Enhancing Student Interprofessional Competencies Through *TeamSTEPPS* Training

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Background

Building on the premise that a team of experts is not an expert team (Riley, 2014), IPE often focuses on developing collaborative practice. Through effective teamwork, safer and better patient-centered care will more likely be achieved (Interprofessional Education Collaborative Expert Panel, 2011). One common training protocol used to improve teamwork in health care settings is *TeamSTEPPS* http://teamstepps.ahrq.gov/.

For the health care professions represented at this IP activity, the need for effective teamwork is not restricted to traditional health care settings. For example, SLPs and Athletic Trainers may work in school settings and are encouraged to work in partnership with others to meet student and/or patient needs. Given the diversity of work settings, pre-professional IPE should provide opportunities for developing communication, leadership, and mutual support strategies in a variety of employment sites.

The purpose of these IPE events was to provide students opportunities to learn from, with and about each other while developing teamwork skills that may be used in both health care and community (including schools) settings. IP competencies related to values/ ethics, communication, roles and responsibilities and teamwork were addressed.

Participants

Students:
- 70 and 53 UG and graduate students from these disciplines (excluding nurse anesthesia) participated in one of two training sessions
- Grouped into IP teams of 5-7 students

Faculty:
- 8 and 5 *TeamSTEPPS* Faculty Master Trainers
- Representing speech-language pathology, athletic training, nurse anesthesia, nursing, nutritional sciences and social work

Training

Two 2-hour training sessions included 1) faculty review of *TeamSTEPPS* tools outlined in the Pocket Guide (provided for every student) and 2) the following group activities:

Introduction and Team Structure
- Introduce yourself, identify your major, and describe the work settings where you might be employed post-graduation. What teams, including team members, might be working together in these settings? How are teams different from groups? Building on your experiences (both life and professional), why is effective teamwork important? How might the effectiveness of the teams you identified in your work settings impact client/patient outcomes (e.g., patient/client safety, treatment effectiveness and efficacy)?
- Identify one client/patient outcome issue that might be linked to a problem with teamwork in a *hospital setting* and one issue linked to a problem in a *community setting* (e.g., school, public clinic, food bank).

Communication / Leading Teams / Situation Monitoring / Mutual Support
Are your teamwork issues related to communication [leading teams, situation monitoring, mutual support]? If yes, what is/are the communication issue(s)? Which communication tools or strategies might you consider implementing to address the issue?

Summary: Pulling It All Together
Your group will now join another group and review your four scenarios/issues and tool applications. Select one scenario to demonstrate the tools that may be useful in that situation. Prepare this demonstration to present to the other teams.

TeamSTEPPS
Team Strategies & Tools to Enhance Performance & Patient Safety

Team Structure	Communication	Leadership	Situation Monitoring	Mutual Support
• Essential Team Interaction • Multi-Team System	• SBAR • Call-Out • Check-Back • Handoffs	• Briefs • Huddles • Debriefs	• Situation Monitoring • Cross Monitoring • STEP • Shared Mental Model	• Task Assistance • Feedback • Advocacy & Assertion • CUS • Two-Challenge Rule • DESC-It
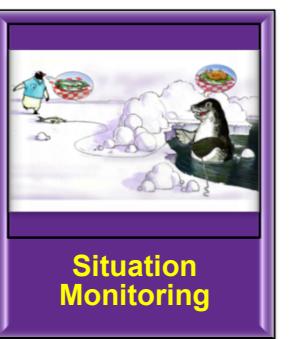
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Learner Outcomes

- Final presentations effectively incorporated tools in a variety of settings (e.g. schools, hospitals, rehabilitation center, and community centers) as indicated by online faculty evaluations
- Student Feedback (1-5 = strongly agree)
  Provided Useful Information 4.34 (3-5)
  Contributed to Prof Growth 4.32 (3-5)
  K/S to Make a Difference 4.43 (2-5)
  Plan to Incorporate at Work 4.48 (3-5)
  Can Apply to Work 4.45 (3-5)
  Will Seek Additional Info 3.89 (1-5)
  Will Share with Others 4.19 (2-5)
  Written comments were generally positive
  (e.g., *enjoyed talking and learning about scenarios, enjoyed incorporation of other majors, less acronyms, more/less penguins*)