

P 057

# EDUCATION LEADS' VIEWS ABOUT UNDERGRADUATE PALLIATIVE CARE (PC) TEACHING IN THEIR MEDICAL SCHOOL: A UK WIDE SURVEY

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**Background** The views of newly-qualified doctors regarding their readiness to care for PC patients have been investigated.<sup>1</sup> By comparison, less is known about the opinions of undergraduate PC leads concerning their course provision, role and institutional support.

**Aims** To investigate the views of undergraduate PC leads across all UK medical schools regarding teaching at their university.

**Methods** A 40 point web-based questionnaire was developed and sent to identified PC leads in all UK medical Schools. This study received ethical approval.

**Results** Results were obtained from all 30 UK medical schools. Nineteen respondents (63%) consider that PC training should be a separate course partially integrated within the curriculum, 10 (33%) fully integrated and 1(3%) would prefer a completely separate course.

A minority expressed concerns about PC training being recognised as important (5, 17%), support from university colleagues (5, 17%) dedicated teaching time (10, 33%) and funding (10, 33%).

**Conclusion** The views of PC leads are generally positive across UK

	Strongly agree/agree	No strong view/neutral	Disagree/ strongly disagree
Fulfils GMC requirements	19 (63%)	9 (30%)	2 (7%)
Prepares students well for PC in Foundation Year 1	18 (60%)	3 (10%)	9 (30%)
Overall delivers quality PC training	22* (76%)	2* (7%)	5* (17%)
Varies depending on where students are sent	15 (50%)	8 (27%)	7 (23%)
Is delivered by enthusiastic colleagues	27 (90%)	3 (10%)	
Is limited by availability of local services	20 (67%)	4 (13%)	6 (20%)
Enables each student to visit a hospice and see doctors care for the dying	17 (57%)	3 (10%)	10 (33%)
Is highly-rated by students	26 (87%)	4 (13%)	
My role in PC training is satisfying	27 (90%)		3 (10%)

\*29 responses

medical school. It is suggested that negative opinions may be influenced by local organisational difficulties.

# REFERENCE

- Gibbins J, *et al.* *Med Educ* 2011;45(4):89–99.