

## CONFERENCE ABSTRACT

### Promoting the delivery of integrated care by a tiered approach of training and education

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The drive for integration has resulted in a change in the workforce, their pattern of delivery and their hopes and also enhanced service user's expectations. To accommodate for these changes in the health care arena there is an enhanced need for education and training around the sphere of integration.

A combined training and educational approach was utilised to service the needs of the care community to upskill the practitioners and individuals involved in the various services working in the integrated and not as yet integrated arenas.

Examples of this training and educational approach included offering all pre registration students including all fields of nursing, paramedics, physiotherapists and social work students being offered the opportunity to attend themed days around integration. Short (8 day and 6 day) courses were offered to practitioners from all disciplines and in both primary and secondary care. These courses ranged from non assessed to degree and master's level around pertinent topics to the practitioners including change management and transformative leadership in the integrated arena.

The highlights were significant including meaningful positive feedback and changes to enhance person centred care in a variety of arenas and levels of care. Examples included improving referral systems, shadowing between disciplines, reviewing record keeping and improved co-ordination between services upon service user discharge. This innovative and inter connected educational and training approach had a fundamental impact on service delivery, raised practitioners feelings of confidence around the field of integrative delivery and resulted in a raft of improvements to person centred care both to individuals and for whole areas of care.

The transferability of such programmes is certainly possible and can definitely be replicated and the potential for improving person centred care in the integrated care arena has certainly been demonstrated.

Significant benefits have been noted including positive feedback from the individuals involved in the programmes and from the service users themselves. There has been an increased number of integrated projects and developments commenced often being initiated by practitioners themselves supported by their employing organisation and the educational department.

Initiating, creating and changing the format of education and training around the integrated arena to lead the way and accommodate need has been initially, heavily time intensive and has required new ways of working and thinking. However, it has resulted in a change of ethos, significant improvement in the level of service and enhancing the knowledge base of practitioners in the arenas of integrated care.

Such a concerted programme is transferable and replicable although it requires support including funding and time although it can be tailored specifically to fit the area of care. There has been expected and unexpected benefits from such action and it has certainly resulted in an increased standard of person centred care being offered, all the stakeholders report the level of knowledge around integration and its benefits has increased and the development of an increased number of integrated projects has been phenomenal.

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**Keywords:** enhancing integrated care; promoting interprofessional working; significant feedback from stakeholders including practitioners and recipients of integrated care; improved person centred care

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