care. Aims including developing relationships with hostel and other organisations, allowing better choice and access for people experiencing homelessness requiring palliative care support. One of the workshop's objectives was to recognize barriers homeless people experience accessing palliative care and identify training needs for non-health care workers, with consideration of developing equitable pathways into hospice services.

Methods Community engagement with statutory and voluntary organisations, identifying ways of integrating services and upskilling non health care professionals. Develop partnerships and collaboration to better support people experiencing homelessness. Pilot education day facilitated.

Results Fourteen people attended workshop, including police, hostel staff and outreach workers.

Hospice received first referral and people signposted to services. A Dying Matters event recorded and filmed the stories, experiences, and wishes of homeless people relevant to death, dying and Bereavement. Education workshop further developed and adapted to deliver across hostels and refuges December 2019. Hostel recognised five persons whose health a cause for concern.

Police and hostel manager visited hospice. A referrals and signposting database implemented and workshop feedback evaluated.

Conclusion Attendees reported increased confidence having early, courageous conversations, discussing end of life concerns and priorities. There was recognition the value of communities working together to better support homeless people approaching end of life. The workshop highlighted a lack of pathway for homeless people accessing services and a continuation of partnerships, nurturing relations between organisations is necessary to working toward removing barriers to palliative care.

8 LIFE OR DEATH DECISIONS: ONLINE ENGAGEMENT USING FILM TO EXPLORE ADVANCE CARE PLANNING

E Borgstrom, M Lucassen, R Jones, S Amoah, G Axtell-Powell, G Cooke. *The Open University, Elucidat*

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Background Within the UK, despite policy drives to increase the rates of Advance Care Planning (ACP), it is not widely used by the general public and there are many misconceptions around ACP. The Open University has a commitment to providing free educational resources drawing on its research expertise via OpenLearn. Life or Death Decisions is an online educational interactive created at The Open University to introduce the general public to ACP. It uses a bespoke film about a woman who has a sudden medical emergency to explore what the people around her should do.

Methods An interactive was created using the Elucidat platform. Issues raised include: asking if she should go into hospital, should she have an operation, and who should be involved in decision-making. The interactive provides information about ACP, how it can be done, and who can be involved, including clarifying the concept of 'next of kin'. The interactive was launched in September 2018 and data is continuously being collected about users of the interactive, including total number of 'learners', completion rates, learner

country, and time spent using the interactive. A survey about ACP knowledge and attitudes is embedded at the end.

Results Over 2,000 unique learners have engaged with the interactive; many are re-visiting the site. 15% of learners are completing the entire interactive; 3% are contributing to the survey. Most learners are from the UK. 16% of learners are clicking through to find out more about studying death and dying at the Open University. We have suggestions on how future interactives can be created to increase usage and survey response.

Conclusions The Life or Death Decisions interactive provides a means to teach the public about advance care planning using a dramatized film. Learner use is comparative with similar interactives via OpenLearn.

Link to the interactive: <https://www.open.edu/openlearn/health-sports-psychology/health/life-and-death-decisions>.

9 THE BENEFITS OF EARLY SIMULATED 'BREAKING BAD NEWS' COMMUNICATION SKILLS TRAINING FOR 3RD YEAR MEDICAL STUDENTS

Ahrane Jayakumar, Lisa J Boulstridge. *University Hospitals of Derby and Burton*

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Introduction Effective communication skills are fundamental to the development of competent doctors and all doctors are required to undertake 'breaking bad news' consultations. However medical students often have limited exposure to these conversations and palliative care is traditionally taught in the later clinical years. This study explores the impact of new simulated communication skills training undertaken early in clinical placements.

Methods 55 students in their first clinical year, participated in a new training event. In 6 small groups they undertook a 3 hour session which used a modified SBAR model to lead students through 'breaking bad news' consultations and DNAR discussions; facilitated with a simulated patient actor.

The course was evaluated using an anonymised questionnaire which incorporated qualitative and quantitative elements. Ten point visual analogue scales were used to measure the students' perception of the event. Analysis of the results after 4 groups had completed the teaching led to an adaptation of the training to incorporate additional scenarios and smaller group work. This was re-evaluated using the same questionnaire.

Results All but 2 students (4%) felt the training was appropriate early in their clinical studies. Overall they felt the event was very beneficial with a mean visual analogue score (VAS) of 9.1. The benefit of participating in a scenario was improved following modification of the course (mean VAS 9.5 vs 8.8) but the benefit of observing the scenarios was similar in both groups. Review of the qualitative themes suggested that modification of the course provided benefits of greater student participation and peer feedback.

Conclusions Previous studies suggest that students might not gain sufficient experience of difficult conversations. This study shows the benefits of simulation in providing experiential training early in the clinical course. It also demonstrates the need for continuous evaluation of teaching to ensure that learning objectives are maintained.