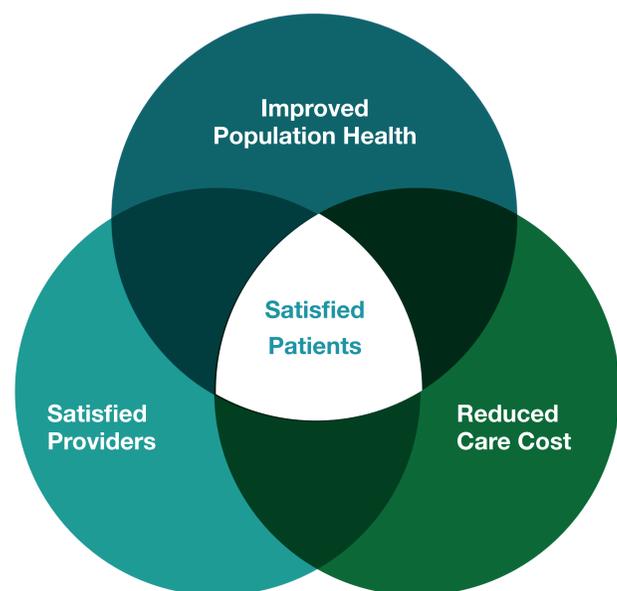


Purpose

The purpose of this three year PACER project is to catalyze meaningful change building inter-professional teams equipped with the skills to transform clinical practice and educational programs within various primary care settings.

Quadruple Aim



Why Quality Improvement?

According to Professionals Accelerating Clinical and Education Redesign (PACER), high functioning inter-professional teams that work together create high performing patient-centered medical homes.¹ Quality Improvement is the fifth of six education modules developed by our inter-professional faculty team.

Inter-professional team-based practice and quality improvement (QI) are both crucial components of effective and efficient clinical care. With increased emphasis on quality outcomes in clinical practice, inter-professional teams need a clear understanding of QI topics and processes. Research has shown that inter-professional teams can make a significant difference in quality improvement and patient satisfaction rates².

Educational Modules

1 Inter-Professional Team-Based Care

2 Social Determinants of Health

3 Stewardship of Resources

4 Patient Self-Management

5 Quality Improvement

6 Leadership Change

Methods

- Learners were Family Medicine, Internal Medicine and Pediatric residents; Physician Assistant, Doctorate of Pharmacology, Nurse Practitioner, and Doctorate of Professional Psychology students. They participated in a 90 minute face-to-face activity.
- After introductory video/slides defining QI, each participant randomly picked a card describing the professional role they were to assume.
- Teams received QI indicator data regarding the treatment of asthma for patients within their clinic.
- Participants were instructed to create a QI plan addressing the gaps/needs demonstrated by the indicators.
- Following small group discussion, a large group debrief occurred.



Evaluation

- Pre- and post- surveys were administered.
- Surveys included knowledge based questions on quality improvement:
 1. What are the key principles that are incorporated into a successful quality improvement program
 2. What are the fundamental questions that need to be addressed in a quality improvement cycle?
- Questions from the Inter-professional Collaborative Competencies Attainment Survey (ICCAS) examined attitudes towards inter-professional education.

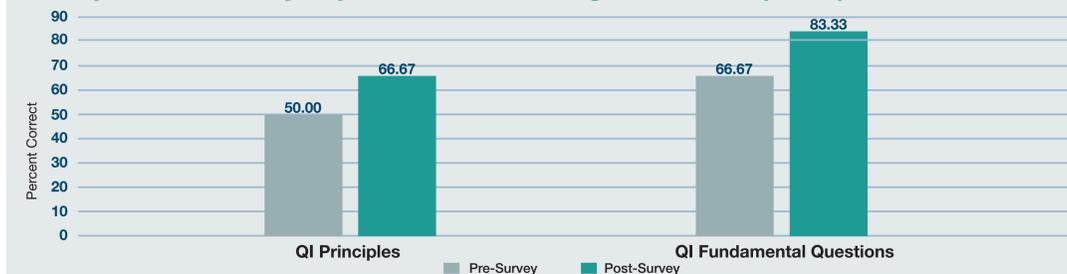
Results

- 38 individuals participated in the module, with 47.2% from family medicine. 66.7% response rate for both pre- and post- surveys.
- Participants exhibited positive changes in not only QI knowledge, but also attitudes towards inter-professional education.
- All participants agreed or strongly agreed that the activity was well organized and provided practical, useful information.

I am confident in defining Quality Improvement and how it relates to the inter-professional team (n=24)



Response to Quality Improvement Knowledge Questions (n= 24)



Inter-professional Collaborative Competencies Attainment Survey Scores (n = 24)



Moving Forward

- Continue to track attitudes towards inter-professional education and examine differences between learners who attended multiple modules and those who participated in fewer modules.
- Audio Record event to collect qualitative data for future research.
- Schedule modules when all learners are available to participate.

References:

1. <https://pcpacer.org>
2. Everett CM, Thorpe CT, Palta M, Carayon P, Bartels C, Smith MA. Physician Assistants and Nurse Practitioners Perform Effective Roles on Teams Caring for Medicare Patients with Diabetes. Health Affairs (Project Hope). 2013;32(11):1942-1948.

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