



UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2025

Celebrating 14 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

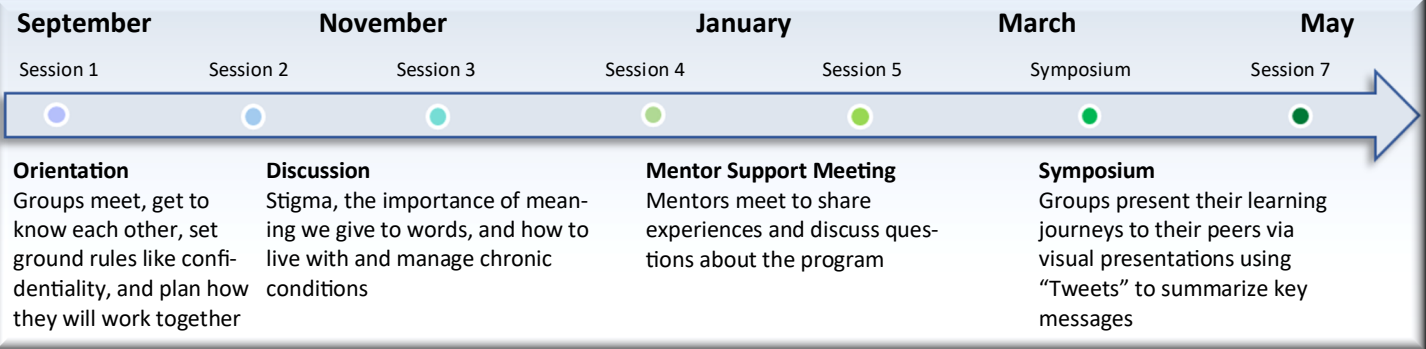
read the otherwise confidential journals written after each meeting.

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 **246** 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, **2246** 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	2024-25
Mentors	23	51	50	50	51	37	39	42	38	48	44	45	46	43
Students	89	197	200	184	200	142	154	160	128	192	157	144	150	149

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, program surveys, focus groups, and interviews. While feedback has remained positive over the years, the following reflects data from the 2025 survey.

"I recognize that with a medicine-focused training only, it can be easy to slip into a view that separates the 'us' of health care workers and the 'them' of patients, which becomes a barrier to connecting with our patients as people. Programs like this are essential components of our training so that we have a more holistic and humanistic understanding of medicine." Student



"By far, the major catalyst for giving my life a sense of meaning and purpose was becoming a health mentor. I battled decades of darkness, depression, isolation, and hopelessness — becoming a health mentor made me realize I have so much to offer the world... that I have much to live for. For the first time, I saw my illness as the reason for my being an expert in healthcare." Mentor

Worst
Educational
Experience

Post Program Satisfaction Evaluation

Students

↓ 4.3
Mentors

↑ 4.9
5
Best
Educational
Experience

New Developments

Locally: We are recruiting mentors in Prince George and Victoria to offer in-person groups to UBC students at University of Northern BC and University of Victoria. Health Mentors are increasingly being recruited for additional learning activities including sharing their stories for student projects and term papers.

Internationally: The program has captured the imagination of educators from institutions around the world. It has been adapted and im-

plemented Argentina, Brazil, Chile, France, and Switzerland.

The model is informing the work of an international consortium that is developing resources to advance patient and public involvement in the interprofessional education of undergraduate health care students (PULPIT). The PULPIT project is a 3-year project funded by the ERASMUS+ agency of the European Union.

ARTICLES: Sawatzky B & Kline C. Lasting impact of patient-led education. *The Clinical Teacher*. 2025, 22:e70147. <https://doi.org/10.1111/tct.70147>

Kline C, Riganti P, Moller-Hansen A, Godolphin W, Towle A. Patients benefit from mentoring students in an interprofessional health mentors program: A contextual-developmental analysis. *Medical Teacher*. (2022) 44(7):730-736

Kline CC, Park SE, Godolphin WJ, Towle A. Professional identity formation: A role for patients as mentors. *Academic Medicine*. (2020) 95(10):1578-1586.

Cheng PTM & Towle A. How patient educators help students to learn: An exploratory study. *Medical Teacher*. (2017) 39(3):308-314

PRESENTATIONS & INVITED TALKS: Kline C. & Young, M. Transformative Learning: How Patients & Students Benefit from Participation in the Interprofessional Health Mentors Program. UBC Partnering in Research Conference, Vancouver, 12 June 2025.

Kline C. & Young, M. Meaningful Patient & Community Engagement. Dialogue for Public Scholars Initiative – Health Equity Stream. 16 June 2025.

Kline C. UBC Experience of Patient & Public Involvement. Sigma Teta Tau Nursing Portugal, 01 April 2025.

Kline C. & Lauscher D. How to Recruit Patient Educational Partners / Experts by Experience. PULPIT Transnational Seminar, Hasselt, Belgium, 21 Feb 2025.

Kline C. & Lauscher D. Experiences of Patient & Public Involvement in the

UBC Interprofessional Health Mentors Program. PULPIT Transnational Seminar, Hasselt, Belgium, 21 Feb 2025.

Kline C. Psychosocial Factors in the Interprofessional Health Mentors Program. III Congresso Internacional dos Mestrados Profissionais em Psicologia. Bahiana School of Medicine & Public Health. 23 Aug 2024.

POSTERS: Firus K. & Kline C. Creative Brainstorming: Learning from a Patient in the UBC Interprofessional Health Mentors Program. International Congress on Academic Medicine, Halifax, 3-6 April 2025.

Firus K. & Kline C. Creative Brainstorming: Learning from a Patient in the UBC Interprofessional Health Mentors Program. Centre for Health Education Scholarship (CHES) Celebration of Scholarship, 2 October 2025.

WORKSHOPS: Towle, Kline, Godolphin, Firus, Young, Descoteaux, Stock. Beyond recruitment: orientation and support when partnering with diverse patient partners in HPE. International Congress on Academic Medicine, Halifax, 3-6 April 2025.

VIDEOS & PODCASTS: [Mentoring Excellence: Tips and Tricks for New Mentors](#). Video footage provided by Health Mentors. Edited by Wayne Tse. 6:30.

Young M. Meet the UBC Community Engagement Network: [Staff Spotlight with Mandy Young](#).

Lauscher D. Pulpit Podcast: Expert by Experience – what does it mean?

Bosveld M. & Kline C. Pulpit Podcast: Public and Patient Involvement in Interprofessional Education of Undergraduate Healthcare Students