

Embedding the Patient & Public Voice in Radiography Education & Research

Achieving excellence in radiography
education

Thursday 27th November

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1. Welcome & Scene Setting



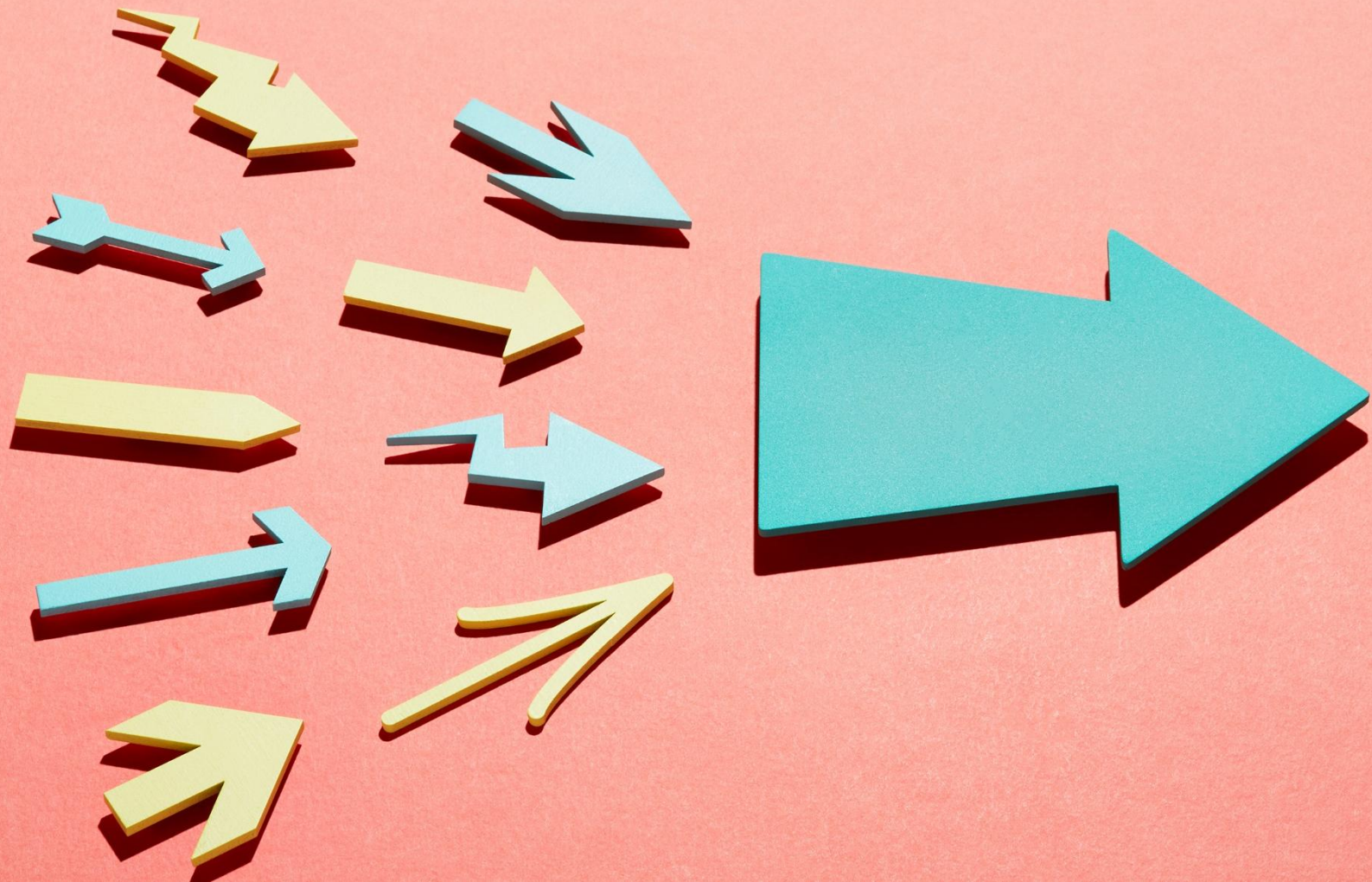
Background / expertise

- Therapeutic Radiographer / Diagnostic world
- Service user lead at Sheffield Hallam University
- Patient and Public Involvement and Engagement (PPIE) Lead at University of Exeter
- PPIE Lead for several NIHR funded trials e.g. TOURIST
- Passionate patient voice advocate

By the end of the workshop:



- Understand what “embedding the patient and public voice” means within radiography education and research.
- Identify opportunities for integrating patient/public involvement and engagement (PPIE) in curricula and projects.
- Recognise common challenges and enablers of authentic engagement.
- Develop initial ideas for embedding patient and public voices in their own teaching or research context.



What is your main professional role?



University
of Exeter



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What does the term PPIE mean to you?

Definitions

“patients, families, their representatives, and health professionals working in active partnership at various levels across the health care system-direct care, organizational design and governance, and policy making to improve health and health care”

(Carmen, 2013)

Patient and public involvement (PPI) entails research being carried out ‘with’ or ‘by’ members of the public, rather than ‘to’, ‘about’ or ‘for’ them.

(NIHR, INVOLVE)

Have you any experience of embedding the
patient / public voice?

Where / what was this?

Drivers



National

- **NHS England** - Patient safety incident response framework and supporting guidance.
- **Gov- Fit for the Future: 10 Year Health Plan for England**
- **National safety agency** -Advancing safer radiotherapy: Guidance for radiotherapy providers on improving patient safety

Professional

- **Society and College of Radiographers** - Patient Public and Practitioner Partnerships within Imaging and Radiotherapy: Guiding Principles (4P's) -Service Delivery, Service Development, Education, Research.
- **EFRS** - Statement on the Importance of Patient Engagement and the Patient Voice within Radiographic Practice
- **HCPC** - Standards of Education and Standards of proficiency

Research

- **NIHR** - Partnering with Patients and the Public to Shape Safer Healthcare
- **Funding and ethical committees** - criteria

Learning from practice

• 1: Co-design projects



2: Dissertation / project modules

- PPIE representatives on viva panels
- Consideration of how information is presented
- Asked questions on where / how patients could be involved

3: Research projects

Larger Bodies in Radiography (LBinRAD)

- Patients' who self describe as living in a larger body
- Exploration of their perceptions of care within medical radiation services



Now over to you



Task: Identification and design

- On your table you have either:
 - Student recruitment / selection
 - Teaching
 - Assessment
 - Module / programme design
- 1. Identify one specific area where patient/carer/public voices could be embedded more effectively.
- 2. What benefit will this bring? (to the learners, patients and carers / public, the programme, HEI)
- 3. How do you make this activity meaningful?
- 4. How do you make these sustainable?
- 5. How will this be done in partnership with the patient/public?

4. Sharing & Collective Reflection



- 1. Identify one specific area where patient/carer/public voices could be embedded more effectively.
- 2. What benefit will this bring? (The learners, patients and carers / public, the programme, HEI)
- 3. How do you make this activity meaningful?
- 4. How do you make these sustainable?
- 5. How will this be done in partnership with the patient/public?

Key points

Involvement must be:

- Authentic
- Relevant
- Of benefit
- In partnership,
- Sustainable.

Thank you



- Please pledge one take home action.

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