

Jefferson Interprofessional Education Center TeamSTEPPS® Workshops for Staff

It is becoming readily apparent that effective teamwork is essential to reduce errors and increase patient safety.^{1,2} A recent related [article](#) in *Population Health Matters* described team training workshops designed by the [Jefferson Center for InterProfessional Education \(JCIPE\)](#) for students across Thomas Jefferson University. This article will describe the team training workshops that JCIPE helped design and coordinated for staff members in different areas at Jefferson: the ICUs; across the Jefferson enterprise; and the Department of Family and Community Medicine.

The workshop for the critical care units was designed specially to facilitate the implementation of new Clinical Practice Guidelines using the [ABCDE Bundle](#), an approach designed to improve outcomes for ventilated patients. The ABCDE Bundle is a group of evidence-based interventions, divided into five interdependent components. The Bundle is aimed at optimizing patient care while preventing some of the unintended consequences of critical illness.

One unique aspect of this workshop was the inclusion of issue-based brainstorming sessions to help problem solve the interprofessional and team-based challenges inherent in implementing the ABCDE Bundle.³ "This interprofessional workshop allowed participants to interact with all health professions across varying ICU settings to review ABCDE skills and to identify actionable solutions to address implementation barriers. Participants identified many barriers and issues related to bundle implementation (such as fear of patient discomfort or self-extubation, how to best manage the agitated patient, contraindications for mobilization, fear of injury with mobilization plus fear of and resistance to culture change), yet they eagerly arrived at constructive solutions to bring back to their

individual ICUs. As a result of the workshop, 94% of participants reported an increase in confidence in implementing ABCDE bundle components and 90% reported an increase in confidence regarding communication related to patient safety issues."⁴

A few learners volunteered to participate in a simulation with someone playing the role of an intubated patient for whom the team needed to reduce sedation, test and continue ventilation, and mobilize while still intubated on the ventilator. This demonstrated the essential role of the various professionals in implementing the Bundle and provided an opportunity for many of the participants to see it implemented for the first time. "The hands-on workshop provided an ideal format for interprofessional training. By introducing TeamSTEPPS® vocabulary and skills, participants felt empowered to advocate for patient safety and optimize patient care and felt less hesitant to implement ABCDE bundle components."⁴

Following this success, the Jefferson Patient Safety Leadership Institute charged a planning group made up of educators from the Institute, JCIPE and the [Dr. Robert and Dorothy Rector Clinical Skills and Simulation Center](#) with the task of developing a special TeamSTEPPS® course for faculty, clinicians and staff throughout the Jefferson enterprise. A unique, highly interactive course was designed using simulation, role-playing and didactic strategies that emphasized collaboration and active learning. The challenge was to bring together professionals from diverse clinical and academic departments and various clinical and non-clinical roles and responsibilities and train them to work together effectively and safely in teams. The course emphasizes the TeamSTEPPS® principles of leadership, situational awareness, team support and

communication skills. However, the main take-away message focused on speaking up about patient safety issues at Jefferson. The inaugural course was held at Jefferson on December 19, 2014 and March 25, 2015 with a total of 46 individuals representing clinical and administrative departments across both Jefferson Center City and Methodist campuses. Participants included physicians, nurse practitioners, nurses, physical and occupational therapists, and pharmacists.

The workshops were four hours in length. Participants were introduced to the importance of working together as a team and the importance of speaking up about safety issues. They were engaged with videos and group activities, each followed by debriefings that enhanced the learning experience by reflecting on those activities in relation to the major TeamSTEPPS® components. The workshop culminated in a simulation-based experience where the learners were required to practice the teamwork skills that they had learned.

Several evaluation strategies were used to assess the success of the workshop. Participants were given a teamwork attitudes survey at the beginning and end of the workshop. They were also asked to rate how well they felt the components of the workshop advanced their knowledge of team care and their perceived ability to work on a team. Finally, they were asked to complete open-ended questions regarding knowledge gained during the workshop. The results of the evaluation suggested that it was a resounding success. Comments about each of the components were extremely positive and the pre-post survey indicated an increased positive attitude about many of the components of teamwork. For example, following the workshop, 67% of respondents

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strongly agreed that all members of the healthcare team can assume a leadership role if the situation warrants, compared to 40% strongly agreeing prior to the session. Similarly, after the workshop, nearly 60% of respondents strongly disagreed that working in teams tends to complicate things, while only 28% strongly disagreed prior to the training. As 100% of respondents agreed or strongly agreed that the workshop added to their awareness of the importance of team care, it is anticipated that this workshop will serve as a model for future courses to be offered to all staff throughout the enterprise when funding becomes available.

The Department of Family and Community Medicine (DFCM) recognized the need to improve teamwork to address patient safety, patient satisfaction and employee satisfaction. JCIPE staff collaborated with members of the DFCM to develop and offer the Primary Care version of TeamSTEPPS® to their staff. This workshop was held for the first time on March 19, 2015 for 19 individuals on one of the four teams of DFCM clinic staff. Similar to the other workshops, this highly interactive course was also designed using simulation, role playing and didactic strategies to emphasize collaboration and active learning. Although some of the group activities were similar, some videos and the simulations used office-based rather than hospital-based scenarios, enabling the participants to relate more easily to the training.

For example, one simulation involved a scenario where a medical assistant (MA) interrupted the medical provider when an asthmatic patient in distress arrived at the clinic. When the provider admonished the

MA for the interruption, unaware that it was due to a sick patient, the MA was faced with the choice of backing down or speaking up for the patient's safety. It was also an opportunity for the MA to provide feedback at a later time about how she would like the provider to modify his behavior so they could have a productive and mutually supportive team relationship.

The DFCM workshop was evaluated using the same evaluation tools employed for the enterprise course. Again, 100% of respondents agreed or strongly agreed that the workshop added to their awareness of the importance of team care and positive attitudes about teamwork and the ability to teach people to be better communicators increased. In particular, participants emphasized the value of having all staff trained in the skills and vocabulary of TeamSTEPPS®. Training side by side gave them the confidence to use their new skills and made them feel safe to support and even challenge others in the name of patient safety and teamwork. DFCM leaders suggested that future versions of this Primary Care course include a brainstorming segment at the end to allow participants the opportunity to discuss how they would implement their new skills in the workplace. By expanding team training throughout Jefferson we hope that rather than having "teams of experts we will develop expert teams."⁵

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