



# EMERGING E-LEARNING TECHNOLOGIES IN PALLIATIVE CARE

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## INTRODUCTION

Founded in 2000 as a partnership between academic medicine and the community, the Canadian Pallium Project has been a large-scale capacity-building project. From 2004-06, the Project executed the Government of Canada's single-largest, one-time investment in palliative care capacity-building to-date (€2.98 million). The Project aims to improve access and quality in palliative care services by supporting skill set improvement/practice change of primary-care providers. The Project also supports change in service delivery systems so they become more responsive to those experiencing progressive chronic/other terminal-illness. Collaborators also work together to build common tools.

The Project's programmatic focus has been on Canada's four western provinces and three northern territories. The surface area of the Project's principal geographic catchment is 6,827,155 km<sup>2</sup> with a total population of 8,771,600 residents. The overall population density is 1.28 persons/km<sup>2</sup>. By comparison, the EU-15 surface area in 2000 was 3,154,000 km<sup>2</sup> with a combined population of 379,500,000 residents and a population density of 120.3 residents/km<sup>2</sup>.

Expansive geography, sparse population and limited clinical, financial and human resources dictate that the Project use innovation to enable change. The Project approaches primary-care professionals as "knowledge managers," professionally accountable for a range of clinical problem-solving that is informed by the best-available evidence. Most primary-care professionals in Canada have not previously received education in modern palliative care medicine.

E-learning, understood in the broadest sense as the facilitation of learning and support of clinical decision-making through the thoughtful application of digital technologies, is a critical tool to help the Pallium Project support primary-care, community-based capacity-building.

## METHODOLOGY

The Pallium Project uses Action Research and Diffusion of Innovation methodologies to develop, prototype, deploy and broadly diffuse innovations. From 2004-06, the Project supported several e-learning innovations including: a large-scale, monthly national Continuing Professional Development (CPD) audio-conference program with archival MP3 podcasts/clinical mentoring kits; virtual classrooms for interactive outreach education of a *Learning Essential Approaches to Palliative and End-of-Life Care* (LEAP) course; a developmental model for "capturing" grand rounds to support just-in-time (JIT) small group learning in the workplace and mobile learning (i.e., hand held PDAs); and a rapid e-learning method using Macromedia Breeze<sup>®</sup> Meeting (now Acrobat Connect<sup>®</sup>).

## INNOVATION EXAMPLE/EARLY RESULT

### Monthly Audioconference CPD Program

A structured one-hour, pan-Canadian audioconference CPD event on the 4th Thursday of every month. Themes were chosen from practical challenges of providing palliative services in the community. It is a high-volume, real-time (i.e., live) and shared experience across the nation. The first 40 minutes are a semi-structured interview between a guest resource(s) and a HPC Advanced Practice Nurse convener. The following 20 minutes enable participants from across Canada to interact and ask supplemental questions and/or share promising and practical local practices with colleagues. An archival MP3 podcast is now released on the "First Friday" of every month at www.pallium.ca using a syndication model.

TABLE 1  
Real-time Participation in Monthly CPD Audioconference Program

Month	Sites (total)	Learners (minimum reported)	Provinces/Territories (out of 13)
Feb 2005	32	169	06
March	50	231	08
April	66	180	08
May	70	241	09
June	58	176	09
July	68	217	08
August	54	158	09
September	85	259	10
October	68	147	10
November	115	430	11
December	85	247	11
Jan 2006	80	258	11
February	97	405	12
March	69	219	n/a

82% of respondents in a formative evaluation reported that "the CPD session is relevant to my practice"; 55% reported they intended to make a change to their practice/organization as a result of participating in a session, 24% reported they did not intend to make change, with 21% offering no response to the practice/organizational change question. Session participants reported that the sessions were an important tool for supporting collaborative learning in the workplace and that they created a real-time opportunity to interact with colleagues doing similar work in Canada, thus mitigating isolation.

FIGURE 1  
Monthly CPD Audioconference Program Learners in Rankin Inlet (a remote community in Canada's Arctic/Far North)



FIGURE 2  
Archival MP3 Podcast Site at pallium.ca



## Just-in-Time (JIT) Grand Rounds

Case-based, JIT grand rounds enable video capture of live-event grand rounds, post-production edit and deployment via broadband web, mobile/PDA (hand held computing) or MPEG2 (DVD). The concept is currently being piloted at nine sites in 4 Canadian provinces and the Yukon Territory as small group, facilitated staff development sessions and for self-directed learning during night time nursing shifts. Early formative evaluation suggests JIT grand rounds that address common quality issues (i.e., misuse, underuse and overuse of health care resources) in small group sessions have the potential to be an important practice change tool. JIT grand rounds are also anticipated to be an important new teaching tool for health science students, who use media on handheld/portable media devices.

FIGURE 3  
Example of JIT Grand Rounds Delirium Session (MP4 format for Apple Video iPod<sup>®</sup>)



## Virtual Classrooms/Rapid e-learning

CEDER has partnered with the Pallium Project to: 1) design/deliver a facilitated distance education course for primary-care physicians in rural community practice and 2) deploy rapid e-learning sessions called courselets. LEAP Online is a facilitated, asynchronous course delivered to a registered cohort of learners within a defined time period using the Blackboard<sup>®</sup> learning management system, supplemented by Breeze<sup>®</sup> sessions. Future development for primary-care practitioners and students with broadband access will leverage the ubiquity/cost-effective platforms of social media such as YouTube<sup>®</sup>.

FIGURE 4  
Pallium Project Clinical Communication video deployed on YouTube<sup>®</sup>



## IMPLICATIONS

- E-learning can be an important tool to support clinical practice improvement and local service delivery change.
- E-learning solutions need to be sensitive to, and sensible about, infrastructure and end-user readiness to adopt innovations.
- E-learning should be considered as an important educational tool/response to support health science education, CPD/practice change and decision-support.

# Poster abstracts

Thursday 7 June

## CONNECTING DIVERSITY

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is now fully computerized and there is a routine for immediate validation of data. Different kinds of reports are automatically generated online. Several reports are open for the public, some are open for caregivers only. A pilot study was conducted during summer 2005 and the registry is now fully working. Result: At present (Nov 2006) the registry covers 7% of all deaths in Sweden. It is spread all over the country and to all kinds of caregivers even though palliative care services dominate. Conclusion: The board of the registry has managed to develop a real-time concept based on a set of patient oriented objectives. Filling in the questionnaires has started a debate in the local clinics concerning care given. A systematic work to improve routines locally has started. Several examples of improvement over time can now be shown in the registry.

### 903. Barriers to the development of palliative care in Central and Eastern Europe and Commonwealth of Independent States

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**Background:** The EAPC Task Force for the Development of Palliative Care in Europe Eurobarometer Survey has produced comprehensive information on the provision of palliative care across Europe. This paper focuses on one part of the survey relating specifically to 22 countries in Central and Eastern Europe (CEE) and Commonwealth of Independent States (CIS). **Aims:** To identify barriers to the development of palliative care in CEE and CIS. **Method:** A qualitative survey was undertaken amongst boards of national associations, eliciting opinions on opportunities for, and barriers to, palliative care development. By July 2006, 44/52 (85%) European countries had responded to the survey. We report here on the results from 22/27 (81%) countries in CEE and CIS. **Analysis:** Data from the Eurobarometer survey were analysed thematically by geographical region and by the degree of palliative care development. **Results:** From the varied data contained within the Eurobarometer, we identified four significant barriers to the development of palliative care in CEE and CIS: (i) lack of funding (ii) lack of opioid availability and choice (iii) lack of public awareness and government recognition of palliative care as a field of specialisation (iv) lack of palliative care education and training programmes. **Conclusion:** Despite huge variations in the levels of provision across many countries, data collected in the Eurobarometer survey reveal many common barriers to development of palliative care in CEE and CIS.

### 904. A cross-national and regional analysis of palliative care provision in Central and Eastern Europe and Commonwealth of Independent States - progress 2002-2005

Thomas Lynch<sup>1</sup>, David Clark<sup>1</sup>, Michael Wright<sup>1</sup>, Carlos Centeno<sup>2</sup>

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**Background:** The International Observatory on End of Life Care (IOELC) website contains 27 country reports for Central and Eastern Europe (CEE) and Commonwealth of Independent States (CIS). Originally prepared in 2002, the reports are being updated in a project funded by the Open Society Institute. The work is being undertaken in close collaboration with the EAPC Task Force for the Development of Palliative Care in Europe. **Aim:** To map changes in palliative care provision in CEE and CIS between 2002-2005. **Method:** A common template is used to facilitate a multi-method approach. Each country report draws on several research traditions in the social and health sciences, both quantitative and qualitative. **Analysis:** A cross-national and regional analysis is undertaken to highlight changes in palliative care provision in the region. Variation in the definition of palliative care services is fully considered. **Results:** Between 2002 and 2005 total services across the whole of CEE and CIS increased from 467 to 823 (+76%); in CEE from 378 to 601 (+59%); in the CIS from 89 to 222 (+150%). A notable increase in services occurred in Bulgaria, Hungary, Poland and Romania (CEE); and in Armenia, Kazakhstan, Republic of Moldova, Russian Federation and Ukraine (CIS). **Conclusion:** Several barriers to the development of palliative care still exist in CEE and CIS, but the significant increase in services between 2002 and 2005 is a source of much encouragement.

### 905. Enabling Patients in Cancer clinics: a cross-sectional survey using the Patient Enablement Instrument (PEI)

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#### Aims

- To explore the use of the PEI in cancer care outpatient clinics
- To determine principle factors associated with enablement as an outcome measure in cancer care consultations

#### Method

Cross sectional postal questionnaire based survey in cancer outpatient clinics, in a UK Cancer Network. Outcome measures: Patient Enablement Instrument (PEI), EORTC QLQ-C30, HADS

#### Results

Response rate 78% (936/1205) (49% male, mean age 63, 46% cancer diagnosis). Mean PEI score 3.17. Enablement scores were higher if patients felt clinic staff knew them well ( $p < 0.001$ ), or intended to discuss their illness/treatment with their GP following clinic ( $p = 0.001$ ). PEI scores were lower ( $p = 0.003$ ) and anxiety scores higher ( $p < 0.001$ ) in females; however, there was no significant correlation between PEI and HADS or EORTC QLQ-C30. Significant clinic variables associated with higher PEI were a review by consultant surgeon/oncologist, junior doctors with communication training, clinic slot length >30mins.

#### Conclusions

The PEI may be a useful tool for assessing cancer care consultations as it appears to be independent of psychological distress and quality of life. There is an association between high PEI score, patients feeling that staff knew them well or intend discussing issues with their GP, pointing to a possible link between enablement and continuity of care. PEI is associated with clinic factors which could be expected to improve consultations.

### 906. Validation of a system to prioritize first visits to the Palliative Care Outpatients Clinic

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A series of factors have been related to a higher risk for palliative care (PC) patients to fail outpatients follow up. These factors are: a Palliative Performance Status <5, Age <60 years, Anxiety >5 on a Numerical Analogue Scale as well as invalidating dyspnoea, social constraints and uncontrolled symptoms

#### Aim

to validate an appointment system to prioritize first visits to the PC outpatients clinic based on risk factors

#### Objectives

to optimise the appointment process in the PC outpatients clinic

#### Method

Patients referred to the PC outpatients clinic were assessed on the phone for the above mentioned risk factors by the specialist nurse. Based on this assessment, a score system was designed to arrange patients into three groups: high risk, to be visited within 48 hours; intermediate risk, to attend during the first week and low risk, to be seen within 15 days.

At the first consultation, a patient record was taken as whether any other type of hospital resource was used.

#### Preliminary results

Between August 1<sup>st</sup> and October 30<sup>th</sup> 2006, 105 patients were referred to the PC outpatients clinic. Fifteen patients were excluded from the study as they were referred to the home care team. Ninety patients were included. A total number of 80 patients (89%) attended the first visit.

**Conclusion** This system allows to effectively assess patients according to risk factors as well as to optimize patients first visit allocation.

### 908. AN EVALUATION FRAMEWORK FOR A COMPLEX PALLIATIVE CARE PROJECT

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**AIM:** Governments investing public funds mandate accountability through evaluation. The goal is accountability for results and to demonstrate citizens receive value for money. The Government of Canada's, Primary Health Care Transition Fund (PHCTF) invested 2.8 million in a palliative care capacity-building project (Pallium Project) as part of its investment in primary health care renewal. The PHCTF required accountability for five common objectives. The study's aim was to design and implement a robust evaluation framework applicable to demonstrating goal attainment across diverse subprojects. **METH:** An evaluation team designed a multi-faceted program evaluation framework. Quantitative and qualitative methods included document and product content analyses, descriptive variance analysis, process evaluation and continuous improvement, impact/outcome mapping and Participatory Evaluation from Health Canada's, Participatory Evaluation Framework. The Government of Canada's, Results Based Management and Accountability Framework and The World Bank's LOGFRAME (Logical Framework) also informed design. **RESULT:** A comprehensive evaluation was produced with the necessary information to meet PHCTF requirements. A meaningful synthesis was produced for summative evaluation which provided a comprehensive project overview emerging from 70 subprojects and initiatives. **CONCL:** Large scale, complex palliative care projects require a sufficiently robust program evaluation framework and supporting protocols to achieve accountability for large public investments

### 909. Methodological issues in the evaluation of educational initiatives

Jorge Eisenchlas<sup>1</sup>, Marisa Pérez<sup>1</sup>, Celina Berenguer<sup>1</sup>, Gustavo De Simone<sup>1</sup>

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**Background:** In evaluating educational initiatives (EI) pre-post designs are often used, which are prone to bias given the changes in the students internal standards (response shift). Hence, then-test evaluations have been advocated.

**Objective:** To evaluate an EI by using two different ways of time-series analysis (pre-post test vs. pre-then test).

**Method:** In agreement with the objectives of a multidisciplinary palliative care course in Buenos Aires, knowledge, skills and attitudes (KSA) about end of life issues were evaluated through a structured questionnaire. Every student filled the questionnaire a) at the beginning (pre) and b) the end of the course (post), both questioning about current KSA and; c) at the end of the course, although questioning about KSA at the course starting (then-test). Changes in the mean differences of pre-post versus then-post questionnaires were compared by non-parametric tests.

**Results:** All the students finishing the course filled the 3 questionnaires (n=61). There were improvements ( $p < 0.05$ ) in 15/24 and 19/24 items in the pre-post and then-post comparisons respectively. Mean difference for questions related to knowledge and skills was also significant ( $p < 0.05$ ).

**Discussion:** This study suggests that response shift might account for differences in the evaluation of EI. Those changes could impact on the results of the evaluation itself, making necessary to adequately evaluate the methodology to use when planning this type of studies.

### 910. Development of a computer based questionnaire for assessment of physical function (PF) in palliative cancer patients

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## 858. The conception of the 'Nankya model of palliative care development' in Africa

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African Palliative Care Association, Kampala, Uganda

**Aim of Study** An evaluation was undertaken of a HIV/AIDS palliative care education strategy in rural Uganda which aimed to evaluate the impact of the programme and the health models used in developing palliative care. **Method** The evaluation of the training was undertaken from 2004-2006. Based on a case-study design, multiple sources of qualitative data were identified and a grounded theory approach used. **Results** Having identified that change in practice had occurred through the training, it was important to determine what had happened to enable this to take place. Throughout the programme key milestones were identified, along with changes that had occurred. In order to achieve these milestones and make the changes, advocacy was needed for palliative care at different levels, along with working with other stakeholders. Out of this a model for the development of palliative care in the rural African context emerged: the 'Nankya model of palliative care development'. This outlines what needs to happen in order for a service to move from no palliative care provision, to the provision of palliative care. **Conclusion** Palliative care currently receives much attention in Africa and APCA is trying to promote the development of palliative care in different countries. The Nankya model will help guide this work. The model may be generalisable and useful in the development of palliative care services in Africa. Further work needs to be done on validating this model.

## 855. Learning in Clinical Practice - An Innovative Palliative Care Open Learning Resource.

Stevens Stevens<sup>1</sup>, Carol Young<sup>2</sup>

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This poster depicts the production and implementation of an innovative open learning resource which is intended to increase participants' knowledge and understanding and skills in palliative care whilst they continue to work in their own clinical area. The resource is aimed at nurses, who work in a non-specialist palliative care setting e.g. care homes, community and psychiatric units. Learning is undertaken in learning sets i.e. groups of nurses who work in the same clinical area. Learning set members work through the resource in some parts individually and in others as a team. The learning of the set is supervised by a facilitator who meets with them at regular intervals. This allows for the discussion of learning and the implementation of new ideas. Not only does the resource allow participants to examine the essential components of palliative care it provides an in depth discussion of best practice in the management of four symptoms of advanced disease. It also provides information on quality assurance related to palliative care. The poster shows how one pilot site utilised the learning resource to develop a comprehensive palliative care system within their own clinical environment. This ex-servicemen's care home has recently been commended on the standard of palliative care provision following completion of learning and the implementation of new palliative care standards.

## 859. A Guideline for Nurse education in palliative care in the Netherlands

Paul Vogelaar, Arianne Brinkman, Marianne Kamphuis, Wendy Pree de, Els Prikker, Herlin Woldberg

NVVPZ, Nijmegen, Netherlands

In October 2005 the Dutch translation of the European Guideline appeared. Subsequently in 2004 the Professional Profile for Nurses working in Palliative Care was developed and the Professional Nursing Educational Act was established. The NVVPZ has attempted to integrate and transform these three pieces into the Dutch situation. The committee has developed a quality criterion for nursing education by describing the competences necessary for the diverse levels of expertise. By using this approach, the NVVPZ wants to give recognition for Palliative Care education for nurses in the Netherlands. In following the European Guideline, there are three course levels differentiated: basic, advanced and specialized. The basic level is for nurses in training and registered nurses. On the secondary level, there is a distinction made between the nurses who regularly come in contact with palliative care and nurses who have specific team and organisational tasks in palliative care. The tertiary level is specifically for nurses who are engaged in policy making and involved in research in palliative care. On the poster, the NVVPZ will present its viewpoint and what it understands of the three described levels. The

application of the European Guideline in the Dutch situation has led to a concrete plan of competences for every professional level and description of the quality criterion for education. The poster will also cover the problems and queries the committee came across during their developments.

## 860. Interagency collaboration. A model of shared learning between Palliative Care and Mental Health Nurses

Philip Larkin<sup>1</sup>, Siobhan Smyth<sup>1</sup>, Clodagh Cooley<sup>1</sup>, Kate Kelly<sup>1</sup>

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This presentation reports on an education programme using a problem-based learning (PBL) approach designed to explore interagency collaboration with a group of qualified experienced nurses undertaking postgraduate education in palliative care and mental health. Participants (N = 17) undertook a 12 week programme exploring team, collaboration and shared working based a round a series of clinical cases studies. The programme was facilitated by PL and SS as Programme Directors for their respective specialist programmes - PL (Palliative Care) and SS (Mental Health). Students were given the opportunity to develop skills in assessment, joint planning and partnership, team roles, giving and receiving feedback presentation and peer and self-assessment.

The programme was evaluated through both written evaluation and focus groups. Students identified shared learning as a very positive experience and could equally identify ways of adapting their learning into clinical practice. Students gained confidence in challenging complex situations.

A problem-based approach to shared learning is particularly suited to adult learners with considerable clinical experience, seeking ways to adapt knowledge to practice. We conclude that shared learning is of particular benefit to palliative care as it enables practitioners to seek new ways of integrating their discipline into established main-stream health care.

## 861. Physicians view on competences and training in palliative care

Birgit Van Oorschot<sup>1</sup>, Christine Schleussner<sup>2</sup>, Ulrich Wedding<sup>2</sup>, Winfried Meissner<sup>3</sup>

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Training physicians in fundamental principles of palliative care is essential to improving care of patients with life-threatening illnesses in hospitals. We wanted to know more about hospital physicians' interests in improving their competences in palliative care and about their views on deficiencies in palliative medicine. **Methods:** In November 2005, a self-leading questionnaire (16 items) was sent to all clinical physicians working in the hospital of Friedrich-Schiller University, Jena (n=500). **Results:** 141 questionnaires were sent back (28%), mostly from younger physicians (78% younger than 40 years) and working in non-surgical areas. 48% expressed uncertainty in palliative care. As difficult / very difficult were labelled: psychosocial aspects (57%), lack of time (57%), ethics (49%), organisation and communication (48%), financial aspects (52%) and medical aspects. They desired training in pain-therapy (87%), communication skills (57%), interdisciplinary cooperation (52%) advanced directives (50%), teamwork (48%) and general symptom control (30%). The vast majority of the respondents anticipated the most benefit through bedside-teaching and consulting (91%) or hospitation (51%). **Conclusion:** Although the low-yield prevents general statements, great interest in palliative-care training became apparent. The conception of training programmes should take the high interests in bedside teaching and consulting into consideration. The results from a comparative survey in Würzburg (planned for 2/07) will be presented and discussed too.

## 862. Changes in education of palliative care in the Hungarian Oncology

Agnes Ruzsa

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The palliative therapy is necessary for the terminally ill cancer patients. The Hungarian educational books of the clinical oncologists did not have chapter about palliative care before 1990. It was not allowed telling truth to the patients suffering from any kind of cancer, receiving a false final report. Medical oncologists

abandoned breaking bad news not only the dying patients but also they did not tell the diagnosis of cancer for any cancer patients. The drug availability was very poor, only the morphine injection. After the law 1994 the palliative care education and practice changed. The author reviews the development of education of clinical oncologist, the changes in drug availability the telling truth, breaking bad news.

## 863. Changes in Skills, Knowledge and Attitudes of Family Medicine Registrars: Measuring the Impact of a Palliative Care Course

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**Aim:** The goal of this study was to assess whether the knowledge, attitudes and skills of rural family medicine residents (2005) changed as a result of a 4-month long palliative care course that used a combination of classroom (3 days)- and web-based learning (4 mths), but no clinical rotation. **Methods:** Knowledge, attitudes and self-perceived comfort were evaluated by a 16-item MCQ quiz, 12-item survey and 22-item scale respectively, all developed specifically for this study. Three objective standardized clinical examination stations (OSCEs). All the instruments underwent testing and psychometric assessment. Identical quizzes, surveys and OSCEs were conducted pre- and post-course.

**Results:** 16/20 residents participated in both the pre- and post-course evaluations. The internal reliability values of the OSCE scoresheets ranged from 0.65 to 0.82. A significant improvement was noted in OSCE 2 (t= 2.9, p=0.01, d effect sizes 1.94 respectively). Although the change in OSCEs 3 was not significant, the effect size was large (d=1.34). (OSCE 1 d= 0.21) There were significant improvements in knowledge levels (t= 8.99; p<0.01; effect size d=2.24) as well as in comfort levels (t=4; p<0.01; d=1.64). Attitudes improved but did not reach significant levels; the effect size was acceptable (t=1.82; p=0.09; d=0.65). The internal reliability (Cronbach) of the knowledge, attitudes and comfort scales were 0.29, 0.68 and 0.92 respectively.

**Conclusions:** Significant improvements were demonstrated in knowledge, self-perceived comfort levels and some skills.

## 864. Schooling of children with severe life-limiting illness

Helene Porchet

University, Education, Lausanne, Switzerland

**Aim:** Investigate the school follow-up for severely ill children and identify their educational needs + identify the hospital teacher's work, their role and competences **Method** Semi-structured interviews with 11 ill children-their parents-3 teachers who integrated a severely ill child in class-3 hospital teachers'1 regional director of education

**Results** Serious illness affects the child's schooling at different levels: physical (frequent hospitalizations, side-effects therapy) psychological (motivated ++ by school, need to feel accepted by others through keeping contact with them, need for information within the class) practical (adaptations to the school environment) Parents feel unsupported and complain about a lack of communication from the teachers and school management systems. The hospital teacher's job is not well recognized, overlapping the 2 worlds of instruction and care. The hospital teacher should be competent to integrate and balance the needs of children, parents, school programs, usual teacher and current hospital life. **Propositions** Create an individualized integration plan through networking (family - teachers - health and school professionals - hospital teacher). Hospital teachers working with children who face life-limiting disease also need to develop communication networks at a national and European level.

**Conclusion** Enabling a severe ill child to keep up with his schooling, according to Children's rights, is a key element for his quality of life by giving him hope and meaning to his life.

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**AIM:** Generational transition in the health workforce, convergence of Information and Communications

Technologies (ICTs), increased demands of busy professionals for flexible learning opportunities and demand for palliative care among geographically dispersed, drives e-learning innovation. This report links several e-learning technologies for palliative care capacity-building. **METHOD:** Effective e-learning is practical and sensible about how people learn and work, while considering available institutional and consumer ICTs which are accessible and used. Several models field-tested in palliative care will be highlighted, including a "POTS to PodCast" model for translating large participant-volume telephony-based professional development sessions into MP3/.wav on-demand resources; use of digital video across multiple platforms including classroom-based DVD, web-based streaming media and MP4 for video iPod based on-demand learning/reinforcement. A learning object repository, the Palliative Learning Commons, will be featured as well as an Independent Learning System (ILS) to support individualized, self-directed learning. **RESULT:** E-learning responses are being employed to provide flexible learning and decision support for busy professionals so they may provide better access and quality in palliative care services. **CONCLUSION:** Practical e-learning technologies are important tools transforming when, where and how practitioners learn to develop and maintain palliative care competence.

**866. The Psychometric Properties of Palliative Care (PC) OSCE Instrument to Measure Changes in Knowledge and Skills**

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**Aim:** The goals were to develop 3 long (each 20 min.) objective structured clinical examination stations (OSCEs) and score sheets to assess a variety of PC competencies and establish their psychometric properties. **Methods:** Guidelines for developing OSCEs were followed. Actors/actresses followed scripts and underwent training, as did raters (6 PC consultants). Each OSCE score sheet consists of an itemized checklist and a global scale - "fail", "borderline" or "pass". 20 rural family medicine registrars completed pre and post-course OSCEs as part of a PC course. Surveys and focus groups were conducted post-course. Earlier testing of the OSCEs on a similar group of learners had revealed good inter-rater reliability scores (0.87 to 0.92). **Results:** Face and content validity was acceptable. Internal-reliability values of the score sheets ranged from 0.65 to 0.82 across the 3 stations. The correlations between the total checklist scores and the global scores were significant (r=0.47 to =.77; p=0.001 to p=0.07). Inter-item coefficient correlations identified several items that appeared redundant and others that provided evidence for divergent and convergent validity of the scales. **Conclusions:** The 3 palliative care OSCEs possess acceptable psychometric properties and are useful for evaluating skill-related competencies in formative and summative evaluations. They also support experiential learning. Potential limitations are recognized. A generic standardized score sheet for palliative care OSCEs (Pal-OSCE) is proposed.

**867. Reflective Video Vignettes to Change Attitudes of Primary Health Professionals in Managing Difficult Family Situations in Vaud, Switzerland.**

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**Aim:** Evaluating and changing attitudes is elusive. The goals was to develop short video vignettes and evaluate them alongside small group learning in a 3-hour interdisciplinary course aimed at changing attitudes of primary health professionals towards managing difficult family situations. **Method:** Seven video vignettes based on real life experiences involving difficult family situation were developed. Based on reflective learning principles, they weave inept skills amongst exemplary behaviour and integrate communication, ethical and psychosocial issues, and medical problems. A 6-item attitude survey was developed, distributed pre- & post-course and compared using paired sample t-tests. Learners also evaluated the videos. **Results:** 45/55 learners completed the pre- & post-course evaluations (38 nurses & nurse aides, 4 physicians, 3 others). Attitudes changed significantly on 4/6 items (p: 0.04,

0.03, 0.01, and 0.03; SD: 0.3, 0.7, 0.1 and 0.8 respectively). Support for the inclusion of patients in family conferences increased, as did the inclusion of families in decision-making and responses to the question "How long does he have to live?" All respondents felt that the videos were realistic and stimulated discussion. Psychometric testing of the instrument was limited by the number of items. **Conclusions:** The course resulted in significant attitude changes amongst participants. The videos appeared to enhance the learning experience. Future research should assess the psychometric properties of the survey and compare the course with and without videos.

**868. Interprofessional learning and the effect on the collaboration among different professions in palliative care**

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**Background:** In Slovenia, communication skills in palliative care are traditionally organized as an interprofessional learning. Effects of the workshop on the teamwork were examined. **Methods:** The questionnaire was developed to evaluate the subjective opinion on team collaboration change after the workshop. Knowing other team members, team conflict management, learning from mistakes, quality of meetings and process of accepting new ideas in team work were explored. 30 participants of two-day workshops answered the questionnaire 2 to 8 months later. **Results:** The majority of team members became more aware of their colleagues' skills, and became more respectful and appreciative of each other. Knowing other team members better and building a common vision were crucial effects to develop some better collaboration. More open atmosphere in the team meetings and conflict management was possible after the workshop. They found important to know each other in different professions also on the personal level. Those participants who were from the same working department together on the same workshop reported better results on interprofessional relationships. **Conclusions:** Results are suggesting that interprofessional learning is effective in supporting better team work. It is especially effective when sensitively organized in one working setting. More effort should be given to the interprofessional learning in the undergraduate education.

**869. The impact of a multi-disciplinary education initiative on the attitudes and behaviours of non-specialist health care professionals delivering palliative care.**

Stuart Milligan

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The aim of this study was to assess the impact of attendance at a two-day, locality-based, multi-disciplinary palliative care course on confidence, team-working and innovative practice amongst primary care professionals. The course was specifically designed, not only to equip participants with palliative care skills, but also to challenge practice by encouraging teamworking and addressing local issues.

The attitudes and behaviours of course participants were assessed by a questionnaire sent to all attenders (n=293). Respondents were asked to rate their confidence in five different areas of palliative care practice, and to give examples of how their practice had changed as a result of their attendance. Scale data were analysed using SPSS and free text responses subjected to simple content analysis.

Return rate was 45%. Scale data confirmed that respondents experienced improved levels of confidence in each of the five areas of practice. Respondents also reported improved ability to work with colleagues, and greater preparedness to deliver palliative care locally. Thematic analysis of free text confirmed these findings and provided fascinating examples of real improvements in practice.

The data generated by this study confirm that a carefully targeted education initiative can deliver tangible benefits for non-specialists delivering palliative care in primary care settings. Perhaps more importantly, there is also evidence that these health and social care practitioners changed the way they worked as a result of attending the course.

**870. "Palliative Care: The Essentials" Evaluation of a multidisciplinary education program.**

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The WHO promotes a team approach to address needs of palliative care pts & their families. Australian Commonwealth funding was secured to educate clinicians from a range of settings. Aim: To develop, deliver & evaluate a multidisciplinary education program focusing on core elements of palliative care. A 2-day program was developed based on a literature review and input from an expert panel. Evaluation consisted of a pre-post test q/aire for each session and overall program assessment. Participants evaluated changes to perceived levels of knowledge, skill & confidence in eight key areas: 1) recognising the need for palliative care 2) team work, 3) patient & caregiver support 4) communication skills, 5) symptom management, 6) legal & ethical issues, 7) spiritual & cultural concerns and 8) grief & bereavement. The program was delivered 4 times in metropolitan & regional areas to a total of 537 participants incorporating a range of disciplines & care settings. Participants reported statistically significant improvement in each of the eight key areas, with some variability between disciplines. The program was successful in meeting the learning needs as identified by the majority of participants. The findings demonstrate multidisciplinary educational approaches can be effective in the context of palliative care. The high demand to attend the program suggests the need for ongoing education in this area.

**871. The development of a competency based model for nurses working in specialist palliative care**

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St Christopher's Hospice, Nursing, London, United Kingdom

The challenge of developing a defined rôle and career pathway for specialist palliative care nurses has been met at St Christopher's Hospice through the development of a competency model. Initially for Community Clinical Nurse Specialists, it looked in detail at the components of the rôle, analysing the task, skills and knowledge needed and the evidence required to demonstrate that the skills had developed to complete the task. It also outlined the training needed to fulfil the competency. A measuring tool was developed which involved self and managerial assessment. Despite initial reservations amongst staff, it proved an effective and efficient management tool. The framework has 6 domains 1) Clinical practice and leadership, 2) education and training, 3) grief, loss and bereavement, 4) quality, 5) communication 6) management. The essence of assessing competency is to gather evidence through observing the individual at work, listening to others who have observed, considering products of the work e.g. documentation, listening to claims from the nurse and by questioning the nurse about their effectiveness. The framework has now extended into the inpatient unit. It is linked to the NHS Knowledge Skills Framework, meaning that it is transferable to other health care settings. The framework defines Agenda for Change bands 2-8A - each nurse now knows what is expected of them at their grade and is aware of what to expect of their colleagues

**872. A distance learning course in palliative medicine for General Practitioners**

Jason Ward

Mid Yorkshire NHS Trust, Department of Palliative Medicine, Dewsbury, United Kingdom

Studies have shown that General Practitioners (GPs) have limited access to palliative care education and often lack the necessary knowledge and skills to care for palliative care patients (Barclay S 1997, Macleod 1991, Oliver 1998).

**Aim/Method**

To describe the development of a six-month education programme for GPs.

**Results**

The CRISIS criteria for effective continuing education were used to develop the course; convenience, relevance, individualisation, self-assessment, interest, speculation/systemic (Harden & Laidlow 1992). Course comprises of;

1. Independent study modules with clear aims, objectives and competencies, including journal articles and case studies to be completed each month. 7 different topics addressed; principles of palliative care, pain, GI symptoms, end-of-life care, respiratory symptoms, palliative care emergencies, and communication.
2. Monthly attendance at a half day 'consultant teaching clinic' based on SNAPPS model of learner-centred

## 439. Social care interventions for hospice referral in a university hospital without palliative care unit

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The aim of this study was to evaluate the transfer rates to a hospice for palliative patients of all departments of our University Clinic Hamburg-Eppendorf without palliative care unit or palliative care team.

The data base of the social care department comprehends all in-patients in the year 2005 and from January to October 2006 who were referred from hospital to hospices or were advised about hospice care. In 2005 118 consultations concerning hospice care were performed.

20 patients received psychosocial and social judicial interventions concerning palliative care and information about the options of patient care outside the hospital. In 98 consultations the intention of the care givers was to discharge the patient to a hospice. 56 patients could be transferred to a hospice. 42 patients died prior to discharge or could be cared for in the family setting with the support of the social worker.

In 2005 32 patients and in 2006 (10 mths) 39 patients from the Department of Medical Oncology were referred to a hospice. For 8 patients in 2005 and 12 patients in 2006 an alternative decision was made.

From January to October 2006 the social worker received calls 118 times for hospice care, of these in 18 cases psychosocial and judicial interventions were required and from 100 calls for referral to a hospice 61 patients were transferred from hospital to hospice.

Palliative care interventions for assistance transferring patients to a hospice increased from 2005 to 2006.

## 440. The problems of transition from voluntary hospice teams activities to modern hospice teams integrated into the existing health care system

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The Croatian Association of Hospice Friends (CAHF) was founded in 1999 to provide logistic support, first of all to the educative and promotive activities of the Croatian Society for Hospice/Palliative Care, CMA. CAHF endeavours to provide practical palliative medical, psychosocial and spiritual care during hospice home visits by interdisciplinary teams in Zagreb and Zagreb region. As soon as a provision about palliative care was included into the new health reform law in summer 2003, CAHF started the administrative procedure necessary to establish an Institute for Palliative Care. - All efforts were blocked by changes in the Government and by the subsequent radical personal and organisational reforms in autumn 2003. As CAHF a civil association, can't conclude contracts with the Croatian Institute for Health Insurance, we had to start with the procedure all over again. Palliative care can't develop on an almost exclusively voluntary basis. It should be stressed that our palliative care team is the only palliative care unit in the modern sense in Croatia and has been functioning for almost 7 years continuously in facilities rented by the city of Zagreb. So far, the Association's activities have been financed by projects and national and foreign donations. From 12/1999 until 06/2006, palliative care services were provided for 879 people and their families.

## 441. Specialised palliative home care in Bonn - which factors lead to referral to inpatient settings previous to death

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**Introduction:** Specialised palliative home care services (SPHCS) aim at accomplishing that patients can die at home. It is well acknowledged that this is not achieved in all patients. This study analyses, which factors lead to referral to inpatient settings (IS) previous to death.

**Methods:** Data of every patient of the SPHCS at the Malteser Hospital in Bonn is documented in a computerised data base. For this study, the period from 1/2002 to 6/2006 was analysed. Patients who died in IS

were compared to patients who died at home (DH) by testing for differences ( $\chi^2$ ) in symptom prevalence and availability of family members as informal carers. **Results:** Data sets of 567 patients were included, of these 362 (64%) died at home and 205 (36%) did not die at home. Higher symptom prevalence was detected in IS patients for dyspnoea (27%, DH 19%;  $p=.028$ ) and nausea (13%, DH 7%;  $p=.019$ ). No differences were found for e.g. pain. Relatives as informal carers were less common in IS patients (62%, DH 86%,  $p<.001$ ). **Conclusion:** The presented study shows that certain factors have a significant influence on the place of death. Social preconditions like lack of family structures cannot be changed, but an improvement of symptom management in the outpatient setting, e.g. better qualification, closer cooperation (e.g. with physician) and better coordination, may increase the number of terminally ill patients in SPHCS in this area that can stay at home for dying. This can be a focus for further research.

## 442. PROJECT FOR SAFE DISCHARGE AND HOME CARE SERVICE IN PALLIATIVE CARE BY THE 9th ONCOLOGICAL PROVINCIAL INTERCOMPANY DEPARTMENT OF LOMBARDIA (Italy)

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### Project Purpose:

Most of the home care oncological patients don't need any specialized oncological therapy. It is therefore necessary to plan, set up and manage a service care program which allows the patients to enter a national health insurance network with a territorial integration. The network will provide the following: the Hospital as promoter of safe discharge process the Local Health Unit as guarantee of different territorial social and health levels

The Municipal Social Services Voluntary Service

The project is for adult and paediatric patients with oncological and oncohematological diseases. The aim of the project is to promote a continuative relation between the hospital and the region of the involved patients by a safe discharge process from the hospital and/or day-hospital or outpatient healthcare insurance.

### Methods:

The continuity model of health care consists of: - a computerized case report form. All the involved professionals in the assistance can communicate together easily and can be constantly updated. - a specific training of all the involved professionals - a pilot study for three years with a final inspection using suitable markers.

### Results:

The Lombardia Region has approved and sponsored the project. Data processing systems have been implemented and training being performed. The effectiveness of the training will be evaluated after one year and also the case recruiting will begin at that time.

## 443. Developing an early intervention supportive and palliative care pathway for adults with intellectual disabilities

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Despite policy/legislation the healthcare needs of British intellectually disabled people are poorly met and particularly so within palliative care. Thus service providers are often inexperienced in communicating with and meeting the needs of this client group when someone with an intellectual disability (ID) is referred to them. Research has demonstrated that many people with ID with life threatening conditions do not access hospices or the full range of palliative interventions. This is related to the late diagnosis of illness and a reluctance to 'hand over' care to non ID professionals. It is clear that late referral has a deleterious effect on all aspects of care, not least the ability to develop trusting relationships with the patient and those closest to them. This presentation will detail work undertaken within a London hospice to develop accessible and appropriate supportive and palliative care for people with intellectual disabilities. This endeavour is the consequence of developing partnerships between community ID and palliative care professionals; it has resulted in the development of a patient pathway for early referral and intervention across a continuum of supportive and palliative care. The implementation of the pathway has highlighted significant training and support needs for staff within

each area of care. The model of care developed is transferable to a range of hospice and community palliative care settings.

## 444. Accelerating Change In Complex, Public-Funded Health Systems: The Canadian Pallium Project

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**AIM:** From 2004 - 2006, the Government of Canada invested \$ 2.8 million in the Canadian Pallium Project to improve patient access through primary care renewal.

**METHOD:** The Project employed established social science and educational research from the literature, including: Action Research; Continuing Professional Development informed by Situated Cognition/Learning, Workplace Learning, Critical Reflection and Social Constructivism theory; Communities of Practice; Complexity Theory, and project management practices informed by international capacity-building models.

Through development and change management projects in outreach education and continuing professional development; knowledge translation/ diffusion; and health delivery system change, the Project (Phase II) generated and catalyzed transferable lessons/innovations.

**RESULT:** Phase II of the Pallium Project completed 72 projects in a 24 month period with results including demonstrable clinical practice change from local inter-professional education, a competency-based palliative care courseware package being used in medical schools, a nationally-validated, competency-based curriculum kit for Spiritual Care, 12 other national education resources and multiple innovations in e-learning and e-health to support improved palliative care in community setting.

**CONCLUSION:** Phase II demonstrates the possibilities for inter-sectoral collaboration among academic, government, civil society (NGO) and health service delivery partners to produce demonstrable change and useful legacies for palliative care capacity-building.

## 445. What Affects Adherence by Internal Medicine Nurses (IMNs) of Recommendations Made by Palliative Care Consult Nurses in a Swiss Tertiary Hospital

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**Aim:** The goal was to explore the factors that influence adherence by internal medicine nurses (IMNs) to recommendations provided by a palliative care consult nurses (PCN) in a Swiss teaching hospital. **Method:** A qualitative approach, using case study design, was applied. Following convenience sampling, IMNs were interviewed one-on-one (semi-structured questions). Two conceptual frameworks (Zay et al 1997; Sauve 2001) were used as a starting point for data coding. New categories and themes then emerged. **Results:** Data saturation was achieved after 5 interviews. 5 categories emerged, including alterity; transparency; communication; time; and sense of ownership. Adherence requires a personal rapport and trust between the IMNs and PCNs. Developing this requires time. Frequent staff changes hinders this. IMNs view the consultation at times as an intrusion by the PCNs and feel that they are better acquainted with the patients. Explicit recognition by the PCN of the personal distress that IMN experience when caring for palliative patients enhances the rapport. A focus on supporting the IMNs rather than focussing only on the patient enhances adherence. IMNs experience (whether real or perceived) a sense of inferiority during the consultation process. **Conclusions:** Our PC team needs to review its model of consultation, possibly adopting one that focuses more on supporting the primary teams. Formal and informal strategies to improve the rapport with IMN will be sought. Awareness by the PCN of the inferiority felt by the IMNs may enhance rapport building.

## 446. CLINICAL AUDIT IN A HOME PALLIATIVE CARE SERVICE: Auditing the audit

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Clinical audit intends to improve current practice, use of resources and team education. Therefore, it is essential in the palliative care setting as a mean to reach an excellent care.

**Objectives** Ensuring the effectiveness of an audit project and discuss methodological issues able to impact in the efficacy of the audit.

**Methods** The Pallium-Hostal de Malta Home PC Service (HMHPCS), developed an organizational and clinical audit programme based on standards developed by the Trent Hospice Audit Group. In the first phase, the audit