Examining Health Mentor Perceptions of Student Teamwork

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Purpose

• To evaluate how community lay teachers, Health Mentors (HMs), perceive student teams over time by using the Jefferson Teamwork Observation Guide (JTOG)
  • JTOG - a survey based upon Interprofessional Education Collaborative (IPEC) core competencies
  • IPEC core competencies - values/ethics, communication, roles/responsibilities, and teamwork
• To evaluate HM perceptions of program’s impact on their health

Background

- Two-year program emphasizing delivery of patient-centered care and IPEC core competency skill development by pairing interprofessional student teams with a HM
  - The HM - adult community volunteer with > 1 chronic health condition(s)
- Student teams include representatives from:
  - Couple and family therapy, medicine, nursing, occupational therapy, pharmacy, physical therapy, and physician assistant
Description of Intervention

- HMs invited to complete the JTOG survey in Spring 2015 and again in Fall 2015
  - Survey asked HM to evaluate student team members’ ability to work together based on IPEC core competencies
  - Survey solicited information about HM experience participating in the program
  - Student demonstration/attainment of IPEC core competencies evaluated using Likert scale
  - Open-ended comment sections included for HM to describe specific observations/examples
JTOG Mentor Survey

• 9 Likert scale questions directly evaluate IPEC core competencies and patient-centeredness
  • Communication - 2 questions
  • Roles/responsibilities - 2 questions
  • Teamwork - 1 question
  • Values/ethics - 1 question
  • Patient-centeredness - 3 questions
• 8 additional Likert scale questions with comment sections for HMs to express the impact of program
  • 2 evaluated health status and ability to manage health
  • 4 evaluated program outcomes
• 1 open-ended question to include HM feedback on program improvement
Results

• 50.4% of HMs completed the surveys for both semesters
• Average length of time volunteering in program: 3-4 years
• Average age: 66 years
• Gender:
  • 63% Female
  • 37% Male
Results

• Statistical tests:
  • T-test, Spearman’s correlation, Pearson correlation

• Significant difference in knowledge gained by the HM pertaining to wellness from Spring 2015 to Fall 2015, $t=-2.463$ (df=54), $p=0.017$, $d=0.27$

• Significant negative correlation between worse health and neutral HM comments during the Spring of 2015, $\rho=-0.410$ (n=36), $p=0.13$
Results

Spring 2015

Core Competency Fulfillment

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Percent of HMs and Level of Agreement with Core Competency Fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>67.5%</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>56.2%</td>
</tr>
<tr>
<td>Communication</td>
<td>60.8%</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>60.2%</td>
</tr>
</tbody>
</table>

Fall 2015

Core Competency Fulfillment

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Percent of HMs and Level of Agreement with Core Competency Fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>74.2%</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>63.8%</td>
</tr>
<tr>
<td>Communication</td>
<td>68.6%</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

Legend:
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
# Results

Questions evaluating satisfaction with program

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score Spring 2015</th>
<th>Average Score Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have taught my student team something useful about living with a chronic illness or impairment.</td>
<td>3.51</td>
<td>3.44</td>
</tr>
<tr>
<td>Please rate your overall satisfaction with your experience participating in the Health Mentors Program (and/or with your current student team).</td>
<td>3.71</td>
<td>3.82</td>
</tr>
</tbody>
</table>

*Strongly disagree (1), Disagree (2), Agree (3), Strongly agree (4)
## Results

### Questions with comment sections

<table>
<thead>
<tr>
<th>Question</th>
<th># Positive Spring 2015</th>
<th># Positive Fall 2015</th>
<th># Negative Spring 2015</th>
<th># Negative Fall 2015</th>
<th># Neutral Spring 2015</th>
<th># Neutral Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has your overall health changed since you started this program?</td>
<td>14</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>How has your health behavior or ability to manage your health changed as a result of volunteering in this program?</td>
<td>20</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Please list two or three ways in which the Health Mentor Program could be a better experience for you in the future.</td>
<td>13</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>36</td>
<td>32</td>
</tr>
</tbody>
</table>
## Questions evaluating program outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score Spring 2015</th>
<th>Average Score Fall 2015</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>By participating in this program, I learned something useful about wellness and caring for myself.</td>
<td>3.21</td>
<td>3.41</td>
<td>“I learned healthy eating habits along with exercising for a better well-being.”</td>
</tr>
<tr>
<td>By participating in this program, I learned something useful about home safety.</td>
<td>2.97</td>
<td>3.17</td>
<td>“Area rugs pose a threat with falls in the home.”</td>
</tr>
<tr>
<td>By participating in this program, I learned something useful about medication safety.</td>
<td>2.75</td>
<td>2.86</td>
<td>“How important it is to keep a list.”</td>
</tr>
<tr>
<td>By participating in this program, I learned something useful about setting health and wellness goals.</td>
<td>3.20</td>
<td>3.17</td>
<td>“My team helped me see that setting even small goals makes achieving those goals easier.”</td>
</tr>
</tbody>
</table>

*Strongly disagree (1), Disagree (2), Agree (3), Strongly agree (4)
Discussion

Limitations

• Mailed survey
• Limited specificity in some questions
• Some mentors have been participating for multiple years
• Small sample size

Strengths

• Qualitative and quantitative information
• High response rate
• Filling gap in literature
Conclusion

• There were small changes between the Fall and Spring responses
  • Although most were not statistically significant, HM responses for the Spring were very positive
• The HMs learned more about wellness and caring for themselves through this program
References


Questions?