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372. EMBEDDING PHYSICAL ACTIVITY IN THE UNDERGRADUATE MEDICAL CURRICULA: A STUDENTS' ACCEPTABILITY STUDY

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Background/Objectives: Embedding physical activity in the undergraduate curricula of frontline health professionals is one of the policies recommended by the World Health Organization and the European Commission to promote the population's physical activity. The VANGUARD project (Virtual Advice, Nurturing, Guidance on Universal Action, Research and Development for physical activity and sport engagement) is supported by the European Union Erasmus+ Programme, and aims to embed physical activity in the undergraduate curricula of healthcare professionals in European countries. Within this project, this study aimed to describe the acceptability of undergraduate medical students regarding the integration of a physical activity and health course in their Integrated Master's degree in Medicine.

Methods: The School of Medicine and Biomedical Sciences of the University of Porto was the invited Medical School for the implementation of the VANGUARD project in Portugal. Undergraduate medical students (six-year Integrated Master's degree in Medicine) were invited to participate through an online survey, available in June-July 2022, designed to capture the students' opinion regarding the importance and the operational characteristics of a physical activity and health course implementation.

Results: A total of 77 students (median age 21.0 [Interquartile range, P25-P75, 20-24] years old; 75.3% female) answered the survey. On a scale of 1 to 5, students rated a median (P25-P75) of 5 (4-5) the importance of including physical activity and sedentary behaviour content in their undergraduate medical curricula. Most students reported interest in physical activity and mental health

(88.3%), cancer (75.3%), cardiovascular disease (75.3%), diabetes (68.8%) and pregnancy (68.8%). Regarding operational characteristics, students reported preferring this course: delivered in the second year (33.8%), epidemiology and public health curricular unit (27.3%); optional (58.4%); through a hybrid system of learning (49.4% [face-to-face activities + online live sessions + online self-paced learning]); in the Portuguese language (66.2%); assessment face-to-face (55.8%), continuous (77.9%), with quantitative classification (62.3%). Most students (92.2%) reported having no physical activity and health training outside the Integrated Master's degree in Medicine.

Conclusions/Recommendations: Students showed a high degree of recognition of the importance of including physical activity and health content in their undergraduate medical curriculum, and gave direction on designing and implementing an undergraduate course on this topic.

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