

Title:

Multidisciplinary educational needs assessment of critical care in community hospitals

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Author(s):

Sarti, A., Hayes, S., Cardinal, P., Murray, S., and Bouali, R. for the Canadian Resuscitation Institute and AXDEV Group

Objectives:

The goal of this study was to identify discrepancies in the multi-centre coordination of critical care in Ontario, which would be amenable to educational initiatives, and to propose initiatives to bridge these gaps.

Key Points:

Multiple interventions were proposed. All interventions must be practical and incorporate behaviour change theory and adult learning principles to promote the development of a shared understanding and inspire change. In order to have long term effectiveness in clinical practice and outcomes, the educational initiative must further be iterative, thereby building a solid foundation of knowledge, skill, attitudinal, and behaviour change. Examples would include interactive workshops and case studies, given both online and in-hospital. Information such as descriptions of the different levels of hospitals and the capabilities and expectations of centres at different levels could serve as an initial basis for discussion of discordant views. Changing the perception of independently functioning ICUs, to view the entire provincial system as one shared provincial Intensive Care Unit, could also enhance the understanding of collective resources.