An Overview of the Jefferson Health Mentors Program

JCIPE Faculty Development Workgroup
Why Interprofessional Education?

- Core competencies for interprofessional collaborative practice released in the Spring of 2011
- Four general competency statements
  - Work with individuals of other professions to maintain a climate of mutual respect and shared values
  - Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served
  - Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease
  - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective and equitable.

Interprofessional education through the Health Mentors Program helps students to:

- learn, as a team, what patients need and how to work together for and with them;
- learn from each other about the point of view and expertise of our variety of professional colleagues; and
- develop an understanding from the patient’s perspective of what it is like to live with chronic illness
Why Health Mentors?

- Our common goal is to improve the health, well-being and function of our patients.
- Only our patients know what is really important to them, and how the system (and we) impact them - for better or for worse!
Health Mentors Program Goals

- Students will value the contributions of each member of the interprofessional healthcare team.

- Students will understand the perspective of the patient and value patient-centered care.

- Students will appreciate how a person’s health conditions and impairments interact with personal and environmental factors.
Summary of the Health Mentors Program

- A two-year longitudinal interprofessional learning experience
- Students represent couple and family therapy, medicine, nursing, occupational therapy, pharmacy, physician assistant and physical therapy
- Interprofessional teams of students (usually 4-5 students/team) are paired with a Health Mentor
- The teams (inclusive of the students and the Health Mentor) complete 3 learning modules over the course of a year and a half. Students complete a fourth module to end the two-year program
- At the conclusion of each learning module, student teams meet in small groups for debriefing sessions led by faculty
Health Mentors Program Overview

**Fall 2014**
- Orientation & Module 1
  - Orientation is Friday, September 26th
  - Session A: 9am to 12pm & Session B: 1-4 pm
  - Session and Room Assignments will be emailed and posted
  - Pre-reading: Watch 2 PowerPoint presentations and complete ICF quiz in Blackboard
  - For Module 1, student teams meet with their HM to complete a comprehensive Life \& Health History.
  - Meeting will be scheduled for one of the following Mondays from 12:00-2:00pm: 10/6, 10/13, 10/20, 10/27, 11/3
  - Team assignments due before IPE Small Group Session on November 10th:
    - #1 Life \& Health History
    - #2 ICF Synthesis

**Spring 2015**
- Module 2
  - Student teams meet with their HM on TJU campus to complete a wellness questionnaire.
  - Meeting will be scheduled for one of the following Mondays from 12:00-2:00pm: 2/23, 3/9, 3/16, 3/30, 4/6
  - Team assignment due before IPE Small Group Session on April 13th: Self-Management Support Plan

**Fall 2015**
- Orientation & Module 3
  - Orientation will be on Monday, September 14th... TBD
  - If HM consents, student team travels to HM’s home to complete home visit. If home visit not possible, team liaison asks HM to bring pictures to in-person meeting at location TBD.
  - Meeting will be scheduled by team at convenience of HM.
  - Team assignment due before IPE Small Group Session on date TBD: Team Safety Plan

**Spring 2016**
- Module 4
  - Student selects a Learning Activity from menu of 10 options.
  - Activity can be selected from offerings in Fall or Spring but assignment must be turned in during Spring semester.
  - Individual assignment due before IPE Small Group Session on date TBD: Reflection essay
## Who are our Students?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>258</td>
<td>267</td>
<td>257</td>
<td>264</td>
<td>260</td>
<td>259</td>
<td>264</td>
<td>262</td>
<td>2,091</td>
</tr>
<tr>
<td>BSN</td>
<td>106</td>
<td>122</td>
<td>133</td>
<td>158</td>
<td>139</td>
<td>155</td>
<td>142</td>
<td>162</td>
<td>1,117</td>
</tr>
<tr>
<td>PT</td>
<td>39</td>
<td>46</td>
<td>47</td>
<td>49</td>
<td>50</td>
<td>53</td>
<td>55</td>
<td>65</td>
<td>404</td>
</tr>
<tr>
<td>OT</td>
<td>43</td>
<td>65</td>
<td>68</td>
<td>72</td>
<td>70</td>
<td>73</td>
<td>73</td>
<td>77</td>
<td>541</td>
</tr>
<tr>
<td>Pharm.</td>
<td>-</td>
<td>71</td>
<td>60</td>
<td>91</td>
<td>92</td>
<td>52</td>
<td>56</td>
<td>80</td>
<td>502</td>
</tr>
<tr>
<td>C&amp;FT</td>
<td>-</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>10</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td>105</td>
</tr>
<tr>
<td>PA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>446</td>
<td>582</td>
<td>577</td>
<td>651</td>
<td>621</td>
<td>609</td>
<td>610</td>
<td>694</td>
<td>4,790</td>
</tr>
</tbody>
</table>
Who are our Health Mentors?

- Community-based volunteers with one or more health conditions or impairments, such as hypertension, diabetes, arthritis, cerebral palsy, multiple sclerosis, CAD, COPD, etc.
Health Mentor Roles and Responsibilities

Health Mentors Will:

• Have agreed to complete all visits over 1 ½ years
• Answer questions according to their own free will
• NOT ask their students to answer health-related questions or provide them with health care
• Be respectful of their students’ privacy and time
• Contact faculty if they have any questions or concerns about the program
• Notify the Program Coordinator and Faculty Director if health or other reasons make them unable to continue in the program - students will be matched with a new Health Mentor!
Student Roles and Responsibilities

Students Will:

• Dress in professional attire and wear their name badge when meeting the Health Mentor

• Be respectful of the Health Mentor’s time and privacy. If Health Mentors do not want to answer any specific questions, that is OK.

• Remember that the Health Mentor is a volunteer “teacher”, not a patient

• Remember that they are NOT licensed professionals - if the Mentor asks questions about their diagnosis or care ALWAYS refer them to their own healthcare professionals
Health Mentors Team Video

• Health Mentors Program website: www.jefferson.edu/health-mentor

• Video of Team 58 Experience: https://www.youtube.com/watch?v=B5SCfLk7Kk&feature=player_embedded
Health Mentors Program
Contact Information

• Sarah Dallas
  Education Coordinator
  Email: sarah.dallas@jefferson.edu

• Lauren Collins, MD
  Faculty Director
  Email: lauren.collins@jefferson.edu