

Jefferson Center for Interprofessional Education (JCIPE) Creates TeamSTEPPS® Workshops for Patient Safety Training for Students

Numerous reports over the past few years have claimed that effective teamwork is essential to reduce medical errors and ensure patient safety.^{1,2,3,4} Most recently, the Interprofessional Education Collaborative (IPEC), a group representing 6 major national healthcare professional associations, published the core competencies for interprofessional education and advised that students must be prepared to enter the workplace with the knowledge and experience of working in effective teams.⁵ Thomas Jefferson University recognizes this need and has initiated a number of training programs to enable students, faculty and clinicians to become more proficient in working in interprofessional teams. The Jefferson Center for Interprofessional Education (JCIPE), which is dedicated to the advancement of interprofessional education and care and comprised of representatives of all components of the University and Hospital, has taken a leadership role in this endeavor. JCIPE has been presenting team training workshops based on TeamSTEPPS® (Team Strategies and Tools to Enhance Performance and Patient Safety) principles since May 2013.

TeamSTEPPS® is a program developed by the Department of Defense and sponsored by the Agency for Healthcare Research and Quality (AHRQ), with a goal to train healthcare professionals to work together effectively in teams to ensure patient safety.⁶ Each of the workshops emphasizes TeamSTEPPS® principles by focusing on the following skills: leadership, situational awareness, team support and communication skills (with a special focus at Jefferson on speaking up about a patient safety issue).

These workshops are presented at the Dr. Robert and Dorothy Rector Clinical Skills and Simulation Center (Simulation Center) to both Jefferson students and clinicians. Though Hospital staff are used to working in teams, they also have opportunities to hone their teamwork skills to maximize effectiveness and minimize error. Each workshop that JCIPE has presented has been designed to meet the needs of the audience, whether they are first-year students or experienced clinicians. The workshops range from 2 to 4 hours and usually follow the following format: a brief didactic introduction with video clips to demonstrate the core concepts, a simulation-based experience involving the learner as either a participant or an engaged observer, and other interactive components such as team-building exercises and issue-based brainstorming sessions. Two workshops are described here to illustrate the approach to interprofessional teamwork training.

The first TeamSTEPPS® workshop was held as a pilot for a volunteer group of students who had a moderate amount of clinical experience in their training. After the didactic introduction, video clips and team-building exercise, the students were challenged with two simulation cases to apply their knowledge and practice their team-based skills. One case was a patient with a cerebrovascular accident in the rehab gym who fell and had a seizure. This case required careful attention to the cervical spine to avoid further injury and attention to the brain to rule out subdural hematoma. It also involved a family member as part of the team. The case, which presented a problem new to students, required each member of

the team to rely on their problem-solving skills as well as team skills to find the best solution to the problem. By participating in the simulation, students learned the role of each profession in managing the case and gained an appreciation for the skill set that each health professions student brought to the table. The second case involved a patient who experienced cardiac arrest in the MRI suite. This case focused on the TeamSTEPPS® principle of situational awareness, dealing with the restrictions to access in the MRI suite and the high-stakes interaction of team members in a cardiac resuscitation.

Another, more recent, workshop was conducted for students in the Health Mentors program, who have had very little clinical experience in their training. In this workshop, the scenario required students who had been doing a health screening to simulate the situation of being stranded in a mall after an explosion, with minimal equipment to tend to people with minor illnesses or injuries. Again TeamSTEPPS® skills were emphasized in the training and debriefings.

Regardless of the topic or audience, all workshops are interprofessional and engage the learner in active learning experiences maximized by facilitated debriefings.⁷ It is during these debriefing sessions that students and clinicians, with the help of the faculty facilitators, have an opportunity to reflect on their team skills, and assess how well the team managed the patients' care and how they interacted as team members.⁸ It is important to note that although the medical aspects of the cases are discussed, the emphasis is on team interaction. Participants have noted the value of these debriefings that allow

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them to focus on mastering effective teamwork in addition to solving the healthcare issue. Evaluations of the various workshops have consistently shown that the majority of participants mastered the knowledge content, thought that the workshops' objectives were met, and valued the opportunity to experience an interprofessional clinical simulation.

In the next *Population Health Matters*, there will be a description of the Team Training STEPPS® Workshops that JCIPE has delivered to Jefferson staff.

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