

Nothing about us without us: Teaching medical students to learn from those with lived experience



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Background

- Medical students enter medical school with passion and desire to support others. They crave to learn from others especially patients as they learn primarily in a didactic/lecture style in the first two years.
- In 2016, we developed a two-part session to incorporate family centered objectives during a week on toddlers and genetics for second medical students at University of British Columbia. We then also consolidated this education by providing a similar session in the last (fourth) year of medical school.
- The session is co-designed and improved by partnership between a pediatrician and a family engagement lead (family expert)



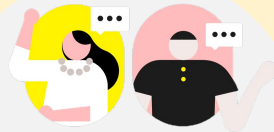
Feedback from Students

I loved and appreciated the **strengths-based lens** that the parent in our group used to share their child's story! It was emotional to hear about the challenges and pitfalls of the system that they faced, but was even more touched by their resourcefulness and resilience in advocating for themselves and for other families.

The healthcare system in general is an institution of power and privilege that can be **intimidating and traumatizing** for many families and people to face and navigate. While there are many great healthcare professionals who are empathetic and kind, many are also very stressed/overworked or don't have the experience, skills or drive to exude that kindness and energy that would help facilitate families to feel respected and understood.



Medical student benefit by learning from those with lived experience. *Key learning points are:*



1. Debrief sessions and feedback

- Include a **debrief for students** to reflect before the next lecture as hearing family stories can be heart-wrenching.
- **Debrief facilitators and family experts** to reflect and share feedback.
- Ensure students have an option to provide **feedback anonymously**.



Recommendation

- Medical school curriculum design should include those with lived experience.



2. Support for family experts

- Family experts must be **supported in advance of the session** as sharing their journey can be challenging.
- Family experts can benefit from having a **facilitator to aid discussion and offer support**.
- Family experts must be **compensated** for the preparation, presentation, and debrief.

Take a picture for the detailed poster <https://bit.ly/3rPAGE5>



3. Virtual sessions are tricky

- **Small groups via zoom** was the most feasible for family experts and student groupings.
- Students may be tired of having their video on all the time and there may be Wi-Fi issues
- Family experts prefer seeing people's faces when sharing their story



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