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Developing Undergraduate Curriculum Resources on Health and Work in Medical Education

Kent and Medway Medical School & Centre for Health Services Studies

UK Conference for Clinical Communication in Undergraduate Medical Education

6-7th March 2019

Dr Ferhana Hashem, Senior Research Fellow

Dr Kate Hamilton-West, Reader & Faculty Director of Medical Social Sciences

Background to the project

- Commissioned by Public Health England (PHE) & joint Work & Health Unit (WHU), includes Department for Work & Pensions (DWP) & Department of Health & Social Care
- Start: September 2018; Ends: January 2020
- Outputs: comprehensive set of teaching resources on health & work including:
 - slide-sets of core topics
 - session outline for lecturers
 - online resources collection
- Using a co-productive approach involving stakeholders & Patient and Public Involvement

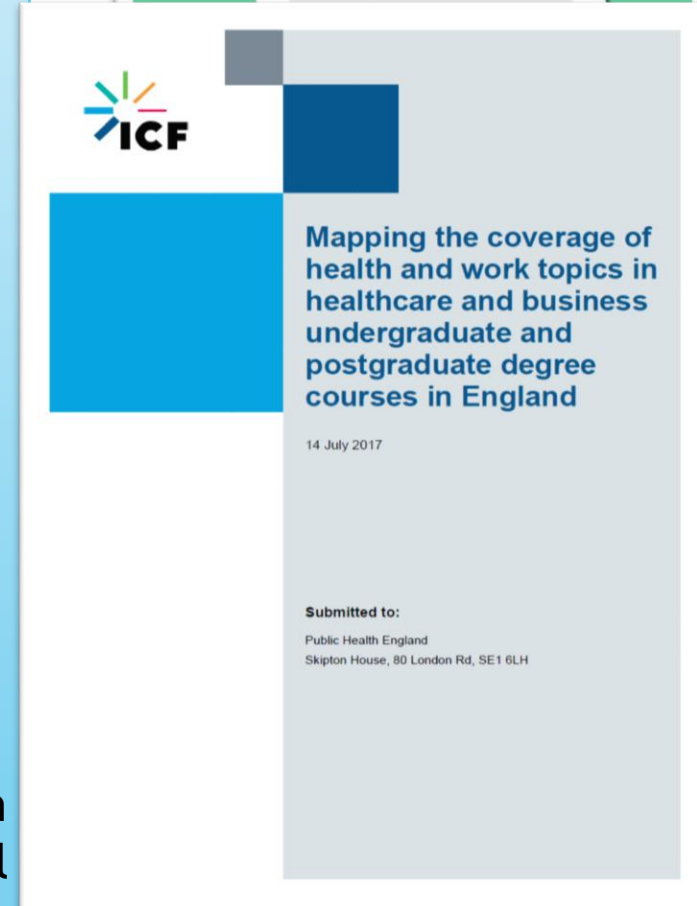
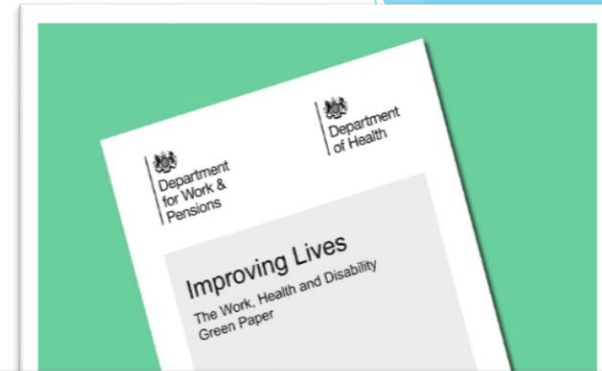
Aims and Objectives

To design an integrated curriculum for future doctors that addresses how to communicate with service users/patients about staying in and returning to work:

- To increase future doctors' confidence in discussing health and work with patients, having acquired the skills, knowledge, tools and techniques to undertake this activity
- To increase the uptake of future doctors broaching the issue of Health & Work in their patient consultations, including giving professionals the capability and confidence to use the fit note as a system for practical advice as well as a process for sickness certification
- To increase patients' experience of feeling more supported by future doctors in the long term
- To increase the number of patients understanding the value of work to their own health and well-being, including their expectations of the fit note, by receiving advice from doctors

Why we are doing this project?

- ▶ **Improving Lives. The Work, Health and Disability Green Paper (2017)** one of the key aims is to “ensure people are able to access the right employment and health services, at the right time and in a way which is personalised to their circumstances and integrated around their needs”
- ▶ **The report underlines the vicious circle between work and health** and the importance of having a unified vision of the relationship between health and work
- ▶ It highlights the importance to improve work conditions for workers with disabilities and chronic diseases
- ▶ **PHE commissioned an audit report** from ICF Consulting Services Ltd with the intention of broadly identifying Health and Work core topics for the current undergraduate medical curriculum



GMC's Outcome for Graduates 2018

Communication and interpersonal skills *specifically relates to Professional Skills* outlined:

11. Newly qualified doctors must be able to carry out an effective consultation with a patient

- g. describe the principles of holding a fitness for work conversation with patients, psychological and biological factors supporting capacity of the patient, and how to make referrals to colleagues and other agencies



Curriculum Mapping of Medical Schools

- ▶ Teaching approach
- ▶ Type of curriculum - full-spiral, partial or none
- ▶ Core syllabus topics
- ▶ Identify where Health and Work topics can be incorporated
- ▶ Assessment methods
- ▶ Recent / proposed changes to the curriculum
- ▶ Includes 5 new schools



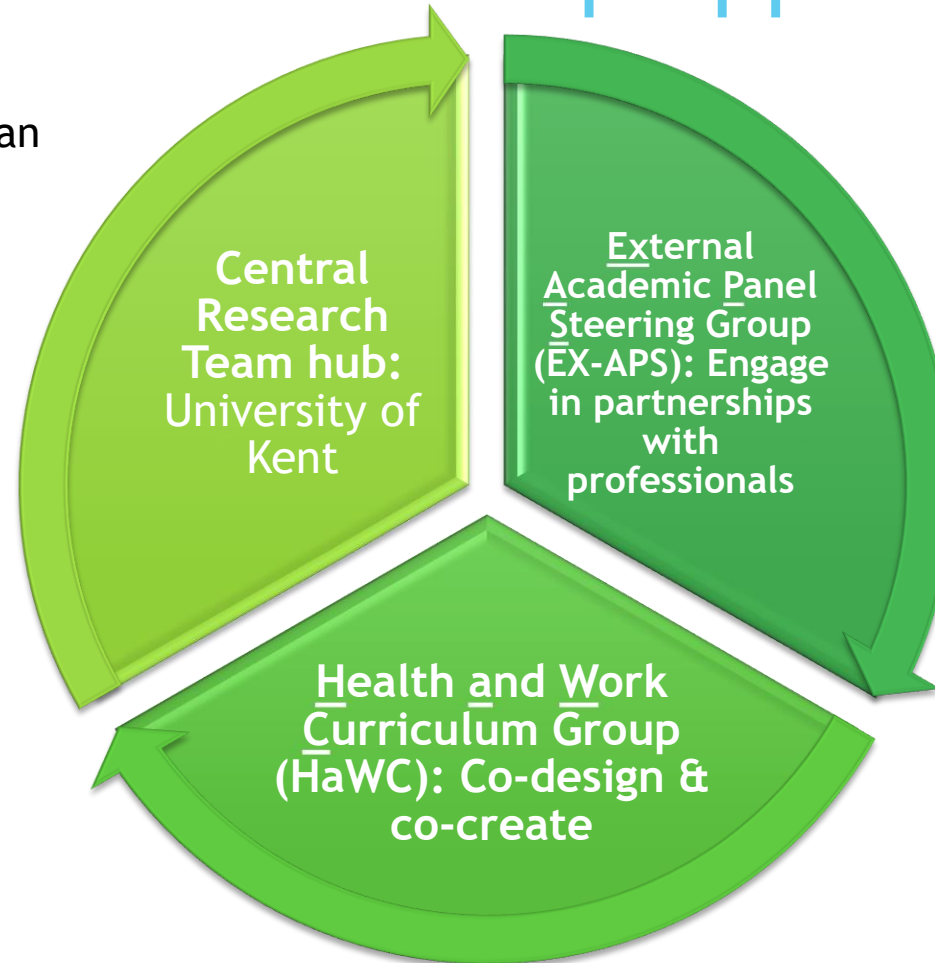
Understanding *co-production*

- ▶ Working together to do something. Bringing people with different views and ideas together to make things better for everyone
- ▶ About people who use services, carers, and people who run services together as equals
- ▶ But it is also important for people to be allowed to do co-production in different ways. This will help people find new ways to do things



Co-production & Partnership Approach

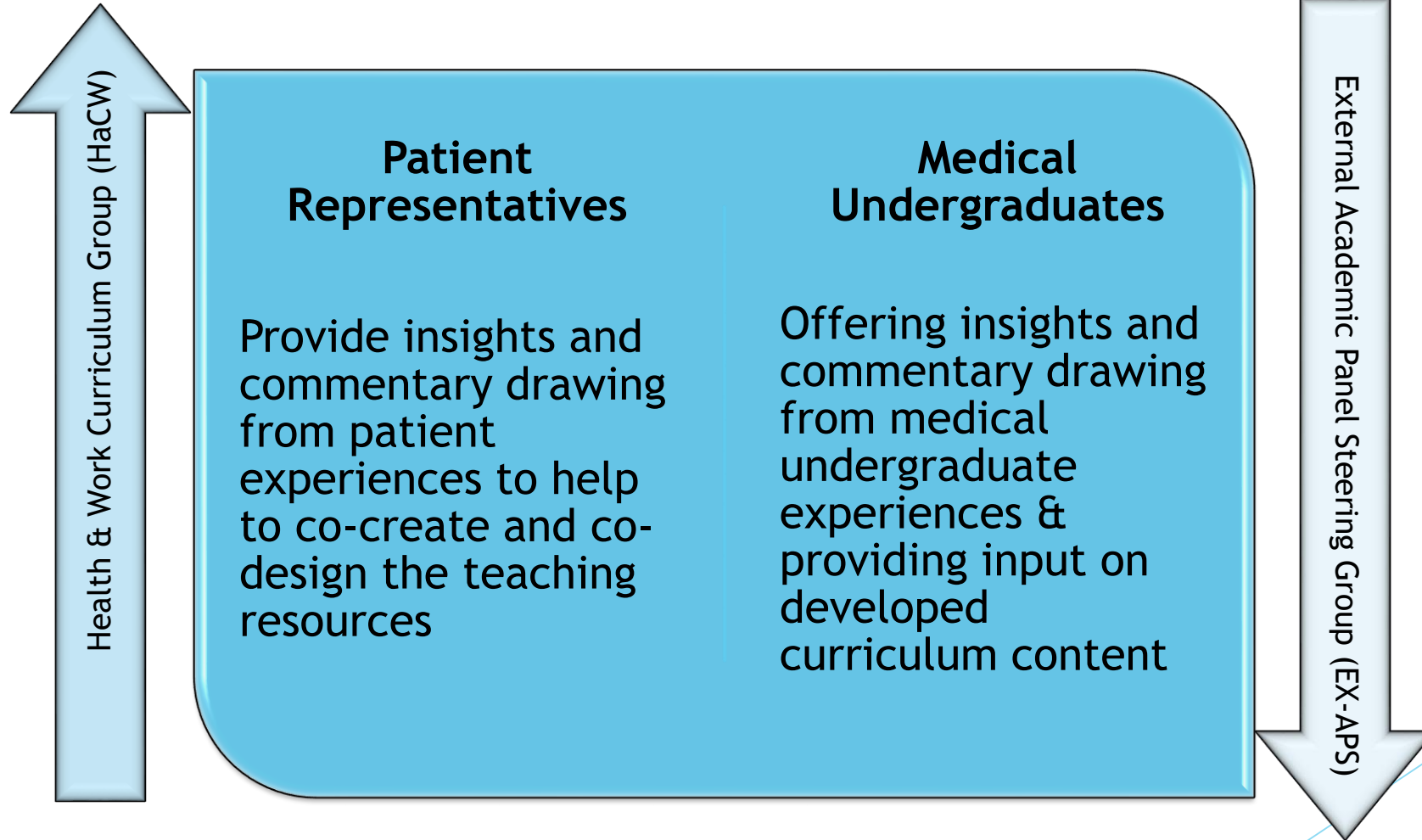
Public Health Physician
GP Clinical Research
Fellow
Patient Experience &
Public Involvement
Lead
+ academic team
members at UoK



2 PPI
representatives,
Occupational Health
Physician, GP from
PHE, HEE
representative,
medical sociologist,
Medical Schools
Council
representative &
Central Research
Team members

3 PPI representatives, 2 Occupational Health
Physicians, Occupational Health Nurse
Consultant, GP from DWP & Central Research
Team members

Patient & Public Involvement (PPI)



PPI Activities

Health & Work Curriculum Group (HaWC)

3 Patient Representatives

2 meetings

Suggested the following points to consider :

- Physical implications of their condition on working
- Emotional impact of not working
- Values people hold about work
- What people enjoy about work
- Adaptable / open to other roles
- Where people see themselves in 5 years time

External Academic Panel Steering Group (EX-APS)

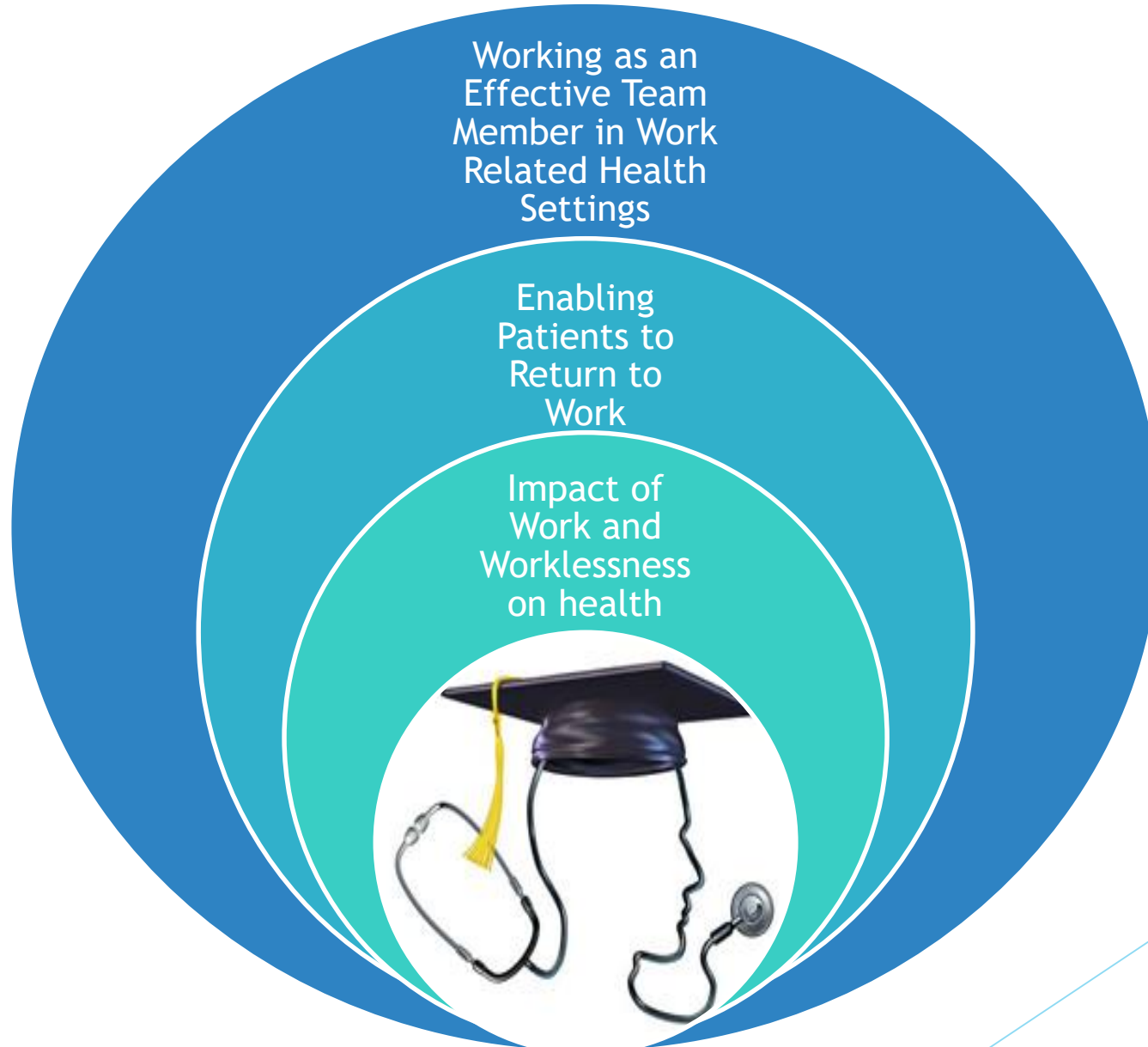
2 Undergraduate Representatives

2 meetings

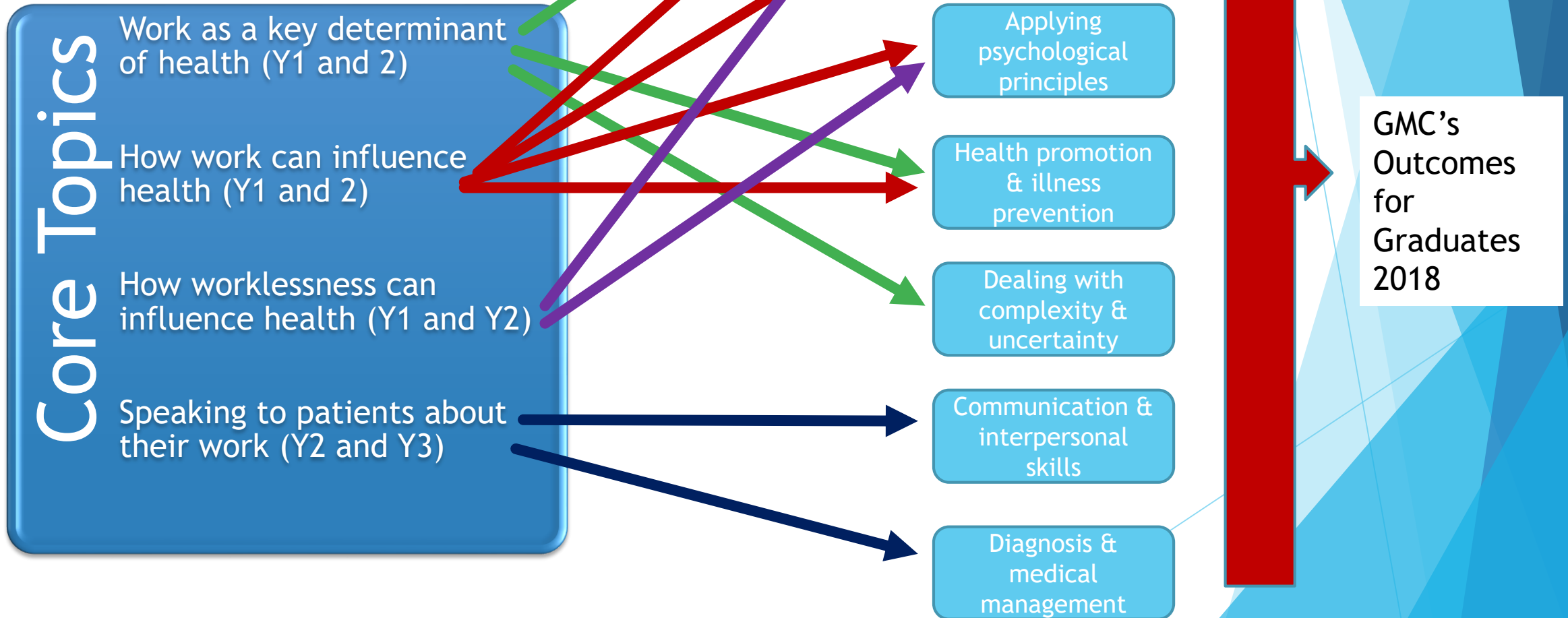
Suggested following points to consider:

- Impact on the family when a family member is unwell
- Stress that GPs can offer signposting to services & not just provide a fit-note
- Managing conflict between patients & doctors
- Doctors are concerned that declaring poor health can impact negatively on patient's career

Learning Framework



Impact of Work and Worklessness on Health



Enabling Patients to Stay in & Return to Work (I)

Core Topics

Legal responsibility to support people to return to work (Y3 and Y4)

Awareness of the impact of disability & work (Y3 and Y4)

Supporting patients on the benefits of work (Y3 and Y4)

Fitness to work & the fit note (Y3 and Y4)

Return to work after surgery, illness or injury (Y3 and Y4)

Recognising illness that may be caused by work - 1 Common related conditions

Recognising illnesses that may be caused by work - 2 Occupational asthma

Legal responsibility

Communication & interpersonal skills

Diagnosis & medical management

Applying bio-medical scientific principles

Applying social science principles

Applying psychological principles

GMC's Outcomes for Graduates 2018

Enabling Patients Stay in & to Return to Work (II)

Core Topics

Recognising illness that may be caused by work - 3 Work related stress (Y3 and Y4)

Barriers to return to work (Y3 and Y4)

Signposting to OH services

Benefits to sick and disabled people (Y3 and Y4)

Living with long-term conditions and work (Y3 and Y4)

Living with cancer and work (Y3 and Y4)

Work and Mental Health (Y3 and Y4)

Dealing with complexity & uncertainty

Legal responsibility

Communication & interpersonal skills

Diagnosis & medical management

Applying bio-medical scientific principles

Applying social science principles

Applying psychological principles

GMC's Outcomes for Graduates 2018

Working as an Effective Team Member in Work Related Health Settings

Core Topics

Developing effective communication skills within a MDT that assesses work related health (Y3 +)

Utilising the expertise of a team to deliver optimal work-related health care to patients (Y3 +)

Identify impact of physical & mental health on own productivity (Y1-5)

Recognising & supporting biopsychosocial principals of work-related ill health amongst colleagues (Y1-5)

Health promotion & prevention of work-related illness amongst colleagues (Y3 +)

Communication & interpersonal skills

Leadership and team working

Legal responsibility

Applying bio-medical scientific principles

Health promotion & illness prevention

Dealing with complexity & uncertainty

Professionalism & ethical responsibility

Applying psychological principles

Applying social science principles

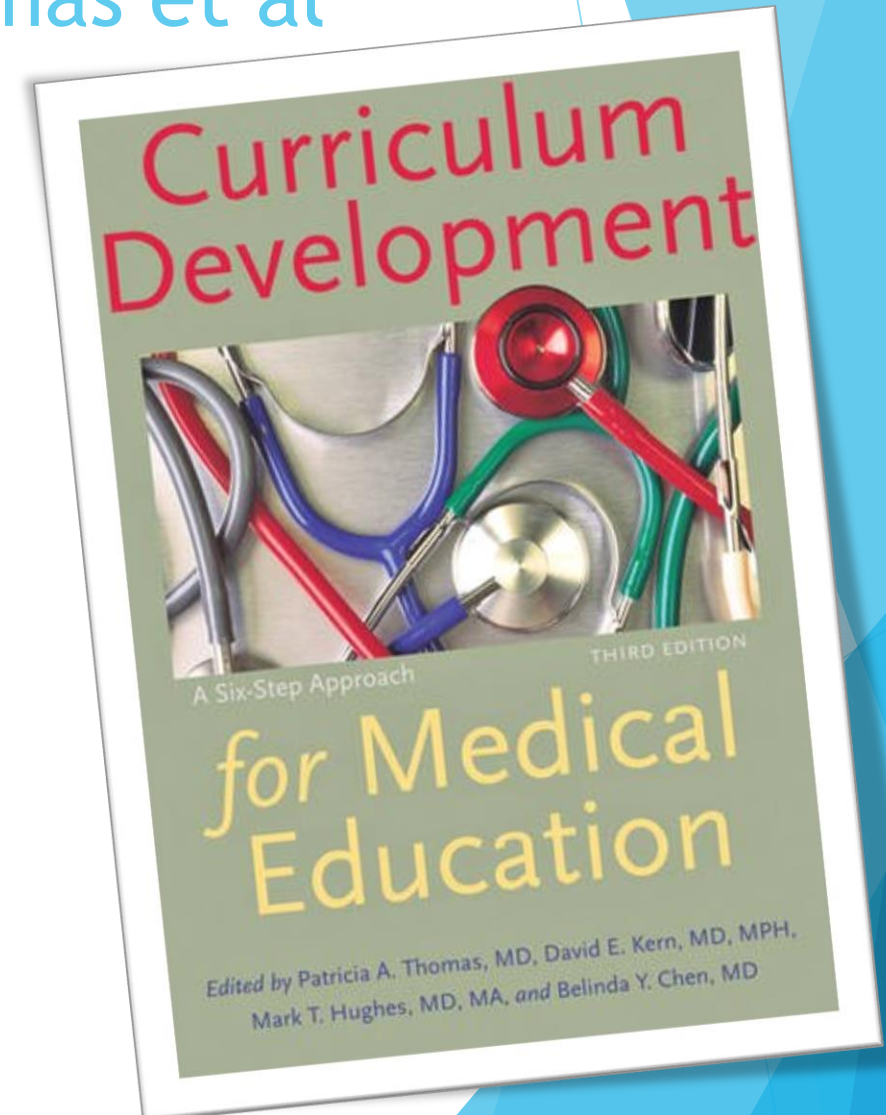
GMC's Outcomes for Graduates 2018

Developing & testing medical school curriculum resources - Kern, Thomas et al

Piloting

Phasing in

Full-implementation



Piloting enablers & barriers

Enablers

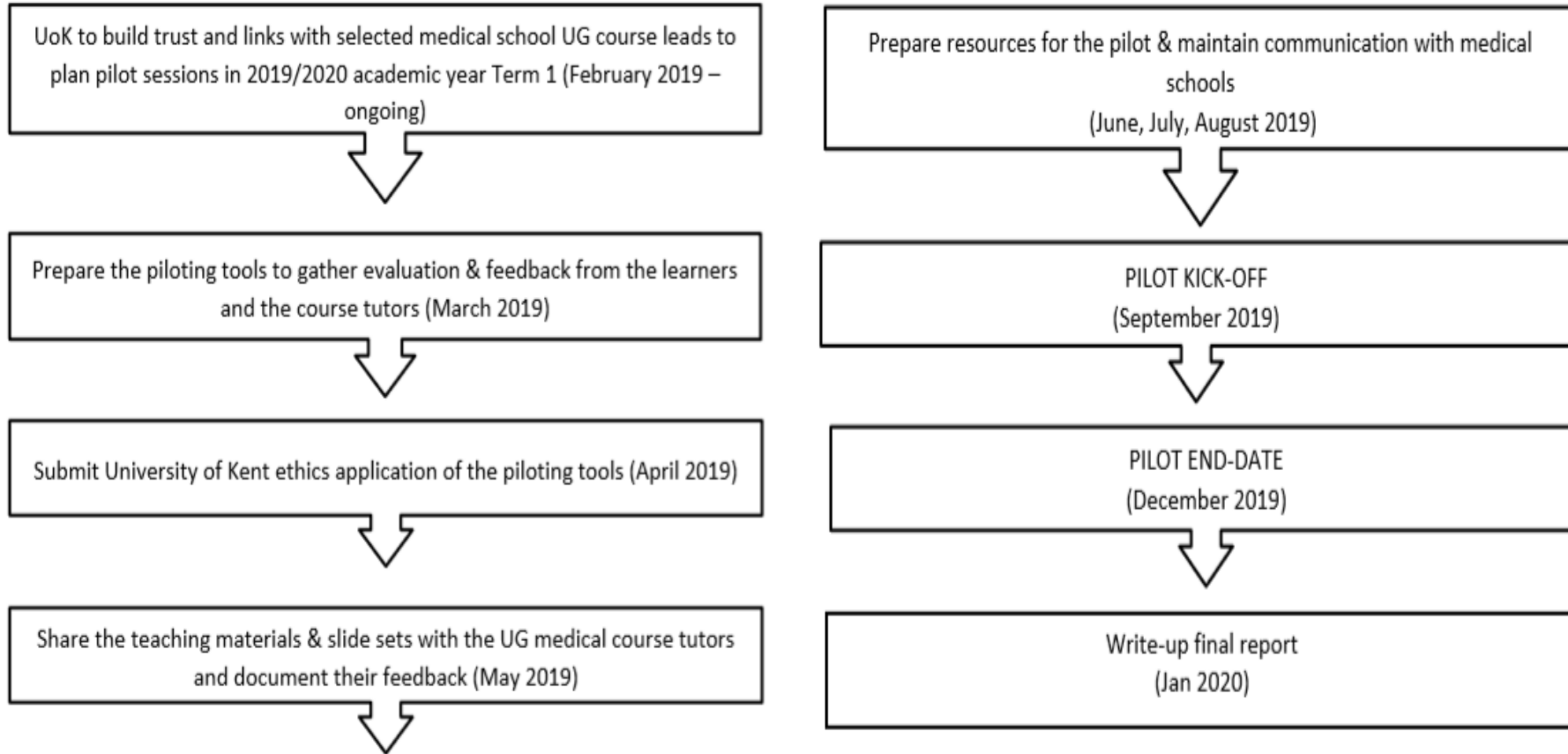
- ▶ Using existing contacts with Deans of medical schools to agree to take part
- ▶ Spiral curriculum opens up likelihood of agreement for topics being tested
- ▶ Medical schools with a focus on training for community medicine/ general practice

Barriers

- ▶ No established links with a medical unlikely to get agreement to participate in pilot
- ▶ Traditional curriculum or partial spiral less likely to get agreement for topics being tested
- ▶ Medical schools without a focus on teaching in community medicine / general practice less likely to gauge relevance of materials

Piloting plans next steps...

SUMMER HOLIDAY 2019



Discussion time/Questions

