Purpose: To foster transformation of clinical education and patient care by preparing graduates of health professional schools and programs to work in a patient-centered inter-professional teams providing specialty care in the setting of coordinated longitudinal primary care.

Clinical Issue: Dementia

- Affects 5-8% of individuals > 65 years, 15%-20% of individuals > 75 years, and 25%-50% of individuals > 85 years.
- In 2011, 91% of the patient population at the Atlanta VAMC was male with median age of 64 years.
- Associated with increased healthcare utilization.

Call to Action: Inter-professional Education

- The national quality agenda requires competence in inter-professional collaborative practice (IPCP) and quality improvement (QI) methods to guide the needed redesign of healthcare practice and to transform health professions education.
- These skills are often lacking among clinicians and educators.

System Redesign: Inter-professional Practice

- Team-based care is associated with quality outcomes and improved diagnosis and management of complex chronic conditions such as neurocognitive disorders (NCDs).
- A “Learning Health System” generates and uses data to create evidence to improve care.

Implementation Strategies:

- Consultation with content experts, Veterans, and Caregivers
- Pre-assessment surveys: Knowledge, Skill, Attitudes
- Experiences tailored to level of exposure to clinic
- Formal & informal training (Noon conference & QI 101)
- Learning Collaborative (Case conference discussion)
- Facilitation/Coaching
  - Inter-disciplinary clinical supervision
  - QI coaching

Quality Improvement Projects

- Clinical Informatics
  - Consult & note templates
  - Survey design & implementation
  - Dementia registry and quality metrics
- Clinical Care
  - Patient Satisfaction
  - Medication appropriateness
  - Palliative care integration
  - Advanced Care Planning
- Caregiver Support
  - Telehealth program development
  - Caregiver program recruitment
  - Caregiver services evaluation

Trainee with COE Experience:

- Learners able to apply QI methods to clinical care and generate outcomes.
- PGY3
- Mutually beneficial experience
- Learners value IP case conference discussions.

PSY4

Increased competencies and knowledge regarding NCDs and caregiver needs.

Pretest/Posttest survey

Readiness for Inter-professional Learning Scale (RIPLS)

Inter-professional Collaboration Scale (ICCS)

Inter-professional Collaborative Competencies Attainment Survey (ICCAS)

Cognitive Disorders/IPQ/Quality Competencies Rating (CDQ)

Cognitive Disorders Knowledge Test

Key Findings

- Increased competencies and knowledge regarding NCDs and caregiver needs.
- Learners are aware of inter-professional collaborative competencies.
- Learners value IP case conference discussions.
- Learners able to apply QI methods to clinical care and generate outcomes.
- Learners indicate the need for more skills in QI (Mean confidence in QI skills = 48.8 out of a scale of 100 at pretest).
- Overall satisfaction with COE experience (Mean 4.14 with 5 being very satisfied).

Implications

- Broaden view of IP learners
- Mutually beneficial experience - Strategic alignment = commitment
- Formal infrastructure for faculty development & coaching
- Standardized curriculum & QI framework
- Formative & Summative evaluation
- Clinical context for QI experience

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