Practice Education Models in Ambulatory Care

Jennifer Kyei-Badu
Tomalene Evans
UBC Nursing N.344
Outline of Presentation

- Definitions
- Methods
- Relevance of research
- Shifts in health care delivery
- Findings & gaps in literature
- Ambulatory are core competencies
- Incorporating ambulatory care into current practice models
- Conclusions
- References
Definitions

Ambulatory Care:

Medical care delivered on an outpatient basis. Canadian Institute health information

A broad range of services to people who require nursing treatment and education in self-care management. Vancouver Coastal Health, 2014

Practice Education:

Hands-on Practice education occurs when students learn and practice in a community, clinical or simulated setting. It is the hands on experience that helps students acquire the necessary skills, attitudes and knowledge to practice effectively in their field. PHSA, 2012
Methods

- Narrative Literature Review
- Literature in PubMed, CINAHL and Google Scholar. A search of gray literature was also included.
- Screening for peer-reviewed articles published between 1990 – 2014. Sixteen articles were selected to inform the discussion.
- Search terms: “practice models”, “nursing education”, “ambulatory”, “informatics” “telehealth” and “home care”
- Assistance from the University of British Columbia librarian about appropriate search methods
- Results: the extensive literature on the need for ambulatory care models, but a gap in literature on specific models of ambulatory nursing care.
Relevance of Research

Student practice education in BC is a complex activity involving thousands of student placements every year across multiple organizations in the academic and health care sectors (BCAHC 2007, page 33).

Recently, stakeholders have identified the need to build placement capacity in ambulatory care setting (BCAHC 2007, page 33).

This is highly relevant for the Provincial Health Services Authority (PHSA), given that the majority of care provided by their agencies is ambulatory care (See www.phsa.ca for a complete list of agencies and services).

Shifts in healthcare delivery

Presently, the focus of practice models in nursing education is on in-hospital care. However, more efficient management, fiscal pressures and new technologies are resulting in:

- Fewer admissions
- Shortened length-of-stay
- Reduced number of available beds
- Time and patient contact constraints

These pressures are increasing the need for ambulatory care competencies among nurses.
Findings: Gaps in literature

- Practice education models for ambulatory care do not exist for nurses.
- Literature exists for ambulatory training models specific to medical students and other health disciplines but these have not been used to inform nursing practice education models.
- Literature stems from the United States, Australia and the United Kingdom; a very limited amount of literature from Canada.
- Antiquated literature. Anything before 2002 does not include a discussion of Telehealth and therefore does not inform current ambulatory methods of healthcare delivery.
- However, there is literature on ambulatory care competencies that could inform the development of a practice model.
Ambulatory competencies

The following have been identified as core competencies:

- Support for self-management
- Education and engagement of patient and family
- Cross setting communication and transition
- Coaching and counseling of patients and families
- Nursing process including assessment, plan, implementation/intervention, and evaluation; a proxy for monitoring and intervening
- Teamwork and collaboration
- Patient-centered care planning
- Decision support and information systems
- Advocacy

Haas, Sheila; Swan, Beth Ann; Haynes, Traci. --Developing Ambulatory Care Registered Nurse Competencies for Care Coordination and Transition Management Nursing Economics 31.1 (Jan/Feb 2013): 44-9, 43.
Incorporating Ambulatory Care Competency into Current Practice Models

Based on our assessment of the gap between current in-hospital training models and ambulatory care core competencies, the following are suggested as supplemental components to nursing education to better prepare nurses for a career in ambulatory care:

- Simulations of client care in outpatient settings
- Training on available outpatient and community resources
- Facilitation & group process
- Inter-disciplinary team work
- Conflict management & negotiation

Implementation of the above should emphasize critical thinking skills & resourcefulness to reflect the dynamic and unpredictable nature of out-patient care.
Conclusions

- Literature indicates there is a growing need for ambulatory practice models but few if any models exist.

- Ambulatory core competencies have been articulated in the literature but not integrated into a formal ambulatory practice model.

- Opportunities exist to implement ambulatory practice models through out-patient focused training modules.

- Ambulatory practice models should foster critical thinking and group process skills to reflect the team-based and dynamic nature of out-patient care.
Ambulatory leadership

The following groups taking a leadership role in developing ambulatory practice models:

- American Academy of Ambulatory Care Nurses:
  - [http://www.aaacn.org](http://www.aaacn.org)

- Center for Ambulatory Care in Canada:
  - [http://www.canadaambulatorycare.com](http://www.canadaambulatorycare.com)
References


- Haas, Sheila; Swan, Beth Ann; Haynes, Traci. --Developing Ambulatory Care Registered Nurse Competencies for Care Coordination and Transition Management *Nursing Economics* 31.1 (Jan/Feb 2013): 44-9, 43.


References

Nie1, Jason X., Wang, Li, Tracy, C. Shawn, Moineddin, Rahim, Ross E.G., A population-based cohort study of ambulatory care service utilization among older adults Article first published online: 14 JUN 2010


