

Interprofessional education and training in cancer care: a scoping review

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INTRODUCTION

Over the last decade, there has been increased interest to develop education and training initiatives to improve interprofessional collaboration and practice in the cancer care setting. Cancer care requires effective collaboration by multidisciplinary healthcare team. There is a great variation on programmes, teaching and learning methods and a variation on the core competences guiding the development and implementation of interprofessional educational (IPE) programmes. Multidisciplinary healthcare teams need to understand how to optimize knowledge and skills to provide better health-services to people affected by cancer and the community with educational and training interventions.

OBJECTIVE of this scoping review was to identify how interprofessional education has been defined and methodology underlying the implementation of such an approach. The review is part of EU funded INTERACT-Europe project.

RESULTS

Main participant groups

Nurses, pharmacists, oncologists, palliative care specialists, psychologists, patient advocates, social workers, physiotherapists

Data collection

Observation, register analysis, focus group interviews, systematic literature reviews, questionnaires

Settings

Universities, clinical settings, conferences, online and post in person settings

Impact of IPE

Improved collaboration, teamwork, professional skills and quality of cancer care

Types of the studies

Descriptive study design, mixed methods design, systematic literature reviews

Learning methods

Lectures (online and face to face), case studies, interactive workshops, audiovisual materials, simulation, work conference and work shadowing

Learning outcomes

Increased interprofessional collaboration, high quality patient care and healthcare outcomes, resilience, teamwork

METHODOLOGY

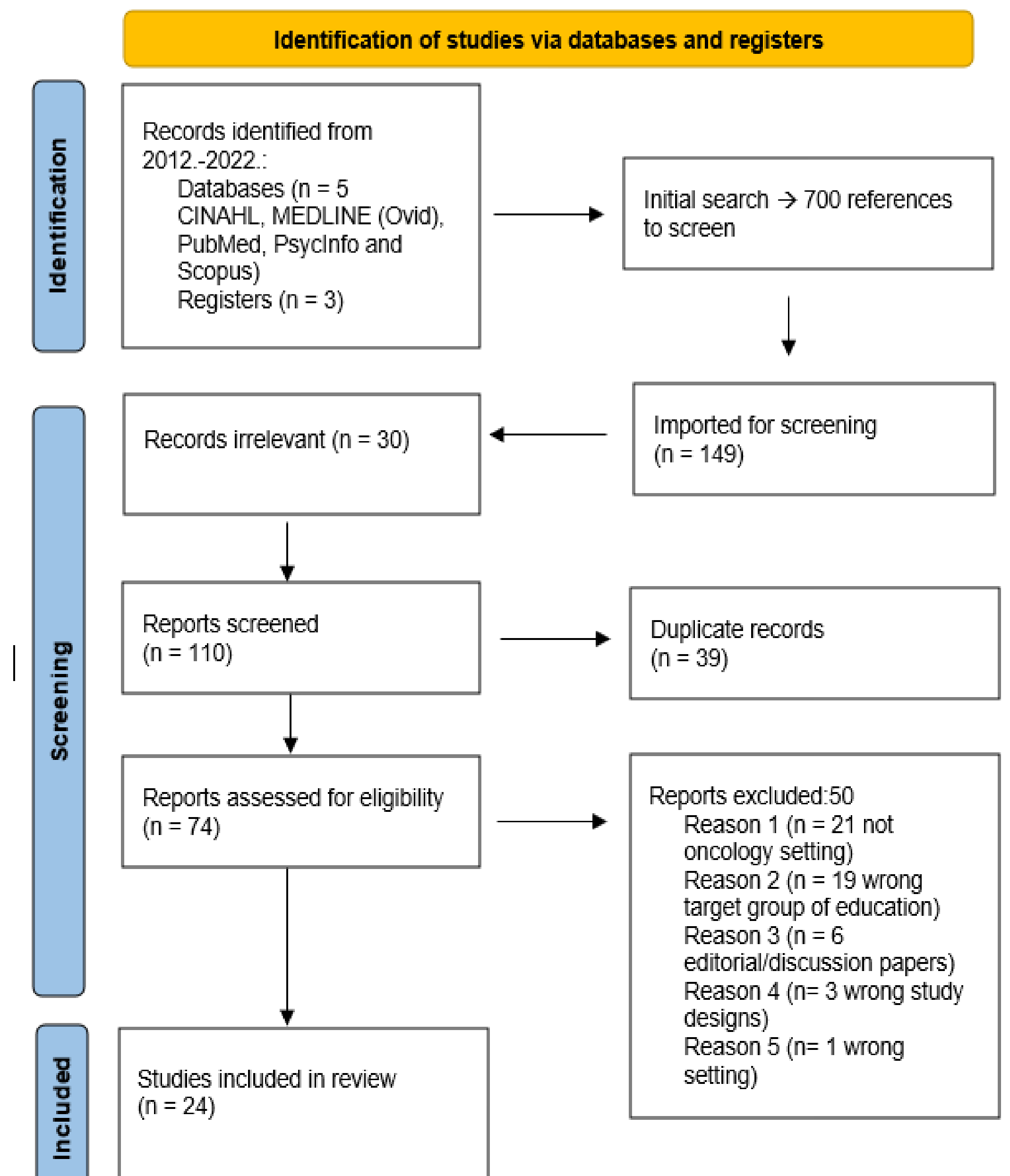


Figure 1. Prisma flow diagram

A scoping review was undertaken to identify recent publications (2012. - 2022.) on interprofessional education and training in cancer care.

CONCLUSION

The results of this review summarises previous research, most from North America, and will guide the future development of inter-specialty training in cancer care. There is a lack of concept definitions used in the reviewed studies. Teaching and learning methods varies, however, are often traditional. The content, focus and learning goals of IPE are very variable between the studies and reviews. Interprofessional trainings for healthcare professional trainees can lead to significant changes. To provide optimal education and training, these programs should be evaluated and improved regularly, and evaluation outcomes should include pre- and post-course surveys with a blinded self-perceived competency measures.