

Dementia-related Stigma: Knowledge, Attitudes, Perceptions And Experiences Of Medical Students In Southwestern Nigeria

P1-001
Abstract #5558

Emmanuel Ibitunde, Jonas Paul Ibekwe, Ehikhametalor Oseghale⁴, Emmanuel Koleosho, Bright Ibronke, Aliyu Temidayo Abubakar, Toluwase Oluwajomiloju Ogundipe, Ayosubomi Anita Odubiyi, Niyat Isu, Esther Kehinde Lawanson, Abdulhamid Ayomide Alamu, Oreoluwa Adeniji, Temitayo Ayantayo, Rufus Akinyemi

Clinical medical students in Southwest Nigeria generally demonstrate positive attitudes towards dementia and low endorsement of stigmatizing sociocultural beliefs; however, moderate knowledge levels and perceived deficiencies in dementia-related training highlight the need for stronger undergraduate curricular content to improve future dementia care and advocacy.

INTRODUCTION	METHODS	RESULTS	CONCLUSIONS	REFERENCES
Dementia is an expanding public health challenge, with rising prevalence among adults aged 60 years and older in Southwest Nigeria. Despite this, it remains underdiagnosed and poorly managed due to stigma, limited awareness, and inadequate healthcare resources. Medical students are central to improving dementia recognition and care, yet their knowledge and attitudes may be influenced by curricular gaps and sociocultural beliefs. This study assessed dementia-related knowledge, attitudes, experiences, and stigma among clinical medical students in Southwest Nigeria.	A cross-sectional study was conducted among clinical-phase students from five universities in Southwest Nigeria. Sample size was determined using Cochran’s formula at a 95% confidence level. Ethical approval was obtained from the University of Ibadan/University College Hospital Ethics Review Committee. Data were collected via an online questionnaire using convenience sampling. Knowledge and attitudes were assessed with validated scales. Associations were analyzed using chi-square tests and multivariate analysis of variance.	A total of 315 students participated (mean age 23.39 ± 2.14 years). The mean knowledge score was 48.41 ± 5.11, indicating moderate knowledge, while the mean attitude score was 19.80 ± 3.68, reflecting positive attitudes. Over half reported limited curricular coverage (58.4%) and only fair learning resources (58.7%). Academic year predicted knowledge scores. Harmful sociocultural beliefs were rare (<3%), though 41.0% perceived stigma towards patients in hospitals.	Although students demonstrated positive attitudes and low endorsement of stigma, gaps in knowledge and training persist. Strengthening undergraduate curricula is essential to improve dementia care in Nigeria.	None CONTACT emmanuelibitunde@gmail.com 