

**Royal College of General Practitioners and Warwick Medical School  
Annual Education, Research and Innovation Symposium 18<sup>th</sup> May 2017  
Abstract Submission Form**

<b>PRESENTER'S DETAILS</b>	
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<b>Department or organisation</b> Coventry University, Birmingham and Solihull Mental Health Trust and John Taylor Hospice	
<b>Category</b> Research and Innovation Project	
<b>PRESENTATION DETAILS</b>	
<b>Authors</b> Jerwood, J. Phimister, D. Holliday, N. Coad, J.	<b>Title of Study</b>  Improving End of Life Care for People with Long Term Mental Ill Health and Terminal Illness: An Exploratory Study of the Views and Experiences of End of Life and Mental Health Care Clinicians
<p><b>What's the problem you are tackling?</b> People with mental illnesses die on average 20 years younger than the general population and are more likely to suffer with a range of life-limiting conditions and are more likely to live in poverty, have less family support and find maintaining relationships with services difficult.</p> <p>The end of life care needs of people with long term mental illnesses who develop life-limiting and terminal conditions are under researched and not well understood. The little research that does exist worldwide focuses mainly on describing the problems with providing end of life care rather than exploring potential improvements.</p> <p>The researcher undertook an exploratory study of the views and experiences of end of life and mental health care staff, and a systematized review of the literature. Findings will be presented, and the second phase of the research (which is currently in progress) will be presented.</p>	
<p><b>How did/will you do it?</b> A systematized review of the literature including a critical analysis of the quality was carried out. Selected literature was then reviewed and a thematic analysis undertaken. Key themes were identified, which informed the research study.</p> <p>The confidence and resilience of clinical staff was a key theme and a series of focus groups with palliative care and mental health staff from a range of professional backgrounds were carried out. A framework analysis of the content of the focus group was undertaken and themes and explanatory concepts were identified.</p> <p>The researcher's background is in art psychotherapy and creative methods for carrying out data collection were used – which will be touched upon in the poster presentation.</p>	

## What did you find?

The findings of the study were clustered into five key domains shown in the image below. Recommendations for further research and implications for clinical practice were developed.



A key finding related to the training and education of clinical staff, and the lack of confidence and competence of clinical staff to work across discipline (mental health practitioners felt very under-confident in understanding end of life care and end of life care staff felt very under-confident in understanding mental health issues). The findings from the focus group echoed many of the themes in the literature, and added further findings and understanding of why providing care to this patient group is both problematic and important to get right. Important in this was also the role of the GP. The need to improve partnership working, and the importance of supporting this patient group in partnership were key findings.

## Why does this matter?

People with long term mental illnesses continue to have poor experiences at the end of their lives. The findings of this research contribute to understanding why this is so, and explore how services could be improved. The role of the GP is important in this process and the need to address the education and training of clinical staff are highlighted in the findings.

The findings of the study have contributed to the second phase of the study – a doctoral study currently being undertaken within the Centre for Technology Enabled Health Research at Coventry University funded by Health Education England, BSMHFT **Innovation Fund and Coventry University. This phase aims to understand the patient voice and using co-design with clinical staff and patients to develop the content of an educational resource for clinical staff.**