Health Mentors’ Evaluation of Program Impact and Student Effectiveness

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Background

- The Jefferson Health Mentors Program (JHMP) is a two-year interprofessional education (IPE) experience.
- Students from six different disciplines (Couples and Family Therapy, Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy) participate and are assigned to a team that includes a Health Mentor.
Background

- Previous research studies have focused on student perceptions regarding interprofessional education (IPE)\(^1\)

- This pilot study evaluated the Health Mentor’s (HM) perspective relative to the program’s success
Methods

• Mentors who completed the JHMP were identified and mailed a voluntary anonymous survey regarding their participation in the program
• Each envelope included a cover letter identifying purpose of the survey, the survey itself, and a preaddressed return envelope with a stamp
• Mentors who did not return the paper survey were called and invited to complete the survey over the phone or to mail the completed survey
Methods

- 77 surveys were mailed to the HMs
- 49 were returned via mail
- 30 phone calls were made
  - 8 calls resulted in verbal completion over the phone
- A total of 52 surveys were analyzed
Methods

• The survey
  - Sixteen 4-point Likert scale statements
    • 1 = strongly disagree to 4 = strongly agree
  - Eleven statements grounded in the Interprofessional Education Collaborative’s (IPEC) four core competencies²:
    • Values/Ethics for Interprofessional Practices (2 statements)
    • Roles/Responsibilities for Collaborative Practice (2 statements)
    • Interprofessional Communication (5 statements)
    • Interprofessional Teamwork and Team-based Care (2 statements)
  - Five statements addressed the program’s impact
  - One open-ended question addressing how the program impacted them
Data Analysis

- Survey results were entered into Microsoft Excel
- Results were analyzed with SPSS
- Each statement was analyzed with the averages from all the HM responses
Survey Question Examples by IPEC Core Competencies

• Values/Ethics for Interprofessional Practices
  - “My student team treated me with respect”

• Roles/Responsibilities for Collaborative Practice
  - “I understand the different roles and responsibilities of the healthcare students who made up my team”

• Interprofessional Communication
  - “My student team communicated well with one another”

• Interprofessional teamwork and Team-based Care
  - “The students on my team worked well together”
## Results

<table>
<thead>
<tr>
<th>IPEC Competency</th>
<th>Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values/Ethics for Professional Competencies</td>
<td>4.0 +/- 0.0</td>
</tr>
<tr>
<td>Roles/Responsibilities for Collaborative Practices</td>
<td>3.85 +/- 0.23</td>
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<tr>
<td>Interprofessional Communication</td>
<td>3.69 +/- 0.50</td>
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<tr>
<td>Interprofessional Teamwork and Team Based Care</td>
<td>3.86 +/- 0.39</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Average</th>
</tr>
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<tr>
<td>HM learned from their teams</td>
<td>3.2 +/- 0.94</td>
</tr>
<tr>
<td>HM taught their team</td>
<td>3.70 +/- 0.65</td>
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Results

- 52/77 HMs responded to the survey
  - 67.5% response rate
- The results were very positive, with all average competency ratings > 3 (out of 4)
- Per the data obtained via this survey, it appears that the students fulfilled the IPEC competencies
Qualitative Results - Quotes from our HMs

• “Inspired me to think differently about how to deal with the emotional aspects of having a chronic disease during the prime years of my life. Gave me hope - such fresh minds, open, caring, and committed to their specialties in health care. They worked well together and were a bright spot in my life for two years. Thank you to them wasn't enough.”

• “The Health Mentors Program has given me a voice. It makes me feel good knowing that I can have an impact on the next generation of Medical professionals. When I first became a health mentor I wanted be a Social Worker, now being on what is my third or fourth group of students, I think I want to be a teacher.”
Qualitative Results - Quotes from our HMs

• “Impressed with students eagerness to get to know my special needs and individuality.”

• “Respectable young professionals take time out of their busy schedules to sit down and talk with me for an hour or more about my health problems...They cared about me and I them. Please don't ever stop this program.”
Discussion

• Overall, the JHMP program is meeting and/or exceeding the IPEC core competencies for our students
• The JHMP appears to be making a difference in the lives of our volunteer HMs
• Room for improvement in the current survey?
• Next steps
  - Try to increase discrimination in the survey results, given highly positive responses
  - Future surveys will have their diction more closely scrutinized and ask about more specific aspects of the HMP in an effort to produce more discrimination in HM responses
Acknowledgements

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References


Any questions?