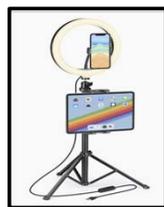# Interprofessional Team Education through Telehealth to Improve Geriatric Transitional Care.

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Abstract

Telehealth innovation opened an opportunity for teaching Adult Gerontology Primary Care (AGPCNP) and Adult Gerontology Acute Care (AGACNP) Nurse Practitioners, and Doctors of Pharmacy (PharmD) students about interprofessional teamwork to assure safe transition from acute care hospital to skilled nursing facility (SNF) using comprehensive geriatric assessment (CGA). Faculty adapted telehealth technology to enable increased faculty engagement. This adaptation of telehealth allowed student teams to conduct a CGA with Geriatric Specialty Clinical Faculty preforming real-time physical comprehensive examination on patient. Advanced nurse practitioner students and pharmacy students collaborated in medication optimization. Medication optimization include maximizing the desired benefits of medications, eliminating potentially inappropriate medications, and preventing adverse events. The CGA experience allowed the students to experience the necessary communication among interprofessional team members, in collaboration with the patient. Formulating ethical interprofessional comprehensive geriatric discharge plans were key learning objectives.

Background - Significance

The COVID-19 pandemic has prevented advanced practice students from conducting in-person clinical experiences in a Skilled Nursing Facility (SNF). Pre-COVID pandemic, this Interprofessional Comprehensive Geriatric Assessment (CGA) was led by interprofessional student teams with facility team members and conducted in-person. Comprehensive Geriatric Assessment is a key element in providing high quality health care to older patients across settings. Interprofessional education provided students the opportunity to practice communication, collaboration, ethical decision-making, and team work with other professionals.

RING-TYPE LIGHT WITH iPAD HOLDER

STUDENTS PARTICIPATING IN TEAMS

Purpose

The overall purpose was to improve safety for older adualts who transition from Acute Care Hospital to Skilled Nursing Facility (SNF). The Objective Structured Clinical Examination (OSCE) provided Interprofessional Education (IPE) for Adult Gerontology Primary Care (AGPCNP) and Adult Gerontology Acute Care (AGACNP) Nurse Practitioners, and Doctor of Pharmacy (PharmD) students in the methods of Comprehensive Geriatric Assessment (CGA) using Telehealth.

Methods

Procedures included performing CGA interprofessional competencies, medication optimization, and interprofessional plan of care. Changes made to the standard OSCE: 1) preparatory telehealth education for all participants, 2) adapted telehealth technology to Zoom format to facilitate collaboration of interprofessional team members with older patients, 3) establish and facilitate CANVAS course platform to allow all participants to work together, 4) create unique CANVAS design to allow private de-identified data regarding team's patient's medical records, and completed screening tools, and standardized templates for completing student-led comprehensive plan of care, 5) use Zoom technology to facilitate break out rooms for student planning and debriefing. Measure include Interprofessional Collaborative Competencies Attainment Survey (ICCAS) to assess the improvement of competencies in collaboration among the disciplines.

ICCAS 2021 Results

ICCAS – Interprofessional Collaborative Competencies Attainment Survey Results*
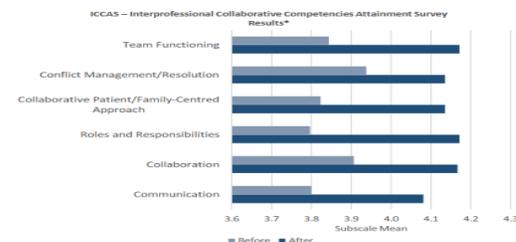
* N=32. Scores can range from 1 to 5. Overall scores for ICCAS showed significant improvement; $t(31) = 4.84$, $p < .001$. All subscales showed significant improvement ($p \le .01$).

Conclusions

- Overall scores for ICCAS showed significant improvement after Interprofessional CGA using telehealth $t(31) = 4.84$, $p < .001$.
- All subscales showed significant improvement ($p \le .01$) with Roles and Responsibilities showing the highest improvement followed by Team Functioning, Communication, Collaborative Patient/Family-Centered Approach, Collaboration, and Conflict Management/Resolution.
- Telehealth provided advanced practice students an opportunity to learn and practice CGA interprofessional competencies, medication optimization, and develop an interprofessional plan of care for adults experiencing transition from acute care to SNF.

References

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