Inter-professional education in a simulated hospital environment for a resident orientation program

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Aims

In small residency programs, orientation training is not easily organized due to a lack of instructors. In such cases, peer colleagues such as senior residents, and nurses, may be effective to conduct the training. We undertook this study to determine the effect of inter-professional training on resident orientation education.

Methods

Eight programs of inter-professionally led orientation training were individually organized by eight different institutions between May and October 2009 and conducted in a common simulation facility. A total number of 72 residents and 71 nurses participated as trainees. There were 40 training stations, including 22 for Injection and pumps, 12 for emergency procedures, 2 for physical assessment and 4 others. At the end of programs trainees were surveyed with a questionnaire, scaled 1 (low) to 4 (high) regarding their opinion of the training received.

Results

Among the trainees, there are no significant differences in survey responses when asked about “self assessment of content”, “self assessment of program feasibility”, “overall facility satisfaction”, “wish to use the facility again”, or “recommend to colleagues”. However, there is a significant difference in “self assessment of attainment of goals” between first year residents and senior residents (<0.05 by Mann-Whitney test).
Conclusions

These results demonstrate that inter-professional education may be an effective tool to conduct a resident orientation program. Self-assessment of attainment of goals may be differentiated by clinical experiences, when comparing first year and senior residents. This modality may be especially useful for small residency training programs that lack the manpower for large-scale orientation training using the traditional model of physician-only led education.

Reference