

Co-Production Guidance for Education Articles

A key component of *The BMJ* Patient Partnership strategy is to **co-produce our content** with patients. We see this as integral and necessary to produce content which informs health professionals on issues and topics which matter to patients. We are therefore committed to asking **all authors** of education articles to **work with patients** in the development of articles. **All education articles** are published with a box stating 'how patients were involved in the creation of this article'. In this we really want to know what impact involving a patient has had, and how this has potentially changed your article.

In this guidance we will provide examples of **how authors might involve patients** in the production of education articles. We will also **share good examples** of patient partnership in previously published articles.

If you would like any support or additional guidance on how to involve patients in your article please contact our patient editor Emma Doble (edoble@bmj.com).

How do I start involving patients?

There are many different ways authors might involve patients in their articles. These may include:

- a) **Consulting**; Speaking with patients **about** your article
- b) **Involving**; Having a patient provide **their perspective** on the topic of your article
- c) **Collaborating**; Having a patient **part of your team** develop and writing the article

What might patient involvement look like in an Education article?

The following table provides examples of what patient involvement might look like in education articles.

a) Ways to consult with patients

Method	Explanation (and examples)
Informal patient interviews	Some clinicians have done informal interviews with patients and carers and collected feedback at a service level.

	Example: Interpreting Iron Studies
Author initiated Patient review	In their development of the article, authors may ask patients to review an early draft. Such questions might include “what is missing, what would you do differently?” Example: Is tonsillectomy recommended in adults with recurrent tonsillitis?
Using pre-existing patient feedback and opinions	Many patient perspectives are already widely shared online and can provide valuable insights. Platforms include Care Opinion (UK), blogs and social media, James Lind Alliance priorities, Healthwatch (UK) and condition specific support group reports. Example: Eosinophilic esophagitis: update on management and controversies

b) Ways to involve patients

Including a Patient Commentary	To sit within or alongside an article to provide a patient perspective on the topic, making them more 'visible' in the process - such as a patient writing an accompanying BMJ Opinion, or 'What your patient is thinking' piece alongside the education article. Example of a short commentary within an article: Palliative radiotherapy Example of a linked 'what your patient is thinking' article: Remote management of covid-19 using home pulse oximetry and virtual ward support
--------------------------------	--

c) Ways to collaborate with patients

Patient Co-Author	When patients or carers have been equal partners in the writing of the article, and are listed at authors. Whilst this is often seen as
-------------------	---

	<p>optimal, patient co-authors should not be tokenistic. This must fulfill ICMJE requirements as for all other authors.</p> <p>Example: Long term hormonal treatment for transgender people</p>
--	---

How to find people to involve?

Authors may see patients in clinic regularly but finding patients and carers to contribute to articles is often described as difficult. Some ideas are suggested below.

- Patients seen in clinical roles (e.g. in clinic)
- Patient groups (health charities, patient organisations and support groups)
- Social media
- Patient and public involvement groups

The BMJ patient editor team are also available to help you identify patients or carers to work with on your article. Please contact patient editor Emma Doble (edoble@bmj.com) for support.