Enhancing and evaluating the impact of Patient & Public Involvement (PPI) on student learning in Health and Social Care Education

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Aim of the session

- Raise awareness of and encourage engagement with initiatives at the HEA, supporting and informing the development of PPI
Context of health & social care delivery

• A ‘patient-led NHS’ Putting patients and public first
• A focus on outcomes that must involve patient experience
• Identifying how user experiences can improve services
• Involving people in their own care to reduce inequalities, improve concordance and the overall patient experience
• Patient experience related to and influences patient safety

*Equity and Excellence: Liberating the NHS (DoH 2010)*
Educational context

• Public engagement is now evident across many discipline areas and organisations other than health
  http://www.publicengagement.ac.uk/

• Involvement is particularly well established in certain areas of health and social care professional education

• However, although involvement is extensive and diverse, it may range from an embedded institutional approach to ‘pockets’ of innovation, with specific groups of learners
What do we mean by involvement?

Level 1: little involvement or consultation
Level 2: emerging involvement
Level 3: growing involvement
Level 4: collaboration
Level 5: partnership

*Ladder of involvement  Tew et al (2004)*
The spectrum of involvement
Towle et al (2010)

6 main educational roles

• Paper based/electronic scenario
• Simulated patient
• Patient sharing experiences with staff facilitating
• Patient teacher- teaching or evaluating
• Patient teacher as partner in design, delivery and evaluation of the curriculum
• Involved at institutional level
Current issues

- Strong evidence that user involvement has short term benefits for all involved in terms of knowledge, skills and behaviour. Less long term evaluation of the impact on professional and practice outcome.
- Requires setting of clear outcomes to assess return on investment.
- On-going research is required to further develop the evidence base. The literature is often descriptive.
Current issues

• Innovation requires an appropriate infrastructure, with policy and processes that facilitate involvement

• There is a need for a sharing of good practice, facilitation & development of involvement and a central repository of resources to promote knowledge transfer

HEA & PPI

• Workshop and seminar series on PPI
  http://www.heacademy.ac.uk/events

• Doctoral study supported through HEA scholarship scheme
  http://www.heacademy.ac.uk/resources/detail/doctoral-prog/doc-prog-carter

• Funding opportunities
  http://www.heacademy.ac.uk/funding

• Resources http://www.heacademy.ac.uk/resources
HEA & PPI

• Educating for PPI (E4PPI) at Southbank University. [link to document]

• Lived Experience Network (LEN) [link to resource]

• Student Essay Competition & Student engagement
LEN- the Lived Experience Network

- A network of people with a shared interest in patient & public involvement in higher education, who aim to develop an alliance of people with lived experiences, students and staff in health and social care education.

- Aims to support, develop and facilitate the involvement of patients and public through narrative, voices, and experiences, in health and social care education.
LEN

• To enhance student learning and practitioner education through the sharing of best practice, innovation and resources

• To support and empower people to become involved in student learning

‘I must say I feel that I have really benefitted personally with my involvement with the group and will be actively looking at the resources provided by the HEA in the future’ LEN member
Key message

• There is a need to make explicit the connection between patient/user involvement in the education and training of future health professionals and key healthcare issues, such as patient safety, the patient experience, quality of care, person centered care, and shared decision making.
Who, how, what & where questions

• Where on the journey may we encounter roadblocks to SU Engagement? How can we navigate?

• What constitutes innovative practice?

• How can we evaluate and assess impact on staff, students, service users and practice?
References
