

## Poster Abstract – Education Category

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**Title:** An Interprofessional Education Collaborative (IPEC) Competency-Focused Workshop to Enhance Team Performance

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**Objective/Aim:** As older adults experience increasingly complex health challenges within even more complex care systems, healthcare professionals must collaborate and communicate effectively as members of clinical teams to deliver high quality care. Despite this need, relatively few practitioners have had formal training in effective interprofessional (IP) practice, and evidence about the optimal design or impact of training programs is limited. The Interprofessional Education Collaborative (IPEC) has published the Core Competencies for Interprofessional Collaborative Practice. The IPEC competencies build on each profession's expected discipline-specific competencies and aim to delineate professionals' skills in the art and science of working collaboratively to deliver safe, high quality, accessible, patient-centered care. We developed an innovative educational program for IP teams to strengthen competence in each IPEC domain.

**Design/Methodology:** The workshops consisted of three 3-hour sessions held 6 weeks apart. Designed to improve performance in each IPEC competency domain the workshops used active learning strategies such as short interactive didactic presentations, facilitated discussions, video cases, experiential team development exercises, role play, and reflective exercises; all focused on care improvement. We recruited IP teams from local long-term care, acute care, and ambulatory care settings. Session 1 covered the IP competency domains Values and Ethics and Roles and Responsibilities. Session 2 covered the domains of Communication and Teamwork. Session 3 introduced tools to enable participant teams to analyze their own team function and ultimately improve outcomes in their own work settings. Between the sessions the teams completed additional exercises targeted to apply knowledge from workshop sessions.

**Results:** Twenty-six people representing 13 different professions, from 5 settings attended-- three skilled nursing teams, one hospital-based team, and one ambulatory care team. Workshops were evaluated with a mixed methods approach combining novel and existing scales. The TeamSTEPPS evaluation tool was modified with the addition of IPEC specific components. Data were collected from individuals and later aggregated into teams, immediately before the first session, immediately after each session and 4 months after the last session in an attempt to measure change over time. Using a 4-point scale (1=poor; 2=fair; 3=good; 4= excellent) participants rated the overall impact of the workshop favorably: workshop 1 (3.8); workshop 2 (3.7); and workshop 3 (3.1). The participants had high expectations of applying what they learned in their workplace to enhance team performance. On a 3-point scale (1=not likely; 2=somewhat likely; 3=very likely) participants rated workshops 1 and 2 as 2.85 and workshop 3 as 2.71. An average of 90% of people reported competence for the individual workshop objectives immediately after the workshops. Data collection for the 4-month follow-up is currently underway.

**Conclusion:** This innovative series of workshops to enhance IP collaborative practice was well-received and resulted in improved self-reported competence in team function. We hope to find sustained improvement. Next steps are to continue conducting the workshop and integrating it into existing quality improvement initiatives such as preventing hospital readmissions from area nursing homes.

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