



Macmillan Cancer Course for Practice Nurses

A guide for planning,
content and delivery

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Increasingly, cancer is considered a long term condition with more people being diagnosed with cancer and living longer after diagnosis and treatment. Practice Nurses play a key role in the management of other long term conditions like diabetes, COPD and heart disease. Why not cancer?

Macmillan has developed and refined a cancer course for Practice Nurses. So far over 10 courses have been delivered to over 100 Practice Nurses resulting in increased knowledge, confidence and skills for participants, as well as positive changes to their day-to-day practice and subsequently a better experience for people affected by cancer.

Our offer to Practice Nurses is focused on improving knowledge and confidence, and identifying transferrable skills for taking on an active and enhanced role in managing cancer as a long term condition.

This course is set apart from more academically-focused learning. It uses Macmillan's unique insight and position as a facilitator to deliver a transformational course with an opportunity for service redesign, building relationships and improving outcomes within the local health economy.

This guide provides you with the required information and knowledge you need to run a Macmillan Cancer Course for Practice Nurses. We include objectives, process considerations and a content guide – as well as some top tips for how to develop and deliver a successful course. Local flexibility is welcome in both content and logistics in order to enable your local health economy to benefit from the course.

1 Course objectives

- To enhance the knowledge, skills, attitudes and confidence of Practice Nurses to take a more active role in managing cancer as a long term condition.
- To enable practical application of learning by Practice Nurses in their place of work.
- To allow Practice Nurses to become more involved in providing support to people affected by cancer.
- To improve the confidence and knowledge of Practice Nurses to enable signposting to appropriate resources for the health and well being of people affected by cancer.

Our hope for Practice Nurses who have participated in our course, is that they will:

- adopt a changed pattern of care involving more proactive and scheduled interactions with people living with cancer.
- make use of appropriate clinical tools in order to identify patient needs and know how to encourage people to self-manage.
- be seen as a resource for cancer by colleagues in their practice and act as a catalyst for the practice to provide better support to people living with and beyond cancer, as well as those affected by cancer.

1.1 Learning in practice – highlights from recent courses

From a recent evaluation of Practice Nurses who attended a course in 2013, we are pleased to share some examples of improvement in their knowledge, skills and confidence in line with the course objectives outlined above. Please note this data is based on 33 Practice Nurses who responded by March 2014.

- 76% agree the course improved their knowledge about cancer and its treatment by a great deal, with 79% feeling the same about their improved knowledge about the diverse needs of people affected by cancer.
- 73% agree the course improved their skills in communicating with people affected by cancer a great deal, with 58% reporting a great deal of improved confidence in managing cancer as a long term condition.
- 56% felt the opportunity to apply learning in practice helped to improve their knowledge, skills and confidence, and as a result of this 60% report that a fair amount or a great deal of the time they are seen as a resource about cancer by their colleagues.
- 45% report a great deal of improvement for their skills in assessing the needs of people affected by cancer.
- 85% report a great deal of improved knowledge about resources available for people affected by cancer.
- 67% agreed their skills in signposting people affected by cancer to other sources of support and information have improved a great deal (a further 30% said a fair amount).

2 Planning the course

This course has some specific characteristics and is designed to be modular, facilitated and adapted to your local health economy.

It has 10–12 participants with the majority of content focused on survivorship. It's based on action learning and fast feedback, moving away from didactic sessions and formal assessment.

Our tips and guidance are included to help you create your course in line with the general characteristics.

2.1 Timeline for planning and delivery

Top Tip: Identify who is leading and developing the course. You need ownership to ensure it happens, but use local resources to help you develop and deliver the course.

Planning and preparation	Initial planning (sourcing a venue, considering group size, setting up working group)	1 month
	Further planning (securing speakers, preparation of sessions)	3 months
Recruitment of cohort	Sending out invitations, adverts, shortlisting and finalising participants	2 to 3 months following initial planning
Course length	Delivery of planned sessions and content	5 to 6 months (1 session per month)
Evaluation	Capturing feedback on course delivery, facilitation and content	Final day of course or one to two weeks after the course has finished
	Capturing learning and changed practice following attendance	3 to 6 months after the course
Follow up day	Bring the group back together to reflect on implementing changes in practice	6 months after the course

2.2 Preparing for the course

Top Tip: Spend time in preparation. Consider group size, venue, gaps between sessions and aim for whole day sessions in order to build and encourage a functional group.

- Required participants for a course is 10–12 people, as an ideal for group work and creating a comfortable environment for learning and discussion (particularly with regard to communication skills, for example). Larger groups would need more facilitators. It would be possible to have two groups running in parallel who come together for a few classroom-based sessions suited to larger groups.
- Don't leave long gaps between sessions, 3–4 weeks at the most with whole day sessions instead of half days. A consistent day for the course e.g. a Wednesday, helps participants to plan time to attend.
- Ensure you have two facilitators, one with a primary care background, experience of running small groups is also essential. For more guidance, refer to course leader attributes in Section 10.
- Source a reasonable venue, accessible to all with free parking and include a working lunch. If you have contacts at your CCG or local health board, they may be able to assist with finding free venues.

We have a range of materials available online to help you with the planning and delivery of your course content. Including documents, links, presentations or articles which other course facilitators have used as part of their course programme. Please use and adapt as appropriate and necessary for your course.
www.learnzone.org.uk

2.3 Getting the right people involved

Top Tip: Set up a working group of local people involved with education, training or cancer service provision to help shape the course and use their expertise e.g. Macmillan GP/GP Adviser, local Macmillan team, lead cancer nurse.

- Identify and engage with all relevant contributors once you have an idea of course content, they will need a clear briefing of aims and expectations – if necessary, meet face-to-face prior to their session.
- Early planning helps to minimise costs, approach local speakers as many are free and happy to be involved.
- Be aware of and plan for project management and admin support prior to and during the course.
- Engage with senior stakeholders within your health economy about your plans – they may not be directly involved but their support assists with questions about the course.

2.4 Roles and responsibilities

These are intended as a guideline and many are explained in further detail later in this document.

Macmillan UK Office

Provide general planning and delivery support.

Maintain a central area of resources.

Develop and implement a national evaluation framework.

Macmillan regional teams

Some of these responsibilities may fall to either the regional team and/or the course facilitators depending on local set up.

Input to the working group for the course.

Input to the development of course content and logistics, if appropriate.

Assist with provision of project management / admin support (see section 5).

Engage with senior stakeholders in the local health economy for sustainability of learning.

Support recruitment of practice nurses.

Link between the course and Macmillan – ensuring awareness of Macmillan resources and services.

Link with GP practices, if appropriate.

Support Macmillan UKO in implementing a national evaluation framework.

Course facilitators

Some of these responsibilities may fall to either the regional team and/or the course facilitators depending on local set up.

Plan and define course outline, including evaluation.

Identify resources for use during sessions.

Identify external speakers (including patient representatives).

Recruitment of practice nurses to the course.

Be present at all sessions and deliver the course content.

Create a safe shared learning environment.

Link with the GP practices, in particular the GP supporter.

Engage with senior stakeholders in the local health economy.

Maintain a dialogue with participants before, during and after the course.

Support Macmillan UKO in implementing a national evaluation framework.

External speakers contributing to a course	Provide specialist knowledge.
	Be a local link for course participants.
Course participants	Participate actively in sessions.
	Keep a reflective journal.
	Make colleagues aware of their participation in the course.
	Participate in any local or national evaluation of the course.
GP supporters and GP practices	Provide a GP supporter for each practice nurse participating in the course.
	Attend a session of the course (if part of your course requirements).
	Agree to support the practice nurse in embedding learning in practice throughout the course and beyond.
	Participate in any local or national evaluation of the course.

3 Recruiting practice nurses

Top Tip: Advertise the course as widely as possible to ensure sufficient sign up. Engage with key stakeholders; cancer lead nurses, practice managers, commissioners, education leads and hospices and university practice nurse education leads. Spread the net as wide as possible, and follow up with phone calls if necessary.

- If you have one in your area, you may want to consider linking with a local Macmillan One-to-One support pilot as primary care nurses from these pilots who have previously attended one of our courses found them useful.
- The benefits of the course will be felt across the health economy and engagement will be needed with a wider group than practice nurses alone.
- Work out communication links and check the information has been circulated – ask local practice manager, nurse or GP that you know to check if they have received it.
- Ensure subject titles on emails are clear and express the need for any action or for the email to be passed on – specifically helpful if emails are going to practice managers.

Templates available:

- **Flyer.**
- **Recruitment information.**
- **Application form.**

4 Engagement with GP practices

Top Tip: Invite the GP supporter and/or practice manager to a welcome session on the first day to explain the rationale for the course and expectations for supporting the nurses in practice. Or consider different ways you could engage with the GPs, introductory phone call before the course begins, lunch events, dinner events etc.

- Ensure during recruitment that each nurse will have a GP supporter within their own practice, and include the expectations of the role of the GP in supporting their Practice Nurse throughout the course.
- Be clear about funding/bursary payments including expectation for practice involvement and payment dates.
- Locally, define how you will encourage practices to enable nurses to translate their learning into changed practice after completing the course.
- Use a contract with each practice to ensure individual nurses are supported appropriately to implement their learning in practice. There is a standard contract you can use or adapt available as part of the course delivery materials online.

Templates available:

- **Confirmation of acceptance.**
- **Joining letter.**

Top Tip: Send information to GP supporters halfway through the course to give an update of what has been covered so far, and what is still to come. This could also be in the form of direct contact between the course leader and GP supporter – strengthening this communication is likely to be beneficial for the Practice Nurse.

Template available:

- **Mid–course letter to GP supporter.**

Top Tip: Send an end of course communication to GP supporters and GP practices outlining some successes of the course, and explaining what ongoing support Macmillan is able to offer, for example engaging with Macmillan GPs, and information resources available on [be.Macmillan](https://www.be.macmillan.org).

Template available:

- **End of course letter – payment and ongoing support.**

5 Project management and administrative support

Local project management resource should be sought within a region, with costing factored into the overall course budget, to provide project management and admin support to courses. It's estimated that the management and admin function could be achieved with c 0.1WTE throughout the lifetime of the course.

The role which the project manager and/or admin support will undertake will include tasks such as:

- Liaising with external speakers and coordination of resources for sessions.
- Coordinating the project steering group, taking notes and following up action points.
- Maintain contact with Macmillan regarding information about the course, participants and any evaluation requirements.
- Sourcing and booking a venue, including catering and other practical arrangements.
- Assisting with recruitment, practical aspects of planning and being point of contact for the practice nurses.
- Attending sessions to ensure all practical aspects run smoothly, and taking up any action points.

6 Budget considerations

These are an indicative guide based on a 10 person course, they are an indication of costs to consider, specific costs will vary by number of participants, length of course and region.

Please note that the funding for practices should be set at £500 per participant (to include any travel expenses).

Funding to practices	£5000 based on £500 per practice nurse
Speaker fees and expenses	£1000
Venue and catering	£1000
Project Management	£1500
Macmillan GP/GPA adhoc sessions	£1000
Other unplanned costs	£500
Total	£10,000

7 Delivering the course

The section below provides some top tips for delivery; an overview of content, process and resources is found later in this document.

Top Tip: Cover knowledge gaps early on. Without knowledge of cancer, its treatments and consequences participants lack the confidence to develop other skills. Use your local CNS to help deliver this (whilst also providing a link to secondary care for your nurses).

Top Tip: Make the learning modality appropriate. Think carefully about delivery, what can be delivered in a large group by 'specialists', what is useful for small group discussion and what can be given as personal learning in between sessions.

Top Tip: Use local specialists for sessions. This helps the group understand local issues and build networks that will be invaluable in the future.

8 Evaluation and post-course considerations

- Provide participants with recognition they have attended and completed the course, use the Macmillan practice nurse course certificate, available online as part of the course delivery materials.
- Also, encourage your nurses to keep a reflective journal throughout the course – capturing the narratives in their reflection is useful for ongoing learning.

Template available:

- **Course attendance certificate.**

- Use pre-course and post-course self assessment questionnaires to track the nurses subjective improvements in knowledge, confidence and skills.

Templates available:

- **Pre-course self assessment form.**
- **Post-course self assessment form.**

- Consider how you will evaluate your own course during the planning stage; it helps with agreeing specific aims and objectives.
- Consider the local sustainability of the work so that it becomes more than a short-term intervention.
- During the course, use fast feedback opportunities at the end of each day.

Template available:

- **Fast feedback questionnaire.**

Templates available:

- **Structured pre-course reflection.**
- **Structured post-course reflection.**
- **Reflective journal template.**
- **Prompts to encourage reflection.**

- Make time on the final day to allow the practice nurses to share their learning and experience. Invite key stakeholders, contributors and GP supporters to attend.
- Plan for a follow up day to the course three to six months after the course has ended. An opportunity for the group to come back together, share their experience of implementing learning in practice and possibly have a speaker/further learning opportunity.

Should Macmillan want to centrally coordinate a UK-wide evaluation to capture data which can demonstrate a change in practice, we will make contact with course facilitators to arrange this. Our ask will not be onerous and we recommend any locally defined evaluation to take place alongside.

9 An overview: content, process and resources

9.1 Content

Modules 1 to 6 are considered essential content for inclusion in a Macmillan Cancer Course for Practice Nurses. The topics in Module 7 are desirable but not required.

Modules may take a whole day or half a day, depending on the requirements of your group and flexibility of content of your own course.

We have tried to provide guidance on possible resources to use, and where to consider using local specialists, or those with specialist knowledge.

We have a range of materials available online to help you with the planning and delivery of your course content. Including documents, links, presentations or articles which other course facilitators have used as part of their course programme. Please use and adapt as appropriate and necessary for your course.
www.learnzone.org.uk

Module 1 – The changing story of cancer and cancer care

Introductions	Opportunity for the group to meet one another
Aims and objectives	Discuss the aim of the course, personal learning outcomes and agree ground rules for the course
Hopes and expectations of the course	Discuss course leaders and course participants hopes and expectations of learning – agree some joint hopes and expectations. The pre-course quiz may help participants to come with an idea of their hopes and expectations.
The changing story of cancer	A useful video by NHS Improvement to explain survivorship in a nutshell → youtube.com/watch?v=5Lw7pu9l6l8 macmillan.org.uk → search for 'key statistics'
Macmillan's role and reach	Invite someone from a regional Macmillan team to explain Macmillan's role and the services they provide. This also helps to link the nurses with Macmillan.
The role of the Practice Nurse	Explore the current role of the Practice Nurse and consider transferrable long-term condition management skills
Patient perspective	Introduce a story of a person affected by cancer

Module 2 – Introduction to cancer

Introduction to cancer Include: Basic physiology and patho-physiology, development of cancer, cancer types and staging, epidemiology of cancer, biology of cancer	learnzone.org.uk → search for 'introduction to cancer' Recommended to be delivered by a specialist, local if possible.
Cancer pathways and MDT role Screening/referral process	Use local knowledge of cancer pathways and MDT members
Types of cancer treatment	Recommended to be delivered by a specialist, local if possible.

Module 3 – Effects of treatment and recurrence

Adverse effects of treatments including neutropenia	learnzone.org.uk → search for 'neutropenic sepsis' also search for 'acute oncology' – this new module includes neutropenia
Late effects of disease and treatment	Recommended to be delivered by a specialist, local if possible.
Signs of concern and recurrence	Recommended to be delivered by a specialist, local if possible.

Module 4 – Communicating with people affected by cancer

Communication skills and patient-centred interview	Active listening, giving and receiving feedback, questioning and reflecting
	Consider a local/regional specialist to deliver this training
Motivational interviewing – self efficacy model and supported self management	Consider a local/regional specialist to deliver this training
	Motivational interviewing presentation pack available in course delivery materials (developed by Dawn Casey, SLDM, Wales)

Module 5 – The Recovery Package

The Recovery Package	Cancer care review and treatment summary	Strategies for contributing to effective, safe and patient-centered cancer care reviews in practice
ncsi.org.uk → go to 'The Recovery Package'		Aids to undertaking a cancer care review; distress thermometer, things to ask your doctor etc
		ncsi.org.uk → go to 'cancer care review' and 'treatment summary'
	Holistic needs assessment and care planning	ncsi.org.uk → go to 'assessment and care planning' and also 'holistic needs assessment'
		Macmillan Assessment and care planning folders be.macmillan.org.uk → search for MAC13689

Module 6 – The impact of cancer

Role of exercise and activity	walkingforhealth.org.uk
	Consider having a group Walk for Health as part of a session – you could ask a local course leader to attend and explain the benefits
	macmillan.org.uk → search for 'physical activity'
	Local information sources/specialists
Information sources including benefits	The financial impact of cancer
	Work and cancer
	Vocational rehabilitation
	Macmillan Support Line and grants service
	Other local information sources/specialists
	be.macmillan.org.uk
End of life and palliative care	Including this topic in a light touch way gives nurses an insight into the whole cancer journey and can help confidence when talking to carers.
	Advance Care Planning
	Principles of palliative care
	Short session (1.5 hours) on key palliative care issues. Explain GSF and how to use in practice. Opportunity for question and answer.
	Optional: Arrange a visit to local cancer centre and/or hospice – this may mean allowing for an extra day on your course timetable.
	There are also available resources on be.macmillan.

Module 7 – Optional extras

Nutrition	learnzone.org.uk → search for 'Nutrition for survivors beyond cancer' and 'Nutritional care' Local information sources/specialists
Sexuality, intimacy and cancer	learnzone.org.uk → search for 'Sexual relationships and cancer' Top Tip: It worked well to explore these issues through role play when practicing difficult conversations.
Complementary therapies	macmillan.org.uk → search for 'cancer and complementary therapies' Local information sources/specialists Top Tip: Ask a patient to explain how they are incorporating complementary therapies into their conventional treatments. This ensures specific therapies are not endorsed, and gives nurses opportunity to discuss and understand.
Local population specific topics/ information	Consider the local population in which your course is run, and any local issues which may be useful to cover for your group. For example, variation in the response to cancer within ethnic minority groups.
CNS buddying	Arrange for your nurses to spend a day (or half a day) with a local CNS, shadowing and sharing experience with one another
Visit a local cancer centre or hospice	As a group, visit a local cancer centre or hospice – you could use a meeting room there to hold a day (or half a day) of your course

Module 8 – Final session

Review and recap	Review learning and recap on original objectives
Presentation to invited guests	Practice nurses deliver a presentation summarising their learning and experience of taking part in the course
Next steps and future engagement	Follow up sessions, keeping in touch and evaluation

9.2 Process of course delivery

We have highlighted key elements (essential and desirable) that will assist you in delivering an effective Macmillan Cancer Course for Practice Nurses. These processes have previously been implemented during course delivery across the UK.

Essential

Share expectations of the course at the first session	Share objectives and aims
	Establish that the group is a safe and supportive space with a need for confidentiality
	Foster the idea of collaborative learning including opportunities for peer support and communication
	Revisit expectations regularly to ensure agreed needs of group are being met
Dialogue with participants	Develop a dialogue with participants prior to the course and continue throughout
	Consider devising a plan for communication between sessions if an extended period of time
Fast feedback after each session	Using fast feedback at the end of sessions and reviewing at the beginning of the next is good for maintaining dialogue
External speakers	Ensure external speakers are well briefed about the aims of the course, feedback from an evaluation with 2013 course facilitators reported this as something they would improve in the future
	Speakers need to be knowledgeable, authoritative but fully aware of the world in which Practice Nurses work.
Facilitated group process	Establish that the group is a safe and supportive space, use ground rules and group agreements
Sharing stories of work in practice with course colleagues	Encourage reflection and sharing of experiences, allowing opportunities for this to take place
	Emphasise transferable skills and allow for opportunities to highlight ways to build on existing skills and experience.
Scenario based role play	Top Tip: Don't shy away from difficult issues. Role play is a powerful way to develop communication skills and address difficult issues. Wait until part-way through the course so that group trust has had time to develop. Consider working in threes with realistic scenarios; patient, nurse and observer roles.
	Develop the complexity of the scenarios from carrying out a Cancer Care Review, to a depressed patient, someone who has heard their treatment is no longer curative or a person having issues with body image and subsequent relationship problems.
Confirmation and reframing of existing long-term condition management skills	Discuss the role of the Practice Nurse, how can existing long-term condition management skills be adapted to cancer

Contact with secondary care colleagues	Invite a local CNS to come and present to the group – they could be the specialist giving an introduction to cancer (or alternatively, see buddying option below)
Presentation to practice colleagues	Encourage practice nurses to give a presentation to the colleagues in their practice about their experience of attending the course
Leave flexibility to allow course to respond to nurses needs	Top Tip: Maintain flexibility. Within the core content of the course, make sure you have the opportunity to address important learning objectives of the group and respond to feedback. Build time into each session to reflect on practice.
Accessing Learn Zone and other online resources for information and learning	learnzone.org.uk – Requires a simple registration process
Signposting to local relevant resources as much as possible	Use your working group to help identify local resources to highlight throughout the course, helping nurses to be able to signpost people affected by cancer. Consider providing an opportunity for a visit to your local Macmillan information support centre, or alternatively, ask a member to attend explaining their role and the resources available.
An opportunity to engage with/hear from people affected by cancer	Top Tip: People affected by cancer are local specialists. Invite a patient to join you for the course as a local expert. Include as many patient stories as possible, in person, recorded or written (Macmillan has a number of videos/case studies) – they will bring personal experiences of cancer to the nurses and have the greatest impact on learning. healthtalkonline.org has videos of people talking about their cancer experience – this can be a useful way of anchoring theory with real experiences.
Reflective journals throughout the course	Keeping a diary of learning and significant patient encounters aids reflection and ongoing learning

There is a reflective journal template available as part of the course delivery materials.

Desirable

Buddying with secondary care colleagues	Link each participant with a local CNS, arranging for them to spend a day together – a good way to strengthen local links with secondary care colleagues
Identify a patient and use as a case study throughout the course	Identify a patient early on in the course for an open discussion about their story, link with them throughout the course and present key aspects of their story on the final day of the course

9.3 Resources

Specific resources mentioned below will be available online as part of the course delivery materials. www.learnzone.org.uk

Top Tip: Provide appropriate resources, reading, links and papers, but be careful not to overload. Develop links with existing resources e.g. Learn Zone and local networks.

Essential

Pre course quiz	Templates available: Pre course quiz and pre course quiz with answers.
Self assessment (pre and post course)	Templates available: Pre-course self assessment form, post-course self assessment form.
Reflective journals	Templates available: Structured pre-course reflection, structured post-course reflection, reflective journal template.
Macmillan Learn Zone	learnzone.org.uk
Distress thermometer	Available in course delivery materials
HSJ Survivorship supplements	Available in course delivery materials
An opportunity to engage with/ hear from people affected by cancer	Include as many patient stories as possible, in person, recorded or written (Macmillan have a number of videos/ case studies) healthtalkonline.org has videos of people talking about their cancer experience – this can be a useful way of anchoring theory with real experiences
Resources on be.macmillan – ensure PNs know how to access them	be.macmillan.org.uk
Move More – Your complete guide to becoming more active	be.macmillan.org.uk → search for MAC19569

Desirable

Nutrition for survivorship	learnzone.org.uk → search for 'Nutrition for survivors beyond cancer'
EOLC modules	e-lfh.org.uk/programmes/end-of-life-care
Sage & Thyme	learnzone.org.uk → search for 'Sage & Thyme'
Benefits	learnzone.org.uk → search for 'Benefits awareness' Consider inviting a local expert to explain financial support and benefits available to people affected by cancer, including carers
Work and cancer	learnzone.org.uk → search for 'Can we talk about work?'

10 Course leader attributes

We recommend that all courses have two facilitators, at least one with a background of working in primary care. These attributes are guidelines for skills that should be covered across two facilitators, gaps in clinical knowledge and skills can be covered by external speakers with specialist knowledge.

Clinical knowledge and skills

Pattern of cancer – physiology, pathology, incidence, prevalence

Range of treatments and rationale for their use

Consequences of treatment – side effects, toxicity, late effects

Long term condition management – self management and self efficacy

Survivorship – living with and beyond cancer

Role and scope of primary care, including Practice Nurses, GPs and practice systems – records, referral and communication

Range of locally available services for health and other services

Relevant resources and literature available

Educational knowledge and skills

Setting and reviewing objectives

Chairing skills and meeting facilitation

Facilitating and managing role play – managing difficult conversations and issues

Receiving and giving feedback

Managing the participation of people affected by cancer

Small group facilitation skills – including setting ground rules and group agreements, managing challenge and conflict

Awareness of action learning set approach to facilitation

Organisational knowledge and skills

Communication with participants and their practices throughout the course

Programme design and course content

Resources for teaching – role play scenarios, small groups

Timekeeping

Local cancer pathways and key secondary care contacts, e.g. CNS

Macmillan role and services

Finding local experts to contribute, including patients

Attitudes

Approachable for participants and their practices

Good communication skills

Respect and understanding for the work of primary care nurses (and the wider nursing profession)

Ability to be flexible and listen to feedback

Belief in the benefit of interprofessional working and learning

Pastoral support and sensitivity to distress

As a healthcare professional, you know cancer doesn't just affect your patients physically. It can affect everything – their relationships, finances, work. But maybe you feel like there aren't enough hours in the day to spend as long as you'd like with them, or to answer all their questions.

That's where we come in. We're here to provide extra support to your patients with cancer, and their loved ones. Whether it's offering benefits advice, help returning to work, or support with getting active again – we're here to help you give your patients the energy and inspiration they need to feel more in control of their lives. Right from the moment they're diagnosed, through treatment and beyond.

To find out more about how we can help, visit [macmillan.org.uk](https://www.macmillan.org.uk).

And please let your patients know they can contact us on **0808 808 00 00** if they need support.

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