Patient involvement within the Medical School

There have been many developments which have propelled patient involvement at Leicester Medical School to level 3, as highlighted in the table above. Each have involved and consulted patients in the educational delivery process using research. Several are summarised:


b) The development of the Leicester Model of Interprofessional Education (1995-2007). This began with patients and carers living in disadvantaged areas and now involves other patient groups including mental health patients.

c) The Listening Workshop (2005-ongoing), see column 2.

Conclusion

Working in partnership with patients/service users and carers using a cyclical action-research approach has enabled authentic patient participation in medical education. We anticipate progression along the ladder of involvement towards more patient involvement to enhance student learning.

References

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The Listening Workshop

Following on the successes of working with disabled people across the life-span in the modules ‘Health in the Community’ and ‘Learning from Lives’, education grants from the Higher Education Academy, in 2005 and 2008, led to further research to design new teaching in partnership with patients and carers. The action research cycles involved students, patients and carers and educators in the educational design. The outcome, entitled the Listening Workshop, enables interprofessional student groups to learn about inclusive active listening for ‘Kindness, humanity and respect…too often being overlooked in the time pressured culture of modern healthcare’. Listening and communication remain priority concerns for safe healthcare practise. Students learn from patient and carers with recent health and social care experiences and with and from one another. The following diagram shows the cycle of student learning in the Listening Workshop.

Ladder of service user involvement

(Tew, Gell & Foster, 2004)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>No involvement</td>
<td>Curriculum planned, delivered and managed with no patient involvement.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Limited Involvement</td>
<td>Service users invited in to ‘tell’ their stories in a designated slot. No opportunity to shape the course. Payment offered.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Growing Involvement</td>
<td>Patients involved in TWO of the following: planning, teaching delivery, student selection, assessment, management or evaluation. Payment at normal visiting lecturer rates. Training and support offered.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Collaboration</td>
<td>Patients as full time department members involved as below in THREE major aspects of faculty work. The department has a statement of values. Training and supervision are offered.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Partnership</td>
<td>Patients work together with teaching staff across strategic and operational areas with an explicit statement of partnership values. Patients with secure contracts.</td>
</tr>
</tbody>
</table>

Interprofessional student groups have conversations with two service users

Students discuss what they learned

Students present their learning in accessible formats to the participating service users and their peers

Students take their learning into practice