

ASME/GMC Excellent Medical Education Award 2019 – Undergraduate Category Winner – Final Report



Co-design in medical education – learning to work collaboratively for health

We are delighted to announce this update on our ASME/GMC Excellent Medical Education Award (undergraduate category winner 2019).

The rationale for this project came from reflecting on what it is to support patients effectively in the management of non-communicable chronic conditions. Patients bring an important perspective to service improvement and [experience-based co-design](#) (EBCD) is an increasingly popular improvement methodology. We also felt that medical students needed to learn to work collaboratively with a variety of stakeholders including outside agencies.

360 Year 2 medical students from Imperial College School of Medicine will be working with 200-250 architectural design students from the University of Westminster School of Architecture & Cities (including masters and continuing professional practice students) on a longitudinal, interdisciplinary learning project in collaboration with service users and stakeholders affected by long term mental health conditions.

Our intended outcomes include:

- Advocacy on behalf of health service users
- Awareness of the relationship between the built environment and health
- Cross-disciplinary communication and working in collaboration with a range of stakeholders

64 teams of approximately 8-10 will work with service users and stakeholders representing 4 mental health conditions to come up with design improvements to a variety of clinical sites:

1. Dementia (e.g. memory clinics)
2. Learning Disability and Autism (e.g. Neurodevelopmental playrooms)
3. CAMHS (Family Therapy spaces)
4. Acute mental health disorder (Home treatment rooms, Crisis Centre, Emergency Department Acute Mental Health spaces)

There will be two shared teaching and learning days facilitated by experts from both the University of Westminster and Imperial College. Our original plan was to work in the University of Westminster's architecture studios, however covid-related adjustments are in place for live online collaborative learning via Zoom, Blackboard Collaborate and Slack. We are running co-production workshops in November 2020 and design workshops in February 2021 with pre-session tasks on appropriate language in mental health, teamworking guidance, and introductions to the collaborative apps.

The co-production workshops will include interviews with experts on the link between design and well-being; video tours led by a clinician of their allocated clinical site; clinical overviews of the condition the space is designed for including relevant neuroscience; a montage of service-user interviews for each site based on EBCD methodology; and a Q&A panel including service users, psychiatry trainees, and clinical experts. Groups will then work on creating a user brief with [JoinUpDesignForHealth](#) exemplars, with expert facilitators wandering between online groups.

In the follow-up design workshops, student groups will be working with a 3-D site model. They will be invited to review and validate their design briefs, and work collaboratively on their design ideas to create a team poster. Teams will present back to each other in groups of four. Students will be required to submit an individual reflection on their learning, with medical students invited to focus on co-production, quality improvement and the patient journey.

The 10 or 20 best posters will be presented publicly at the University of Westminster summer show, with prizes for the best 3. We are also exploring bringing the exhibition to specialist conferences. The outputs of the design events will be shared back with the clinical sites, who will be invited to respond. We will also create a website to showcase the posters with videos of the workshops +/- public event.

The module was designed by [Wing May Kong](#) (diabetologist and ethics lead), [Jennifer Wallis](#) (historian and medical humanities lead), [Elizabeth Muir](#) (general practitioner and lead for professional identity formation) from Imperial College, in collaboration with [Ro Spankie](#) and [Alastair Blyth](#), both Associate Heads of School at Westminster.

Our analysis will be led by [Kathleen \(Kay\) Leedham-Green](#) from Imperial's [Medical Education Research Unit](#), and will include observations, coursework analysis, module feedback, and focus groups across stakeholder groups including service-users, facilitators and students. We will use approaches informed by grounded theory to explore interdependencies between preceding and modulating factors, contexts, processes and impacts. Impacts will be subcoded according to the [Wenger Trayner framework](#) for evaluating educational value in communities of practice. Findings will be re-explored through focus groups, trying to analyse not only the effectiveness of this type of educational activity but also the mechanisms of how shifts in perspective and professional identity occur. Kathleen (Kay) Leedham-Green has recently co-authored a chapter on [professional identity formation](#) for a major Springer series on clinical education.



From left to right: Wing May Kong, Elizabeth Muir, Jennifer Wallis, Kathleen Leedham-Green outside Queen's Tower, Imperial College London. Credit K Leedham-Green.



The [architecture studios](#) at University of Westminster School of Architecture and Cities. Credit: J O'Brien