

# Co-design in health educator curriculum: from intent to action

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# Background

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- Growing expectation that health education is co-designed and co-delivered in partnerships with lived experience expertise
- Contribution of experts by experience (EBE) promotes decision making with or by experts by experience, rather than for, about, or to them<sup>1</sup>
- Involvement of EBE promotes positive and inclusive attitudes towards people with disabilities<sup>2</sup>
- Involvement should extend from guest lectures to a partnership that spans the entire curriculum design process<sup>3,4,5</sup>
- Currently a lack of evidence to guide these partnerships in education



A woman with short brown hair and glasses, wearing a grey blazer over a light-colored shirt, is sitting in a wheelchair. She is positioned in a modern hallway with brick walls and recessed ceiling lights. The image is partially obscured by a white curved shape on the right side of the slide.

# Methodology

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**Research Team:** Health educators and an EBE

**Funding:** Australian and New Zealand Association for Health Professional Education

**Scoping review:** explore the tensions, challenges, and barriers to authentic EBE co-design (141 articles)

**Qualitative study:** Qualitative descriptive<sup>6</sup> study to explore the experience of health educators and EBE who partner to co-design and/or co-deliver health curriculum. Individual interviews, EBE (n=6) and Australian health educators (n=6)

**Analysis:** reflexive thematic analysis<sup>7</sup>, firstly analysed the two participant groups separately and then together

# Findings

Terminology – different across the world but important in shaping meaning and power

Outcomes – literature explored outcomes for EBEs, students and academics. Good outcomes for all, but it was difficult to isolate learning outcomes

Linking practice and theory, and transformational learning e.g., challenging assumptions and dominant discourses

Preparing students for person-centred approaches

# Navigating co-teaching



## Academics:

“Winging it”

Being creative in navigating program and accreditation standards, packed curricula and industry expectations

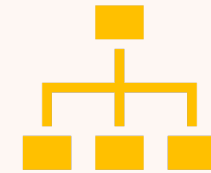
Advocacy



## EBE's

Orientation to university environments and academic teaching

Preparatory work



## Challenges

Lack of designated positions

Poor supervisory structures

# Breaking down barriers

Accessibility

Timetabling

Payment processes

Funding

Induction

Adequate time  
and academic  
workload  
allocation

Networks

Communication

# Authentic partnerships



Meaningful  
collaboration



Building  
relationships



Sharing power



Adaptability  
and openness



Involvement  
in design and  
development



Debrief  
opportunities  
and working  
through  
challenges

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# Elevating education through partnership

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Level of involvement is often a negotiated process

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Preparation for the role, clarity re. expectations

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Openness, respectful communication to navigate tensions

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Ethical complexities – balancing autonomy, risk, privacy

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Foster safe and supportive learning environments

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Representation – diverse experiences

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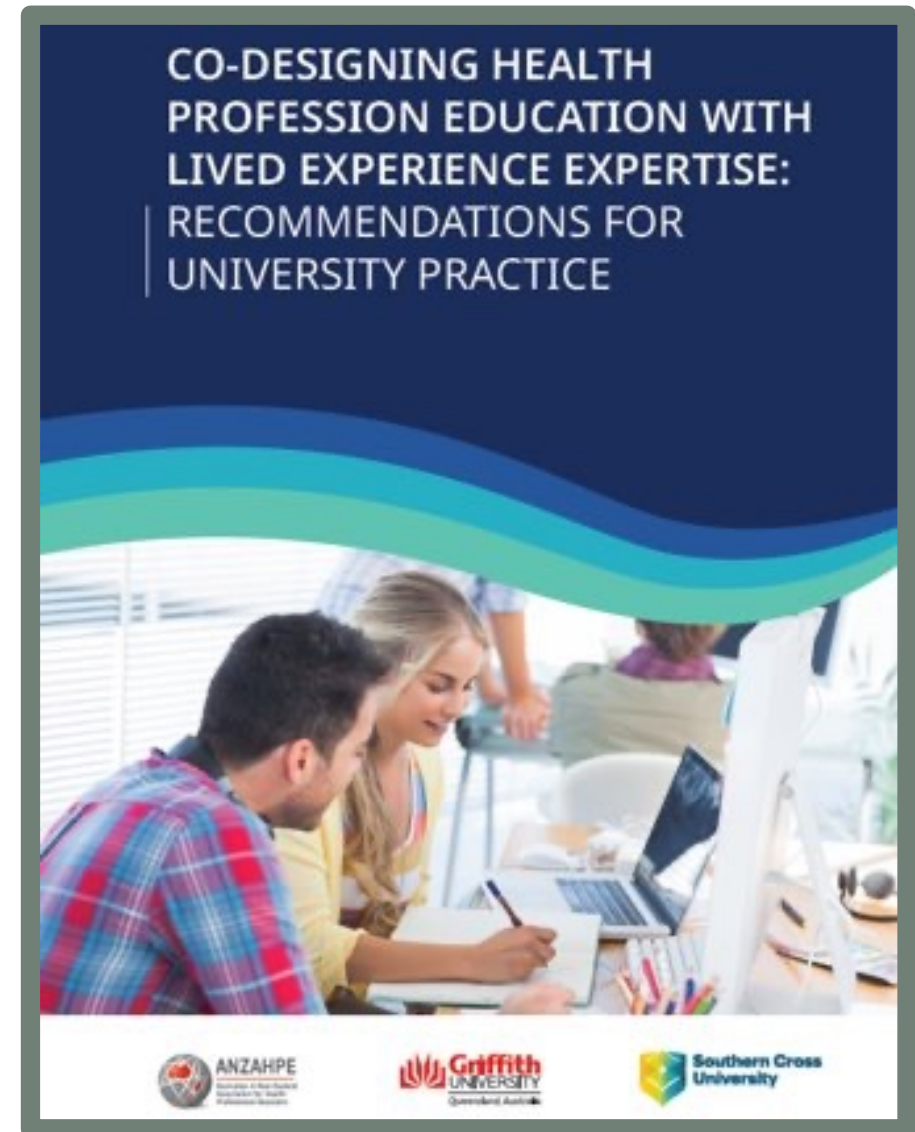
Isolation - peer support for EBE educators

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<http://hdl.handle.net/10072/421980>



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*if you're thinking co-design should be co-delivered, that any Vice-Chancellor in the world their head would explode to say, "What? Two people teaching the same class at the same time? I'm paying two people?" (HE)*

*I sort of said yeah, I'm happy to come out but you need to pay me, but then they go oh well we only do it this way, and it's like oh god. It just makes it so hard, just yeah give some vouchers – be open (EBE)*

*I had earmarked some money in my budget this year which was all approved and then the college came in and took money so I didn't get it (HE)*

*[The educator's] openness and willingness to listen and understand my point of view and even sometimes if what I was stating, when we were co-creating wasn't specifically relevant, she still listened and tried to make sure that we could use it in a way that it could be relevant to the course, that what I was saying was valued.*

*really change attitudes, really change values...certainly all else being held equal, the learning experience of students will always be better when there are service users in the classroom providing the perspective and being seen as an equally knowledgeable teacher in the classroom*

# References

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