Creating Healthy Work Environments Through Interprofessional Collaborative Practice Training for Care of Older Adults

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Disclosures

Authors
The following authors have contributed to this presentation and have no conflict of interest to report.

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Learning objectives

By the end of this session, learners will
1. Gain knowledge regarding an education model for practicing professionals to learn interprofessional collaborative (IPC) competencies in the care of older adults.
2. Appreciate the importance of IPC as part of a healthy work environment.
Introduction
Interprofessional education

“Healthcare takes a team”
Interprofessional collaboration (IPC) and a healthy work environment

Literature reveals evidence of a connection between IPC and
- Job satisfaction
- Retention and turn-over
- Positive work environment

Geriatric population care
- Suited for interprofessional collaboration (IPC)
- Multifaceted and interrelated issues are common
Goals of project

Teamwork and collaborative practice are not inherent

1. Design an effective and interactive training curriculum for providers of geriatric care.
   - Build IPC competencies in knowledge, skills and attitude for team-based care.
   - Improve patient outcomes
   - Improve health care work environment

2. Prepare health care students for collaborative practice in geriatrics.
Methods
Research Design
Research Methods

• **Design**: Pre-/post Quality Improvement project
• **Sample**: Convenience sample of 362 practicing healthcare providers from 9 professions
• **Setting**: Northeast Ohio area
• **Data collection**: over 3 years
• **Intervention**: Training curriculum with ongoing rapid cycle QI revisions
• **Outcome measures**: Satisfaction with education, Interprofessional Collaborative competencies.
Methods: IP Education model

Provider education model

Pre-brief

Geriatric and TeamSTEPPS concepts

Interprofessional & caregiver simulation

Case Study IP team discussion with SP caregiver

Facilitator-guided simulation debriefing

Facilitated Debrief

Geriatric and Teamwork Knowledge, Skills and Attitude
Interprofessional simulation

Team simulation learning objectives:

• Develop an interprofessional plan of care
• Use effective communication strategies and tools with team members and SP
Data collection and analysis

Demographics
- Frequencies and averages

Education evaluation
- Total and individual item mean score analysis
- Qualitative comment analysis

Interprofessional Collaborative Competencies Attainment Survey (ICCAS): progression in IPC competencies (Arichibald, Trumpower & MacDonald, 2014)
- Paired t-tests: pre and post education
Results
Sample of participants by profession

Number of Individuals by Discipline

- Chaplaincy: 55%
- EMS: 23%
- Medicine: 12%
- Nursing: 3%
- Admin/Other: 4%
- Pharmacy: 2%
- Social Work: 1%

N=362

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Education Evaluation

• Participants provided positive feedback regarding evaluation of the education design
• Based on evaluation feedback, participants confirmed that an active learning pedagogy such as a simulation is valuable
• 94% agreed the training was a valuable learning experiences
Results of ICCAS pre and post testing

Results of ICCAS Pre and Post Education from Community Based Provider Training

- Communication Pre: 31.25
- Communication Post: 31.39
- Collaboration Pre: 19.03
- Collaboration Post: 19.61
- Roles and Responsibilities Pre: 25.67
- Roles and Responsibilities Post: 25.38
- Collaborative patient/family approach Pre: 19.45
- Collaborative patient/family approach Post: 19.6
- Conflict management/resolution Pre: 18.63
- Conflict management/resolution Post: 19.7
- Team functioning Pre: 12.53
- Team functioning Post: 13.1
- Total score Pre: 122.62
- Total score Post: 118.04

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Results Discussion

• ICCAS score increases noted on both the conflict management/resolution and team functioning subscales. $p = 0.29$, $p = 0.08$
  – Greatest effect on teamwork occurred in these two areas of conflict management and team functioning.

• Non-significant decrease in overall ICCAS scores following training. Pre mean 122.4, Post mean 115.5, $p = 0.19$
  – Good teamwork attitudes pre-training may have effected ability to improve attitude post-training.
Limitations

Sampling from a relatively small geographical area that appears to have strong baseline interprofessional practice environments.

- Replicate this study with other professional cohorts with low interprofessional collaboration baseline
- Include other geographical regions to broaden generalizability
Suggestions for future education

- Continue to develop training for advancing IP collaborative competencies
- Design active learning CE over a longer delivery, or as a series of programs
- Adapt this education model on topics outside of geriatrics
Selected References


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Questions