

Inter-Professional Communication and Collaboration: Implementing TeamSTEPPS in a Psychiatric-Mental Health Baccalaureate Didactic and Clinical Course



Katherine Lucatoro, DNP, RN; Sue Ellen Alderman, MSN, RN, PMHCNS; Patricia Bradley, PhD, RN, FAAN; Colleen Meakim, MSN, RN, CHSE, ANEF; Jennifer Ross, PhD, RN, CNE



Introduction / Background

- Developed by the Agency for Healthcare Research and Quality (AHRQ), TeamSTEPPS is an evidence-based teamwork system aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals and staff.
- An undergraduate faculty team developed a goal to integrate TeamSTEPPS concepts into the undergraduate curriculum, including the Psychiatric-Mental Health (PMH) course.
- As the faculty discussed how to integrate TeamSTEPPS into the curriculum, it was realized students do not always learn about the roles of other members of the healthcare team.
- Of major concern is that communication breakdown is the leading cause of medical errors leading to untoward patient events. There is no one framework describing the timing, teaching and evaluation strategies for pre-licensure inter-professional (IP) healthcare provider education and communication.

Objectives

Project objectives are based on the Core Competencies for Interprofessional Collaborative Practice: 2016 Update

Competency 1
Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2
Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)

Competency 3
Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

Competency 4
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

Team Meeting and Team Member Interviews

Interprofessional Team Meeting

What does the nurse do as part of the IP HC team?

What is the formal process for sharing information related to patient care?

My Role

TeamSTEPPS Framework



Methods / Implementation

Interviews were conducted with a multi-disciplinary group of professionals who work on the PMH IP team

Team members were videotaped

A mock 'Morning Team Report Meeting' was also videotaped

TeamSTEPPS principles are identified throughout the video series

Students view the Team Meeting scenario in simulation lab on clinical orientation day

Debriefing, including a breakout session activity is utilized to help students identify TeamSTEPPS principles

Team member individual videos are viewed throughout the semester in the didactic course; prompting discussion about team roles and effective communication

Relevance to PMH Nursing and Future Implications

There is current and ongoing evaluation to determine if there is a difference in teamwork knowledge, attitudes, skills, and competence between baccalaureate nursing students who participate in TeamSTEPPS training in a PMH undergraduate course versus those who do not.

There has been identification of students utilizing TeamSTEPPS verbiage and principles in the PMH clinical setting.

As the complexity of PMH patient needs present in all healthcare settings, it is critical that newly licensed registered nurses understand the most effective way to professionally communicate and advocate patient needs.

References

Agency for Healthcare Research and Quality. (2017). Retrieved from: https://www.ahrq.gov/teamstepps/contact-us/index.html#TeamSTEPPS_2.0

Agency for Healthcare Research and Quality. (2013). Pocket Guide: TeamSTEPPS 2.0. Retrieved from: <https://www.ahrq.gov/sites/default/files/publications/files/pocketguide.pdf>

Brock, D. Abu-Rish, E., Chiu, C.R., Hammer, D., Wilson, S., Vorvick, L. ... Zierler, B. (2013). Interprofessional education in team communication: Working to improve patient safety. *British Medical Journal*, 22, 414-423. doi: 10.1136/bmjqs-2012-000952

Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington DC: Interprofessional Education Collaborative