PATIENT
INVolVEMENT IN
HEALTH
PROFESSIONAL
EDUCATION

This bibliography arose from an international research collaboration that aims to describe the current state of the field and to advance scholarly work through the development of a research agenda.

Patient Involvement in Health Professional Education: A Bibliography 1975 – November 2016

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Introduction: Patients (clients, consumers, service users, carers, lay people, community members, citizens, etc) are actively involved in the education of health professionals, in a variety of roles. This bibliography arose from an international research collaboration that aims to describe the current state of the field and to advance scholarly work through the development of a research agenda.

Method: (i) a comprehensive search of relevant databases such as PubMed, EBSCOHost, Scopus, CINAHL, PsychINFO, Google Scholar, (ii) a systematic search of all issues of major education journals in each of the health professions, (iii) follow up of references listed in relevant papers, (iv) electronic links from index papers to related papers, and (iv) a canvass of international contacts for relevant articles.

Included:
- Patients (clients, service users, community members, carers, etc) engaged in active teaching or educational development roles.
- Patients engaged in teaching in their areas of expertise, including own experiences of life, wellness, illness and / or disability, and the conditions that affect health (e.g. culture, living conditions).
- All health professions (medicine, nursing (including mental health nursing), midwifery, OT, PT, pharmacy, dentistry, social work).
- No restriction on publication date.
- English language.
- Descriptive and research studies of educational programs, including conference papers and letters.
- Review papers.

Excluded:
- Discussion or opinion papers, unless of significance (e.g. frequently cited).
- Conference abstracts.
- Patients playing roles of conditions or symptoms they do not have (simulation).

The bibliography has the following sections and includes background papers that provide useful context.
1. Reviews, general accounts and theoretical perspectives on patient involvement in education
2. Medicine (references organized by theme)
3. Nursing (including mental health nursing)
4. Social Work
5. Pharmacy
6. Physical Therapy
7. Clinical Psychology
8. Occupational Therapy
9. Dentistry
10. Radiotherapy / Radiography
11. Other health professions and programs
12. Multiprofessional and Interprofessional
13. Other useful references

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1. REVIEWS, GENERAL ACCOUNTS AND THEORETICAL PERSPECTIVES OF PATIENT INVOLVEMENT IN EDUCATION

12. McKeown M. Linking the academy and activism: from constructed subjectivities to participatory communicative agency. [PhD]. University of Central Lancashire; 2012.
22. Repper J, Breeze J. A review of the literature on user and carer involvement in the training and education of health professionals. [http://www.shef.ac.uk/content/1/c6/01/34/62/Finalreport.pdf](http://www.shef.ac.uk/content/1/c6/01/34/62/Finalreport.pdf).

2. MEDICINE (REFERENCES ORGANIZED BY THEME)

A. Clinical and communication skills - general
1. Aamodt CB, Virtue DW, Dobbie AE. Trained standardized patients can train their peers to provide well-rated, cost-effective physical exam skills training to first-year medical students. Fam Med 2006;38:326-329.
9. Cahill H, Coffey J, Sanci L. 'I wouldn't get that feedback from anywhere else': learning partnerships and the use of high school students as simulated patients to enhance medical students' communication skills. BMC Med Educ 2015;15:35-35.
25. Lane MA, Mitchell GK, Towers PA, Wong WY. Teaching clinical skills by utilising community patient volunteers—a program evaluation. Focus on Health Professional Education. 2015;16:45.

B. Clinical Skills - musculoskeletal examination

C. Clinical skills - sensitive examinations (male and female)

i. Evaluation / research studies


ii. Surveys / Reviews


iii. Descriptive

iv. Miscellaneous
63. Guenther SM. There is no excuse ... J Am Med Womens Assoc 1984;39:40-42.
69. Salem LA. 'Don't get too comfortable'. JAMA 1992;268:2451.
D. Home or community attachment

E. Views on involvement
15. Riggare S, Unruh KT. Patients organise and train doctors to provide better care. BMJ 2015;351:h3618.

F. HIV

G. Disabilities

H. Children and parents (see also Sections A and G)


I. Carers


J. Mental health / psychiatry


K. Cancer (see also Section A)

L. Elderly


18. Roberts E, Richeson N, Thornhill JT, Corwin SJ, Eleazer GP. The senior mentor program at the University of South Carolina School of Medicine: an innovative geriatric longitudinal curriculum. Gerontol Geriatr Educ 2006;27:11-23.


M. Chronic illness

N. Curriculum development
O. PBL

P. Miscellaneous

Q. Medicine: additional references

3. NURSING (INCLUDING MENTAL HEALTH NURSING)

Background

4. SOCIAL WORK


33. Foreman M, Quinlan M. Increasing social work students' awareness of heterosexism and homophobia — a partnership between a community gay health project and a school of social work. Soc Work Educ 2008;27(2):152-158.


63. Sadd J. 'We are more than our story': service user and carer participation in social work education. London, UK: Social Care Institute for Excellence; 2011. SCIE Report No. 42.
73. Taylor I, Le Riche P. What do we know about partnership with service users and carers in social work education and how robust is the evidence base? Health Soc Care Community 2006;14:418-425.
5. PHARMACY


6. PHYSICAL THERAPY


7. CLINICAL PSYCHOLOGY

8. OCCUPATIONAL THERAPY


9. DENTISTRY


10. RADIOThERAPY / RADIOGRAPHY


11. OTHER HEALTH PROFESSIONS & PROGRAMS

12. MULTIPROFESSIONAL AND INTERPROFESSIONAL

33. Gonzales DB, Gangluff DL. Promoting interprofessionalism and leadership in disability studies with public health students from a family perspective. Disabil Stud Q 2004;24(4).


79. Spencer J. Turning the tables: when a cancer patient contributes to staff training. Prof Nurse 2003;18:598.


Background paper


13. OTHER USEFUL REFERENCES


