"The best teaching is that taught by the patient himself": Exploring conflicting narratives about patient involvement in health professions education

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University of Rochester Medical Center
G-9425 Class of ’62

More than 100 years ago, William Osler inspired educators to consider health professions (HPE) education as intricately reliant on patients. Since that time, patient involvement in HPE has taken on many different meanings. The result is a disparate body of literature offering sometimes conflicting advice about how to conceptualize, design, implement, and evaluate patient engagement programs within the domains of education. In this presentation, Dr. Paula Rowland will explore the broad literature on patient involvement in HPE, highlighting the practical, conceptual, and ethical differences implied across different researcher and practitioner communities engaged in this work. In the process, important questions arise about the future of HPE and the roles that patients, publics, and society at large may (or should) play in shaping the next generations of health care professionals.

Learning Objectives
1. To identify three different research and practice traditions associated with patient and public involvement in HPE
2. To describe how these historical perspectives potentially connect to current educational imperatives

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Open to All Faculty, Staff and Students. Light lunch provided

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