

'Patient as partner' in teaching: involving patients through a complaint mediation committee

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Background

In September 2015 a new medical curriculum was launched in the Radboudumc. This educational program was developed using 4 guiding principles:

- 1) Self-directed learning
- 2) constructivistic learning
- 3) Practice based learning
- 4) Collaborative learning

This program also incorporated the vision statement of the Radboudumc, *'the patient as a partner, personalized care'* at its core.

Looking for that 'meaningful context' we used our existing contacts with the UMC-complaint mediation committee to invite a patient who while seeking mediation because of problems had also expressed her wish to help students to learn from her experiences, to participate. She shared her view on appropriate doctor-patient communication in an interview, in order to provide advice for future doctors. The patient described *good listening* as the core skill required by doctors.



Mrs C. (70 yrs) was interviewed exploring her views on doctor-patient communication.

- The interview was filmed, reviewed and divided into fragments by the authors
- We create interactive learning exercises reflecting the major learning themes.

For the fragments we also developed

- pre-reading materials
- introductory notes
- learning objectives
- discussion points
- A questionnaire was developed to assess the acceptability and effectiveness of this part of the new communication skills curriculum.

Results

- 1) 21 first-year medical students completed the evaluation survey.
- 2) 66% of the students indicated that active listening is a core of communication skill. In addition,
- 3) 47% reported an increased awareness for the different perspectives of patients and doctor.
- 4) Some students (36 %) reported the preparatory assignments not to be closely linked to the training enough.
- 5) 33% of students reported that they would have liked more opportunity to practice listening skills directly.
- 6) That students did not yet have active patient contact at the time of this training was not perceived as problematic by students.

Example of a preparatory assignment

- 1) Literature
- 2) Microlecture
- 3) Film by Tedx: how to truly listen?



Communicatie en consultvoering een persoonsgerichte benadering

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Summary and conclusions

First of all: using a complaint from a patient as an educational form is a unique and powerful concept that gives students more awareness of the importance of truly listening

Students are positive about this type of education. Linking the concept of listening to a patient film gives this theme more meaningful context. The feedback gathered by this survey will be used to further improve and develop this training module

Discussion

Further development is necessary: how can we increase the learning skills from our students and how can we make the transfer to the practice of every day?