Executing Change: TeamSTEPPS™ and Kolb’s Learning Theory to Impact Outcomes
Lisa Chung DNP, RN-BC, Janet Geskie MS, RN-BC, Renee Davis MSN, RN-BC, Vaneeta Surajballi BBA

**Purpose**
Integration of multiple modalities for learning and team building to facilitate annual RN competencies

**Objectives**
Apply clinical knowledge in a simulation setting
Formulate an evolving patient plan of care within a team setting

**Program Description**
4 hour program, 5 stations, facilitated by Nurse Educators and staff RNs
- **CE**-Simulation
- **RO**-Each station designed and labeled based on: patient safety, EBP, nurse sensitive indicators, PI and regulatory
- **AC**-Self-learning station
- **AE**-Timed session with an evolving case study with the integration of technology in a team setting

**Implications**
Mandatory skills education is the ideal platform for various learning modalities
Utilization of a team-based approach coupled with self-paced learning and skills stations enhanced learner engagement
Use of TeamSTEPPS™ strategies: briefs, huddles, debriefs, situation awareness, task assistance impacts patient outcomes

**Next Steps**
Pre and post test to measure knowledge acquisition
Interdisciplinary skills program

**References**
Forneris, S.G. Simulation and Debriefing – Informing Nursing Education. Journal Nursing Professional Development 32/4