

Supplemental Material 4.

'No Conversation Too Tough'

Pre-training Main Questionnaire.

Thank you for taking part in this evaluation of the Ruth Strauss Foundation Pilot Training Programme.

To start, please could you tell us a little about yourself?

In which type of health care do you currently work?

- Acute Care
- Hospital Palliative Care
- Hospice
- Community
- Other, please describe: _____

What is your current job title? *Please write down:*

And what is the year of your professional registration?

Could you tell us your current specialism? Please write down:

And, how long have you worked in this specialism?

- Less than a year
- 1-2 years
- 3-4 years
- 5 or more years

Which of the following qualifications have you completed? Please check all that apply.

- Diploma
- Undergraduate Degree
- Master's Degree
- MPhil
- PhD
- Post-registration training specific to palliative care.

Please describe: _____

Please could you indicate how you describe your ethnic or cultural background? On the next page are the categories used by the NHS. Please select one category. This question is optional.

- White British
- White Irish
- White - any other White background
- Asian Bangladeshi or Bangladeshi British
- Asian Indian or Indian British
- Asian Pakistani or Pakistani British
- Asian - any other Asian background

- Chinese
- Mixed Black Caribbean + White
- Mixed Black African + White
- Mixed Asian + White
- Mixed - any other Mixed background
- Black Caribbean or Black Caribbean British
- Black African or Black African British
- Black - any other Black background
- Any other ethnic group
- Prefer not to answer

With which gender do you most identify?

- Female
- Male
- Non-binary
- Prefer to self-describe _____
- Prefer not to answer

In which age group are you?

- 18-24 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- Over 65 years
- Prefer not to answer

And finally, please could you tell us which of the statements below best describes your family situation? Please select one statement.

- I have a dependent child (or children) under the age of 18 years.
- All my children are over 18 years.
- Neither of the above apply to me.
- Prefer not to answer.

In this next section, we would like you to think about the patients who you care for in your workplace.

When we refer to patients, we mean *patients whose cancer cannot be cured, and who have a poor or uncertain prognosis, or whose life expectancy is short.*

How often do you encounter patients with dependent children? Please check one option below.

- Regularly (at least weekly)
- Occasionally (once a month)
- Rarely (once every six months or so)
- Hardly ever (once a year)
- Never

How frequently do you provide support for patients with dependent children?

- Very frequently
- Quite frequently
- Sometimes
- Hardly ever
- Never

What types of support have you provided to patients with dependent children? Please select all that apply.

- Emotional support.
- Written literature/information.
- Conduct Holistic Needs Assessment and care plan.
- Signposting - please describe: _____
- Referral to specialist services - please describe: _____
- Other - please describe: _____

Below are names/descriptions of sources of support that patients/parents with dependent children might find helpful.

We'd like you to tell us which ones you are aware of and how often you have used them.

Which of the following charitable organisations that support parents/children are you aware of and, if aware, how frequently have you used them when supporting patients with dependent children?

	Not aware	Aware	Used often	Used occasionally	Never used
Winston's Wish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Bereavement UK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grief Encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RipRap for Teenagers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teenage Grief Sucks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other than those we listed on the previous page, are you aware of any other charitable organisations that support parents/children? If so, please write names below.

And have you ever used any of these?

Which of the following books, booklets and resources that support parents/children are you aware of, and, if aware, how frequently have you used these when supporting patients with dependent children?

	Not aware	Aware	Used often	Used sometimes	Never used
Badger's Parting Gift by Susan Varley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Invisible String by Patricia Karst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What Does Dead Mean? A book for young children to help explain death and dying by Caroline Jay and Jenni Thomas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Little C Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Secret C by Julia Stokes (Winston's Wish)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pip's Kit by Fruit Fly Collective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Matter What by Debi Gliori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macmillan Cancer Support Booklet on preparing a child for loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking to Children and Teenagers When an Adult has Cancer by Macmillan Cancer Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As Big As It Gets from Winston's Wish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other than those we listed on the previous page, are you aware of any other books, booklets or resources for supporting parents/children? If so, please describe/write names below:

Have you ever used any of these?

Now, we'd like you to think about your workplace.

Please could you tell us about the processes your workplace has, if any, for gathering information about whether a patient has dependent children? Please select one option below that most accurately describes what happens in your workplace.

- We ask at admission or first community visit and enter in a patient's records.
- We ask at admission or first community visit, but we do not enter in a patient's records.
- We ask informally during a patient's stay or subsequent visits and enter in their records.
- We ask informally during a patient's stay or subsequent visits, but we do not enter in their records.
- We have no consistent procedure.
- We do not ask or record at any time.
- Don't know.

If you have indicated that your organisation gathers information about whether a patient has dependent children, please could you tell us if this information is ever gathered through Holistic Needs Assessment? Please select one of the options below.

- Yes, information about dependent children is gathered through Holistic Needs Assessment.
- No, Holistic Needs Assessment is not used to gather information about dependent children.
- Don't know.

Is there anything else you'd like to tell us about asking patients if they have dependent children?

Thinking now about being supported to have conversations with patients.

Can you tell us which of the following best describes the support provided in your workplace for having conversations with patients about their dependent children? Please select all that apply.

- Practical support (facilities to have a conversation, directory of resources etc).
- Formal support from managers (supervision, debrief time).
- Informal support from colleagues/peer support.
- Training in holding sensitive conversations.
- Regular group/individual meetings with a counsellor/therapist/clinical supervisor.
- Talking with a family support or well-being team.
- Chaplin support/service.
- No support is available.
- We have to seek our own support if we need it.
- Other, please describe: _____

Can you tell us more about the support provided in your organisation, if any, for having conversations with patients about their dependent children?

In this last section, we'd like to ask you about your previous training experience and how you feel about coming on this course.

What previous training courses, if any, have you attended? Please select all that apply.

- Advanced Communication Skills Training
- Intermediate or Foundation Level Communication Skills Training
- Level 2 Psychology
- Sage & Thyme
- None
- Other, please describe: _____

Could you please tell us the reasons why you decided to come on this course? Please check up to three reasons.

- To get more confidence in working with patients who have dependent children.
- To learn more about the effects on children of losing a parent to cancer.
- To improve my communication skills with patients who have dependent children.
- To network.
- To help me control my emotions when I have conversations with patients who have dependent children.
- Because I was asked to attend.
- To fulfil my CPD requirement.
- Other, please describe: _____

Please could you tell us a little about what you hope to achieve by attending this course?

How likely do you think it is that you can influence or bring about change in practice in your workplace?

- Extremely unlikely.
- Unlikely.
- Somewhat likely.
- Very likely.
- Extremely likely

Is there anything more you would like to tell us about the likelihood that you can, or cannot, influence or change practice in your workplace?
