**TeamSTEPPS**

**Tools & Strategies Summary**

<table>
<thead>
<tr>
<th>BARRIERS</th>
<th>OUTCOMES</th>
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<td>- Interprofessional Communication</td>
<td>- Improved Communication Skills</td>
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<tr>
<td>- Lack of Time, Resources, Support</td>
<td>- Increased Team Coordination</td>
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<tr>
<td>- Lack of Information Sharing</td>
<td>- Enhanced Patient Safety</td>
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<tr>
<td>- Lack of Communication Skills</td>
<td>- Improved Decision Making</td>
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**THE TEAM**

- **Medicine—students:** Tran Tran, Jesse Haddad, Greg Jones, David Yip, Keisha Anderson, Andrea Kendal
- **Medicine—faculty:** Sanka Kourouyian, Triun Dmitrijeva, Diane Levine
- **Nursing—students:** Jena Stempel, DNP candidate
- **Nursing—faculty:** Katherine Stahl
- **Pharmacy—students:** Maryann Abbe, Adina Popad
- **Pharmacy—faculty:** Sheila Whelan
- **Physician Assistant—students:** Taylor Szczepk, Karie Wallace
- **Physician Assistant—faculty:** John McGinnity

**THE SIMULATION**

- **WITS team attending a 2-day TeamSTEPPS Master Training**

**APPLICATION OF PDSA CYCLE INTO CLINICAL SCENARIO BUILDING AND TESTING**

- **Recruit 12 participants (4 med, 2 PA, 2 Pharmacy, 1 Nursing, 1 Medical) and test-run**
- **Develop preliminary simulation scenario (students) and review feedback from pre-test**
- **Scenario build-wing: feedback gathering from both participants and WITS team members**
- **Finalize scenario build and test again**

**BACKGROUND**

- Interprofessional Education (IPE) initiatives have lasting effects on increasing interprofessional (IP) health care students' positive attitudes and skillful utility of IP collaborative practice, in turn enhancing patient safety and quality of care (Reeves et al., 2016)
- By allowing students to learn simultaneously another rather than in segregation, IPE also offers the opportunity for IP students to build trust and eliminate prejudices of outgroup health care professionals in future practice (Van et al., 2016)
- Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) is a communication framework that has been effectively utilized as the basis of IPE training initiatives (Brock et al., 2013; Jerjeman et al., 2016)
- At Wayne State University, the need for students to obtain tangible team skills and train communication strategies has led to the formation of Wayne Interprofessional TeamSTEPPS (WITS) group
- Started by and led by students of medicine, nursing, pharmacy, and PA students with faculty representation from each discipline
- Combine didactic and high-fidelity mannequin simulation
- Involve training of communication skills such as SBAR, check-back, and call-out, CUS and DESC

**AIM**

1) To create an open and respectful environment for Wayne State University IP healthcare students to learn team communication and team skills
2) To establish a foundation for a university-wide, longitudinal IPE learning initiative that allows students to learn team communication and team skills from day one of their professional study

**METHODS**

- Present program prepared to interested parties (nursing, pharmacy, PA)
- Facilitate communication with peers
- Develop list of IP faculty and program's training, pharmacy, medical education planning program for upcoming simulation day

**OUTCOMES**

- Improved communication skills
- Enhanced Team Coordination
- Increased Patient Safety

**ASSESSMENT AND RESULTS**

**Quantitative Assessment Methodology**

- We use TeamSTEPPS Teamwork Attitudes Questionnaire (T-TAQ), a validated assessment tool to measure collective individual attitudes related to the core concepts of TeamSTEPPS
- 5 statements measuring individuals' situational readiness, mutual support, situation monitoring, leadership, and team structure

**Qualitative Assessment Results**

- **Attitudes about Teamwork Priorities Questionnaire**
  - "Sim is usually done in silo. This was a good experience, as a group we were able to have better, and more realistic. We were able to work together as a group and work to improve patients safety"—Sheila Wilhelm
  - "There were a lot of times somebody would ask, 'Did you check the vital signs?...are you sure?'...I thought it was really obvious but I guess it wasn't'—Jon Abbo
  - "I thought the patient got anxious when we talked to each other and not as a group, not including him in the discussion."—It was nice to have doctors, PAs, and pharmacists to lean on. If you weren't sure about something you had an expert right there to talk to and ask for help"—Taylor Mcginnity
  - "If we felt isolated because other people had higher level of education than we did"—I think we were efficient in examining the patient and doing what was going on or what was causing the symptoms."—Jesse Haddad

**CONCLUSIONS/LESSONS LEARNED**

- Improvement was seen in participants' attitudes towards effective communication across all areas of TeamSTEPPS framework
  - Limited sample (n = 12) due to limited time available for testing
  - More simulation sessions scheduled in the near future
- Team simulations allow the principles of TeamSTEPPS to be put into practice and help students improve communication skills
  - Through the shared experience, students have expressed feeling more confident to work with everyone else as a team. It was far more realistic.
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**REFERENCES**


