluctant to get medical treatment for an illness or condition. A harm reduction approach would not involve addressing the decision to avoid medical attention, whereas a palliative approach may involve encouraging the person to seek medical treatment and providing support in accessing care in a way that is most comfortable for them. • Harm reduction aims to <u>reduce the harmful effects</u> of the substance abuse behaviour by minimizing death, disease and injury from high risk behaviours. A palliative approach aims to <u>reduce the effects of the disease or condition</u> on the person's quality of life. • Harm reduction aims to <u>minimize risk</u> for both the <u>people involved and the community</u> around them.) 	
40 mins		<ul style="list-style-type: none"> • Presentation of Action Card 1 • Role play in pairs • Large group discussion 	<p>(Read Action Card 1)</p> <p>(Say) This Action Card starts to highlight issues around effective communication with health care providers, from both Stephen's perspective and Angela's. Angela is in the position of being an</p>	Action Card


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
		<p>Topics: <u>Communication strategies for interactions with health care providers; establishing recognition of expertise; building rapport with health care</u></p> <p>Objective: to identify communication strategies that can be used for effective conversations with health care providers</p>	<p>advocate for Stephen, and because of this, she needs to be able to communicate effectively with his health care providers.</p> <p>Breaking up into groups of 2, we are going to begin with a role play exercise, looking at this issue of communicating with health care providers. One person in your group will take on the role of Angela, while the other will be a health care provider.</p> <p>Keeping in mind the scenario outlined in the Action Card, let's add on that Angela has accompanied Stephen to the Emergency Department. Your job is to role play the conversation that might happen between Angela and the Emergency Department doctor. Angela is acting as an advocate for Stephen in this scenario.</p> <p>Try to apply these building rapport and communication strategies when you role playing this conversation and also keep in mind strategies that can be used for building rapport.</p> <p><i>(Read rapport and communication strategies).</i> <i>(Content for the corresponding PowerPoint:</i> <i>Some ways to build rapport with health care providers to better advocate for people who are homeless are to:</i></p> <ul style="list-style-type: none"> <i>ask for and offer clarification about any information being discussed to avoid misconceptions</i> 	


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
	<p>Communication Strategies</p> <ul style="list-style-type: none"> • Be prepared and organized • Be clear about the questions to be asked • Be assertive and comfortable interacting with health care providers • Be professional yet confident • Be positive and thankful <hr/> <p>Activity Learnings</p> <ul style="list-style-type: none"> • What was challenging about this activity? • What strategies were most helpful? • How will the strategies change your approach? 		<ul style="list-style-type: none"> • <i>ask the health care provider to provide explanations in terms that are understandable outside of health care</i> • <i>act as the go-between for the individual and the health care provider, working to bridge both sides</i> • <i>identify people or resources needed to assist both the individual and the health care provider</i> <p><i>Communication strategies for advocating to health care providers for people who are homeless are:</i></p> <ul style="list-style-type: none"> • <i>be prepared and organized to speak about the situation</i> • <i>be clear about the questions to be asked of the health care provider</i> • <i>be assertive and comfortable in interacting with doctors and other health care providers</i> • <i>be professional yet confident in interacting with health care providers. This means being respectful when communicating, avoiding using curse words and yelling, listening effectively and not being scared to ask questions</i> • <i>be positive and thankful for assistance)</i> <p><i>(Have the participants role play for 15 mins then come back together as a group. Once together again in the larger group, have participants share how they approached the conversation using the strategies.)</i></p> <p><i>Facilitator questions to consider:</i></p> <ul style="list-style-type: none"> • <i>What was challenging about this activity?</i> • <i>What did you find helpful to get the information you needed?</i> 	


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<ul style="list-style-type: none"> • What are some examples from your past experience that were particularly challenging to deal with? • How would the strategies impact or change your approach to those interactions/conversations if you had them now? 	
30 minutes		Break	-ensure food set up	snack
20 mins		<ul style="list-style-type: none"> • Presentation of Action Card 2 • Role play in pairs • Large group discussion <p>Topic 1: <u>Obtaining basic information on a person's health</u></p> <p>Objective: to gather relevant health information about the person they are working with</p>	<p><i>(Read Action Card 2)</i></p> <p><i>(Say)</i> In this Action Card we can see that Angela is beginning to notice changes in Stephen's health and overall behavior. He is complaining of pain to Angela and she recognizes that he is more confused than normal. She is able to observe these differences because she knows how Stephen typically behaves and recognizes there is something going on.</p> <p>It is important for Angela, as Stephen's worker, to know enough about Stephen's basic health information and his experience with accessing care to be able to recognize when something is off or different. However, getting this initial information can be challenging and may require dedicated effort over time. The next few exercises will focus on this topic.</p>	Action Card, Stephen's position (neutral, resistant, cooperative)


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
	 <p>Activity</p> <ul style="list-style-type: none"> • Role play in pairs <ul style="list-style-type: none"> – One person - Angela – One person - Stephen • Have a conversation to learn about Stephen's health care experience • Role play different scenarios: <ul style="list-style-type: none"> – Cooperative, resistant, somewhere in between • Remember the communication strategies! <hr/> <p>Gathering Basic Health Information</p> <ul style="list-style-type: none"> • Health card • Current and past living arrangements • Health concerns or bothersome symptoms • Friends/family or other care workers involved • Experience with getting health care and with health care providers <hr/> <p>Communication Strategies</p> <ul style="list-style-type: none"> • Ask open-ended questions • Practice reflective listening • Clarify what you have heard and get more details • Summarize what you have understood • Use a few minimal prompts 		<p>For the first exercise, we are going to have you break up into pairs and you will role play a scenario. Decide among yourself which person will be Stephen, and who will be Angela. Once you have made that decision, I would like the Stephen's to please raise their hand so I can give you some further instructions.</p> <p><i>(Give each Stephen a piece of paper that says resistant to talking, open to talking, and neutral to talking with Angela).</i></p> <p>To set the scene, Angela is trying to have a conversation with Stephen and get some information about Stephen's health and his prior experience accessing the health care system would be things like <i>(read slide Gathering Basic Health Information)</i></p> <p>Those of you playing Stephen have been given instructions regarding how to play the role. Some will play Stephen as cooperative, others will play him as resistant, and then the remaining will play somewhere in between.</p> <p>Using the communications strategies that you were introduced to in the e-learning portion, <i>(read out strategies)</i> we would like you to role play different approaches to having these conversations.</p> <p>Test out your communications strategies in your pair and then we will come back together as a group and discuss how this all worked.</p> <p><i>(activity for 15 mins of role play; bring group back together for discussion)</i></p>	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
15 mins to complete		<p>• Large group discussion</p> <p>Topic 2: <u>Signs and Symptoms of disease that are common with homeless people</u></p> <p>Objective: to identify decision making considerations as to when to keep an eye on a situation or encourage an individual to seek</p>	<p><i>(Facilitated questions to consider):</i></p> <ul style="list-style-type: none"> • What was difficult about talking to Stephen about his health information? • What ways did you have Angela approach starting this conversation • How did you incorporate the communications strategies? <p><i>(Say) For the next activity we are going to build off of what you did during the e-learning portion of the course that looked at recognizing signs and symptoms of diseases that are common with people who are homeless.</i></p> <p>You were presented with this same Action Card, but first read through some other situations that Angela had to make the decision of whether to keep an eye on the situation or encourage someone to see a health care professional.</p> <p>In terms of this story, when it came to Stephen, Angela made the decision to continue to monitor, instead of encouraging him to see a health care professional. Let's have a brief discussion on this decision.</p> <p><i>Facilitated discussion based on questions:</i></p> <ul style="list-style-type: none"> • Did you agree with Angela's decision to keep an eye on the situation? • Why did you make this decision? 	



Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
		immediate health care	<ul style="list-style-type: none"> • What factors do you consider for the person you are working with in these situations? (<i>prompts: the length of the relationship, level of trust, knowledge of health issues</i>) • How confident are you in making these decisions? 	
15 mins		<ul style="list-style-type: none"> • Presentation of Action Card 3 • Large group discussion <p>Topic 1: <u>Person and Worker's understanding of the person's health condition and status</u></p> <p>Objective: to generate questions using the communication strategies to confirm an individual's understanding so that they can make informed decisions about their treatment</p>	<p>(<i>Read Action Card 3</i>) (<i>Say</i>) Now that we have worked through some approaches to communicating with health care professionals and the people you are supporting, we're going to try applying them to a variety of topics, including the issues that are brought up in this Action Card.</p> <p>In this Action Card, Angela is again interacting with a doctor and advocating for Stephen. She needs to make sure that she understands Stephen's health status, that Stephen understands his own condition, and that she can articulate Stephen's needs to a health care provider.</p> <p>For the next activity we are going to examine a series of questions that are not aligned with the communication strategies.</p> <p>Half are focused on what Angela should ask Stephen, and the other half are focused on what Angela should ask Stephen's health care provider.</p> <p>We will work through the questions to re-phrase them so they do align with the communication strategies discussed.</p> <p>For reference, here are some communication tips to keep in mind: (<i>up on PowerPoint slide</i>)</p>	Action card; St. Mungo's video Flip chart and markers


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
	 <p>Communication Tips</p> <ul style="list-style-type: none"> • Ask open-ended questions • Practice reflective listening • Clarify what you have heard and get more details • Summarize what you have understood • Use a few minimal prompts <hr/> <p>Questions - Angela to Stephen</p> <ul style="list-style-type: none"> • "What is wrong?" • "Why haven't you made a decision about your treatment?" • "Are you in a lot of pain?" <hr/> <p>Questions - Angela to Health Care Provider</p> <ul style="list-style-type: none"> • "When will Stephen start feeling better?" • "What if something else goes wrong?" • "Don't forget about Stephen's substance use." 	<p>Topic 2: <u>Understanding the unique health care needs of the person</u></p> <p>Objective: to generate key questions to ask health care providers about a person to understand their care needs in order to support them</p>	<ul style="list-style-type: none"> • Ask open-ended questions • Practice reflective listening • Clarify what you have heard and get more details • Summarize what you have understood thus far • Use a few minimal prompts <p>Angela to Stephen: <i>(Wrong version could be on PowerPoint slide for visual)</i></p> <ul style="list-style-type: none"> • What is wrong <i>(revised version might be: "how would you describe how you are feeling")</i> • Why haven't you made a decision about your treatment? <i>(revised version might be: "Do you have any reservations about your treatment options?" or "How are you feeling about your treatment options")</i> • Are you in a lot of pain? <i>(revised version might be: "what are the main problems this health condition has brought you?" or "how are your pain levels?" or "do you have any thoughts about where things are going with your illness?")</i> <p>Angela to health care provider:</p> <ul style="list-style-type: none"> • When will Stephen start feeling better? <i>(revised version might be: "what outcome should Stephen expect?")</i> • What if something else goes wrong? <i>(revised version might be: "Is there anything to look out for that would indicate a complication or side effect that would require medical</i> 	

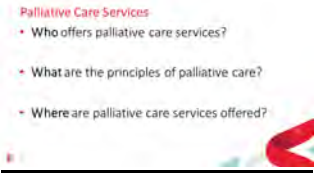

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
20mins		<ul style="list-style-type: none"> • Watch video • Large group discussion <p>Topic 3: <u>Education of health care providers about person’s unique needs (e.g. about harm reduction, pain control, mental health, etc.)</u></p> <p>Objective: to identify key messages about an individual’s unique care needs to share with health care providers</p>	<p><i>attention? Or “what are the common side effects or symptoms?”)</i></p> <ul style="list-style-type: none"> • Don’t forget about Stephen’s substance use. <i>(revised version might be “How will Stephen’s substance use impact his treatment?”)</i> <hr/> <p><i>(Say)</i> We know that Stephen has different experiences from the typical patient and his circumstances create some unique needs that must be understood by his health care provider.</p> <p>As his advocate, Angela should be able to voice these unique needs to a health care provider if Stephen cannot do so for himself.</p> <p>We are going to play a brief video for you that highlights some of these issues to be aware of. The video is targeted to health care providers, more specifically, however, it still does a good job at calling attention to many of the unique needs people who are homeless often experience and the difficulties they face when accessing health care services. Part of Angela’s role, as someone who supports Stephen, is to express these key messages to any health care provider and make sure these needs are responded to. <i>(**Play video by clicking on link** - 8.5 mins long https://www.pathway.org.uk/services/end-life-care-homelessness/)</i></p> <p><i>(Say)</i> Together, we are going to identify some key messages you think are important for Angela to share. The video touched on many, but let’s see what others you can come up with. <i>(Compare the</i></p>	


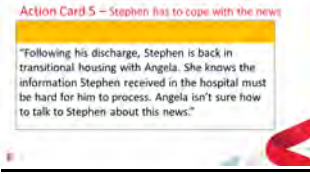
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed						
	<p data-bbox="226 329 457 378">Activity Identify some key messages you think are important for Angela to share</p>  <p data-bbox="226 667 436 792">Key Messages</p> <ul data-bbox="226 686 436 792" style="list-style-type: none"> • Lack of housing or unstable housing • Mistrust of health care providers • Experience with trauma • The nature of social support networks • Mental health and other co-morbidities • Addiction and substance use 		<p data-bbox="856 285 1738 435"><i>key messages they come up with to the ones on the corresponding slide. Note their responses on flipchart, show the key messages and see how they line up. Run through the below responses and see how many they identified.)</i></p> <table border="1" data-bbox="856 475 1751 1382"> <tr> <td data-bbox="856 475 1121 906">If the person has no housing or unstable housing</td> <td data-bbox="1121 475 1751 906"> <ul data-bbox="1182 524 1738 865" style="list-style-type: none"> • He/she/they may not have a health card • It might be difficult to get a hold of him/her/them • They are not always in safe or trusting sleep conditions; it is not uncommon for personal belongings to be stolen by others, especially prescription drugs or other medications </td> </tr> <tr> <td data-bbox="856 906 1121 1105">Mistrust of health care providers</td> <td data-bbox="1121 906 1751 1105"> <ul data-bbox="1182 919 1717 1065" style="list-style-type: none"> • The person may have had previous negative encounters with health care providers and may be skeptical of receiving help from them </td> </tr> <tr> <td data-bbox="856 1105 1121 1382">Experience with trauma (physical, sexual, psychological abuse, racism and colonization)</td> <td data-bbox="1121 1105 1751 1382"> <ul data-bbox="1182 1118 1703 1373" style="list-style-type: none"> • The person is likely to have experienced trauma in his/her/their life that can have an impact in a variety of ways, including how he/she/they interact with authoritative figures or people in positions of power </td> </tr> </table>	If the person has no housing or unstable housing	<ul data-bbox="1182 524 1738 865" style="list-style-type: none"> • He/she/they may not have a health card • It might be difficult to get a hold of him/her/them • They are not always in safe or trusting sleep conditions; it is not uncommon for personal belongings to be stolen by others, especially prescription drugs or other medications 	Mistrust of health care providers	<ul data-bbox="1182 919 1717 1065" style="list-style-type: none"> • The person may have had previous negative encounters with health care providers and may be skeptical of receiving help from them 	Experience with trauma (physical, sexual, psychological abuse, racism and colonization)	<ul data-bbox="1182 1118 1703 1373" style="list-style-type: none"> • The person is likely to have experienced trauma in his/her/their life that can have an impact in a variety of ways, including how he/she/they interact with authoritative figures or people in positions of power 	
If the person has no housing or unstable housing	<ul data-bbox="1182 524 1738 865" style="list-style-type: none"> • He/she/they may not have a health card • It might be difficult to get a hold of him/her/them • They are not always in safe or trusting sleep conditions; it is not uncommon for personal belongings to be stolen by others, especially prescription drugs or other medications 									
Mistrust of health care providers	<ul data-bbox="1182 919 1717 1065" style="list-style-type: none"> • The person may have had previous negative encounters with health care providers and may be skeptical of receiving help from them 									
Experience with trauma (physical, sexual, psychological abuse, racism and colonization)	<ul data-bbox="1182 1118 1703 1373" style="list-style-type: none"> • The person is likely to have experienced trauma in his/her/their life that can have an impact in a variety of ways, including how he/she/they interact with authoritative figures or people in positions of power 									


Time	Slide	Activity (Topic and Objective)	Content		Materials Needed
				<ul style="list-style-type: none"> • Past trauma experience may bring out behavioural issues including non-responsiveness, violence, etc. • It is important to work with the person to keep him/her/themselves and those around them safe 	
			Nature of social support network and how it may differ from the average patient	<ul style="list-style-type: none"> • The person may not have friends/family around to offer support • The person may suffer from loneliness 	
			Mental health and other co-morbidities	<ul style="list-style-type: none"> • The person may suffer from illnesses that are not yet diagnosed • The person may suffer from other illnesses that impact how they perceive pain/symptoms/wellbeing 	
			Addictions and substance use	<ul style="list-style-type: none"> • The person's current or previous narcotic use may impact how he/she/they feels pain • The person's use may alter how effective typical medications are • The person may be at risk of going into withdrawal if forced to abstain from alcohol or drugs 	

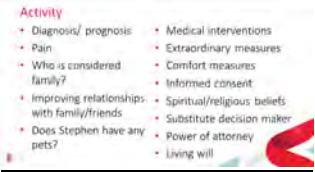
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
60 mins		<ul style="list-style-type: none"> • Lunch 		Lunch on table with supplies
15 mins		<ul style="list-style-type: none"> • Presentation of Action Card 4 • Large group discussion <p>Topic 1: <u>Palliative Care options and services available</u></p> <p>Objective: to build on palliative care options already found in part one; identify additional search strategies for finding local palliative care options</p>	<p><i>(Read Action Card 4).</i></p> <p>In this Action Card, Stephen gets a diagnosis. Now that he has this information, in an ideal world, this would be when he starts to think about exploring palliative care options, and begin thinking about what he wants. But of course this is a difficult thing to do.</p> <p>What Angela's role could be here is to help Stephen start thinking about these topics. However in order to do so, she needs to be informed about the palliative care options and services that are available for Stephen.</p> <p>In the e-Learning portion, you had to try searching for palliative care options or services in your area. Let's start by sharing what each of you found and how you found it.</p> <p><i>(open discussion)</i></p> <p><i>(PowerPoint Slide will have summary of the WHO, WHAT, WHERE content:</i></p> <p>Who offers palliative care services?</p> <ul style="list-style-type: none"> • LHIN (Local Health Integration Network) or Health Authority 	Action Card, flip chart, marker, painters' tape

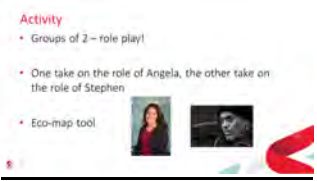

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<ul style="list-style-type: none"> • Hospitals • Home care • Hospices • General practitioners • Palliative care specialists • Nurses • Personal Support Workers (PSWs) • Spiritual care providers • Physiotherapists • Local organizations that specialize in palliative care for homeless population (e.g. PEACH, CAMPP, PORT) <p>What are the principles of palliative care?</p> <ul style="list-style-type: none"> • Focus on the goals of the person receiving care (What are their care goals for treating or managing an illness? What end-of-life goals do they have?) Let these guide decisions. • Inform and educate the person and their friends/family they have chosen to involve about what palliative care is, what services are offered, and when and where they can access those services • Prevent symptoms that can be prevented • Manage pain and other symptoms through individualized comfort measures, including medication when necessary • Live as well as possible in four areas: physically, psychologically, spiritually and socially <p>Where are palliative care services offered in some local communities?</p>	

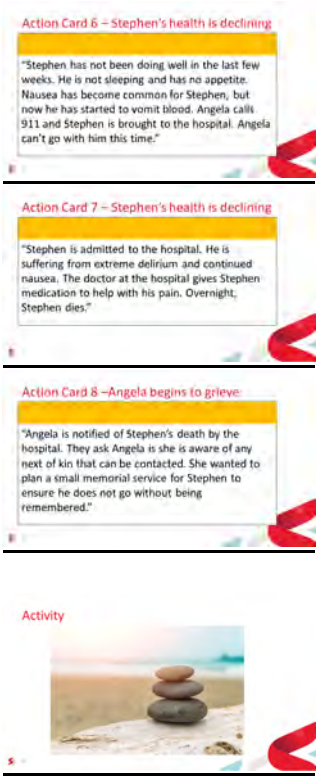
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
15 mins	 	<ul style="list-style-type: none"> • Large group discussion <p>Topic 2: <u>Entitlements for the Person</u> Objective: to identify how to find the financial resources and benefits for which an individual may be eligible</p>	<ul style="list-style-type: none"> • Sometimes, <ul style="list-style-type: none"> ○ any place the person considers “home”, including shelters and on the streets • More usually, <ul style="list-style-type: none"> ○ In long-term care homes, ○ In hospices, ○ In hospitals <p>An advantage that you all have, that in our scenario Angela does not have, is the opportunity to discuss and share with one another. You can learn from one another about the options available and how you accessed them.</p> <p>Let’s try and brainstorm some ways that, outside of this setting, you can continue to share things like this with one another.</p> <p><i>(Record responses on flip chart)</i></p> <p><i>(Say)</i> Another part of the e-Learning activity for this Action Card looked at how Angela might help Stephen get access to some of the financial program benefits he could be eligible to receive. In order for her to do this, she needs to know what options exist.</p> <p>We are going to revisit the website that was shared on the e-learning activity from the Government of Canada. This is a “benefits</p>	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>finder”. Pretending we are Angela, let’s use this website to see what Stephen might be eligible for based on what we know about him. <i>(walk through the website benefits finder:</i> http://www.canadabenefits.gc.ca/f.1.2c.6.3z.1rdq.5.2st.3.4ns@.jsp?lang=en)</p> <p><i>(Some facilitator questions to follow include:)</i></p> <ul style="list-style-type: none"> • Do you find this site helpful? • Are there any other ways you try to find benefits in your local community? 	
30 mins		<ul style="list-style-type: none"> • Presentation of Action Card 5 • Watch video • 2 equal sized groups writing script • 2 pairs from each group role playing <p>Topic 1: <u>How to begin End-of-Life conversations</u> Objective: Identify the type of information a worker needs to get from</p>	<p><i>(Read Action Card 5)</i></p> <p><i>(Say)</i> At this stage in Stephen’s journey, he has received his diagnosis and is back in his housing, trying to cope with the news. In the previous activities, Angela was exploring palliative care services, but in addition to her knowing what services to talk to Stephen about, she also needs to know what his wishes and preferences are about these areas.</p> <p>Talking to others about end-of-life is a difficult thing for many of us. We should recognize though, that having these conversations is an important part of ensuring people experiencing homelessness are informed about their care options and that their preferences are respected.</p>	Action Card, Video, notepads, pens


Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
		<p>the person about their end-of-life wishes and to recognize communication strategies</p>	<p>In the e-Learning portion, you explored some of the things to consider when having end-of-life conversations with a person, including ways to bring up different topics, how you can talk about it, and topic areas that should be covered.</p> <p>Now, we are going to see how this information can be applied. We are going to watch a very short video demonstrating a poorly planned and executed conversation on end-of-life between Angela and Stephen. While watching, think of all the things that are done wrong.</p> <p><i>(Click on link to play video of bad conversation)</i> https://vimeo.com/290794093</p> <p>Thinking about what you just saw, we are going to divide you up into two groups. You'll see here (<i>PowerPoint slide</i>) there is a long list of topics that could go into having an end-of-life conversation.</p> <p>In your groups, you are going to try and re-create a conversation between Angela and Stephen so that it demonstrates how an ideal conversation might go. Think about the communication strategies, the topics you want to cover, and the timing that your conversation could take place in.</p> <p>As a group, put together a short script (less than one minute) for this conversation. Once you have completed it, everyone will come back</p>	

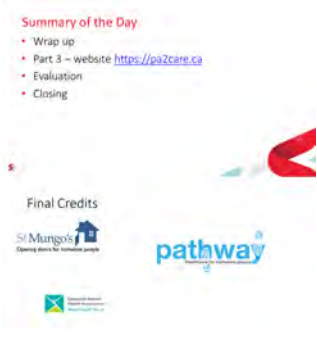
Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>together to the larger group and two people from each group will “act out” the script you came up with.</p> <p>Before you break into groups, you’ll see here (<i>PowerPoint slide</i>) there is a long list of topics that could go into having an end-of-life conversation.</p> <ul style="list-style-type: none"> • <i>Diagnosis and prognosis</i> • <i>Pain</i> • <i>Who is considered family to Stephen</i> • <i>Improving relationships with any distant family members or friends</i> • <i>Does Stephen have any pets? Someone to take care of that pet?</i> • <i>Comfort measures</i> • <i>Informed consent</i> • <i>Spiritual or religious beliefs</i> • <i>Substitute decision maker</i> • <i>Power of Attorney</i> • <i>Living Will</i> • <i>Medical interventions</i> • <i>Extraordinary measures</i> <p><i>(Breakout activity in groups – 25 mins)</i></p> <p><i>(Come back together and present)</i></p> <ul style="list-style-type: none"> • <i>(When the groups come back together, there will be opportunity for comments/feedback on the script each group</i> 	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
15 mins to complete	 <p>Activity</p> <ul style="list-style-type: none"> • Groups of 2 – role play! • One take on the role of Angela, the other take on the role of Stephen • Eco-map tool 	<p>• Pairs role playing</p> <p>Topic 2: <u>Identifying the person’s support networks</u> Objective:</p> <p>Topic 3: <u>Knowledge of the Legal Rights of the person</u></p>	<p><i>came up with – work through the scenarios together and see if there are even more ways to improve the approach to this conversation)</i></p> <p>One of the topic areas that was covered in the previous activity was around Angela’s role of working to identify Stephen’s support network. Angela needs to be able to find out about who are the significant people in Stephen’s life. This next activity is an approach that can be taken by Angela that would help guide this conversation.</p> <p>In pairs, one person will take on the role of Angela and the other will take on the role of Stephen. You are going to use the Eco-map tool and have a simulated conversation. Remember in the e-Learning you had to think about the kind of questions Angela might ask if she wanted to learn more about Stephen’s social network. Draw on that when you are having your conversations.</p> <p>Follow the directions on the Eco-map tool.</p> <p>NO ACTIVITY at this point - <i>(topic is addressed in the first activity)</i></p>	
30 mins	 <p>Break Time</p>	<p>Break</p>		<p>Snacks and refreshments on table</p>

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
45 mins		<ul style="list-style-type: none"> • Presentation of Action Cards 6, 7, and 8 • Individual and pair reflection • Large discussion <p>Topic: <u>Grief and Bereavement</u> Objective: to identify the most common grief and bereavement reaction and to generate ways to cope with grief and bereavement</p>	<p><i>(Read Action Cards 6, 7 & 8)</i></p> <p><i>(Say)</i> In this exercise, we use stones to imagine the physical shape of grief, and how it is a constant and heavy presence in the lives of the recently bereaved</p> <p>Choose a rock or stone from the centre of the circle that represents grief for you – the grief of others or your own grief. Take your chair and your pen and paper and go to another place in the room – you can face the wall – you do not have to see what anyone else in the group is doing. Hold the stone in your hand, notice its detail, its texture, its physical properties. Spend some time writing about the qualities of the stone. You can write in sentences, or simply list adjectives. Imagine this stone represents all your sorrow.</p>	Stones, pens, paper

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			<p>Now leave your pen and paper on the floor and stand and hold your stone. How do you carry it? Try walking with the grief stone, how would you carry it if you had to take it everywhere with you? How does carrying the stone effect your walking? Can you carry it – secretly, carelessly, boldly, painfully?</p> <p>Place the stone somewhere on the floor and move away from it. Notice your walking. Does it still feel as though the stone is with you? Turn and see your stone from your new place in the room. Be aware of the connection between yourself and the stone.</p> <p>As you move round the room be aware of how your body is in relation to the stone. Now walk back to your stone.</p> <p>Find a partner and when you are ready, exchange stones. Spend a few moments looking at your partner’s stone.</p> <p>When you are ready, return their stone to the centre of the room. Come back into the circle for a group discussion.</p> <p>Let’s talk about the qualities of your grief stone, and the experience of being aware of its presence. What would it be like to carry the stone all the time? What surprised you about your partner’s stone? What did its different qualities reveal to you about living with grief?</p> <p><i>Follow up questions for discussion:</i></p> <ul style="list-style-type: none"> • What supports do you need? • What supports have you used? • How have you reacted in the past? 	

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
30 mins		<ul style="list-style-type: none"> • Watch video • Sign up for Facebook group <p>Topic: Call for Collective Action</p>	<p><i>(Say)</i> Looking forward, we want to inspire you to work together as a collective group. First, we want to show you this short video which demonstrates the power of working across a community or even the world to accomplish something.</p> <p>There are 185 voices from 12 countries that joined a choir that spans the globe: "Lux Aurumque," composed and conducted by Eric Whitacre, merges hundreds of tracks individually recorded and posted to YouTube. The results were astounding.</p> <p><i>(Play video)</i> https://www.ted.com/talks/a_choir_as_big_as_the_internet</p> <p>This shows the power of connecting through technology.</p> <p>We talked earlier about sharing knowledge with one another in relation to palliative care options. Now we will take a few minutes to go over a concrete idea for connecting through technology – setting up a Facebook Group. I’m just going to go over some of the basics first of what a Facebook page is and then how it might work to connect you across your community, and even across Canada.</p> <p><i>Read Facebook group set up and sign up instructions</i></p> <p>Now that we know what it is, are there a few of you that might be willing to work together to set up the group and monitor it? Great. And for the rest of you, if you want to join the group, we have a sign</p>	<p>Instructions for setting up a Facebook page</p> <p>Link to Ted talk</p>

Time	Slide	Activity (Topic and Objective)	Content	Materials Needed
			up sheet that you can complete in order to be added to the community page.	
15 mins	 <p>Summary of the Day</p> <ul style="list-style-type: none"> • Wrap up • Part 3 – website https://pa2care.ca • Evaluation • Closing <p>Final Credits</p> <p>St Mungo's Opening doors for homeless people</p> <p>pathway</p>	Wrap up and evaluation	<p>(Say) Thank you so much for coming. We hope that you have been inspired and have learned from each other.</p> <p>We have set up a web page where you can continue to access the information and resources we talked about today.</p> <p>I would really appreciate it if you could take the time to complete a short evaluation form so that we can learn how to improve the workshops for next time.</p> <p>Also, I have a certificate of completion of the course for each of you.</p> <p>Finally we would like to credit those organizations from whom we adapted some materials.</p>	Evaluation form Certificates from SE Health