Evaluation of an Interprofessional Geriatric Clinical Skills Fair

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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 → 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?
  a. MMSE (mini-mental status exam)
  b. CAM (confusion assessment method)
  c. Mini-cog
  d. GDS (geriatric depression scale)
  e. 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

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<tbody>
<tr>
<td>Pre-Test</td>
<td>68%</td>
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<td>Post-Test</td>
<td>94%</td>
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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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