

Sustaining core principles of patient-centred care education in two medical schools

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Introduction/background:

Building sustainable patient-centred care education (PCCE) for health professional students can be advanced through collaboration between Universities that strive for continual improvement in PCCE. Translating a patient partnership program from one site to another has enabled two clinical schools to forge innovations for student learning in PCCE, research contributions and has broadened high-level patient engagement networks in education and research across two states.

Purpose and outcomes:

This workshop aims to:

Build an appreciation of the importance of promoting the patient voice within health professional education; understand the core principles, challenges and solutions when translating a PCCE program; be introduced to and trial a validated PCCE tool for assessment and multi-source feedback tool and generate a recognisable logo for PCCE to be utilised by any participating attendee in their organisation.

Issues for exploration or questions for discussion:

The workshop will encourage sharing of experiences of PCC education and discuss: What level of PCC education occurs in their organisation?; What needs to occur to improve?; How do we overcome barriers to building PCCE?; and student responsiveness to PCCE.

Outline of workshop activities

Presenters from two medical schools, including patients and graduates will explore core principles for effective and sustainable PCCE and key initiatives for assessment and multi-source feedback.

Group discussions will focus on the barriers and creative solutions for driving PCCE in attendee's organisations.

Participants will become familiar with using the PCCE RICS assessment tool after reviewing a videoed consultation.

Educationally engaged patients will share experiences and participants will be asked to reflect on the impact of these stories and generate a wordle.