

# Experience of Patient studies in postgraduate programmes

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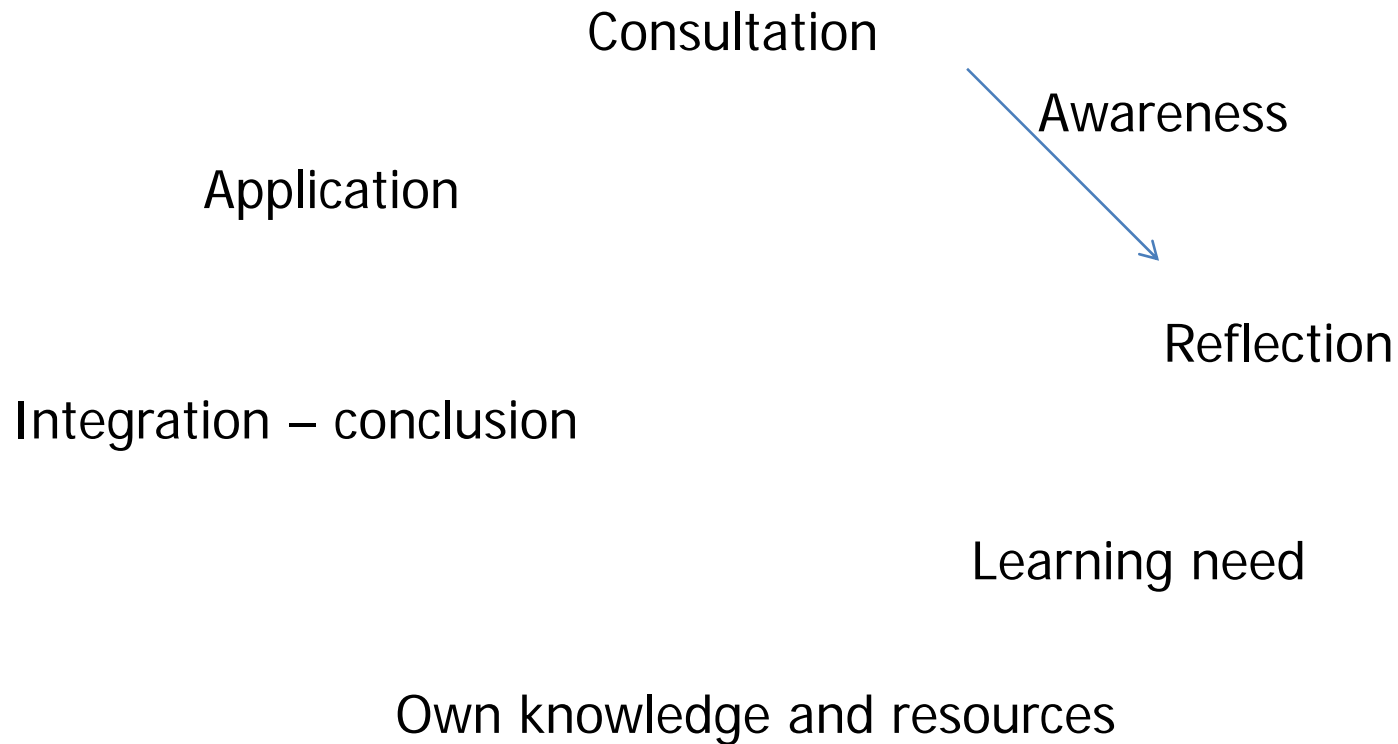
Monica Lindh  
Family Practitioner & Director of Specialty Training  
Swedish EURACT Council Repr

# South African experience

- Medunsa University 1994 – 2000
- Master´s Programme: 12 Patient studies
- Undergrad level: 5 Patient studies
  
- Patient study – Case study

# Patient study – a learning process technique

- Patient- triggered learning cycle



# Patient study – format

- Introduction
- Patient-presentation
- Self-identified Learning Needs
- Brief appraisal of the literature/other sources
- What I have learnt
- Application in future
- References

# Descriptive study – questionnaire

- Sample > 4 patient studies
- Response rate 54% (32/59)
- Total 264 patient studies
- Topics and themes
  - of self-identified learning needs (534)
  - of titles
- Students' reflections
- Demographic details

# Results - Titles

Category (3)	Theme	Verbatim ex
The universal family practitioner	Skills: breaking bad news, family conference	"Learning to listen with three ears"
Personal experience of the doctor	Self-awareness	"Do I care enough?"
Specific context of the doctor	Rural, poverty Local culture/beliefs Violence STD, HIV, Aids Health care changes	"They say I am a witch"  "District team problem-solving"

# Results – Learning Needs

Category (5)	Theme	Verbatim ex
Knowledge and facts	Medicine: bio-medicine	"Was it varicella pneumonitis that caused chest x-rays findings?"
Understanding	Role and impact of: oneself	"Coping with patients that I dislike"
Management	Patient care: approach and relationship	"How to interact with parents of a child who is not getting better"

# Results – Reasons for choice of Learning Needs

Category (3)	Theme	Verbatim ex
Personal	Feelings and fears	"I was ashamed and embarrassed that I missed to diagnose depression"
Doctor – patient relationship	Understanding each other	"There is no difficult patient without a difficult doctor. ..."
Function as a doctor	Professional role	"Confusion arose as to my role as a doctor"

# Results – Students' reflections: personal & professional development

Theme (5)	Verbatim example
Interest, insight and attitude	"A way of finding a better insight into different discipline (not only medical <i>per se</i> , also psychological, cultural and ethical)"
Patient-centredness: a deeper understanding	"Directs you to search for a deeper understanding of problems of management"
Focus on patient's needs and care	"Taught me how to look after my personal professional development having always in front of me the patient's needs and the patient's care"

# Results – Students' reflections: perceived outcomes

Theme (4)	Verbatim example
Improved relationship with patient	"An opportunity for me to do an in-depth study on a patient's problem ... my relationship and understanding of patient improved automatically"
Improved practice management	"It had really helped me to improve things in all the hospitals I had worked since starting"

# Results – Students' reflections: learning and learning process

Theme (6)	Verbatim example
Trigger of learning	"Help to focus one's learning to start seeing every patient encounter as learning experience rather than routine"
Relevant learning	"Forcing one to read and research more into clinical conditions we commonly see in our practice"
Life-long learning	"A good way of self-learning systematic approach; any time I feel stuck, I know how to go ahead, just by applying the learning needs process"

# Conclusion

- Wide range, richness in levels, sensitive issues
- Personal motives/experience – strong triggers of learning
- Learning far beyond the particular patient
  - Changed approach, broadened mind, changed practice, improved quality of care and dr-pat relationship, self-learning systematic approach, a new culture of learning

# Sweden

- Introduced

“Patientstudie med självreflektion”

- Guideline for projects (2003)

[http://www.sfam.se/documents/Supplement1\\_03.pdf](http://www.sfam.se/documents/Supplement1_03.pdf)

- Best project - Specialist exam in 2007

[http://www.sfam.se/documents/AM-1\\_08Inlagawebb.pdf](http://www.sfam.se/documents/AM-1_08Inlagawebb.pdf)

# EURACT - WONCA

## Ideas:

- Introduce patient study - EEA
- Learning at BME-, ST-level
- Part of work-based assessment
- Lifelong learning / CPD
  
- Research
  - Patient studies done in different contexts

# References

Lindh M, Hugo J. **An analysis of patient studies and self-identified learning needs in a Masters programme in family medicine in South Africa.** Education of Primary Care 2003;14(1):71-6.

Lindh M, Hugo J. **Students' reflections on self-directed learning using patient studies in a Masters programme in family medicine in South Africa.** Education of Primary Care 2005;16(4):474-81.

*Thank you!*