ABSTRACT

Description
With a 20 year history, we have implemented a multifaceted IPE program for members of the urology team. These include urolologists, both faculty and community, residents, medical students, nurses, nurse practitioners, physician assistants, medical technicians/assistants and administrative/clerical personnel with patient contact. The program was designed with three components: a yearly symposium for all, and journal club (JC) and lectures for non-physicians. Participation is on a voluntary, noncompensatory basis. Outcome measures include routine anonymous participant feedback via questionnaire.

Results
The programs were very positively received. Limiting obstacles were also observed. Initially too many papers were assigned in the Journal club. Timing of lectures became impossible because of the demands of office and OR schedules. The lecture and JC portions were merged. The symposium has been most successful and enduring. The major difficulty has been for the speakers to present on levels for all participants.

Conclusion
A program for education of individuals at different levels of learning, experience and practice can be designed and may require modifications to suit all participants.

INTRODUCTION

• Health care delivery involves a complex interplay between multiple health care professionals, including both physicians and non-physicians.
• Non-physician health workers include nurses, NPs, PAs, medical technicians, administrative/clerical staff, and social workers.
• Team members must work together well to provide effective patient care.
• Interprofessional education (IPE) refers to any type of training or teaching initiatives in which >2 professions are learning interactively.
• IPE offers a potential way to improve collaboration and, in doing so, to enhance health outcomes.

PURPOSE

• To develop and implement an IPE program for non-physician team members in our Department of Urology.
• To identify key features of IPE to train health and social care professionals to work together effectively.

MATERIALS & METHODS

• 3 part program
  • Urology Symposium
  • Non-Physician Journal Club
  • Lecture Series
• Urology Symposium
  • Yearly since 1996
  • Presentation by faculty, alumni, visiting faculty, nonphysician members
  • 8 – 12 lectures, 4-5 hours
  • Held off site, food and accommodations provided
• Journal Club (JC)
  • Started after nurses banned from residents JC
  • Quarterly with papers chosen by faculty
  • Modeled on residents JC
  • Review of papers by one person followed by group discussion
• Lecture Series
  • Planned 30 minute lectures
  • 2 year series by subject
• Evaluation
  • Outcome measures indirect anonymous, self reported questionnaire following event
  • Participant feedback is elicited for continued program improvement

RESULTS

• Symposium & JC were well attended with a variety of nonphysician health care workers with positive feedback for both
• In Symposium, attendees suggested larger screen and more time for questions
• In JC, improvements were to limit # of papers and increase discussion
• Lecture series not instituted

CONCLUSIONS

• The value of IPE has been demonstrated in benefiting collaborative practice.
• A multifaceted IPE program has been positively received by participants.

REFERENCES