



Meeting: Lived Experience Network, Oxford Showcase 7
Date: Friday 5th December 2014
Time: 10.00 – 15:30
Venue: The Snow Room (JHB408) John Henry Brookes Building,
Oxford Brookes University

Dear LEN Members,

Here are the notes for the 7th LEN Showcase. The event was hosted by Oxford Brookes University and Oxford University.

Agenda:

- 10:00-10:20 Refreshments
- 10:20-10:30 Introductions – Rozz McDonald Oxford Brookes University and Jools Symons LEN Lead
- 10:30 - 11:00 Oxford Brookes University Showcase – Rozz McDonald, Shaun Picken and Andy Rye
- 11.00 - 11.30 Oxford University Showcase – Rosamund Snow
- 11.30 - 12.00 Oxford Brookes University Showcase - Facilitating and developing the involvement of service users and carers in the Mental Health Nursing Programmes, Carol Gee: Lecturer Mental Health Nursing OBU (see PowerPoint)
- 12.00 - 12.30 Oxford University Showcase - Clinical Teaching Associates (see PowerPoint)
- 12:30-13:15 Lunch
- 13:15-13:45 Announcements, news, updates and Showcase schedule:

What Your Patient Is Really Thinking

A new series for the *British Medical Journal* (BMJ).

What is a *What Your Patient is Really Thinking* article?

Articles in this new series (WYPIRT) are patient-owned: patient-led, and patient-edited. They contain messages which are interesting,

thought-provoking and challenging for BMJ readers, along the lines of “What I wish you [the BMJ audience] knew, and why”.

What are they about?

They are the patient’s direct voice to healthcare professionals. Articles can be triggered by something small (lessons for doctors from a single healthcare appointment) or large (lessons for doctors from a lifetime of managing a chronic disease). They can be issue-based, offer a new angle on a familiar situation, or ask controversial questions from the patient perspective. Above all they must aim to give healthcare professionals and policy makers something to take away and put into practice, and/or make them think about questions that would make a difference to the way they see their role or relationship with patients.

For example:

- What should healthcare professionals do differently now they’ve read what you have written?
- What questions should healthcare professionals ask themselves before interacting with people like you?
- What else might need to change?

At the end of each piece, there is a box called “here’s how you can help”. This summarises in three or four bullet points the things you want the readers to do differently as a result of reading your article.

Who can write one?

Anyone who is using the healthcare system, either on their own behalf or for someone else (e.g. active carers) who has a new perspective or useful learning to get across to the BMJ audience. BMJ readers are mainly doctors, in the UK and internationally. WYPIRT pieces must be patient-led. If the author has a good reason for including a doctor’s viewpoint or commentary, they may do so, but the final article should be signed off by the patient author. If you have something to say but are not confident in writing, the BMJ Patient Editor, Rosamund Snow, can help – contact her on rsnow@bmj.com.

What they are not...

- A personal complaint about a healthcare professional or clinic
- Gushing praise of a particular healthcare professional or clinic
- A personal anecdote with no learning points
- Promotion of a particular treatment or style that other healthcare professionals cannot access or try to imitate
- Aimed at other patients

Other considerations

- Authors may choose to be anonymous if they wish.
- Authors should aim for about 1000 words.
- WYPIRT pieces will be open access (available to all online without a fee).

The BMJ cannot guarantee publication of an article until it has been formally submitted and accepted. If you are a patient or carer with an idea for a WYPIRT article, please get in touch with the BMJ's Patient Editor on rsnow@bmj.com with an outline of what you'd like to say.

Rosamund Snow
@BMJPatientEd
#WYPIRT

13:45-14:45 Topic tables/Group discussion ('Grasping the nettle' – What is the ideal model of payment and support for Service Users and Carers who are involved in delivering Health and Social Care Education in a variety of ways?):

In what way can patient and carer educators be rewarded and recognised for their involvement in educating health professionals?

- Payment of conference fees
- Development of curriculum vitae and portfolios
- Provision of opportunity to get out of the house
- Provide access to facilities e.g. library, IT, educational courses, email, staff card, uni lectures etc.
- Co-authorship of publications
- Academics could provide shadow writing to develop authorship with the service user as first author
- Payment of travel that does not affect benefits
- Certificate of attendance and letters of recognition for personal and professional portfolio
- Scholarships and subsidised academic courses
- Access to staff development courses

- Resolve issues around payment- look at models of practice nationally
- Appropriate support and training – including emotional support, peer support and debrief following involvement activity
- Student preparation, to include rights of service users and carers to refuse to proceed with involvement, confidentiality,
- Staff preparation to include rationale for patient and carer involvement, external drivers, clear learning outcomes. Strategy supported from the top down

14:45-15:30 Round up, next meeting and thank you

**Jools E Symons – LEN Lead
Patient & Public Involvement Manager
Year 2 Lead in Communication Skills**

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