



### Participating Programs

#### Faculty of Arts

*Department of Philosophy*

PHIL 333 Biomedical Ethics (190 students)

*Department of Psychology*

PSYC 314 Health Psychology (160 students)

#### Faculty of Dentistry

*Dental Hygiene Program*

DENT 420 Clinical Dentistry (55 students)

#### Faculty of Land & Food Systems

*Dietetics Program*

FNH 381 Dietetics Practice (35 students)

#### Faculty of Pharmaceutical Sciences

PHRM 141 Pharmacy Practice (220 students)

Pharmacy Enrichment Activity Day (PEADs  
220 students)

#### Faculty of Medicine

*School of Audiology and Speech Sciences*

AUDI 545 Clinical Practice Prep (50 students)

AUDI 522 Communication Development and  
Disorders (12 students)

#### MD Undergraduate Program

MEDD 412 Foundations of Medical Practice  
(288 students)

MEDD 422 Transition to Clinical Practice  
(288 students)

#### Occupational Therapy

OSOT 519 Professional Development I  
(55 students)

OSOT 549 Professional Development II  
(55 students)

OST 525 Occupation in Practice (52 students)

#### Department of Physical Therapy

PHTH 516 Clinical Decision Making I  
(80 students)

PHTH 566 Clinical Decision Making IV  
(80 students)

15 requests from 9 programs for enriched educational activities involving patients

Despite the COVID-19 pandemic we continue to involve patients - with TECHNOLOGY!!

Over **3,000** students have had enriched learning opportunities with patients since we began taking requests in 2017.

We recruited over **330** expert patients for classroom teaching and learning. Patient educators have contributed **665+** hours in panels, workshops, case discussions, small group work, video vignettes, and more.

### Topics

- Communication skills
- Patient-centered care
- Ethics
- Social determinants of health
- Chronic disease management
- Collaborative care
- Health Advocacy
- Trauma-informed care
- Cultural Safety
- Self-care
- End-of-Life care
- Peer and community supports

Organized by Patient & Community Partnership for Education, Office of the Vice President Health.

Building a central hub for patient engagement at UBC is a key part of the [UBC Health Patient Engagement Framework](#).

The Patient Engagement Framework is the outcome of an environmental scan of patient engagement at UBC conducted by the Office of UBC Health between October 2017 and January 2018. Recommendations were endorsed by the UBC Health Council in April 2018.

Thanks to all of our patient volunteers, many of whom have been part of these activities year after year!

For more information about involving patients and the community in health professional education visit: [meetingofexperts.org](http://meetingofexperts.org)



THE UNIVERSITY OF BRITISH COLUMBIA  
**UBC Health**



Patient & Community  
Partnership for Education

## What do students say?

Whether online or in-person, involving patients in classroom learning is highly rated by students. 86% strongly agreed they found it valuable when patients were involved in their classroom learning.

"It's good to remember why I went into pharmacy in the first place: to help patients & people".

"It was powerful to have the mother of the child who's story was explored in the case study come in and talk."

"I saw how intensely personal and individual the issues around end-of-life planning are for each person and their family."

"The living library videos opened my eyes to a variety of cases and patient-centred care examples and it was particularly helpful because these stories were coming from real-life experiences."



## What do faculty say?

"This workshop highlighted a gap in our curriculum in socializing our students to advocacy."

"Students rate this class very high including: method of delivery, content as well as relevancy to them as future occupational therapists."

"This is a model for planning with patient partners and with health care teams that will be used in other areas of the MPT curriculum. "

"What makes this work so near and dear to my heart is it allows our students to learn something that they would never get the opportunity to learn. I see what it does for them."

"I think it's really important that students' education is enriched by learning about the real lives of patients and what they experienced and how the health care system actually works or doesn't work."

"The volunteers enable us to simulate a clinical encounter and add a depth of realism which is simply not possible with role play or other student led activities. They speak from the heart and tell students how it feels to be on the receiving end of treatment."

"If we really want our graduates to have the competencies that are required to really provide good care, it is critical that patients be involved in our education."

"This type of activity is critically important for our pharmacy students, especially in their first year of study, as it sets the stage on the importance of patient-centered care and shared informed decision making."

"Being involved with clients who have health challenges was hugely valuable and welcome after working with healthy community volunteers in last year's course"

## What do patients say?

"Helping PT students gain patient interviewing skills is one of my favourite groups to works with. The students are always so lovely."

"We should seize every opportunity to involve health care providers and patients in face to face dialogue where the 'patients as partners' ideal is translated into real life interaction. That's how mutual understanding and respect is nourished."

"They liked the interaction with people and said that it helps them grasp the patient/caregivers perspective."

"We are informing the future of health care and I'm so glad to be a part of it."

