

PATIENT AS A PERSON FOUNDATION



Patient as a Person Foundation (Dutch: Stichting Mens Achter de Patiënt) dreams of person-centred health- and social care. To this end, the foundation starts where tomorrow's professionals start: in education. Through active participation of patients in education, with a longitudinal and modular character, the foundation aims to secure patient-centredness and interprofessional collaboration in the education of future generations.

An example is the eponymous module: Patient as a Person. In four weeks, students from different educational backgrounds and people who have experience with illness and health- or social care have three meetings and exchange experiences. The aim for the students is to gain insight in the impact of illness and role professionals have in this, from the patients' perspective. A group consists of a maximum of sixteen participants: twelve students and four patient experts. Through this small-scale setting, a confidential atmosphere is guaranteed.

'Patient as a Person' module

During the first meeting, the health- and/or social care professional is the central theme. After an elaborative personal introduction, in which 'who' you are is more important as opposed to 'what' you are, the group discusses which competencies and characteristics are attributed to ideal professionals. In this, the patients emphasise how this can be best translated to practice. Additionally, the (im)possibilities of the health care system are discussed, before groups of four people are formed: three students and one patient expert in preparation of for the second meeting.



The second meeting takes place in the context chosen by the patient, as during this meeting, their experiences are the central theme. The patient experts share their stories on how illness has impacted their lives, or the lives of their relatives. Additionally, patients reflect on the either positive or negative role professionals have played in this process. Because students from different backgrounds are coupled to a single patient expert, students not only learn from the patients' perspective, but also of the other professions' background.



During the third and last meeting, the student is the central theme. The students pitch, based on the reflective assignment they have written after the second meeting, what impacted them and what has transformed them in their future profession. Where the second meeting goes in-depth, the third meeting broadens the view of the participating students: they also learn from different patients' and students' views.

