

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

Interprofessional Education Collaborative Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. c2011. Washington, DC: Interprofessional Education Collaborative. Available from: <http://www.aacn.nche.edu/education-resources/IPECReport.pdf>.

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

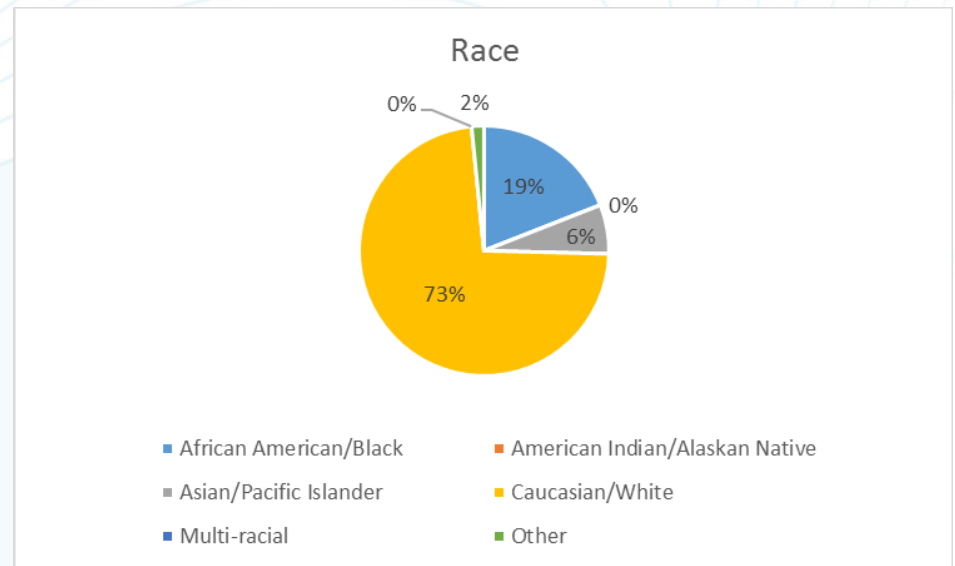
- HMs invited to complete the JTOG survey in Spring 2015 and again in Fall 2015
 - Survey asked HM to evaluate student team members' ability to work together based on IPEC core competencies
 - Survey solicited information about HM experience participating in the program
 - Student demonstration/attainment 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



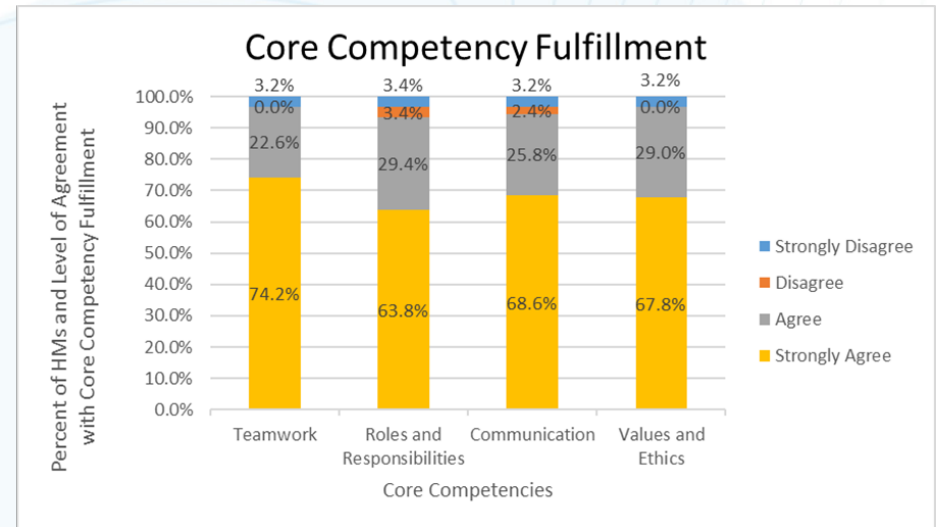
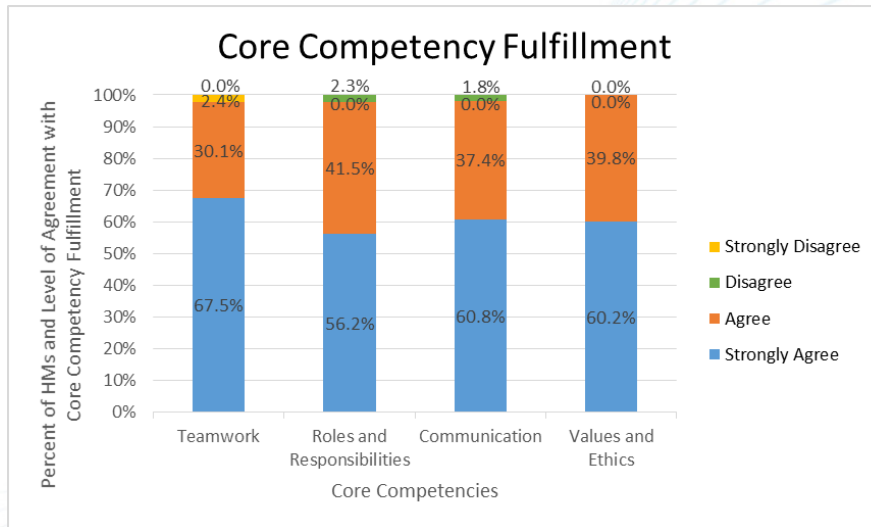
Results

- **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

Fall 2015



Results

Questions evaluating satisfaction with program

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

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

Results

Questions with comment sections

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

Results

Questions evaluating program outcomes

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

*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

- Interprofessional Education Collaborative Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. c2011. Washington, DC: Interprofessional Education Collaborative. Available from: <http://www.aacn.nche.edu/education-resources/IPECReport.pdf>.
- Umland E, Collins L, Baronner A, Lim E, Giordano C. Health Mentor-reported outcomes and perceptions of student team performance in a longitudinal interprofessional education program. *J Allied Health*. 2016; 45 (3): 219-227.
- Norris J, Carpenter JG, Eaton J, et al. The development and validation of the interprofessional attitudes scale: assessing the interprofessional attitudes of students in the health professions. *Acad Med*. 2015; 90 (10): 1394-1400.
- Reeves S, Perrier L, Goldman J, et al. Interprofessional education: effects on professional practice and healthcare outcomes (update). *Cochrane Database Syst Rev*. 2013; 3: CD002213.

Questions?

