



Assessment of an Interprofessional Postgraduate Workshop to Promote Team-Based Ambulatory Care



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BACKGROUND

- Faculty from the Schools of Medicine, Nursing and Pharmacy collaborated on the 2013 HRSA-funded initiative, the Primary Care Faculty Development Initiative (PCFDI)
- PCFDI aimed to improve primary care teaching across residency programs in the United States
- Despite increased emphasis on interprofessional learning at the undergraduate level, there has been little continuation at the postgraduate level
- Data support interprofessional and team-based care as essential elements of the Health-Care Home

AIMS

- Develop a one-day, interprofessional workshop introducing key concepts of primary care theory adapted from the PCFDI train-the-trainer sessions with an additional section dedicated to patient-centered communication
- Four key content areas: **teamwork, systems thinking, patient-centered health care home, and patient-centered communication**
 - Goal 1: To increase knowledge and attitudes in key content areas
 - Goal 2: To increase the number of trainees interested in continuing primary care as a future career

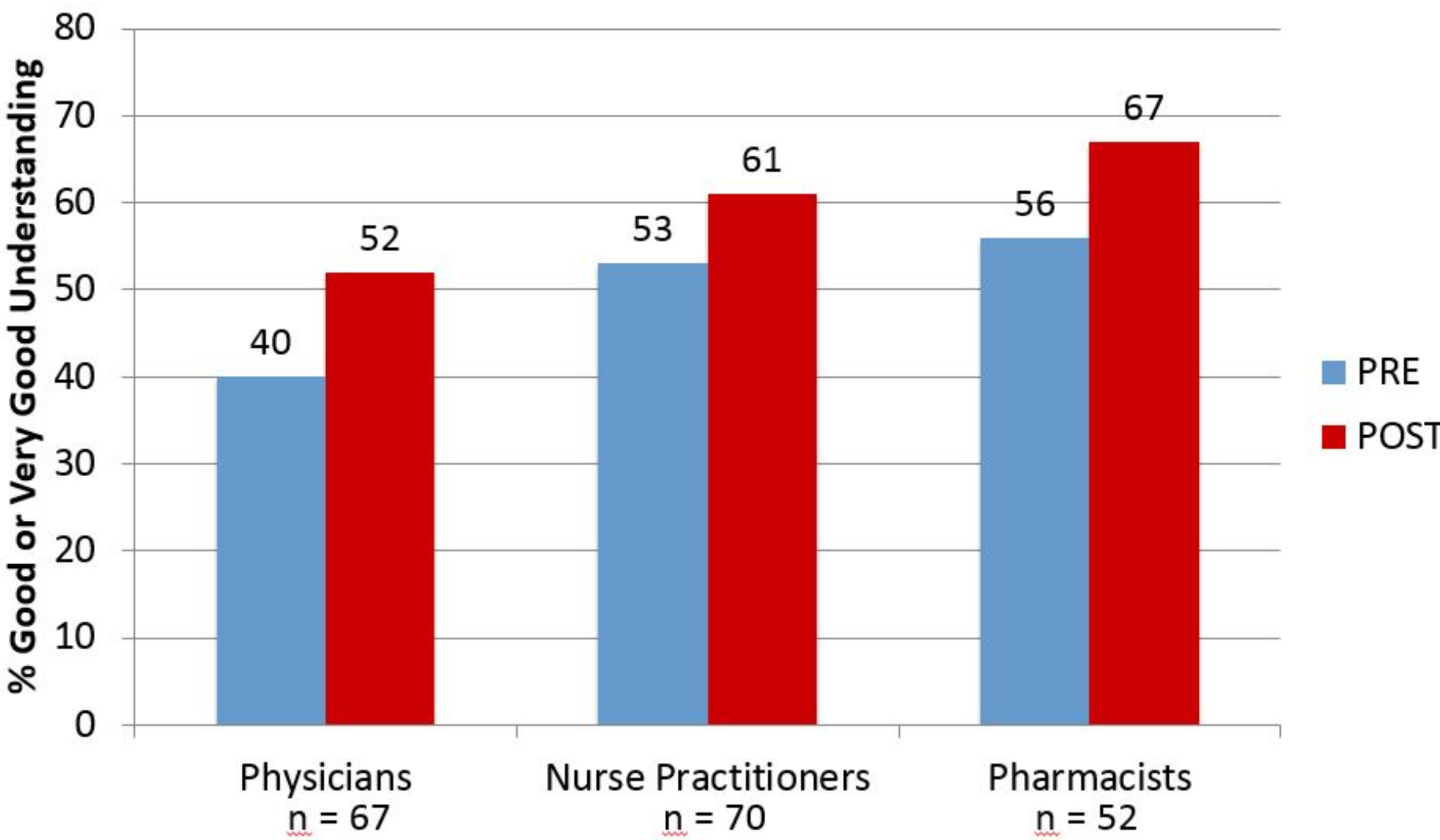
METHODS

- From 2014-2017, **7 full-day workshops** were presented, reaching **189 trainees** in family med, internal med, med/peds, pediatrics, pharmacy, and doctoral-level NP programs in adult gerontology, family med and peds
- Workshop content combined evidence-based presentations on the themes with trainee discussion time and interactive skill development
- At workshop completion, trainees completed a survey identifying their confidence with the skills being presented and allowed space for commentary on the day

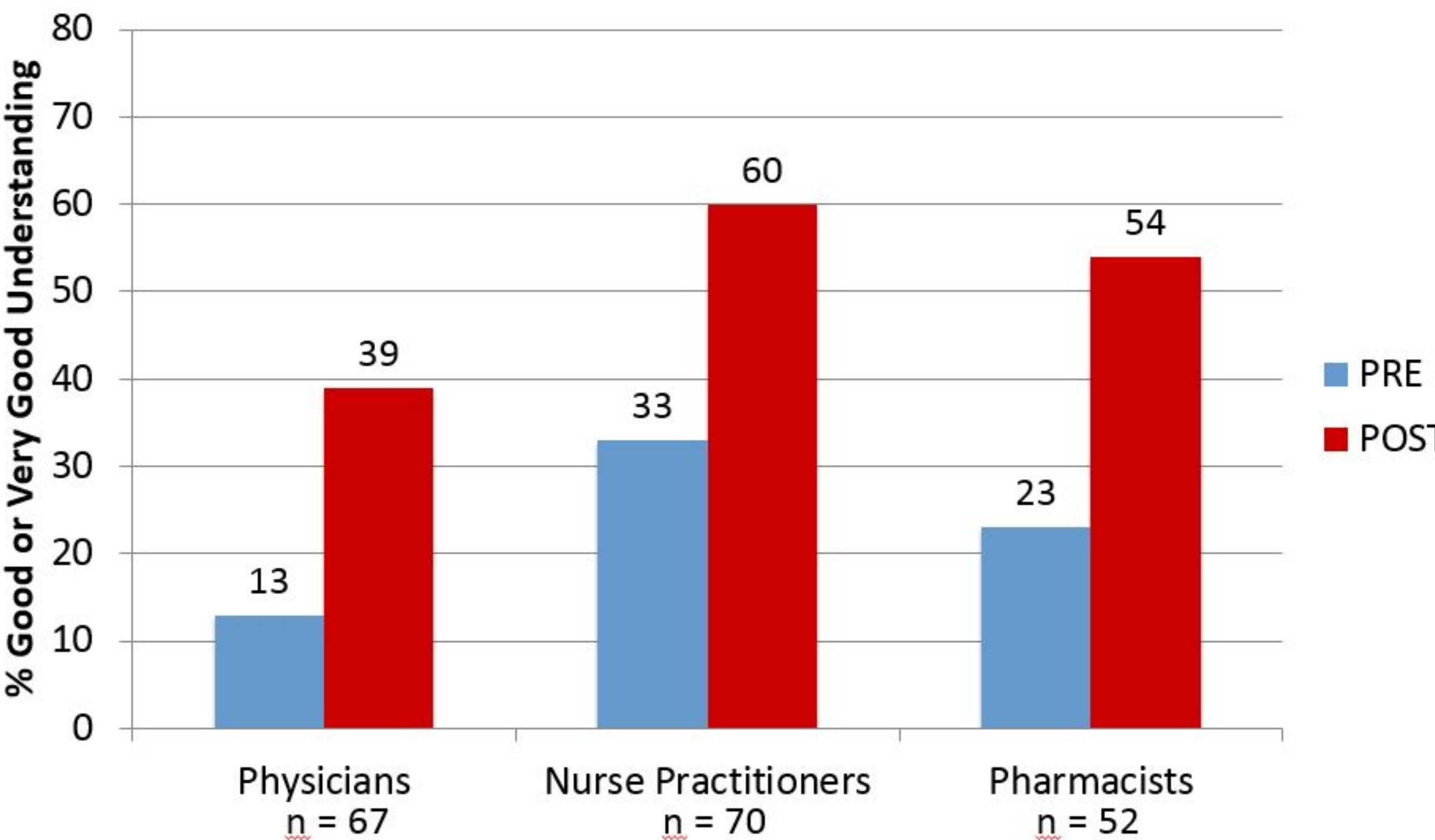
DATA FROM RETROSPECTIVE PRE-POST-WORKSHOP SURVEY

“I was heartened by the interprofessional dialogue on these topics, and I think there should be more of it. If it's not feasible to have more interprofessional learning experiences, this information should be included in all care provider programs because it behooves all of us to be systems-thinkers and patient advocates.”

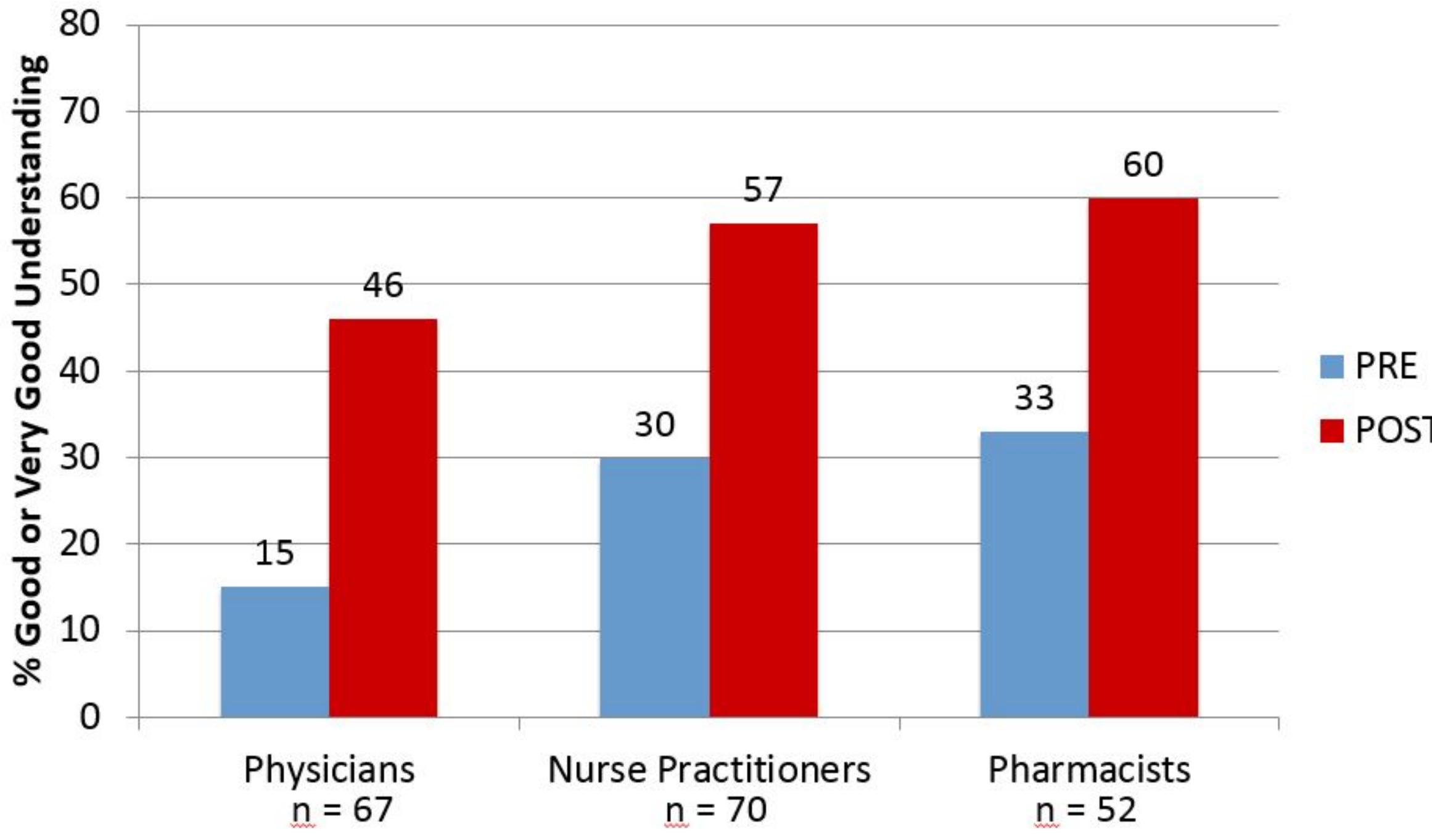
Team-based care



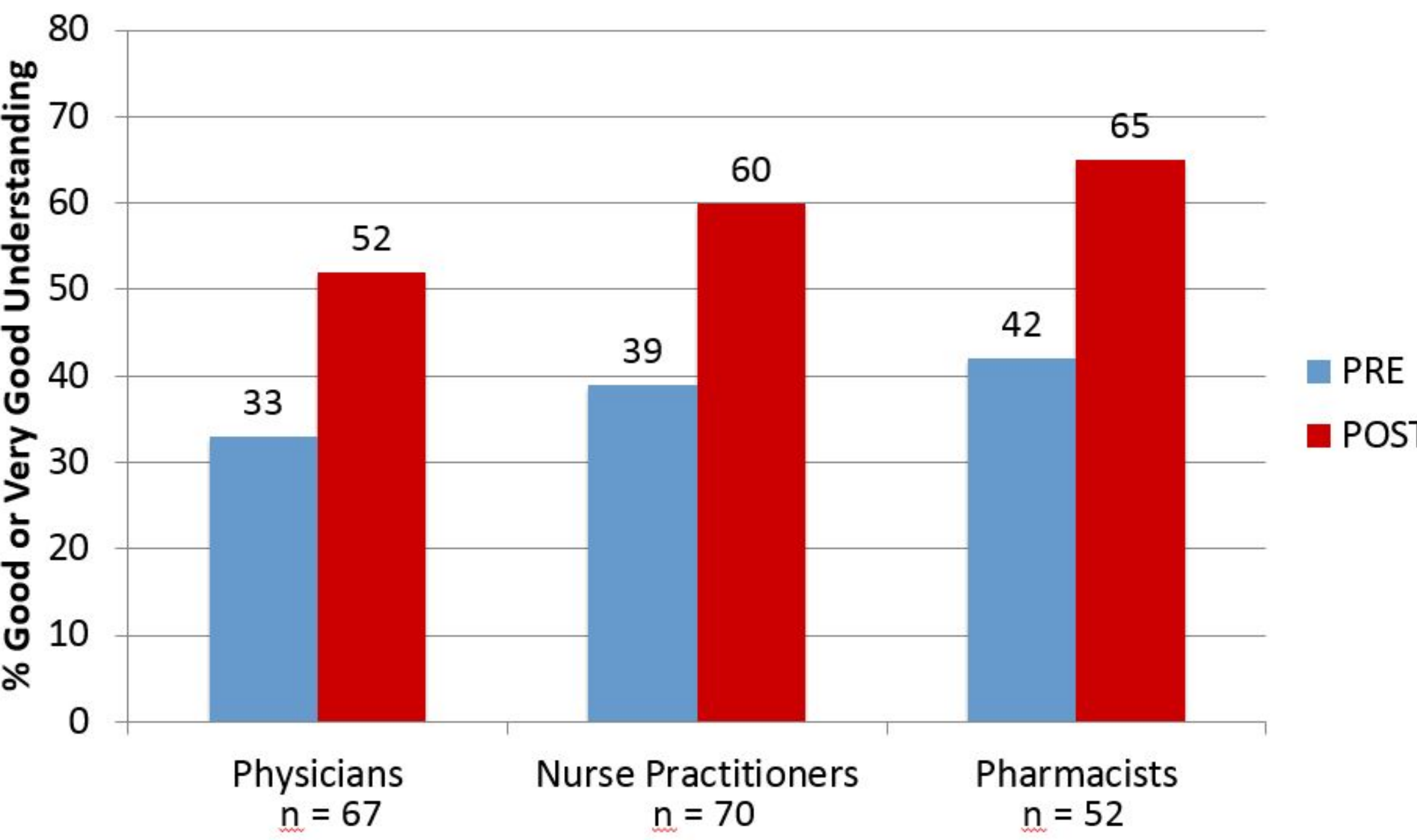
Systems-Thinking



Patient-centered Healthcare Home



Patient-centered Interviewing



SUMMARY OF SURVEY RESULTS

- Trainees reported increased knowledge in all the key content areas after completing the workshop
- 40% or more of trainees reported baseline knowledge in team-based care
- Systems-Thinking and PCHCH showed the largest gains in knowledge
- All trainees reported increased confidence in working interprofessionally after completing the workshop
- Interest in practicing primary care was higher amongst the pharmacists and nurse practitioners
 - Amongst physicians 100% FM, 58% Peds, 31% Med/Peds and 17% IM trainees were “very/extremely interested” in primary care

CONCLUSIONS

- Learners valued the opportunity to work with their interprofessional colleagues
- Improvements in perceived knowledge were noted in all content areas
- Creating an opportunity for postgraduate level trainees from a variety of disciplines and professions to focus on interprofessional team-based skills and the PCHCH may fill a gap in the learning continuum between undergraduate interprofessional education (IPE) and primary care interprofessional practice (IPP)

FUTURE DIRECTIONS

- Continue 3-4 workshops per academic year
- Expand trainee base (SW)
- Develop ongoing HCH learning opportunities throughout the postgraduate training programs with recognized achievement in IPP for interested individuals

REFERENCES

Borman-Shoap E, King E, Hager K, et al. Essentials of ambulatory care: an interprofessional workshop to promote core skills and values in team-based outpatient care. *MedEdPORTAL*. 2018;14:10714.