

which fits well with portfolio learning/evidence for all professionals including General practitioners.

Outcomes The evaluations have been excellent from all professionals in all clinical arenas. Funding has been secured for further education and collaboration in education is essential to future delivery. The practical element of ensuring information follows the patient, and how to start, support and close conversations were particularly appreciated.

Application to hospice practice Exciting innovative education can embrace key contemporary issues and develop and inspire a workforce. Clinical education in the 21st Century must be in partnership and make the complex simple. Negotiated learning by 'telling the story' is both authentic and inspirational. Our stories are worthwhile, inspiring future practitioners – **crucial**.

P46 THE HOSPICE AND ADULT EDUCATION - A COLLABORATIVE APPROACH

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Introduction and Aim An initiative with a further education college, a University and local employers identified a need for formal training within end of life care within the care sector. The hospice collaborated with the college to develop an accredited Foundation degree module worth 10 credits targeted at healthcare assistants with a level 3 qualification. Knowledge and skills development and promotion of working in the care sector were key aims.

Method Interviews and questionnaires were completed by the college with local nursing homes and care agencies to assess optimum delivery methods and fee structure. The module content was developed by the hospice which included blended learning, work shadowing and written assignments. Delivery and assessment of the module was undertaken at the hospice. The local college provided administration and study support and collaborated with the University for accreditation.

Results Six students were recruited and successfully completed the programme instigating changes in practice within their organisation. Evaluations were positive from the students, the college and the University. Staff valued the opportunity to study with the hospice and to experience putting theory into practice, whilst gaining an accredited qualification.

Discussion The strength of the programme was local collaboration with the hospice and college. An unexpected outcome was the recruitment of 2 Registered Nurses who used it as a stepping stone for further study. The low module recruitment numbers were disappointing but reflect issues around funding and study leave for staff working in this sector.

Conclusion This project demonstrated a closer relationship between the hospice and the local health and social care community and promoted the hospice as resource and support for end of life care.

P47 INTER PROFESSIONAL PRACTICE PLACEMENTS IN A HOSPICE SETTING

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Background Palliative care patients can have complex multidimensional needs. A cohesive multidisciplinary team is vital in the

provision of quality care. To achieve this, healthcare professionals need to work alongside and respect each other's professional roles. The use of interprofessional practice placement (IPP) for under graduates has been found to increase understanding of their own role and that of their team colleagues¹.

Princess Alice Hospice has been supporting IPP placements since 2008. Final year mixed professional students undergo an induction programme and work together on an in-patient palliative care unit.

Aims To explore

- how working together challenges stereotypical views and the impact of this on communication
- the influence of IPP on students ability to communicate with patients and carers
- if IPP equips healthcare students through reflective practice
- observations of team dynamic, confidence and behaviour

Methods The triangulation of course evaluations facilitator feedback and coordinator reflection.

Results As professionals setting out on their career, the students acknowledged their need to appreciate and respect what each profession brings and team working. They found a hospice a challenging place in which to learn but equally learned the value of good communication and psychosocial support for their patients. Students also appreciated the need to be able to communicate effectively with other professions in order to provide patient centred multidisciplinary care.

Conclusion If we are to produce healthcare professionals who will provide a quality health service, they need to speak together and function well as a team. IPP provides the forum for experience and emotional intelligence to be nurtured. Supportive quality healthcare is not just knowing the facts but hinges on effective communication when compassion can be expressed.

Application to hospice practice IPP in a hospice setting is an appropriate place to support novice healthcare professionals in multidisciplinary working and quality care.

P48 BUT WHAT HAPPENS IN A HOSPICE? INTERPROFESSIONAL LEARNING IN THE WORKPLACE

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Building on established links between the University of Leicester Medical School, the School of Social Work and LOROS the Leicestershire Hospice, an interprofessional learning module has been developed which enables social work students on the MA programme at the University of Leicester to experience two days in the life of a Hospice.

This programme, which has now been running for five years, gives social work students the opportunity to meet and learn from different members of the hospice multidisciplinary team, through a variety of means, including group work, question and answer sessions, meeting informal carers who talk about their experiences of looking after someone at the end of life and a guided tour of the hospice. Although the programme can vary from year to year according to the availability of different members of staff, there is always a session on the role of the social worker in end-of-life care, with teaching on handling difficult situations, exploring the meaning to individuals of loss and change and managing your own emotions in this sensitive and emotional area of practice.