



Building the Geriatric Healthcare Workforce through Transformative Interprofessional Education

Memoona Hasnain, MD, MHPE, PhD¹ and Valerie Gruss, PhD, APN, CNP-BC, FAAN²

¹College of Medicine, ²College of Nursing – University of Illinois at Chicago



Background & Rationale

- Growing older adult population
 - U.S. persons 65 and older expected to double from 46 million to > 98 million by 2060
 - Between 2020 - 2030, number of older persons to increase by 18 million
- Number of health professionals trained in comprehensive patient- and family centered care for older adults is *insufficient*
- Institute of Medicine calls for enhanced geriatric training across health professions and evidence supports value of interprofessional education (IPE)¹

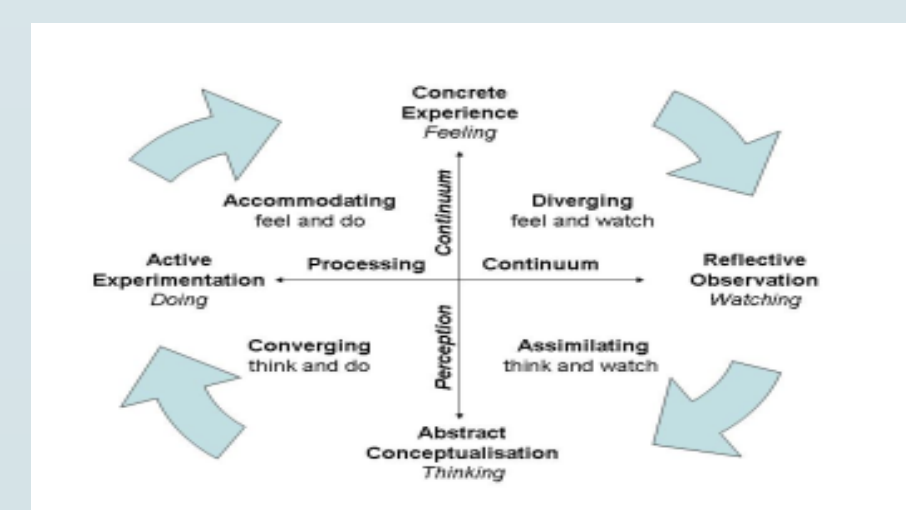
Addressing the Gap

An innovative Interprofessional primary care geriatrics course, by ENGAGE-IL ©

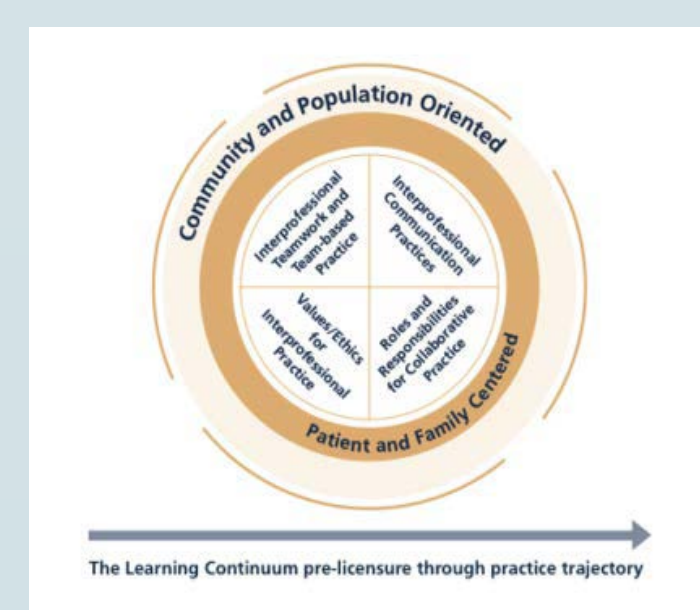
Scholars and Leaders in Interprofessional Geriatrics (SLIG)

Goal: Enable health science students to acquire attitudes, values and competencies necessary for comprehensive, patient- and family- centered care for older adults, not only as effective practitioners in highly functioning interprofessional teams, but also as scholars, leaders and advocates for positive change, who will shape the future of geriatric care

Learning Framework: Active experiential learning is grounded in Knowles' adult learning principles and John Dewey's education in action philosophy. Active-experiential learning, reflection, application and integration are vital pillars of the curriculum



Interprofessional Education Collaborative (IPEC) core competencies guide instructional design and evaluation



Methods

Participants: Nursing, medicine, occupational therapy, pharmacy, public health and applied health sciences students participated in SLIG as interprofessional teams with IPE Faculty from six professions

Learning Activities:

- 6- week program providing a rich integrated geriatric learning experience for health science students with didactic and experiential* integrated geriatrics/primary care learning
 - Interprofessional health science students work as collaborative teams, developing team skills
 - Rich diversity of residential and community sites* and multidisciplinary professional role models, provided a unique and high- quality opportunity for students to observe and participate in an integrated IP geriatrics/primary care model
- *During COVID- 19 Pandemic, we altered our instructional design and offered the course virtually



Evaluation

A mixed- methods program evaluation included testing students' self- efficacy for interprofessional collaborative practice, measured by IPECC- SET.^{2,3}

Results

Sample 50 student respondents

- 94% agreed the overall goal of the program was met
- Nearly 100% reported program addressed all 4 IPEC domains (*Values & Ethics, Roles & Responsibilities, Interprofessional Teamwork and Interprofessional Communication*)
- Learners provided positive and constructive feedback
- All students completed a scholarly paper on their topic of choice
- The virtual format of the course during COVID-19 Pandemic retained its educational value and effectiveness

Table 1. Top 5 Mean Pre- Post Differences - IPECC-SET 38, 2017-2018, N = 21

| Variables | Pre-Mean (SD) | Post-Mean (SD) | Mean Difference (SD) | t-score | p-value |
|------------------------------------------------------------------------------------------|---------------|----------------|----------------------|---------|---------|
| Manage ethical dilemmas | 4.4 (1.9) | 7.2 (1.1) | 2.9 (1.7) | 7.8 | <.001 |
| Communication in patient centered & community focused care | 5.5 (2.1) | 8.1 (0.8) | 2.7 (2.0) | 6.1 | <.001 |
| Use unique & complementary abilities of all members to optimize patient care | 4.8 (2.2) | 7.2 (1.8) | 2.5 (2.2) | 5.1 | <.001 |
| Engage other health professionals | 5.0 (2.3) | 7.4 (1.2) | 2.4 (1.9) | 5.6 | <.001 |
| Engage in continuous professional & interprofessional development to enhance performance | 4.9 (2.7) | 7.4 (1.9) | 2.4 (2.5) | 4.4 | <.001 |

Table 2. Top 5 Mean Pre- Post Differences - IPECC-SET 9 Geriatrics, 2019-2020, N = 20

| Variables | Pre-Mean (SD) | Post-Mean (SD) | Mean Difference (SD) | t-score | p-value |
|--------------------------------------------------------------------------------------------------------------------|---------------|----------------|----------------------|---------|---------|
| Engage other health professionals in shared patient-centered problem-solving | 4.0 (2.9) | 7.5 (1.3) | 3.5 (0.6) | 5.8 | <.0001 |
| Develop consensus on the ethical principles to guide all aspects of the care | 4.1 (2.9) | 7.6 (1.2) | 3.5 (0.6) | 5.5 | <.0001 |
| Share accountability with others for outcomes relevant to health promotion and disease prevention for older adults | 4.4 (2.8) | 7.8 (1.1) | 3.4 (0.5) | 6.5 | <.0001 |
| Perform effectively on interprofessional teams | 4.4 (2.7) | 7.6 (2.8) | 3.2 (0.4) | 7.3 | <.0001 |
| Express one's knowledge and opinions to team members | 4.6 (2.6) | 7.5 (1.7) | 2.9 (0.5) | 6.2 | <.0001 |

Conclusion

The SLIG program has strong potential to support IPE and collaborative multifaceted interprofessional team learning intended to develop a future cadre of reflective practitioners, scholars, leaders and advocates in primary care geriatrics.⁴
Future Directions: Training an effective health workforce to provide patient- and family- centered care for older adults is a national priority. Our team is continuously refining the program and exploring ways to scale and sustain the course.

Learner Reflective Quotes:

- 2020 Learner Quote: "The SLIG course has changed the way I will approach the care of older adults by always asking them about their thoughts of what their medical conditions and rating their health. Then, I will always focus on a family-centered approach to not only include the patient but also their spouse, caregiver, children, etc. (whoever is involved in their lives)."*
- 2019 Learner Quote: "ENGAGE-IL exposes students to topics and experiences that are not included in the regular curriculum and allows them to hear the perspective of other professionals."*
- 2018 Learner Quote: "I think it is important to educate people in the specific needs of older adults, and the interdisciplinary concept is great for encouraging teamwork in our future careers."*
- 2017 Learner Quote: "I don't know if I'll ever meet a group of people who are more passionate and engaged in helping vulnerable populations especially geriatrics than this one."*

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To learn more, please visit: Engageil.com
Contact: memoona@uic.edu vgruss@uic.edu