

# Patient engagement in health education curriculum

<b>Population</b>	Patient partners
<b>Intervention/Exposure</b>	Patient partners engaging in curriculum planning, implementation, and evaluation of patient-centered care education and delivery
<b>Comparator</b>	No patient partner engagement; usual care
<b>Outcomes</b>	Population health outcomes; provider experiences; patient care/experiences

## Interview Details:

### Why did you choose this topic and why is it important to you?

- Interviewees have experiences as nurse educators/administrators and as patient partners.
- They have identified a need to engage patients and families as equal collaborators across all levels of healthcare; embedding patient- and family-centered care into patient-provider interactions. It is important to properly educate healthcare providers on the competencies and qualities needed of them, from a patient/family centered perspective.
  - In most education programs, patient- and family-centered care is not taught in collaboration with patients, or patients are treated as guests but not full partners.
  - For patient- and family-centered care to become a reality within the health system, patients and families must be embedded into curriculum as co-designers and co-educators, in the planning, design, implementation, and evaluation of curricula.

### What do you hope to learn from researching this topic?

- To determine what the governance structures and processes needed are to ensure patients, families, and communities are engaged as partners in the co-design, implementation and evaluation of health education curricula.
  - What are the structural barriers and how can they be overcome? What are the facilitators?

- How to support cultural shift of healthcare and education towards patient-centered care.

- What are the core competencies of patient- and family-centered care that matter most to patients, families, and communities that should be embedded in health education curriculum (and standardized across Canada)?

### Who needs to know about the findings?

- Healthcare providers
- Regulators
- Accreditation bodies
- Advocacy groups
- Non-governmental organizations (providing services to patients who face inequities)
- Health educators and students
- Institutional/program administration
- Governmental departments for education and health

### Is there anything that you feel a panel of patients, caregivers, healthcare providers, and policy-makers should keep in mind when reviewing this topic?

- There are two focuses in this work: (1) policy; and (2) competencies.
- Patient partners need to help identify the priorities and scope for this project.
- Indigenous communities need to be engaged in this work (to ensure trauma-informed care and culturally appropriate practice is embedded within curriculum).
  - This work might not be accomplished in one research project.

## Feasibility Assessment Results

### Summary:

One systematic review was identified during the scoping literature search. The following review by Gordon et al (2019) was assessed using AMSTAR-2. A summary of the AMSTAR-2 assessments is provided in the table below.

<b>Review #1:</b> Gordon et al, 2019
<b>CRITICALLY LOW quality rating</b> ● ○ ○ ○
<b>Critical flaw:</b> Missing 2 checklist items <b>Study design:</b> Systematic review

### Conclusion:

This topic has a critically low quality systematic review, which suggests that there is scope to conduct further research in this area.