Interprofessional Simulation: TeamSTEPPS® and Cardiac Arrest Simulation

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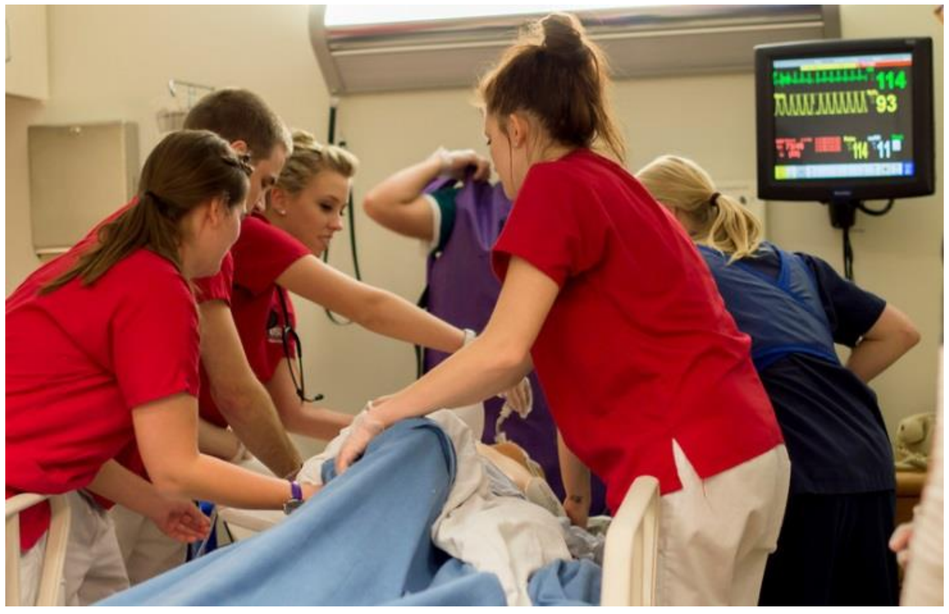
Purpose and Background

- Quality and Safety Education for Nurses and the Institute of Medicine recommend interprofessional education to foster open communication, encourage mutual respect, and support joint decision making among health professionals.
- Improved communication among healthcare professionals has been shown to decrease errors and increase patient safety in the hospital setting.
- High fidelity interprofessional simulation provides a venue for students to practice collaborative patient centered care.
- Recognize how high fidelity simulation (HFS) offers an opportunity to focus on team concepts.
- Discuss how the integration of TeamSTEPPS® education enhanced the students' ability to perform as an effective team during interprofessional HFS.

Learning Objectives

- Promote effective team dynamics and students' group performance during simulation following TeamSTEPPS® education.
- Broaden students' understanding of different health professions roles during a cardiac arrest situation.

TeamSTEPPS
Team Strategies & Tools to Enhance Performance & Patient Safety



Setting and Population

- Simulation was performed in the University of Southern Indiana's Clinical Simulation Center.
- Participants
  - Freshman level Occupational Therapy Assistant (OTA) students
  - Junior level Respiratory Therapy students
  - Senior level Radiologic Technology students
  - Senior level Medical/Surgical Nursing students

Simulation Method

- Prior to the interprofessional simulation, TeamSTEPPS® education was delivered to students from nursing, OTA, respiratory therapy, and radiologic technology.
- Simulations began with OTA students assessing the patient prior to beginning treatment. The patient became unresponsive and these students served as first responders, beginning CPR.
- Code team comprised of a respiratory therapy student and nursing students arrived after a call for help.
- Radiologic technology students provided post code imaging.
- Students fulfilled the exact same roles that their disciplines would perform in the acute care setting during a cardiac arrest situation.

Implications for Practice

- Providing TeamSTEPPS® course material prior to the HFS allowed students to have skills necessary to function as effective team members and understand the importance of communication, teamwork, collaboration and mutual respect during a stressful situation.
- The interprofessional HFS provided a venue for students to make connections between theory and practice.