The State of Care Transitions Education: A Survey of AGS Teachers Section Members

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BACKGROUND

Care transitions pose significant risks for older and more complex medical patients, including medication errors and rehospitalizations. Unfortunately, few medical schools and residency programs provide targeted care transitions training. Changes in the healthcare system, including coordination of care provisions in the Affordable Care Act and proposed CMS billing codes for care coordination underscore the need for future health professionals to perform care transitions effectively. Given the impact of care transitions on older adults, we sought to determine the extent to which geriatric educators currently address care transitions education.

OBJECTIVES

The Care Transitions interest of the American Geriatrics Society is very interested in knowing what our medical educators are doing in regards to care transitions training, where they're doing it, and how. The objectives of this study are:
1. To determine if medical educators are teaching care transitions training.
2. To determine what learners they are targeting.
3. To determine what type of activities they are using in transitions teaching.
4. To determine what assessment tools they are using in transitions teaching.
5. To determine what they would like to add about transitions to their existing curricula.
6. To determine general demographics of participants of survey.

METHODS

- We developed an anonymous survey which we sent by email to members of the American Geriatrics Society (AGS) Teachers Section
- Survey items addressed the following topics regarding care transitions education: participating learner groups, learning formats, curricular elements, curricular evaluations and content areas the respondents wished to add to their current teaching
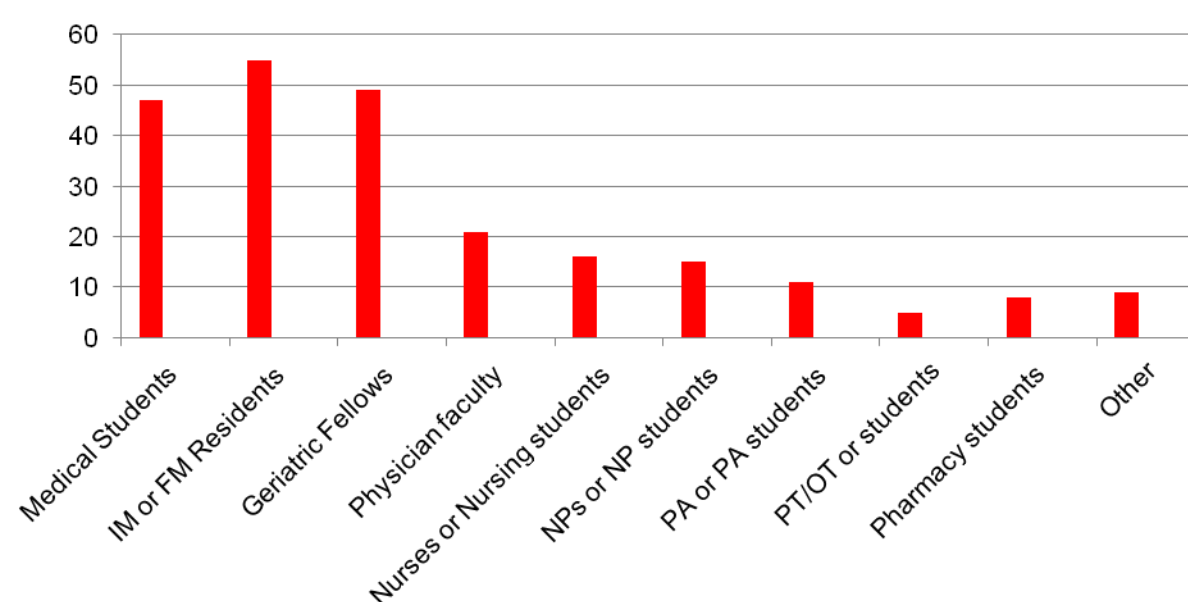
RESULTS

The survey was administered to approximately 300 Teachers Section members. 98 surveys (33%) were returned.

Do you participate in training learners at your institution on care transitions?
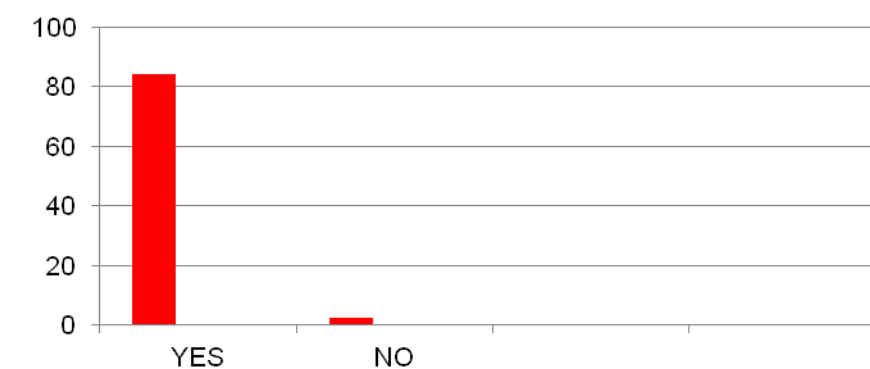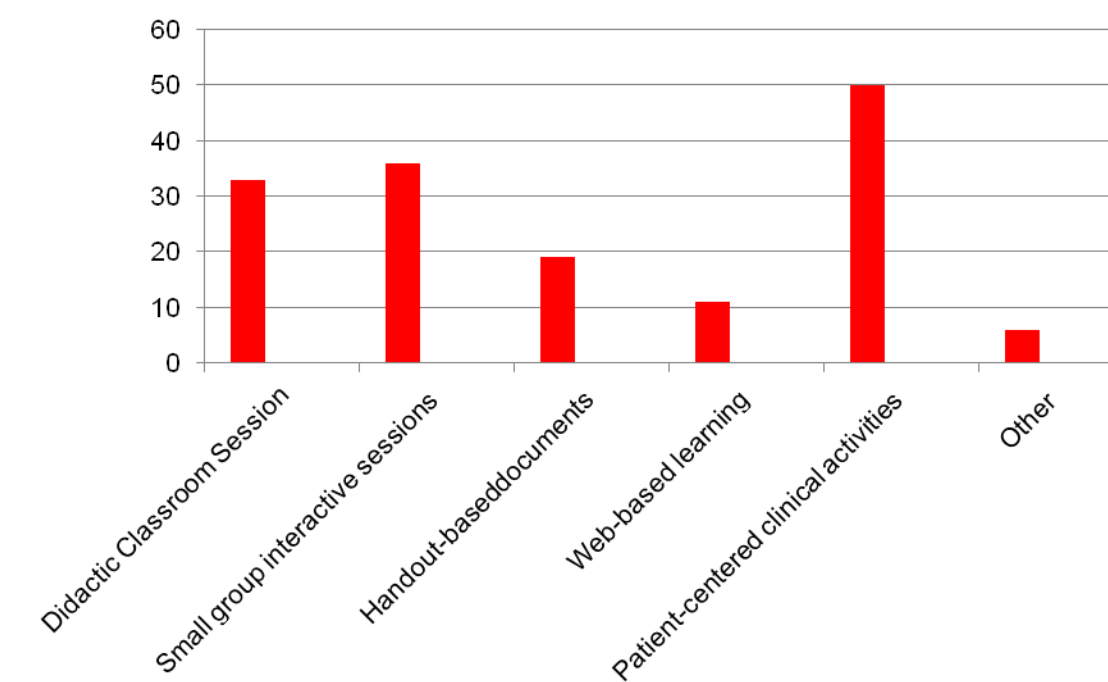

What learners take part in your care transitions activities? Check all that apply. .
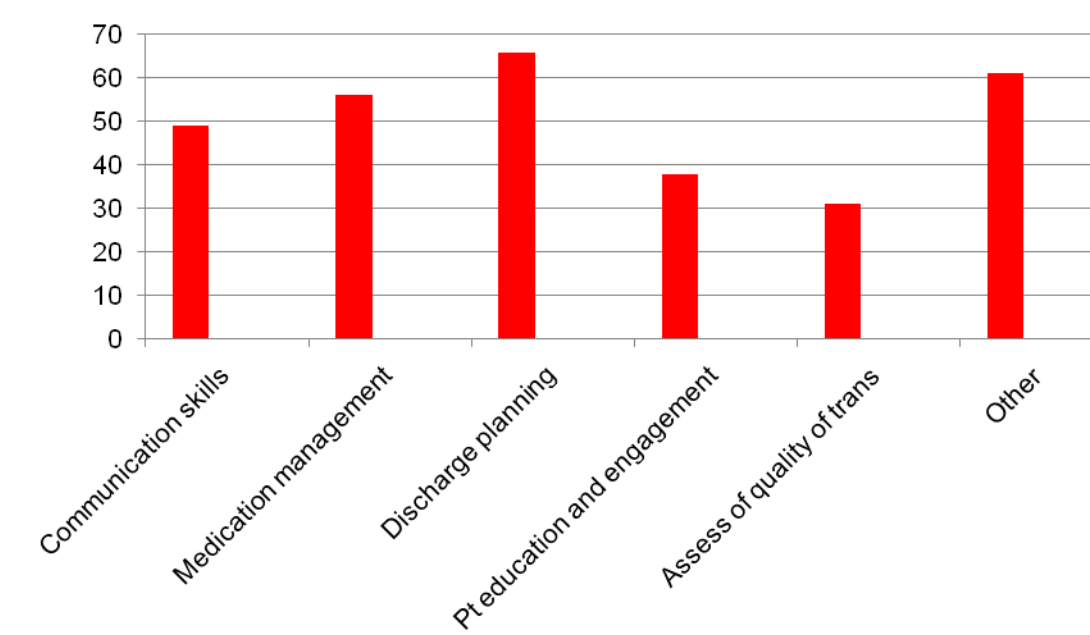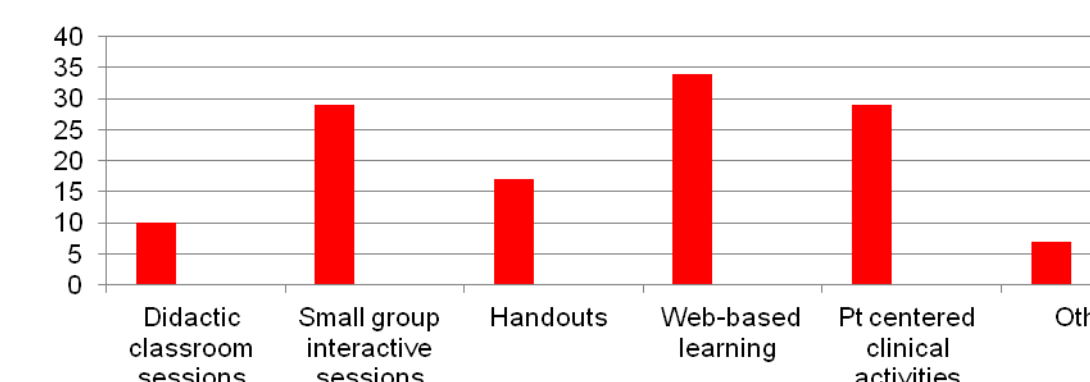

RESULTS

What type of teaching curricula do you perform in your transitions curricula? Check all that apply.

What elements are involved in your curricula? Check all that apply

If you were to expand, what types of activities would you add? Check all that apply:

RESULTS

- The most common learners were medical students (66%), IM/FM residents (77%) and geriatric fellows (69%), though respondents also included wide-array of participants (MD faculty and interprofessional team members).
- 71% of respondents teach patient-centered clinical activities. Discharge planning and discharge summaries were the most common curricular elements.
- 52% were interested in incorporating web-based learning, while very few (16%) currently participate in web-based learning.
- 67% expressed interest in adding content to assess the quality of care transitions their trainees conduct.
- Of those not participating in care transitions training, 67% expressed interest in doing so.

CONCLUSION

- Our survey results demonstrate that a high percentage of geriatrics educators participate in care transitions education.
- They engage a broad cross-section of learners, including faculty and interprofessional trainees.
- Opportunities for further development of care transition education include the development of web-based curricula and tools to assess the quality of care transitions conducted by healthcare trainees.