



Department of Veterans Affairs Specialty Care Education Center of Excellence (SCECoE): An Inter-professional Collaborative Practice Model

Corrine Abraham DNP, RN, Coordinator for EBP & Innovation, Atlanta VAMC, Clinical Assistant Professor, Emory SON
Anne Tomolo MD, MPH, Chief, Quality Medicine, Atlanta VAMC, Associate Professor, Emory SOM
Cam Escoffery, PhD, MPH, CHES, Associate Professor, Rollins School of Public Health



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

Background

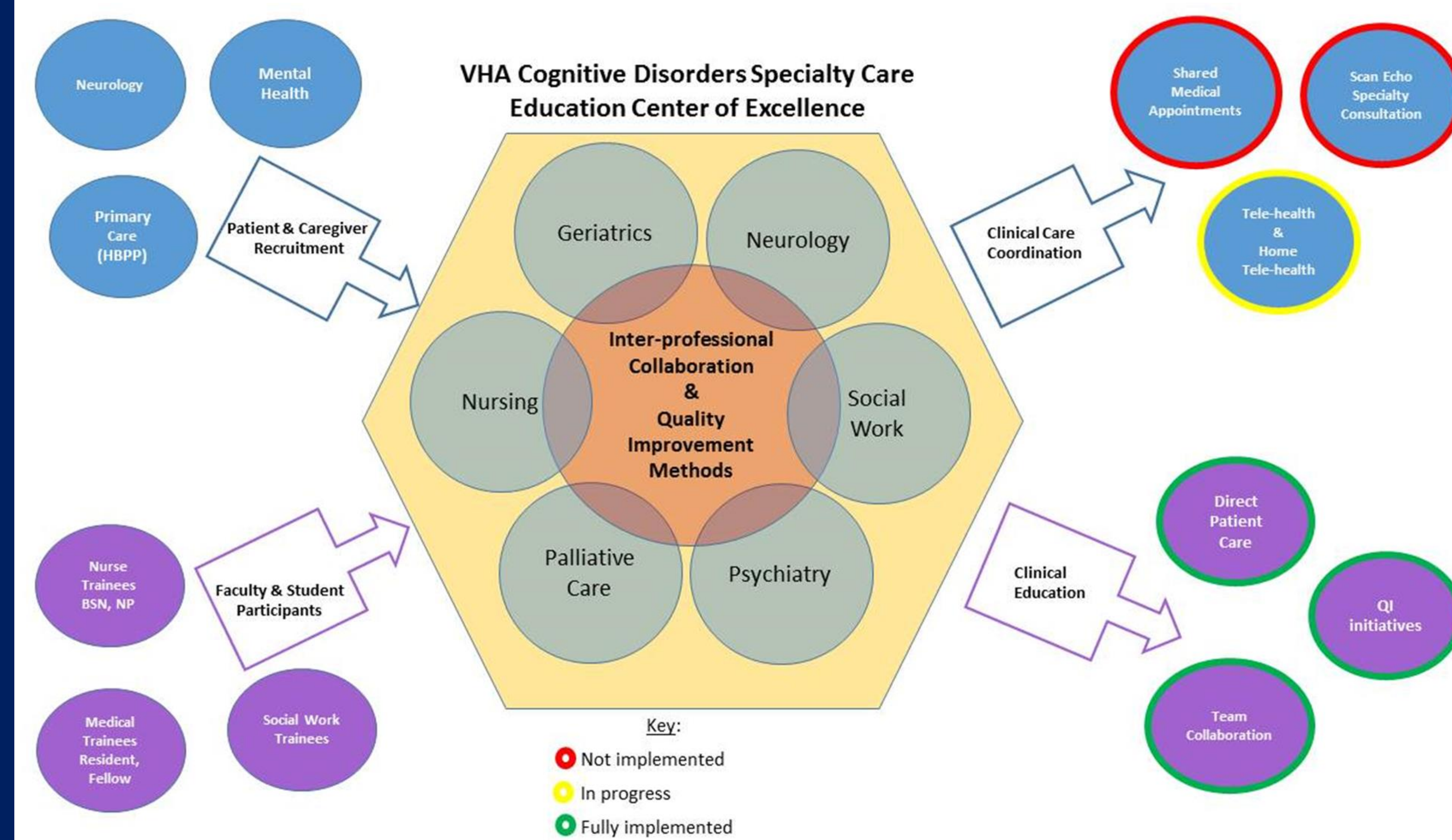
Clinical Issue: Dementia

- 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.

Methods

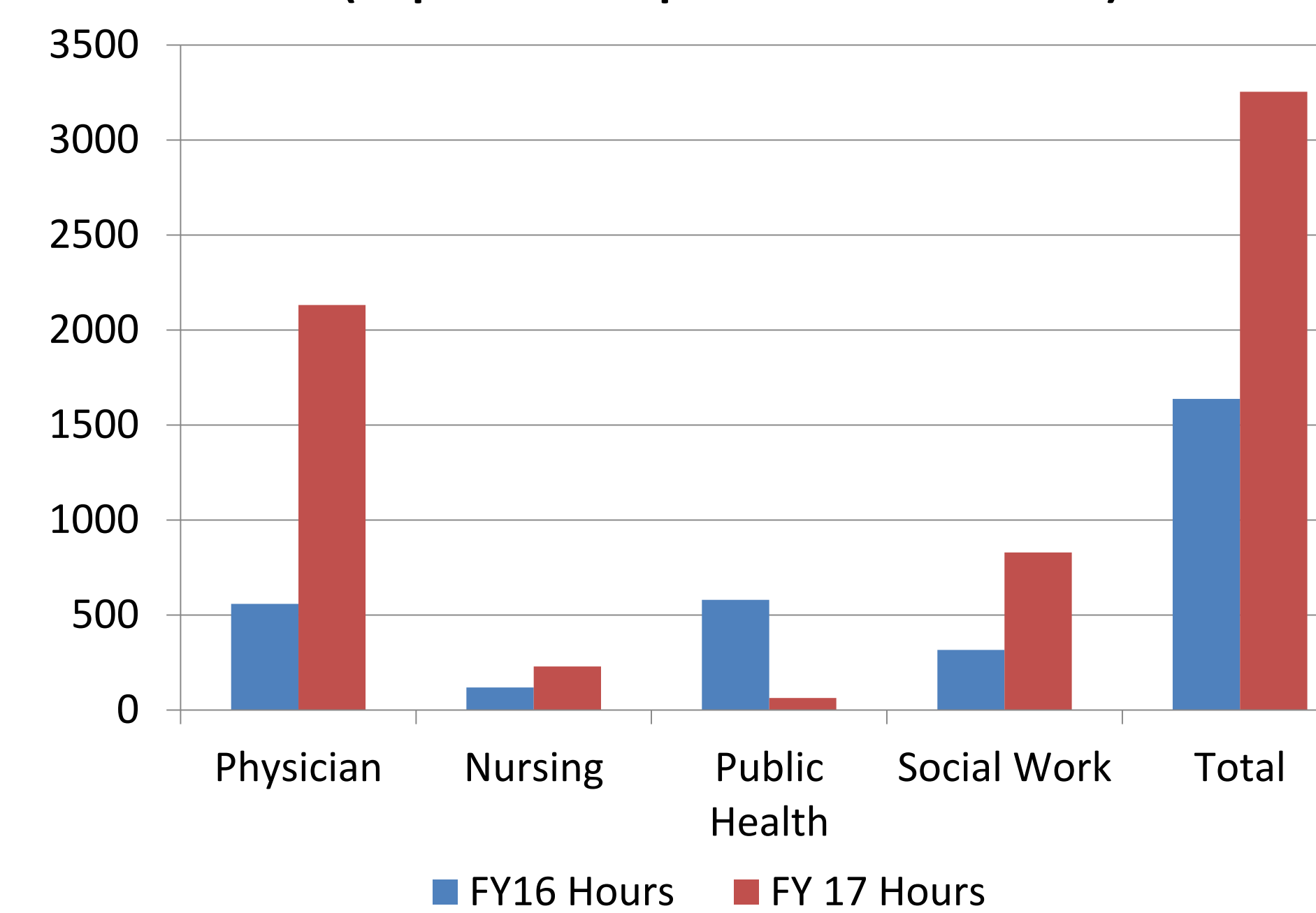
Implementation Strategies:

- 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

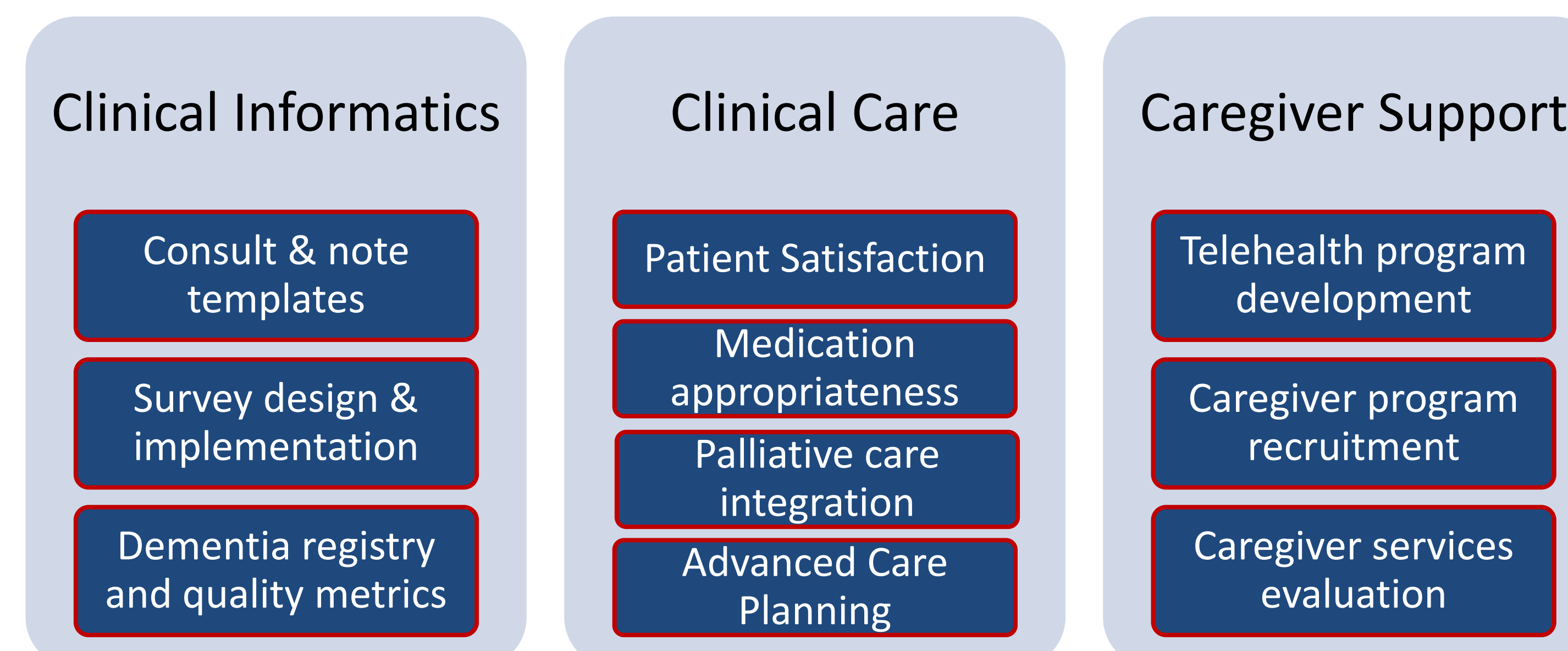
Discipline	Trainee Level
Clinical Experience	
Adult Gero-PC	MSN
Nursing	UG
Family Medicine	PGY 2
Geriatrics*	PGY 4
Palliative Medicine	PGY 4
Social Work*	Interns
Physician Assistant	Student
Psychology	Post doctorate
Psychiatry*	PGY4
Internal Medicine	PGY3
NP Resident	Postgraduate
Quality Improvement Experience	
Medicine	Student
Preventive Medicine	PGY 4
Psychiatry	PGY 1
Psychiatry	PGY 2
Public Health	Student

*Clinical and QI Experience

Trainee Hours with COE
(Represents experiences > 50 hours)



Quality Improvement Projects



Summary

Learner Assessments

Instrument	Measures
Pretest/Posttest survey	Readiness for Inter-professional Learning Scale (RIPLS)
	Inter-professional Collaboration Scale (ICS)
	Inter-professional Collaborative Competencies Attainment Survey (ICCAS)
	Cognitive Disorders/IPP/Quality Competencies Rating (CDC)
	Cognitive Disorders Knowledge Test
Systems Quality Improvement Training and Assessment Tool (SQI TAT)	Quality Improvement Knowledge
	Experience with QI
	Confidence in QI activities (self-efficacy)
	Attitudes about QI

SQI TAT: QI Knowledge Domain Scores By Discipline

KNOWLEDGE DOMAINS: Mean (SD)	SW (n=6)	MD (n=5)	NURSE (n=3)
Aim Statement (0-7)	0.3 (0.5)	0.6 (0.6)	0.7 (0.6)
Change Concept (0-7)	1.5 (2.0)	1.6 (2.1)	1 (1.0)
Cause Effect Diagram (0-11)	0.3 (0.8)	1.8 (2.2)	2 (1.0)
Model For Improvement (0-12)	2.5 (2.3)	2 (1.4)	4 (3.5)
Common Cause Variation (0-6)	0.3 (0.8)	0.4 (0.9)	2 (1.7)
Special Cause Variation (0-6)	1.2 (2.0)	1 (1.0)	1 (1.0)
Importance of distinction between Common and Special Causes (0-12)	1 (2.5)	0 (0)	0 (0)

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