

# HEALTH SYSTEMS SCIENCES AND INTERPERSONAL RELATIONSHIPS: THROUGH THE EYES OF A PATIENT AND PHYSICIAN

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## Background

~Within the AMA Health Systems Science framework, the patient, family system and community are at the very center of, and the pivot point around which, all the system functions.

~It is vital for learners at all stages of medical education to grow in their knowledge, experience and understanding of the “lived” experience of being a recipient of healthcare.<sup>1</sup>

~A separation exists “between intellectual and experiential learning” and the patient experience highlights this gulf.<sup>1</sup>

~A variety of creative modalities and formats have been offered to learners for deeper, more nuanced understanding of the patient experience.<sup>1-3</sup>

~This health systems science curricular component, provided to medical students at Virginia Tech Carilion School of Medicine (VTC SOM), aims to utilize the physician-as-patient lived experience to bring to life the ways in which each component of the health systems science framework can play a role in the patient experience, healthcare received, and outcomes.

## Session Goals

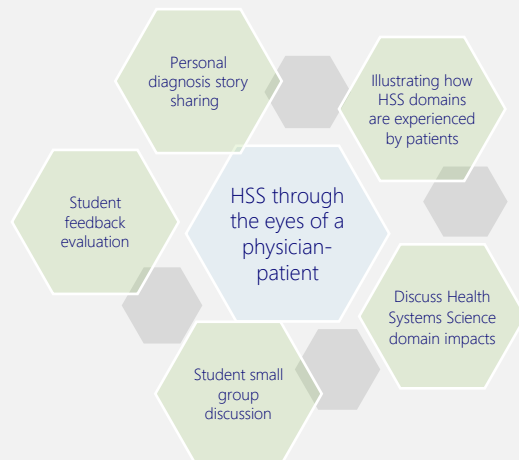
Goals of this session are:

1. Illustrate the ways in which patients might experience the health care system as they receive care.
2. Understand how various health system science domains impact patient care experience and patient outcomes.

## Session Learning Outcomes

- 1 Recognize ways in which health systems science domains intersect in the patient experience.
- 2 Describe nuances existing within the health system science domains.
- 3 Relate health systems science domains to patient and family systems experiences.
- 4 Discuss the complexity of the healthcare system and how that complexity can affect the patient experience.

## Session Elements



## Progress Milestones

Patient experience session presented to learners

Learners engage in small group discussion

Learners provide feedback regarding session achieving learning outcomes

## Next Steps

- Continue to share the patient experience from a personal perspective.
- Incorporate learner feedback to enhance the session for optimum learning.
- Share session more broadly across the academic medical center with colleagues, and peers.

1. Kitzman R. Improving Education on Doctor-Patient Relationships and Communication: Lessons from Doctors Who Become Patients. *Academic Medicine*. 2006; 81(5): 447-453.  
2. Shapiro J, Hunt L. All the world's a stage: the use of theatrical performance in medical education. *Med Ed*. 2003; 37(10): 922-927.  
3. Deffenbaugh N, Chikolas N.E. The outcome of interprofessional education: Integrating communication studies into a standardized patient experience for advanced practice nursing students. *Nurse Education in Practice*. 2016; 16(1): 176-181.

