

Patient Engagement Teaching Activity Descriptions: History Taking, Patient/Carer Narrative and Physical Examination

History Taking: Answering students' questions about your long term-medical condition/s and disabilities and/or neurodiversity, and history of the symptoms/features of your condition.

Training to become a doctor involves learning about a wide spectrum of medical conditions and disabilities to be able to diagnose them in the patients they come across in their professional practice. Who best for future doctors to learn from than patients themselves?

What's involved?

In a group setting the students will work through a number of questions to gather a holistic picture of you as a patient, and/or explore the impact your condition/disability/neurodiversity has on you and those in your life. This will be facilitated by a member of staff. An estimation of the number of students attending will be provided to you beforehand. This may also involve you taking part in an assessment examination where students will be examined on how they perform history taking and communication as part of their yearly end of year progression exams.

Things you may be asked about:

- Presenting complaint – the symptoms you noticed when you first became unwell or what the present situation is.
- History of presenting condition – over time, what changes you have noticed.
- Past medical history – any long-term conditions, previous illness, or operations that you have had and the outcome.
- Family history – if anyone in your family has had anything similar and/or the health of your family members.



- Social history – questions about smoking, alcohol intake, levels of physical activity, your home situation (where and who you live with) and your occupation.
- Medication history and allergies – prescription medications and other medications.

Please note: You will not be given the questions in advance as they may differ each time. You can choose not to answer certain questions if you don't want to disclose that information.

Feedback

Feedback is a fundamental part of all patient engagement activity due to the nature of the learning environment you are participating in. We ask that you are open to giving and receiving feedback to enhance the learning experience for everyone involved. This should be entered into with **KMMS' values in mind: Be brave, be kind, be respectful, be passionate, be collaborative, be innovative, be curious.**

General Tips

Prepare for the session/s you are attending and bring the following with you to refer to if needed:

- We advise that you write or record a brief description of your health condition and medical history, listing the medications and key pieces of information.
- If it's helpful you may like to complete the 'Lived Experience Visual Timeline' template (available in induction pack), for you to plot your experiences as a reference for your own notes when speaking.
- To maintain anonymity, please avoid referring to any health care professional, medical practice, or NHS Trust by name. You can refer to them as "my GP", "the Surgeon", "the nurse", "the hospital" or "the doctor's surgery". Please avoid their actual names and locations.

The lecturer may ask you to imagine that you are presenting your symptoms for the first time, to allow the students to practise the process of investigating symptoms to arrive at a diagnosis.

Patient/Carer Narrative: This involves talking to students about your medical condition, disability or neurodiversity and its impact on your life and holistic circumstances. Or, talking to students about caring for someone with a medical condition, disability or neurodiversity and its impact on your life and holistic circumstances.

Training to become a doctor with KMMS involves developing person-centred practice which builds a holistic picture of the patient as an individual, with unique needs and experiences of medical conditions.

What's involved?

Patient narrative involves you giving an informal talk about your lived experience as a patient (or lived experience as a carer) having your medical condition, disability or neurodiversity. It could include how you were initially diagnosed, how you live with your condition on a daily basis, and the impact it has had on your life and those in your life. This helps the students appreciate how the same condition can be experienced differently by patients/carers and demonstrates the challenges individuals may encounter managing their health.

You will be informed by the Patient Engagement Coordinator the topic for the teaching session and the length of time allocated for you to speak to help you in preparing for the session. The lecturer facilitating the session will confirm the time allotted on the day but please ask if they do not let you know.

There may be time for questions or a group discussion with the students following your talk. You can choose not to answer certain questions if you don't want to disclose that information.

General Tips

- We advise that you write or record a brief description of your health condition/lived experiences and bring it with you as a reference for your own notes when speaking. If it's helpful you may like to complete the "Lived

- Experience Visual Timeline” (available in the induction pack) to support you with this.
- For question-and-answer sessions and group discussions: It’s a good idea to have a few questions up your sleeve that you think students might benefit from knowing the answer to, and discussion points to start the conversation. You could also ask the facilitator if they have any specific questions for you to answer. Please note that you can choose not to answer a question if you don’t feel comfortable in doing so.
- If the facilitator moves you on to another point or question, please be guided by them and do check if you are unsure of what is expected of you.
- To maintain anonymity, please avoid referring to any health care professional, medical practice, or NHS Trust by name. You can refer to them as “my GP”, “the Surgeon”, “the nurse”, “the hospital” or “the doctor’s surgery”. Please avoid their actual names and locations.

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Physical Examination: Opportunities for students to practise physical examination skills. Physical examination is a key element of diagnosis and review of a patient's medical condition or disability. Having an opportunity to practise some of these clinical physical examination skills, of a particular medical condition, is a fundamental part of their training.

What's involved?

These physical examinations may involve a student taking your blood pressure, listening to your chest, listening for heart sounds, checking your abdomen, and examining for features related to specific conditions. Students are always under the supervision of a clinical lecturer, and you will not be asked to participate in any intimate examinations. Before the session you will be made aware of what physical examinations are to take place and you can choose whether to participate in these or not. You can withdraw from participating at any point if you feel uncomfortable. This may also involve you taking part in assessment examination where students will be examined on how they perform history taking and communication as part of their yearly end of year progression exams.

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General Tips

- If you have any questions or concerns before the day, please contact the Patient Engagement Coordinator. If you have any questions about what is going to happen before or during the session, please ask the clinical lecturer who is facilitating the session.

- Please note that these examinations are not in place of any medical examinations that you may have carried out by your GP or other medical professional involved in your care.
- You will not be able to get medical advice during the teaching session, either about your existing condition, any new condition or hospital appointments. If anything unexpected is found during an examination, you will be advised to seek medical advice from your GP/consultant.
- Wear comfortable, loose clothing. If an examination requires you to wear certain clothing, we will inform you beforehand so that you can come prepared, e.g. for a stomach examination please wear a top with skirt/trousers/shorts rather than a dress. N.B. Hospital gowns are not available.
- Be attentive to how the student performs the examination and communicates with you, so you can give some feedback at the end, e.g. did they introduce themselves, ask for your permission to do the examination, clean their hands before/after, consider your privacy, dignity, and comfort, or use medical jargon which made it difficult to understand?

Feedback Guidance

Please keep in mind that our students are not yet doctors and will be at different points in their journey. Some may have previous experience from health care roles, others may not. You can be part of encouraging them in their learning and shaping their skills to benefit future patients.

When providing feedback to students please ensure that it is constructive, describing what they did well, and how they could develop their practice further in the future. Feedback should focus on the key assailable points and have the KMMS values in mind.

We welcome feedback from you about the activities you have been involved in, which may be accessible in a variety of ways. Further information on feedback mechanisms will be discussed with you and may depend upon the types of activities you are undertaking.

From time to time we will also provide feedback to you, to support you in your role.

Health and Safety

Fire safety information will be provided at your induction session.

The KMMS facilitator will let you know about general housekeeping information on the day. If you become unwell during a session, please alert the facilitator who will ensure you are looked after.

Standard hand hygiene procedures should be followed, and if appropriate, students may wear PPE to ensure your safety and comfort during physical examinations. If you are not comfortable with any arrangements, please inform the member of staff facilitating the session for this to be addressed for your comfort and safety.

If you feel unwell on the day of teaching and can't attend the session, please let us know as soon as you are able to.