

Delivering High Quality Care: Why should patients and carers be involved in undergraduate training ?

General Adult Faculty Spring Meeting

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Helen Crimlisk



Understanding Quality

Our own experiences of seeking care -
What do you and your family value?

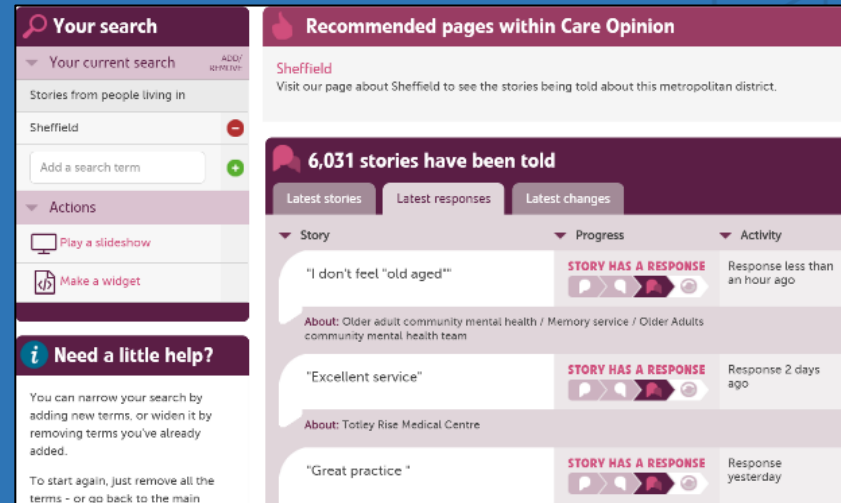
Feedback from our Service Users,
Carers & Lived Experience Staff

Professional standards set by GMC,
GNC, BPS etc

Regulatory Standards CQC / Quality
Networks / Accreditations



Service user, carer & lived experience staff Engagement



Collaborate with others

- Staff Networks
- Multidisciplinary Team
- Patient & Carer Networks
- Wider Community

Seek out & use feedback

- Learning from complaints
- Learning from experience
- Staff survey
- @CareOpinion

Co-produce / Co-design

- Service Users & Carers
- Lived Experience staff
- Peer workers
- 3rd Sector

Educating future doctors / psychiatrists

Key educational requirements

- 1 relationship / rapport building
- 2 Information gathering (history)
- 3 Exploring experiences (mental state examination)
- 4 Formulation & Collaborative care planning

Four ways in which we are routinely engaging with patients to support psychiatric education of medical students.

- 1 Patient as Educator Scheme (University)
- 2 Lived Experience Educators teaching /supporting placements
- 3 Patient / Carer volunteers supporting Medical Education
- 4 First Person Narrative approach to psychiatry (book / film club)



The
University
Of
Sheffield.



Patients as Educators

Are you living with a mental health condition?

University of Sheffield: Patient as Educators Scheme

Patients:

“I love being a PaE. Over the years I have met lots of like-minded people with similar conditions, we get to have a good chat and share our experiences.”

“This is my chance to put something back into our NHS.”

Students:

“It taught me how much a doctor can learn by listening carefully.”

“Meeting real patients instead of just looking at textbook cases shows the whole patient. Patients were so knowledgeable about their conditions - I learnt a lot!”

Lived Experience Educator Role

Meet Ellie! @EllieWildbore

Band 4

Working with Med Ed Team & Clinical
Tutors

Supervised by Nurse Educator

Supports & runs:

- Case discussions
- Tutorials /ILAs
- Book/film club reflections
- OSCEs
- Med Ed CPD Sessions
- Reflective practice sessions





Service User & Carer Volunteers

Recruited by Med Ed Team

Current or past Service Users or Carers

Trust volunteers – gone through an induction / training process

Payment for time / expenses

Support with OSCE / History and Examination / Observed Long Case

1st Person Lived Experience Narrative

Medical Humanities approach

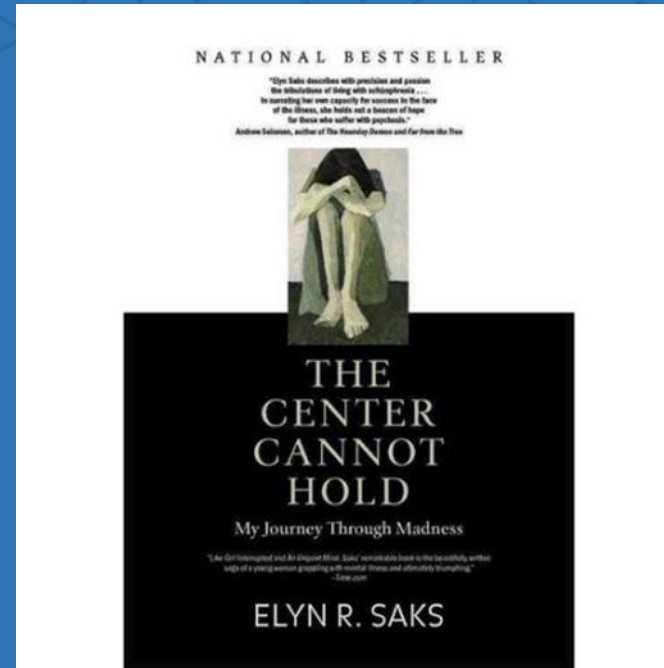
“Book Club” experience

Trainee initiative – Dr Nicola Coombs

Now adopted by Faculty

Developed to incorporate film and
other 1st person narrative books

Centre Cannot Hold: available as a free
pdf and TED talk



Highlight the importance of
psychosocial factors in
recovery

encourage whole-person
medicine,

Challenge negative perceptions
towards schizophrenia

Increase empathy, and enable
a more authentic relationship
with patients.

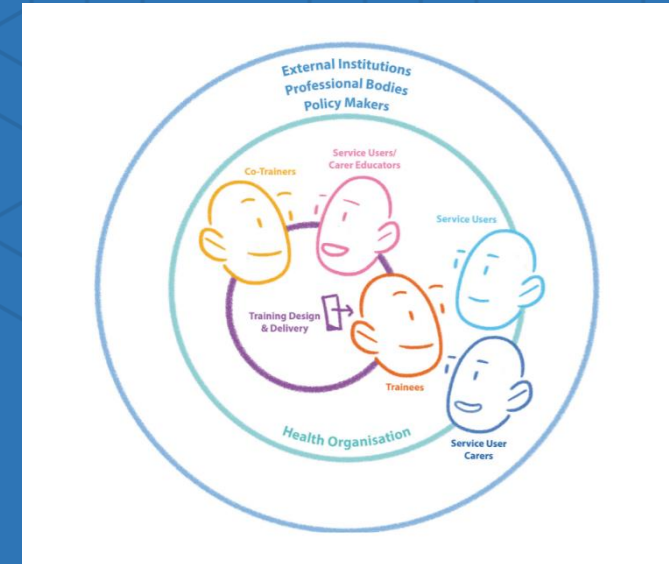


Portray [people with mental illness]
sympathetically, and portray them in
all the richness and depth of their
experience as people, and not as
diagnoses.

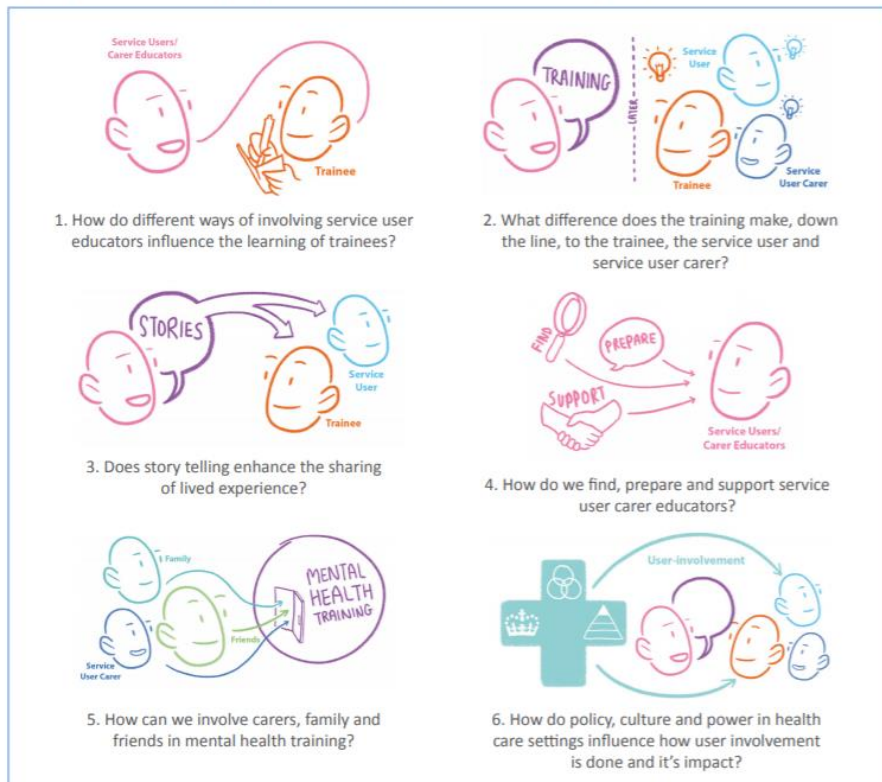
— Elyn Saks —

Research on Lived Experience Educators

Whilst there is emergent evidence suggesting the benefits of involving people with lived experience in mental health training, this is somewhat patchy and has restricted our deeper understanding of the topic.



Our co-production activities prioritised six areas for new research enquiries:



The link is a synthesis of the existing literature, practice knowledge and lived experience of people working in this area with co-produced research questions to address gaps in evidence and initial recommendations for good practice

https://www.sheffield.ac.uk/polopoly_fs/1.839811!/file/LivedExperience-Report.pdf