Connecting Patient Safety and Collaboration for Health Professional Students: The Memorial Model

Winnipeg, June 20, 2011

1

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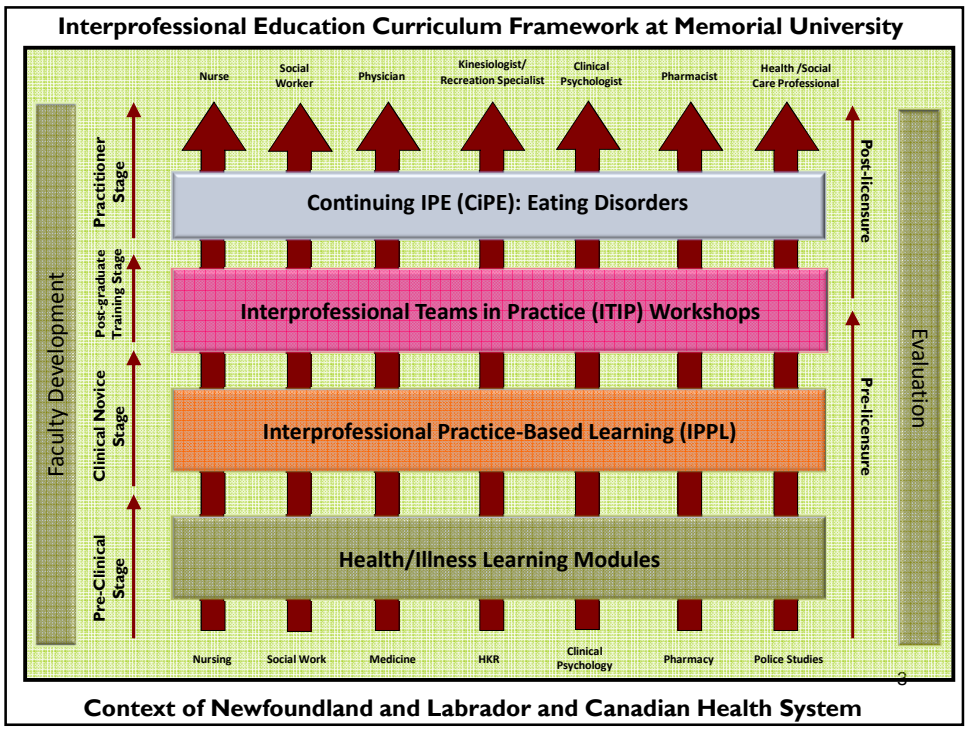
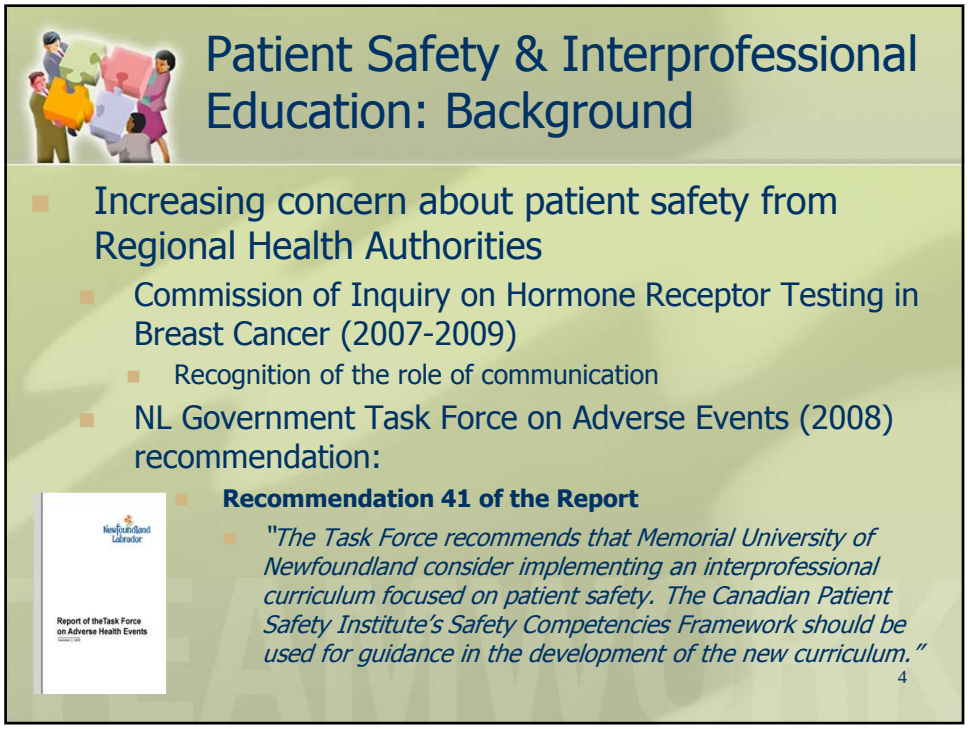
- Eastern Health: Administration and staff
- Canadian Patient Safety Institute
- NL Government: Department of Health and Community Services

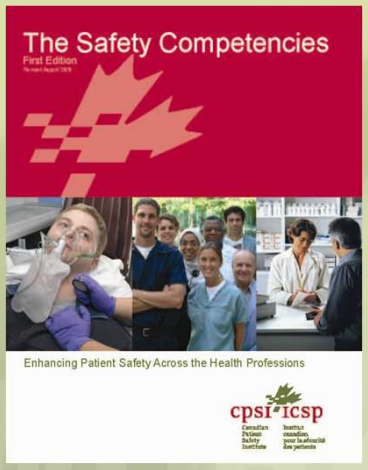
2


Interprofessional Education Curriculum Framework at Memorial University
Nurse
Social Worker
Physician
Kinesiologist/ Recreation Specialist
Clinical Psychologist
Pharmacist
Health /Social Care Professional
Faculty Development
Practitioner Stage
Post-graduate Training Stage
Clinical Novice Stage
Pre-Clinical Stage
Continuing IPE (CiPE): Eating Disorders
Interprofessional Teams in Practice (ITIP) Workshops
Interprofessional Practice-Based Learning (IPPL)
Health/Illness Learning Modules
Post-licensure
Pre-licensure
Evaluation
Nursing
Social Work
Medicine
HKR
Clinical Psychology
Pharmacy
Police Studies
3
Context of Newfoundland and Labrador and Canadian Health System


Patient Safety & Interprofessional Education: Background
Increasing concern about patient safety from Regional Health Authorities
Commission of Inquiry on Hormone Receptor Testing in Breast Cancer (2007-2009)
Recognition of the role of communication
NL Government Task Force on Adverse Events (2008) recommendation:
Recommendation 41 of the Report
"The Task Force recommends that Memorial University of Newfoundland consider implementing an interprofessional curriculum focused on patient safety. The Canadian Patient Safety Institute's Safety Competencies Framework should be used for guidance in the development of the new curriculum."
Report of the Task Force on Adverse Health Events
4

Patient Safety & Interprofessional Education

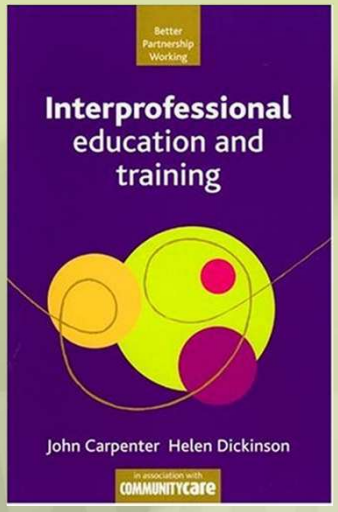
- Relationship between collaboration and patient safety
  - Large overlap between mapped IPE Competencies with CPSI "Working in Teams for Patient Safety" competencies
    - Identified material needing to be taught and evaluated



5

Patient Safety & Interprofessional Education

- Ensure the connection between collaboration and patient safety across continuum of professional training
  - Undergraduate in-class (Patient Safety Module-PSM)
  - Undergraduate practice placements (IPPL)
  - Early career –post licensure (ITIP)



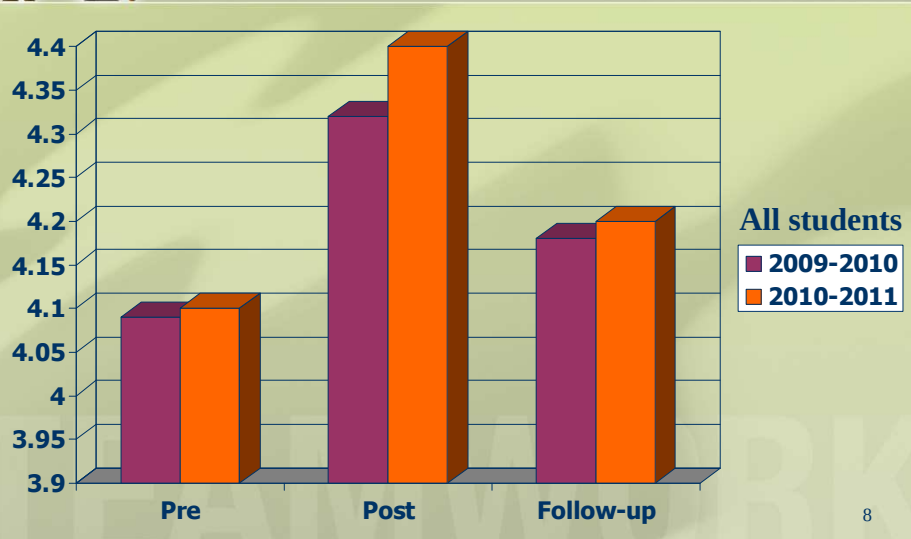
6

Patient Safety Module (PSM)

- Description
  - Medicine, Nursing, Pharm
  - Focus on adverse event c
  - Case based, blended lear
    - On-line, small IP group and larg
    - Simulated disclosure of adverse

7

Changes in Attitude Towards Adverse Event Disclosure 2009 & 2010



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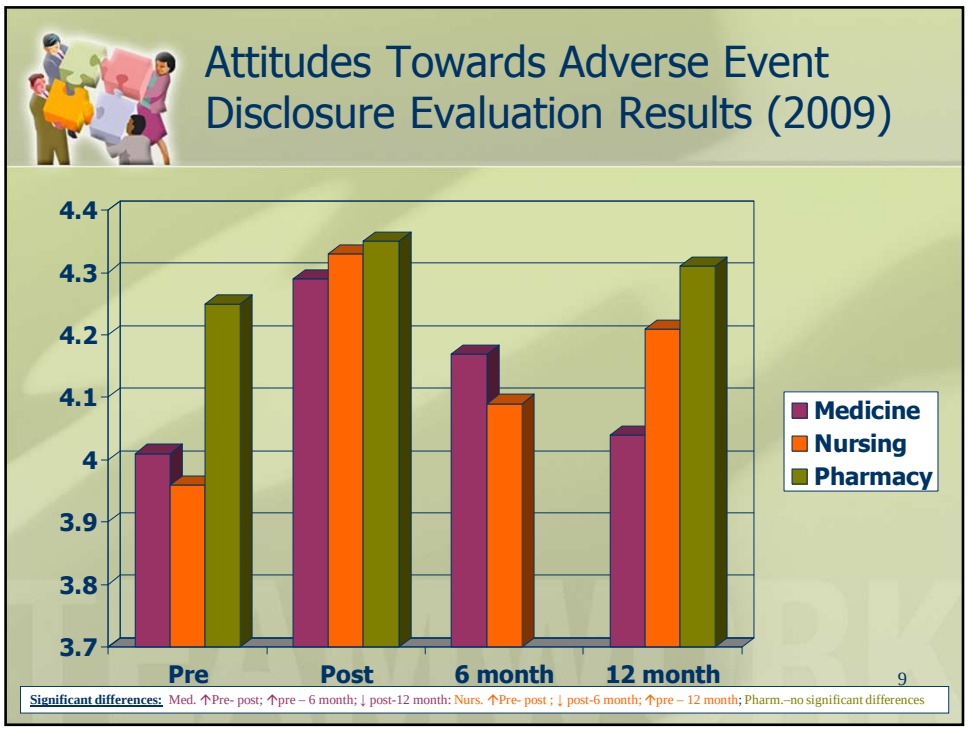
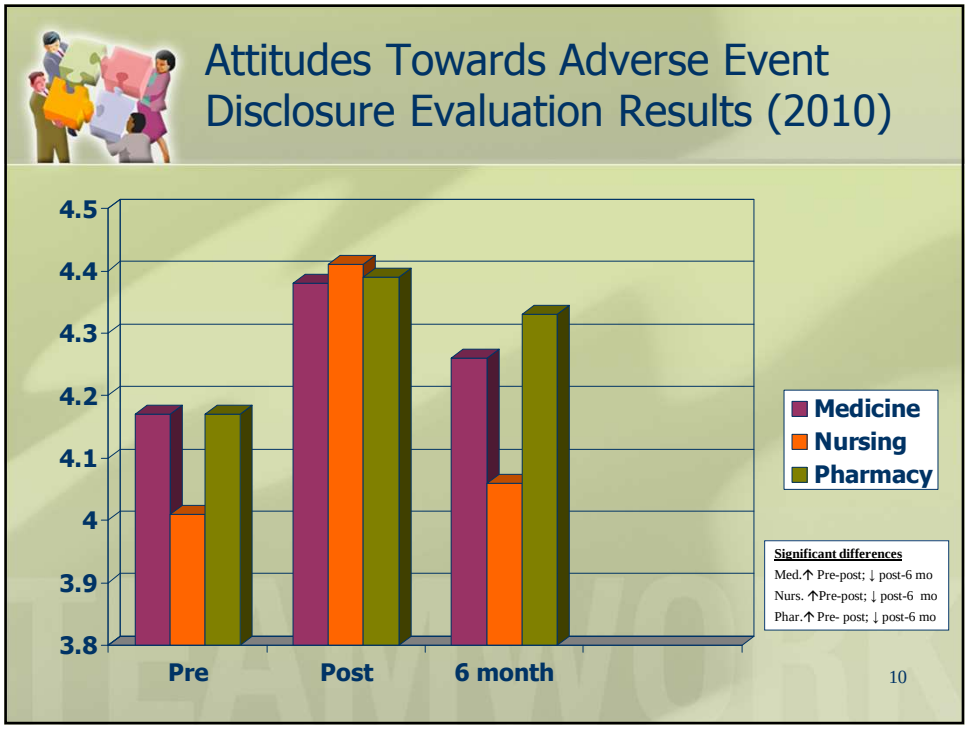

Attitudes Towards Adverse Event Disclosure Evaluation Results (2009)
4.4
4.3
4.2
4.1
4
3.9
3.8
3.7
Pre
Post
6 month
12 month
Medicine
Nursing
Pharmacy
9
Significant differences: Med. ↑Pre- post; ↑pre – 6 month; ↓ post-12 month: Nurs. ↑Pre- post ; ↓ post-6 month; ↑pre – 12 month; Pharm.–no significant differences


Attitudes Towards Adverse Event Disclosure Evaluation Results (2010)
4.5
4.4
4.3
4.2
4.1
4
3.9
3.8
Pre
Post
6 month
Medicine
Nursing
Pharmacy
Significant differences
Med.↑ Pre-post; ↓ post-6 mo
Nurs. ↑Pre-post; ↓ post-6 mo
Phar.↑ Pre- post; ↓ post-6 mo
10

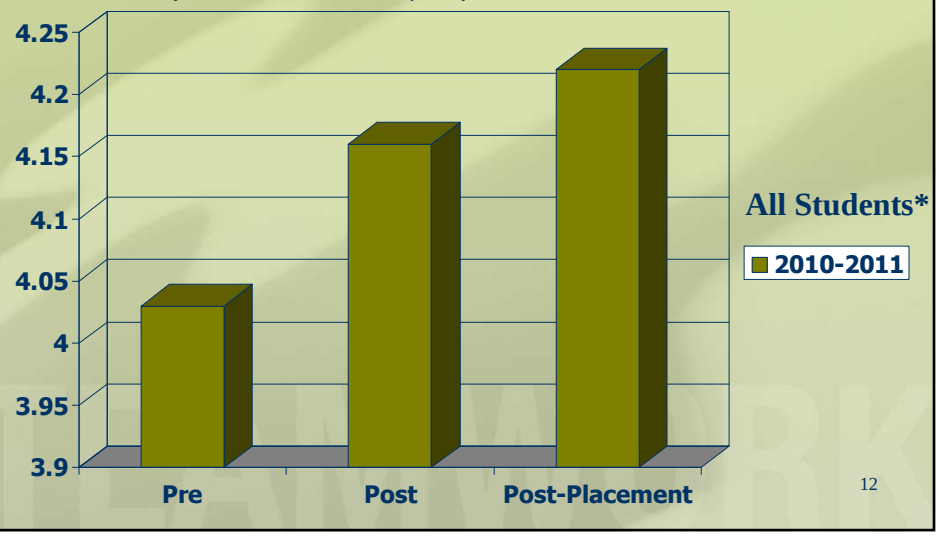
Interprofessional Practice-based Learning (IPPL)

- Description
  - Medicine, Nursing, Pharmacy
    - Student and preceptor workshop
    - Student and Preceptor Guide
    - Competency Reflection Journal
- Evaluation
  - Pre-workshop to post placement results
    - significant improvements in IP attitudes and skills (large effect sizes)
    - patient safety knowledge (moderate effect size)

11

IPPL Patient Safety Knowledge Evaluation Results 2010-2011

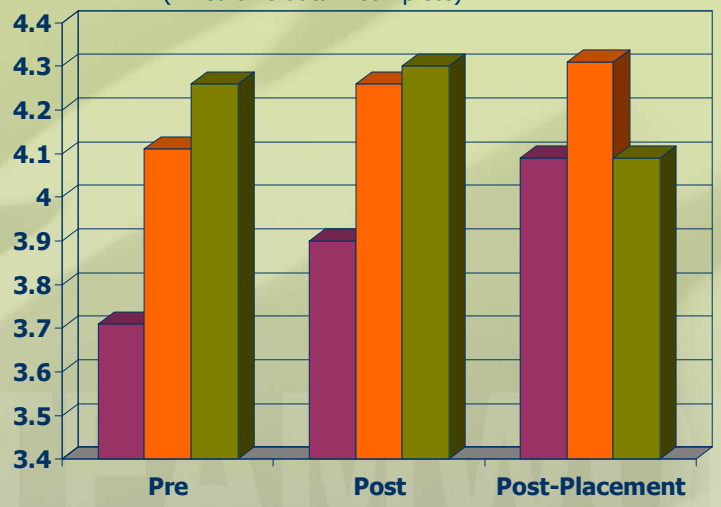
(*Medicine data incomplete)



12

IPPL Patient Safety Knowledge Evaluation Results 2010-2011

(*Medicine data incomplete)



Significant differences

Med.-↑Pre- post placement

Nurs. -↑Pre- post placement

Phar. – no sig. differences

13

Interprofessional Teams in Practice (ITIP)

- Description
  - Inpatient medicine units (intervention & control)
    - Medical residents
    - Nursing
    - Allied health staff
    - Physicians
  - Interprofessional communication of patient information
    - Intervention-1 day collaboration and patient safety workshop
    - Action groups develop solutions to identified barriers

14

Interprofessional Teams in Practice (ITIP)

- Evaluation
  - Post Workshop
    - High satisfaction
    - Significant increase (large effect size) in knowledge about:
      - collaboration
      - patient safety
  - 6 week follow-up
    - 22% of solutions had been addressed

15

Lessons Learned

- Schedules
  - Undergraduate
  - IPPL
- Student/Faculty Engagement
  - Burnout
  - Involvement of new schools/faculties
- Evaluation
  - Curriculum revision
  - Research
  - Costs

16

Lessons Learned

- Faculty Development
  - Recognition for IPE curriculum development and teaching
    - Risk of fatigue and burnout
    - Enticements for involvement
  - Ongoing education
    - Value of IPE and IPPL
    - "How to do" IPE/IPPL

17

Lessons Learned

- Partnership with RHA
  - Module
    - Case development
    - Policy alignment
- IPPL
  - Need to be connected to teams in practice
    - Potential for hidden curriculum

18

Where to From Here?

- Module
  - Ongoing tracking of impact of time on attitudes
  - Qualitative study of loss of desired attitudes
- IPPL
  - Ongoing tracking of impact of time on patient safety and collaboration knowledge
  - Analysis of CRJs for themes related to practice experiences
  - Fall 2011 workshop for clerkship IPPL rotation team on precepting students interprofessionally
- ITIP
  - Complete 6 and 12 month follow up both units
  - If results are positive, offer intervention to control unit and others

19

Questions

20

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TEAMWORK

21