



## Research & Development Projects 2022 - 2023

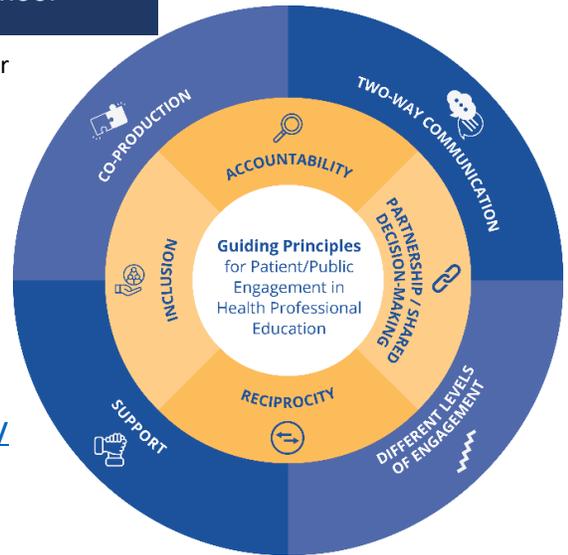
### Bringing patients and society into the social accountability of a medical school

With patients and the public, we co-created guiding principles, models and processes for their engagement in the mission, goals, curriculum and delivery of medical education. This included review of 30 practical guides to engagement, environmental scans involving key informants from various institutions, and patient/public consultations.

A synthesis report includes 8 Guiding Principles for engaging patients and the public in health professional education and 10 recommendations to help medical and other health professional schools fulfill their mandate for social accountability by involving patients/the public.

Project reports, guiding principles and video are on the website. Two manuscripts are under review. <https://meetingofexperts.org/programs-activities/social-accountability/>

**Funded by: Royal College of Physicians & Surgeons of Canada/Associated Medical Services CanMEDS Research Grant**



### Combatting Ableism in Health Care

Summer students Yukta Bhandari and Martina Francisco did an environmental scan of UBC courses with content about disability.

They surveyed 76 instructors from Vancouver and Okanagan campuses about involvement of people with lived experience in teaching and learning about disability. 24 instructors are interested in having people with disabilities contribute to courses in health sciences, sociology, engineering and social work.

Follow-up interviews with 9 instructors revealed that people with disabilities currently have some involvement in creating learning materials, sharing their experiences with students and advising on course development. There is also a lot of enthusiasm for expanding engagement.

**Funded by: Vancouver Foundation Cedar Lodge Endowment.**

“Its about having conversations, allowing students to ask questions ... that’s what students find most helpful.”

Dr. Lillian Hung, head of the Innovation in Dementia and Aging (IDEA) lab in the School of Nursing.

#### Next Steps

We will bring together faculty, students, and individuals living with head and other physical injuries and disabilities to co-create learning resources that help students learn how to combat ableism and provide safe and accessible care.

### Virtual Care & Planetary Health Curriculum Projects

PCPE is collaborating with Dr Adrian Yee, Director of Curriculum for the UBC MD Undergraduate Program, and his team of faculty, students and patient partners on two new curriculum projects: virtual clinical care, and planetary health (climate change). PCPE is helping to recruit patient and caregiver partners for the project, facilitate their input and provide overall advice on patient engagement.

In summer 2022 we organized several focus groups on both topics to learn about patient/caregiver experiences. These experiences are being incorporated in learning objectives for medical students, and educational materials such as podcasts and videos. The projects are supported by grants from the **UBC Teaching and Learning Enhancement Fund** (virtual clinical education) and a **UBC Climate and Wellbeing Education** grant (planetary health).

Our Collaboration with Bahiana School of Medicine and Public Health explores ways to facilitate learning between mentors and students from very different socioeconomic and cultural backgrounds.

This case study may inform efforts to improve equity, diversity and inclusion of underrepresented groups in health professional education.

**5 Health Mentors** - outpatient clinic at BAHIANA and members of HTLVida.

**16 Students** - Medicine, Nursing, Psychology and Physiotherapy.

**4 Supervisor professors**



## Distinguished & Visiting Scholars

**Canfield Distinguished Scholar** Dr. Maria Hubinette was appointed for a 3-year term, effective March 31, 2023, as the inaugural **Canfield Distinguished Scholar in Patient Partnerships** thanks to a generous donation from Carolyn Canfield, a citizen-patient advocate.

As the inaugural Canfield Scholar, Dr. Hubinette will support research, as well as teaching and outreach initiatives in patient partnerships in health professional education. Work is underway on an environmental scan of patient involvement in the MD Undergraduate Program. We plan to collaborate with the *Centre of Excellence on Partnership with Patients and the Public* at the University of Montreal to extend this environmental scan to all Canadian medical schools.

## Visiting Scholar Sept 26 – Oct 7, 2022

Dr. Deb Virtue, Deputy Head of Department, Physiotherapy, University of Melbourne, spent 2-weeks with us to learn about the Health Mentors program. She plans to develop similar programming at the University of Melbourne, Australia.



Students at UBC are very fortunate to have the opportunity to participate in these world-renowned programs supported by incredible health mentors.

Dr. Deb Virtue

## Future Directions

### Public and Patient Involvement in Interprofessional Education (PULPIT)



PCPE is part of a 3-year international collaboration to promote patient and public involvement (PPI) in interprofessional education (IPE) of undergraduate healthcare students. Outcomes will include international consensus recommendations on promoting PPI and IPE, a MOOC, educational materials (videos, podcasts, leaflets, quizzes), the validation of the PULPIT Program, with a white paper for its implementation and sustainability in other universities.

**Partners:** Nursing School of Lisbon, *Portugal*; School of Medicine, Minho University, *Portugal*; EUPATI (non-profit patient organization) *Portugal*; Maastricht University, *Netherlands*; Patient-as-a-Person Foundation, *Netherlands*, Faculty of Health Sciences, University of Maribor, *Slovenia*; PXL University of Applied Sciences and Arts, *Belgium*; EUPATI *Belgium*; KU Leuven University, Clinical Pharmacology and Pharmacotherapy department, *Belgium*; UBC Patient & Community Partnership for Education, *Canada*

## Fundraising for a Community Engagement Coordinator

PCPE with the Faculty of Medicine Development office is working to raise \$250K for appointment and support of a *community engagement coordinator* who will ...

- Strengthen our existing and ever-increasing community connections;
- Build capacity among current health mentors to take on additional roles;
- Build relationships with specific under-represented populations and with more individuals and groups outside the lower mainland;
- Explore formal partnership agreements with community organizations;
- Facilitate the creation a community-based organization to partner with the university (renewal of Patients In Education (PIE).

The flyer contains the following text:

**Removing Access Barriers for Patient and Community Engagement**

At the UBC, there is growing momentum and desire for including patient voices in health professional education and research. To meet this demand, the PCPE has developed a suite of programs that represent diverse patient experiences and perspectives, ranging from videos and workshops, to mentorship and community-led and community-based educational interventions. In 2022, more than 1800 students across 12 UBC programs benefited from mentorship by the PCPE's patient educators.

While these figures are encouraging, UBC aims to do better. The pool of UBC patient and community educators in the PCPE program is currently limited, both in size and scope, and we are unable to meet the growing demand for patient voices with a limited number of mentors.

**An Opportunity to Support Equity Enhancement and Community Partnerships In Health**

As the PCPE continues to grow, we are seeking to expand our reach through a variety of programs and activities. We are currently seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences. We are currently seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences.

we are seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences. We are currently seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences.

we are seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences. We are currently seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences.

we are seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences. We are currently seeking individuals who are interested in working with patients and community members to improve health equity and patient experiences.

GOAL: \$250,000





# Supporting Students to Learn from Patients

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

2017-2023



## 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)

FNH 490 (39 students) & 497E (37 students)

Dietetics Practice Education

## 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)

## Integrated Curriculum

Collaborative Decision Making (1,026 stu-  
dents)

31 requests from 9 programs for enriched educational activities involving patients

We support faculty to involve patient and community partners in many classroom activities each year.

**7,500+ students** across **5 faculties** have had enriched learning opportunities with patients since we began taking requests in 2017.

We have recruited **450+ patient educators** for classroom teaching and learning. Patient educators have contributed **900+ 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](http://meetingofexperts.org)





# UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2023 Celebrating 12 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

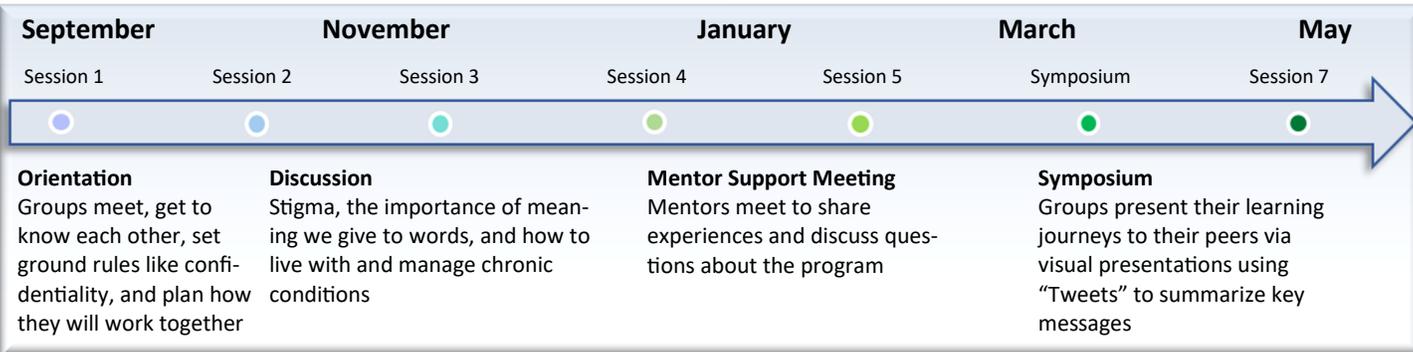
read the otherwise confidential journals written after each meeting.

This year we helped launch a pilot Health Mentors program at Bahiana School of Medicine and Public Health in Brazil. The first cohort has 5 Health Mentors from HTLVida Association and 16 students from medicine, nursing, physical therapy and psychology. We are collaborating to evaluate the supports needed to reduce barriers to participation. The results will inform an expanded pilot with additional mentors including patients with epilepsy, rare diseases, and mental health.

**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 **230** mentors have been recruited and **55** 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, **1,947** 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
<b>Mentors</b>	23	51	50	50	51	37	39	42	38	48	44	45
<b>Students</b>	89	197	200	184	200	142	154	160	128	192	157	144

## 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.



## 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.

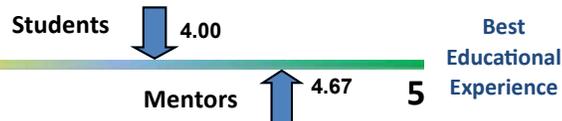
"I learned so much about the roles of other healthcare professionals! I feel I learned so much more about interdisciplinary care from this program than my actual curriculum." -Medical student



"Sharing real experiences with young eager minds learning to navigate the medical world is a privilege. The reward for me is seeing them learn and understand and grow into caring professionals. LOVE all the students!!!!" -Mentor

Worst  
Educational  
Experience 1

### Post Program Satisfaction Evaluation



## 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.

**ARTICLES:** 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

Ng M. & Chu J. Increasing Patient Involvement in Health Professional Education. *Health Professional Student Journal*. (2015) 1(1), 1-5.

Ruitenbun C. & Towle A. "How to do things with words" in health professions education. *Advances in Health Sciences Education Theory and Practice* 2015, 20 (4):857-872.

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, 11(4):301-306.

Kladko, B. "A new window on patients' personal struggles." *UBC Reports* 2012, 58 (3) February 2012. <http://tinyurl.com/m2xbq7g>

**PRESENTATIONS:** 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.

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.

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

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.

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.

**POSTERS:** Di Silvestre C, Biehl C, Khalilie, K, Kline C. Qualitative study of student learning from health mentor patients. Qualitative Health Research Conference, Vancouver, BC. 25-29 Oct 2019.

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.

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.

**WORKSHOPS:** 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.

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.

**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>.



## PATIENT & COMMUNITY VOICES WORKSHOPS 2008-2023

### 2022-2023 Series

**A Caregiver’s Journey: Heartbreak & Love**

Partner: UBC Health Mentors

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

Partner: Justice For Girls

**Disability Health**

Partner: Disability Alliance BC

**Refugee Health**

Partner: Refugee Health Initiative

**Mental Health: Empathy & Compassion**

Partner: Pathways Serious Mental Illness Society

**Positive Reflections and Voices Unheard: Learning from Persons Living with HIV**

Partner: Persons Living with HIV

**Stereotypes, Truth & Reconciliation in Health Care**

Partner: Indian Residential School Survivor Society

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

Partner: BC Centre on Substance Use

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

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

### Additional Workshops (not offered in 2022-23)

**Allies in Health: Connecting with Communities**

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

**Learning to Provide Better for Deaf & Hard of Hearing**

Partner: Wavefront Centre for Communication Accessibility

**Spinal Cord Injury and Recovery**

Partner: ICORD

**Talk is Cheap: Living and Communicating with Aphasia**

Partner: UBC Aphasia Mentoring Program

**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, **99** 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 a part of the curriculum in the UBC Master of Occupational Therapy (MOT) program.

**Future:** In 2020-2023, we continued adapting 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.



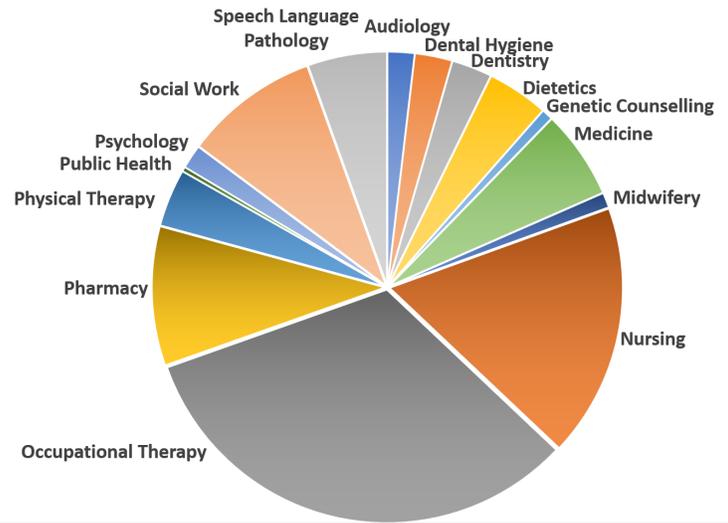
[meetingofexperts.org](http://meetingofexperts.org)

Since 2008, we have held **99** workshops with **1,643** students and over **268** community educators.

# Student Programs

**1,643 students** from **16 UBC health and human service programs** participated in the workshop series 2008-2023:

Audiology (29)	Pharmacy (161)
Dental Hygiene (49)	Physical Therapy (64)
Dentistry (49)	Psychology (29)
Dietetics (68)	Public Health (4)
Genetic Counselling (15)	Social Work (142)
Medicine (108)	Speech Language Pathology (97)
Midwifery (15)	
Nursing (279)	
Occupational Therapy (534)	



## 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), **the majority of students rated the workshops 4 or 5, with a mean of 4.32.**

Highlights of our students' learning this year include:

*"I learned what the experience is like to live with these chronic diseases. I learned about some of the common symptoms that occur for these particular patients, and that not all treatments work for people. It was very insightful to hear firsthand the patient experience."* – **Occupational Therapy Student**

*"The panelists were engaging and courageous in sharing their personal stories. I will take this experience into practice and aim to do my best to be a compassionate listener who sees the person beyond the disease."* – **Medical Student**

*"I truly enjoyed learning from Indigenous individuals themselves on how I can better serve them as a future healthcare professional. Very powerful!"* – **Speech Language Pathology Student**

## Acknowledgements

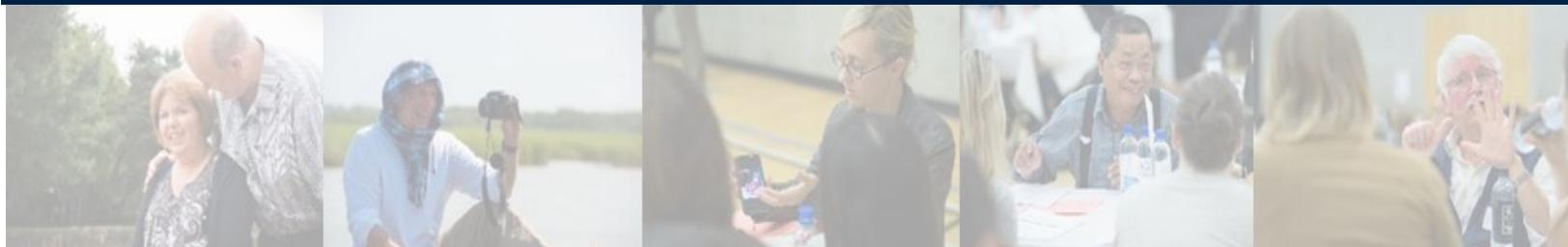
Thank you to all community educators for volunteering their time and sharing their stories with UBC students.

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

### Further Reading:

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.

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



## The Living Library 2018 - 2023

### Key numbers & analytics

**29**  
published

**775**  
students

**1139**  
plays

**4793**  
minutes

### 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 **29** videos covering **7 major topics** in healthcare: *Chronic Disease, Communication & Relationship Building with Healthcare Professionals, End-of-Life, Healthcare Advocacy, Healthcare Teams, Stigma & Assumptions* and *Substance Use*. The Living Library can be incorporated into curricula through required readings, case-based learning, student projects, etc. Videos are 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 14 1	Pharmacists in practice 1	220
	PHRM 311 IA	Medication management IV	218
	PHRM 312 IA	Medication management V	218
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
Faculty of Education	KIN 341	Instructional strategies for including persons with disabilities in physical activity	56
BCIT Health Sciences	Various	67 programs	200+

## 2022-2023 Updates

We introduced **3 new videos** to the Living Library. Our catalogue is in **7+** different courses across **4** faculties, and now available to 67 Health Science programs at the British Columbia Institute of Technology (BCIT)



**Vikram: Being Honest**  
*Stroke, Cancer, communication*



**Michael: Anything is Possible**  
*Traumatic brain injury, patient-centered, resiliency*



**Alexandra: Life is like a Speeding train**  
*Traumatic brain injury, patient-centered care, resiliency*

In 2022-23 we partnered with the Occupational Therapy program to pilot an educational program for 13 students based on the Living Library. The students reviewed current Living Library videos in order to identify characteristics of an effective video. They then worked in four small groups with volunteer health mentors to learn about their healthcare experiences and identify a topic for their video. Students have created, edited and evaluated videos that may be included in the Living Library video series. One student remarked, "It pulled on my heart strings by showing the emotional weight that comes with being a caregiver for someone with a degenerative disease."

## Occupational Therapy Program Pilot



**Jory & Donna: The Heart Matters**  
*Caregiving, empathy, disability*



**Gina: The Quilt**  
*Chronic illness, resiliency, support networks*



**Alla: A Caregiver's Experience**  
*Caregiving, stigma, immigrant experience*



**Mandy & Hudson:**  
*Advocacy, caregiving, school challenges*

## 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

With funding from the Cedar Lodge Endowment we plan to expand our video library with the development of disability-specific resources. Through collaboration with community organizations, new videos will be created to address ableism in health care through inclusion of diverse voices of people with disabilities in health professional education.

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

Towle A, Farrell C, Gaines M, Godolphin W, et al (2016). The patient's voice in health and social care professional education: The Vancouver Statement. *International Journal of Health Governance* 21(1): 18-25



## Dissemination & Scholarship

### Publications Journal Articles, Books, Chapters & Published Reports (\*student or community co-authors) 1999-2023

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

Tajani S, Towle A, Beamish L, Bluman B. (2021): Patient partners in continuing professional development: Experience developing an end-of-life care program for family physicians. *Journal of Continuing Education in the Health Professions* 41(4): 273-278

Ham J, Towle A, \*Shyng G. (2021): Deaf and hard of hearing awareness training: A mentored 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. (2020): 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;

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-concern>.

\*Adamjee L, Kline C, Godolphin W, Towle A. (2019): Patients and students co-develop a resource database. *The Clinical Teacher* 16:1-6.

Kline C, \*Asadian W, Godolphin W, \*Graham S, \*Hewitt C, Towle A. (2018): From “academic projectitis” to partnership: community perspectives for authentic community engagement in health professional education. *Engaged Scholar Journal* 4(1): 79-96.

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

Brault I, Vanier M-C, Dumez V, Towle A, Godolphin W, Pittenger AL, Conway J,

VonBank JR, Collins L. (2016). Partnering with patients in interprofessional education in Canada and the USA: challenges and strategies. In: Forman D, Jones M, Thistlethwaite J. (Eds) *Leading Research and Evaluation in Interprofessional Education and Collaborative Practice*. Palgrave, MacMillan. Chapter 16: 329-353.

Towle A. (2016). Where's the patient's voice in health professional education? *Interface - Comunicação, Saúde, Educação* 20(57): 285-288.

Towle A, Farrell C, Gaines M, Godolphin W, \*John G, Kline C, Lown B, Morris P, Symons J, 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.

\*Ng M, \*Chu J. (2015). Increasing patient involvement in health professional education. *Health Professional Student Journal* 1(1): 1-5.

Towle A, Godolphin W. (2015). Patients as teachers: Promoting their authentic and autonomous voices. *Clinical Teacher* 12(3): 149-154.

Towle A, Godolphin W, Kline C. (2015). The community comes to campus. *Clinical Teacher* 12(4): 1-7.

Godolphin W, Kline C, Towle A. (2015). Talking with your doctor and other health professionals. *Cultures West* 33(1): 19.

Ruitenburt CW, Towle A. (2015). “How to do things with words” in health professions education. *Advances in Health Sciences Education* 20(4): 857-872.

Towle A, \*Brown H, \*Hofley C, \*Kerston R, \*Lyons H, \*Walsh C. (2014). The expert patient as teacher: an interprofessional Health Mentors programme. *Clinical Teacher* 11(4): 301–306.

Towle A, Godolphin W. (2013). Patient involvement in medical education. In Walsh K (Ed) *Oxford Textbook of Medical Education*. Oxford University Press, Oxford, UK. Chapter 27: 311-322.

Kline CC, \*Chhina GS, Godolphin WJ, 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. (2013). Patients as educators: interprofessional learning for patient-centered care. *Medical Teacher* 35(3): 219-225.

Towle A, Godolphin W. (2011). A meeting of experts: the emerging roles of non-professionals in the education of health professionals. *Teaching in Higher Education* 16(5): 495-504.

Towle A, Godolphin W. (2011). The neglect of chronic disease self-management in medical education: involving patients as educators. *Academic Medicine* 86(11):1350.

Towle A, Godolphin W. (2011). User involvement in medical education. In Dornan T, Mann K, Scherpbier A, Spencer J (Eds) *Medical Education Theory and Practice*. Churchill Livingstone Elsevier. Chapter 5: 65-77.

Spencer J, Godolphin W, Karpenko N, Towle A. (2011). *Can patients be teachers? Involving patients and service users in healthcare professionals' education*. The Health Foundation, UK. pp. 1-78. <https://www.health.org.uk/publications/can-patients-be-teachers/>

Towle A, Bainbridge L, Godolphin W, Katz A, Kline C, Lown B, \*Madularu I, Solomon P, Thistlethwaite J. (2010). Active patient involvement in education of health professionals. *Medical Education* 44(1): 64-74.

Godolphin W. (2009). Shared decision – making. *Healthcare Quarterly* 12: Special issue. e186-e190.

Towle A, Weston W. (2006). Patient's voice in health professional education. *Patient Education and Counseling* 63(1-2): 1-2.

Towle A, Godolphin W, \*Alexander T. (2006). Doctor-Patient communication in the Aboriginal community: development of educational programs. *Patient Education and Counseling* 62(3): 340-346.

Towle A, Godolphin W, Grams G, \*LaMarre A. (2006). Putting informed and shared decision making into practice. *Health Expectations* 9(4): 321-32.

Towle A, Godolphin W, \*Van Staalduinen S. (2006). Enhancing the relationship and improving communication between adolescents and their health care providers: a school based in-

tervention by medical students. *Patient Education and Counseling* 62(2): 189-192.

Towle A, Godolphin W, \*Van Staalduinen S, Overgaard V. (2005). "Talk to Your Doc". Helping adolescents make health care transitions. *Education Canada* 45(2): 29-30.

Kline C, \*Salo A, \*Saunders C. (2005). Enabling prenatal clients to overcome barriers in health care communication. *The Doula Spirit* 2005 (May):10.

Kline C, \*Saunders, C. (2005). P.A.C.E Yourself! Talking with Your Doctor. *In A Nutshell* Spring 1-2: 18.

Kline C, \*Saunders C. (2004). P.A.C.E Yourself! Talking with Your Doctor. *Healthy Heart Newsletter* 11(4):1-4.

Godolphin W. (2003). The role of risk communication in shared decision making: first let's get to choices. *BMJ* 327(7417): 692-3.

Towle A, Godolphin W, \*Manklow J, \*Wiesinger H. (2003). Patient perceptions that limit a community-based intervention to promote participation. *Patient Education and Counseling* 50(3): 231-33.

Godolphin W, Towle A. (2001) *Informed Shared Decision Making Workshop*. The College of Family Physicians of Canada MAIN-PRO-C Accreditation 4 credits.

Godolphin W, Towle A, McKendry R. (2001). Evaluation of the quality of patient information to support informed shared decision-making. *Health Expectations* 4(4): 235-42.

Godolphin W, Towle A, McKendry R. (2001).

Challenges in family practice related to informed and shared decision-making: a survey of preceptors of medical students. *CMAJ* 165 (4): 434-35.

Towle A, Godolphin W. (2001). Education and training of health care professionals. In Edwards A, Elwyn G (Eds) *Evidence-based Patient Choice*. Oxford, Oxford University Press. Chapter 15, pp 245- 269

Towle A, Godolphin W. (1999). Framework for teaching and learning informed shared decision making. *BMJ* 319(7212): 766-69.

Kent H. (1998). Emphasis on MD-patient communication to start in medical school, UBC decides. *CMAJ* 159(3): 266-267.

See: <https://health.ubc.ca/pcpe/dissemination/>

## Presentations

### Conference Presentations, Posters and Abstracts (\*student or community co-authors) 2019-2023

#### 2023

Kline C, \*Jiu C, Virtue D, Godolphin W, Towle A. Lasting effects of learning from patients in an interprofessional health mentors program – "I think more in the patient's shoes" "it lowered my threshold to involve other professionals". Collaborating Across Borders VIII Hope and Trust in Health and Social Care, 16-18 May 2023.

Towle A, Kline C, \*Ong K, \*Wang L. Bringing Patients and Society Back into the Social Accountability of a Medical School. International Congress on Academic Medicine 13 – 18 April 2023.

#### 2022

Kline C, Riganti P, \*Moller-Hansen A, Godolphin W, Towle A. Maximizing transformative mentorship relationships: How patients benefit from mentoring students in an interprofessional health mentors program. Centre for Health Education Scholarship (CHES) Celebration of Scholarship, 12 October 2022.

Towle A, Kline C, Ong K, Wang L. Bringing patients and society back into the social accountability of a medical school. CHES Celebration of Scholarship, 12 October 2022.

\*Gong C, \*Burke J, Kline C, Yee A, Towle A. How can medical students respond to planetary health challenges? An exploratory qualitative study. CHES Celebration of Scholarship, 12 October 2022.

Kline C, Towle A, \*Moller-Hansen A. Patients at the centre of interprofessional learning: outcomes of an interprofessional Health Mentors program. Nexus Summit 2022, 13-14 September 2022.

Kline C, \*Gray G, Lundie J, Nacul L. Engaging

patients and caregivers in teaching health professional students about myalgic encephalomyelitis / chronic fatigue syndrome: A workshop model. IACFS/ME Virtual Scientific Conference, 27-30 July 2022.

Kline C, Towle A, Godolphin W, So K. Shaping the Mission of a Medical School Through Public Input. Towards Unity for Health, 16-19 August 2022.

#### 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.

#### 2020

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.

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.

Osborn K, Chirayath C, Schillinger E, Maier, R, Kline, C. If you build it, they will come: Creating a sustainable system for partnering with patients and families in medical education. Society of Teachers of Family Medicine, Portland, OR, 30 January 2020.

#### 2019

Towle A. & Godolphin W. What students can learn about health care communication from patients. International Conference on Communication in Healthcare, San Diego, CA. 27-30 Oct 2019

Towle, A & \*Lauscher, D. Shaping hearts and minds: Patient and community engagement in health professional education. Centre for Health Education Scholarship Research Rounds, 19 June 2019.

Di Silvestre C, Biehl C, Khalilie K, Kline C. Qualitative study of student learning from health mentor patients. Qualitative Health Research Conference, Vancouver, BC. 25-29 Oct 2019.

See: <https://health.ubc.ca/pcpe/dissemination/>