



UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2019

The **Interprofessional Health Mentors Program (HMP)** is a unique educational experience organized by Patient & Community Partnership for Education in the Office of UBC Health, in which teams of students from different health disciplines learn from and with a mentor who has a chronic condition or disability, or is a caregiver. Mentors are key informants and expert witnesses of the health care environment.

Topics for Learning

1. *Words and Meanings*
2. *Living with Chronic Disease/Disability and Its Management*
3. *The Health Care Team*
4. *Patient/Client-centred Care*
5. *Finding, Managing, and Sharing Health Information*
6. *Partnerships, Collaboration, and Shared Decision Making*

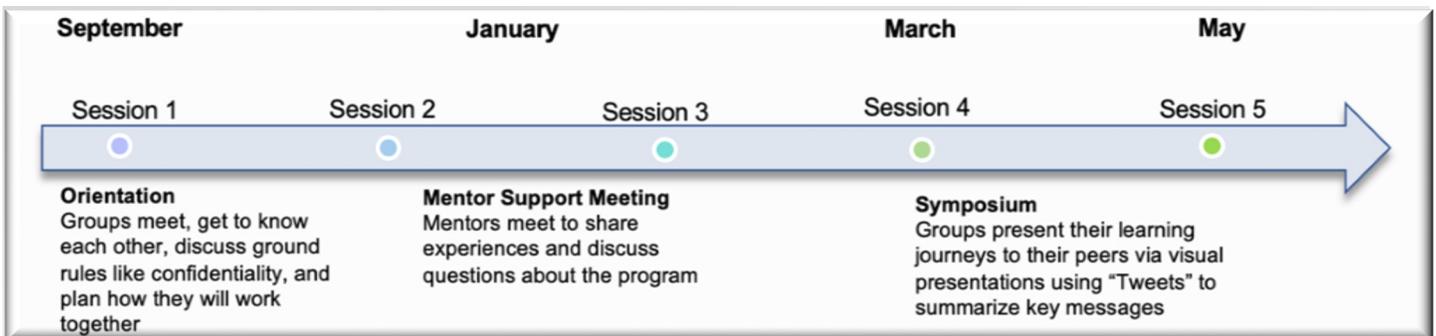
Over 9 months student teams (3-4 students per team) form learning communities with an emphasis on reciprocal learning: mentor-student, student-mentor, and student-student. Students meet with their mentor 6 times, with each meeting focusing on specific topics. Students document their learning in online reflective journals. Faculty read the otherwise confidential journals written after each meeting.

Program Goals:

Help students learn about the experience of chronic disease/disability

Provide learning relevant to all six interprofessional competency domains identified in the *Canadian National Competency Framework for Interprofessional Collaboration*

Help students meet discipline-specific objectives related to topics such as the social determinants of health and communication skills



Mentors and Students

Mentors are recruited through community organizations. Applicants who meet the criteria are interviewed by previous mentors or community members and a student. Over 185 mentors have been involved in the program. Forty mentors have taught 3 or more cohorts.

Mentor conditions include: Ankylosing spondylitis, Rheumatoid arthritis, Bipolar disorder, Dystonia, Cerebral palsy, Depression, Diabetes, Epilepsy, Fibromyalgia, HIV, Lupus, Lyme disease, Multiple sclerosis, Muscular dystrophy, Osteogenesis imperfecta, Paraplegia, Parkinson's disease, Post-traumatic stress disorder, Schizophrenia, Spina bifida, Stroke/aphasia, Transgender, Transplant.

Many of our mentors have expertise in managing more than one health condition.

Students come from a variety of health science fields: audiology, clinical psychology, dentistry, dietetics, genetic counselling, nursing, kinesiology, medicine, occupational therapy, pharmacy, physical therapy, and speech-language pathology. Since 2011, **1326** students have participated in the program.



2011-2012	2012-2013	2013-2104	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
23 mentors	51 mentors	50 mentors	50 mentors	51 mentors	37 mentors	39 mentors	42 mentors
89 students	197 students	200 students	184 students	200 students	142 students	154 students	160 students

Reflective Journals

Students document their learning in online reflective journal entries. Students say that the journals:

- help them to develop their reflective skills
- help them to consolidate their learning and link theory to practice
- provide a safe space to write about anything



Symposium

Two-thirds through the program, the groups share their learning with other UBC students, faculty, and community members through a symposium. The event includes poster-board displays by each of the groups and provides the opportunity for guests to

talk with students and mentors about their experiences in the program. A short phrase or "tweet" consisting of 140 characters that describes one key piece of learning from the program is the centrepiece of each group's presentation.



A healthcare professional may be an expert in their field but the client is the expert in their own health.



Patient-centred care: Building bridges between the islands of disconnected chronic disease management.



Short-Term Impact

The short-term impact of the program has been tracked through reflective journals written by students after each group meeting, mid- and end-of-program surveys, focus groups, and interviews. The program is highly rated by students and mentors.

"It isn't like other classroom based learning. It is all experiential and gives you perspectives you might never have the chance to get anywhere else."

-Nursing student



"The sharing of information with one another brings us closer to a better understanding of the complexities within our health care system."

-Mentor



Long-Term Impact

Interviews: Follow up interviews with 18 medical residents show the program fosters commitment to professional values with 3/4 making commitments to collaborative care and shared decision making 3 years post-program. Two-thirds were committed to providing holistic care to address both psychosocial and biomedical concerns.

Case-Based Assessment: At the end of 4th year, medical students watched a video of a clinical scenario and wrote a care plan as the attending physician. Health Mentors students made significantly more statements that included the patient in care planning than their peers ($P < .001$, $d = 0.4$).

Publications and Presentations

ARTICLE: Phoebe T. M. Cheng & Angela Towle. How patient educators help students to learn: An exploratory study. *Medical Teacher*, (2016). DOI:10.1080/0142159X.2017.1270426

ARTICLE: Ng, M. & Chu, J. Increasing Patient Involvement in Health Professional Education. *Health Professional Student Journal* 1(1), January 2015, 1-5. <http://tinyurl.com/plckqjk>.

ARTICLE: Ruitenburg, C. & Towle, A. "How to do things with words" in health professions education. *Advances in Health Sciences Education Theory and Practice* 2014, 857-872. Published online: 25 November 2014.

ARTICLE: Towle A, Brown H, Kerston RP, Hofley C, Lyons H, Walsh C. The expert patient as teacher: an interprofessional health mentors programme. *The Clinical Teacher* 2014, 301-306.

ARTICLE: Kladko, Brian. "A new window on patients' personal struggles." *UBC Reports* 2012, 58(3) February 2012. <http://tinyurl.com/m2xbq7u>

PRESENTATION: Towle A., Kline C., Brown H., Hofley C., Cantner E. Maximizing Interprofessional Learning with Patients. International Seating Symposium. Vancouver, Canada. March 6-9, 2018.

PRESENTATION: Towle A. & Godolphin W. "I have her in my head" - The role of patient Health Mentors in professional identity development and shared decision making. Association for Medical Education in Europe. Helsinki, Finland, August 26-30, 2017.

PRESENTATION: Towle, A. Godolphin W. Interprofessional Health Mentors Program: Starting with words and meanings. *Research in Medical Education—Innovative Education Strategies. American Association of Medical Colleges Annual Meeting*, San Francisco, November 2012.

POSTER: Sawatzky B, Kline C, Towle A, Godolphin W, Armstrong L, Buckley H. Using case based assessment to evaluate the long-term outcomes of an interprofessional Health Mentors program: Lessons learned. Where's the Patient's Voice in Health Professional Education?, Vancouver Canada, November 12-14, 2015.

POSTER: Towle A, Godolphin W, Kline C & Interprofessional Health Mentors Program Steering Committee. The Interprofessional Health Mentors Program symposium: a space for knowledge exchange. *Creating Space III—Arts, Humanities and Social Science in Medicine, Canadian Conference on Medical Education*, Quebec, April 2013.

WORKSHOP: Sawatzky B, Kline C, Towle A, Godolphin W, Cheng P, Chauhan S, Johnson C, DeBeyer D. Maximizing interprofessional learning with Health Mentors. Where's the Patient's Voice in Health Professional Education?, Vancouver Canada, November 12-14, 2015.

WORKSHOP: Towle A, Brown H, Hofley C, Lyons H, Walsh C, Kerston RP. Maximizing interprofessional learning in a health mentors program. *Collaborating Across Borders IV*, Vancouver, June 2013.

VIDEO: Mentor & Student Experiences, August 2013: <https://www.youtube.com/watch?v=MsoPmSEcQss> (or search for UBC Health Mentors Program on Youtube).

VIDEO: Faculty, Mentors & Students describe the benefits of the Health Mentors program, September 2013: <https://www.youtube.com/watch?v=JaKp7JfIFo>.