Session length may limit integration into existing curricula in current format. Further feedback is awaited from graduates to determine how the teaching impacted on their practice, which will help to consolidate and adapt the sessions.

REFERENCES


23 AN EDUCATION INTERVENTION TO IMPROVE THE UPTAKE AND DISCUSSION OF TREATMENT ESCALATION PLANS

Emma Shiels, Michael Pynn, Aoife Gleeson.
10.1136/spcare-2023-PCC.43

Background Treatment escalation plans (TEPs) document decisions around levels of care. In April 2020 during the first wave of the Covid-19 pandemic 90–100% of TEPs were completed in our health board, falling to 12–82% by September 2020. We aimed to increase the percentage of inpatients with a TEP that was completed, and discussed with the patient or relative. Our secondary aim was to explore barriers to TEP completion.

Method All doctors working in one large acute teaching hospital were invited to complete an online questionnaire, identifying barriers to completing TEPs. Two medical and two surgical wards were selected for study. One of each were selected at random to receive a teaching intervention focused on the rationale and practical application of TEPs. TEPs were audited on all wards pre and post intervention.

Results The doctor’s survey had 40 responses. In medicine and surgery the main barrier was ‘time pressures’. In trauma and orthopaedics (T&O) it was ‘unable to find a TEP form in the notes’. 14 doctors, 32 nurses and 4 healthcare support workers attended the teaching intervention. We also provided teaching during the T&O clinical governance meeting. In medicine, numbers of completed TEPs decreased from 20 (80%) to 12 (52%) on the non-intervention, and from 9 (30%) to 5 (19%) on the intervention ward. In surgery, numbers of completed TEPs increased from 1 (3%) to 2 (7%) on the non-intervention ward and from 0 to 3 (12%) on the intervention ward. Of the 30 patients who were not for full escalation, 8 (4 pre-intervention, 4 post-intervention) did not have a documented discussion with the patient or relative.

Conclusion The teaching intervention is not clearly effective in isolation. This may in part be because it did not address the major barriers to TEP completion, as identified in the survey.

Introduction Education and training are a core feature of palliative care and end of life care policy and practice, both for professionals and the general public. The Open University (OU) has a commitment to providing free educational resources drawing on its expertise in online and distant learning via OpenLearn. Open Thanatology at the OU curate a collection of free death-related materials on this platform to enable education about palliative care, death, dying and grief.

Methods On the OpenLearn platform, we create and provide free open educational resources informed by learning design based on Open University research and curriculum. These include brief articles, animations, videos, interactives, and short courses. The latter are developed from our university-level modules on death, dying and bereavement. We also create content based on collaboration with organisations and public engagement work. The items are provided under creative common licences.

Results As a platform, OpenLearn has over 16 million visits annually. The introductory course on death, dying and bereavement had over 16,000 unique visits in 2021–2022 with over 4,000 completing the course; 20% of visitors click to learn more about studying the topic at university level (click-through rate). Animations and interactives received between 300–1000 visitors during that year, with click-through rates between 13–20%. Three core interactives have attracted over 10,000 learners since their release (between 2018–2021). The Open Thanatology Hub received over 200 unique visits in less than a year with a 23% click-through rate. Several short videos have won film awards.

Conclusion It is possible to create free educational resources about death that can reach wide audiences and that can be reused beyond the OU. Such resources can be vital for professional and public education now and in the future. Typical website data metrics currently does not provide longitudinal information about how this learning impacts thoughts and behaviours.

Link to the Open Thanatology Hub: https://www.open.edu/openlearn/health-sports-psychology/open-thanatology-hub

25 PALLIATIVE CARE EDUCATION IN A PANDEMIC

J Hayes, F Rawlinson, C Stephenson, S Galliard, E Johns, Cardiff University, Cardiff and Vale University Health Board, Marie Curie, City Hospice Cardiff, Macmillan Cancer Support
10.1136/spcare-2023-PCC.45

Background The COVID-19 pandemic and increased home deaths has highlighted the need for rapid, scalable and cost-effective education on palliative and end of life care for health and social care staff in community settings.

Methods During COVID the Cardiff University MSc in Palliative Medicine team rapidly developed and delivered webinars on end-of-life care aimed at staff managing patients dying at home or in nursing and residential care from COVID, frailty and other conditions. They were delivered through the Zoom digital platform and made interactive by the Q&A facility, chat function and polls. Sessions were free to attendees as part of Cardiff University’s ‘Civic Mission.’ All sessions were recorded and uploaded to a Cardiff University YouTube channel without time restrictions. A second series of webinars with expanded content was funded by Cardiff and Vale University Health Board and delivered by local clinicians. Electronic
feedback was collected via Likert scales on content, delivery and organisation.

**Results** On evaluation, more than 90% of respondents gave scores of ‘very good’, or ‘excellent’ for all domains. Data taken 2–4 weeks after the end of series 1 and the more locally targeted series 2 showed means of 182.6 and 89.4 registrations respectively per session, 49.4 and 33.2 live attendees and 126.6 and 38.6 YouTube viewings. However, the high analysis of YouTube data 22 months after completion of series 1 and 7 months after completion of series 2 showed viewings continuing to rise with more than 180 and 100 viewings respectively for the most popular sessions.

**Discussion and Conclusion** Valuable and interactive education can be produced and delivered efficiently via virtual platforms and at minimal cost. Good quality digital recording of sessions provides an ongoing and sustainable resource that continues to be accessed regularly approaching 2 years after some live events.

### Abstracts

#### SHOWING YOU CARE IN PALLIATIVE CARE: THE ART OF COMMUNICATION FOR NURSING STUDENTS ENHANCED THROUGH ONLINE LEARNING

Geraldine Purcell, Sara Kennedy, South East Technological University

10.1136/spcare-2023-PCC.46

**Background** Research highlights that nursing students report feelings of unpreparedness when communicating with patients receiving palliative care and have expressed desire for more structured training and education around difficult situations at end-of-life (Rotter & Braband 2020 and Venkatasalu et al 2015). Successful completion of an Educational Fellowship, by the author, facilitated development of an online-learning resource for undergraduate nursing students. An interactive online resource utilising the latest technology, innovation and interactivity, aimed at improving and achieving undergraduate nursing student competencies, regarding communication in palliative care, was created.

**Methods** The aims of the study were to explore whether online learning meets the students’ need in terms of improving confidence, skills, knowledge and understanding when communicating with patients in receipt of palliative care. In addition, it aimed to identify if the student would like additional education via the online learning approach in the area of Palliative Care. Following ethical approval nursing students were invited to review the resource, and upon completion, undertake a survey. Likert scale questions were utilised with opportunity to provide additional qualitative responses which were thematically analysed.

**Results** Results indicate a positive response to the resource, enhancing student learning. 96% of respondents found it useful to extremely useful, while all reported feeling comfortable exploring this content, online, at their own pace. This approach to teaching and learning enhanced nursing students’ confidence when communicating with a patient receiving Palliative Care. 90% would recommend this resource as a way of improving skills in in the area of communication in Palliative Care, assisting them while on clinical placement.

**Conclusion** Students benefited significantly to this online approach to learning which supports a sustainable educational approach that is relevant to palliative care practice. The results are supportive in building momentum to further grow and develop sustainable Palliative Care skills for undergraduate nursing students.

#### CREATION OF A PHYSIOTHERAPY STUDENT WORKBOOK

Nicola Perkins, Gwenllian Davies, Idris Baker. Swansea Bay University Health Board

10.1136/spcare-2023-PCC.47

**Background** The Specialist Palliative Care (SPC) Physiotherapy team frequently host third year Physiotherapy Students from Cardiff University for clinical placements. The students understanding of Palliative Care was generally very limited and variable. It was thought that a Student Workbook would benefit both the students and SPC Physiotherapy clinical educators in order to provide guidance for self-directed study and evidence for grading at the end of the placement.

**Method** A student workbook was created, to be issued to students at the beginning of their placement and then reviewed during their end of placement feedback session. The workbook covers pertinent topics to guide student self-study and clinical practice within SPC, including syringe drivers, goal setting, metastatic spinal cord compressions and ‘Total pain’. Each topic ends with prompts and questions for the student to research and consider independently. The workbook is issued to all Cardiff University Physiotherapy Students completing a SPC clinical placement and is also being issued by Chichester University to its Physiotherapy students.

**Results** Feedback has been obtained from past Students, and staff at Chichester University, and is positive and supportive of the use of the workbook.

‘…Very helpful in giving me an overview of the palliative care setting and a guide for my self-study’

‘…Opened the door for a more targeted self-study plan’

‘…gave me better clinical understanding and judgement of the physio role in palliative care’

‘…really enjoyed the workbook’

‘Excellent feedback’ (given to Senior PT Lecturer from students). ‘Extremely valuable’

**Conclusions** Pt students’ prior knowledge of SPC and the role of PT in SPC was limited and variable. A Student workbook was created and is issued to all students attending on clinical placement and is also circulated to Physiotherapy Students in Chichester University. Feedback from both University staff and students has been positive and supportive.

#### NEW OPENINGS: EVALUATING A NEW FY3 EDUCATION FELLOW POST IN A HOSPITAL SUPPORTIVE AND PALLIATIVE CARE TEAM

FA Malik, D Barclay, J Winter, I Kilonzo. East Sussex Healthcare NHS Trust (ESHT)

10.1136/spcare-2023-PCC.48

**Background** Two new Education Fellow (EF)/FY3 posts were created within an acute hospital SPCT setting. The posts covered 40–50% WTE in SPC and the remainder was spent in medical education. The role was evaluated after six months to understand impact on team and improve the post for future.