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Evaluation of an Interprofessional Geriatric Clinical Skills Fair

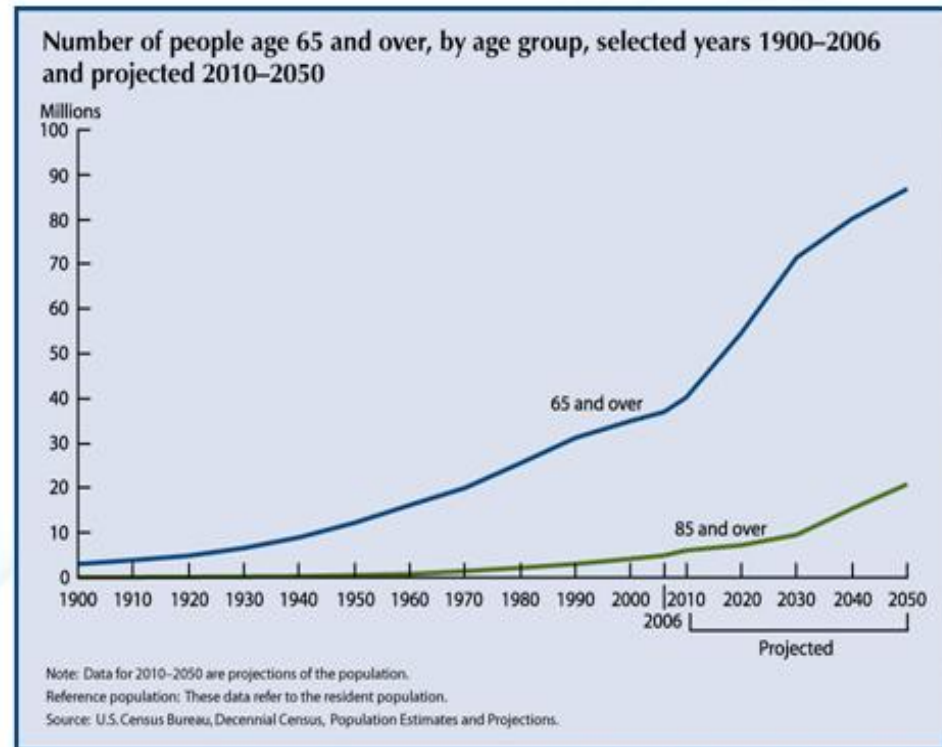
Objectives



- Describe the utilization of an interprofessional geriatric clinical skills fair to impart knowledge and skills pertaining to both core geriatric and IPE competencies.
- Prepare to introduce an Interprofessional Geriatric Clinical Skills Fair at one's own institution
- Recognize essential elements of a measurement tool that evaluates the effectiveness of an Interprofessional Geriatric Clinical Skills Fair

Background

- Aging population
 - 1998, 34 million adults ≥ 65 years \rightarrow 2030, 71 million
 - By 2030, 25% of population ≥ 65 years old
 - Largest growing segment is over 85 age
 - Elderly use a disproportionate number of medical resources
- Institute of Medicine's report in 2008 on "Retooling for An Aging America" calls to enhance the geriatric competence of the entire workforce
- Collaborative interprofessional practice is essential in the care of older adults



Background

- Partnership for Health in Aging - workgroup of healthcare professionals from 10 disciplines convened in 2008 to:
 - Advance recommendations of the IOM report
 - Advocate for ways to meet the healthcare needs of the nation's rapidly growing older population
- Developed a set of “Multidisciplinary Competencies in the Care of Older Adults” in 2009
 - Core competencies in the care of older adults that are relevant to and can be endorsed by all health professional disciplines
 - Dentistry, Medicine, Nursing, Nutrition, Physical Therapy, Occupational Therapy, Pharmacy, Physician Assistants, Psychology, Social Work

Background

- With the recent release of IPE core competencies, as well as the multidisciplinary geriatric competencies, we now have a roadmap for guiding innovation in both IPE and geriatric education
- Now, it is time for educators to realign our current educational system to better prepare health professions graduates through IPE
- Students must develop the knowledge base and skills needed to work as an effective member of a health care team, particularly in regards to caring for older adults



Background

- Clinical skills fair offers a fun, interactive way for learners to gain practical, evidence-based skills and knowledge pertaining to the care of older adults
- Ideal setting for clinically relevant IPE
- Highly rated by learners at various levels of training

Background

- Health Mentors Program: Provides IPE for 1st and 2nd year students from medicine, nursing, pharmacy, PT, OT, family & couples therapy
 - Student requests for more clinically relevant content
 - Student requests to better understand what other health professionals do and how they contribute to care
- First pilot in April 2013
 - 21 student volunteers participated
- Second pilot in April 2014
 - 18 student volunteers participated

Overarching Program Objectives

- Distinguish among, refer to, and/or consult with any of the multiple healthcare professionals who work with older adults, to achieve positive outcomes.
- Communicate and collaborate with different healthcare professionals to incorporate discipline-specific information into overall team care planning and implementation.

IP Geri Skills Fair: Agenda

- Pre-test
- Case presentation
- 4 interactive skills stations
- Case study questions
- Case study discussion/
wrap-up
- Post-test



IP Geri Skills Fair: Case Study

- Evelyn is an 89 year-old woman coming to see you and your team for a geriatric assessment, accompanied to the visit by her daughter
- Evelyn was hospitalized 1 month ago for a stroke that has left her with left-sided weakness
- Today, her daughter is concerned that her mom has lost at least 5 pounds since she was in the hospital, seems more forgetful and less interested in activities she was involved with previously

IP Geri Skills Fair: Stations



- Older patient/caregiver simulation
- Cognitive assessment
- Gait evaluation
- Medication assessment

Assessment and Treatment: Case discussion/Wrap-Up

- Student meet as a large group to review questions
 - What diagnosis does the results of the cognitive testing point you toward?
 - Based on her gait assessment and diagnosis today how might Evelyn benefit from continued PT?
 - Based on her medication review, what medications should be eliminated to reduce her risk of falls/adverse events?
 - Based on the results of her overall functional assessment, what resources or referrals might be appropriate for Evelyn?

Evaluation

- Purpose: to evaluate changes in knowledge of first and second year IP students
- Methods: Pre- and post-test design
 - 8 multiple-choice questions assessing knowledge related to the four stations
 - 4 questions assessing self-reported confidence (0-10) performing specific tasks taught in the fair
 - Completing a timed up and go test
 - Assessing cognition in an older adult
 - Assessing medication use in an older adult
 - Assessing sensory impairment in an older adult

Evaluation

- Post-test with 4 additional qualitative questions:
- Would you like to see an Interprofessional Clinical Skills Fair like this one incorporated as a required part of IPE training at Jefferson?
- Please list 1-2 things that you liked or learned from your participation in this Skills Fair
- Please list 1-2 things that would help to improve this Skills Fair for the future
- What other topics would you like to learn about in a Skills Fair format?

Survey Question - Sample

- *What clinical assessment tool is used to differentiate delirium from other cognitive disorders?*
 - MMSE (mini-mental status exam)*
 - CAM (confusion assessment method)*
 - Mini-cog*
 - GDS (geriatric depression scale)*
 - CDT (clock drawing test)*

Survey Question - Sample

- *Which of the following assistive devices is most appropriate for a patient with a history of stroke with unilateral weakness and a hemi-paretic gait?*
 - a. 4-wheeled walker*
 - b. Single point cane*
 - c. Standard walker*
 - d. Wide Based Quad Cane*
 - e. Wheelchair*

Evaluation: Results of Pilot # 2

- 18 students completed pre-test, 17 completed post-test
- 7 medical, 3 nursing, 4 OT, 3 PT, and 1 pharmacy student/s
- Comparison of pre and post-test averages showed notable score improvement
- Numbers too small to compare disciplines

Pre-Test	68%
Post-Test	94%

Evaluation: Results of Pilot # 2, cont

- Confidence Ratings:
 - Complete a TUG: 16/16 (100%) reported increase in confidence
 - Assess cognition: 16/17 (94%) reported increase in confidence
 - Assess medication use: 15/17 (88%) reported increase in confidence
 - Assess sensory impairments: 13/17 (76%) reported increase in confidence

Qualitative Questions

- 88% of students responded “yes” to the question:
- Would like to see a “fair like this one” included as a mandatory part of IPE training?
- Please list 1-2 things that you liked or learned from your participation in this Skills Fair:
 - Several stated liking various aspects of content like learning about mobility devices, cognitive screening tests, medication use
 - *“I liked this session because it provided concrete skills that are helpful for my profession, while also getting a good idea of other health fields and how we can all work together.”*

Qualitative Questions

- Please list 1-2 things that would help to improve this Skills Fair for the future:
 - More time at stations
 - Actual patients
 - Make it a requirement for HMP!
 - More disciplines involved
- What other topics would you like to learn about in a Skills Fair format?
 - “Any hands on topic”
 - Rehab, peds, hospital cases, mental health
 - “Anything, please keep things like this coming!”

Lessons Learned

- Strengths:
 - Highly effective teaching model that is fun, easy to replicate
 - Addresses both Geri and IPE competencies
 - Ideal setting to introduce IPE, practice teamwork
- Challenges:
 - Time intensive for faculty
 - Faculty development in IPE
 - Busy curricular schedules
 - Scheduling logistics across 6+ disciplines

Next Steps...

- Expand fair
 - Increase # of students trained in HMP
 - Consider adding disciplines
 - Modify pilot for different level learners
- Evaluation changes
 - Evaluate pre/post assessment by discipline
 - Longitudinal assessment
 - Evaluate specific IPE competencies

Questions? Contact Us!



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