PROGRAM EVALUATION STRATEGIES: INTERPROFESSIONAL TRAINING FOR INTEGRATED PRIMARY CARE PRACTICE IN URBAN SETTINGS

Jennifer A. Mautone, PhD, ABPP

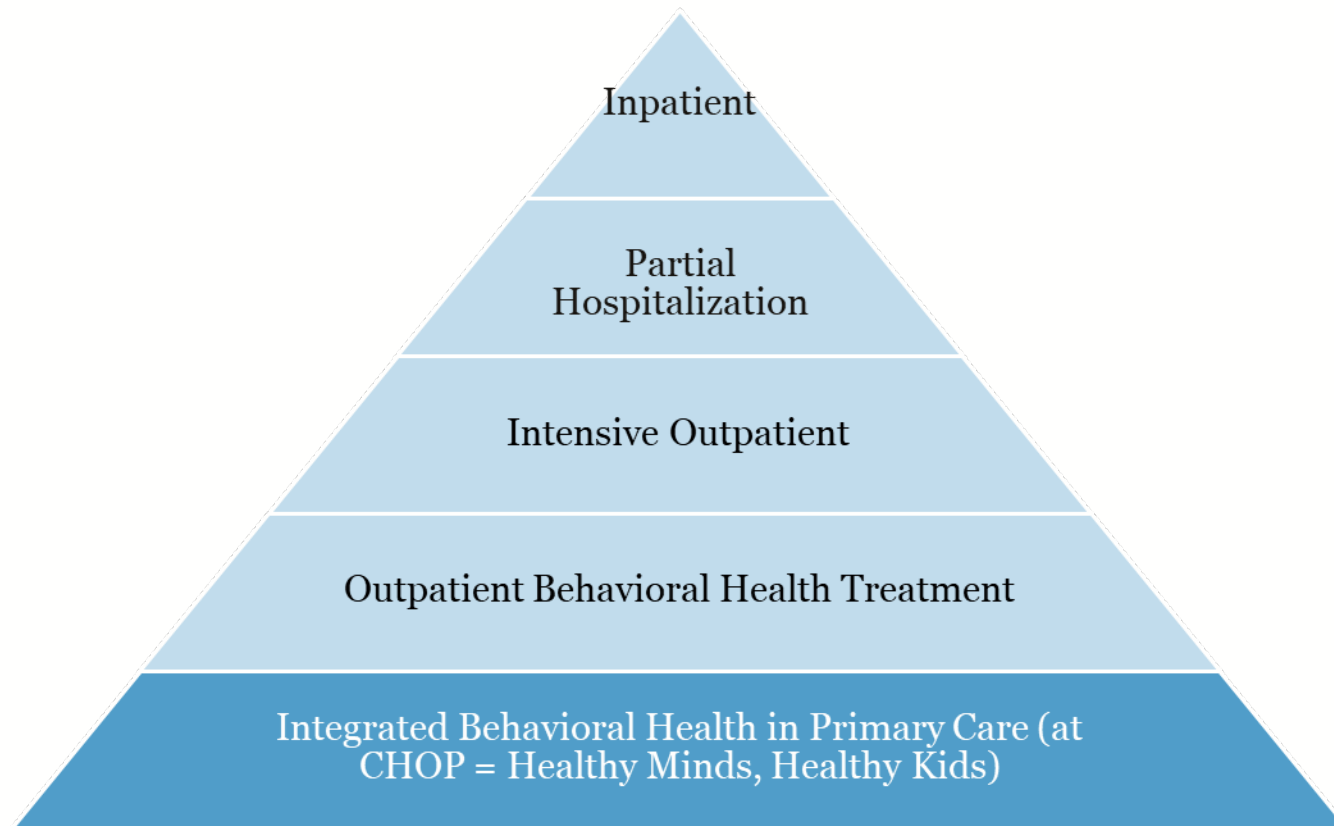Billie Samantha Schwartz, PhD

Thomas J. Power, PhD, ABPP

Children's Hospital of Philadelphia

OVERVIEW

- Review the context for our training program
- Discuss project goals
  - Program development
  - Trainee competencies
- Outline program evaluation plan
- Consider successes and challenges

Children's Hospital
of Philadelphia®

TRAINING CONTEXT

Pyramid (top to bottom):
- Inpatient
- Partial Hospitalization
- Intensive Outpatient
- Outpatient Behavioral Health Treatment
- Integrated Behavioral Health in Primary Care (at CHOP = Healthy Minds, Healthy Kids)

Children's Hospital of Philadelphia®

TRAINING CONTEXT

- Trainees in psychology, psychiatry, and social work rotate with Healthy Minds, Healthy Kids attending providers

- Patients/Families referred by PCPs (cannot self-refer)

- Behavioral health providers offer brief stabilization and treatment in collaboration with PCPs
  - Psychiatry – primarily medication consultation to families and PCPs
  - Psychology and LCSW – evidence-informed therapy (approx. 8 sessions)

- Refer to community if longer term treatment is necessary (HMHK team collaborates with PCP and family)

PROJECT GOALS: PROGRAM DEVELOPMENT

- Expand size of psychology internship program
- Prepare trainees in all disciplines for interprofessional practice in IPC in underserved communities
- Further develop community partnerships to promote trainee career development
- Provide training to faculty in IPC competencies
- Further develop trainee recruitment methods with a focus on trainee diversity
- Further develop and implement a sustainability plan

Children's Hospital of Philadelphia®

PROJECT GOALS: TRAINEE COMPETENCIES

Psychiatry

Psychology

Social Work
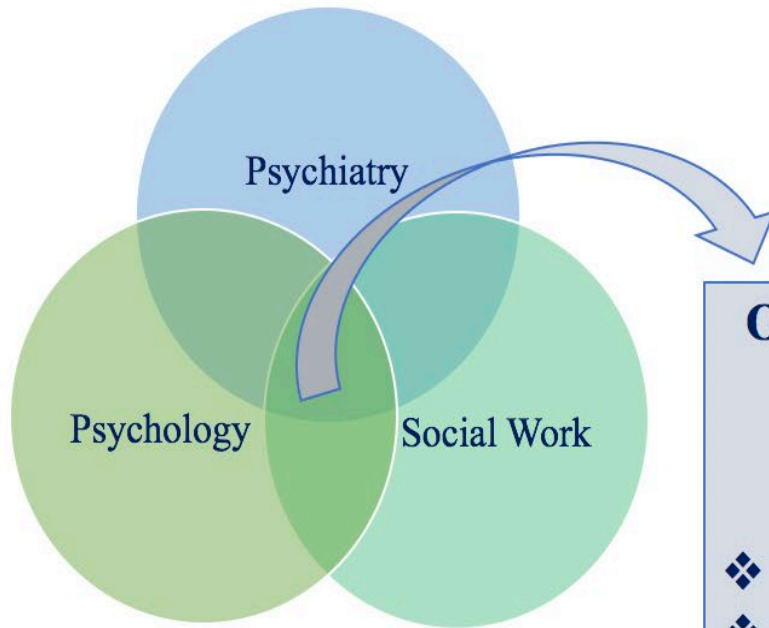
Overlapping Training Competencies for Behavioral Health Providers in Integrated Primary Care

- ❖ Inter-Professional Communication
- ❖ Professionalism
- ❖ Integrated Care Systems Practice
- ❖ Practice-Based Learning and Education
- ❖ Preventive Screening and Assessment
- ❖ Cultural Competence

(Njoroge, Williamson, Mautone, Robins, & Benton, 2017)
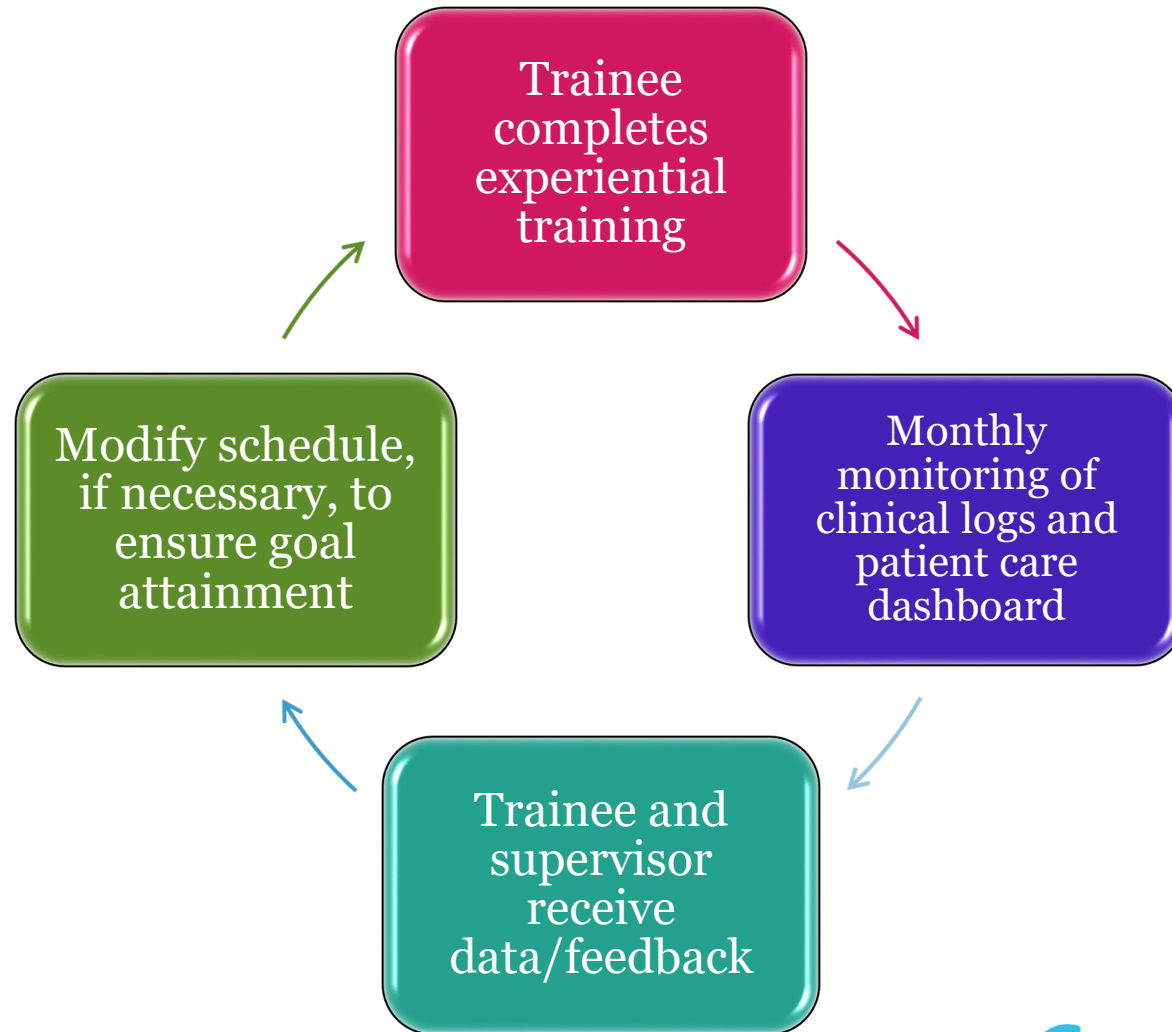
Children's Hospital of Philadelphia®

PROGRAM EVALUATION PLAN

- Defined aims (aligned with project goals) and process/outcome measures for each aim
  - Multi-method evaluation plan includes objective (e.g., training logs) and subjective (e.g., supervisor report, trainee report) measures

- Evaluation using rapid cycle quality improvement (PDSA framework)

- Feedback from trainees and faculty incorporated into program in an iterative process

Children's Hospital of Philadelphia®

PROGRAM EVALUATION PLAN: INTERPROFESSIONAL TRAINING

Aim	Process Measure	Outcome Measure
300 (150) hours of experiential training per trainee	Hours/week (training logs; trainee report)	Number and percentage of trainees achieving goal
15 hours of didactic training per trainee	Hours/year (attendance logs)	Number and percentage of trainees achieving goal
Trainee competence in IPC	Supervisor ratings and discussion	Number and percentage of trainees achieving goal
Service delivery to 75 (38) patients/families per year per trainee	Qlikview dashboard (new patients per week; total patients per year)	Number and percentage of trainees achieving goal

Children's Hospital of Philadelphia®

RCQI: EXPERIENTIAL TRAINING

Trainee completes experiential training → Monthly monitoring of clinical logs and patient care dashboard → Trainee and supervisor receive data/feedback → Modify schedule, if necessary, to ensure goal attainment → (back to start)

Children's Hospital of Philadelphia®

PROGRAM EVALUATION PLAN: TRAINEE RECRUITMENT

Aim	Process Measure	Outcome Measure
At least 33% of trainees will be members of racial/ethnic minority groups	Trainee self-report (REDCap survey during training year)	Number and percentage of trainees who are members of racial/ethnic minority groups

- Action Plan:
  - Engage internship program leadership in recruitment plan development, refinement, implementation
  - Utilize external consultant

Children's Hospital of Philadelphia®

ITERATIVE PROGRAM DEVELOPMENT: CURRICULUM REVISION

- Course: Interprofessional Seminar on Community Practice
  - Includes trainees in psychology, psychiatry, social work
  - Traditionally follows a journal club format
  - 6 meetings per year
- Limited trainee engagement (2018-2019)
- Improvement plan:
  - Obtained trainee feedback
  - Faculty observations
  - Discussion among faculty leadership group
  - Plan to provide orientation to new class

Children's Hospital of Philadelphia®

CONCLUSIONS: BEST PRACTICE PROGRAM EVALUATION STRATEGIES

- Include a multi-method, multi-informant evaluation plan

- Involve the trainees in program evaluation process
  - Research/quality improvement projects
  - Focus groups/interview feedback

- Rely on existing infrastructure when possible

Children's Hospital of Philadelphia®