

Patients as partners in undergraduate allied health curriculum: How are they involved?

Cynthia Palmaria MRT(T) MA,
Susan Fawcett MRT(T) MA and
Amanda Bolderston MRT(T), FCAMRT, EdD
University of Alberta Radiation Therapy Program, Faculty of Medicine
and Dentistry

Introduction

Patient involvement in radiation therapy educational programs is thought to enhance student skill development. This scoping review thus examined literature on the practices and benefits of integrating patients in allied health student education programs.

Methods

Electronic databases were searched for articles on patient involvement in allied health programs. A Microsoft Excel form was developed to extract data on (i) country of origin (ii) population and methods (iii) educational intervention type (iv) training for patients/service users and (v) key findings. 3 reviewers screened and extracted relevant data. Data were synthesized through a thematic narrative approach.

Results

24 articles were selected (fig.1). Allied health professions were mainly undergraduate programs and included respiratory therapy, physiotherapy, occupational therapy, speech and language pathology and radiation therapists.

Discussion

The studies generally focused on undergraduate programs and engaged patients in curriculum delivery and student assessment. The collaborations emphasized benefits on student skills development and patient empowerment. Recommendations included patient and staff training and support, role clarification, further research and aftercare for students subsequent to patient interaction (Fig. 2)

Collaboration between education programs and patients enhances student skills and improvement of healthcare delivery.



Scan to
download the poster



Figure 1: Summary of the search and screening method, adapted from the PRISMA 2020 statement

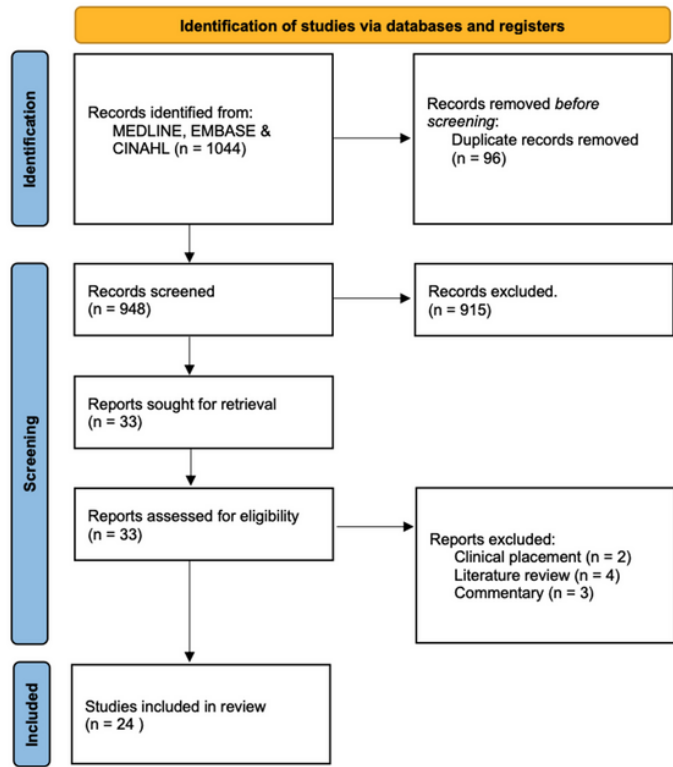
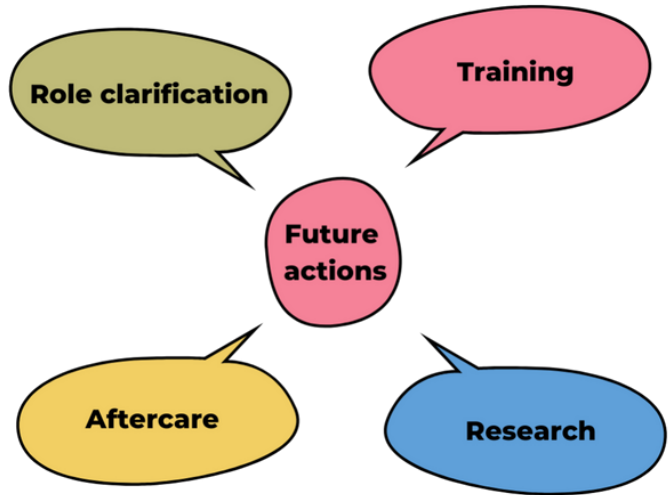


Figure 2: Study of summary recommendations



References

Arblaster, K., Mackenzie, L., & Willis, K. (2015). Mental health consumer participation in education: a structured literature review. *Australian Occupational Therapy Journal*, 62(5), 341–362.

Arblaster, K. (1,2,3), Mackenzie, L. (1), Matthews, L. (1), Willis, K. (4), Gill, K. (5), Hanlon, P. (6), & Laidler, R. (7). (2018). Learning from consumers: An eDelphi study of Australian mental health consumers’ priorities for recovery-oriented curricula. *Australian Occupational Therapy Journal*, 65(6), 586-597–597.

Becker, E. A.; Caraballo, M. R.; Shah, B.K.; Rahim, H. A. (2011). An experiential learning module: Changing students' attitudes towards patient involvement in decision-making. *Respiratory Care Education Annual*, (20), 25-34.

Carmichael, M. (1,2), & Bridge, P. (3). (2017). Expert patient perspectives on radiotherapy: A phenomenological comparison. *Journal of Radiotherapy in Practice*, 16(2), 207-214–214.

Cheng, P. T. M., & Towle, A. (2017). How patient educators help students to learn: An exploratory study. *Medical Teacher*, 39(3), 308–314.

Coleman, K. (1,2). (2018). Interprofessional education: Learning with, from, and about one another. *Radiologic Technology*, 90(2), 200-203–203.

Doucet, B. M., & Seale, J. (2012). The Free Post-Stroke Clinic : A Successful Teaching and Learning Model. *Journal of Allied Health*, 41(4), 162–169.

Flood, T., Wilson, I. M., & Cathcart, J. (2018). Service user involvement in radiotherapy and oncology education; the patient perspective. *Radiography*, 24(3), 185-191–191.