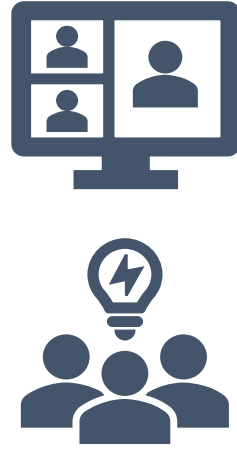


**BCH Academy  
for Teaching &  
Educational  
Innovation and  
Scholarship**



# **Academy Seminar Series**

June 16, 2025

## **Patient/Family Partnership in Health Professions Education: Putting it Into Practice**



To receive credit for today's BCH Academy Seminar:

**Text PO7UT → 1-844-998-2674**

## Your engagement

**Please keep your cameras on** to help us foster an engaging and connected experience for one another and our invited speakers.



# Disclosures

The speaker(s) do not have relevant financial relationships to disclose.



# Introductions

## **Cara Coleman, JD, MPH**

Instructor of Medical Education, Virginia Medicine INOVA Campus  
Executive Director, The Bluebird Way Foundation

## **Kathleen Huth, MD, MMSc**

Co-Director, BCH Academy for Teaching and Educational Innovation and Scholarship  
Pediatrician, Complex Care Service, Boston Children's Hospital  
Assistant Professor of Pediatrics, Harvard Medical School

## **Katherine Litterer**

Program Manager, Family Partnerships, Boston Children's Hospital



# Learning Objectives

*By the end of this session, participants will be able to...*

1. Identify the critical importance of patient/family partnership in health professions education
2. Describe different opportunities for patient/family engagement in health professions education at and beyond your institution
3. Develop ideas and strategies for engaging with patients/families to enhance learning in your own practice as a health professions educator



# A key distinction

## **Patient/family education:**

- Educating patients and families

## **Patient/family partnership in education:**

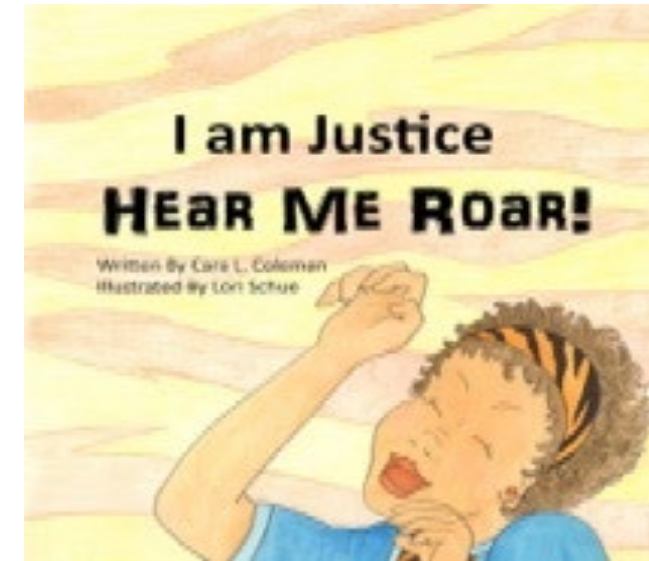
- Voices, perspectives, experiences of patients/families are translated into teaching
  - Content development, teaching, assessment
- Audiences include health professionals, learners, etc.
- We are all learners!



# From Family to Family Faculty

## 9 Things I Wish Doctors Would Do While Interacting With My Child With a Disability

1. Relax!
2. Know her by her name, not her diagnosis
3. Make eye contact with her
4. Start with hello
5. Don't assume
6. Be sincere
7. Ask questions
8. Pay attention to the way she communicates
9. Never forget the power you have as a role model



# A key distinction

## **Lived experience:**

- Experience with condition and accessing services
- Insights into how services are delivered and challenges navigating systems of care

## **Lived expertise:**

- Deep knowledge of health conditions, disability and multiple systems of care
- Expertise grown over time, through learning about and engaging with program, policy, educational and research partnerships

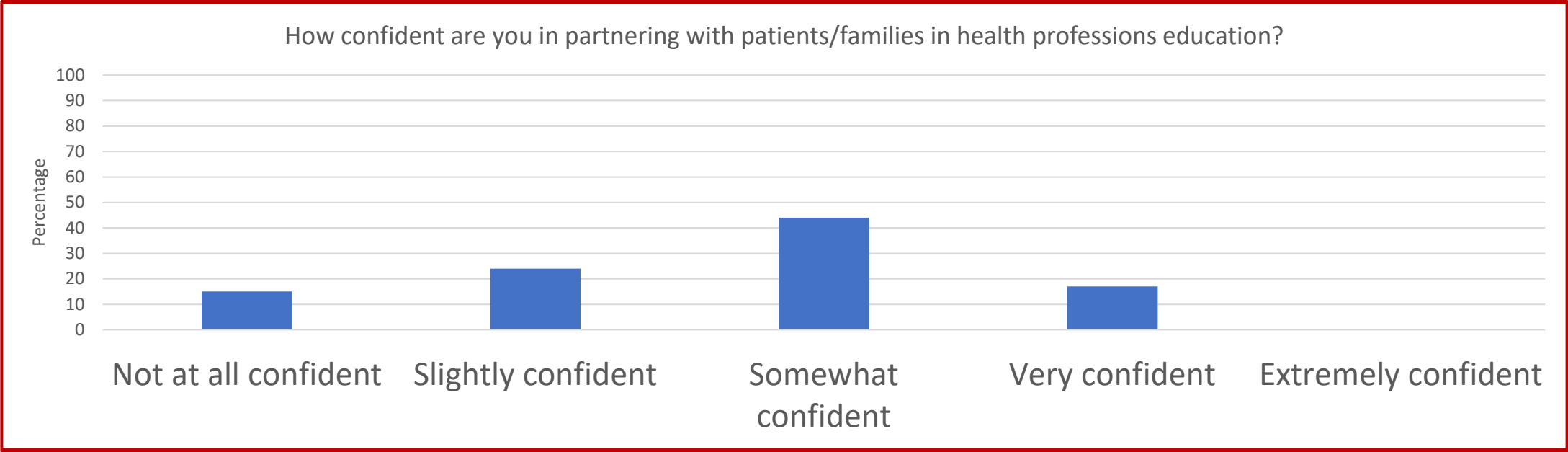


# A spectrum of patient and family involvement



*Individual and systems/organizational levels*  
***Variation in who, how, when, where, why and what across initiatives***

# A spectrum of clinician-educator experience and comfort!



# A story of family-educator partnership



Huth K, Henry D, Cribb Fabersunne C, Coleman CL, Frank B, Schumacher DJ, Shah N. Family-Educator Partnership in the Development of Entrustable Professional Activities in Complex Care. Acad Med. 2023;  
12

# Spectrum of Patient/Family Engagement in Health Professions Education

Informing	Advising/ Consulting	Involving	Partnering
Patient/family story is focus of a <u>scenario in case-based learning</u>	Patient/family invited to share story or be a part of <u>panel</u> that is a part of faculty-directed curriculum	Patient/family has <u>specific role</u> in teaching, giving feedback or evaluating learners	Patient/family involved in <u>decision-making with many aspects of educational delivery, development and evaluation</u> (specific course and/or whole curriculum)
	Standardized or volunteer patient/family with <u>scripted</u> encounter	Patient/family <u>hosts</u> learners in home visit or at another setting as part of a longitudinal initiative	Involved in <u>sustained role at institutional level</u> as instructors in education, evaluation and curriculum and with decision-making bodies

*Adapted from: Towle A et al. Active patient involvement in the education of health professionals. Med Educ. 2010.*

## Applying the framework: Case vignette

**Jalen** is a 13-year-old boy recently diagnosed with Type 1 diabetes. He lives with his father and older sister. He is learning to manage his insulin regimen, but has had difficulty with blood sugar monitoring during school and basketball practice. His father is worried about long-term complications and balancing independence with oversight. You met Jalen during a hospitalization.

You are exploring how to improve diabetes education for your learners so that they can better support adolescents with diabetes.

# Large group activity

- Click the link in the chat to access the padlet, or use this QR code →
  - Post by clicking “ + ”
1. *How can you engage patients/families to improve education on diabetes care for adolescents?*
  2. *What do you need to consider?*



# Practical tips for patient/family engagement in health professions education

## Leverage your local resources

- Reach out to the Family Partnerships team (part of the Office of Experience) at BCH: network of patient/family advisors
- Ask current/past patients/families

## Create a culture of openness

- Openness, curiosity, humility are welcome
- Trust and respect for ALL
- Clarity via communication: frequent, plain/genuine, honest, whole picture
- Welcoming ideas and creativity vs. sticking to agenda/plan

## Be specific

- About your topic, need, gap, experience
- Be specific in ask for ALL (not just patients/families)

## Invest in personal/professional development

- Teach teachers how to involve patients/families
- Teach patients/families how to teach and partner in education
- Engage in co-learning (learn with and from each other)

*Adapted from Eijkelboom C et al. Twelve tips for patient involvement in health professions education. Patient Educ Couns. 2023.*

# Boston Children's patient and family advisors in education

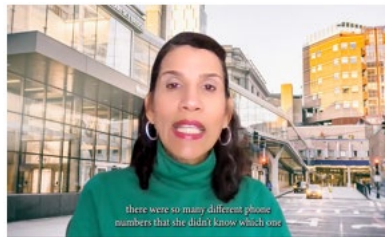
Start early for best results



In-person



Education planning



Asynchronous

**What Matters to Patients and Families\***

As future care team members, these are things that patients and families want you to know are extremely important to them:



**Review patient information before walking into the room**

"It signals you are prepared, competent, and value the interaction with your patient. It also decreases the chance of medical errors relevant to treatment."

*Tell the patient/family if you've been able to review information. If not, say so and apologize. Share relevant patient information with team members.*



**Recognize your patient/family members as "experts"**

"I bring insight and experience as the one living with the condition that a doctor can not. I also have care experiences with other providers that may be important for me to share."

*Take time to ask questions about what is different today. What does the patient usually look like at home? Communicate to team members the expertise of patient/family.*



**See your patient as an individual**

"Recognizing a patient's individuality, emotions, and unique needs helps a provider build trust and rapport, which leads to better communication."

*Ask what is most important for you to know about the patient. Ask what the patient's/family's goals for their health are.*



**Patients/family members are valued care team members**

"Patients and families have a wealth of information that may influence both the care you want to provide and the care the patient/family is able to execute or sustain."

*Ask about patient priorities for health outcomes. Ask about what keeps your patient from achieving good health. Include team members to create solutions that work for your patient.*



**Communication between care team members is essential**

"A cohesive medical team is very important. A doctor should be able to easily communicate with all individuals involved in a patient's care."

*Pass along patient/family member questions and/or concerns. State if, and how, you've communicated with the patient with your team members.*

\*Created with help from 100+ patients and caregivers

Take away resources

## What Matters to Patients and Families\*

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# Examples of patient/family engagement in health professions education

## Informing

### ***Newly Licensed Nurse Orientation***

Designated group of family advisors present to learners, using personal experiences to make key points that have been identified as priority by nursing leaders *and* volunteer advisors.



## Advising/Consulting

### ***Pediatric Rare Disease Summit 'paired talks'***

Patients and family members participated in 'paired talks' with researchers using conversation to prompt discussion about / sharing experiences highlighting key themes identified as important to speakers.



## Involving

### ***Interprofessional Collaboration education for medical learners***

A family advisor reviewed planned curriculum, created case study highlighting key learning points identified by health professions educators. The family advisor delivered case study at education session, answers questions, facilitates a small group breakout project.



## Partnering

### ***Harvard-Wide Pediatric Health Services Research Fellowship***

Family advisors serve as board members, reviewing applications/participating in programmatic decisions. They host dedicated learning sessions for fellows about patient and family experience and provide feedback/insights to fellows on works in progress. Some advisors serve as mentors to research fellows.



# BCH health professions educator feedback

*Patients and families bring value to education; help make learnings tangible*

“I think every person – students and faculty alike – was impacted by hearing M’s case. I really hope that this can inspire a better approach to collaboration that is effective for, and inclusive of, patients and caregivers. Personally, every time we interact, I really do feel like I learn something new that will change how I treat my patients and their families.”

Kelsey Miller, MD, EdM  
Associate Physician in Pediatrics,  
Division of Emergency Medicine  
Assistant Professor of Pediatrics,  
Harvard Medical School

Lauren Danforth, MSN, RN, NPD-BC  
Senior Nursing Professional Development  
Specialist  
Clinical Education, Informatics, Practice &  
Quality

“I know the large groups via Zoom can be challenging to engage, but I continue to receive feedback that **hearing a parent share their perspective, especially when not directly caring for the patient, is really insightful.**”

“Parent engagement in the Harvard-Wide Pediatric Health Services Research Fellowship, including engagement as teachers of the fellows in seminars and works in progress meetings, is one of the greatest strengths of the program. Fellows have an opportunity learn a critical lifelong skill of a pediatric HSR researcher- the ability to engage patients and families in our research. Personally, I learn something every time they teach.”

Kathleen E. Walsh, M.D., M.S  
Director, Harvard-wide Pediatric  
Health Services Research  
Fellowship



# Participating in education is meaningful to patients and families

*“I had such an incredible moment of realizing how powerful these kinds of collaborative events can be, and how it helps to break down barriers while also really elevating the incredible work that is happening in labs and clinics across the hospital's locations. I may have even cried a little!”*



Brenda Allair  
Family Advisor

# Get in touch...We'd love to hear from you

Everybody's team, goals and work is unique. We're happy to have a casual conversation to help identify if, who, when, where and how patient and family voices may be best integrated into *your* work.

## Reach us at:

- Katie Litterer, Program Manager, Family Partnerships: [Katherine.Litterer@childrens.harvard.edu](mailto:Katherine.Litterer@childrens.harvard.edu)
  - Lisa Rubino, Director, Office of Experience: [Lisa.Rubino@childrens.harvard.edu](mailto:Lisa.Rubino@childrens.harvard.edu)
- Family Partnerships Program: <http://web2.tch.harvard.edu/familypartnerships/>

Contact [BCHacademy@childrens.harvard.edu](mailto:BCHacademy@childrens.harvard.edu) with any questions, feedback, comments, or ideas for seminars!

*Thank you!*

