



2020-21 Annual Report

PATIENT & COMMUNITY PARTNERSHIP FOR EDUCATION (PCPE)

www.health.ubc.ca/pcpe

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June 30, 2021

Patient & Community Partnership for Education (PCPE), a unit within UBC Health, brings the expertise of patients, caregivers, and people with lived experience of social determinants of health into the education of health students at UBC. Our aim is to increase patient involvement in decision-making through patient participation in health professional education, development of community-driven programs and collaborative research. We develop, implement and evaluate innovative educational interventions that are both multi-professional and interprofessional. Our work is informed by, and contributes to, health education scholarship.

Our current work advances the recommendations of the [UBC Health Patient Engagement Framework](#). The 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. Four recommendations were endorsed by the UBC Health Council in April 2018:

- 1) Extend the mandate and resources of PCPE to build a central hub for patient engagement in health programs which capitalize on the expertise and well-established networks of PCPE.
- 2) Facilitate collaboration between health programs and develop guidelines and consistent approaches to patient engagement (e.g. orientation, recognition, safety).
- 3) Disseminate outcomes of patient engagement in education and facilitate research on the impact on student learning and benefits to patients.
- 4) Collaborate with faculty development units to develop educational initiatives to support instructors to engage patients in teaching and support patients in teaching and providing feedback.

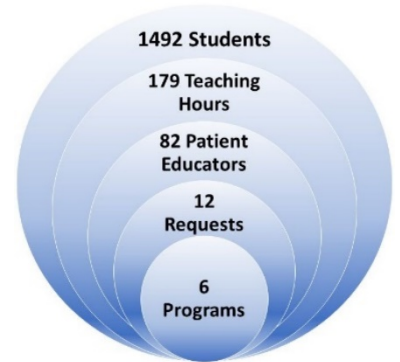
This annual report highlights PCPE's progress on these recommendations, integration with UBC Health and alignment with UBC Health strategic priorities during the 2020-21 academic year (July 2020 – June 2021).

Highlights

1. A Central Hub for Patient Engagement at UBC (Appendices 1-6)

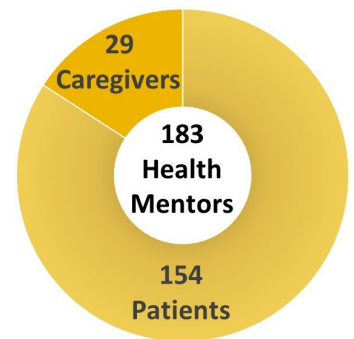
Supporting Students to Learn from Patients: (Appendix 1)

PCPE is a resource for students, faculty and programs wishing to engage patients and community members. We facilitated **12 requests** from **6 programs** for patient involvement in teaching and learning for nearly **1,500 students**. Some requests are for one-time activities, but many recur annually.



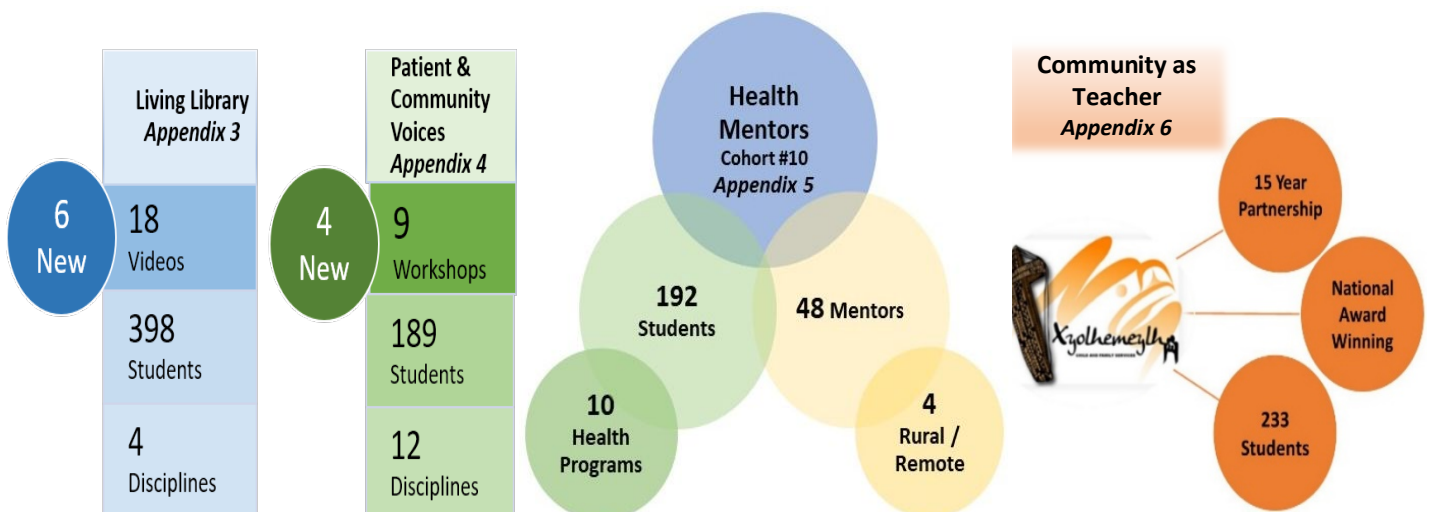
Patient Voices Database: (Appendix 2)

To increase our ability to meet increasing demand for patient engagement in a sustainable way, we surveyed UBC Health Mentors to develop a database of a diverse pool of patients with experience and interest in a variety of educational roles. **Fifty-one percent** have been involved in educational activities for **more than one year**. The database can be used to target recruitment more equitably and avoid overburdening a few.

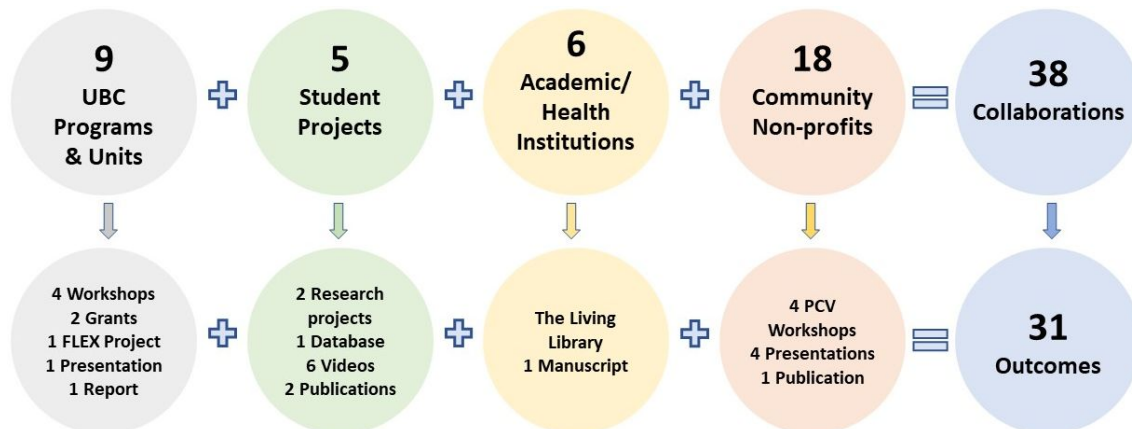


New Resources and Continuing Programs: (Appendices 3, 4, 5 & 6)

We constantly develop new resources and maintain programs that enable students to learn from the diverse perspectives and experiences of patients and communities. These include: ‘**Living Library**’ videos, ‘**Patient & Community Voices**’ workshops, ‘**Health Mentors**’ and ‘**Community as Teacher**’ programs. These are part of the curriculum for some health professions and available to all health students who meet requisite criteria, space permitting.



2. Collaboration to Advance Patient Engagement in Education (Appendix 7)



UBC Health Strategic Plan

PCPE facilitates connections and joint ventures – across academic units and with external partners – to establish an inclusive and coordinated model for community involvement. We facilitated **38 collaborations** with UBC programs and units, students, institutions and community non-profits (Appendix 7) that resulted in **31 outcomes** that align with UBC Health strategic objectives for patient and public engagement, enhanced learner experiences, education innovation and scholarship.

Outcomes

- **Health Advocacy workshops** involving patients were presented four times. They were delivered online for **400+** Occupational Therapy, Pharmacy, Physical Therapy, and Medicine students.
- **Two competitive UBC grants** for equity enhancement and community engagement: opportunities for health professional students to learn from patients and families (section 6).
- **A FLEX project proposal (MEDD 419)** for a feasibility study of offering learning from patients.
- **A report and video** from a commissioned public consultation about priority health concerns of British Columbians. This related to the training of physicians and informed revision of the Mission Statement and Exit Competencies of the UBC MD Undergraduate Program.
- **Two student research projects** to explore the impact of patient engagement on student learning and benefits to patients (section 3).
- **A database** of patients who are interested, experienced and available for teaching and learning activities.
- **Six new Living Library videos** on priority topics, including communication, stigma, end-of-life care, and team-based care.
- **Living Library access** for health professions programs at the BC Institute of Technology (BCIT).
- **A manuscript for publication** from an international collaboration that explores the effects of patient involvement in education on self-management and shared decision making (section 3).
- **Four new Patient & Community Voices (PCV) workshops** co-developed with **10 community organizations**. They are on priority topics: substance use, collaborative healthcare, truth and reconciliation, and poorly understood chronic diseases. These new PCV workshops are included in the series of 9 attended by **189 students** from **12 health programs**
- **Five conference presentations** co-presented with student, faculty and community partners.
- **Three peer-reviewed publications** co-authored with student and community partners.

Integration with UBC Health

PCPE supports UBC Health through the coordination of the UBC Health **Patient & Community Advisory Committee (PAC)** and participation on committees and working groups: 1) **Education Advisory Committee**; 2) **Education Team**; 3) **Integrated Curriculum Working and Implementation Groups**; and 4) **Strategic Implementation Team**. This committee work helps to advance UBC Health's commitments to patient and public engagement, enhanced learner experiences, education innovation and scholarship, viz:

- Increased requests for patient engagement across health programs
- Patient involvement in Integrated Curriculum renewal, beginning with patient co-facilitators for the Collaborative Decision-Making module in Fall 2021
- A recruitment strategy for public members on the Education Advisory Committee
- Collaborations on new resources to engage patients in teaching and learning

Patient & Community Advisory Committee (PAC)

PAC advises the Health Council on matters relevant to patient and community engagement and presents the autonomous and authentic voices of patients concerned with education of health professions.

Members include patients, caregivers and community members who have connections to non-profit organizations concerned with a range of chronic diseases and disabilities.

Through links with a range of patient groups and community organizations, PAC brings patient and community perspectives beyond their individual experiences.

UBC Health Strategic Plan

PAC was involved in UBC Health planning leading to integration of patient engagement throughout the UBCH strategic plan.

Integration with UBC Health

PAC has a deepening role in curriculum development and institutional decision making re: collaborative health education. UBC Health's Director of Education and Curriculum Manager are working with PAC on engagement of patients in the integrated curriculum and Education Advisory Committee.

Outcomes

- Advised on engagement of patients in the integrated curriculum capstone module on Collaborative Decision Making
- Identified public members for the Education Advisory Committee
- Co-developed one of the new Patient & Community Voices workshops



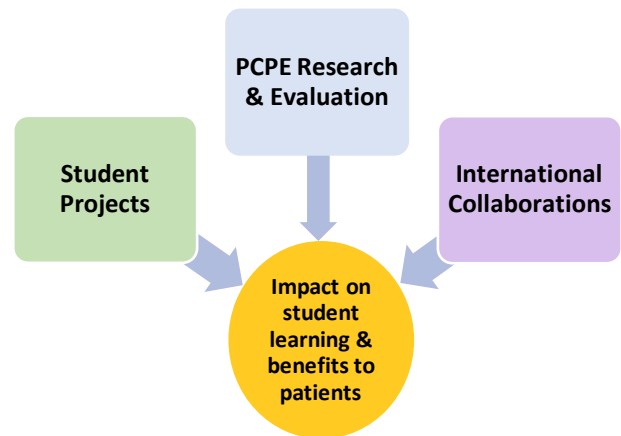
3. Research on the Impact of Patient Engagement on Student Learning and Benefits to Patients

PCPE studies the outcomes of patient involvement in health professional education, including long-term outcomes for students and benefits to patients and community.

We surveyed 72 Health Mentors about the benefits of mentoring. Results show mentors perceive they benefit from sharing their lived experience with future health professionals, leading to personal growth and new activities.

Manuscript submitted:

Kline C, Riganti P, Moller-Hansen A, Godolphin W, Towle A. The benefits of mentoring health professional students for patients. *Medical Teacher* [under review].



MEDD 429 FLEX student research project involved interviews with 5 family caregivers (who are also mentors in the Health Mentors program) about what doctors can do to better support caregivers and what resources are most helpful. The findings highlight the importance of peer support and the need for physicians to work in partnership with caregivers.

International collaboration on patient outcomes with Sjim Romme and Matthijs Bosveld, Maastricht University, Care and Public Health Research Institute (CAPHRI), Department of Family Medicine, Maastricht, The Netherlands. Findings show that patient involvement in education can enhance patient self-management and shared decision making. A manuscript is in preparation for submission to *The Patient – Patient Centred Outcomes Research*.

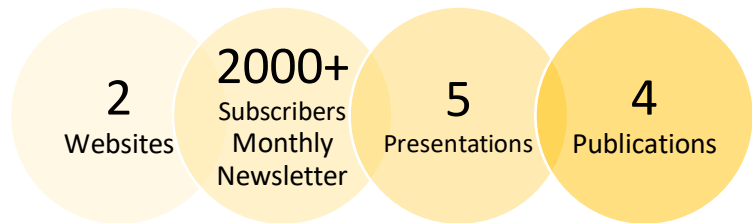
4. Faculty Development and Supports to Engage Patients in Teaching and Learning

PCPE collaborated with faculty from Occupational Therapy, Pharmacy, Physical Therapy and Medicine to develop and disseminate an innovative, community-engaged model to teach health advocacy. Poster presentation at *Teaching & Learning Enhancement Fund Virtual Showcase*, 17 May 2021 [Community Engagement in Hard to Teach Subjects: An Example of Health Advocacy](#).

We developed new resources to enable experienced Health Mentors to share their expertise with new Health Mentors. This will be part of mentor orientation in Fall 2021. **Mentor tips video:** https://learning.video.ubc.ca/media/Mentoring+Excellence++-+Tips+and+Tricks+for+New+Mentors+%2820210610%29/0_6icnu3g7

5. Dissemination & Scholarship (Appendix 8)

We disseminate our work via the world wide web, monthly newsletters and scholarly channels. Despite the pandemic, we presented at local and international online conferences and published papers in academic journals.



PCPE Website: <https://health.ubc.ca/pcpe>

The PCPE website is our academic profile and is part of the UBC Health web domain. It is a platform for our scholarly work, including an archive of our publications and presentations.

Publications: <https://health.ubc.ca/pcpe/dissemination/publications>

Presentations: <https://health.ubc.ca/pcpe/dissemination/presentations>

MeetingofExperts.org

‘Meeting of Experts’ is a virtual hub that helps PCPE’s target audiences (students, faculty and community) to find the most relevant content to enhance patient and community engagement at UBC. It is our interface with the community and supports recruitment and registration for our programs and activities that bring patient and community voices into teaching and learning. New features added this year include a ‘pop up’ system to alert users to the latest news and events, a **Health Mentors program logo** (from a design competition), and an ‘In Memoriam’ page.

Patient & Community Voices Newsletter

A monthly newsletter (80+ issues, since 2014, with 2,000+ subscribers). It provides a sense of community, keeps people connected between projects, recognizes community expertise and honours their contributions to UBC.

Newsletter archive: <https://meetingofexperts.org/news/newsletter-archive/>

6. Funding (Appendix 9)

Coordination of our Health Mentors program and Patient & Community Voices workshop series is funded by UBC Health. Research and development work is funded by internal and external grants. We had two grants to develop a database of patients and online activities for students (workshops and videos) to increase the diversity of patients involved and support the inclusion of people outside the Lower Mainland and those with other barriers to face-to-face participation. We are working with UBC Health to secure funding to sustain educational innovations beyond the research and development phase. Our 2020-21 sources of funding and an estimate of program costs per student are provided in Appendix 9.

Grants

UBC Equity Enhancement Fund. Students learning from patients: increasing diversity and inclusion. **(\$10,000)**

UBC Advancing Community Engaged Learning Fund. Leveraging opportunities for on-line learning from patients, families and the community. **(\$3,500)**



Supporting Students to Learn from Patients

A hub for patient engagement in health and human service programs at UBC

2017-2021

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 **3,160 students** across **5 faculties** have had enriched learning opportunities with patients since we began taking requests in 2017.

We recruited over **340 expert patients** for classroom teaching and learning. Patient educators have contributed **700 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

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

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 work 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."





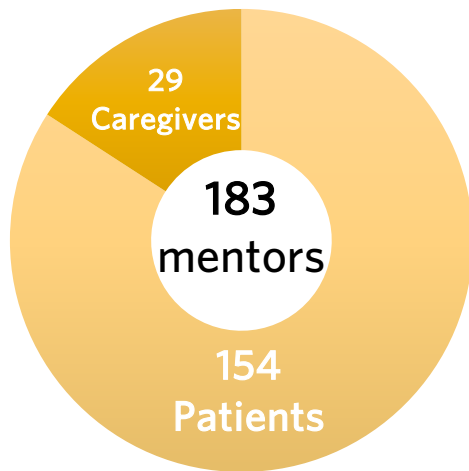
FINDING THE PATIENT'S VOICE



If you are looking to involve a patient/caregiver with a specific health condition for your curricula, please reach out and we can put you in touch with a patient who could support your teaching. This past year, our team has built a database with the contact information and interests of our patients across 10 years of the Health Mentors program. Possible activities to incorporate their lived experiences into your curricula include patient panels, small group discussion, case studies, patient interviewing, and guest speakers.

Interested in other ways of enhancing your teaching by involving patients? We also offer the Health Mentors Program, Patient and Community Voices Workshops, and the Living Library. To learn more about our other programs and ways that we engage patients in health professional education, visit our Meeting of Experts website at: <https://meetingofexperts.org/>.

Our Database in Numbers



51%
have been involved in educational activities for more than one year

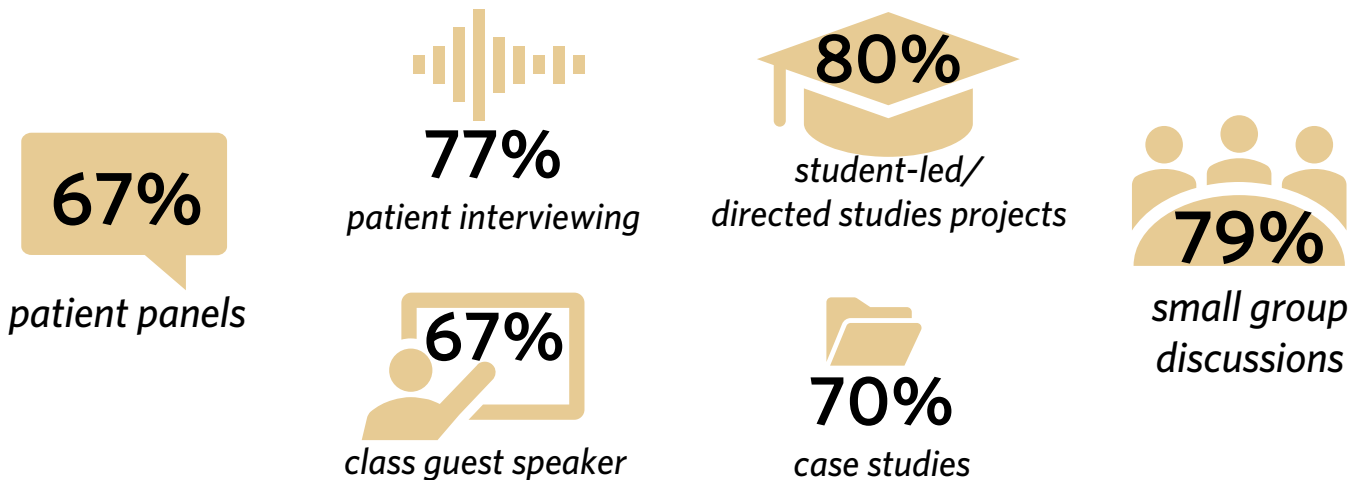
Age range:
19 to 60+
Health Mentors involved since:



Range of conditions:



Percentage of patients interested in classrooms activities:



If you would like to connect with our patients
Contact: cathy.kline@ubc.ca (604-822-8002)



Living Library

Annual Report 2020-2021

Key numbers and analytics from 2020-2021

18
published
videos

398
students
engaged

985
plays

2959
minutes
viewed

What is the Living Library?

The Living Library is a growing collection of videos featuring the stories and experiences of real patients and caregivers. There are **18** videos covering **6 major topics** in healthcare: Communication and Relationship Building with Healthcare Professionals, Stigma and Assumptions, Chronic Disease, Healthcare Teams, End-of-Life, and Healthcare Advocacy. The Living Library can be incorporated into curricula through required readings, case-based learning, student projects, etc. Videos accessible with a UBC Campus Wide Login (CWL) at: <https://canvas.ubc.ca/courses/25637>.

Why do we need the Living Library?

Patients are key advocates for their health, yet their involvement in medical education is often limited in scope and ineffectively integrated into institutions (Towle et al., 2016). Through the Living Library, patients and caregivers can influence the education of health professionals using a digital medium. The use of trigger videos in medical education engages students by attracting their attention and evoking emotional responses, increasing learning retention (Hurtubise et al., 2013).

Our approach enables people who have barriers to in-person participation to shape the narrative of medical education by giving patients a platform to speak candidly about the experiences that matter to them. The goal is to amplify these voices and authentically share their stories and experiences through videos that are accessible to students.

Participating Programs

Faculty	Course Code	Course Name	Number of students
Faculty of Pharmaceutical Sciences	PHRM 141	Pharmacists in Practice 1	220
Faculty of Medicine	AUDI 522	Communication Development and Disorders	12
	PRHC 501	Foundations in Primary Health Care	7
Faculty of Arts	PSYC 314	Health Psychology	159

2020-2021 Updates

Although COVID-19 restricted our team's video production capacity, we introduced **6 new videos** to the Living Library using pre-recorded footage, discussion panels, and remote interviews.



Donna:
Caring to the End



Kristie:
What and Why



Eve:



Marge and Eric:
Collaborative Healthcare with Families



HER AND HEALTHCARE
A Look Into the Relationship of the Health Care System and Teen Girls



Thom:
History Matters

Our catalogue is in four different courses across three faculties. Funding from the Advancing Community Engaged Learning Fund (Centre for Community Engaged Learning) and the Equity Enhancement Fund (Equity and Inclusion Office) supported the development of a new video in partnership with Justice for Girls, a Canadian non-profit.

What do students say?

"I really liked the fact that the videos shared were personal, and that there weren't other people speaking for the patients..."

"I think having authentic people share their personal experiences is an effective way to depict real life situations and interactions with healthcare professionals...The videos are very insightful because they allow the watcher to...understand the patient's experiences...from their own perspective."

"I think there's practical implications to getting down to the

level of the individual, to hear them describe their feelings (in their own words) about health issues they are dealing with, what their challenges were, and what kind of supports were helpful for them."

"I think the story is told very well and it is impactful having the people suffering from the disease tell their personal story rather than a doctor..."

Future Directions

We are expanding the Living Library to professional healthcare students beyond UBC. Interested institutions include:

- British Columbia Institute of Technology (BCIT)
- Stanford University
- Unity Health Toronto

We plan to grow the video library through collaborations with organizations such as:

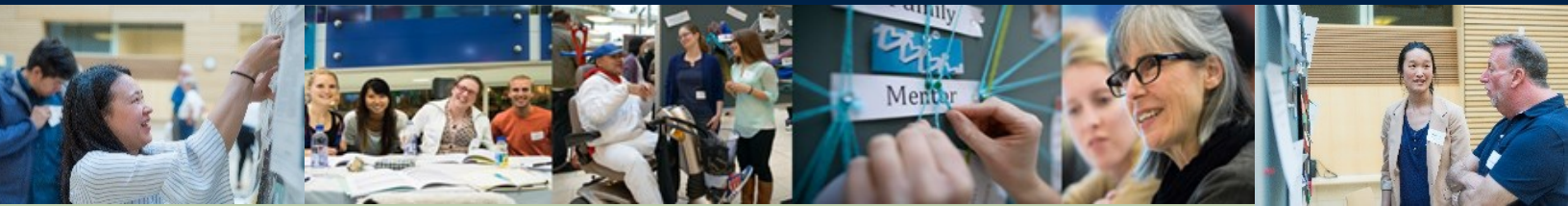
- BC Centre for Substance Use
- Disability Alliance BC
- UBC Centre for Excellence in Indigenous Health
- Fraser Valley Aboriginal Children and Family Services

The Living Library Program is produced by Patient & Community Partnership for Education in the Office of UBC Health, with funding from the UBC Teaching Learning Enhancement Fund (TLEF), Equity and Enhancement Fund (EEF), and Advancing Community Engaged Learning Fund (ACEL).

References

Hurtubise, L., Martin, B., Gilliland, A., & Mahan, J. (2013). To play or not to play: leveraging video in medical education. *Journal of graduate medical education*, 5(1), 13–18. <https://doi.org/10.4300/JGME-05-01-32>

Towle, A., Farrell, C., Gaines, M.E., Godolphin, W., John, G., Kline, C., Lown, B., Morris, P., Symons, J. and Thistlethwaite, J. (2016). The patient's voice in health and social care professional education: The Vancouver Statement. *International Journal of Health Governance*, 21(1), 18-25. <https://doi.org/10.1108/IJHG-01-2016-0003>



PATIENT & COMMUNITY VOICES WORKSHOPS 2008-2021

2020-2021 Series

Allies in Health: Connecting with Communities *New*

Partners: BC Hepatitis Network, Community Living Society, Family Support Institute, Scleroderma Association

Unmet Health Care Needs: The Impacts of Poorly Understood Chronic Diseases *New*

Partners: ME Victoria Association, MEFM Society, National MEFM Action Network, BC Lyme Association

Stereotypes, Truth & Reconciliation in Health Care *New*

Partner: Indian Residential School Survivor Society

Substance Use Care: Addressing Stigma in the Health System to Improve Patient Outcomes *New*

Partner: BC Centre on Substance Use

A Caregiver's Journey: Heartbreak and Love

Partner: UBC Health Mentors

Mental Health: Empathy & Compassion

Partner: Pathways Serious Mental Illness Society

A Space to Thrive: Enhancing Care for Teenage Girls Who Live in Poverty

Partner: Justice For Girls

Additional Workshops (not offered in 2020-2021)

The Lived Experience of Spinal Cord Injury

Partner: Spinal Cord Injury BC

Talk is Cheap: Living and communicating with aphasia

Partner: UBC Aphasia Mentoring Program

Learning to Provide Better for Deaf & Hard of Hearing

Partner: Wavefront Centre for Communication Accessibility

Trans Health 101

Partner: Trans Care BC

Positive Reflections and Voices Unheard: Learning from persons living with HIV

Partners: Positive Living BC and UBC Health Mentors

The Lived Experience of Drug Use

Partner: Megaphone Speakers Bureau

Mental Wellness: A Way of Life

Partner: Richmond Consumers and Friends Society

Patient & Community Voices Workshops are designed by community members with input from faculty and students. They typically last **2 hours** and are held in a community setting outside usual class time. They are instructed by community educators, who are patients/clients and caregivers who share with students their unique experiences and expertise. The workshops are interactive and include small group discussions by **3 or 4 community educators** with **20 to 30 students** from multiple UBC health and human service programs.

Background Since 2008, **79** Patient & Community Voices Workshops have been delivered in collaboration with our community partners. People with chronic health concerns and other "expert patients" have important life experiences and expertise that can and should enrich present University training. We believe that active patient participation is an essential component of training future health and human service professionals for patient-centred, interprofessional practice. The workshop series is part of the curriculum in the UBC Master of Occupational Therapy (MOT) program.

Future: In 2020-21 we adapted the workshops for online delivery via Zoom. We aim to continue to develop and present interprofessional workshops that enrich student learning and are integrated into curriculum. The challenge is to acquire ongoing support for workshop development and scheduling with the healthcare programs. The promise is enriched education for our students and social accountability by our academy.



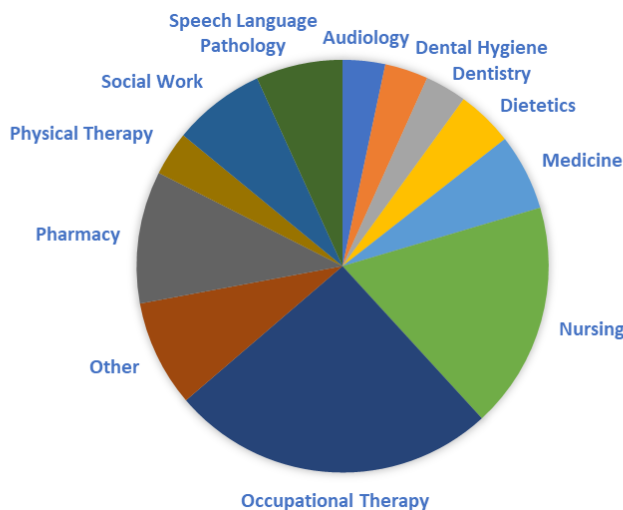
meetingofexperts.org

Since 2008 we've held **79** workshops with over **1,350** students and over **200** community educators

Student Programs

More than 1,350 students from 12 UBC health and human service programs participated in the workshop series 2008-2021:

Audiology (45)	Pharmacy (140)
Dental Hygiene (46)	Physical Therapy (47)
Dentistry (44)	Social Work (98)
Dietetics (60)	Speech Language Pathology (92)
Medicine (81)	Other (113)
Nursing (240)	
Occupational Therapy (345)	



Learning Outcomes

At Patient & Community Voices workshops, students learn:

- The varied and personal experiences of patients/clients living with a chronic condition or disability
- The interactions that patients/clients have had with health professionals, and approaches to create positive relationships
- The social impacts of living with a chronic condition or disability, such as stigma
- Community resources and information available for health professionals and their patients/clients
- The range of perspectives and scopes of practice of other health professions



Evaluation

Workshops are highly rated by students. On a scale of 1-5 (1 = one of the worst and 5 = one of the best), **82% of students rate the workshops 4 or 5**, a mean of **4.2**.

"The workshop provided insight into an illness that is very highly stigmatized, and I appreciate the speakers' honesty and openness about their illness. Their individual stories and experiences were very powerful and presented a different perspective." – **Medical Student**

"I loved that the personal stories included not only information about experiences with the medical system, but also context that increased understanding of the problems in medical care. I learned valuable information on how to be a more sensitive and informed healthcare professional." – **Occupational Therapy Student**

"I think having feedback from people with chronic conditions on how HCPs [health care providers] are performing is invaluable in terms of learning how to conduct ourselves in our future careers." – **Nursing Student**

Acknowledgements

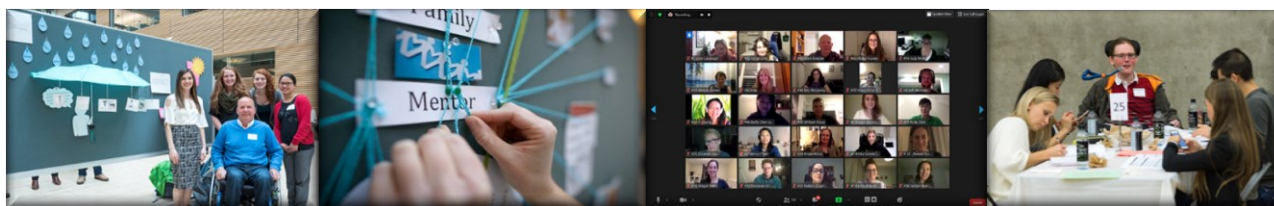
Thank you to all community educators for volunteering their time and sharing their stories with UBC students.

Financial support for program coordination provided by the Office of UBC Health.

Further Reading:

Ham J, Towle A, *Shyng G. Deaf and hard of hearing awareness training: A mentor-led workshop. *The Clinical Teacher*. 2021; 18(2):180-185.

Towle, A. & Godolphin W. Patients as educators: Interprofessional learning for patient-centred care. *Medical Teacher*. 2013; 35: 219–225.



UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2021 Celebrating 10 Years!



Despite the COVID-19 pandemic we continue to offer the Health Mentors Program (HMP) - **with TECHNOLOGY!!**

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.

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

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



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 **200** mentors have been recruited and **40** 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, and speech-language pathology.

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

Since 2011, **1,646** students have participated. The program is coordinated by Patient & Community Partnership for Education with funding from the Office of the Vice President Health.



Visit: meetingofexperts.org/programs-activities/health-mentors-program/

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Mentors	23	51	50	50	51	37	39	42	38	48
Students	89	197	200	184	200	142	154	160	128	192

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" consisting of 140 characters that describes one key piece of learning from the program is the centrepiece of each group's presentation. Due to Covid-19, the 2021 Symposium was held virtually.

View digital presentations: <https://tinyurl.com/dr5pivju>



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.

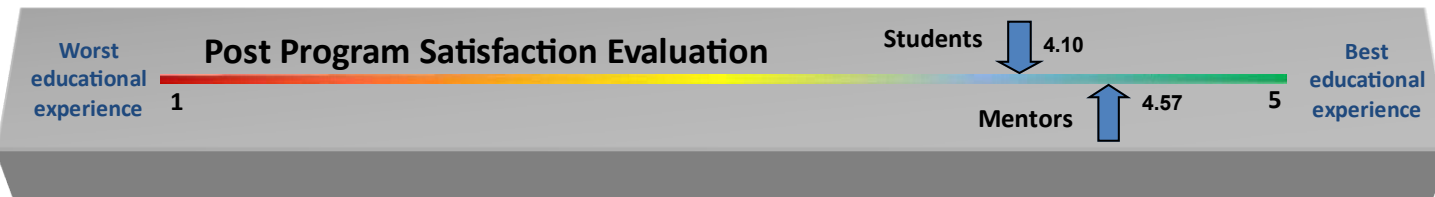
"It isn't like other classroom based learning. It is all experiential and gives you perspectives you might never have the chance to get anywhere else."

-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



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 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: Kline CC, Park SE, Godolphin WJ, Towle A. Professional Identity Formation: A Role for Patients as Mentors. *Academic Medicine*. October 2020, 95(10):1578-1586.

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.

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/m2xbq7g>

PRESENTATION: Kline C, Macdonald J, Godolphin W, Towle A, Young M. Adapting to COVID-19: pros and cons of moving patient involvement in health professional education on-line. 6th Authenticity to Action Conference Celebrating Public and Patient Involvement in Health and Social Care Education, an international online conference sponsored by the University of Central Lancashire, 29-31 March 2021.

PRESENTATION: Riganti P, Moller-Hansen A, Kline C, Godolphin W, Towle A. Patients experiences as mentors in an interprofessional education program. 6th Authenticity to Action Conference Celebrating Public and Patient Involvement in Health and Social Care Education, an international online conference sponsored by the University of Central Lancashire, 29-31 March 2021.

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=MsoPm5ECgss> (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=Iak-P7JfFo>.



Community as Teacher: Health professional students learn Cultural Safety from an Aboriginal community

An interprofessional, experiential, and cultural immersion program for UBC students and a partnership of UBC Patient & Community Partnership for Education and Xyolhemeylh

2006-2021



Why is this program needed?

Communications between health care professionals and Aboriginal people have long been identified as contributors to poor health outcomes. Associations between history, time, and trust create some of these difficulties. When we asked Aboriginal people for a solution, they said health professionals should “come and spend time with us”. Cultural immersion for health professional students allows the Aboriginal community to become their teacher. (*Towle et al 2006)

Who is involved and what happens?

Our partnership with Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh) since 2006 resulted in a unique educational model – a variation on community-based education. UBC students learn alongside Aboriginal youth at summer camps led by Elders, youth workers and cultural leaders. UBC students learn *cultural safety* and about developing culturally-appropriate relationships.

Camps are held on the Chehalis Indian Reserve and neighboring communities, in a Longhouse or outdoors and provide a learning environment unlike classrooms and clinics. Over 3 or 4 days students experience the lifestyles of the Stó:lō people and learn about themselves and First Nations.

At the Family camp traditional teachings about family and parenting skills are shared with Aboriginal families. The Youth camp for

12-19 year olds provides cultural teachings through traditional activities, sports and games. Two camps are coming-of-age celebrations held for boys (‘Warriors’) aged 10-16 and girls (‘Natural changes’) aged 10-16 to teach self-discipline, traditional responsibilities and customs.

UBC students attend in groups of up to 6. Their role is to learn through drumming, singing, canoeing, Longhouse ceremonies, talking with Elders and interacting with the youth. In exchange they help with chores and facilitate health-related discussions on topics chosen by the participants. Topics have included nutrition, body image, hygiene and sexual health, and a modification of our ‘Talk to Your Doc’ program, facilitated by medical students in BC high schools, to help adolescents develop independent and active relationships with health care providers.

What is cultural safety?

Cultural safety is a concept from New Zealand nursing education that emphasizes self-awareness on the part of health professionals, to understand how their own culture (both personal and professional) affects practice. **Key features** of cultural safety are:

- awareness and respect for cultural differences
- self-reflection and analysis of power inequalities
- trust
- defined by the recipient/patient/client.

Programs & Number of Students 2006-19
(No camps in 2020 due to COVID-19)

Dental Hygiene	5
Dentistry	7
Land and Food Systems / Dietetics	7
Medicine	81
Midwifery	11
Nursing	22
Occupational Therapy	13
Pharmacy	39
Physical Therapy	2
Psychology	9
Public Health	8
Social Work	16
Speech-Language Pathology	3
Other (Vocational Rehab, Science, Respiratory Therapy)	10
Total	233



VIDEO: *Aboriginal Community as Teacher*

<https://health.ubc.ca/pcpe/projectsactivities/community-teacher-cultural-camps>



What difference does it make?

Student learning of cultural awareness, sensitivity, and safety has been revealed through interviews and focus groups with many students, camp leaders, Elders and campers.

UBC students were grateful for first-hand encounters with Aboriginal culture. The experience challenged the ideas they had formed from health statistics, media and treating patients. They became aware of cultural differences, their own values, beliefs, biases and prejudice, and underlying reasons for distrust of health professionals. Some were inspired to choose a career focusing on

Students: *"It was an excellent chance to understand the work Xyolhemeylh is doing to support families reconnecting with cultural teachings. It is important to understand, as practitioners, the connection for Indigenous peoples between culture, family, and health and how we can acknowledge and support this in our interactions with Indigenous patients and clients."* [Social Work Student]

"It was so great to speak and spend time with Elders, youth, and adults from local Aboriginal communities. We were also afforded the opportunity to participate in several traditional activities and practices." [Nursing Student]

Many thanks to the Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh) for welcoming UBC students to their camps. Special thanks to Natalie Brandon, Julia McCaffrey, Marilyn Collins, and Raven Little, who in their different roles have made it happen and given us their guidance and support.

We are especially grateful to the Elders, camp leaders and youth for teaching these future health care providers and to the students who took the opportunity to learn in the Aboriginal community.

The project *Doctor-Patient Communications in the Aboriginal Community: Development of Educational Programs* was supported via grants from the BC Ministry for Health via grants from the UBC Faculty of Medicine Special Populations Fund. We found that UBC students are an integral part of the summer camps and resonate well with the Aboriginal belief of being a life-long learner. The students' positive attitude towards learning fits well with their belief of continuously wanting to learn without asking for anything in return.

Publications & Presentations

Towle A, Godolphin W, Kline C. Novel approaches to evaluating experiential education. Workshop for Centre for Community Engaged Learning and the Community Engagement Office, 4 February 2020.

Bain M. (2018). Community-university engagement: Case study of a Coast Salish Territory in British Columbia. *Engaged Scholar Journal*, 4(1): 123-141. DOI: <https://doi.org/10.15402/esj.v4i1.313>

Bain, M. (2014). Community-university engagement : case study of a partnership on Coast Salish territory in British Columbia (T). University of British Columbia. Retrieved from <https://open.library.ubc.ca/cIRcle/collections/24/items/1.0165857> (Original work published 2014)

Bain M. International service learning in Canada: Lessons from a university-indigenous partnership. Presentation at the International Association for Service-Learning and Community Engagement, Omaha, Nebraska 2013

**Kline C, Godolphin W, Chhina G, Towle A. (2013). Community as teacher model: Health profession students learn cultural safety from an Aboriginal community. *Michigan Journal of Community Service Learning*; 20(1): 5-17.

*Towle A, Godolphin W, Alexander T. (2006). Doctor-patient communications in the Aboriginal community: Towards the development of education programs. *Patient Education & Counseling*; 62: 340-346

Features of this project have been presented at several international conferences. *Where's the Patient's Voice in Health Professional Education?* Vancouver 2005, *ICCH-AAPP* Chicago 2005, *CCPH* Toronto 2007, *AAMC-RIME* Boston 2009, *AMEE* Vienna 2011.

Aboriginal health. Long-term follow-up interviews showed students retain their learning and apply it to practice.

Community members who led the camps were struck by the reciprocity of students and their desire to learn. They appreciated the respectful way students engaged with Elders and the good role modeling and mentorship they provided the youth. They valued the opportunity to share their culture with future health care providers. Young camp leaders were especially interested in the information about health careers. (*Kline et al 2013)

Community: *"Earning is through learning and that is what the UBC students are doing. Learning is a life-long process and for the UBC students to give their time to always want to know more is very good."* [Camp Elder]

"The UBC students all seem to want to be here, want to learn, and all want to know. I can't imagine not having the students being here because we're used to them being here." [Camp Parent]



Our Community-University partnership: The partnership is a model for teaching health care students what cultural safety means in practice. With a grant from UBC Centre for Community Engaged Learning we have developed novel approaches to evaluating experiential learning in the community to capture important attitudinal change and benefits to community through stories, gift giving, and knowledge exchange.

Future: We aim to maintain this partnership, to find ways to formally recognize, honor and give credit to the community and participants, and to continue developing the community-as-teacher model to include other community and patient groups. We are working with the community to pilot virtual learning opportunities during the COVID-19 pandemic.

Register: <https://meetingofexperts.org/programs-activities/aboriginal-summer-camps/>



Curious about our logo?

Designed for us by Sonny Assu, well-known artist, of the We Wai Kai First Nation (Cape Mudge). <http://sonnyassu.com/>



Collaborators

UBC Faculty and Staff

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Centre for Excellence in Indigenous Health

Drew St. Laurent, Operations Manager

Courtney Smith, Curriculum Manager

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Chris McKinnon, MEL & MHLP Employer Relations & Careers Manager

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Kerry Wilbur, Executive Director, Entry-to-Practice Education

Physical Therapy

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UBC Community Engagement

Kat Cureton, Engagement Strategist

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Work Learn

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Wayne Tse, Science

Medicine

Tracy Huynh, Medicine

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Queens University

Ashley Moller-Hansen, Health Sciences, Service-Learning Practicum

Academic / Health Institutions

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Connie Evans, Interprofessional Education and Collaborative Practice

Leeds University, Leeds Institute of Medical Education (LIME)

Jools Symons, Patient & Public Involvement Manager

Maastricht University, Care and Public Health Research Institute (CAPHRI), Family Medicine

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Stephanie Mooney, Experience and Engagement Specialist

University of Montreal, Centre of Excellence on Partnership with Patients and the Public

Philippe Karazivan, Co-director

Antoine Boivin, Co-director

Caroline Wong, Executive Manager

Annie Descoteaux, Project Manager

Mathieu Jackson, Pedagogical Counsellor & Patient Coordinator

Community Organizations

BC 211 / United Way

Ken Sanghera, Communications Manager

Genny Krikorian, Community Engagement Coordinator

BC Centre on Substance Use (BCCSU)

Ashley Cole, Stakeholder Engagement Lead

Kevin Hollett, Associate Director Communications

Liz Yue, Substance Use & Addiction Partnership Manager

BC Hepatitis Network

Daryl Luster, Peer Programs Lead

BC Lyme Association

Bill Wheeler, President

Community Living Society

Janice Barr, CEO

Disability Alliance BC

Max Dixon Murdock, Program Assistant

Cynthia Minh, Program Manager & Outreach Coordinator

Family Support Institute

Mandy Young, Provincial Family Support and Projects Manager

Fraser Valley Aboriginal Children & Family Services Society (Xyolhemeylh)

Patrick Martin, Family Strengthening Team Leader – Youth & Guardianship

Indian Residential School Survivor Society (IRSSS)

Wesley Scott, IRSSS Workshop Coordinator

Jeremy Jones, LGBTQ+ Liasion

Justice for Girls

Santana Palmer Thomas, Education Outreach Worker

MEFM Society of BC

Lana LeBlanc, Research Coordinator

ME Victoria Association

Gloria Gray

National MEFM Action Network

Sherri Todd, BC Director

Ronald Macdonald House of BC & Yukon

Leslie Louie, Senior Director, Family Services

Scleroderma Association

Diane McPhee, Member

Special Olympics BC

Dan Howe, President & CEO

Scott Howe, Special Olympics BC

Spinal Cord Injury BC

Jocelyn Maffin, Resource Center Manager

Teri Thorson, Peer Coordinator

Wavefront Centre for Communication Accessibility

Grace Shyng, Head of Audiology



Dissemination & Scholarship

Publications (*student or community co-authors)

Full List: <https://health.ubc.ca/pcpe/dissemination/presentations>

*Ham J, Towle A, *Shyng G. (2021). Deaf and hard of hearing awareness training: A mentor-led workshop. *The Clinical Teacher*; 18(2):180-185.

Kline C, *Park SE, Godolphin W, Towle A. (2020). Professional identity formation: A role for patients as mentors. *Academic Medicine*; 95:1578–1586.

Towle A, Godolphin W, Kline C, *Lauscher D. Building and Sustaining Patient and Community Partnerships in Interprofessional Education. In: Forman D., Jones M., Thistlethwaite J. (eds) *Sustainability and Interprofessional Collaboration*. Palgrave Macmillan, Cham; 2020.

Towle A, Godolphin W, Kline C. (2020). Priority health concerns in BC and the training of future physicians: Report of a consultation with patients, caregivers and community representatives. Report and video available at <https://meetingofexperts.org/programs-activities/priority-health-concerns-in-bc/>.

Presentations (*student or community co-presenters)

Full List: <https://health.ubc.ca/pcpe/dissemination/presentations>

Towle A, Kline C, *Lauscher D, *Macdonald S, *Young, M. *Community Engagement in Hard to Teach Subjects: An Example of Health Advocacy*. Poster presentation at Teaching & Learning Enhancement Fund Virtual Showcase, 17 May 2021.

Kline C, Macdonald J, Godolphin W, Towle A, *Young M. *Adapting to COVID-19: pros and cons of moving patient involvement in health professional education on-line*. 6th Authenticity to Action Conference Celebrating Public and Patient Involvement in Health and Social Care Education, an international online conference sponsored by the University of Central Lancashire, 29-31 March 2021.

Towle A, Godolphin W, Kline C, Holmes C. *Public and Patient input into shaping the mission of a medical school*. 6th Authenticity to Action Conference Celebrating Public and Patient Involvement in Health and Social Care Education, an international online conference sponsored by the University of Central Lancashire, 29-31 March 2021.

Riganti P, *Moller-Hansen A, Kline C, Godolphin W, Towle A. *Patients experiences as mentors in an interprofessional education program*. 6th Authenticity to Action Conference Celebrating Public and Patient Involvement in Health and Social Care Education, an international online conference sponsored by the University of Central Lancashire, 29-31 March 2021.

Riganti P, *Moller-Hansen A, Kline C, Towle A, Godolphin W. *Patients' experience as mentors in an interprofessional education program*. UBC Centre for Health Education Scholarship, Celebration of Scholarship, Vancouver, BC. 7 Oct 2020.



Funding

Source	Title/Description	Amount
VP Health	Learning from Patients Meeting of Experts annual website maintenance	\$62,000 2,000
VP Academic Research	RA funding	\$67,000
Equity Enhancement Fund	Students learning from patients: increasing diversity and inclusion	\$10,000
Centre for Community Engaged Learning	Leveraging opportunities for on-line learning from patients, families and the community	\$3,500
UBC Work Learn Program	Wage subsidy for student research and development assistants	\$9,600
Total		\$154,100

Students Reached (since PCPE started involving patients in education in 2005)

PCPE Activity Related UBC Health Strategic Priorities	Since	# Events annually	# Health Disciplines	2020-21 Students	Total Students	Cost / student
Community as Teacher Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2006	4 camps	14	0	233	\$260
Patient & Community Voices Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2008	8-10 workshops	12	189	1,350	\$160
Health Mentors program Education Innovation & Scholarship Patient & Public Engagement	2011	40-50 groups	10	192	1,646	\$160
Health Advocacy Training for Health Professional Students Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2014	4-6 workshops	4	390	768	N/A
Patients in Classrooms Education Innovation & Scholarship Patient & Public Engagement	2016	5-12 requests	7	931	2,126	N/A
Living Library Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2017	2-6 new videos	4	398	651	N/A
Medical student FLEX Projects Community of Practice (research) Education Innovation & Scholarship Patient & Public Engagement	2018	1-5 projects	1	1	7	N/A
Total students reached				2,101	6,781	