An Interprofessional Team-based Leadership Institute to Implement Geriatric Best Practices in Primary Care

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The research reported on this poser was supported by the Health Resources and Services Administration (HRSA). The investigators retained full independence in the conduct of this research.

INTRODUCTION

- Demand for HC professionals to work effectively in interprofessional teams and lead change in emerging environments
- Implementation science in geriatrics and primary care is critical
- Need to build the next generation of leaders in transforming interprofessional systems of care
- Developed a 10 month Geriatric Practice Leadership Institute (GPlI).

Goals

- To provide a framework to support and enable professional development as a leader and as an interprofessional team for continuously improving geriatrics care in the primary care setting
- Provide value-based patient-focused care to older adults in the developing primary healthcare systems.

METHODS

- Rapid Cycle Quality Improvement Approach
- Curriculum developed October 2015 to August 2016
- Three two-day sessions held in October, November, and December 2017.
- Interdisciplinary teams applied to participate by developing a geriatrics-related quality improvement project in their areas of practice.
- Coaches were recruited and trained to support project development.
- A learning management system provided an online forum for faculty, teams, and coach communication and to distribute pre-work and additional resources.
- Evaluation surveys were completed by participants at the end of each session.
- Faculty used trainee feedback from each session to continuously improve teaching methods and participant engagement strategies.

RESULTs

- Trainees by discipline (N=27):
  - Nurse: 27%
  - Administration/Manager: 19%
  - Social Worker: 19%
  - Physician: 7%
  - Pharmacist: 7%
  - Nurse Practitioner: 4%
  - Occupational Therapist: 4%
  - Physical Therapist: 4%

- Organizations represented:
  - Texas Health Harris Methodist Hospital Fort Worth
  - UT Southwestern
  - UNT Health Science Center
  - Brookdale Senior Living
  - The Women’s Center

- Quality Improvement Projects
  - Priority Areas
    - Dementia/AD
    - Health Literacy
    - Medication Management
  - Project Descriptions
    - Develop an education bundle for family/caregivers of patients with dementia to improve their understanding of medications, post acute care needs and community resources following hospitalization.
    - Develop caregiver education protocol to include: Small group education sessions; Community program support integration; Collaborative development; Recognition of need.
    - Develop training for family and professional caregivers in the basic knowledge, skills and attitudes needed to handle the challenges of caring for a family member with Alzheimer’s disease and to be an effective caregiver.
    - Develop screening tools for medical personnel to use while treating the elderly with signs of dementia. The tools will also have referrals and community resources to assist in the decrease in isolation to increase cognitive function in dementia.
    - Develop standard of fall prevention education prior to discharge.
    - Deploy the NextGen patient portal that will empower older adults to better manage their chronic conditions with consideration for health literacy levels and connections to community resources.

- Learning Objectives
  - Learn about oneself as a leader
  - Build a successful interprofessional team utilizing leadership knowledge, skills and attitudes
  - Apply learnings to a team practice change project with the intent to improve geriatric care in their setting

- Projects relate to one or more priority areas:
  - Health Literacy
  - Medication Management
  - Chronic Disease Self Management
  - Dementia/Alzheimer’s Disease

- Each team works on a Quality Improvement Project:
  - Practice Change Projects
  - Coaches and team organizations support project development.

- Rank how the session demonstrated knowledge, skills and awareness in the following areas:
  - Personal mindfulness of leadership attributes and skills: 85%
  - Aging network and population health: 85%
  - Current and future drivers of healthcare change related to the care of older adults: 85%
  - Events that influence and guide the organizational culture and system change: 85%
  - Effective interprofessional teams: 85%
  - Attributes of effective strategic partnerships in geriatric care: 85%
  - Developing, implementing, and evaluating a sustainable quality improvement project: 85%
  - Were the teaching methods/learner engagement strategies effective: 95%
  - Was the content relevant to the learning outcomes: 100%

- Were the teaching methods/learner engagement strategies effective: 96% 93% 96%
- Was the content relevant to the learning outcomes: 100% 96% 96%
- Projects relate to one or more priority areas:
  - Health Literacy: 96%, 96%, 96%
  - Medication Management: 93%, 96%, 96%
  - Chronic Disease Self Management: 85%, 100%, 96%
  - Dementia/Alzheimer’s Disease: 96%, 96%, 96%

- Projects assist in the real-world application of their newly acquired skills and knowledge:
  - Strongly or Somewhat Agree %
    - Session 1
      - 85% 95% 96%
    - Session 2
      - 85% 95% 96%
    - Session 3
      - 85% 95% 96%

- Given today’s topic, do you intend to make any changes to your professional practice as a leader and/or a team player?
  - Themes from Answers
    - Session 1
      - 92%
      - Attempt work life balance/delegated more
      - Better appreciate jobs/skills of subordinates
      - Be more flexible
      - More team engagement/opportunities for input
      - Incorporate role design questionnaire in performance reviews
    - Session 2
      - 81%
      - Be mindful of valuing the input, contribution and experiences of others for maximum results
      - Better define roles in the group setting to improve outcomes and efficiency
      - Create a culture of creativity and “the importance of having fun”
      - Increase participation/interaction in meetings
    - Session 3
      - 88%
      - Engage stakeholders
      - More awareness of leadership style
      - Increase team collaboration/communication

CONCLUSION

- Training expanded trainees’ knowledge of aging network & about population health.
- Enhanced HCP’s personal leadership & interprofessional skills to improve geriatrics care in primary care systems.
- Majority of trainees intend to make changes to their professional practice as a leader and team member.
- Rapid Cycle Quality Improvement processes facilitated efforts to enhance learner engagement.
- Each participant will receive a Certificate of Participation upon successful completion of the Institute in June 2017.
- The teams will disseminate their work through abstracts, posters and presentations.

ACKNOWLEDGEMENTS

Co-facilitating partners:

- United Way Area Agency on Aging
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- TCU Harris College of Nursing & Health Sciences
- TCU Neeley School of Business
- Center for Geriatrics, UNT Health Science Center
- UNT Health Science Center
- UT Southwestern
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This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number U1QHP28735. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Health Resources and Services Administration or the U.S. Department of Health and Human Services.

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