HEE KSS End of Life Directory June 2018

# ….Working across Kent Surrey and Sussex

# Education, Training, Professional & Personal development opportunities

**The following resources have been compiled in addition to the learning opportunities your organisation may offer.**

**With grateful thanks to the Library & Knowledge Service of**

**Surrey and Sussex Healthcare Trust**



# Section 1: Latest News

The [Respect Process](http://www.respectprocess.org.uk/) : Surrey Heartlands STP has agreed to fund an implementation plans around the new Respect Process. HEE KSS has placed funding in the Hospice Education Collaborative and the Hospices are tasked with acting as Hubs, in a Hub & spoke model into both acute and community sectors providing a valuable networking opportunity and an infrastructure for Workforce Education & Training in EOL

SAVE THE DATE!! Sept 14th Charis Centre Crawley;- Sussex Collaborative Respect implementation.

July, Ashford & St Peter’s Respect goes Live

August Phase I East Sussex Better Together ResPECT implementation goes live

**Minority Community Focus**: Working with Gypsy & Traveller Community- [Training Dates](http://www.gypsylife.co.uk/gypsylife.co.uk/2018_Training_Dates.html) in Retford,Notts

GRT community [approach to End of Life](http://www.gypsylife.co.uk/gypsylife.co.uk/End_of_Life.html)

AgeUK [free booklet](https://files.acrobat.com/a/preview/4fc97a19-ca5b-40bc-913c-aec553f778c0) to assist with talking about Death & Dying

[Palliative Care Symptom Observation Chart](https://fabnhsstuff.net/2017/10/29/palliative-care-symptom-observation-chart-quality-improvement-project-yeovil-hospital/) for use on medical wards: Yeovil Hospital

[GP practice rated Outstanding](http://www.gponline.com/practice-rated-outstanding-helping-97-palliative-care-patients-die-home/palliative-end-of-life-care/article/1406706) after helping 97% of palliative care patients die at home

HEE launches a new version of its Workforce Transformation [STAR](https://www.hee.nhs.uk/our-work/hee-star) Tool:

NHS Employers & HEE work – **Webinar recorded 28 July 2016**

This webinar heard from guest speakers who shared their knowledge and experience of end-of-life care and how organisations like HEE & NHS Employers are improving this care for patients through education and training of staff. The webinar is now available to listen to again on the [end-of-life care web pages here](http://www.nhsemployers.org/case-studies-and-resources/2016/07/end-of-life-care-webinar).

**Skill4Care & Skill4Health in March 2017** [**launched a Core Skills Framework in EOL**](http://www.skillsforhealth.org.uk/services/item/536-end-of-life-care-cstf-download)

**FREE TRAINING FROM YOUR LOCAL HOSPICE!!!!**

Don’t forget to check in with your local Hospice as HEE KSS funds a series of training for all involved in Health & Social care in EOL, so at the moment there are lots of places available on Verification of Expected Death Training, some Communications Skills Training and there will be training available for all the early adoptors of the [Respect Process](http://www.respectprocess.org.uk/)

**End-of-life care resources**

We have produced a number of resources and web pages on the topic including [case studies](http://www.nhsemployers.org/your-workforce/plan/education-and-training/end-of-life-care/training-tools-and-resources/case-studies), [top tips](http://www.nhsemployers.org/case-studies-and-resources/2016/07/top-tips-for-implementing-end-of-life-care-training) and [signposting to training](http://www.nhsemployers.org/your-workforce/plan/education-and-training/end-of-life-care/training-tools-and-resources) and education available to your staff. While this project finishes at the end of July you will be able to view the resources still after this date at [www.nhsemployers.org/endoflifecare](http://www.nhsemployers.org/endoflifecare).

**It all starts with *Courageous* Conversations!**

Download this booklet, suitable for all staff types and general public.

Or access this free [ACP course](https://www.canterbury.ac.uk/health-and-wellbeing/advance-care-planning/home.aspx) sponsored by HEE KSS on the Canterbury Christ Church University website

# Section 2: The offer from e-learning for Health

website http://www.e-lfh.org.uk/programmes/end-of-life-care/

There is an on-line session learners can complete to help you assess your training needs in supporting a dying person. <http://portal.e-lfh.org.uk/Component/Details/404448>

There is a link to learning pathways which indicates which courses are suitable for different staff groups which will help them navigate their way through the e-learning <http://www.e-lfh.org.uk/programmes/end-of-life-care/learning-paths/>

The e-ELCA sessions have also been mapped to support learning for the national level 2, 3 and 5 End of Life Qualifications.

**Making the most of End of Life Care for All (e-ELCA)**

**A** guide to **factors that maximise the effectiveness of End of Life Care for All (e-ELCA)**

# Section 3: Open access free courses and resources

## Skills for Care

**End of life**

<http://www.skillsforcare.org.uk/Topics/End-of-Life-Care/End-of-life-care.aspx>

**ELCA e-learning module**

<http://www.skillsforcare.org.uk/Topics/End-of-Life-Care/Working-together-to-improve-end-of-life-care.aspx>

Training pack for front line workers and trainers, includes film and understanding job roles for nine roles including hospice worker and additional resources

Learn from others: <http://learnfromothers.skillsforcare.org.uk/Library/End%20of%20Life%20Care%20201.pdf>

**Open Learn**

Create a free account and enrol to complete the courses.

**Ageing and disability: transitions into residential care**

<http://www.open.edu/openlearn/health-sports-psychology/social-care/social-work/ageing-and-disability-transitions-residential-care/content-section-0>

11 hours

Moving into a care home can have a profound emotional impact on an individual; the anticipation of residential care is one of the biggest sources of fear for the elderly. This free course discusses the role of social workers and care staff in supporting individuals through transition, and how residential environments affect quality of life.

After studying this course, you should be able to:

* recognise key factors which determine the way people experience and manage transitions
* identify elements of good practice for supporting people through transitions
* discuss how care environments can promote service users’ identity, strengths and autonomy

**Living with death and dying**

<http://www.open.edu/openlearn/health-sports-psychology/social-care/living-death-and-dying/content-section-0>

4 hours

This course explores how knowledge of and beliefs about death and encounters with death affect people's lives. It also examines the concept of a 'good death' from an individual perspective in order to enhance the quality of dying.

After completing this course, you should be able to:

* relate beliefs about death to the meaning people attach to life
* reflect on the way in which death structures life
* critically evaluate now new encounters with death affect perspectives upon life
* assess the quality of dying
* critically examine the notion of a ‘good death’ in relation to individual experience

**Care relationships**

<http://www.open.edu/openlearn/health-sports-psychology/social-care/care-relationships/content-section-0>

8 hours

To set up a care relationship that works well is a delicate matter, whether you are at the giving or receiving end. This course explores the varied meanings of care relationships and how these meanings arise. Millions of care relationships are going on as you read this, and each carries its own particular meanings for those involved. But where have all those people picked up their ideas of how to relate to each other? How do any of us know where to begin?

After studying this course, you should be able to:

* demonstrate an understanding of the importance of negotiating the meaning of care relationships
* identify ways in which people play the roles of ‘carer’ and ‘receiver of care’

**The boundaries of care**

<http://www.open.edu/openlearn/health-sports-psychology/social-care/the-boundaries-care/content-section-0>

4 hours

This course looks at a number of situations which put a strain on the idea that caring is just 'being ordinary', including times when people are giving intimate care. In these special circumstances, since the normal rules do not apply, we have to develop a set of special rules to guide practice.

After studying this course, you should be able to:

* demonstrate an understanding of the difficult decisions that need to be taken to improve the quality of interpersonal relationships in health and social care contexts
* appreciate key moral dilemmas in the provision, delivery and management of health and social care services
* identify ways in which boundaries can be respected in situations where intimate care is being given

**Diversity and difference in communication**

<http://www.open.edu/openlearn/health-sports-psychology/social-care/social-work/diversity-and-difference-communication/content-section-0>

16 hours

Interpersonal communication in health and social care services is by its nature diverse. As a consequence, achieving good or effective communication whether between service providers and service users, or among those working in a service means taking account of diversity, rather than assuming that every interaction will be the same. This course explores the ways in which difference and diversity impact on the nature of communication in health and social care services.

After studying this course, you should be able to:

* demonstrate an understanding of competing perspectives on issues of communication, difference and diversity
* demonstrate an understanding of the ways in which issues of ethnicity, gender and disability impact on interpersonal communication in care services
* apply ideas about communication and difference to everyday interactions in health and social care contexts
* analyse the ways in which ideas about difference can both reflect and reproduce inequalities between groups in the context of care services
* identify strategies for working with difference and diversity in the context of challenging discrimination in health and social care contexts

**FutureLearn**

**The many faces of dementia** (University College London)

<https://www.futurelearn.com/courses/faces-of-dementia>

4 weeks / 2 hours per week: course dates 11 July or 3 October 2016

Dementia is one of the foremost priorities in global health and is estimated to affect over 44 million people worldwide. This has a huge impact on individuals and on society, so improvements in understanding, care and treatments are desperately needed.

In this free online course you’ll discover some of the key issues in dementia care and research by exploring four less common forms of dementia through the eyes of people affected by the condition, and world-leading experts at UCL. We’ll show how research into the signs, stages, symptoms and causes of less common forms can bring us closer to the aim of defeating dementia.

“I work in a care home with people living with dementia. I will use what I have learned here every day to help me understand and appreciate my residents.” Aileen Callaghan, learner in March 2016

**Supporting people living with long-term conditions** (King’s College London)

<https://www.futurelearn.com/courses/supporting-long-term-conditions>

3 weeks / 2 hours per week course dates: 25 July TBA

There are some 15 million people in the UK currently living with a long-term condition and many more millions worldwide. Many are living with more than one long-term condition, which is impacting on both their physical and psychological wellbeing.

**Self-management of long-term conditions**

The focus of healthcare is rapidly changing both globally and across professional disciplines. Quality, patient-centred care requires an understanding of the evidence base for disease management, alongside collaborative care planning that includes the patient, their family, carers and the multidisciplinary team.

This approach will empower individuals with long-term conditions to self-manage their care and ensure that they are supported holistically. To enable this, effective partnership working with healthcare professionals is essential. How best can this be achieved?

**Understand and support people with long-term conditions**

This free online course enables healthcare professionals to better understand and support people living with long-term conditions.

Learning with academic experts and practitioners from King’s College London, as well as other healthcare professionals worldwide, you will explore some of the key issues such as:

* How can long-term conditions be defined?
* What are the social and economic impacts of living with a long-term condition?
* What are the links between effective symptom management and living well?
* How can individuals be supported in self-management?
* Can telehealth/telemedicine aid those living with chronic conditions to remain independent?
* How can inter-professional working educate and empower both patients and their families or carers to be actively engaged in decision making?
* How does having a long-term condition affect a carer’s health and their relationships?

**Ageing well: falls** (Newcastle University)

<https://www.futurelearn.com/courses/falls>

4 weeks / 2 hours per week course dates: 5 September TBA

Every day in the UK, almost 10,000 people aged over 65 will fall down. The personal costs are staggering, with falls resulting in injury, broken bones, fear of falling and social isolation.

People fall because of a complex mix of factors. To reduce falling, it is important to identify these factors, and recognise those that could signify serious, but treatable, underlying medical problems.

This interactive course will enable you to:

* Learn more about why falls are just so important
* Discover ways of assessing and reducing the risk of falling
* Recognise when to seek help
* Explore how to prevent falls and injury

During the course, we will meet people who have been affected by falls through a series of video case studies, and discuss together the important issues they raise, which we hope will be informative, practical and enlightening.

We will draw on the knowledge and experience of world leading experts at Newcastle University through our Meet the Experts series. This includes work with the award winning Falls and Syncope Service (FASS) at Newcastle’s Royal Victoria Infirmary - the largest unit of its kind in Europe, recognised internationally for its innovative work in the field of falls and blackouts.

**Palliative care: making it work** (Lancaster University)

<https://www.futurelearn.com/courses/palliative>

3 weeks / 3 hours per week course dates: 17 October & TBA

The modern day palliative care movement aims to help people live well in their last year of life and ultimately realise a good death. However, every day more than 150 thousand people die across the world and of those only a small minority receive palliative care services. Do you have a personal or professional interest in palliative care? If so this course is for you.

**Understand what palliative care is**

Over three weeks, you will be introduced to the concept of palliative care and how it can be integrated with other types of care. The course will feature examples of where this has been done well.

**Learn how palliative care is managed across Europe**

Drawing on research from the EU funded project InSup-C, we will learn how integrated palliative care is managed across five European countries. It will include international guest speakers to provide real-life examples of best practice in delivering integrated palliative care.

**Explore the best ways to care for people approaching the end of life**

The programme is co-ordinated by the International Observatory on End of Life Care, a world-leader in the field of palliative care. By taking part in this course, you will have the opportunity to explore and discuss the best ways to care for people who have advanced cancer, heart failure or lung disease who are approaching the end of life.

**Compassionate care: getting it right** (University of Dundee)

<https://www.futurelearn.com/courses/compassionate-care>

5 weeks / 3 hours per week course dates: 31 October & TBA

This free online course will explore the issue of compassionate care in relation to the key points from these investigations, and from other theoretical perspectives. This includes the need to create a common, person-centred culture across organisations. This person-centredness is not limited to patients, but extends to the way organisations treat staff and to the culture within the organisation itself.

Over five weeks, we will take a case study approach by looking at compassionate care from the perspective of a positive experience. The components of this experience and what went well will become the focus of each week, with an exploration of the factors that led to good outcomes for the patient.

**Learn with practitioners, patients and compassionate care specialists**

Throughout the course, you will learn with academics and practitioners from across Scotland as part of the work of the Scottish Improvement Science Collaborating Centre, which has a core theme of compassionate care.

But you will also benefit from the shared experiences of both the patients, and the health and social care practitioners, who will join you on this course.

**By the end, you will have a greater understanding of:**

* the key components of effective compassionate care
* of the impact of care that is compassionate
* how health and social care practitioners can implement these approaches to enhance compassionate care

**Dementia: understanding and managing challenging behaviour** (University of Birmingham)

<https://www.futurelearn.com/courses/dementia>

3 weeks / 3 hours per week course dates TBA

If you are a carer looking after a family member with dementia in your own home or a professional working with people with dementia, this free online course will help you better understand the person and develop the skills needed to manage their challenging behaviour.

The symptoms of dementia vary (depending on the cause and the individual), but often include memory loss, mood changes, communication and motivation problems, a reduced ability to plan and problems with controlling their own behaviour.

Some symptoms, such as restlessness, agitation and communication difficulties, can be challenging for you as a carer, and this can cause you high levels of stress and burden.

**Medicines adherence: supporting patients with their treatment**

<https://www.futurelearn.com/courses/medicinesadherence>

2 weeks / 2 hours per week course dates: TBA

This two week course is designed for pharmacists, doctors, nurses and other healthcare professionals with a role or interest in supporting patients with long-term conditions. We’ve invited a range of inspirational healthcare professionals, researchers and clinical academics from across King’s College London’s Institute of Pharmaceutical Science and the Pharmaceutical Clinical Academic Group at King’s Health Partners to contribute to this course. You will be able to immerse yourself in our engaging video material, scenarios and discussions to explore the challenges of medicines non-adherence, factors that may influence patient medicines use and approaches that can be used to effectively engage patients in patient-centred consultations about self-managing medicines.

Delivered in bite-sized sections, you will be able to enhance your own understanding of medicines adherence and, importantly, gain increasing awareness of where in your own day-to-day consultations you can apply these techniques and approaches to better support patient self-management of medicines and effect behaviour change. We look forward to walking you through this important and challenging area of healthcare provision.

By the end of this two week course, learners will have developed their understanding, and reflected upon their own clinical practice and consultation skills, in order to:

1) Identify patients who may be having problems with their medicines

2) Employ strategies to support these patients with the use of their medicines

**Distance Learning**

**Understanding end of life care**

<http://www.distance-learning-courses.co.uk/distance-learning-course-information.php?id=1445>

01472 347408 or dlu@grimsby.ac.uk

Level 2 Principles end of life care

12 weeks / 3 written assessments

Courses free to those who have lived in England for the last three years, are over 19 years of age and not accessing government funded training. Course is currently funded by the College

* Unit 1: Understand how to work in end of life care
* Unit 2: Care Planning in End of Life Care
* Unit 3: Understand how to provide support to manage pain and discomfort
* Unit 4: End of life care and dementia
* Unit 5: Understanding the role of the care work in time of death
* Unit 6: Understanding loss and grief in end of life care

[**MDTeaPodcasts**](http://thehearingaidpodcasts.org.uk/) **all aspects of Frailty, ageing, falls EOL, dementia etc.,**

A free open access series of podcasts for all healthcare professionals working with older adults. We will present the evidence base, recent advances and established best practice / wisdom in healthcare for older adults. Each episode will review an aspect of caring for older adults from the perspective of our MDT faculty.

[Download from iTunes](https://itunes.apple.com/gb/podcast/the-mdtea-podcast/id1073719746?mt=2)

[Follow them on Twitter](https://twitter.com/MDTea_podcast)

# Section 4: Further useful links

**Support around Death**

**Five new animated educational films launched for professionals**

These short animated films cover topics including:

•           Discussing dying

•           Talking to children who are bereaved

•           Discussing Adult Authorised (Hospital) Post Mortem Examination

•           Dealing with unsuccessful neonatal resuscitation

•           Understanding the processes following a sudden or unexplained death

Read more at: <http://www.sad.scot.nhs.uk/support-around-death-news/2016/june/five-animated-educational-films-launched-today/>

**Cardiopulmonary Resuscitation (CPR) latest guidance**

This latest 2016 revision of the guidance is in response to public and professional debate about CPR decisions, and to recent statutory changes and legal judgments. The key ethical and legal principles that should inform all CPR decisions remain, but even greater emphasis has been placed on ensuring high-quality timely communication, decision-making and recording in relation to decisions about CPR. This guidance offers in-depth advice on this topic and the relevant ethical principles involved and can be found at <https://www.bma.org.uk/advice/employment/ethics/ethics-a-to-z/decisions-relating-to-cpr>.

**Dying Matters**

[**http://www.dyingmatters.org/overview/resources**](http://www.dyingmatters.org/overview/resources)

Since the Dying Matters Coalition was set up in 2009, we’ve created a wide range of resources to help people start conversations about dying, death and bereavement. These have been a great success: to date, we have distributed more than 750,000 different items, from DVDs, posters and leaflets through to pens, postcards and balloons. A host of different organisations including hospices, hospitals, care homes, community centres, financial advisers and funeral directors have all used them to successfully raise awareness in their area.

Resources include:

* [Awareness Packs](http://www.dyingmatters.org/awarenesspacks)
* [Films](http://www.dyingmatters.org/page/dying-matters-films)
* [Leaflets](http://www.dyingmatters.org/page/dying-matters-leaflets)
* [Postcards](http://www.dyingmatters.org/page/dying-matters-postcards)
* [Posters](http://www.dyingmatters.org/page/dying-matters-posters)
* [Publications](http://www.dyingmatters.org/page/publications)
* [Dying Matters presentation](http://www.dyingmatters.org/page/DyingMattersPresentation2015)
* [School lesson plan](http://www.dyingmatters.org/page/SchoolLessonPlan)
* [Linking to Dying Matters](http://www.dyingmatters.org/page/linking-dying-matters)
* [GP Pilot Project](http://www.dyingmatters.org/page/gp-pilot-project)
* [Bereavement cards and end of life games](http://www.dyingmatters.org/page/bereavement-cards-and-end-life-games)
* [Advance care planning for volunteers](http://www.dyingmatters.org/page/advance-care-planning-volunteers)
* [Homeless people](http://www.dyingmatters.org/page/homeless-people)
* [Community Pack](http://www.dyingmatters.org/page/community-pack)

**EOLC and Social Workers**

Key [information Guidance & Resources](http://www.apcsw.org.uk/resources/) for palliative care social workers

**EOLC QI in a Community Trust:** [**Case Study**](http://www.nhsemployers.org/case-studies-and-resources/2016/07/kent-community-nhs-trust-approach-to-end-of-life-care-training?ec_as=51FC56A9685B4375936289CEE590A85D) **Kent Community**

**EOLC and primary care**

Medway CCG [My Wishes: An End Of Life Care Story (Patient)](https://www.youtube.com/watch?v=RKGDzCRZuwM)

**EOLC in acute care**

[CPR and Frailty June 2016 - YouTube](https://m.youtube.com/watch?v=uTWu_iFFypI&feature=youtu.be) from Dr Gordon Caldwell, WSHT

# Section 4.1: The needs of religious, minority and disadvantaged groups

**EOLC: Religious Diversity- Practical points for Health Care Providers**

[**http://www.uphs.upenn.edu/pastoral/resed/diversity\_points.html**](http://www.uphs.upenn.edu/pastoral/resed/diversity_points.html)

**EOLC in the Muslim community**

[Improving understanding of the end of life needs of the Muslim community](http://www.dyingmatters.org/news/dying-matters-launches-groundbreaking-muslim-film)

**EOLC in the Jewish community**

[**http://www.myjewishlearning.com/article/end-of-life-issues-a-jewish-perspective**](http://www.myjewishlearning.com/article/end-of-life-issues-a-jewish-perspective)

[Intellectual disabilities](http://www.dyingmatters.org/page/were-living-well-dying-matters) :

*Communications issues (Source: Tuffrey-Wijne, I. A new model for breaking bad news to people with intellectual disabilities,*

*Palliative Medicine published online Jan 2012)*

**EOL in Gypsy & Traveller Communities**

[www.gypsylife.co.uk](http://www.gypsylife.co.uk)

**LGBT**

[The route to success in end of life care – achieving quality for lesbian, gay, bisexual and transgender people](http://www.macmillan.org.uk/documents/aboutus/health_professionals/endoflifecare-lgbtroutetosuccess.pdf)

Film: [LGBT](http://www.dyingmatters.org/page/lgbt-people-let-down-end-life-care-services)

Age UK (2011) [Transgender issues in later life.](http://www.ageuk.org.uk/Documents/EN-GB/Factsheets/)

**EOLC in lung conditions**

[Information is for people with a long-term lung condition](https://www.blf.org.uk/support-for-you/end-of-life) who are coming to the end of their life. It is also for those who are close to them, including their carers, family and friends.

**EOLC for Children**

[NICE guidance on end of life care for children](https://news.nice.org.uk/nice-guidance-on-end-of-life-care-for-children-aims-to-end-inconsistences-in-treatment/index.html)

**Young people faced with a loved one with a terminal illness**

[**http://www.hopesupport.org.uk/**](http://www.hopesupport.org.uk/)

# Section 5: Research focus – Nursing

A new magazine produced by HEE called [**The Researcher**](http://tomahawk.circlesquare.biz/t/r-l-ghrmtl-dujilhhjiu-v/) has gone live. The digital publication – the first of three planned issues – aims to raise awareness of research careers among nurses, midwives and allied health professionals.

ALSO from the Open Access International Practice Development Journal

[A special supplement on Person centred care](https://www.fons.org/library/journal/volume5-person-centredness-suppl) published in Sept 2015

And some research on compassion, hospice and person centred care in the May issues: [IPDJ Volume 6 No : Published 18th May 2016](https://www.fons.org/library/journal/volume6-issue1)

**Still to come……**HEE KSS funded study ***‘End of Life Practices and Palliative Care among BME groups’.*** The aims of the project were to i) document the palliative health needs of four of the major BME groups in Kent; ii) document the end-of-life practices in these BME groups; iii) build the capacity of Kent community services by making them part of a Learning Alliance; iv) monitor the process of networking and increase the opportunities of working with different stakeholders including the multi-professional team; and v) disseminate, locally and nationally, the experience of creating a Learning Alliance (LA) to serve BME populations, especially concerning health and wellbeing. **University of Greenwich**

**Section 6: the main Social Media Resources and leads in EOLC**

**Top Tip, follow @WeEOLC’s and look for their next next twitter chat**

1. **A short** [**4 min video**](https://www.youtube.com/watch?v=I1J55INd0-w) **on why use social media in Healthcare**
2. **Follow @WeEOLC’s and see their next twitter chat date.**
3. **If you STILL need to be convinced have a look at the** [**best healthcare social media campaigns here:**](http://www.daniels.co.uk/blog/best-social-media-healthcare-campaigns-we-can-all-learn-from/)
4. **Some of the key accounts to follow**

<https://twitter.com/DyingMatters> Dying Matters is a coalition aiming to change public knowledge, attitudes and behaviour around dying, death and bereavement. Awareness Week 2017: 8-14 May

[**https://twitter.com/hospiceuk**](https://twitter.com/hospiceuk) **Hospice UK,** also follow your local Hospice

[**https://twitter.com/MarieCurieEOLC**](https://twitter.com/MarieCurieEOLC)News and information from @MarieCurieUK for commissioners, providers and those involved in caring for people with life limiting and terminal illnesses.

<https://twitter.com/MarieCurieLib> the Marie Curie Library

<https://twitter.com/hospiceukPA> Policy & Advocacy Team [@hospiceuk](https://twitter.com/hospiceuk) championing hospice care for people with terminal and life-limiting conditions.

<https://twitter.com/APMPostTweets> The Association for Palliative Medicine - for all #hpm doctors and professionals in the UK & Ireland & beyond #hpmglobal

<https://twitter.com/Tog4ShortLives>Together for Short Lives is the UK charity for children and young people who are expected to have short lives.

 <https://twitter.com/livingwelldying> Hermione Elliott has pioneered training End of Life Doulas -the UK network supports people to think, talk, prepare & plan for death & dying

<https://twitter.com/DeathCafe> At a Death Cafe people talk about death over tea and cake. Over 4,000 Death Cafes have been held 40+ countries. This account tweets about death. #deathcafe

<https://twitter.com/eolprosa> multidisciplinary group of palliative care specialists in New South Wales with a keen interest in educating others in palliative, supportive and end-of-life care

<https://twitter.com/FabNHSStuff> where to go to find what’s new in other’s Good Practice

[**https://twitter.com/StchMed**](https://twitter.com/StchMed)The official account of Dr Patricia Brayden, Medical Director at St Catherine's Hospice.

[**https://twitter.com/learnhospice**](https://twitter.com/learnhospice)Head of Research @hospiceuk. Nurse. On @WeEOLC @researchospice. Interests: Research, Outcomes, Advance Care Planning, Dementia, Communication Skills. FT Carer

[**https://twitter.com/MacEoLCare**](https://twitter.com/MacEoLCare)Tweets from and about the Macmillan End of Life Care Programme. Account monitored Mon-Fri 9am til 5pm (excl Bank Holidays).

[**https://twitter.com/Mac\_Evidence**](https://twitter.com/Mac_Evidence)We are the Evidence department at @MacmillanCancer Support – working with the best evidence to improve the lives of people affected by cancer

[**https://twitter.com/NAPCEUK**](https://twitter.com/NAPCEUK)national association for palliative care educators a membership organisation of professionals who have an interest in palliative care education

[**https://twitter.com/doctavic**](https://twitter.com/doctavic)Specialist Palliative Physician, Teacher, Student, Change Agent, Free Radical.

[**https://twitter.com/APMJuniors**](https://twitter.com/APMJuniors)Association of Palliative Medicine Juniors - representing pre-specialty doctors and medical students with an interest in palliative care

[**https://twitter.com/IntJPalliatNurs**](https://twitter.com/IntJPalliatNurs) **Intnl Journal of Palliative nursing (IJPN)** is an essential resource, browse the archive: <http://bit.ly/TvgsaT>

[**https://twitter.com/drol007**](https://twitter.com/drol007) **consultant in Pall Med**

[**https://twitter.com/AGoodDeath**](https://twitter.com/AGoodDeath)We support people at the end of life by providing information around their rights and choices. We can help you **#makeityourdecision**

**Podcasts**

1. **First step, read this handy guide to how to listen to podcasts in general from Age UK**

**http://www.ageukmobility.co.uk/mobility-news/article/beginners-guide-to-podcasts**

1. **Then look for useful resources e.g MDTeaPodcasts are a fantastic resource especially anything relating to the frail elderly.** [**Here**](https://www.facebook.com/MDTeapodcast/) **is their Facebook page and** [**here**](https://itunes.apple.com/gb/podcast/the-mdtea-podcast/id1073719746?mt=2) **you can download the FREE podcasts on Itunes**
2. **The** [**SAGES FREE podcasts**](https://itunes.apple.com/gb/podcast/sage-palliative-medicine-chronic/id1179036261?mt=2) **are useful for all HCPs and they can be found on iTunes**

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