Teaching and Learning Enhancement Fund

TLEF Project – Final Report

Report Completion Date: (2019/04/04)

1. **PROJECT OVERVIEW**

   1.1. General Information

Project Title:	Student-initiated experiential learning with patients: expanding opportunities
Principal Investigator:	Angela Towle
Report Submitted By:	Angela Towle
Project Initiation Date:	April 1, 2017	**Project Completion Date:**	March 31, 2019
Project Type:	☐ Large Transformation ☒ Small Innovation ☐ Flexible Learning ☐ Other: [please specify]

   1.2. Project Focus Areas – *Please select all the areas that describe your project.*

☒ Resource development (e.g. learning materials, media)

☒ Infrastructure development (e.g. management tools, repositories, learning spaces)

☒ Pedagogies for student learning and/or engagement (e.g. active learning)

☐ Innovative assessments (e.g. two-stage exams, student peer-assessment)

☐ Teaching roles and training (e.g. teaching practice development, TA roles)

☒ Curriculum (e.g. program development/implementation, learning communities)

☒ Student experience outside the classroom (e.g. wellbeing, social inclusion)

☒ Experiential and work-integrated learning (e.g. co-op, community service learning)

☐ Indigenous-focused curricula and ways of knowing

☒ Diversity and inclusion in teaching and learning contexts

☐ Open educational resources

☐ Other: [please specify]

1.3. Project Summary

Multiprofessional and interprofessional experiential learning opportunities for students to learn from patients are offered by Patient & Community Partnership for Education (PCPE) in the Office of UBC Health. About 350 students from across all health professional programs participate each year but demand is higher than we can accommodate. Patient involvement within professional programs is also limited. Building on the expertise of PCPE and their patient/community collaborators, this project developed and tested various ways to support more students to learn from patients by linking them with experienced patient educators who are willing and able to share their lived experiences and expertise. Learning opportunities, facilitated by enhancing the functionality and resources of an existing website, may be accessed by students (individuals or groups) or faculty. Opportunities for interprofessional engagement and sharing of learning is part of the model.

1.4. Team Members – *Please fill in the following table and include __students__, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Jennifer Ham	Undergraduate medical student	Better Care for Deaf & Hard of Hearing (workshop development and evaluation)
Michelle Ou	Undergraduate medical student	Trans Health 101 (workshop development)
Lamiah Adamjee	Undergraduate kinesiology student	Resource database development
Sarah Loughton	Undergraduate kinesiology student	Living library video filming and editing, graphic design, resource catalogue and manual for video production
Andrew Oh	Undergraduate computer science student	Living library video filming and editing, website development
Rachel Zhu	Undergraduate commerce student	Living library video filming and editing, website development
Grace Shyng	Acting Executive Director, Western Institute for Deaf & Hard of Hearing	Better Care for Deaf & Hard of Hearing (workshop development)
Maxine Dominelli	Audiometric Technician, Western Institute for Deaf & Hard of Hearing	Better Care for Deaf & Hard of Hearing (workshop and living library development)
Jessi Tranter	Trans Care BC	Trans Health 101 (workshop development)
Lisa Salazar	UBC Health Mentor	Trans Health 101 (workshop development)
Cheryl Zipper	Pathways Series Mental Health Society	Mental Health: Empathy & Compassion (workshop development)
Tracey McIntosh	Executive Director, Justice for Girls	Space to Thrive: What Young Women in Poverty Say they Need from Health Care Provider (workshop development)

Maria Hubinette	Undergraduate Director, Department of Family Practice	Space to Thrive: What Young Women in Poverty Say they Need from Health Care Provider (workshop development and classroom pilot testing)
Sue Murphy	Head, Department of Physical Therapy	Pilot testing in the classroom and evaluation
Karol Travis	Instructor, Dietetics	Pilot testing in coursework and evaluation
Larry Leung	Instructor, Pharmaceutical Sciences	Pilot testing in classroom and evaluation
Donna Drynan	Instructor, Occupational Therapy	Workshop user manual, pilot testing in coursework and evaluation
Jen Macdonald	Project Coordinator, Patient & Community Partnership for Education	Workshop user manual (handbook), workshop development, coordination, evaluation
Cathy Kline	Research Coordinator & Project Manager, Patient & Community Partnership for Education	Project management, student supervision, video production, workshop development and evaluation
Angela Towle & William Godolphin	Co-Directors, Patient & Community Partnership for Education	Project Direction

1.5. Courses Reached – *Please fill in the following table with __past__, __current__, and __future__ courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Section	Academic Year	Term (Summer/Fall/Winter)
OSOT 519		2018-19	Fall/Winter
MEDD 419 & 429		2017-19	Fall/Winter
PHAR 141		2018-19	Fall
FNH 381		2017-18	Winter/Summer
PHTH 516		2017-19	Fall

2. OUTPUTS AND/OR PRODUCTS

2.1. *Please __list__ project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.*

Product(s)/Achievement(s):	Location:
A Living Library repository with 6 pilot video vignettes and profiles of real patients and caregivers sharing health care experiences that illustrate important topics in health professional education including health care ethics, professionalism, communication.	https://canvas.ubc.ca/enroll/XPDHFA
Learning to provide better care for deaf and hard of hearing (new workshop)	Western Institute for Deaf & Hard of Hearing

A space to thrive: What young women in poverty say they need from health care providers (new workshop)	Vancouver General Hospital
Trans Health 101 (new workshop)	Vancouver General Hospital
Mental Health: Empathy & Compassion (new workshop)	Vancouver General Hospital
Patient Engagement in Health Professional Education Gallery Walk (faculty engagement and dissemination)	P.A. Woodward Instructional Resources Centre (IRC 4th Floor)
A website with increased functionality to manage requests and registration.	http://meetingofexperts.org/ (completion June 2019)
A database of learning resources recommended by patients and evaluated by students	http://meetingofexperts.org/ (completion June 2019)
A system for receiving and fulfilling requests for volunteer patients in classroom learning	Patient & Community Partnership for Education, Office of UBC Health
Patient & Community Voices (PCV) Multiprofessional Workshop Series: Handbook for OT Students	Patient & Community Partnership for Education, Office of UBC Health
Program brochures for the Living Library and PCV workshop series	Patient & Community Partnership for Education, Office of UBC Health

2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
The UBC Health Curriculum Committee suggested the expanded patient involvement activities might be incorporated into protected time for interprofessional education (IPE) activities, IPE curriculum modules, and the Interprofessional Passport. These are required activities in most of the health professional programs.	It has not been a good time to pursue these avenues because of uncertainties related to the transition to the Office of the VP Health and the effort required to implement the integrated curriculum. How the activities might be incorporated into protected time for IPE activities will be explored in the future, including as part of a second Patient Engagement Gallery Walk. The activities are part of the Interprofessional Passport, although health professional programs are moving away from required use of the passport.

3. **PROJECT IMPACT**

   3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

   ☒ Student learning and knowledge

   ☒ Student engagement and attitudes

   ☐ Instructional team teaching practice and satisfaction

   ☐ Student wellbeing, social inclusion

   ☒ Awareness and capacity around strategic areas (indigenous, equity and diversity)

   ☒ Unit operations and processes

   ☐ Other: [please specify]

3.2. **What were you hoping to change or where were you hoping to see an impact with this project?** – *Please describe the intended <u>benefits of the project</u> for students, TAs, instructors and/or community members.*

We wanted to increase opportunities for experiential learning from patients offered to students in health and human service programs to make access to these learning opportunities more equitable within and across programs.

3.3. **Were these changes/impacts achieved? How do you know they occurred?** – *What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

1. We developed four new workshops to add to the Patient & Community Voices workshop series and successfully piloted workshop participation as part of required coursework for 16 occupational therapy students in OSOT 519 in 2018-2019. Students' reflective journal entries and workshop evaluations show the learning experience is comparable to participation in the Health Mentors program, a 16-month interprofessional initiative for students to learn together from and with a mentor (patient/client) who has a chronic condition or disability. A formal summative evaluation is planned for 2019.

   The 2018-19 series included 10 workshops led by 46 patient/caregiver/community facilitators attended by 200+ students from 13 health programs (including the occupational therapy students).

2. There are plans for the Living Library videos to be used in coursework in medicine, pharmacy, and occupational therapy in the 2019/20 academic year.

3. We have received and filled increasing requests for patient volunteers in classrooms and committees.

3.4. **Dissemination** – *Please provide a list of <u>**past**</u> and <u>**upcoming**</u> scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

- What is a Living Library? Presentation to the UBC Community Engagement Network, Oct 25, 2018
- Visualizing the Lived Experience of Disability, Equity Showcase, Feb 13, 2019
- Student-initiated experiential learning with patients: expanding opportunities (year 1), Celebrate Learning TLEF Showcase, May 3, 2018
- Student-initiated experiential learning with patients: expanding opportunities (year 2), Celebrate Learning TLEF Showcase, May 2, 2019
- Student-initiated experiential learning with patients: expanding opportunities, FLEX Activity Day, Jan 22, 2018
- Student-initiated experiential learning with patients: expanding opportunities, FLEX Activity Day, Jan 28, 2019
- Pharmacy Student and Patient Educator Perceptions on a Patient-Centred Care Activity in a Large Lecture Theatre, Association of Faculties of Pharmacy of Canada's Annual Conference, June 11-14, 2019, Edmonton AB. (Abstract submitted)

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  - Towle A. Patient perspectives in health professional education Faculty of Medicine Clinical Educator Fellowship program academic half day, January 2018 & November 2018.
  - Towle A. Patient and community partnership for education at UBC. Hep C Year of the Peer conference, 7 March 2018, Chilliwack, BC & 14 March 2018, Surrey, BC
  - Towle A. Involvement of patients, caregivers and community members with lived experience in the education of health professionals. Associons nos Savoirs: vers la declaration de Paris. 14 June 2018, Ministry of Health, Paris, France. [Keynote speaker]
  - Towle A. Involvement of patients, caregivers and community members with lived experience in the education of health professionals. New Zealand Association for Simulation in Healthcare. 26 October 2018, Auckland, New Zealand. [Keynote speaker]
  - Patient Engagement Gallery Walk, June 28, 2018, 4th Floor Woodward IRC.
  - Adamjee L, Kline C, Godolphin W, Towle A. Patients and students co-develop resource database. Paper submitted to *Clinical Teacher*.

4. **TEACHING PRACTICES** – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

   - Patients are now involved in PHTH 516 and PHARM 141 on an on-going basis
   - Space to Thrive, Justice for Girls panel presentation was part of the Adolescent Health learning block for 2nd year medical students
   - Patient & Community Voices workshop series is part of OSOT 519
   - Creating new opportunities to learn from patients is a project option in the FLEX database for students in MEDD 419 and 429.

5. **PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

   - The numbers of patient and community members who volunteer their time to educate students continues to grow. Together with Patients in Education, an organization in the community committed to patient and community collaboration in health professional education, we have been awarded a grant from the UBC Partnership Recognition fund to increase PIE membership to respond to requests for increasing patient involvement at UBC.
   - The UBC Health Council endorsed a patient engagement framework and recommendations to extend the role and mandate of PCPE to provide resources and services to instructors and programs to engage patients in education. A new website portal that provides a mechanism to connect patients with faculty and students will be launched at the second Patient Engagement Gallery Walk on 20 June 2019.
   - We have increasing requests from students to work with us to update and create new resources for learning from patients as part of the MEDD 419 and 429 curriculum. For example, in April 2019 a medical student will be developing a workshop and resources on learning from people with a spinal cord injury for her MEDD 419 project.
   - Additional video vignettes continue to be added to the Living Library as part of ongoing work by Work Learn and medical students.