Introducing the “Geriatric 5M’s®” Framework to Promote Interprofessional Learning and Capacity Building in an Acute Care Hospital

Marjorie Hammond RN, MHScN, CNS1; Lori Whelan, OT, BScOT, MHS1,2; Lindsay Beavers, PT, MPT, BSc.Kin1,2
1. St. Michael’s Hospital
2. Department of Physical Therapy, Faculty of Medicine, University of Toronto
3. Department of Occupational Science and Occupational Therapy, Faculty of Medicine, University of Toronto

Background

- Comprehensive Geriatric Assessment (CGA) is an evidence-based interprofessional approach for optimizing care of the frail elderly patient.
- The Competency Framework for Interprofessional Comprehensive Geriatric Assessment® articulates the required skills for health professionals; however little is known about effective education approaches to support capacity development related to CGA.
- The “Geriatric 5M’s®” framework was recently launched by Molnar, Huang & Tinetti (2017) as a tool to simplify understanding of the core knowledge domains that guide multidimensional CGA.
- As part of our corporate Senior Friendly Hospital Strategy, the purpose of the Education work group is to develop and implement an organizational approach to elder care education in an effort to build capacity.
- The Geriatric 5M’s® framework was identified by the work group as a potentially useful knowledge translation tool and served as the foundation of a pilot interprofessional geriatric curriculum.

Methods

- A prior needs assessment completed by point of care staff across the organization identified perceived knowledge gaps related to care of older adult patients which informed selection of key topics.
- A geriatrics CNS partnered with clinical content experts to develop and co-facilitate a full day curriculum with the launch of our first Interprofessional Geriatric Education event.
- Using a case-based learning approach, the Geriatric 5M’s® framework was presented as the conceptual foundation for understanding frailty and reinforcing the core domains of CGA as learners collaborated in the development of individualized care plans.
- The Geriatric Interprofessional Education event was evaluated using a mixed methods learner satisfaction survey designed in-house to identify key take-away learning and perceived value for collaborative learning approach.

Results

- 13 Nursing and 15 Health Disciplines from surgical and medical inpatient units participated in the education.
- Participants identified use of the Geriatric 5M’s® framework as a “top 3 takeaway learning” along with medication/deprescribing practices and nutrition, hydration and oral care strategies.
- Qualitative results also identified a theme of perceived value for the collaborative learning approach.

Conclusion

- Embedding the Geriatric 5 M’s framework in a case-based learning approach provided a meaningful way to engage interprofessional learners to apply knowledge of CGA.
- Promoting use of the framework by interprofessional learners positively influenced perceptions of collaboration to enhance geriatric care planning.

Next Steps

- Create an annual Interprofessional Geriatrics education event as part of ongoing capacity building strategy, using the framework to anchor learning of CGA.
- Support clinical teams to implement the Geriatrics 5M’s® framework in existing interprofessional care practices including rounds; development of care plans, and case-based learning opportunities as a knowledge translation activity.

References: