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Design my doctor: a student-led intervention

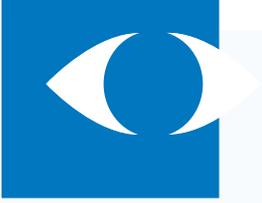
1. Embedding the patient voice in the medical school curriculum plays an important role in shaping their approach to the doctor-patient relationship
2. This project is a collaboration between Moorfields and UCL Medical School
3. Medical students asked 183 patients the following question: "What should our medical school teach your future doctors?". Responses were analysed thematically using nominal group technique
4. Emergent themes from our study suggest that the public prioritise empathy, good communication and honesty as being of greatest value, above clinical knowledge
5. Medical students involved in the project found that listening to the patient voice had a tremendous impact on them, particularly in terms of building their professional attitude around providing the most welcoming and comforting service to patients

Summary

Government policy and General Medical Council have advocated inclusion of the patient's voice at all levels of healthcare planning and delivery, including the Undergraduate Medical Curriculum. Evidence suggests that exposure to the patient's voice plays an important role in undergraduates' formative experiences, shaping their approach to the doctor-patient relationship.

This is an educational initiative, which took place at Moorfields Eye Hospital and 3 hospitals affiliated with UCL Medical School.

The project, "Design my Doctor" (DMD), enabled medical students to have conversations with unselected patients and members of the public to explore their priorities regarding healthcare. Medical students asked the standardised question, "What should our medical school teach your future doctors?". Responses were analysed thematically using nominal group technique.



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Students experienced the authentic patient voice in 183 participants and reflected on their views and healthcare priorities. The emergent themes suggest that the public prioritise empathy, good communication and honesty of their doctor as being of greatest value.

In summary, patients identify interpersonal qualities ahead of clinical knowledge in tertiary and secondary care settings. Students' reflections show that they value patient contact beginning early in their course as a means to enhance their confidence and shape their identity as future doctors.