Patient & Public Involvement in UCL Medical School

“Today’s patients working with Tomorrow’s Doctors”

Anita Berlin, Craig Seymour, Itunu Johnson, Shirley Cupit
Overview

• Context & background
• The “Beacon project” - Aims & Method
• Literature review – a diversion
• Results
  – Expected & unexpected – students in transition
• Implications
• Implementation
• Limitations
Medical schools – running to stand still
Policy Context: PPI in healthcare settings
Perceived gap between public and profession
Problems to address:

• Lack of research into PPI in medical schools
• Lack of a precedent – what do *lay* people think?
• Lack of practical ‘how-to’ guidance
Method

- Literature review
- Course Mapping
- Hospital PPI
- Primary Care PPI
- Local exploration
- Student Surveys
- Staff Interviews
- 5 Focus Groups
The literature

The impact of researching patient involvement in medical education:

the beauty and the beast?
Foucault’s 3 motifs

- Patient/body as text
- The professional gaze
- The “clinic"

1962
pre-enlightenment

- Miasmas, humours, & body site of soul
Human Traces,
Sebastian Faulks
Clinical education
- Apprenticeship

• the system by which a person learning a craft is instructed by a master for a set time under set conditions
Deflected Gaze

Patient → Student → Teacher

Student
The Beauty

Patient \[\rightarrow\] Student \[\rightarrow\] Teacher

Teacher \[\rightarrow\] Student \[\rightarrow\] Patient
The Beauty

“Patient involvement”

- Simulated patients
- Proxy patient / GTA
- Expert patient / patient advocates
  - Patient partners – longitudinal project
  - Patient teachers – one off sessions
  - Patient collectives – providing a package
- Curriculum design

Achievements

- Empowerment
- Narratives
- Voice
- Fill gaps
- Can include feedback
- Increased authenticity in assessments
Frequent requirements

• Agreed objectives
• Clear outcomes
• Standardised and measurable
• Often semi-scripted

• Recruitment & Training
• Ethics approval
• Agreed timetable
• Agreed content

Sequestered legitimacy
Research - the beast

Methodologies

• Objective gaze – remove variables

• Foucault (et al)
  – Subject – object relations

• Schon & epistemologies
  – Messy swamp of *real* world
Reporting “biases”

- Projects with measured outcomes

Therefore

- Take place in sanitised “spaces” (cf Foucault’s clinic)
- Tend to professionalise patients
- Follow teachers agendas
- Planned
- Outcome > process
Impact on published literature –

• Assumes 2 types of patient:
  The active & the passive

1. The *active involved patient* .......and
2. all the others
   – ?? the not-real
   – ?? the not-involved
• From patient as text to ..... talking book?
Method

Literature review

Course Mapping

Hospital PPI

Primary Care PPI

Local exploration

Student Surveys

Staff Interviews

5 Focus Groups
Focus Groups – a novel approach

- Patients
- Advocates
- Simulated Patients
- PPI Professionals

Students
Results: Overview

- Purposes
- Challenges
- Expected
- Unexpected
Results: Key Informant

• Highlighted challenges we would expect

• No single unified model
Results: Focus Groups - Positivity

great stuff .. really wanted & needed...
PPI professional

...engaging the public ...can only be a positive step.

Student
Results: Focus Groups – Purposes

Patient experience

Patient Forum

Teaching

Feedback
Results: Expected Challenges
But if only everything was that straightforward...
Results: Unexpected Challenges - The “Hidden Medical School”
Results: Unexpected Challenges - The “Hidden Medical School”

…many patients don’t know the difference between a student and a doctor…

Patient

…we’re in the dark about what you do…

Patient
We don’t know what students do

20 students round the bed with one bow-tied consultant

Patient
Results: Unexpected purposes
Cultural divide

“…Mr Very Senior Professor… going round the beds… this ‘them and us’… is being kept alive…”

Patient

…it’s a barrier to this integrated way of working… the fact we are not clinicians…

Simulated Patient
The “them and us”
Do students have to be *them*?
Priorities & perspective

Care

Show care  Take care
Results: The key role of students

...a conduit to information and development of the group – they are a resource...

All about… building a 2-way relationship between patients and medical students…
Novel messages

- Hidden Medical School
  - Obscure Institution
    - Improving Institutional Transparency
  - "Hidden Curriculum"
    - Creating Inclusive Alliances
Implications

Medical schools are different

- Hidden
- Accountability
- Complexity

Missed opportunities

- Untapped potential of everyday patient encounters
Figure 1. UCL Framework for PPI in medical education

PPI in curriculum governance

PPI in module design

PPI in teaching & assessment

Patients & carers as partners in everyday encounters

Berlin, Seymour, Johnson & Cupit
Implementation: 3 projects

1. Real patient feedback after every clinical encounter
   “What advice would you give me as a future doctor.”

2. Narrative consent
   “I am a medical students – this means.....”

3. Multisource feedback – from patients to students in clinical encounter (GP vs Hospital)

4. Patient pathways
   *Longitudinal relationships* - “Us & them” (a nomadic identity
Summary - what this study adds

- PPI is not going away
- More complex than we thought
  - ...so needs a new model
- Potential benefits for tomorrow’s doctors/patients
- Needs student-patient alliances
“Giving is an offering ... it’s not just a donation – it’s an offering, and what you offer then comes back to you transformed...”

The Gift, Lewis Hyde
Acknowledgements and Thanks

And our many, many participants and contributors (& Dr Hilary Spencer)
Recommendations

– Disseminate and implement key findings within and outside UCL

– Establish mechanisms to:
  • “Open-up” the medical school
  • Help students make their learning more transparent
  • Seek feedback from patients by promoting a direct alliance
Recommendations...

– Develop a *Medical School PPI Framework*, including:

  • a named PPI “champion”
  • medical school PPI forum(s)
  • on-going work on the PPI Medical School Toolkit for representatives, students and staff;
  • a mapping of PPI activity
  • evaluation of the PPI
Recommendations...

– Engaging socially excluded groups
  – Old links and new ideas

– Foster new links
  – NHS and Royal College PPI professionals
  – UCL researchers
  – Other medical schools
  – Representative organisations eg Patients Association