

Essentials of Ambulatory Care Workshop

Implementing an Interprofessional Workshop for Graduate Level Nursing and Medical & Pharmacy Residents to Promote Core Skills and Values in Team-based Outpatient Care

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With thanks for support from our groups: IMPACT, 1Health, UMN



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Nurses: Participants will be awarded up to **1** contact hours of credit for attendance at this workshop.

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JA4008105-0000-19-049-L04-P

IPCE: This activity was planned by and for the healthcare team, and learners will receive **1** Interprofessional Continuing Education (IPCE) credits for learning and change

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declare no vested interest in or affiliation with any commercial interest offering financial support for this interprofessional continuing education activity, or any affiliation with a commercial interest whose philosophy could potentially bias their presentation.

Hello
my name is

Please introduce yourselves!



Key points



Our team



Creating the curriculum



Iterative approach

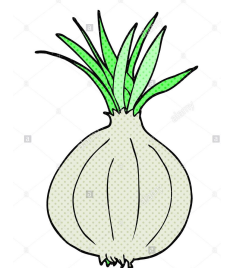


An article for *The Onion*

**Grant with NO MONEY and NO
SUPPORTED TIME creates self sustaining
workgroup... for SIX YEARS and counting!**

Minneapolis, MN

Department leaders and administrators are baffled by the apparent ongoing activity of the workgroup previously known as PCFDI (Primary Care Faculty Development Initiative) now renamed IMPACT (Minnesota Interprofessional Primary Care Team). Despite a complete lack of funding, this majority-female work group of dedicated faculty meets once monthly and presents four interprofessional workshops annually...





Your turn

- Pick a role and “get into character”
- You will have a sticker placed on your forehead instructing your team about how to treat your input
- ***Do not look at the sticker on your forehead***
- Your team will come up with a care plan for your patient



Debrief

- Take a few moments to share with a partner a time when you felt like you had one of these stickers on your forehead (ignore me, interrupt me, etc.)
- How did it feel? Did it change how you interacted with the team?



NCICLE

National Collaborative on Improving the Clinical Learning Environment

NCICLE's proceedings of their 2017 symposium,
Achieving the Optimal Interprofessional Clinical Learning Environment.
<https://www.ncicle.org/>

FIGURE 3:
Key Characteristics of an Optimal IP-CLE^a

Patient Centeredness	Health care is viewed as cocreated, with the patient, as well as his or her family and community, as an integral part of the health care team.
Continuum of Learning	Learning is fostered throughout one's career, with interprofessional values integrated and reinforced in the clinical workflow as well as in preprofessional/ undergraduate and graduate education.
Reliable Communications	Care plans are rich, collaborative, continuous, and truly focused on the patient by carving out physical and mental space for teams to effectively and actively communicate.
Team-Based Care	The culture rewards risk taking and innovation and fosters leadership skills at all levels, all while embracing team interdependence, shared decision making, and collective competence.
Shared Accountability	Structures and processes are in place to ensure accountability in interprofessionalism, such as measurable outcomes and clear competencies that inform desired behaviors.
Evidence-Based Practice Centered on Interprofessional Care	Care is based on key characteristics of high-functioning collaborative care exemplars, research, and evidence-based IP-CLE models.

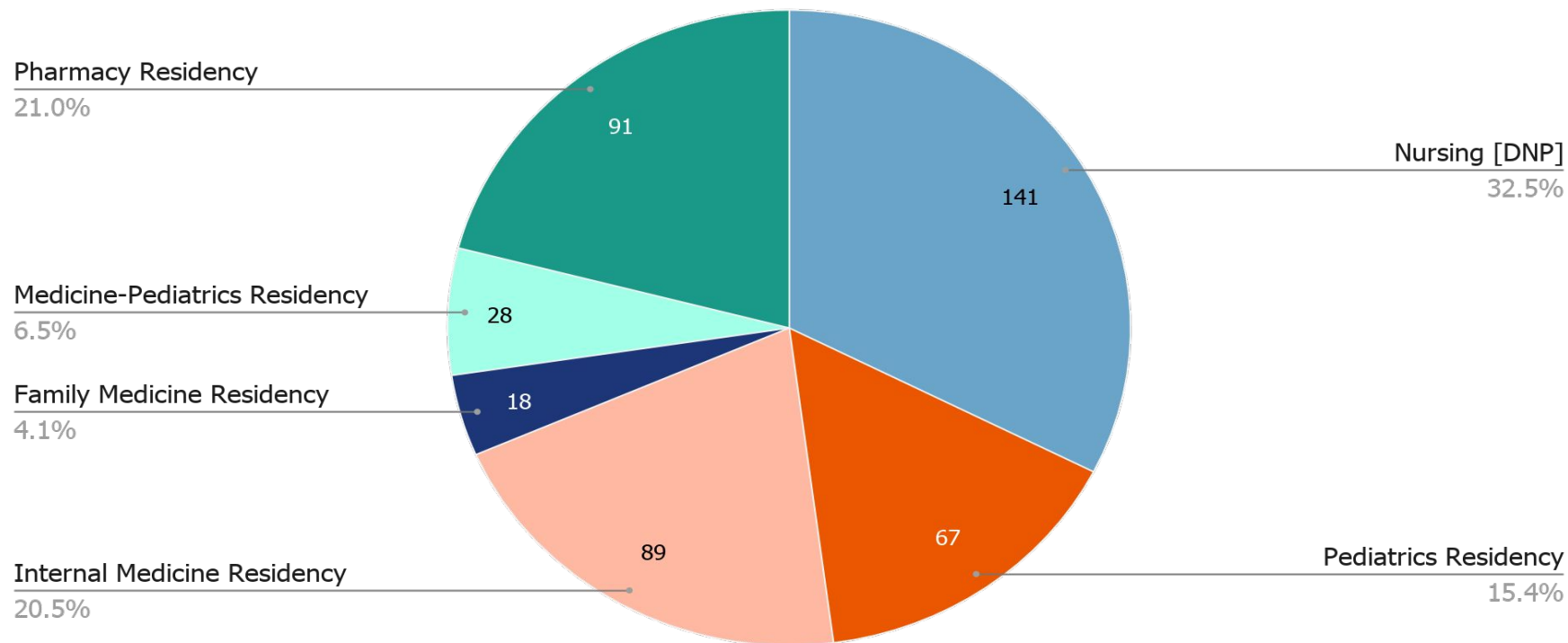
Abbreviation: IP-CLE, interprofessional clinical learning environment.



EAC Workshop Agenda

8:45 - 8:55 AM	Overview of the day, core principles
8:55 - 10:35 AM	Interprofessional Teamwork, Roles & Responsibilities, Communication, & Conflict Management
10:45 - 11:20 AM	Patient Centered Health Care Home
12:30 - 1:10 PM	Systems Thinking
1:10 - 3:10 PM	Patient Centered Communication
3:20 - 4:00 PM	Wrap Up

of EAC Attendees by Program, 2015 - 2019



Original Publication

 OPEN ACCESS

Essentials of Ambulatory Care: An Interprofessional Workshop to Promote Core Skills and Values in Team-based Outpatient Care

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Abstract

Introduction: Team-based, interprofessional approaches to outpatient care are critical to high-quality patient care. However, few specific educational interventions promoting these skills in graduate level health care trainees have been described to date. **Methods:** University of Minnesota faculty from the Schools of Medicine, Pharmacy, and Nursing created an interprofessional workshop experience exploring core concepts in outpatient care for graduate level trainees in pediatrics, family medicine, medicine-pediatrics, internal medicine, graduate-level nursing, and pharmacy. We focused on four key content areas: teamwork, systems thinking, the patient-centered health care home, and patient-centered communication. The workshop included brief didactics, role-plays, team-based experiences, and interactive skill practice. Participants completed an end-of-day survey reflecting on knowledge and attitude. **Results:** From 2014-2017, nine workshops reached 305 trainees. Survey results from the 2015-2016 academic year are representative of our overall results and revealed that learners found the content high yield, and that they valued the opportunity to learn with their interprofessional colleagues.

Citation: Borman-Shoap E, King E, Hager K, et al. Essentials of ambulatory care: an interprofessional workshop to promote core skills and values in team-based outpatient care. *MedEdPORTAL*. 2018;14:10714.

https://doi.org/10.15766/mep_2374-8265.10714

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Appendices

- A. Facilitator Guide.docx
- B. PowerPoint Presentation .pptx
- C. Administrative Tasks.docx
- D. Workshop Agenda.docx
- E. Team Quiz and Discussion .docx
- F. Morning Huddle Exercise .docx





Outcomes

81% of trainees reported both **increased confidence** in working within the interprofessional team and **change in attitude** (MedEd)

90% reporting **increased interest** in working with their interprofessional colleagues after the workshop (MedEd)

MedEdPortal Publication:

[Essentials of Ambulatory Care: An Interprofessional Workshop to Promote Core Skills and Values in Team-based Outpatient Care](#)



Group activity - planning for home



Debrief & Wrap-up



Please reach out to
impactMN@umn.edu with any
questions!