

**PCEP Annual Report to OVPH
July 2015-June 2016**

Patient & Community Partnership for Education (PCPE) works to bring patient and community voices into the education of health professional students. Our aim is to increase patient involvement in decision-making through collaborative research, development of community-driven programs and patient participation in health professional education. Our current work focuses on activities that enable patients and community members to contribute life experiences and expertise to enhance the education of students so that future health professionals provide care that is patient/client-centred and meets society's needs. We develop, implement and evaluate innovative educational interventions that are both multi-professional and interprofessional. Our work is both informed by, and contributes to, health professions education scholarship. Most activities are rated on a scale of 1 to 5 (1=one of worst learning experiences; 5=one of the best learning experiences).

PCPE Activities

1. Interprofessional Health Mentors Program (65 IPE Passport points)

The Health Mentors program is a longitudinal interprofessional experience in which students from different health disciplines learn together from and with a mentor (patient/client) with a chronic condition or disability. Over the course of the program (16 months) the groups (4 students and mentor) meet two or three times a term, each meeting focusing on specific health-related topics. Our Health Mentor concept is learning communities of student and mentor with an emphasis on reciprocal learning: mentor-student, student-mentor and student-student. Faculty supervisors play a supporting role by reading and responding to student reflective journals. A 3-year pilot program was funded by the Teaching and Learning Enhancement Fund and an allocation from the College of Health Disciplines (2011-2014); on-going sustainable funding is currently being sought. Current activities include:

- 2 cohorts (completed cohort 4; started cohort 5)
- 386 students, 100 mentors
- 10 participating programs: Audiology, Dentistry, Genetic Counselling, Kinesiology, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Speech Language Pathology
- Overall student rating is 4/5.
- Overall mentor rating is 4.6/5.
- Long-term follow up study of 4th year medical students underway.

2. Patient & Community Voices Workshops (30 IPE Passport points x 7 workshops = 210)

Patient and Community Voices workshops provide enriched interprofessional and multi-professional learning opportunities for UBC students that are designed and taught by patients and lay community members. Over 650 students have participated in over 40 workshops since 2008. In 2015-16:

- 7 workshops (Aphasia, HIV/AIDS, Working with Interpreters, First Nations history, Cancer, MS)
- 158 students, 24 patients/community educators
- 11 disciplines (52 Pharmacy, 44 Nursing, 15 Social Work, 12 Audiology and Speech Sciences, 13 Dental Hygiene, 7 Occupational Therapy, 6 from SLP, 3 Dietetics, 2 Genetic Counselling, 1 Medicine, 1 Dentistry)
- Most students rated the workshops 4 or 5. Overall rating 4.4/5.

3. Aboriginal Community as Teacher summer camps (45 IPE passport points x 4 camps = 180)

Our partnership with Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh) provides UBC students with opportunities to learn alongside Aboriginal youth at summer camps led by Elders, youth workers and cultural leaders. In 2012, the program received a national community-service learning award from the J.W. McConnell Family Foundation. Over 160 students have participated since the program began in 2006. In 2015:

- 26 students
- 8 disciplines (Counselling Psychology, Midwifery, Medicine, Occupational Therapy, Pharmacy, Public Health, Physical Therapy, Social Work)
- Overall rating 4.3/5
- Long-term impact study with parents of children at the camps is underway to explore the outcomes of the program in the community.

4. 'Talk to Your Doc' FLEX

'Talk to Your Doc' is an outreach program by UBC medical students to help high school students develop an independent relationship with their doctor and take active role in managing their health care. The program was started in 1998 by a group of medical students and is now part of the new flexible and enhanced learning (FLEX) in the medical school curriculum. To date more than 350 workshops have been delivered to over 10,000 high school students across British Columbia.

Activities in 2015-16:

- 40 workshops across the province (Lower Mainland, Prince George, Kelowna, Vancouver Island)
- 33 medical student facilitators (12 FLEX students), over 1000 high school students
- 2 new communities (Abbotsford & Sooke)
- Embedded in FLEX curriculum (MEDD 419 & 429)

5. Community Involvement in the Co-Creation of Educational Materials for Health Advocacy

A participatory design project funded by the Royal College of Physicians and Surgeons of Canada to develop educational materials to teach medical residents about health advocacy in collaboration with community-based organizations. Health Advocate is one of 7 physician roles identified in the Canadian Physician Competency Framework (CanMEDS) that guides physician training and assessment. Activities include:

- Developed and piloted 5 cases (2 geriatric, 3 pediatric)
- 2 workshops
- 14 residents
- 6 community educators
- 3 organizations
- Overall rating by residents 4/5

6. Patients as Educators in Health Professions Education: Impact and Sustainability

A grant from the Association for Medical Education in Europe to study factors that promote sustainability of patient involvement initiatives. The study provides an international snapshot of the current state of patient-as-educator initiatives and major changes that have occurred over the past 10 years.

- Surveyed 111 conference registrants – 40 programs had grown

- Identified 6 institutions for case studies
- 7 interviews with program leaders
- Major factors for sustainability of programs are interest of patient educators, funding availability and student feedback.
- Major barriers are lack of funding, additional workload and lack of institutional support.
- Evidence of impact was limited to learner satisfaction or was non-existent.
- Presented survey findings at 2 international conferences.

7. Patient involvement in Canadian medical education: an historical study to inform the future

A grant from the Associated Medical Services (AMS) to study the history of patients-as-educators in Canadian medical education. Using document analysis and key informant interviews, the study will provide an historical account of patients-as-educators in Canada since the 1960s.

- 2016 Canadian Conference on Medical Education poster

8. 'Where's the Patient's Voice in Health Professional Education?' 2nd international conference

Hosted the 2nd international conference November 12-14, 2015. The conference looked at the progress that has been made since the first 'Where's the Patient's Voice?' conference was held in Vancouver, Canada in 2005.

- 260 delegates
- 15 countries
- Over 150 presentations
- Published a consensus statement to set the direction for patient involvement in education for the next 5 years. 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.

9. R. Paul Kerston Community Educator Award

Named after long-time community educator, R. Paul Kerston, this award was established in 2014 to honour outstanding patients and community educators who have expanded student learning beyond traditional professional boundaries.

- 2nd year
- 2015 Awardee Paula Carr <http://www.pcpe.health.ubc.ca/rpaulkerstonaward>
- 2016 nominations received
- Embedded in OVPH Awards committee.
- Public members now on the committee for all awards

10. Improving care for vulnerable populations through their participation in the education of health professionals

A 3-year community-based participatory action research project funded by the Vancouver Foundation to inform the development of a mechanism for communities to engage with the university. Our goal is not only to increase the amount and range of patient and community involvement, but to ensure that it is systematically embedded into all health professional programs and is institutionally supported and sustained. A particular focus was to widen participation to

include marginalized and vulnerable groups whose voices are not usually heard, and who experience significant physical and psychological barriers to involvement. Current work includes:

- Established community group to promote and facilitate patient and community expertise in health professional education
- Vision and mission statements
- 15 active members <http://meetingofexperts.org/members/>
- Developed a webpage <http://meetingofexperts.org/the-vancouver-group/>
- Developed a process to connect the university with patients/community representatives needed for teaching and advisory roles. Filled 2 requests.
- 'Community Voices' monthly newsletter promotes patient and public involvement at UBC and reaches over 1400 people in the university, local community and internationally. 28 issues since 2014: <http://meetingofexperts.org/categoryfeaturenews/newsletter/>
- Connections with over 60 community-based organizations and patient groups.

11. Promote patient & community engagement

PCPE promotes patient and community engagement by collaborating with groups on and off campus.

- 2016 Rick Hansen Accessibility Innovation Competition – a collaboration with UBC Young Women in Science & Engineering and the Rick Hansen Foundation to host a competition for UBC students to work with community experts to find solutions to an accessibility challenge.
 - Served on Planning Committee
 - Recruited students and community participants
- Vancouver Coastal Health Orientations – the Health Authority is making training for new hires more experiential and patient-centred by including patients in training for new hires.
 - Executives were inspired to involve UBC Health Mentors in new employee orientations after attending the Health Mentors symposium.
 - Recruited Health Mentors to assist with new employee orientation sessions.
- Membership of the Community Engaged Scholarship group, an interdisciplinary group at UBC, which shares scholarship and experiences with community-based experiential learning and participatory research.

Work Learn Students Supervised

Gabrielle John (Political Science)

Phoebe Cheng (Medicine)

Janet Lee (Public Health)

William Liem (Public Health)

Sophia Park (Medicine)

Publications & Presentations

Kline C, Asadian W, Godolphin W, Graham S, Hewitt C, Towle A. From academic projectitis to partnership: Community perspectives for authentic community engagement in health professional education. Book chapter for *CSL in Canada: Critical Conversations*. [in press]

Brault I, Vanier M-C, Dumez V, Towle A, Godolphin W, Pittenger AL, Conway J, VonBank JR, Collins L. (2016). Partnering with patients in IPE 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.

Towle A. (2016). Patient involvement in Canadian medical education: an historical study to inform the future. Canadian Conference on Medical Education, Montreal, April 17-19, 2016. [Poster]

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.

Towle A. (2016). Where's the patient's voice in health professional education? *Comunicacao Saude Educacao* 20(57): 285-288.

Kline C, Sawatzky B, Towle A, Godolphin W, Armstrong L, Buckley H. (2015). 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]

Kline C, Towle A, Godolphin W, Loftsgard K, DeBeyer D, Lauscher D, McPhee D, Evangelista T. (2015). Motivation, challenges and outcomes of patient and community involvement in health professional education at UBC: Community perspectives on sustainability. Where's the Patient's Voice in Health Professional Education?, Vancouver Canada, November 12-14, 2015. [Plenary]

Sawatzky B, Kline C, Towle A, Godolphin W, Cheng P, Chauhan S, Johnson C, DeBeyer D. (2015). 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. & Godolphin W. (2015). Patients as teachers: Promoting their authentic and autonomous voices. *The Clinical Teacher*, 12, 149-154.

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

Grants

Grant	Title	Amount
Cedar Lodge	Interprofessional Health Mentors Program cohort 4	\$40,000
Royal College of Physicians & Surgeons of Canada	Community involvement in the co-creation of educational materials for health advocacy	\$23,540
An International Association for Medical Education in Europe	Patients as educators in health professions education: impact and sustainability	\$19,333
Nova Scotia Health Research Foundation / AMS Project grant	Patient involvement in Canadian medical education: an historical study to inform the future	\$9,500
College of Physicians and Surgeons of British Columbia	Long-term impact of learning from patients on professional identity and practice	\$6,000
UBC Centre for Community Engaged Learning	How to turn gut feelings into tangible outcomes	\$10,000
Gold Foundation	Where's the patient's voice in health professional education? An international conference	\$4,388
Hamber Foundation	Where's the patient's voice in health professional education? An international conference	\$1,000
Vancouver Foundation	Improving care for vulnerable populations through their participation in the education of health professionals	\$28,976 (\$130,441 over 3 years)
Total		\$142,737