

Information for Students about the UBC Interprofessional Health Mentors Program 2016-2017

1. What is the UBC Health Mentors Program?

In the interprofessional Health Mentors (HM) program students from different disciplines learn *together, from* and *with* a mentor (patient/client) with a chronic health condition or their caregivers. Over the 16 months of the program students (4 per group) will meet with their mentor 2 or 3 times a semester; each meeting focuses on specific learning goals and interprofessional (IP) competencies. The program starts in September 2016 and ends in December 2017. It is expected there will be about 50 health mentors and 200 students from the following health professions: audiology, dentistry, genetic counseling, kinesiology, medicine, nursing, occupational therapy, pharmacy, physical therapy and speech-language pathology. The program is coordinated by the Patient & Community Partnership for Education in the Office of the Vice - Provost Health with funding from the Cedar Lodge Endowment Fund, Department of Occupational Science & Occupational Therapy and donations from individual health mentors.

2. What are the goals of the HM program?

- To help students learn about the experience of chronic disease and the range of work involved in its management from the perspective of the patient or caregiver, and to explore their roles (as individual practitioners and interprofessional teams) in supporting chronic disease self-management, addressing psychosocial as well as biomedical needs.
- To provide learning relevant to all 6 IP competency domains in the National Competency Framework for Interprofessional Collaboration, especially patient/client-centered collaborative practice.
- To permit students to meet discipline-specific objectives in related topics.

3. What do students do?

Students are expected to take part in all activities of the program as follows:

Orientation (3 hours)

- All mentors and students will attend an orientation session, to be held on **Monday, October 3rd, 2016 from 6 to 8 pm at Creekside Community Centre, 1 Athletes Way, Vancouver.**
- Each group (4 students and mentor) will meet to get to know each other, discuss ground rules such as confidentiality and disclosure, plan how they will work together and fix a date for their next meeting.

Meetings / Learning Sessions with Health Mentor (6 x 2 hours = 12 hours)

- There will be 6 sessions, each focusing on a broad cluster of topics (*see section 4*).
- There will be questions and tasks to guide discussions at each session. Students are also encouraged to bring their own questions to the group. Sessions are discussions, not simply students interviewing their mentor.
- Groups are responsible for scheduling the time and place of sessions. We expect that most sessions will occur out of scheduled class time (e.g., 5-7 pm) and off-campus at a location convenient to the mentor.

Web-based Reflective Journals (8 x 30 minutes = 4 hours)

- During the course of the program, students will write and submit 8 reflective journals. Students will receive feedback intended to help them develop reflective skills, as well as provide comment on the content.

Symposium (4 hours)

- At the end of the first year (i.e., after 4 sessions) the group will meet (2 hours) to prepare a poster board display to summarize the story of their learning journey together.
- At a symposium in late April/early May groups will share their learning. The first part (1 hour) will be for participants and faculty supervisors only; the second part (1 hour) will be open to all students and faculty.
- Learning from the symposium is expected to inform group discussions in the remaining two sessions.

4. What are the topics for discussion?

- *Words and meanings – and why they matter:* what do we mean by health, disease, disability; patients, clients, consumers; coping, normality, recovery, self-management, quality of life? Experiences of stigma, stereotypes, culture and generational differences.

- *Living with chronic disease / disability and its management*: the illness journey of the Mentor. What's involved in managing chronic illness / disability. How the Mentor manages everyday life: e.g. money, work, social relationships, home and family life. Competition for resources (time, energy, money). Achieving a balance.
- *The health care team*: Roles of different health care providers including informal and formal (professional) care providers. Mapping the Mentors 'care team' (family, friends, health providers etc.).
- *Patient/client-centred care*: Experiences of patient / client centred care. Factors that promote or hinder patient-centred care. Examination of an example from the Mentor's experience. Review of the Mentor's care plan. What works and what would make a difference?
- *Finding, managing and sharing health information*: how do you find and share health information? Internet, social networking, peer support, community resources. What is expertise? Information, knowledge and power.
- *Partnerships, shared decision making and the future*: what does it mean to work in partnership with patients and other health professionals? How are decisions made? How is patient autonomy enhanced (or not)? Looking to the future: dealing with uncertainty (e.g. about the course of illness?); how have we grown as people and professionals?

5. How will students be assessed?

Students will be graded Pass/Fail at the end of the program. A passing grade will be based on: i) attendance at each session; ii) respectful participation in discussions; iii) completion of a web-based reflective journal entry after each session; and iv) collaboration with group members to complete a presentation at the symposium.

6. How are students prepared and supported?

- Students accepted into the program will attend the orientation to get detailed information. They will receive a handbook with guidelines for accomplishing their roles and tasks.
- Overall supervision will be provided by Dr. Angela Towle (Office of the Vice-Provost Health & Faculty of Medicine), including ensuring students arrange and attend sessions and complete program requirements, and answering questions /addressing concerns.
- Each student will be co-supervised by a faculty member in their participating program who will facilitate students sharing their learning with their classmates, and will read and provide feedback on reflective journals.
- Students will receive contact information for people that they can go to with questions or concerns.
- Sensitive information shared with the group will be confidential to the group and the co-supervisors.

7. Who are the Health Mentors?

Mentors have a wide range of chronic conditions. Some may also be caregivers who provide long-term care to a loved one with a chronic condition. They are all 'experts' in their lives and in managing their conditions. They have wide experience with the health care system and different health professionals.

8. What will students get out of participation in the HM pilot program?

Students have an opportunity to develop a long-term relationship with a person with a chronic condition or caregiver, and also with a group of students from other programs. They will learn knowledge, skills and attitudes related to patient-centred care. They will receive academic credit for their participation (details will vary according to the specific program). Participation also counts as an activity in the IP passport. Student members of the Steering Committee also shape future development of the program.

For more information, please contact Cathy Kline, the HM Program Coordinator (cathy.kline@ubc.ca) or visit our website: <http://pcpe.health.ubc.ca/healthmentors>

VIDEO: Meeting of Experts: <https://www.youtube.com/watch?v=laK-p7JfIFo>