



UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2024 Celebrating 13 Years!



The HMP is a unique educational experience 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.

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 7 times, with each meeting focusing on specific topics. Students document their learning in online reflective journals. Faculty

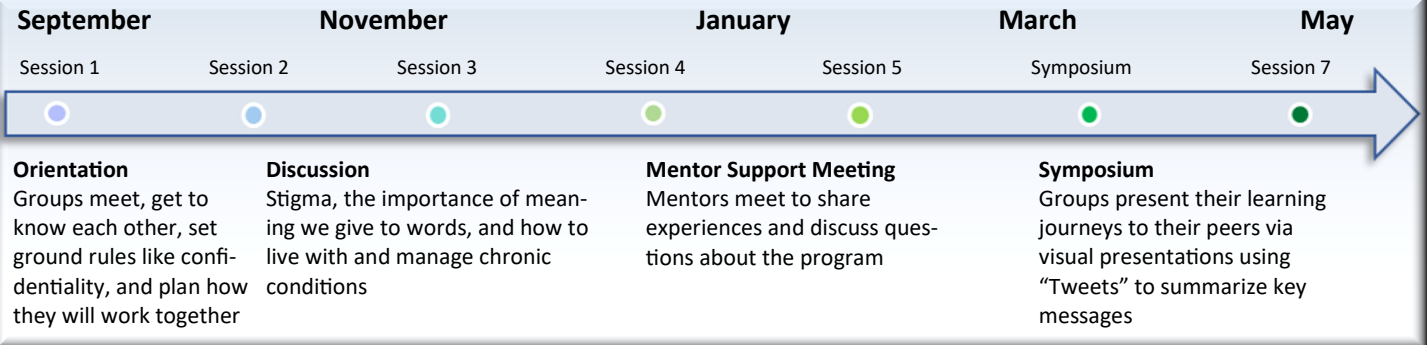
read the otherwise confidential journals written after each meeting.

Sessions

1. Orientation and introduction to the health care team
2. Words and meanings and why they matter
3. Living with chronic disease/disability and its management
4. The health care team and patient/client-centred care
5. Finding, managing, and sharing health information
6. Symposium
7. Partnerships, collaboration, shared decision making and the future

Program Goals:

- 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
- 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 and a student graduate of the program.

Currently **235** mentors have been recruited and over **60** mentors have taught **3+** cohorts. Mentors have a wide range of chronic diseases/disabilities including musculoskeletal, psychiatric, neurological, systemic, and congenital conditions. Many have expertise in managing more than one health condition.

Meet some of our mentors at: <https://tinyurl.com/yxdqo4vm>

Students are from audiology, clinical psychology, dentistry, dietetics, genetic counselling, nursing, kinesiology, medicine, occupational therapy, pharmacy, physical therapy, public health, and speech-language pathology.

What do students say? <https://tinyurl.com/yvesl8e2>

Since 2011, **2097** students have participated. The program is coordinated by Patient & Community Partnership for Education with funding from the Office of UBC Health.



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Mentors	23	51	50	50	51	37	39	42	38	48	44	45	46
Students	89	197	200	184	200	142	154	160	128	192	157	144	150

Reflective Journals

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

- help them to develop reflective skills
- help them to consolidate their learning and link theory to practice



Symposium

Before their final meeting, 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" that describes one key piece of learning from the program is the centre-piece of each group's presentation.



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.

"I learned that many illnesses are invisible or atypical, which can make it difficult for patients to connect with their support network and for healthcare workers to offer the help they need. Inter-professional programs like this work! It was wonderful working with students from other programs and comparing the differences in culture." Occupational Therapy Student



"The interdisciplinary students shared their expertise, roles, and perspectives. I found many opportunities to express gratitude for how each profession has nurtured my wholeness and given me hope. For the students, it may be an early and positive teamwork experience. The students' kind and curious questions brought into focus new aspects of living with disabilities. Their compassion softened my sufferings. They came to believe, as I do, that their work is sacred." Mentor



Longer-Term Impact

Mentor Benefits: We surveyed 72 health mentors who mentored between 1-8 cohorts of students. Mentors perceive benefits in passing on their lived experiences to students, leading to personal growth and new activities. Program features that contributed to benefits included the non-clinical setting, informality of meetings and reciprocal learning, and feeling valued by the program and students.

Case-Based Student Assessment: Just before graduation, medical stu-

dents 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 ($P < .001$, $d = 0.4$).

"Trying to really go in without any preconceived notion or try as best as I can to not make any assumptions and try really to know the person." said one resident.

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

Faculty, Mentors & Students describe the benefits of the Health Mentors program, September 2013: <https://www.youtube.com/watch?v=laK-p7JlFo>.