



2021-22 Annual Report

PATIENT & COMMUNITY PARTNERSHIP FOR EDUCATION (PCPE)

www.health.ubc.ca/pcpe

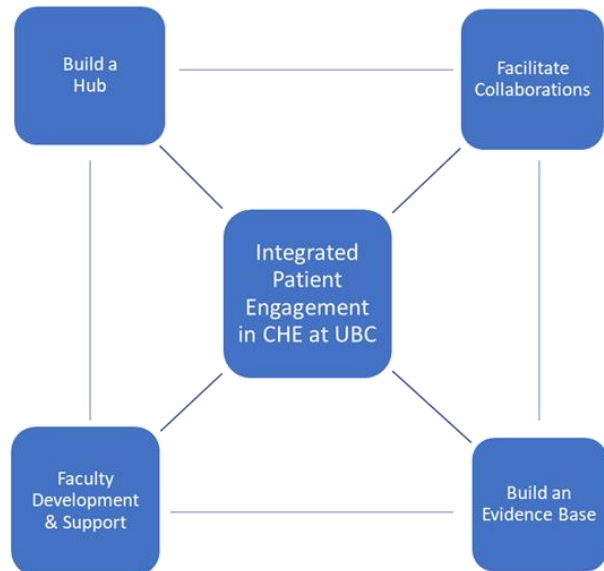
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June 30, 2022

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 March 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 collaborations** 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.



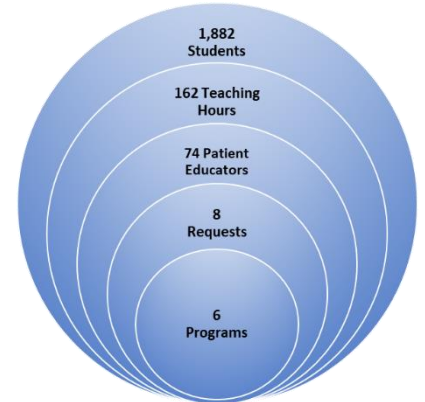
This annual report highlights PCPE’s progress on these recommendations, integration with UBC Health and alignment with UBC Health strategic priorities during the 2021-22 academic year (July 2021 – June 2022).

Highlights

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

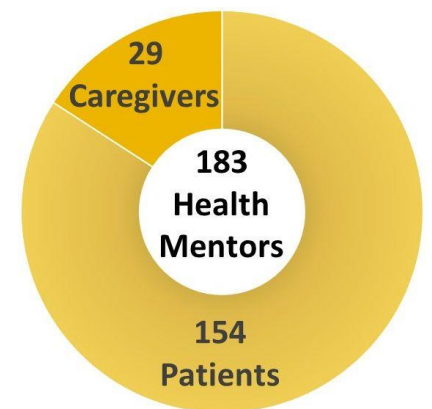
Supporting Students to Learn from Patients: (Appendix 1)

PCPE is a resource for students, faculty and programs wishing to engage patients and community members. We facilitated **8 requests** from **6 programs** for patient involvement in teaching and learning for over **1,800 students**. Some requests are for one-time activities, but many recur annually.



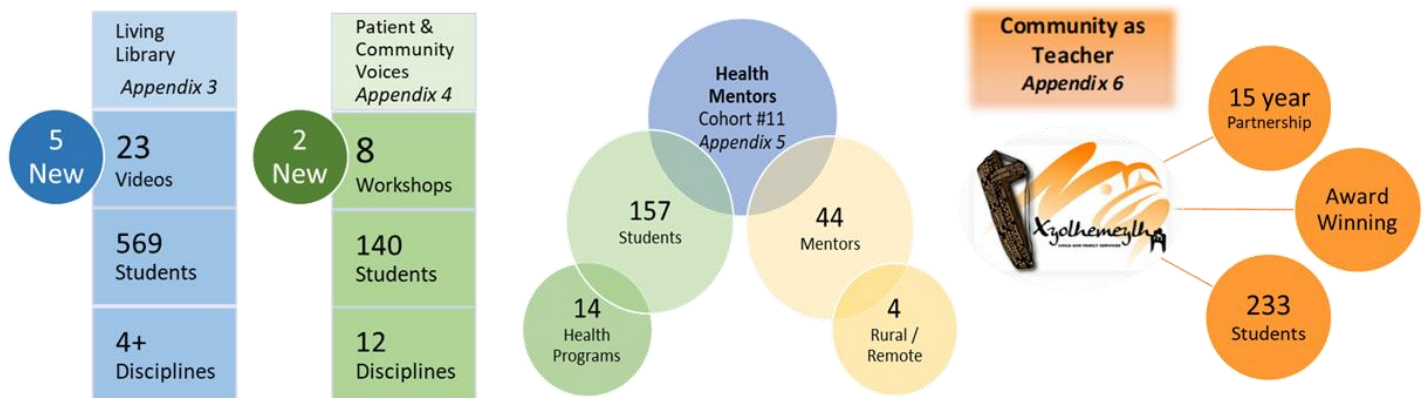
Health Mentor Database: (Appendix 2)

To increase our ability to meet increasing demand for patient engagement in a sustainable way, we continue to build 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.

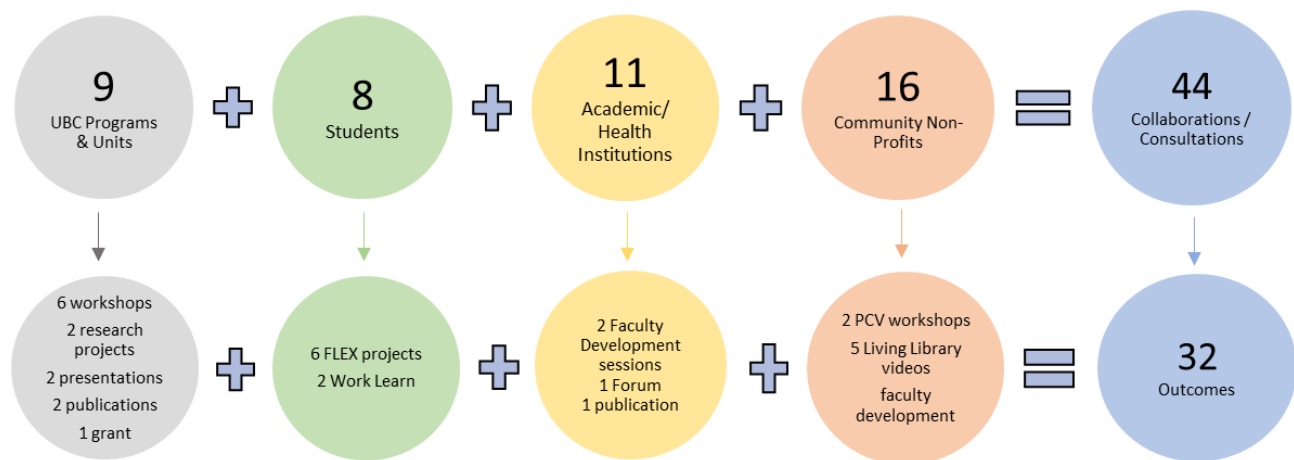


New Resources and Continuing Programs: (Appendices 3, 4, 5 & 6)

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. Collaborations and Consultations 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 **44 collaborations and consultations** with UBC programs and units, students, institutions and community non-profits (*Appendix 7*) that resulted in **32 outcomes** that align with UBC Health strategic objectives for patient and public engagement, enhanced learner experiences, education innovation and scholarship.

Outcomes

- **Health Advocacy workshop** development for dietetics students, a collaboration with Dietetics and Canadian Celiac Association (section 4).
- **A competitive grant** for a participatory action research project to co-create with patients and the public a set of evidence-based guiding principles, models and processes for their authentic, responsive, ongoing and sustainable engagement in the mission, goals, curriculum and delivery of medical education (section 6).
- **Focus groups** with patients to inform the redesign of education and training modules for family physicians on adult mental health (a collaboration with UBC Continuing Professional Development).
- **Six student projects** to engage patients and community in student learning (section 3).
- **Expanded database** of patients who are interested, experienced and available for teaching and learning activities.
- **Five new Living Library videos** on priority topics, including substance use and addictions (a collaboration with the BC Centre on Substance Use).
- **Living Library faculty development** for health professions programs at the BC Institute of Technology (BCIT) (section 4).

- **Two new Patient & Community Voices (PCV) workshops** co-developed with **two community organizations**. They are on priority topics: disability, and refugee health. These new PCV workshops are included in the series of 8 attended by **140 students** from **12 health programs**
- **Two conference presentations** co-presented with faculty and community partners.
- **Two invited presentations:** Centre for Health Education Scholarship Academic Half Day (professional identity formation); Practice Education Network (Educating for Indigenous and Rural Health Equity).
- **European Forum on Patient Partnership in Education:** Comparing different pedagogical approaches to humanizing healthcare, organized by the Laboratorio EduCare (University of Modena and Reggio Emilia, Italy) in collaboration with the Center of excellence on partnerships with patients and the public (CEPPP) (University of Montreal, Canada).
- **Three peer-reviewed publications** co-authored with student, community, and academic partners.
- **Seven patients** involved in the UBC Health Integrated Curriculum Collaborative Decision Making workshops for **over 700 students**.
- We continue to work with faculty in occupational therapy (since 2018), pharmacy (since 2018), and physical therapy (since 2016) to involve patients in classroom activities and coursework in the following courses: **OSOT 549; PHTH 516; PHRM 141**.

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 with patient co-facilitators for the Collaborative Decision-Making module
- PCPE representation 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. PAC met once in 2021-22 and anticipates better integration with Health Council going forward as a consequence of Council establishing a mechanism to get input from PAC on specific agenda items.

[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

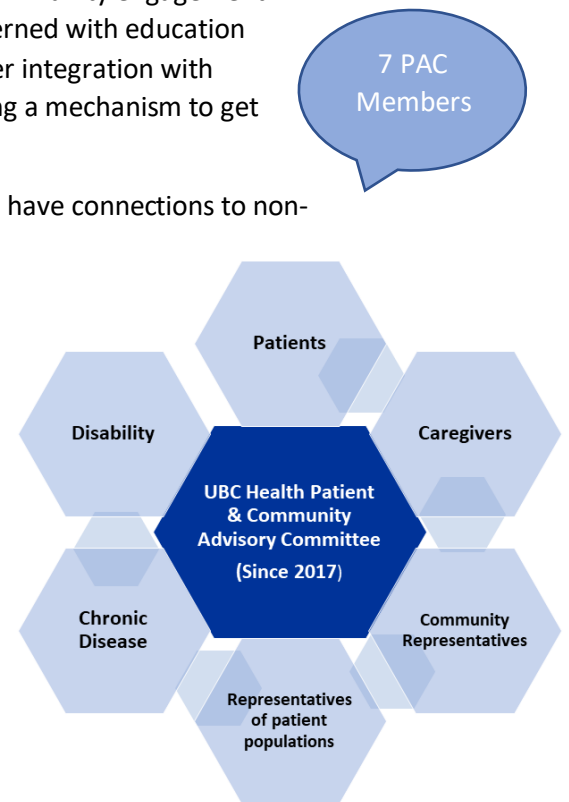
PAC was involved in UBC Health planning leading to integration of patient engagement throughout the UBCH strategic plan.

Integration with UBC Health

PAC is co-chaired by Darren Lauscher, public member, of the UBC Health Council. PAC advised on the protocol for a participatory action research project conducted by PCPE on behalf of the undergraduate medical program.

Outcomes

- Pilot tested the focus group protocol and made recommendations for public consultations that are part of the social accountability research project funded by the Royal College of Physicians and Surgeons of Canada.

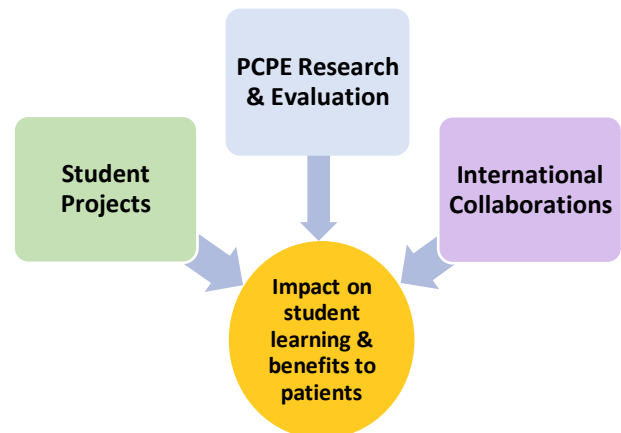


3. Research on Patient Engagement and Impacts on Student Learning and Benefits to Patients

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

We published a paper about involving patients in the design of continuing education for family physicians on end-of-life care.

Publication: 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.



We conducted focus groups with 25 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. It is a follow up study to research we published earlier this year:

Publication: 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*, 1-7.

MEDD 419 & 429 FLEX student research and development projects involved collaborations health professionals, patients and community representatives on the topics of refugee health, health implications of climate change, patient and public engagement in medical education.

International collaboration with Sjim Romme and Matthijs Bosveld, Maastricht University, Care and Public Health Research Institute (CAPHRI), Department of Family Medicine, Maastricht, The Netherlands. We published a paper showing how patient involvement in education can enhance patient self-management and shared decision making.

Publication: Sjim, R., Henrica, S. H. W., Hugo, B. M., & Kline, C. (2021). Involving patients in undergraduate health professions education: What's in it for them?. *Patient education and counseling*. <https://doi.org/10.1016/j.pec.2021.12.014>

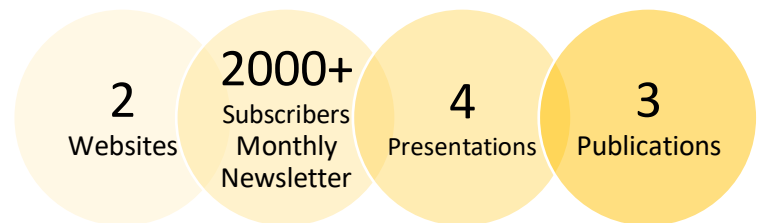
4. Faculty Development and Supports to Engage Patients in Teaching and Learning

PCPE collaborated with BC Institute of Technology to make the Living Library accessible to students and faculty in 30 health sciences programs. We delivered two faculty development sessions with two patient partners for 33 faculty members. The videos are now part of a first-year course for 200 students.

We are working with the UBC Dietetics program to develop health advocacy resources for a practice education course that students take while on clinical placements in their final year of study before entry to practice. The workshop will be delivered in Winter Session 2022/23 (Term 2) to approximately 50 undergraduate and graduate students.

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](https://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.

Patient & Community Voices Newsletter

A monthly newsletter (100 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 activities are funded by internal and external grants. We have a grant to develop models of patient and public engagement in medical education. We are working with UBC Health to secure funding to sustain educational innovations beyond the research and development phase. Our 2021-22 sources of funding and an estimate of program costs per student are provided in Appendix 9.

Grants

Royal College of Physicians and Surgeons of Canada. Bringing Patients and Society Back into the Social Accountability of a Medical School. **(\$24,855)**



Supporting Students to Learn from Patients

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

2017-2022

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)

FNH 483 Dietetics Practice Placement IV

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 (765 students)

23 requests from 9 programs for enriched educational activities involving patients

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

Over **5,000 students** across **5 faculties** have had enriched learning opportunities with patients since we began taking requests in 2017.

We recruited over **400 expert patients** for classroom teaching and learning. Patient educators have contributed **850 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."





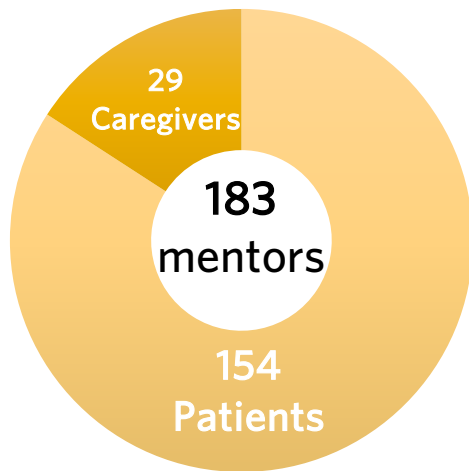
FINDING THE PATIENT'S VOICE



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

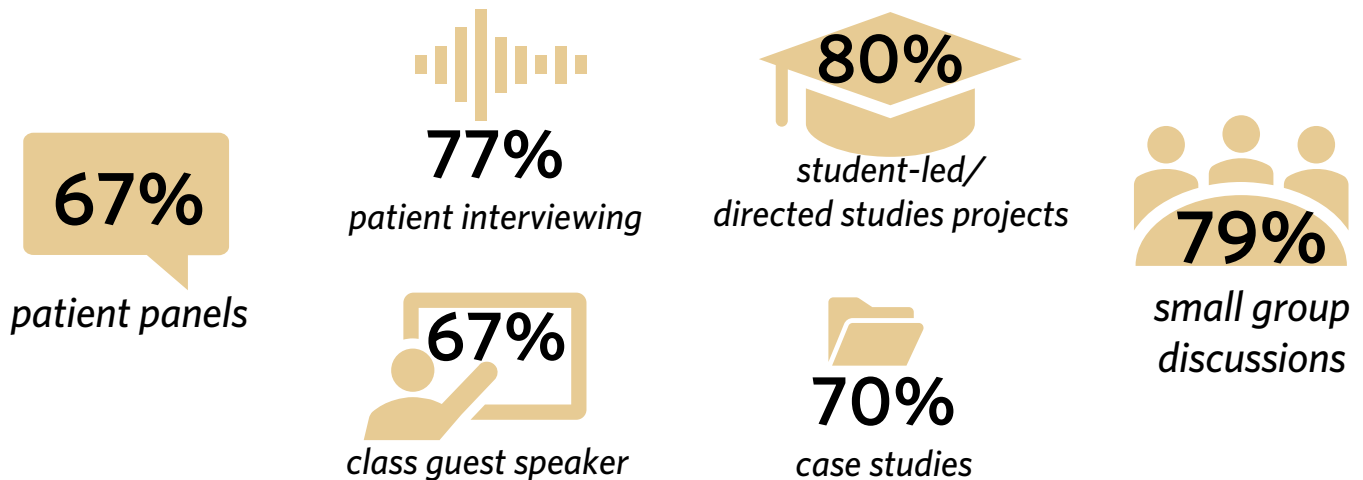
Age range:
19 to 60+
Health Mentors involved since:



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 2021-2022

Key numbers and analytics to date

23
published
videos

2141
plays

5885
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 **23** videos (3 minutes average length) covering **7 major topics** in healthcare: Substance Use, 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

<i>Faculty</i>	<i>Course Code</i>	<i>Course Name</i>
Faculty of Pharmaceutical Sciences	PHRM 141	Pharmacists in Practice 1
Faculty of Medicine	AUDI 522	Communication Development and Disorders
	PRHC 501	Foundations in Primary Health Care
Faculty of Arts	PSYC 314	Health Psychology
BCIT Health Sciences (67 Programs)	Various	Various

2021-2022 Updates

Although COVID-19 restricted some of our team's video production capacity, we introduced **5 new videos** to the Living Library using pre-recorded footage, remote conversations and in-person interviews.



Our catalogue is in four different courses across three faculties at the University of British Columbia (UBC), and now available to 67 Health Science programs at the British Columbia Institute of Technology (BCIT).

What do students say?

"... 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."

"... 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..."

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

"... 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."

Future Directions

We are expanding the Living Library to professional healthcare students beyond UBC, with our pilot year with British Columbia Institute of Technology (BCIT) now complete.

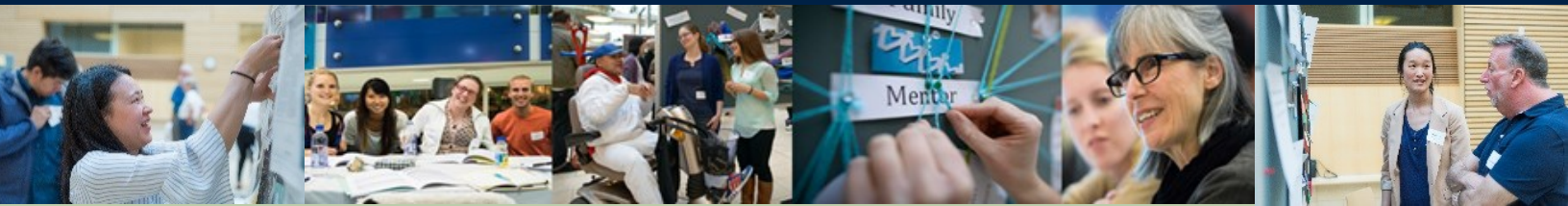
Other Interested institutions include:
Stanford University
Unity Health Toronto

We plan to grow the video library through collaborations with organizations such as:
BC Centre for Substance Use (4 videos completed with more to come)
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 2008-2022

2020-2022 Series

Disability Health *New*

Partner: Disability Alliance BC

Refugee Health *New*

Partner: RésoSanté Colombie-Britannique

Mental Health: Empathy & Compassion

Partner: Pathways Serious Mental Illness Society

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

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

A Caregiver's Journey: Heartbreak and Love

Partner: UBC Health Mentors

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

Partner: BC Centre on Substance Use

Stereotypes, Truth & Reconciliation in Health Care

Partner: Indian Residential School Survivor 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, **87** 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 2020-2022 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.

Additional Workshops (not offered in 2021-2022)

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

Partner: Justice For Girls

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

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

Allies in Health: Connecting with Communities

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



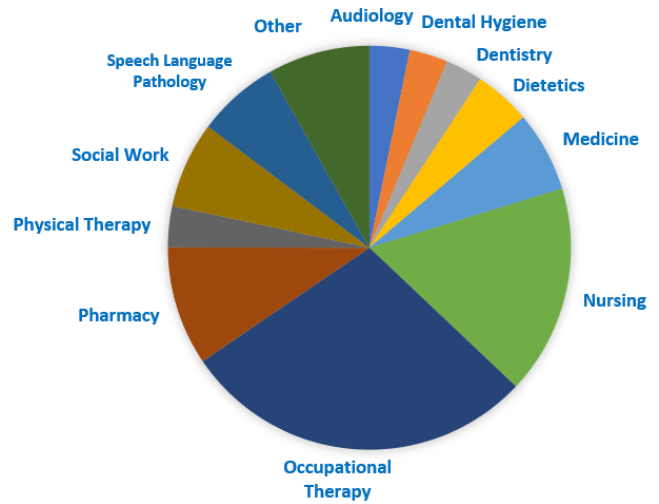
meetingofexperts.org

Since 2008 we've held **87** workshops with over **1,480** students and over **230** community educators

Student Programs

More than 1,480 students from 12 UBC health and human service programs participated in the workshop series 2008-2022:

Audiology (48)	Pharmacy (142)
Dental Hygiene (46)	Physical Therapy (49)
Dentistry (44)	Social Work (103)
Dietetics (68)	Speech Language Pathology (98)
Medicine (96)	Other (122)
Nursing (250)	
Occupational Therapy (424)	



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, a mean of 4.27.**

"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

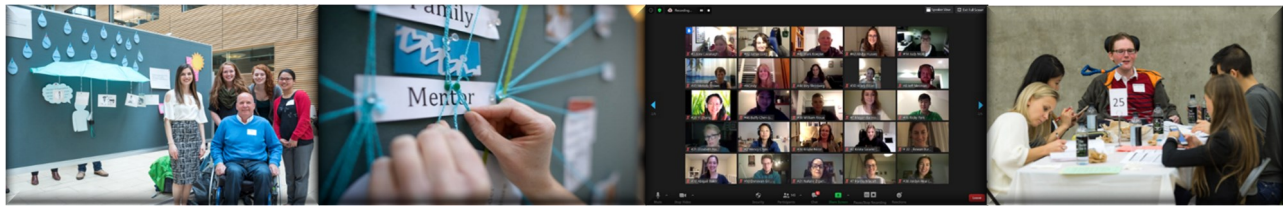
Thank you to all community educators for volunteering their time and sharing their stories with UBC students.

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

Further Reading:

Ham J, Towle A, *Shyng G. (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.



UBC INTERPROFESSIONAL HEALTH MENTORS PROGRAM 2011-2022 Celebrating 11 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 **220** mentors have been recruited and **50** 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/yyesl8e2>

Since 2011, **1,803** 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	2021-22
Mentors	23	51	50	50	51	37	39	42	38	48	44
Students	89	197	200	184	200	142	154	160	128	192	157

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 2022 Symposium was held virtually.

View digital presentations: <https://tinyurl.com/4febiphj>



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."

-Medicine 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



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 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). DOI: 10.1080/0142159X.2021.2020737

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: Klado, 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=MsoPmSECgss> (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=laK-p7JffFo>.



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 2020-2021 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

2012 NATIONAL COMMUNITY SERVICE LEARNING AWARD
from the
J.W. McConnell Family Foundation to recognize successful community initiatives supported by robust community service-learning programs



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 continue the program in 2022.

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/>



Collaborations & Consultations

UBC Faculty and Staff

Centre for Health Education Scholarship

Rose Hatala, Director, Clinical Educator Fellowship and UBC Director, MHPE-Canada

Dietetics

Anna Brisco, Adjunct Instructor

Kara Vogt, Dietetics Education Coordinator

Yasmin Alachkar, Dietetics Curriculum Assistant and student

Medicine

Carry Cuncic, Division of General Internal Medicine

Cheryl Holmes, Associate Dean Undergraduate Medical Education

Maria Hubinette, Assistant Dean, Equity, Diversity and Inclusion

Esther Lee, Dept Pediatrics, Complex Care Program, British Columbia Children's Hospital, MEDD 421

Adrian Yee, Curriculum Director, Undergraduate Medical Education

Occupational Science and Occupational Therapy

Donna Drynan, Course Director OSOT 549

Pharmaceutical Sciences

Larry Leung, Course Director, PHRM 141, Pharmacists in Practice 1

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

Physical Therapy

Janet Lundie, Course Coordinator PHTH 566

Psychology

Nancy Sin, Assistant Professor, Department of Psychology, Faculty of Arts

UBC Continuing Professional Development Office

Sarah Tajani, Learning & Curriculum Manager, Division of Continuing Professional Development

Bob Bluman, Executive Medical Director, Continuing Professional Development

Bruce Hobson, Family Physician & Project Medical Co-Lead

Shirley Sze, Family Physician & Project Medical Co-Lead

Mallory Crew, Learning & Development Project Manager, Doctors of BC

UBC Health Integrated Curriculum

Deanna Bracewell, Curriculum Manager

Students

Work Learn

Kurtis So, Psychology

Beenish Fatima, Biological Sciences

Medicine

Crystal Gong, 2nd year (Planetary Health)

Nicka Kalaydina, 2nd year (Refugee Health)

Alicia Liang, 2nd year (Indigenous Engagement Environmental Scan)

Kenneth Ong, 1st year (Social Accountability Public Consultations)
Lucy Wang, 1st year (Social Accountability Public Consultations)
Jordan Williams-Yuen, 2nd year (Patient Engagement Environmental Scan)

Academic / Health Institutions

Bahiana School of Medicine and Public Health, Salvador, Brazil

Maria Antonieta Nascimento Araújo, Candeal Program

BC Institute of Technology (BCIT), School of Health Sciences

Connie Evans, Interprofessional Education and Collaborative Practice

BC Women's Hospital & Health Centre, Complex Chronic Diseases Program

Luis Nacul, Medical Director

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

Sjim Romme

Matthijs Bosveld

Providence Health

Josephine Jung, Manager of Special Projects and Strategy, Providence Research

University of Alberta, Faculty of Pharmacy and Pharmaceutical Sciences

Lisa Tate, Lab Instructor

University of Melbourne, Department of Physiotherapy

Deb Virtue, Clinical Education program

University of Montreal

Michael Duval, Clinical Professor, Department of Pediatrics

Philippe Karazivan, Co-director Centre of Excellence on Partnership with Patients and the Public

Antoine Boivin, Co-director Centre of Excellence on Partnership with Patients and the Public

Caroline Wong, Executive Manager Centre of Excellence on Partnership with Patients and the Public

Annie Descoteaux, Project Manager Centre of Excellence on Partnership with Patients and the Public

Mathieu Jackson, Pedagogical Counsellor & Patient Coordinator

University of Pittsburgh, Longitudinal Alliance Program

Lisa Guizzetti, Coordinator

University of Sorbonne, Paris, France

Olivia Gross, Health Education and Practices Laboratory

Vancouver Coastal Health, Consumer Involvement & Initiatives

Sue Macdonald, Coordinator

Community Organizations

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

Canadian Celiac Association

Lynda Neilson, peer supporter/advocate

Jenny Jagers, Celiac Education Board member

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

Greater Vancouver Community Services Society

Alla Sedov, Board member

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

Pathways Mental Health

Bonita Sauder, Education Program Coordinator

RésoSanté Colombie-Britannique

Téah U-Ming, Communications and Events Coordinator



Dissemination & Scholarship

Publications (*student or community co-authors)

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

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*, 1-7.

Sjim, R., Henrica, S. H. W., Hugo, B. M., & Kline, C. (2021). Involving patients in undergraduate health professions education: What's in it for them?. *Patient education and counseling*.
<https://doi.org/10.1016/j.pec.2021.12.014>

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.

Presentations (*student or community co-presenters)

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

Kline C. Community as Teacher. Invited presentation to Practice Education Network, Educating for Indigenous and Rural Health Equity, February 17, 2022.

Towle A. & Kline C. Patients' role in professional identity formation. Invited presentation to Clinical Educator Fellowship's Academic Half Day on February 15, 2022.

Kline C, Macdonald J, *Young, M, Godolphin W, Towle A. Adapting to COVID-19: Using technology to involve patients in teaching about health care communication and relationship-based care in an interprofessional health mentors program. International Conference on Communication in Health Care, 17-21 October 2021.

Towle A, Kline C, Godolphin W, Macdonald J. Student creativity in sharing what they learn from patients. International Conference on Communication in Health Care, 17-21 October 2021.



Funding

Source	Title/Description	Amount
VP Health	Collaborative Health Education with Patients	\$170,000
VP Academic Research	Research	\$67,000
Royal College of Physicians & Surgeons of Canada	Bringing Patients and Society Back into the Social Accountability of a Medical School.	\$24,855
UBC Work Learn Program	Wage subsidy for student research and development assistants	\$9,600
Total		\$271,455

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

PCPE Activity	Since	# Events annually	# Health Disciplines	2021-22 Students	Total Students	Cost / student
Related UBC Health Strategic Priorities						
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	140	1,490	\$160
Health Mentors program Education Innovation & Scholarship Patient & Public Engagement	2011	40-50 groups	10	157	1,803	\$160
Health Advocacy Training for Health Professional Students Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2014	4-6 workshops	4	279	1,047	N/A
Patients in Classrooms Education Innovation & Scholarship Patient & Public Engagement	2016	5-12 requests	7	1,092	3,218	N/A
Living Library Education Innovation & Scholarship Patient & Public Engagement Coordinated Responses	2017	2-6 new videos	4	569	1,220	N/A
Medical student FLEX Projects Community of Practice (research) Education Innovation & Scholarship Patient & Public Engagement	2018	1-5 projects	1	6	13	N/A
Total students reached				2,243	9,024	