

Examining learning environments which acknowledge students' lived experience of the health curriculum

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Introduction/background:

Health professional curricula often intersect with our own life experiences. During the course of their education, most students will encounter content which has personal significance. Therefore, the delivery of this content can have personal and professional implications. As medical students and educators, we have observed that teaching which does not consider students' own experiences may contribute to an exclusionary or unsafe learning environment where students do not see their life experiences recognised as valid or valuable within the learning environment. Conversely, teaching approaches and curriculum design can support students to integrate lived knowledge and disciplinary knowledge, and allow students to use their lived experience to contribute to learning.

Purpose/objectives:

To reflect on ways that personal experience has intersected with your learning as a student or educator.
To explore and share ideas for creating inclusive learning environments that recognise that many students will have personal experience of aspects of health professional curricula.

Issues/ questions for exploration or ideas for discussion:

How has your identity, or personal/family health experiences impacted your own study?

Consider ways in which your teaching or programme might simplify, stereotype or exclude content that may relate to students' own experiences.

How does your teaching or programme recognise students' first-hand experience of aspects of the curriculum? What is working well? What could be improved?