

Appendix 9.

**Expert Patient
Programme
Toolkit**

Appendix 9. Guidelines sent to EPs before an EP session

Expert Patients Interview Guidelines

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1. Educational experience for students to improve and enhance their interviewing skills – Don't hide things be forthcoming if asked.
 2. Must be real experiences no need to try to make more interesting life is life. No need to add to what it is already
 3. Intelligent 4th year students but no experience of psychiatry so unlikely to be the same as seeing your psychiatrist.
 4. Not about getting everything off the history list it's much more about communication skills. Students will be expected to focus on this not all clinical diagnosis.
 5. There is more than one mode of feedback:
 - Verbal feedback at completion of the interview – EP's can talk to the student on their own.
 - EP is supported in giving feedback by a PTU educator.
 - Talk to PTU educator without the student being there – this is often preferred when a student hasn't performed well and there is significant constructive feedback required.
 - Written feedback- Using the adapted Empathy scale. Students like this for reflection. PTU staff can offer support where EP aren't confident in their literacy skills or ability.
 6. EP's are taught the 'feedback sandwich' - positive, objective criticism, then positive. ALWAYS constructive feedback.
 7. Nothing is compulsory any interview can be stopped at any time.
 8. Issues with completing feedback can be discussed at any time with a member of the teaching team.
 9. The written feedback can be marked by ratings (poor to excellent) only. Comments are not necessary but are helpful to the student.
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