

## OP38.1

### **How do young doctors' clinical experiences from nursing homes provide access to situated learning about dying? A focus group study**

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**Background & Aim:** in Norway, 48% of deaths take place in nursing homes. Doctors often find dialogues about death difficult. Newly qualified medical doctors serve in nursing homes during internship. We need knowledge about how nursing homes can become useful sites for learning about end-of-life care. We aimed at exploring newly qualified doctors' learning experiences with end-of-life care in nursing homes, with a special focus on dialogues about death.

**Method:** House officers in nursing homes (n=16) participated in three focus group interviews. The participants were invited to share experiences with end-of-life care in nursing homes, to tell about preparatory dialogues with patients and relatives, and how their experiences made an impact on their thoughts about death and their role as a doctor. The interviews were audiotaped and transcribed verbatim. Data were analyzed with systematic text condensation. We used Lave & Wenger's theory about situated learning to support our interpretations, focusing how the young doctors experienced end-of-life care through participation in the nursing home's community of practice.

**Results:** in nursing homes the newly qualified doctors experienced an acceptance of death which differed from attitudes to death in the hospital setting, and they discovered a new understanding of the doctor's role. They learned to acknowledge the importance of dialogues with patient and family about death and dying, and the impact of interdisciplinary team work on their own development of professional identity.

**Conclusions:** Participating in end-of-life care in nursing homes can give newly qualified doctors valuable insight into the needs of patient and family, training in interdisciplinary team work and a broader perspective on the doctor's role.