Attitudes, Beliefs, Perceptions and Values of Health Science Students and Staff as Part of an Interprofessional Primary Care Community-based Training Program: A Mixed Methods Evaluation

Debra Bakerjian, PhD, APRN, FAAN, FAANP, FGSA, Ana Marin Cachu, MPH, Jennifer J. Edwards, MS

Purpose

Develop, test and disseminate a community-based primary care practice model to advance the Quadruple Aim and Practice Transformation.

Background

• The capacity of the primary care (PC) workforce is insufficient to meet demand
• Experts advocate building PC capacity by “sharing the care” utilizing interprofessional (IP) team
• Lack of IP education in health professions training

SPLICE INITIATIVE

• The System-transforming, Patient-centered, Longitudinal, Interprofessional, Community-based Education (SPLICE) focuses on:
  - Developing a teamlet interprofessional model at a PC Federally Qualified Health Center (FQHC)
  - Educating teamlets for Collaborative Practice (CP)
  - CP curriculum for FNP, PA, pharmacy & medical students, PC medical & Pharm residents, clinical faculty, clinical and non-clinical staff

Methods

• Mixed methods, longitudinal design
• Combined validated tools to develop a survey
• 5 pt Likert scale “strongly agree to strongly disagree” – collapsed to 3 points
• Focused on learners and clinic staff perception, beliefs and attitudes related to IP teams, values & beliefs, roles/responsibilities, patient-centered care
• Analysis completed utilizing SPSS v 24
• Descriptive statistics and Kruskal Wallis testing measured differences in tool scores
• Focus groups conducted with teamlet members

Results

SPLICE Teamlet Learner Roles

Interprofessional Attitudes Scale: Interprofessional Bias Domain

<table>
<thead>
<tr>
<th>Learner Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>15</td>
</tr>
<tr>
<td>FNP</td>
<td>15</td>
</tr>
<tr>
<td>PA</td>
<td>12</td>
</tr>
<tr>
<td>MD</td>
<td>1</td>
</tr>
<tr>
<td>Medical Residents</td>
<td>9</td>
</tr>
<tr>
<td>FCM</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Providers</td>
<td>3</td>
</tr>
<tr>
<td>SOM Faculty</td>
<td>3</td>
</tr>
<tr>
<td>SOM Faculty</td>
<td>3</td>
</tr>
<tr>
<td>Not Faculty</td>
<td>1</td>
</tr>
<tr>
<td>Direct Patient Staff</td>
<td>2</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>13</td>
</tr>
<tr>
<td>RN Back Office</td>
<td>2</td>
</tr>
<tr>
<td>RN Triage</td>
<td>3</td>
</tr>
<tr>
<td>MSW</td>
<td>1</td>
</tr>
<tr>
<td>Other Support Staff</td>
<td>14</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

Findings

• Response rate of 98.8%
• Strong belief of importance of mutual support across all groups with students & providers scoring higher compared with staff & residents
• Residents & students agree/somewhat agree that other healthcare professions have prejudices or make assumptions about them because of their discipline and likewise they feel bias toward others
• Direct care staff (CNAs, RNs) have the least level of bias towards others and belief about prejudices about them because of their profession

Discussion

• All learners value IP Collaborative Practice and enjoy working together
• Survey indicated differences between “learning” groups (students & residents) and “experienced” groups (clinical providers, direct & support staff)
• Focus groups revealed challenges still exist around roles & responsibilities, time management and task delegation
• Some tools did not detect differences between learner types

Next Steps

• Analyze exit evaluation data collected summer 2018
• New baseline for incoming learners to be collected late summer
• Clinic staff will participate in a mid-point survey fall 2018
• Additional focus groups with graduates and learners to be conducted summer 2018

Ongoing Work

• Faculty preceptor guides
• Collect baseline clinical outcomes
• Implement & test SPLICE model
• Evaluate & revise model as needed
• Expand to UCD medical clinic

Additional focus groups with graduates and learners to be conducted summer 2018

UC Davis IRB reviewed and designated this project not research.

This project was funded through a Health Resources and Services Administration Primary Care Training Enhancement Grant #T86HP30023