Delivery of TeamSTEPPS Using a Train-the-Trainer Approach

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ANCC

Continuing Nursing Education

International Nursing Association for Clinical Simulation & Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.
Disclosures

Conflict of Interest

- Patricia G. Francis-Johnson, Sharon Decker, Kathryn Whitcomb, Sandra Caballero, and Melissa S. Leal report no conflict of interest
- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

- Attend 90% of session
- Complete online evaluation
Learning Outcomes

Upon completion of this educational activity, participants will be able to:

1. Describe how simulation utilizing Standardized Patients can be integrated into a TeamSTEPPS Master Training course.

2. Develop an action plan to implement TeamSTEPPs into the curriculum or workplace.
Overview: Clinic Setting

Federally funded
Underserved area

Area Map of Texas Showing TTUHSC and Combest Center Service Area
Training at Combest Center

Overview

- Initiated training in 2016
- Utilized a train-the-trainer approach
- Integrated simulation with SPs

Outcomes

- Initially 6 were trained within a year left with 2 trainers
- Total staff trained – 53
- Environment at the clinic changed from confrontational to collaborative
  - Daily Huddles and Interprofessional Team meeting initiated
Outcomes - Interprofessional Training 2017 - Combest Center

- 2 new Master Trainers
- Trainers assisted with training new hires – N 24
- Booster Training – N 32
  - 1 hour review of pocket guide
  - 1 hour simulation
Statistics From Combext

2017

Currently being run
Needs Assessment

Goal: To have TeamSTEPPS integrated into all curricula at TTUHSC

Assessment:

Initial integration

Began in 2011

Taken to Faculty/Staff at their location annually

Less than 10 Master trainers throughout the system

Training without implementation

Plan: Based on Integration at Combest and into undergraduate nursing curricula
1. Identified consultant

2. Champions travelled to Lubbock for Training with multiple instructors

3. Training occurred over two days
   
   Day 1 - didactic with action planning in afternoon

   Day 2 - 1/2 day simulation with SPs

   Groups for simulation were formed based on location with distant faculty in the first group and local faculty in the second group.

   Scenarios based on selected identified needs and specific TeamSTEPPS strategies
1. Short 2 minute specific vignettes based on needs assessment

2. SP as patients or “obstructive” personnel

3. Participant(s) enters the vignette and identifies a problem (team members are observing via video)

4. Participant(s) and team members huddle to identify appropriate communication strategies

5. Participants implement communicated strategies identified in huddle

6. Debrief
Scenario Health Care Provider to Provider

Assigned healthcare provider to obtain a health history of a client (SP). While obtaining the health history another SP comes into the room and states “Excuse me, I just put Mr. Joe Smith, your next patient who has a history of mental illness in room #6. He was acting inappropriately in the waiting room and the other patients were complaining about him.”
Outcomes: Interprofessional Training 2016

Participants:

Goal 50 participants – Actual - 28

Demographics

Gender

Role in Health Professions

Education

- Male
- Female

- N/A
- High School
- Associate or Diploma
- Bachelors
- Masters
- Doctorate
Organizational Readiness to consider implementing TeamSTEPPS

Outcomes: Interprofessional Training 2016
### Pre TeamSTEPPS (T-TAQ)

#### Pre TeamSTEPPS Attitudes Questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to ask patients and their families for feedback regarding patient care.</td>
<td>84.62%</td>
<td>15.38%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26</td>
<td>4.85</td>
</tr>
<tr>
<td>Patients are a critical component of the care team.</td>
<td>88.46%</td>
<td>11.54%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26</td>
<td>4.88</td>
</tr>
<tr>
<td>This facility's administration influences the success of direct care teams.</td>
<td>53.85%</td>
<td>38.46%</td>
<td>7.69%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26</td>
<td>4.46</td>
</tr>
<tr>
<td>A team's mission is of greater value than the goals of the individual team members.</td>
<td>38.46%</td>
<td>50.00%</td>
<td>7.69%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>26</td>
<td>4.23</td>
</tr>
<tr>
<td>Effective team members can anticipate the needs of other team members.</td>
<td>38.46%</td>
<td>42.31%</td>
<td>19.23%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26</td>
<td>4.19</td>
</tr>
<tr>
<td>High performing teams in healthcare share common characteristics with high performing teams in other industries.</td>
<td>42.31%</td>
<td>53.85%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26</td>
<td>4.38</td>
</tr>
</tbody>
</table>
**Post TeamSTEPPS (T-TAQ)**

Post TeamSTEPPS Attitudes Questionnaire

<table>
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<tr>
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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to ask patients and their families for feedback regarding patient care.</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>5.00</td>
</tr>
<tr>
<td>Patients are a critical component of the care team.</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>5.00</td>
</tr>
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<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>5.00</td>
</tr>
<tr>
<td>A team's mission is of greater value than the goals of the individual team members.</td>
<td>85.71%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>4.86</td>
</tr>
<tr>
<td>Effective team members can anticipate the needs of other team members.</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>5.00</td>
</tr>
<tr>
<td>High performing teams in health care share common characteristics with high performing teams in other industries.</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>5.00</td>
</tr>
</tbody>
</table>
### Pre TeamSTEPPS (T-TPQ)

#### Pre TeamSTEPPS Perceptions Questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skills of staff overlap sufficiently so that work can be shared when</td>
<td>25.00%</td>
<td>30.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>5.00%</td>
<td>20</td>
<td>3.50</td>
</tr>
<tr>
<td>necessary.</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff are held accountable for their actions.</td>
<td>40.00%</td>
<td>45.00%</td>
<td>10.00%</td>
<td>5.00%</td>
<td>0.00%</td>
<td>20</td>
<td>4.20</td>
</tr>
<tr>
<td>Staff within my unit share information that enables timely decision</td>
<td>30.00%</td>
<td>35.00%</td>
<td>35.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20</td>
<td>4.20</td>
</tr>
<tr>
<td>making by the direct patient care team.</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My unit makes efficient use of resources (e.g., staff supplies, equipment,</td>
<td>25.00%</td>
<td>45.00%</td>
<td>20.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>20</td>
<td>3.95</td>
</tr>
<tr>
<td>information).</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff understand their roles and responsibilities.</td>
<td>20.00%</td>
<td>45.00%</td>
<td>25.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>20</td>
<td>3.70</td>
</tr>
<tr>
<td>My unit has clearly articulated goals.</td>
<td>20.00%</td>
<td>35.00%</td>
<td>35.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>20</td>
<td>3.60</td>
</tr>
<tr>
<td>My unit operates at a high level of efficiency.</td>
<td>15.79%</td>
<td>36.84%</td>
<td>31.58%</td>
<td>10.53%</td>
<td>5.26%</td>
<td>19</td>
<td>3.47</td>
</tr>
</tbody>
</table>
### Post TeamSTEPPS Perceptions Questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skills of staff overlap sufficiently so that work can be shared when necessary.</td>
<td>42.86%</td>
<td>42.86%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>4.29</td>
</tr>
<tr>
<td>Staff are held accountable for their actions.</td>
<td>42.86%</td>
<td>28.57%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>7</td>
<td>4.00</td>
</tr>
<tr>
<td>Staff within my unit share information that enables timely decision making by the direct patient care team.</td>
<td>42.86%</td>
<td>28.57%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7</td>
<td>4.14</td>
</tr>
<tr>
<td>My unit makes efficient use of resources (e.g., staff supplies, equipment, information).</td>
<td>57.14%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>7</td>
<td>4.29</td>
</tr>
<tr>
<td>Staff understand their roles and responsibilities.</td>
<td>57.14%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>28.57%</td>
<td>0.00%</td>
<td>7</td>
<td>4.00</td>
</tr>
<tr>
<td>My unit has clearly articulated goals.</td>
<td>42.86%</td>
<td>42.86%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>7</td>
<td>4.14</td>
</tr>
<tr>
<td>My unit operates at a high level of efficiency.</td>
<td>28.57%</td>
<td>57.14%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>14.29%</td>
<td>7</td>
<td>3.86</td>
</tr>
</tbody>
</table>
Actual follow through Action Plans:

- **CSON** - One module at a time
- Combest Center-Trainees train new hires with annual boosters
- **TTUHSC Undergraduate Nursing** - Integrated in curriculum, delivery three times a year at all sites
- **TTUHSC Accelerated BSN** – Integrated in curriculum, delivery once a year at all sites
- **School of Health Professions** - In planning phase with planned implementation
216 Undergraduate Students Trained in TeamSTEPPS Spring 2017

- Second Degree BSN: 69
- Veteran to BSN: 6
- Traditional BSN: 141
TeamSTEPPS Attitudes Questionnaire
T-TAQ

Post Training

Teamwork

Number of Students

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

0 10 20 30 40 50 60 70 80

Attitudes

School of Nursing Statistics 2nd Degree Accelerated Program

Pre Training

Teamwork

Number of Students

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

0 10 20 30 40 50 60 70 80

Attitudes
School of Nursing Statistics 2nd Degree Accelerated Program

Pre-Training

TeamSTEPPS Attitudes Questionnaire T-TAQ

Post-Training

Leadership

Attitudes

Number of Students

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TeamSTEPPS Attitudes Questionnaire
T-TAQ

Pre-Training

Post-Training

Teamwork

Attitudes

Number of Students

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Number of Students

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Attitudes
School of Nursing Statistics VBSN Accelerated Program

Pre - Training

Post - Training

TeamSTEPPS Attitudes Questionnaire T-TAQ
School of Nursing Statistics 2nd Degree Accelerated Program

Pre -Training

Team Structure

Post -Training

Team Structure

TeamSTEPPS Perceptions Questionnaire T-TPQ
School of Nursing Statistics 2nd Degree Accelerated Program

Pre -Training

Post -Training

TeamSTEPPS Perceptions Questionnaire T-TPQ
School of Nursing Statistics VBSN
Accelerated Program

Pre-Training

Post-Training

TeamSTEPPS Perceptions Questionnaire T-TPQ
School of Nursing Statistics VBSN
Accelerated Program

Pre-Training

Post-Training

TeamSTEPPS Perceptions Questionnaire T-TPQ
Interprofessional Training

Team Huddle for observation of Simulation Scenarios
Interprofessional Training

Participant in room interacting with a Standardized Patient
Discussion

