TeamSTEPPS® Training Utilizing Simulation with Baccalaureate Senior Nursing Students

St. Olaf College Nursing Faculty and Senior Baccalaureate Nursing Students
Disclosure

No conflict of interest.
Objectives

• The participant will state important evidence supporting the need for critical communication training within nursing curriculum.

• The participant will discuss the train the trainer model for implementing critical communication.

• The participant will observe students communicating critical patient information during a simulated session.
Introductions and Connections

• Elizabeth C. Rodgers, DNP, RN, CNOR
  – Visiting Assistant Professor
• Susan L Huehn, PhD, RN, PHN
  – Instructor of Nursing
• Mary Beth Kuehn, EdD, RN, PHN
  – Associate Professor
• Jenassa A. Sanford, Senior Nursing Student
• Alexa E. Kramer, Senior Nursing Student
St. Olaf College, Northfield, MN
Safety: The Global & National Level
Minnesota Significance

26% of adverse health events in Minnesota were linked to communication failure between team members

(Minnesota Department of Health, 2013)
“I know that being more assertive is something that I’ve been working on and still need to work on in order to make myself a better nurse.” (Personal communication, student nurse, 2016)
TeamSTEPPS® Background

Team Strategies and Tools to Enhance Performance and Patient Safety
Project Theory:
Nursing and Change Management

- Team building exercised through TeamSTEPPS® with group
- Building coalition, Student trainers
- Sustainment of student trainers and student groups
- TeamSTEPPS® Essentials Course

Kotter (2005) and Eisler (2002)
Methodology

- Study purpose
- IRB approval
- Project information/consent form
- TTAQ pre and post intervention
TTAQ Survey

• Link to survey
• 30-item self-report tool
• Five-point Likert scale
• Measures attitudes towards-
  1. Team Structure
  2. Leadership
  3. Situation Monitoring
  4. Mutual Support
  5. Communication
## Key Principles

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<th>Team Structure</th>
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<td>Identification of the components of a multi-team system that must work together effectively to ensure patient safety</td>
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<th>Communication</th>
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<td>Structured process by which information is clearly and accurately exchanged among team members</td>
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<th>Leadership</th>
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<td>Ability to maximize the activities of team members by ensuring that team actions are understood, changes in information are shared, and team members have the necessary resources</td>
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<th>Situation Monitoring</th>
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<td>Process of actively scanning and assessing situational elements to gain information or understanding, or to maintain awareness to support team functioning</td>
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<th>Mutual Support</th>
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<td>Ability to anticipate and support team members' needs through accurate knowledge about their responsibilities and workload</td>
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Advocacy and Assertion

Advocate for the patient

- Invoked when team members’ viewpoints don’t coincide with that of the decisionmaker

Assert a corrective action in a firm and respectful manner

- Make an opening
- State the concern
- State the problem (real or perceived)
- Offer a solution
- Reach agreement on next steps
Two-Challenge Rule

Empowers all team members to “stop the line” if they sense or discover an essential safety breach.

When an initial assertive statement is ignored:

- It is your responsibility to assertively voice concern at least two times to ensure that it has been heard.
- The team member being challenged must acknowledge that concern has been heard.
- If the safety issue still hasn’t been addressed:
  - Take a stronger course of action
  - Utilize supervisor or chain of command.
CUS

Assertive statements:

I am **C**ONCERNED!

I am **U**NCOMFORTABLE!

This is a **S**AFETY ISSUE!

“Stop the Line”
Effective Use of TeamSTEPPS® Tools and Strategies
Preliminary Qualitative Findings

Things I learned from the training...

• How to phrase concerns to be taken seriously
• When and how to speak up
• Communicating assertively is imperative when preventing an error
Preliminary Qualitative Findings

Things I am still wondering about after the training...

• How to deal with conflicts if they continue after using the tools?
• How effective has this training been in real-life scenarios?
• How to work on phrasing and tone of voice when addressing concerns?
Preliminary Qualitative Findings

Potential use in my future practice...

- Making my voice heard when safety is in question
- “All the time!!!” Handoffs, skills and critical situations
- Every time I need to be assertive
Preliminary Results

Strengths
• Student driven initiative
• Team training applied to nursing students
• Overall positive response to training

Limitations
• n=19
• One site
• Only nursing students
So what comes next?
Questions
References

TeamSTEPPS Video Links

- TeamSTEPPS OB video
- Call out
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