



Innovative Geriatrics Interprofessional Fellowship Program

Advanced Practice Nursing and Masters Social Work Students

Indiana University

Schools of Nursing, Social Work & Medicine

Center for Interprofessional Health Education and Practice





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This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number U1QHP28719 for the Geriatrics Workforce Enhancement Program

Disclosure

Nothing to disclose



Introduction

- Older adult population is increasing.
- Care needs are complex.
- Team care is the most appropriate approach
- Health professions students need opportunities to develop clinical expertise in managing older adults within a team care environment.



Demographics of Aging in United States

- In 2015, 15% of population > age 65 (46 million)
- By 2060, 24% of population > age 65 (98 million)
- Average life expectancy 84.3 years (2014)
- In 2006, 1.8% (5.3 million) > age 85
- By 2050, 5% (21 million) > 85 years
- About 10,000 “Baby Boomers” turn 65 every day

Complex Care Needs of Older Adults

- 80% of older adults have at least one chronic disease, often at least two chronic diseases
- Most common chronic diseases – heart disease, cancer, stroke, and diabetes
- Every 11 seconds, an older adult is treated in the emergency room for a fall; every 19 minutes, an older adult dies from a fall.
- One in four older adults experiences some mental disorder including depression and anxiety disorders, and dementia.

Team Approach to Care

- A comprehensive health care team can identify and address common concerns such as incontinence, falls, memory problems
- Teams are needed to manage multiple chronic conditions and medications.
- A care team may include a physician, nurse, social worker, pharmacist, nutritionist, physical therapist, speech and hearing specialist, and psychiatrist.
- The team has special skills in evaluating older adult's physical, social, and emotional needs.



Interprofessional Education

Interprofessional education (IPE) refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing patient-centered health care.

Interprofessional learning and teaching can take place at an academic institution, but also regularly occurs in workplace environments where students gain applicable and practical experience.



Problem and Purpose

Problem

Health professions students often lack opportunities to develop clinical expertise for managing older adults within a team care environment.

Purpose

Geriatric Interprofessional Fellowship Program was designed to provide nurse practitioners, clinical nurse specialists, and masters in social work students an opportunity to develop clinical expertise for managing older adults within a team care environment.



Methods

- Fellowships: one-year (2 semesters) geriatrics intensive IPE curriculum
- Online learning modules
- Supervised clinical experiences in advanced practice
- Monthly seminars
- Case studies
- Quality improvement project



Online Learning Modules

- Asynchronous
- Students complete before the clinical experiences
- Topics
 - Myths about Aging
 - Falls
 - Depression
 - Dementia
 - Medication Management
- Pre-Post Test



Clinical Experience Services

- GRACE - Geriatric Resources for Assessment and Care of Elders
 - in-home geriatric assessment and care management team
- ACE-Acute Care of Elders
 - inpatient geriatric consultation team
- Extended Care Facility/Nursing Home-Subacute and Long-term
 - geriatric primary care team



Clinical Experiences

- Geriatric Clinical Competencies
 - Clinical Nurse Specialist
 - Nurse Practitioner
 - Social Work
- Supervised experience – 225 clock hours
- Preceptors evaluate student achievement of competencies
- Students evaluate preceptors and settings



Monthly Seminars

- Scheduled for 2 hours – in addition to other student classes.
- Students co-lead (APN and MSW pairs).
- Guest speakers/special topics
- Case studies using teaching EMR platform
- Reflective discussion
- Each seminar evaluated by students



Case Studies

Teaching Electronic Health Record (EHR)

- Virtual record, computer accessible
- Real patients with identifying information removed for teaching purposes
- Faculty select complex patient cases and prepare discussion questions.
- CNS, NP, MSW and physicians (medical residents) participate in reviewing the record, determining problems and diagnose, selecting treatments and interventions
- Case study exercise evaluated by students

Quality Improvement Project

- Students work individually or in pairs to complete a quality improvement project for the clinical setting.
- Utilize worksheets to document each step of the PDSA cycle
- Faculty provided coaching during monthly sessions
- Students provided final oral presentations with power point



Participants/Fellows (past 2 years)

- 20 Fellowships
 - 10 APN
 - 6 Adult/Gero Nurse Practitioners
 - 4 Adult/Gero Clinical Nurse Specialists
 - 10 Masters Social Work



Modules

Geriatrics Knowledge: Pre-Post Tests

Academic year 2016-2017 & 2017-2018 (20 fellows)

Geriatric Module	Pre Test Scores	Post Test Scores	% Changes in Scores
Depression	80%	95%	18%
Falls	88%	96%	9%
Medication Management	78%	95%	17%
Dementia	73%	98%	25%
Intro to Aging	86%	95%	12%

Student Evaluation of Preceptors

My preceptor was very helpful in guiding me during my clinical experience

Cohort	Agree	Disagree
2016 - 2017	89%	11%
2017 - 2018	100%	0%



Competency Achievement

- Preceptors and students noted achievement goals on the competency checklist.
- Check-list facilitated student progress.
- Check-list guided preceptors in selecting student experiences.
- All student fellows achieve satisfactory level of competency.



Evaluation by Preceptor

Preceptor Evaluation

- Verified attendance and participation
- Noted student level of engagement with older adult clients/patients
- Evaluated participation in interprofessional team meetings
- Evaluated application of skills in the focus areas of depression, dementia, falls and medication management.

All students achieved satisfactory evaluations from Preceptors



Seminar Topics

- Interprofessional Professional Education
 - Delirium
 - Dementia
 - Depression
-
- Seminars were rated satisfactory and highly satisfactory by students.



Results: Case Studies

Who Found the Cases Very Useful/Useful Percent of Learners by Profession and By Session

Academic year 2017-2018 (10 fellows)

Learner	Session 1	Session 2	Session 3
IM Resident	75	100	100
APN	100	100	100
MSW	100	40	100

Case Studies

Student Comments about Case Studies

- Having a geriatrician present was helpful.
- Interdisciplinary conversation was awesome and showed how different professional can come together to solve patient problems.
- Great to use real records, see how problems were handled.
- Case review could not have been accomplished without the teaching health records.



Quality Improvement Projects for 2017-2018 Fellows

Nursing Facility Crash Cart Policy

Durable Medical Equipment -- Providers Resource

Screening for Cognitive Impairment

Dementia Caregivers Video Resources

In-Patient Toenail Care Program at the VA

Sleep Aids Menu

Color Coded System for Patient Flow at Center for Senior Health

Resource Guide for Senior Housing Options



Conclusion

Geriatrics interprofessional fellowship successfully introduced students to the specialty of geriatric care in an interprofessional learning structure.

Interactive learning experiences including clinical, case studies, and team seminars were highly rated.

This type of interprofessional learning experience is appropriate for teaching geriatric content and could be easily replicated for other specialty practice areas, particularly complex, chronically ill populations.



Thank You!

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