Incorporating IOM Core Competencies for Interprofessional Collaborative Practice into Interdisciplinary Hospital Orientation

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Purpose

• To evaluate the use of a case study approach for incorporating Institute of Medicine (IOM) Core Competencies for Interprofessional Collaborative Practice into interdisciplinary hospital orientation.
Objectives

• Discuss the goal of interprofessional learning.
• Identify the four Institute of Medicine (IOM) Core Competencies for Interprofessional Collaborative Practice.
• Evaluate use of the ADDIE model in developing an interdisciplinary hospital orientation class based on the IOM Interprofessional Competencies.
Cincinnati Children’s Hospital Medical Center

- Cincinnati, Ohio
- 600 bed academic and research hospital
- Rated in 2013 as one of the top three pediatric hospitals by *US News and World Report*
Our Challenge

• Redesign of an interdisciplinary orientation class
• Changing from an eight hour to four hour class
• Desire for an increased focus on competencies common to various interdisciplinary roles
ADDIE Model

Analysis
Design
Development
Implementation
Evaluation
Analysis

• Defines *what* is to be learned

• Forms the foundation to everything you develop
Institute of Medicine (IOM)

• Goal of interprofessional learning -- to prepare disciplines for working together with the common goal of safe and improved patient care
Institute of Medicine (IOM)

- Recommended in 2011 the use of Core Competencies for Interprofessional Collaborative Practice to achieve this goal.
Interprofessional Teamwork and IOMs Core Competencies

- Utilize Informatics
- Employ Evidence-Based Practice
- Work in Interprofessional Teams Core Competencies
- Provide Patient Centered Care
- Apply Quality Improvement
Interprofessional Collaborative Practice Competency Domains

| Competency Domain 1: | Values/Ethics for Interprofessional Practice |
| Competency Domain 2: | Roles/Responsibilities |
| Competency Domain 3: | Interprofessional Communication |
| Competency Domain 4: | Teams and Teamwork |
Design

- Specifies *how* content is to be learned
- Objectives, content, teaching method, assessment and evaluation
Interdisciplinary Orientation at CCHMC

Target Audience

- Audiology
- Speech pathology
- Occupational therapy
- Physical therapy
- Nutrition therapy
- Pastoral Care
- Unlicensed Assistive Personnel
- Mental health specialists
- Patient Escort Team

- Respiratory Therapy
- Health Unit Coordinators
- Bereavement Services
- Nursing
- Child Life
- Palliative Care
- Guest Services
Interdisciplinary Orientation at CCHMC

Goal
Provide employees attending Patient Services Department Orientation with awareness of the responsibility of their roles in relation to the team and care of the patient/family using the Institute of Medicine Interprofessional Competencies as a guide and the CCHMC Interprofessional Practice Model.
Interdisciplinary Orientation at CCHMC

Objectives

• Apply policies that support the delivery of safe care for patients, families and colleagues.

• Demonstrate effective communication skills through the use of SBAR, STAR, or ARCC when documenting/communicating with patients, families and colleagues.

• Explain how to apply concepts of patient advocacy, professionalism, and a safe, caring environment within your own role.
Interdisciplinary Orientation at CCHMC

Teaching Methods
• Games
• Lecture / Discussion
• Interdisciplinary case studies
• Computer application to find resources

Evaluation
• Pre and Post Surveys
Development

- Process of *authoring* and *producing* the instructional materials
- Development of the course content and any additional educational materials
Interdisciplinary Case Studies

Charlie Scenarios
• Communication
• Patient Advocacy
• Environment
• Professionalism
<table>
<thead>
<tr>
<th>Patient Services Department Orientation</th>
<th>Professionalism</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Name: Charlie Chavez</td>
</tr>
<tr>
<td></td>
<td>Age: 5 years old</td>
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<tr>
<td></td>
<td>Diagnosis: Trauma from motor vehicle accident. Fractured right tibia.</td>
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<tr>
<td></td>
<td>Medical history: Asthma</td>
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<tr>
<td></td>
<td>Cultural considerations: Hispanic</td>
</tr>
<tr>
<td></td>
<td>Language: Spanish with a few English words. Spanish is primary language of child and family.</td>
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<tr>
<td></td>
<td>Family / Social History:</td>
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<tr>
<td></td>
<td>Father – 44, smoker, construction worker recently laid off due to downsizing</td>
</tr>
<tr>
<td></td>
<td>Mother – 38, unemployed, currently hospitalized with concussion at University Hospital from the motor vehicle accident</td>
</tr>
<tr>
<td></td>
<td>Siblings: 3, 7, and 10 year old siblings</td>
</tr>
<tr>
<td></td>
<td>Home environment: Apartment downtown Cincinnati with extended family</td>
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<td></td>
<td>Religion: Catholic</td>
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</tbody>
</table>
Admission History: Charlie comes to the CCHMC Emergency Department via life squad having been in a motor vehicle accident with his mother. He was not wearing a seatbelt. He is in pain from his broken right leg and is having mild increased work of breathing. Dad has been contacted and is on the way to the ED. Charlie has an IV placed in the trauma bay and is sent to Radiology for x-rays of his leg. He is being admitted to an inpatient unit to wait for surgery to repair his broken leg.

Directions:

1. Once you are in your new team, introduce yourselves to one another and describe what your role/job is within Children’s.
2. Describe your potential role in caring for Charlie. (Not all employees will have an active role with each patient.) What other interdisciplinary roles are important in taking care of Charlie?
3. Divide the questions and related activities among your team members. Using CCHMC resources, find the answers to the questions.
4. Demonstrate to the larger orientation group how you used CCHMC resources to find the information you needed to care for Charlie. Each team member should speak and participate in both the activities and group presentation.
Implementation

- *Installs* the instruction in a real world context
- Delivery of the instruction to the learners
Pre-Implementation Steps

- Case study review by interdisciplinary roles
- Pilot class to test the case studies
- Evaluations reviewed
- Changes made to case studies as needed
Interdisciplinary Orientation at CCHMC

- Class changed from eight hours to four hours with accompanying four hour computer lab
- Focus changed from passive to more active learning using case study approach
Evaluation

• Determines the *adequacy* of the instruction

• Measures the effectiveness of the training
Interdisciplinary Orientation at CCHMC

- Pre-assessment of knowledge using audience response system or paper/pencil
- Post-assessment of knowledge six weeks after class using Survey Monkey
# Evaluation Questions

<table>
<thead>
<tr>
<th>Test Item #1</th>
<th>Test Item #2</th>
<th>Test Item #3</th>
<th>Test Item #4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) What is the correct tip for working with a medical interpreter?</strong></td>
<td><strong>2) Which interdisciplinary team member is the preferred contact if you need to report suspected child abuse?</strong></td>
<td><strong>3) When is hand hygiene using alcohol-based hand rub acceptable?</strong></td>
<td><strong>4) The two patient identifiers that are correct for the inpatient setting are</strong></td>
</tr>
<tr>
<td>a. Speak loudly and slowly to enunciate your words.</td>
<td>a. Physician</td>
<td>a. When the hands are visibly soiled</td>
<td>a. Name and date of birth</td>
</tr>
<tr>
<td>b. Use relatives or friends to interpret medical information.</td>
<td>b. Nurse</td>
<td>b. After using the restroom</td>
<td>b. Name and room number</td>
</tr>
<tr>
<td>c. CORRECT -- Speak directly to the family, not to the interpreter</td>
<td>c. Pastoral Care</td>
<td>c. CORRECT -- When the hands are not visibly soiled</td>
<td>c. Name and facial recognition</td>
</tr>
<tr>
<td>d. Use staff in your location who know the language.</td>
<td>d. CORRECT -- Social Worker</td>
<td>d. It is always an acceptable alternative to soap and water.</td>
<td>d. CORRECT -- Name and medical record number</td>
</tr>
</tbody>
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## Results of Evaluation

<table>
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<tr>
<th>Participants (19 classes)</th>
<th>PRE-Test Average Score</th>
<th>POST-Test Average Score</th>
<th>Survey 6 Weeks Post-PSDO Average Score</th>
<th>Orientees Responding to Survey (167 of 477 surveys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>477</td>
<td>68%</td>
<td>92%</td>
<td>84%</td>
<td>35%</td>
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CCHMC Interprofessional Practice Model

- Principles of interprofessional practice
- Expectations for team-based care at Cincinnati Children’s
- Clinical application of the standards of Cincinnati Children’s mission, vision and values to team-based care
CCHMC Interprofessional Practice Model

• Commonly held interdisciplinary professional standards/tenets

• Shared language for interprofessional dialogue

• Optimal Outcomes can only be achieved if:
  ✓ All tenets are present
  ✓ Each gear is working properly
SAFETY
Protective practice that results in the elimination of all preventable harm, so we promote highest quality for our patients, families, visitors and staff.

INNOVATION & RESEARCH
The generation of new discoveries, creative use of technology, and transformation of evidence based knowledge and learning into practice and policy.

PROFESSIONALISM
The continuous growth of knowledge and experience by health care professionals through education, practice, and research. Maintain and uphold standards of practices, ethics, cultural competence & core values; foster a team based approach to patient care.

COMPREHENSIVE COORDINATED CARE
The assessment, interventions, skills, therapies, care and coordination of a plan of care that includes the medical, social, developmental, behavioral, emotional, spiritual, educational and financial needs of those served.

BEST PRACTICE
The integration of evidence, expertise, and patient/family expectations to better serve patients and families.

COLLABORATIVE RELATIONSHIPS
Active participation among health care team members, patients and families, and community; empowers all members to share their expertise and ideas with respect of one another's strengths & diversity.
Conclusion

Using the Institute of Medicine Core Competencies for Interprofessional Collaborative Practice as a basis for interdisciplinary orientation is effective and supports the CCHMC Interprofessional Practice Model.
References

Questions ?