

## RATIONALE/NEED

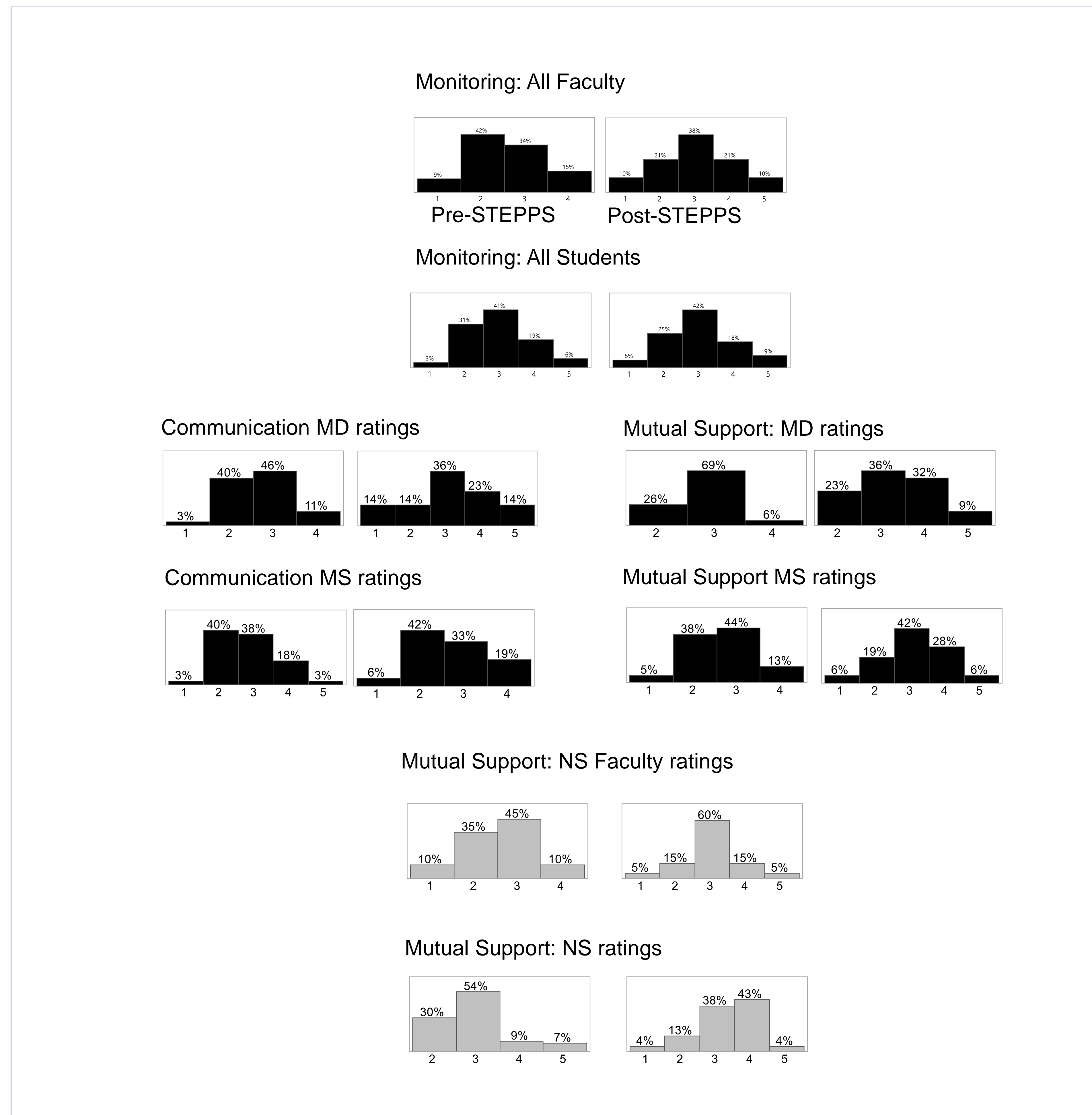
•Teamwork and communication issues have been described as the most common contributing factor to medical errors and adverse events. Despite this, few medical or nursing schools incorporate formal interprofessional team training into the curriculum. Nursing and Medicine Faculty collaborated to design a Transition to Practice simulation curriculum for senior medical and nursing students focused on interprofessional teamwork and communication skills using a modified TeamSTEPPS program.

## METHODS/DESCRIPTION

This study attempted to determine if there was an improvement in self-assessment and trained expert assessment of students teamwork behavior from pre and post TeamSTEPPS clinical simulation cases.

Medical and nursing students in Pre and Post intervention groups were compared, but all students received the identical educational intervention on the day between simulated cases. The first group of students was used as the control group prior to the educational intervention. Using a validated TeamSTEPPS teamwork assessment, teamwork skills were assessed by students and trained faculty. Statistics used Chi Square Analysis with significance defined as  $p < 0.05$ .

## Figures



## Results

- Overall faculty vs student evaluation: Monitoring was significantly lower with faculty evaluation than students in pre-steps. No difference in post-steps.
- MD faculty rated communication and mutual support higher with the intervention. Students showed no differences in evaluation of before or after intervention.
- When comparing MD vs student evaluations, communications was significantly higher with intervention.
- In nursing evaluations, only significant differences found in nursing students' evaluation in mutual support with intervention. No differences in nursing faculty

## IMPACT/LESSONS LEARNED

Combined faculty vs student ratings did not show statistical improvement in most areas with TeamSTEPPS intervention although some subgroups analysis did show improved trends. Limitations include multiple faculty assessors and fewer faculty compared to students and unbalanced student teams that may skew assessment. More data from future classes will be incorporated.

## ACKNOWLEDGEMENTS

- Baker MJ, Durham CF. Interprofessional education: a survey of students' collaborative competency outcomes. J Nurs Educ. 2013 Dec;52(12):713-8.
- <http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/about-teamstepps/index.html>