Educational interventions for professionals implementing supported self-management: a systematic review from the IMP²ART programme

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Background

Supported self-management for asthma reduces use of healthcare resources, improves asthma control and quality of life.

Pinnock H, et al, for the PRISMS group *BMC Medicine* 2017;15:64

Professional education is a key component of implementation

Aim

- To synthesise evidence regarding the effectiveness of educational interventions for professionals supporting self-management amongst people with asthma or diabetes (a comparator long-term condition)

Methods

Systematic review using Cochrane methodology

Trials of education skilling professionals to provide supported self-management (asthma and diabetes)

- 13 electronic databases; 2 trial registries; citation tracking
- Two independent reviewers; Cochrane Risk of Bias tool

Narrative synthesis informed by: Effective Practice and Organisation of Care (EPOC) strategies and Theoretical Domains Framework (TDF)

Protocol: McCleary N, et al. *BMJ Open*, 2016;6:e011937

Characteristics

15 studies of asthma

Where?

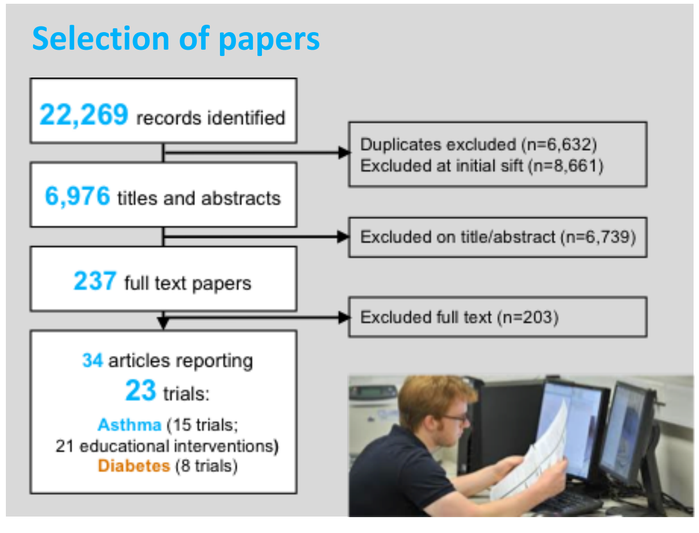
When? 1993-2016

Who?
2 targeted paediatricians
2 targeted nurses
3 targeted primary care physicians/GPs
8 targeted multiple practice members

What?

5 evaluated the Physician Asthma Care PACE programme
4 focussed on communication, patient/family education
1 evaluated a learning collaborative project
5 focussed on general management of asthma

Selection of papers



Features of effective interventions

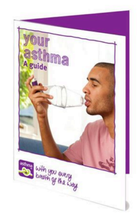
EPOC strategies	✓ Effective interventions n=10	✗ Ineffective interventions n=11
Educational meetings	90%	91%
Educational materials	100%	100%
Clinical practice guidelines	90%	64%
Local opinion leaders	60%	9%
Multi-professional education	50%	9%

✓ Effective ✗ Ineffective

TDF features	✓ Effective interventions n=10	✗ Ineffective interventions n=11
Knowledge	100%	100%
Skills	90%	64%
Social influences	80%	18%
Environment/resources	60%	36%
Behavioural regulation	60%	27%
Beliefs about consequences	50%	18%
Professional role	50%	0%
Reinforcement	20%	9%
Belief in capability	20%	0%
Memory/decision processes	20%	0%
Goals	10%	0%

Effectiveness

Process outcomes: provision/receipt of action plans (n=6)



Significant benefit
- Clark 1998, USA
- Shah 2011, Australia
- Sheikh 2016, USA

No effect
- Evans 1997, USA
- Homer 2005, USA
- Tomson 1997, Sweden

Health outcomes (n=14)

Significant benefit
- Cohen 2014, Israel

Inconsistent
- Cabana 2006, USA
- Clark 1998, USA
- Griffiths 2016, UK
- Evans 1997, USA

No effect
- Shah 2011, Australia
- Bruzzese 2006, USA
- Cleland 2007, UK
- Griffiths 2016, UK
- Homer 2005, USA
- Smeele 1999, Netherlands
- Toelle 1993, Australia
- Tomson 1997, Sweden
- Volovitz 2003, Israel

Implications

Features that we should consider including in our IMP²ART implementation strategy:

- Explicitly basing education on guidelines
- Addressing beliefs about consequences
- Focussing on skills development
- Involving local opinion leaders
- Including all members of the practice team
- Addressing professional role and identity, and social influences,
- Adapting to environmental context and resources,
- Considering behavioural regulation

Asthma UK Centre for Applied Research

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