Primary care education and current challenges; bringing the patients and the community into the classroom.

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Introduction

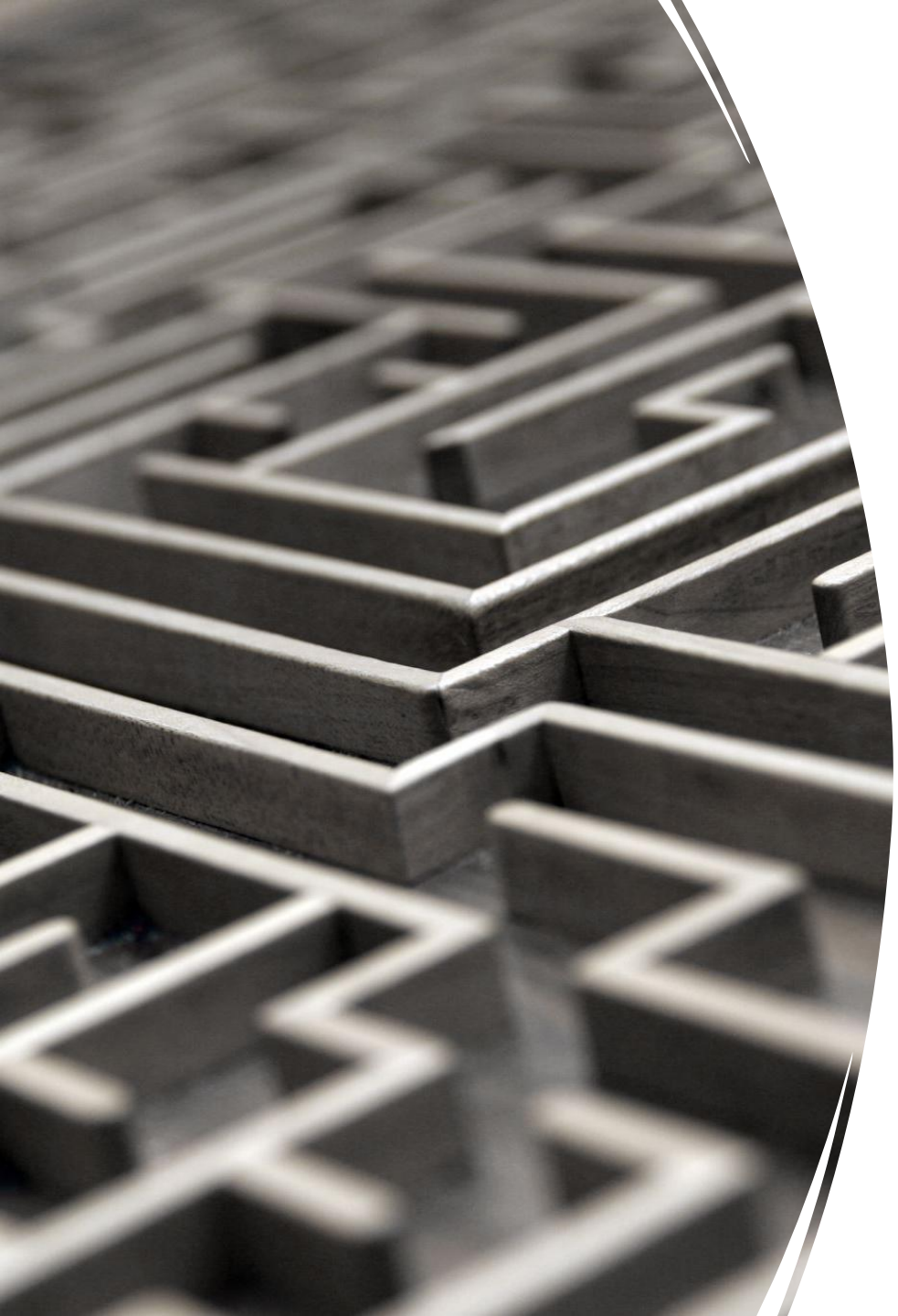
- ‘The good physician treats the disease; the great physician treats the patient who has the disease’ – Sir William Osler

- Our story- Kent and Medway Medical School

- Co-production in primary care teaching
  - Patients as partner educators
  - Communities of practice

  Patients offer unique qualities as teachers, enhancing the acquisition of skills and changing attitudes towards patients (Wykurz G & Kelly D, 2002).

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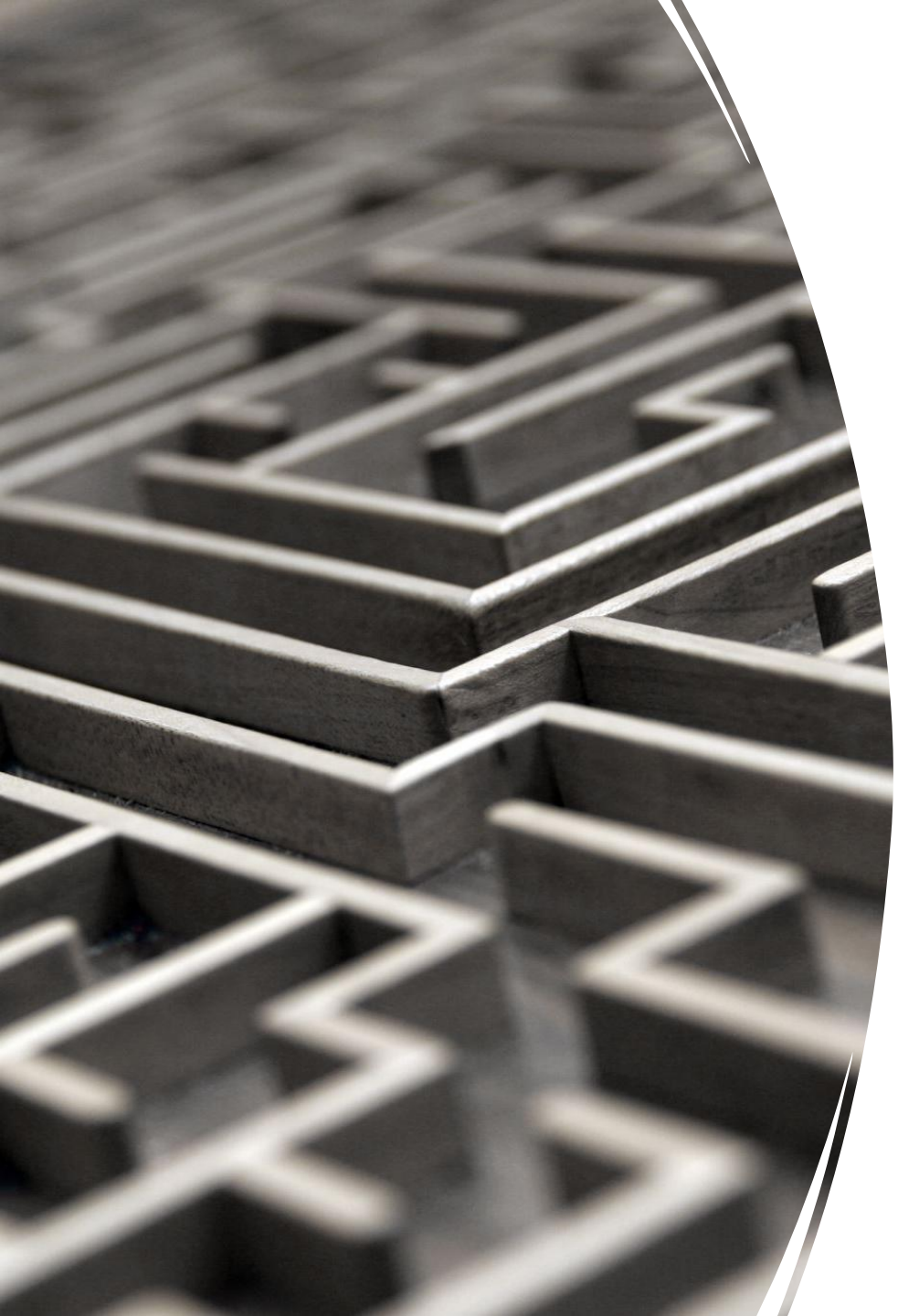
Methods

- Six immersion weeks in years 1 and 2
- Themed clinical placement weeks
- Underpinning educational foundations
  - GMC Outcome for graduates
  - Module Learning Outcomes for symposium
  - Medical Licencing Assessment

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	Foundations of Health and Disease	**Heart, Lungs and Blood**	**Nutrition, Metabolism and Excretion**
Year 1	Immersion Weeks 1 - Minor Illness 2 - Tired all the time	Immersion Weeks 3 - Shortness of breath 4 - Chest pain	Immersion Weeks 5 - Weight Loss 6 - Multimorbidity
	Neuroscience and Behaviour	**Reproduction and Endocrinology**	**Musculoskeletal and Immune System**
Year 2	Immersion Weeks 1 - Low Mood 2 - Memory Loss	Immersion Weeks 3 - Diabetes 4 – Vaginal bleeding	Immersion Weeks 5 - Stiff Hands 6 - Back pain

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Methods

- First day on campus - In person symposium
- Professional engagement/3rd sector organisations
- Patient engagement
- Pre symposia preparation
- Post symposia feedback

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Community/Professional Services

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	Introduction to patient and professional engagement	Vitamin B12 deficiency – GP tutor	Specialist Community Respiratory Service (KCHFT)	Community Cardiac Rehabilitation Service (KCHFT)	Community Stoma service (EKHUFT)	Community Frailty Service (KCHFT)
Year 2	Faversham Counselling Service	Community Admiral Nursing	Medway Community Healthcare- Diabetes	Endometriosis UK	Department of Works and Pension- KCC	Community Physiotherapy Team (KCHFT)

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Results- What did we find?

- Symposia evaluation
  - Online questionnaire for professionals/service users
  - Student module fora

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Professional/Service user feedback

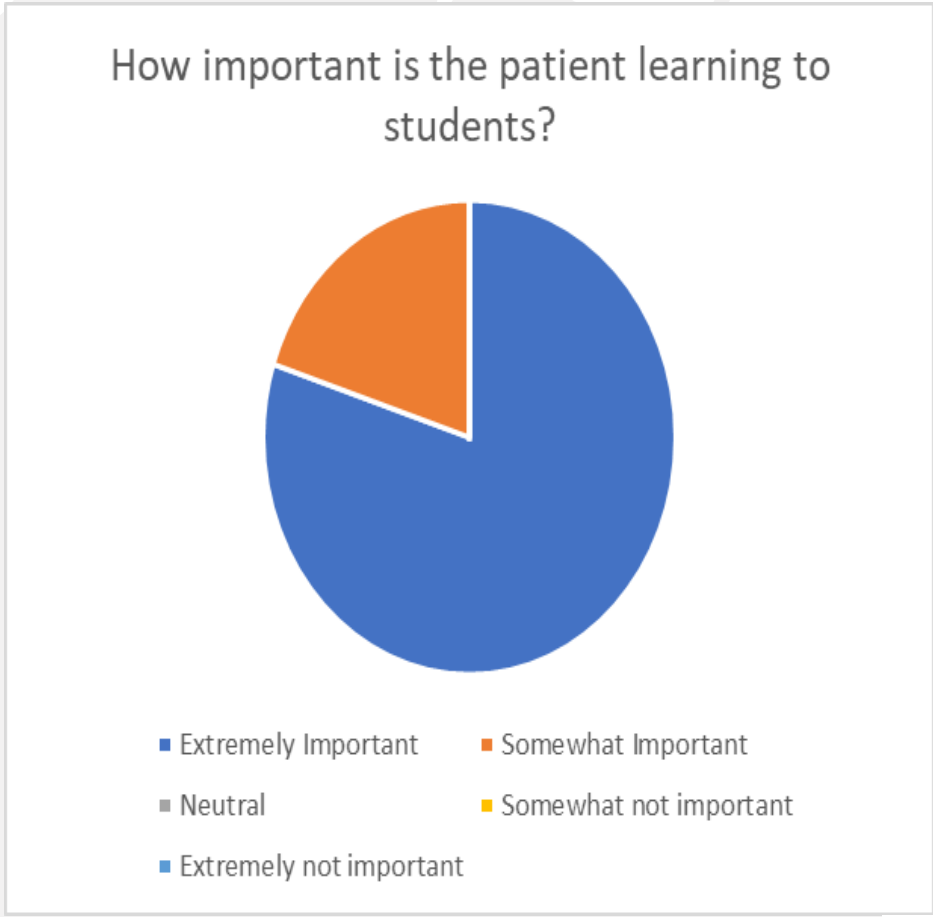
Being inspired to raise awareness of medical conditions through the patient's lens

Several questions asked ; even the GP tutors learnt quite a bit

Very pleased to participate in interactive learning and sharing the importance of lived experiences of patients

An early and worthy investment of time

I enjoyed the early engagement with students



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Student Feedback



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Conclusions

Highlights

- Provision of community teaching with a patient focus/role of MDT
- Holistic insight into patients' lived experiences
- Educational relationships
- Buffer teaching capacity challenge
- Minimal variability in student experience

Challenges

- Organisation of symposia
- Contract monitoring
- Patient availability
- Teaching/Patient risk assessment

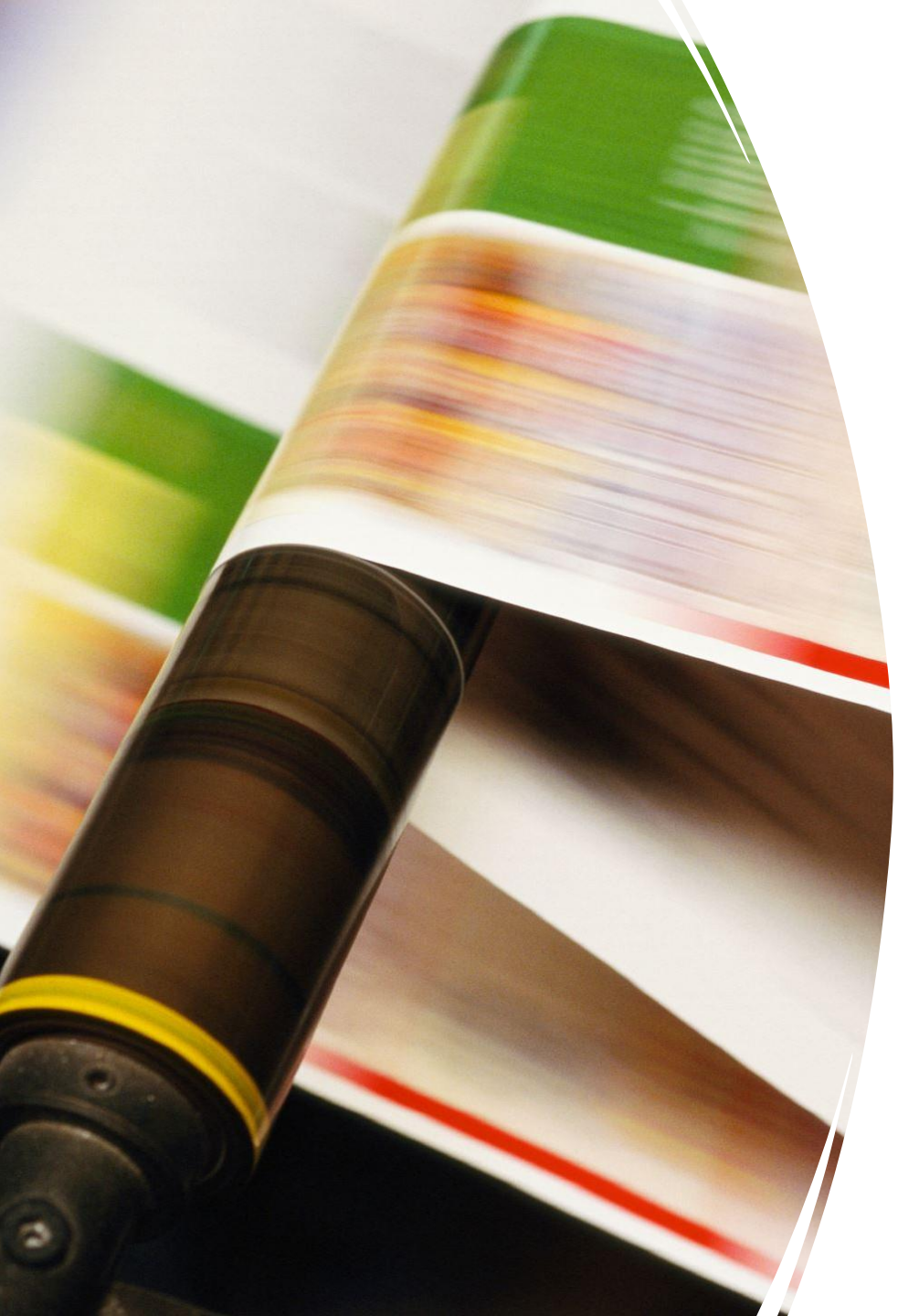
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Summary

- Gold standard patient-centred teaching
- Long term workforce planning
- Recommendations for future research
  - Placement Educational Supervisor perception on impact in future years

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References

GMC Medical Licensing Assessment

- Medical Licensing Assessment - GMC (gmc-uk.org) Accessed January 2024

GMC Outcome for Graduates

- Outcomes for graduates (gmc-uk.org) Accessed January 2024

Wykurz, G., & Kelly, D. (2002). Developing the role of patients as teachers; Literature review. BMJ:B Journal, 325 (7368), 818-821.

- https://doi.org/10.1136/bmj.325.7368.818

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Thank you

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