



5th International Last Aid Conference



Impact of the Last Aid Course on Palliative Care Literacy among University Students

Integrating End-of-Life Care Education into Undergraduate Health Curricula

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Conflict of interest disclosure

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The more I teach about palliative care and address the prejudices around it — to lay audiences and healthcare professionals — the **less stress** I experience and the **more time** I have to do what truly matters: **my patients**.

LAST AID COURSE

Education today. Better care for patients.

This is why I invest my time in palliative care education.



1. PALLIATIVE CARE EDUCATION

(Teaching Lay Audiences & Healthcare Professionals)



2. REDUCED BIAS

(Erasing myths, stigmas & misconceptions)



3. LESS STRESS

(Streamlined decisions & lower emotional burnout)



4. MORE TIME

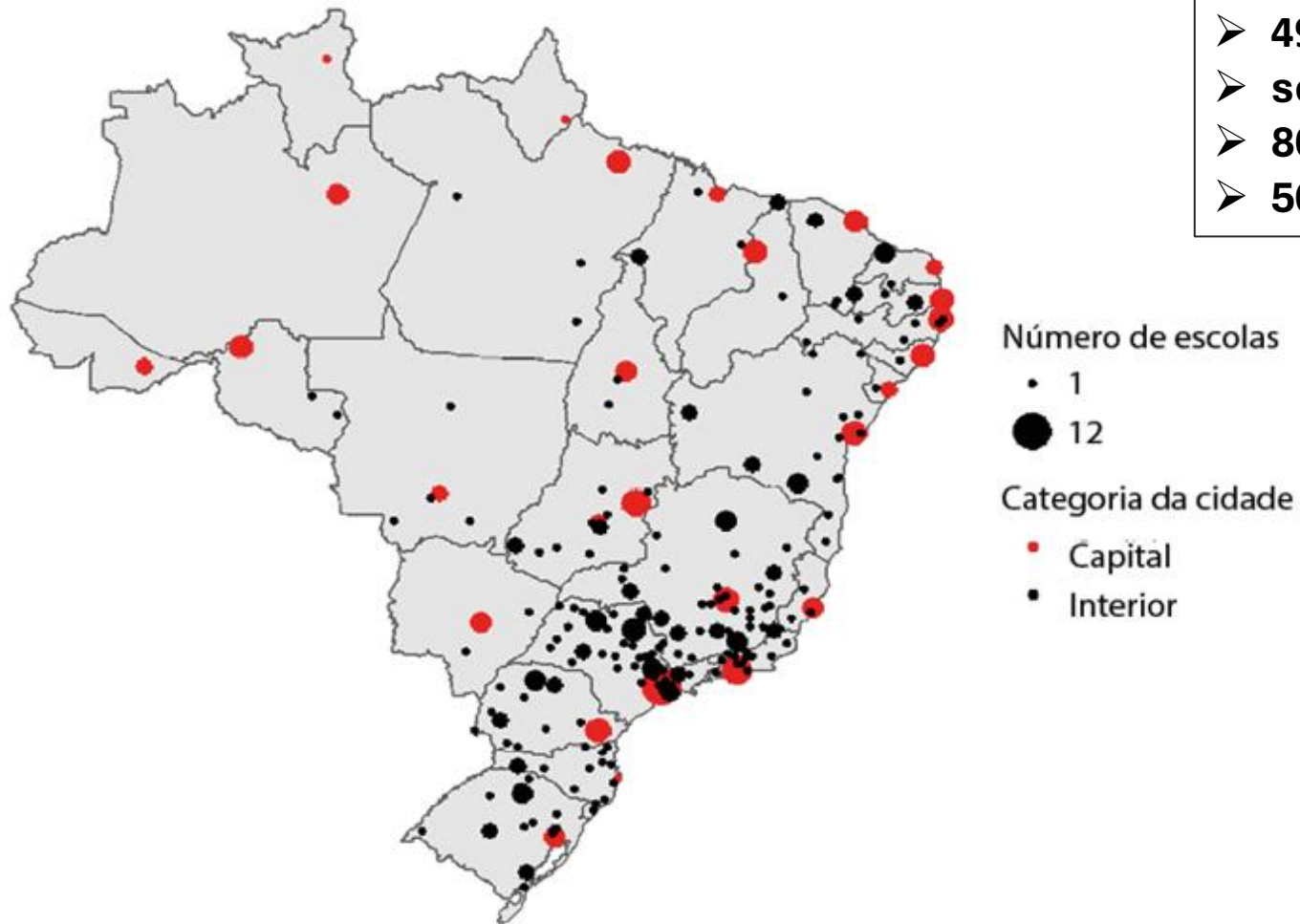
(Administrative & emotional noise cleared)



5. FOCUS ON WHAT TRULY MATTERS

(Maximum high-quality care for patients)

Medical Schools in Brazil

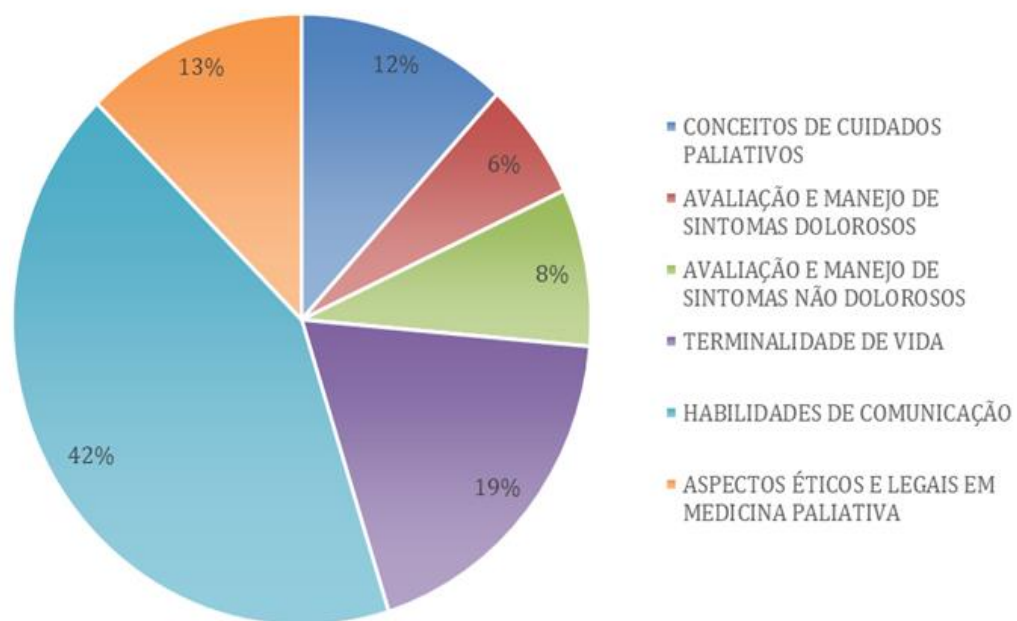
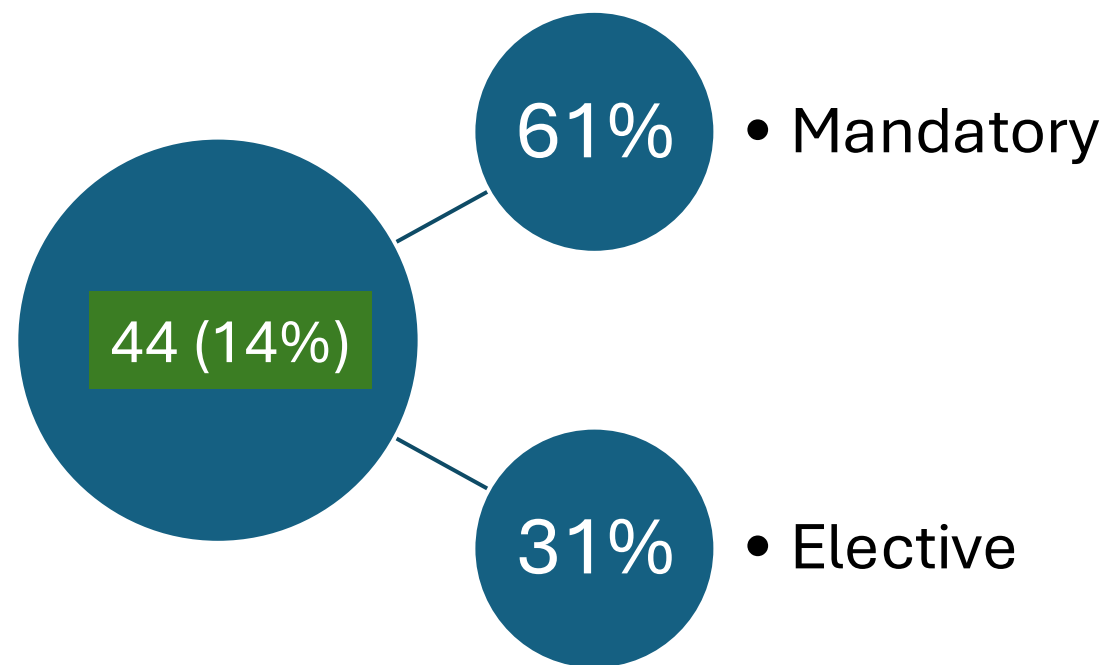


- 494 medical courses
- second in number the world (behind only India).
- 80% private
- 50,000 new undergraduate slots per year

Medical schools Around Brazil



Palliative care in Brazilian medical schools' curricula



Palliative care in Brazilian medical schools' curricula

- In November 2022, a resolution on the National Curriculum Guidelines for Medicine mandated all medical schools to include:
- breaking bad news;
- pain and symptom management;
- early palliative care and end-of-life indications;
- and psychosocial, spiritual, and grief aspects.



The Educational Gap

National Guidelines

Recent Brazilian medical school directives require Palliative Care as a core competency, emphasizing end-of-life care, communication, and ethics.

Last Aid Course

An internationally standardized active-learning tool evaluating the feasibility and acceptance to boost care literacy.

Persistent Gap

Undergraduate students frequently report feeling unprepared and anxious when encountering death and grief in clinical settings.

Study Design & Sample

Study Design

Observational, cross-sectional, mixed-methods study design.

Study Population

Undergraduate health sciences students who completely fulfilled the course requirements.

Multi-Professional Representation

- Medicine
- Nursing
- Occupational Therapy
- Psychology and other tracks



Data Collection & Evaluation

Quantitative Evaluation

- Administered structured questionnaires immediately post-course.
- Measured individual module satisfaction using a 4-point metric scale (Very Good to Poor).
- Evaluated organizational quality, facilitation performance, and internal group dynamics.

Qualitative Insights

- Captured extensive open-ended constructive feedback.
- Assessed direct impacts on student's self-reported personal confidence level.
- Analyzed communication readiness and underlying professional attitude shifts.



RESULTS

Course Satisfaction & Acceptance

- 149 participants
 - 99.3% Overall Approval Rating
(148 out of 149 participants rated the course as 'Very Good' or 'Good')
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RESULTS

- **Key Performance Metrics**
 - **Module Performance:** $\geq 85\%$ of participants rated every module unit as 'very good'.
 - **Structural Dynamics:** Excellent metrics across general event organization, instructor facilitation, and interactive group discussions.
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RESULTS

Literacy & Confidence Gains

01. Communication

Increased willingness and comfort in initiating active discussions regarding death, dying, and clinical bereavement.

02. Self-Confidence

Students reported marked improvements in their confidence in approaching end-of-life situations in both clinical and personal settings.

03. Competency

Successfully fostered deeply reflective attitudes, empathy development, and robust patient-centered professional communication styles.



Bridging Lay & Academic Education

Feasibility & Adaptability

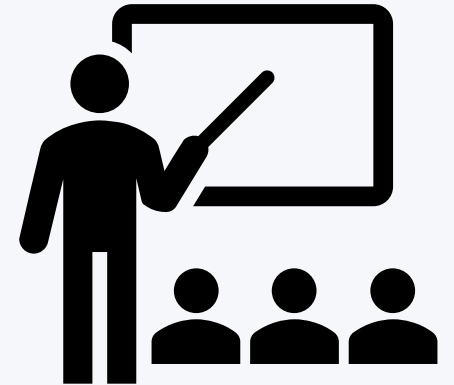
Students reported marked improvements in their ability to approach end-of-life situations confidently across both clinical and personal settings.

Curricular Alignment

Directly meets national directives and institutional benchmarks for early, active-learning based palliative care literacy.

Active Learning Impact

Collaborative and interactive modern frameworks foster empowerment significantly better than traditional passive lecture structures.



SUMMARY

Conclusion & Implications

- ✓ **Core Finding:** The Last Aid Course serves as a practical, highly accepted, and structurally feasible strategy to introduce early palliative care literacy into higher education settings.
- ✓ **Key Benefits:** Promotes active student empowerment, sharpens crucial clinical communication skills, and fosters empathetic, reflective attitudes among future healthcare workers.
- ✓ **Broader Impact:** Supports early structural integration of critical palliative competencies into national health curricula, strengthening future health systems and institutional community end-of-life responses.



Thank you!

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