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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).



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

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



Methods

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

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)





Results- What did we find?

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

Professional/Service user feedback

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

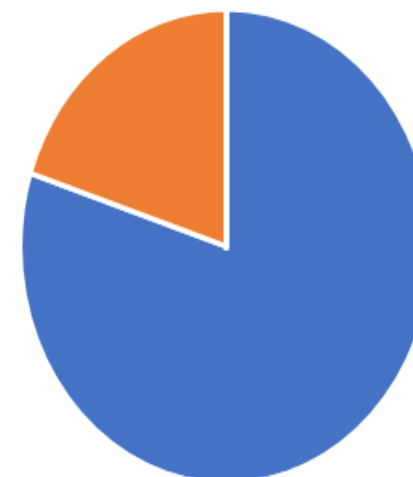
Several questions asked ; even the GP tutors learnt quite a bit

An early and worthy investment of time

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

I enjoyed the early engagement with students

How important is the patient learning to students?



- Extremely Important
- Somewhat Important
- Neutral
- Somewhat not important
- Extremely not important

Student Feedback



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



Summary

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



References

GMC Medical Licensing Assessment

- [Medical Licensing Assessment - GMC \(gmc-uk.org\)](https://www.gmc-uk.org) Accessed January 2024

GMC Outcome for Graduates

- [Outcomes for graduates \(gmc-uk.org\)](https://www.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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