

NEW APPROACHES TO HEALTH WORKFORCE TRAINING

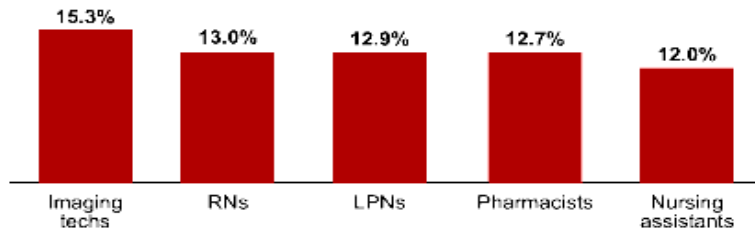
Professor Peter J Smith,
Dean, Faculty of Medical and Health
Sciences
University of Auckland

Predicted Health Workforce Shortages

- **Supply/demand gap in the USA 2020**
 - **200,000 doctors** (Health Affairs 1/2002)
 - **400,000 nurses** (Health Affairs 9/2002)
 - **? Pharmacists, but current “dynamic shortage” of 7-18%** (Health Affairs 9/2002)
 - **? Other allied health professionals**

Nursing and beyond: Burgeoning shortage spreads to allied health

Average vacancy rates by position



Source: First Consulting Group, *The Healthcare Workforce Shortage and Its Implications for America's Hospitals*, Fall 2001.

Cost of Biotechnology Therapies in USA

YEAR	COST (\$)
1999	105 billion
2004 But huge backlog in approval pipeline	212 billion
2010	?2 trillion

Health Workforce Issues

- Health professional shortages
- Increasing complexity of technology
- Increasing complexity of systems

Health Workforce Issues

- **What can we do?**
 - Import health professionals
 - Train more health professionals
 - Train different health professionals
 - Improve healthcare system management

Health Workforce Issues – University Response

- prevention is as important as cure
- Alignment with government and industry agenda
- Community responsiveness
- New pedagogy
 - Move towards case-based, evidence based teaching
 - Move towards community-based teaching
 - Life long learning
 - New health professionals
 - Interprofessional learning
- Focus on quality in teaching and learning

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Quality and Safety System Failure - Peterborough District Hospital 1990

- **Malcolm Savage 16 yrs - leukaemia**
- **Dr Prentice supervised by Dr Sullman**
– injected vincristine intrathecally
- **Both guilty of manslaughter**
– 9 months suspended sentence

R v Prentice [1993] 3 WLR 927

Quality and Safety - System Failure

***“Junior doctor charged with
manslaughter after medical error”
“...the 14th such blunder since
1985 involving vincristine, 11 of
them fatal”***

**Dyer C 2002 bmj.com news
roundup**

Quality and Safety - Systems Failure

- **Intrathecal vincristine disaster-generation.**
 - Doctor orders I/v VCR and I/t MTX
 - Pharmacist dispenses cytotoxics
 - Nurse checks cytotoxics against order
 - Doctor (usually junior) administers cytotoxics mixing up “I/v” and “I/t”.

Quality and Safety - Systems Failure

- **Intrathecal vincristine disaster-solution.**
 - Team of doctor, oncology nurse and pharmacist develop risk management strategy

Quality and Safety - Systems Failure

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 - *no non-l/t drugs in room where l/t given.*

Interprofessional Learning

- **What it is-**
 - “ Occasions where 2 or more professions learn from and about each other to improve collaboration and the quality of care” (CAIPE1997)
- **What it isn't-**
 - Different professional students sitting in the same lecture theatre for lectures.

Interprofessional Learning University of Auckland

- **For undergraduate Medicine, Nursing and Pharmacy students –**
- **To facilitate the development of adaptable, flexible and collaborative health professional team workers**
- **Through**
 - **Appreciation of clinical work organization**
 - **Understanding the changing nature of healthcare roles**
 - **Recognition of the unique contribution of each profession to healthcare**
 - **Recognition of the benefits of collaboration to patients, professional practice and personal development**

Interprofessional Learning University of Auckland

- **The basis of the program-**
 - **Topics are appropriate for interprofessional learning**
 - **Topics will enable competencies or knowledge essential to the achievement of interprofessional learning outcomes eg team work.**
 - **The interprofessional context for the learning is better, or at least as good, as using a uniprofessional context**

Interprofessional Learning University of Auckland

- **3 core units underpin the overall program-**
 - Becoming a health professional
 - Maori Health
 - Quality and Safety
- **Complemented by other learning activities and projects to meet specific goals and objectives**
 - eg Older Adult Community experience.

Maori Healthcare Issues

- **Ethnicity defines health outcomes**
- **Double burden of disease**
 - **Non communicable disease**
 - eg Increasing prevalence of diabetes type 2
 - **Infectious diseases and related conditions**
 - eg streptococcal infection and rheumatic fever

Maori Health Week

- Intensive week of case based, interprofessional learning for medical, nursing and pharmacy students
- Critically reflect upon determinants of Maori health status
- Critically reflect upon personal realities and attitudes
- Case based learning centred around health problems of special relevance to Maori
- Treaty of Waitangi, Te Reo, cultural classes and reflections

Maori Health Week

- **Assessment**
 - “Group presentation of new health initiative to the District Health Board”
 - Poster presentation to demonstrate understanding of health issue, its determinants, impact on Maori and a non-discriminatory management plan.
 - Posters presented to a wide audience of consumers, health providers, teaching and clinical staff.

Interprofessional Learning

- **Evaluation(CAIPE criteria)**
 - **Learners views on the learning experience.**
 - **Modification of attitudes/ acquisition of knowledge and skills**
 - **Individual's changed professional practice/ changed organizational practice**
 - **Improved health of patients/clients**

Health Workforce

- **A good definition of an idiot is**
 - **Someone who keeps doing the same thing in the same way, but....**

Health Workforce

- A good definition of an idiot is
 - Someone who keeps doing the same thing in the same way, but....
Expects a different outcome.

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