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Title:

Are you talking about me? Patients' involvement in curriculum design and development

Abstract: (Your abstract must use **Normal style** and must fit in this box. Your abstract should be no longer than 300 words. The box will 'expand' over 2 pages as you add text/diagrams into it.)

Background: Patients have always been involved in the delivery and assessment of learning in our independent prescribing programme. However, they have not been extensively involved in curriculum design.

Aim: We sought to develop a framework of patient's involvement in the curriculum design of pain management within the multi-professional, independent prescribing programme. The plan, do, study, act (PDSA) approach informed our process (shown in Figure 1). (Institute for Health Improvement, 2019).

Methods: We reviewed qualitative literature on patients' experiences of pain. Findings have been incorporated into learning and teaching materials used in the independent prescribing programme. We then discussed the materials with a regional manager of a Macmillan Cancer Care project to improve pain management and increase collaboration between paramedics and the key teams involved in the patient's care. The learning objectives and draft teaching materials were then shared with a group of patients living with both chronic and cancer pain, attending a day therapy unit at a hospice.

Results: The patients' feedback affirmed the use of learning activities that reinforced the importance of a holistic individualised approach to pain management. The need to focus on function related goals rather than reduction in numerical severity rating was highlighted by the patients, reflecting the research themes identified (Gibbins et al., 2014). The value of professionals discussing referrals to other services sensitively was highlighted. The patients wanted health care professionals completing a prescribing course to consider three key messages illustrated in Figure 2.

Conclusion:

We developed a method for involving patients in the design of the independent prescribing curriculum. Patients' involvement tailored pain education in the curriculum to what patients need and expect, resulting in a more person-centred approach. The changes made to the programme should help independent prescribers better meet the needs of patients with pain.

References:

Gibbins, J., Bhatia, R., Forbes, K. and Reid, C. (2014) What do patients with advanced incurable cancer want from the management of their pain? A qualitative study. *Palliative Medicine*. 28 (1), pp. 71-78.

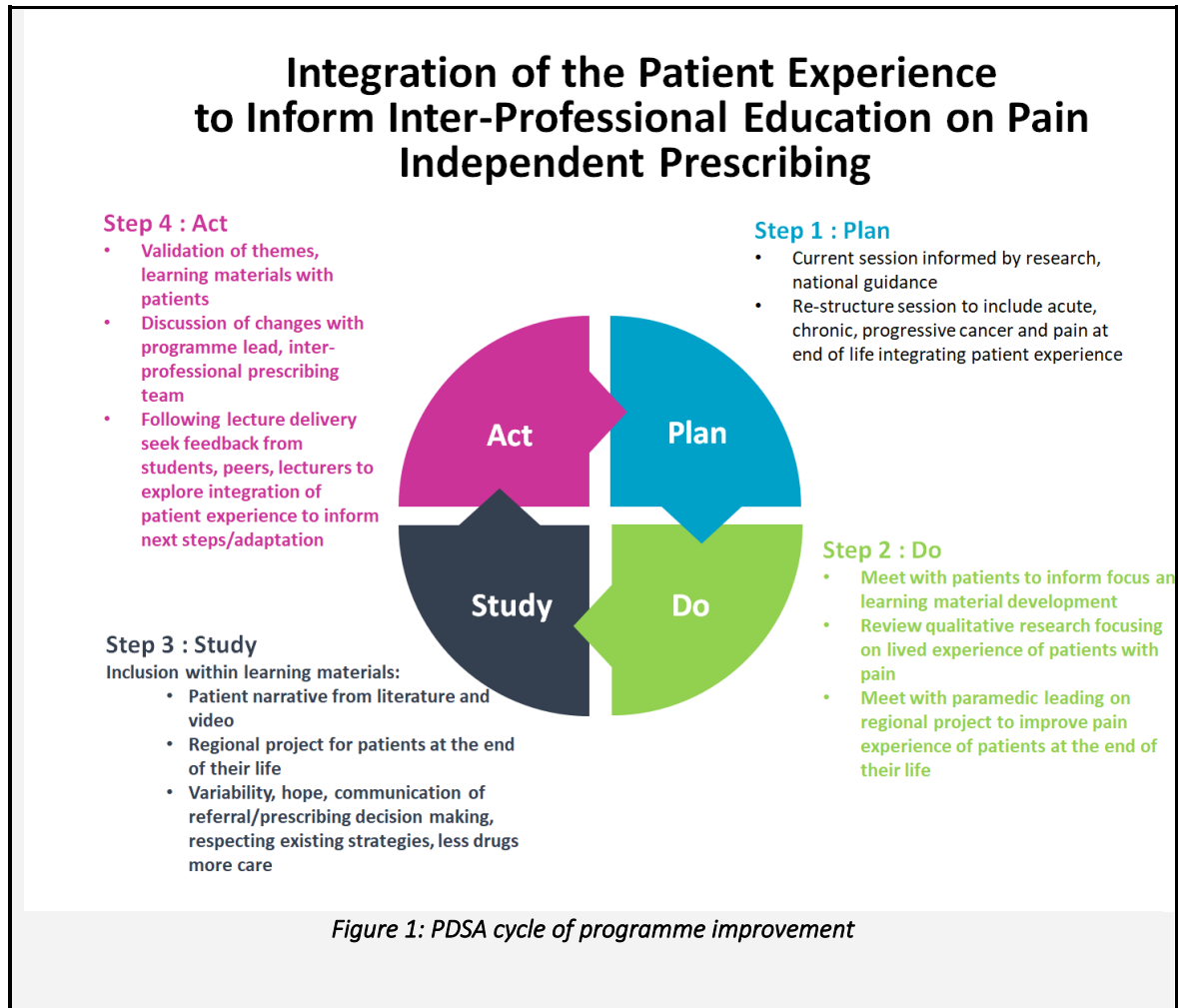
Institute for Health Improvement (2019) Plan, Do Study, Act (PDSA) cycle for quality improvement. Available from: <http://www.ihl.org/resources/Pages/Tools/PlanDoStudyActWorksheet.aspx>. [Accessed 26 April 2022].

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A message from the patients to future prescribers.....



How do you communicate and share your reasoning with other teams of why you did not prescribe? I have to explain why I cannot have Ibuprofen to every out of hours professional I meet



Think about how you react with words and expressions to my existing strategy for pain relief, even if you don't agree



Less drugs more care. If medicines that have been tried do not generally work for me, ask me what might help, I am aware you probably feel helpless. I would want someone to sit with me during acute episodes just for a moment. Don't waste time looking for more drugs on the computer or phoning someone else

Figure 2: Key messages from patients to independent prescribers