



Preparing Health Professions Students for the Interprofessional Work Environment:

Using TeamSTEPPS[®] as an Interprofessional Education Experience in the Didactic Curriculum

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Disclosures



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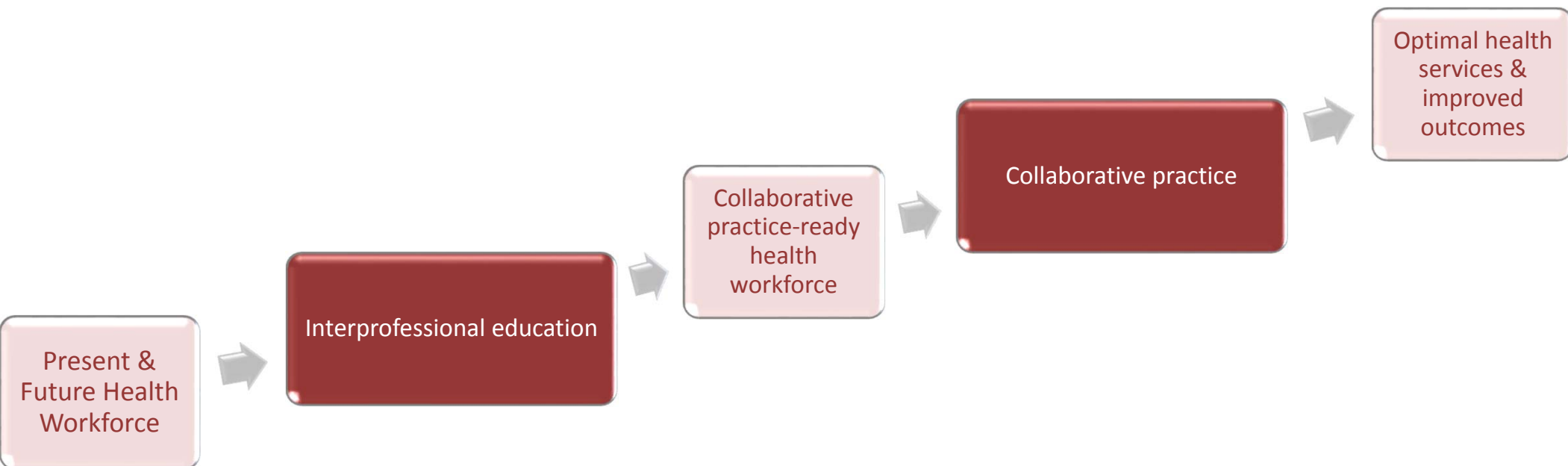
Interprofessional Education (IPE)



Interprofessional education

- “...occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”
- “...is a necessary step in preparing a ‘collaborative practice-ready’ health workforce that is better prepared to respond to local health needs.”

– World Health Organization



Interprofessional Education at TTUHSC



Office of Interprofessional Education at TTUHSC Mission:

Inspire and transform future healthcare professionals through collaborative learning of Interprofessional methods in student education, faculty development, and preceptor training to advance the overall health and well-being of the West Texas community and beyond.

50

Number of registered
IPE activities across all
campuses

2000+

Number of students
attending IPE events in
2017

98%

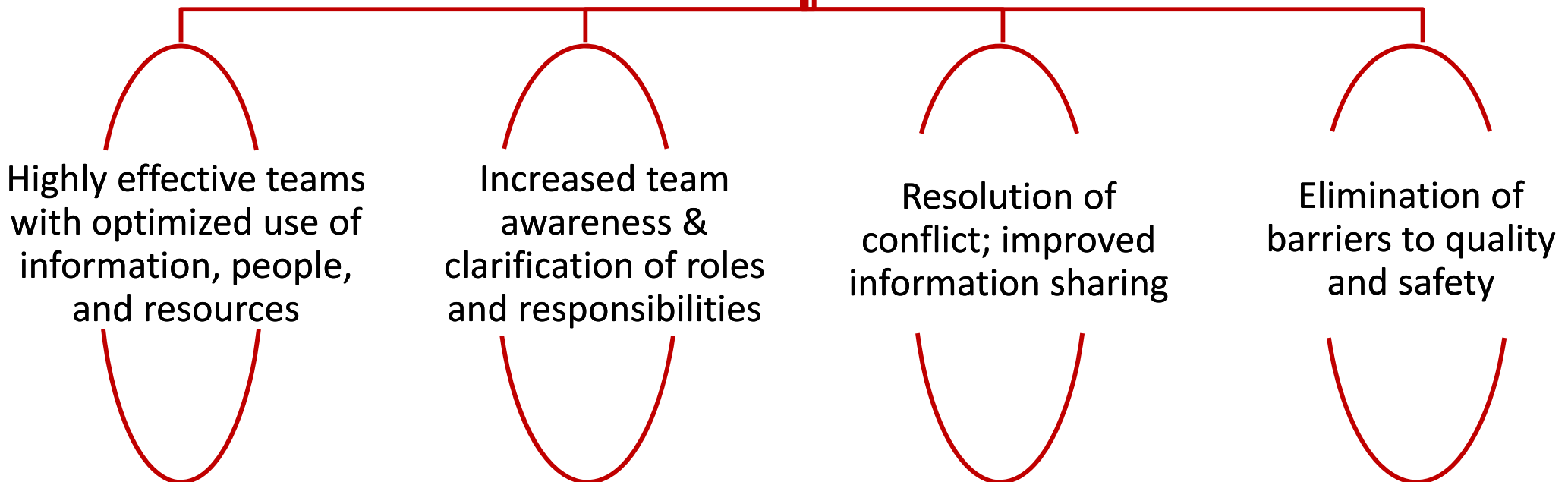
of students strongly
agree that learning
with other health
professions improves
quality of care and
outcomes

TeamSTEPPS®



- Evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals -U.S. Department of Defense and Department of Health & Human Services - Agency for Healthcare Research and Quality

Higher Quality, Safer Patient Care



IPE TeamSTEPPS® Activity



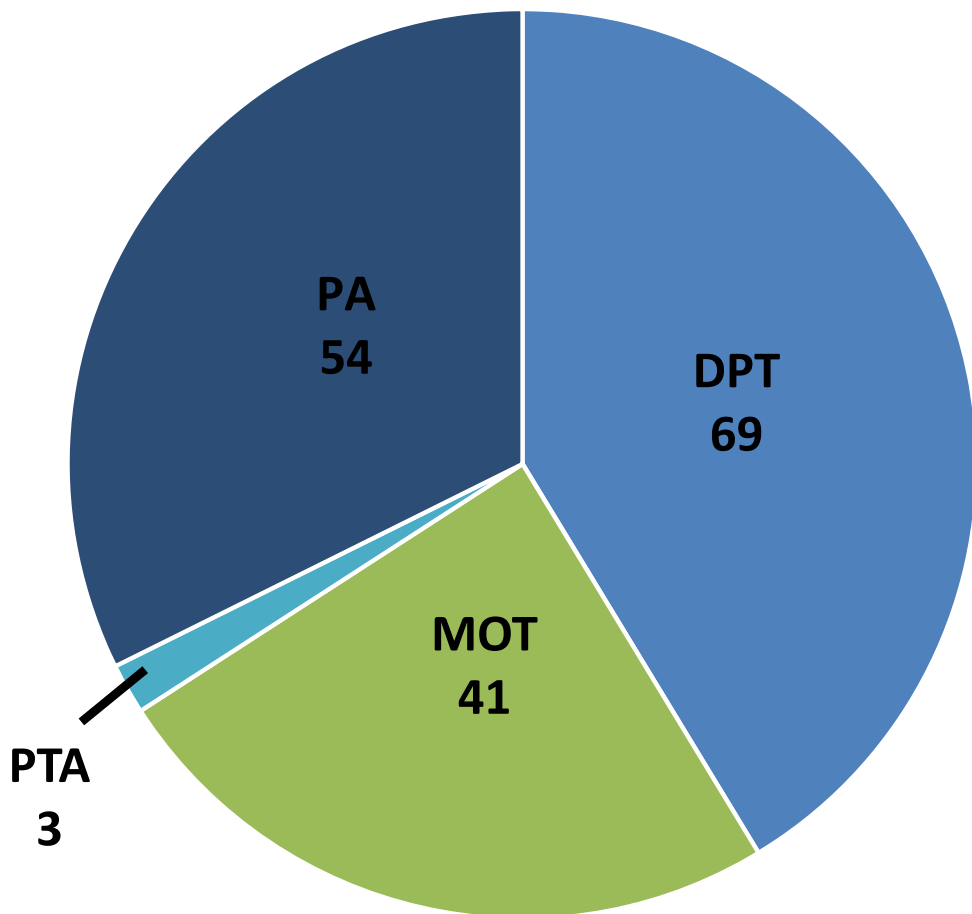
- Utilized Fundamental Modules from TeamSTEPPS® 2.0 curricular materials
 - Facilitator led instruction
 - Selected videos
 - Small group, interprofessional, team-based activities and skill practice
- All lead faculty were TeamSTEPPS® master trainer certified
- Three campuses linked via live conferencing system
- Follow up survey on student perceptions of TeamSTEPPS® use in their clinical setting



Interdisciplinary Distribution



Overall Student Distribution
by Program - 2018



Amarillo

- 17 DPT, 3 PTA students
- 1 DPT faculty

Lubbock

- 35 DPT, 41 MOT students
- 1 DPT, 1 MOT faculty

Odessa

- 17 DPT, 54 PA students
- 1 DPT, 1 PA faculty

TeamSTEPPS[®] 2.0

Fundamental Modules



Introduction

- Small group paper chain activity with debrief
- Introduction to TeamSTEPPS[®], medical errors video

Team Structure

- Lecture/video: definition of team, how to be a high-performing & effective team, the patient as a team member
- Group discussion: ideal team/supervisor, communication barriers

Communication

- Lecture/video: SBAR, Call-out, Check-back, Handoff, I PASS the BATON communication strategies
- Small group discussion on SBAR

Leading Teams

- Lecture/Video: Leadership strategies-Briefs, Huddles, Debriefs
- Small group paper chain activity with debrief

Situation Monitoring

- Lecture/Video: STEP components and conditions undermining situation awareness

Mutual Support

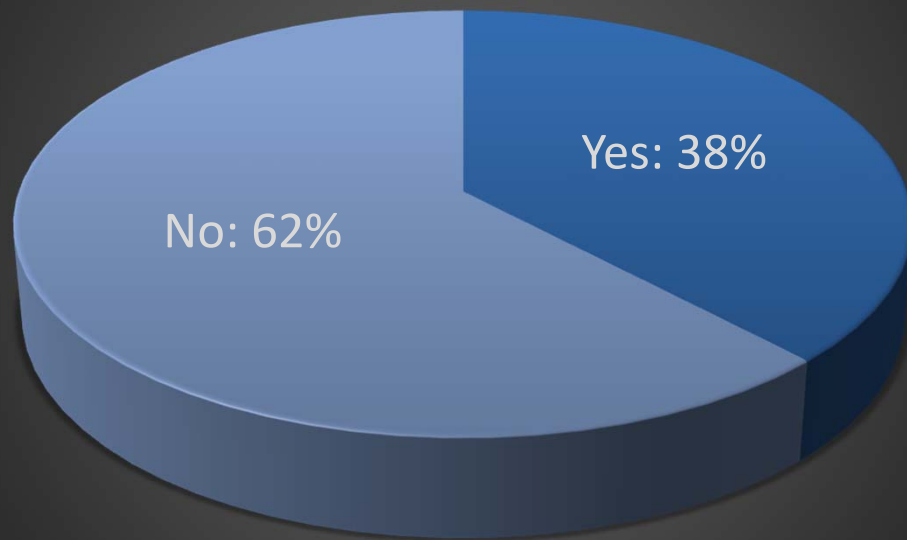
- Discussion/Video: feedback, how to be professionally assertive, (Two-Challenge rule, CUS words), conflict resolution

Survey of Student Perception

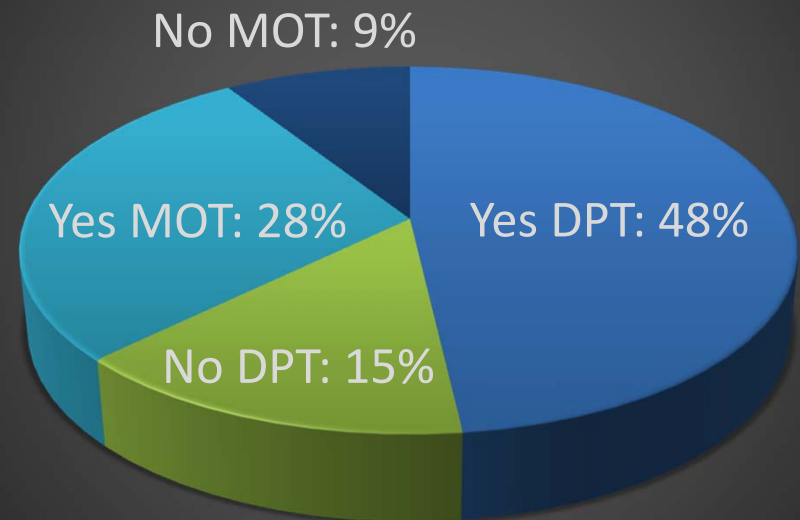


- Survey Monkey; created by faculty involved with the IPE TeamSTEPPS activity
- Available for distribution by web link as appropriate for each student group

2017 Responses: DPT



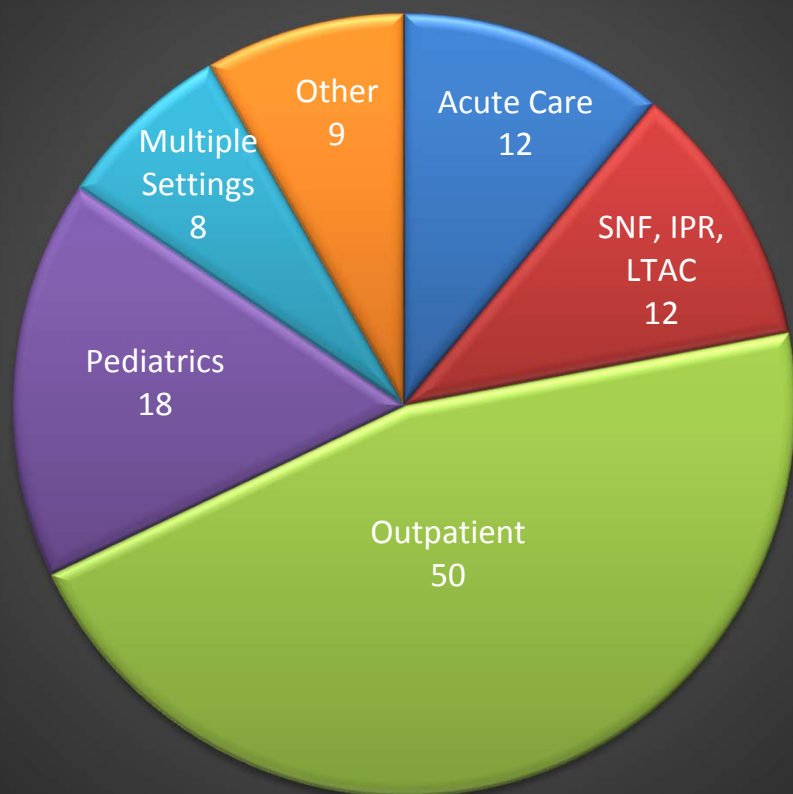
**2018 Responses:
DPT and MOT**



Survey Says...



Clinical Rotation Setting

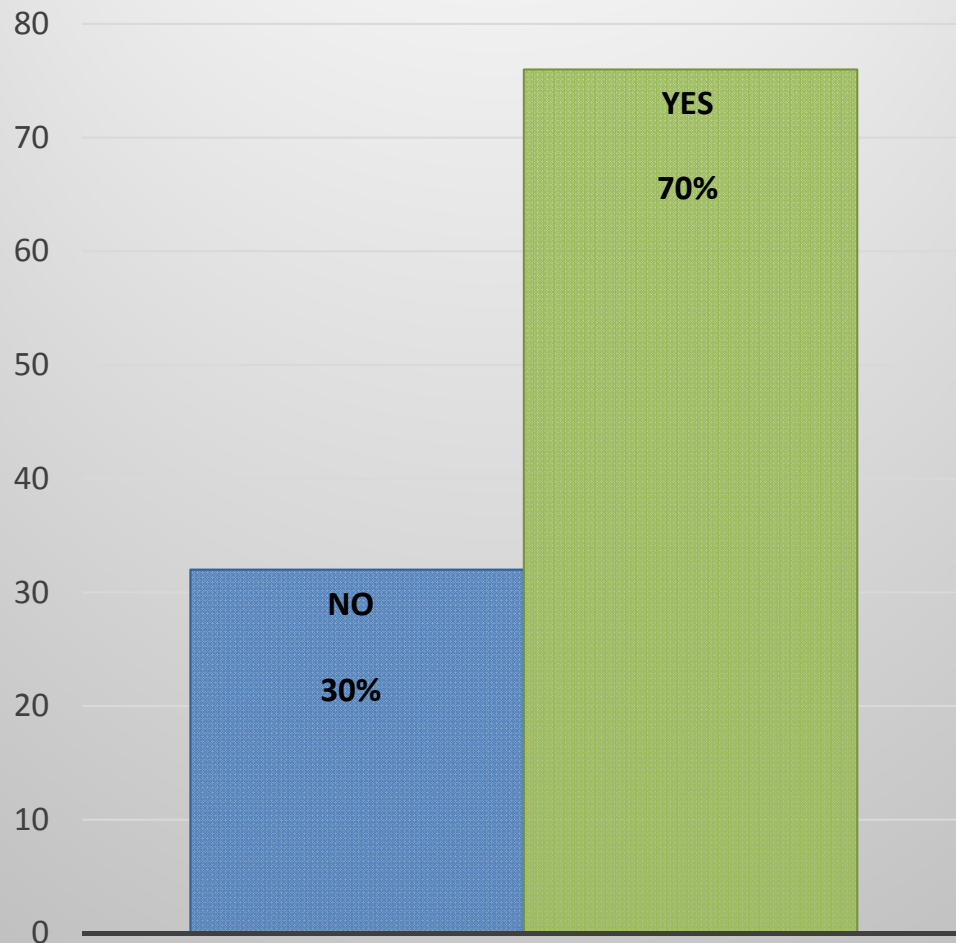


- 27% (29/109) of facilities were familiar with TeamSTEPPS
 - 14% not familiar, 59% did not know
- 64% (70/109) of students observed TeamSTEPPS strategies in use during their rotation
 - SBAR, Handoff, Brief/Debrief, Check-Back, I PASS the BATON, Task Assistance, Call-out, I'M SAFE
- 62% (68/109) of students utilized TeamSTEPPS strategies during their rotation
 - SBAR, Handoff, Brief/Debrief, Check-Back, Task Assistance, Call-out, I PASS the BATON, Two-Challenge Rule, I'M SAFE

Student Perception of Opportunity for Use



TeamSTEPPS® Could Have Improved Teamwork and Communication



- Would be beneficial when:
 - clinicians work across multiple settings
 - communicating patient information to a clinician unfamiliar with the patient
 - transferring patient care to another clinician
 - communication is occurring between PT, PTA, techs, physicians, nursing staff, and other professionals
 - clarification of information is needed
 - flow of care and information sharing is not efficient

Challenges Encountered



Interdisciplinary participation on all 3 campuses

Scheduling with other programs/institutions

Space and technological barriers

Student buy in

The Next Step



Register activity with the TTUHSC Office of Interprofessional Education

Increase representation of PTA students in Amarillo

Increase interaction opportunities between students

Practice skills in the TTUHSC Simulation Centers

Revise survey questions

Include all disciplines in post survey



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