



Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᑭᑦᓂᑦᓂᑦ ᑭᑦᓂᑦᓂᑦ  
ᓂᑦᓂᑦᓂᑦ ᓂᑦᓂᑦᓂᑦ

# Patients as teachers or patients as text? Augmenting the active involvement of patients in health professional education

Marion Briggs, BScPT, MA, DMan  
Assistant Professor Clinical Sciences  
Northern Ontario School of Medicine

Heather Westaway, BKin  
Manager, Health Sciences and Interprofessional Education  
Northern Ontario School of Medicine



Northern Ontario  
School of Medicine  
École de médecine  
du Nord de l'Ontario

# Faculty/Presenter Disclosure

- Marion Briggs, Heather Westaway
- Relationships with commercial interests:
  - We have no conflict of interest to declare regarding relationship with commercial interests



Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᑭᑦᐸᑦᐸᑦ ᐸᑦᐸᑦ  
ᐸᑦᐸᑦᐸᑦ ᐸᑦᐸᑦᐸᑦ

# Learning Intentions

- Compare and contrast “patients as teachers” and “patients as text”, including the context in which each is most relevant
- Explore preceptor/learner relationships and preceptor/learner/patient relationships in the context of patients-as-text
- Demonstrate and discuss the potential benefits of “patients-as-text” for learners, preceptors and patients



Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᑭᑦᓄᓄᓇ ᓄᓇᓇᓇᓇᓇ  
L'ᓄᓄᓄᓄᓄᓄ ᓄᓄᓄᓄᓄᓄᓄᓄ

# Patients as Teachers

- Critical to all apprenticeship HP education
- Many forms:
  - Health Mentors or First Patient programs
  - SP's in Simulation and OSCE's
  - Narrative engagement re: the patient experience of illness and health services
- Patient as both "subject" and "object" of learning in clinical education...



Northern Ontario  
School of Medicine  
École de médecine  
du Nord de l'Ontario  
ᐱᓐᓂᓐᓂᓐ ᓂᓐᓂᓐ  
L'ᓂᓐᓂᓐ ᓂᓐᓂᓐ

## Patient as Text ...

“... students are learning about patient-centredness mainly from structured input from medical teachers and role modeling by senior doctors ... What this means in practice is that **patient-centredness may be reduced to role modeling senior doctors, paradoxically bypassing patients ...**”

“.... we wish to argue for a new type of patient-centred health professional education, where ***the relationship between the student and the patient becomes much more important and active and the clinician-educator plays a supporting, but not central role.***”

Bleakley et al (2011) *Medical education for the future: Identify, power and location.*



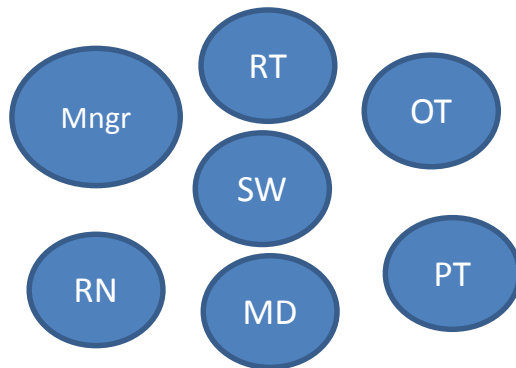


Northern Ontario School of Medicine

École de médecine du Nord de l'Ontario

ᐱᓪᓴᓴᓪᓂᓪ ᐱᓪᓴᓴᓪᓂᓪ  
L'U"PP. Δ Δᓪᓴᓴᓪᓂᓪ

# Relationships between Students and Preceptors

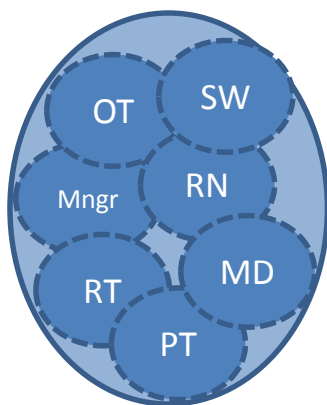


Preceptor in clinical team acting with strong boundaries between professions and teams



Student

*Student-centred multiprofessional model*



Preceptor in clinical team acting with weak/permeable boundaries between professions and teams



Student

*Student-centred interprofessional model*

Bleakley et al (2011) *Medical education for the future: Identify, power and location.*



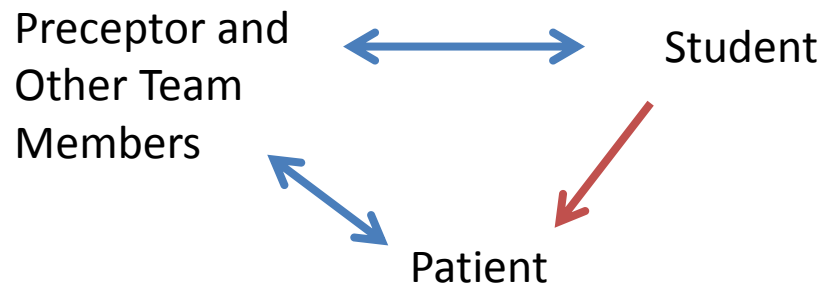
Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

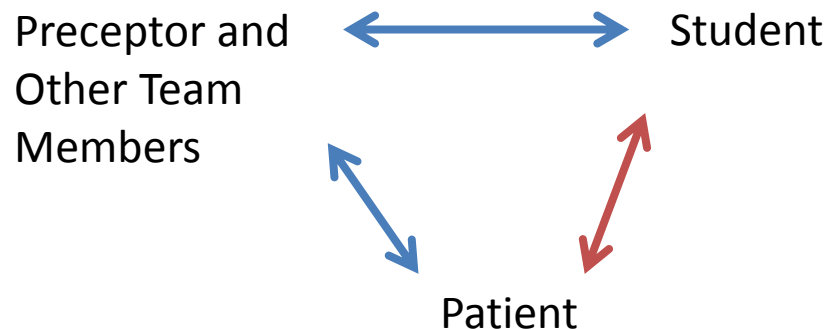
ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ  
L'ᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ

The traditional role of the supervising clinician can interfere with the potential for the student to learn from, with and about the patient because it focuses on learning from the preceptor instead.

# Adding the patient to the interprofessional preceptor model



**Compromised Student-Patient Dialogue** (patient as the passive object of inquiry)



**Weak patient-centred exchange** (greater dialogical exchange between patient and student, but the risk remains that the preceptor will articulate the learning goals and strategies)

Bleakley et al (2011) *Medical education for the future: Identify, power and location.*





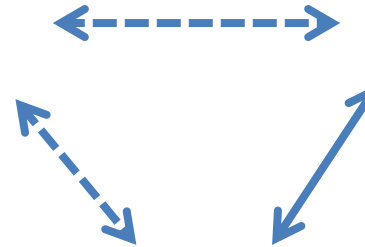
Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᐱᑦᓂᓄᓄᓄᓄ ᐱᓄᓄᓄᓄᓄ  
L'ᓄᓄᓄᓄᓄ ᐱ ᐱᓄᓄᓄᓄᓄᓄ

## Patient-as-text in the interprofessional model

Preceptor and  
Other Team  
Members



Student

**Strong patient-centred exchange**  
(shift in power relations  
for truly patient-centred  
health professional  
education)

Patient

- Knowledge-generating dialogue between student and patient
- Preceptor explicitly registers their intent to support rather than direct learning
- **HC team remains responsible for quality patient care but the education process for the student is a product of the patient/student collaboration**
- Preceptor is not isolated from the IP team – all support student learning

Bleakley et al (2011) *Medical education for the future: Identify, power and location.*



Northern Ontario  
School of Medicine  
École de médecine  
du Nord de l'Ontario

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ  
L'ᐱᐱᐱᐱ ᐱ ᐱᐱᐱᐱᐱᐱ

Discuss the reflective questions in comparison to how you experienced the first role play compared to this one ...

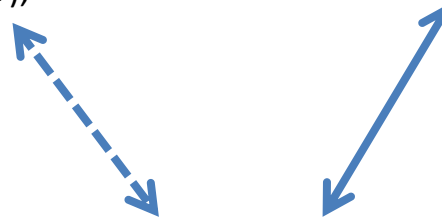
# Role Play

Preceptor and other  
Team Members

Dr. Berry (MD), Kathy (SW),  
Robyn (RN), Preston (RD)



Student  
Marion



Patient  
Mrs. Scott

## Reflective Questions:

- To what extent and in what ways do the student and patient engage in a knowledge-generating *dialogue*?
- To what extent and in what ways does the precepting team direct or shape the students learning?
- To what extent and in what ways does the precepting team support student identified learning derived from the student/patient knowledge generating dialogue?



Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ  
L'ᐱᐱᐱᐱᐱ ᐱ ᐱᐱᐱᐱᐱᐱ

## If “patient as text” is the “what”..., the “so what” and “now what” for health professional education might include:

- **So what:**
  - Students learn to be more sensitive to the patient narrative and rely less exclusively on technical problem solving; promotes compassionate, patient-centred care paradigms
  - Student identity is formed in the context of awareness, sensitivity and appreciation of differences between self and “Other” (the patient), rather than orientation to “self-same” (My becoming is linked to who the preceptor is ...).
- **Now what:**
  - Curriculum that is oriented by a commitment to social accountability and develops competency in **knowledge-generating dialogues between patients and students**
  - Faculty development that positions clinical preceptor as supporting, not directing, learning and as part of a team, not as lone wolf



Northern Ontario  
School of Medicine

École de médecine  
du Nord de l'Ontario

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ  
L'ᐱᐱᐱᐱ ᐱ ᐱᐱᐱᐱᐱᐱ

# Thank you!

- Discussion/Comments ...



"...and this is where we train our employees to think out of the box."