QUANTITATIVE RESEARCH TOOLS TO EVALUATE UNDERGRADUATE EDUCATION IN PALLIATIVE CARE

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RESEARCH & DEVELOPMENT LEAD
• Tomorrow’s Doctors
  • 14 (J) “Contribute to the care of Patients and their families at the end of life… …management of symptoms… …effective communication… teamworking.”
  • Palliative Care 2000
    • “It is the right of every person with a life-threatening illness to receive appropriate palliative care wherever they are…. …it is the responsibility of every health care professional to practice the palliative care approach...”
  • Marie Curie End of Life Care Atlas
• Undergraduate Education in the UK
  • Field and Wee – Med Educ 2002; 36: 561–567
  • Walker et al., 2014 - Palliative Care Congress
    • 2013 – mean hours 36
• Neuberger Review:
  • 10 The General Medical Council should review whether adequate education and training is currently provided at undergraduate and postgraduate levels to ensure competence
  • 11 The National Institute for Health Research should as a matter of priority fund research into the development and evaluation of education and training methods …
  • 35 Health Education England should pay particular attention to the pressing need for more evidence based education in all settings that care for the dying....
A Systematic Review of Palliative Care Education Assessment Instruments

Aims: Identify Instruments and their properties; Make recommendations; Create on-line repository

- Review of papers from 1991-2011
  - 2555 articles identified; 745 included in data extraction phase
    - Instruments classified according to 4 domains
      - a) knowledge; b) attitudes; c) self-perceived competencies/comfort; d) behaviour/psychomotor skills

- Interim Results
  - Challenges
    - Lack of reporting on psychometric properties
    - Tools developed in alternate populations
    - Outdated Items remain in several tools
    - Narrow interpretation of the concept of Validity
  - Available Tools
    - Robust tools available, but care in selection required: psychometric properties; conceptual development; target group.
• Ottawa Knowledge Quiz
  • 20 vignette prompted MCQ - Pain & Opioids (10); Other Symptoms (6); Communication (1); Psychological (2); Ethics 1) - http://fhs.mcmaster.ca/palliativecare/documents/LEAPPre-CourseKnowledgeQuizHamilton.pdf

• Learning Essential Approaches to Palliative Care (LEAP - the Ottawa Palliative Care Comfort Scale).
  • 16 item / seven point likert scale - comfort in addressing symptomatic problems - http://fhs.mcmaster.ca/palliativecare/documents/LEAPPalliativeCareComfortScaleHamilton.pdf

• Frommelt Scale FATCOD
  • 30 item / five-point likert scale.

• Thanatophobia Scale
  • 7 item / seven point Likert Scale – R&V properties established in Doctors (US & UK) and Nurses (US)
    • Caring for the terminally ill persons: comparative analysis of attitudes (Thanatophobia) of practising physicians, student nurses and medical students. Psychological Reports 1998; 83: 123-128

• SEPC Scale
  • 23 Item 100mm VAS – Communication (8); Symptom Management (8); Teamworking (7)
    • R&V properties established in Doctors (UK).
      • Assessing undergraduate palliative care education: validity and reliability of two scales examining perceived efficacy and outcome expectancies in palliative care. Medical Education 2004; 38(10): 1103-10
International Medical Education in Palliative Care - Research on Undergraduates (IMEP- RU)

- SEPC & Thanatophobia Scale
- EORTC Translations in French, German, Italian, Spanish, Chinese*
- Assessments in France, Germany, Italy, Spain, England, Ireland (n=228)

### Table 4 – Spearman correlations of scale scores against educational exposure

<table>
<thead>
<tr>
<th>Variable</th>
<th>SEPC Communication*</th>
<th>SEPC Patient Management</th>
<th>SEPC Team working</th>
<th>Thanatophobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Education</td>
<td>r = 0.35**</td>
<td>r = 0.25**</td>
<td>r = 0.16*</td>
<td>r = -0.32**</td>
</tr>
</tbody>
</table>

Spearman Correlation **p<0.001 *p<0.005
Plan the improvement

Implement the improvement

Evaluate success of the improvement activity

Decide next steps