

skills and services and/or were supporters. However, only 5% knew about the range of services and there were misconceptions about who the hospice serves. Others preferred 'not to think about it' or felt there was 'one way out'. Overall, experience with Hospice was positive and many felt it was 'for families'. What mattered to people included: kind, compassionate and effective care, emotional support, person-centred care, equity, the environment, open access, good communication, honesty and helping others talk about death. Hospice can best serve by making services available 'to all who need it', ensure sustainability, by supporting families, friends/co-workers, schools and by improving transparency of its accounts.

Conclusions Hospice needs to raise awareness of its services. Hospice care is valued and needs to be provided at the right time and place for all who need it.

Communities

P-28 'YOUTH ENGAGEMENT': IS THERE A PLACE IN PALLIATIVE CARE?

Abigail Wattam. LOROS, Leicester, UK

10.1136/bmjspcare-2018-hospiceabs.53

Background Youth engagement provides opportunities for young people to make a contribution, raise awareness of services and is a platform for workforce development (HM Government, 2010; Adams, Nursaw & Smith, 2017). Working with the community raises awareness, supports and 'builds capacity and resilience to care for those at the end of life' (Hospice UK, 2017). Student volunteering is a growing phenomenon, as they seek to enhance their employability skills and contribute to the local community (Williamson, Wildbur, Bell *et al.*, 2017).

Aims To create a programme of activities to support the development of knowledge and skills of young people and to enhance the delivery of different services across the organisation as part of our transforming care agenda.

Methods May 2017 – May 2020: feedback, evaluations, recruitment, engagement figures, fundraising. May 2017 – January 2018: fundraising figures, recruitment, engagement figures. January 2018 – April 2018: recruitment, engagement figures, academic year overview. Progress of youth engagement outlined in the LOROS Community Engagement Strategy/Action Plan.

Results May 2017 to January 2018 – 49 events=3575 engaged, 23 new volunteers, £5096.71 NCS Projects.

Work Experience Student 2017: *'...it has taught me so many valuable lessons not just about working in a hospice, but about life and the resilience of the human spirit at the toughest of moments.'*

Primary School Project: *'This was one of the most valuable experiences the children have had.'*

Hospice School: *'It was an amazing experience and would recommend to anyone thinking of going into health care.'*

January 2018 to April 2018 – 28 events=1683 engaged, 131 enterprise volunteers, 18 hospice volunteers.

Next four months – 22 events booked, system input for data of young people, Youth Ambassador Programme.

Conclusion The evaluation and feedback shows a positive change within the hospice environment. We have learnt by

developing our safeguarding, work experience and volunteering policies. As a result, further funding is being sought for projects encompassed by this role.

P-29 LIFE MATTERS... SO DOES DEATH. SHOW THE WORLD THAT DYING MATTERS

¹Kristy Clayton, ²Charlotte Wonders, ³Rachael Talbot, ⁴Kay Greene. ¹George Eliot Hospital NHS Trust, Nuneaton, UK; ²NHS Arden and Greater East Midlands CSU, Birmingham, UK; ³King Edward VI College, Nuneaton, UK; ⁴Mary Ann Evans Hospice, Nuneaton, UK

10.1136/bmjspcare-2018-hospiceabs.54

An example of true collaboration. Healthcare professionals approached their local college to promote Dying Matters Week 2018. The college and students responded with enthusiasm and excitement. English students produced posters and a press release to start conversations, media students engaged with social media discussions, art students produced an exhibition to give a visual representation of grief by working with patients to create canvas artwork, and the drama students wrote and performed a play. The students stated; *'The project intrigued me. I hadn't heard of Dying Matters before but I know people who have been affected by mental health and grief. I thought it would be a different way to talk about it.'* Another student said: *'It made me think a lot more about how we approach death and how it was shown in the play. We really do need to talk about it a lot more. It's kept quiet when someone's passed and I personally find it helpful to talk about it.'* The performance and exhibition were attended by professionals, patients and members of the public. One professional stated *'I've worked in palliative care for 25 years and she just got it. When I saw the play, I just cried. It's so genuine.'* The patients involved spoke positively about the experience of working with the students and the interaction between the two stages of life. A local MP said *'I'm so impressed at how a group of young people came together to approach a difficult subject. The way that they were able to articulate the way we all feel into such brilliant words, is extraordinary.'* The exhibition and play, as well as the whole experience, was unique; to empower young people to think of death as a positive and a part of life, is so important.

P-30 IT'S NOT JUST ABOUT THE DYING: A SCHOOL TWINNING PROJECT HELPING TO DISPEL THE MYTHS OF HOSPICE CARE

Clare Lawrance, Paula Mitchell. Woking and Sam Beare Hospice, Woking, Surrey, UK

10.1136/bmjspcare-2018-hospiceabs.55

Background As part of on-going service improvement plans, an innovative, collaborative community engagement project was established with school students to showcase the hospice as a positive place where people with life-limiting illnesses can live well, helping dispel myths that hospices are depressing, gloomy places where people only go to die.

Aim (i) Raise students' awareness and support their learning about what hospices do. (ii) Extend community relationships and engagement with Woking Hospice as a charitable organisation.

Methods The local high school was approached in January 2018 with the idea of establishing a ‘twinning programme’ where six students would visit the hospice and engage in four follow-up workshops to develop a presentation on their impressions. Students also completed a short pre- and post-visit questionnaire to elicit their beliefs about hospices and subsequent learning.

Results The initial questionnaire indicated limited awareness of hospice care and the associated business functions but immediate verbal feedback after the first visit saw a greater appreciation of the range of healthcare professionals employed, the services offered and the ‘feeling’ of being in the hospice building. The students created a poster and short video with the theme of ‘It’s not just...’ to summarise the stereotypical views of hospices and counter these with their experiences and interviews with hospice staff. In addition, the school has held a fundraising event and three students have organised work experience placements.

Conclusion The project work is to be displayed publicly at the school and hospice. The acknowledged benefits so far include students’ development of core skills in observation, communication, reflection and teamwork while hospice staff have gained valuable experience in interdisciplinary co-design and opening the hospice to a younger audience. It is hoped that further school twinning projects will be established and stimulate more students to consider the hospice as a work experience provider.

P-31 THE ART OF STIMULATING CONVERSATION

Denise Williams, Rachel Shovelton. *East Lancashire Hospice, Blackburn, UK*

10.1136/bmjspcare-2018-hospiceabs.56

Rationale In our society people are fearful of illness, death and bereavement and find it difficult to talk about these issues. Research indicates that having positive and honest conversations about these topics improves people’s experience of these events when they occur in their life.

Aim To stimulate people in our community to have open, positive conversations about illness, death and bereavement

Method Successful bid for a project manager to run a pilot in 2017. Research into how to encourage conversations about difficult topics. Invited participation from; community groups, schools, colleges, universities, care homes, and youth groups. Held a workshop explaining the aim of the project. Provided art materials donated free of charge by a local supplier. Provided interim support visit. Held exhibitions of work produced in the community and at the hospice during Dying Matters Week. Evaluation of impact. Reach and impact of the project expanded to care homes, universities and high schools in 2018. Investment one day a week for one member of staff.

Results

- Workshops provided to 187 participants
- 944 people attended the exhibitions
- Significant increase in the percentage of people thinking about and having conversations about illness, death and bereavement
- Partnership working with local community increasing awareness of the hospice and services

- Production of amazing art and performance that has demonstrated impact
- Income generation through donations at exhibitions
- Access to free art materials for project and hospice services
- Donation of art work for the hospice environment
- DVD of performances to inform education
- Representatives accessing bereavement education provided by the hospice.

Conclusion The Arts provide a valuable opportunity to work with communities to stimulate conversations about illness, death and bereavement and establish mutually beneficial links between the hospice and our community. This project is fun, rewarding and easily replicated in other communities.

P-32 MATERIAL LEGACIES, IN THE LANDSCAPE OF THE LOST, 2017

Annalie Ashwell. *The Hospice of St Francis, Berkhamsted, UK*

10.1136/bmjspcare-2018-hospiceabs.57

An exhibition to engage the local community and enable conversations about death and dying.

Background The exhibition was the final re-staging of the artworks generated during a collaborative five-year PhD research project between the hospice, three bereaved stakeholders and designer, Dr. Stacey Pitsillides. The exhibition ran for two weeks in a local arts venue and provided research collaborators with the opportunity to become local ambassadors. Throughout the exhibition the hospice ran events including an outpatient centre ‘taster day’, a creative therapies education day and a life drawing class.

Aims To utilise the exhibition of artworks created by three bereaved women as a means of engaging the local community in discussions around death, dying and bereavement, and to raise awareness and visibility of hospice services.

Methods To install the exhibition in an easy-to-reach and accessible venue located on the high street of the local hospice town. To deliver events to engage the community and increase understanding of hospice services.

Results Results gathered from 21 visitor feedback forms:

- 19 people said that after visiting the exhibition they would feel more inclined to access hospice support services
- On a scale of 1–10 (1 being not at all – 10 being very well), 17 people scored 8+ in how important it is to talk about death and dying in the local community
- Words captured describing the exhibition: ‘inspiring, amazing, interesting, enlightening, necessary, thought provoking, clever, innovative, refreshing, insightful, challenging, sincere’

In addition 40 people attended the ‘taster day’ and 13 allied health professionals attended the creative therapies education day.

Conclusion The arts are a powerful vehicle to engage communities in difficult and challenging conversations about death and dying and taking services off-site can help to raise awareness and increase understanding of hospice services.