



# End-of-life Volunteer-Partnered Leadership Model: Evidence from Hong Kong

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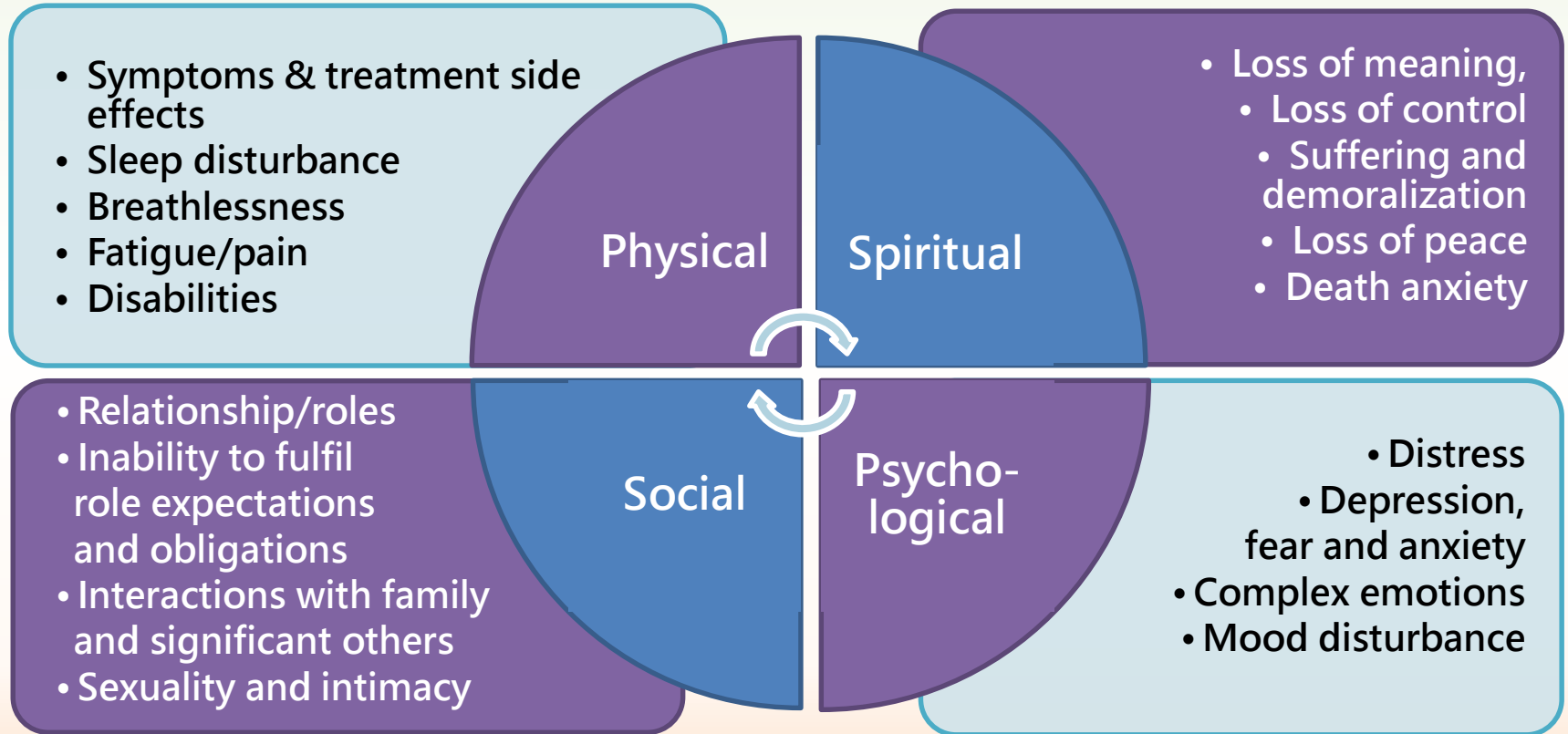
1. Why volunteer?
2. Contextualized volunteer engagement in EoLC
3. The Volunteer-Partnered Leadership Model



## Why Volunteer?

Needs and value of EoLC voluntary services

# Patients' Needs at their End-of-life Stage



## To patients and carers

- Volunteers help **reduce feelings of isolation, promote emotional health, and enhance social support of patients.** (Claxton-Oldfield, 2015; Walshe et al., 2016)
- A study suggested that hospice volunteers **increase how long terminally ill patients survive** (~3 months longer) (Herbst-Damm & Kulik, 2005)
- Greater use of volunteers was associated with **higher levels of service satisfaction** as rated by bereaved family members. (Block et al., 2010)



Volunteer

# Multi-benefits from EoLC Voluntary Service

## To organization & community

- Volunteers also **bridge the gaps between hospice, community, and patients/caregivers.**

*To health and social care organisations:* Volunteering has the potential to deliver a number of benefits to health and social care organisations including creating services that are more responsive to local needs (Paylor 2011); engaging 'hard-to-reach' communities more effectively (Kennedy 2010); filling gaps in provision (Hussein 2011; Kennedy *et al* 2007; Paylor 2011); and facilitating improvements in professional-patient relationships and interactions (Paylor 2011; Jones 2004).

*To communities:* There is evidence to show that volunteering can bring broader benefits to communities, including by enhancing social cohesion, reducing anti-social behaviour among young people, and providing placement opportunities that may then lead to employment (eg, Prasad and Muraleedharan 2007). Recent research suggests social participation is cumulative, meaning that formal volunteering can also encourage people to get involved in other activities in their communities (Morrow-Howell 2010; Department of Health 2011a).

(Naylor, Mundle, Weeks, & Buck, 2013)



## To volunteers

- **Volunteers** gain health and social benefits and have personal growth from their voluntary services.

*To volunteers:* There is good evidence that volunteering can have a positive impact on the volunteer in terms of improved self-esteem, wellbeing and social engagement (Farrell and Bryant 2009; Brodie *et al* 2011; Paylor 2011; Casiday *et al* 2008). The benefits for older volunteers have been particularly well researched; older volunteers appear to experience less depression, better cognitive functioning and improved mental wellbeing relative to those who do not volunteer, although in some studies it is not clear whether health benefits flow from volunteering or if healthier people choose to volunteer (Morrow-Howell 2010; Schwingel *et al* 2009; von Bonsdorff and Rantanen 2011; Morrow-Howell *et al* 2009; McMunn 2009; Nazroo and Matthews 2012).

(Nalylor, Mundle, Weaks, & Buck, 2013)





# Contextualized volunteer engagement in EoLC



# Chinese Life Values – Five Blessings

- The meaning of five blessings
  - Health (壽)
  - Wealth (富)
  - Long life (康寧)
  - Love of virtue (yu hao te 攸好德)
  - Peaceful death (考終命)



# Three Stages of Development in Volunteer Engaged EoLC

Bottom-up  
Emerging Stage  
(1950s-80s)

Try & Error Stage  
(1990s-mid of  
2010)

Consolidating  
Stage (2015  
onwards)

# Bottom-up Emerging

Faith-grounded

Hospital-based

Professional / religious leaders

# Try & Error Stage

Institutionalized (Society for the Promotion of Hospice Care, Comfort Care Concern Group)

First volunteer-lead bereavement service establishment

Over ten organizations were established (professionals, academics, grass roots)

# Consolidating Stage

JCECC Project

Multi-institute Collaborated Efforts



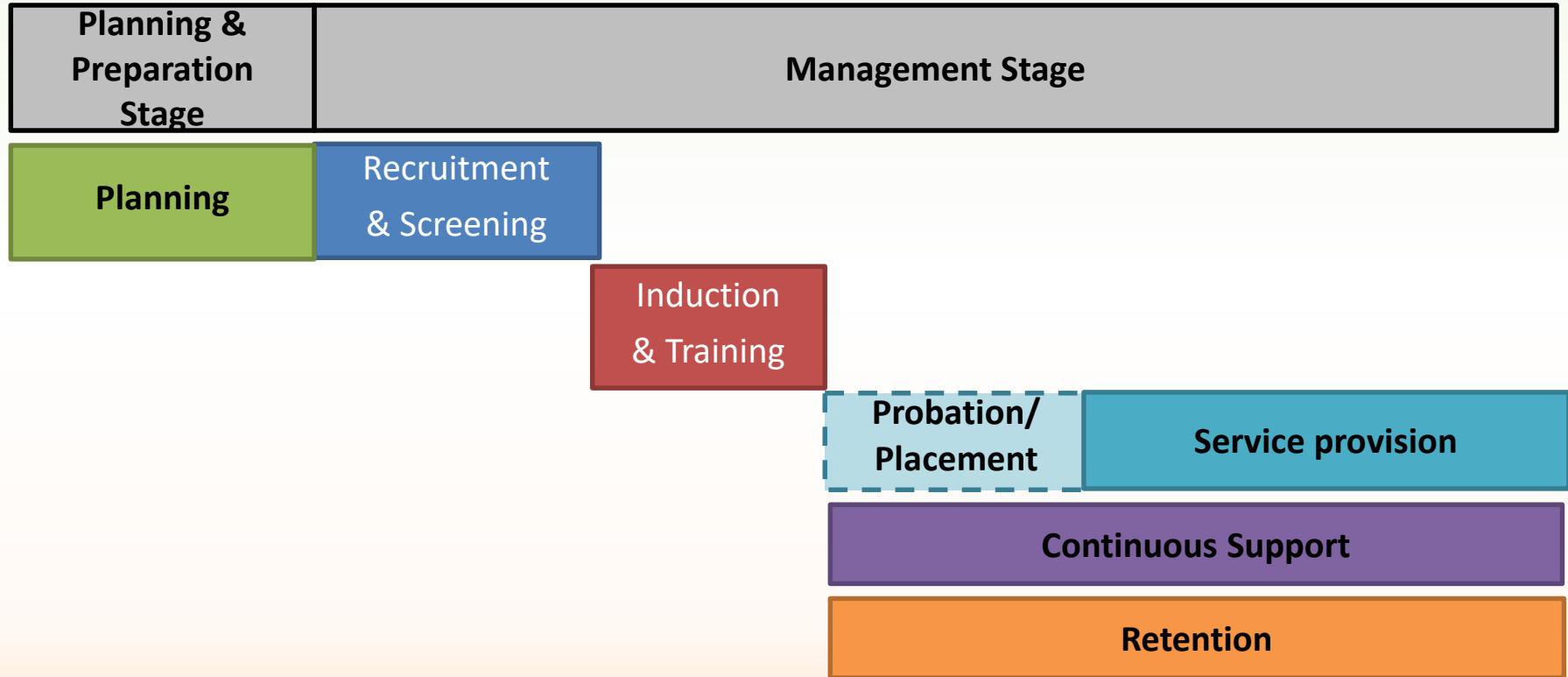
Health & Social Care Partnership





## Volunteer-Partnered Leadership Model

# EoLC Volunteer Programme Management Activities



# Planning Stage Checklist

	Need Assessment / “Questions to Answer”
<input type="checkbox"/>	What are the program’s mission and vision
<input type="checkbox"/>	How do volunteers fit into the program’s mission and vision?
<input type="checkbox"/>	How could volunteers best meet the program’s needs and goals?
<input type="checkbox"/>	What are the expected short-term and long-term impacts of engaging volunteers in the program?
<input type="checkbox"/>	How will you evaluate the programme impacts?
<input type="checkbox"/>	Is organization ready to embrace the involvement of volunteers?



# Planning Stage Checklist

	Need Assessment / “Questions to Answer”
<input type="checkbox"/>	What resources are/costs needed to the development of the volunteer program and is the organization prepared to devote these resources?
<input type="checkbox"/>	Are volunteer policies in place?
<input type="checkbox"/>	What is the volunteer role description?
<input type="checkbox"/>	What is your plan on promotion? Any specific groups (e.g. age, religion, talent etc.) that you want to recruit and how to reach these groups?
<input type="checkbox"/>	How will you screen and select volunteers?
<input type="checkbox"/>	What training will be needed for volunteers?
<input type="checkbox"/>	What will be the continuous support for volunteers?
<input type="checkbox"/>	What measures will you use to retain volunteers?
<input type="checkbox"/>	How will you evaluate volunteer performance?

# Risk Assessment Form

## JCECC Project Volunteer Risk Assessment Form

- 安寧義工為近距離接觸生死的工作，故義工自身的心理質素及有關生死的經歷尤其重要。建議招募 18 歲或以上人士；另外，如果申請人符合以下任何兩個情況，同工應慎重考慮是否招募，並於招募後為該義工提供充足的支援；如果申請人符合以下任何兩個以上情況，則不建議招募：

- 過去 2 年內經歷喪親的人士 (問題 1)
- 正照顧患末期病患、關係密切親人的人士 (問題 2-4)
- 在受情緒問題影響的人士 (問題 5.1-5.2 總和為 3 或以上。每題分數請依照個別選項空格右下旁的分數，例如 <sub>0</sub> 即是該答案以 0 分計算。)
- 承受高度精神壓力的人士 (問題 6.1-6.14 總和為 30 或以上。各題答案的相應分數請參照個別選項空格右下旁的分數。)
- 有過份投入、難以抽身於別人的困難的人士 (問題 6.15 為「十分經常」)
- 難以接納於不同意見的人士 (問題 7 為「非常不自在」，須注意。)

(JCECC, 2018)

- 過去 2 年內有沒有親屬離世？  沒有  有
- 您的親屬或朋友中有沒有人正患有末期病患？  沒有 (跳至問題 5)  有 (繼續問題 3)
- 承問題 2，該患者與您的關係是？(我是患者的...)
  - 配偶  子女  孫子女  父母  兄弟姊妹
  - 媳/婿  孫媳/婿  朋友  其他 (請註明): \_\_\_\_\_
- 承問題 3，您和該患者的關係可以形容為？
  - 非常疏離  疏離  一般  親密  非常親密
- 過去兩個星期，您有多經常受以下問題困擾？

	完全沒有	幾天	一半以上的天數	近乎每天
5.1. 做任何事都覺得沉悶或者根本不想做任何事	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
5.2. 情緒低落、抑鬱或絕望	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

- 以下問題是問關於您上個月的感受和想法。每一條題目都是問您“幾經常”有所描述的感受和想法。雖然有些題目意思看來十分相近，其實它們是不同的。您應視它們為獨立的問題作答。最適合的方法是盡快回答每條問題。不用準確計算次數的多少，只要作出合理的估計。

	從不	很少	有時	經常	十分經常
6.1 您有幾經常對某些突然發生的事情感到不安？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.2 您有幾經常感覺到總是沒法控制生活上重要的事？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.3 您有幾經常感覺到焦慮和壓力？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.4 您有幾經常成功地處理生活上令人煩燥的事？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.5 您有幾經常感覺到有效地處理生活上的重大轉變？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.6 在處理個人問題之能力方面，您有幾經常感到充滿信心？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.7 您有幾經常感覺到事事順利？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.8 您有幾經常發現您是沒法處理各樣應要做的事？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.9 您有幾經常能控制生活上之煩燥？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.10 您有幾經常感到事事駕輕就熟？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.11 您有幾經常對某些屬於您控制範圍以外的事而發怒？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.12 您有幾經常在思想一些希望自己一定要達到的事？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.13 您有幾經常能控制您對時間的分配？	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
6.14 您有幾經常感覺到有很多困難而未能克服？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
6.15 您有幾經常因擔心身邊的人或事情而令到自己的情緒受困擾？	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

- 根據您上個月的經驗，跟想法和您不同的人相處，有多令您不自在？
  - 非常不自在  不自在  沒有自在或不自在  自在  非常自在

Stage	Contents
<b>Beginning</b>	<ul style="list-style-type: none"><li>● Welcome and explain the purpose of interview</li></ul>
<b>Middle</b>	<p>Information Exchange</p> <ul style="list-style-type: none"><li>● Detailed information about the work of the programme</li><li>● Sensitive nature of work</li><li>● Particular stress</li><li>● Available jobs and required skills/knowledge</li></ul>
	<p>Assessment of volunteers</p> <ul style="list-style-type: none"><li>● Get the volunteers to talk about themselves, e.g. interests, skills, motivation</li><li>● How would they approach the job</li><li>● Explore the training needed</li><li>● Communication skills, level of enthusiasm and commitment, types of questions they ask about the offer and preferences in work, level of self-confidence, flexibility and reliability</li></ul>
<b>End</b>	<p>Clear details of the next stage of the process with time scales and expectations</p>

# Example: JCECC Volunteer Core Training (2018)

- **Objectives:** To equip volunteers with essential skills and knowledge to be compassionate companion to support EoL patients and families in the community.
- **Rationale:** A competence-base training course which focuses on eight domains of competencies in EoLC:

Principles and values in PC

Role and boundaries

Communication skills

Self-care

EoL decision making

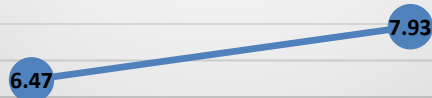
Symptom management

Psychosocial-spiritual care

Family and bereavement care

# Training Effectiveness

## VEoL Comp - Basic EoL Care Concept (n = 77)

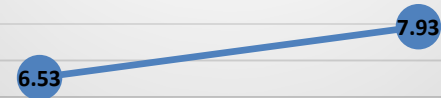


BEFORE THE PROGRAMME

AFTER THE PROGRAMME

Paired sample was used t-test with  $p < 0.00$ , Statistical significant

## VEoL Comp – Communication (n = 78)



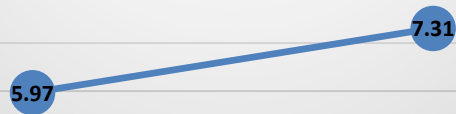
BEFORE THE PROGRAMME

AFTER THE PROGRAMME

Paired sample t-test was used with  $p < 0.00$ , Statistical significant

# Training Effectiveness (continued)

## VEoL Comp - Handle symptom and health (n = 79)

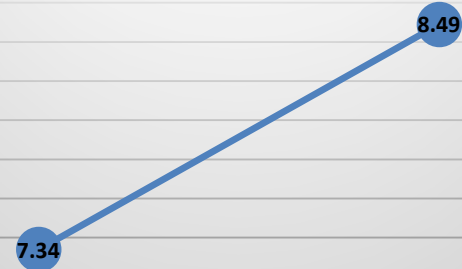


BEFORE THE PROGRAMME

AFTER THE PROGRAMME

Paired sample t-test was used with  $p < 0.00$ , Statistical significant

## VEoL Comp - Decision making (n = 79)



BEFORE THE PROGRAMME

AFTER THE PROGRAMME

Paired sample t-test was used with  $p < 0.00$ , Statistical significant

# Continuous Partnership

**Value:** Volunteer in EoLC team work


**Leadership:** Volunteer capacity building


**Shared care:** Volunteer support and management

賽馬會安寧頌  
**JCECC**  
 Jockey Club End-of-Life Community Care Project



心安家寧系列

義工組織 

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合作院校：  
 Faculty of Social Sciences  
 The University of Hong Kong  
 香港大學社會科學學院





# Key References

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