



Strategies for Improving Communication, Interprofessional Teamwork, and Clinical Problem Solving, While Developing Graduate Student Nurse Practitioner Leadership Skills

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Objectives

1. Discuss strategies that develop effective Interprofessional clinical teamwork while assisting graduate nursing students improve essential leadership skills in the clinical setting.



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Background:

- Interprofessional (IP) team-based care is essential for delivering safe, patient-centered care highlighting communication, problem solving, and clinical leadership.
- Changes within health systems affect students and their preceptors, increasing the need to develop effective APRN leaders.



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Purpose

- In a rural health system, both high staff attrition, along with significant system changes, had a negative impact on the provision of quality care and meeting clinical benchmarks.

Purpose

- TeamSTEPPS® primary care training provided a format for employees and students to improve communication, teamwork, leadership, and productivity, while focused on improving patient outcomes and satisfaction.

Agency for Healthcare Research and Quality. (2013). TeamSTEPPS national implementation. Retrieved from www.teamstepps.ahrq.gov

System Background

- Rural Midwest Missouri-Federally qualified health center (FQHC)
 - 4 clinics in a mid-size town with 8 rural clinics
 - Medical, dental, behavioral health and pharmacy
- BH services at only one clinic location in the system
 - Two psychiatrists, several LCSWs, and one substance use disorder counselor
- Primary care providers in outlying clinics provide initial behavioral health evaluation and treatment
- Lack of regional behavioral mental health service (BMHS) providers



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System Background

- Issues with recruitment of psychiatrists
- Long distance for patients to travel to the two psychiatrists, several LCSWs, and one substance use disorder counselor for care (Fortney, et. al., 2013).
- Primary care providers in outlying clinics provide initial behavioral health evaluation and treatment (Loeb, et. al., 2012).
- Tele-health had not been considered as an option even with long history of use of tele-mental visits in the literature (Saeed, S. A., 2015, Saeed, et. al., 2012).



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Project Objectives

- Improve communication between behavioral health and primary care clinics
- Improved communication within primary care clinics
- Focused on patient centered care and improving patient outcomes
 - The Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS®)
 - Primary care focused training modules
 - Agency for Healthcare Research and Quality. (2013). TeamSTEPPS national implementation. Retrieved from www.teamstepps.ahrq.gov
 - Facilitate process improvement



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Project Objectives

- All system employees and students over three years plus received TeamSTEPPS® training.
- TeamSTEPPS® utilized to guide team-based patient-centered care at the clinics
 - Focused on improved patient safety
 - Enhancing communication
 - Augmenting teamwork skills among healthcare professionals
 - Change and process improvement focused



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Project Objectives

- TeamSTEPPS® utilized to assist in the development of the telehealth visit process
 - Improve communication between the clinics and within the clinics
 - Institute telehealth modality of care
 - Develop telehealth referral process



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Project Objectives

- Trainings scheduled per clinic (over time)
 - Face to face and “flipped classroom” formats
- Clinic teams (with students) assignments.
 - Focused on utilizing real clinic issues
 - Developed quality strategies to improve both process and care delivery
 - Addressed patient and process outcomes
 - Work satisfaction issues



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Clinical Leadership

- The clinical training assisted the students to cultivate leadership skills previously just discussed in classes
- How to develop student leaders
 - Role play to practice skills
 - Discussion of managing situations now and post graduation
- Addressed clinic barriers, success, and challenges



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Evaluation Methods Total N=96

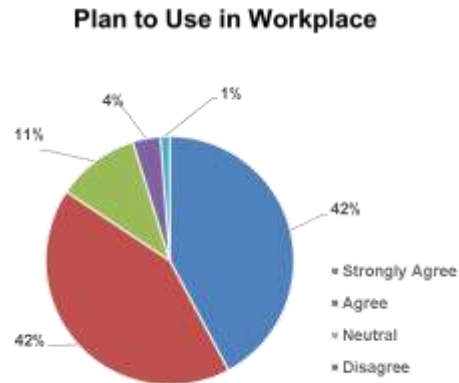
- TeamSTEPPS® assessment tools and focus groups evaluated the training outcomes.
 - *TeamSTEPPS® Instructor Guide*. Author, Rockville, MD
 - TeamSTEPPS® Learning Benchmarks – knowledge
 - TeamSTEPPS® Assessment Questionnaire – skills
 - TeamSTEPPS® Performance Observation Tool
 - TeamSTEPPS® Perceptions Questionnaire TPQ-attitudes



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TeamSTEPPS® Training Satisfaction (n=84)

- Almost all (99%) trainees thought TeamSTEPPS® training would directly benefit patients.
- Most (99%) thought the training enhanced their skills.
- *“TeamSTEPPS® training provided processes that will potentially improve any situation we might be in.”*

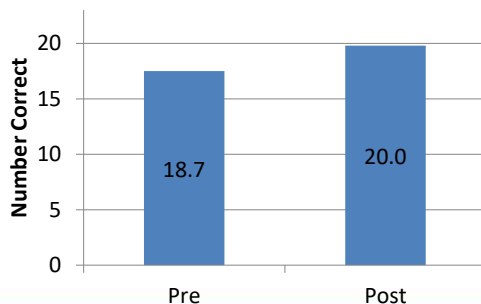


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Results – Pre/Post TeamSTEPPS® Training (n=75)

TeamSTEPPS® Learning Benchmarks

- 23 items assess essential elements of TeamSTEPPS®
- Administered immediately before and after the training

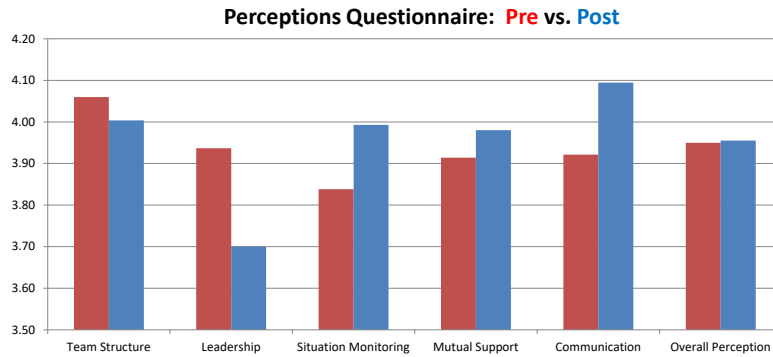


Trainees had high level of knowledge pre-training, but showed a significant increase in knowledge
 ($t = 4.11, p = .000$)



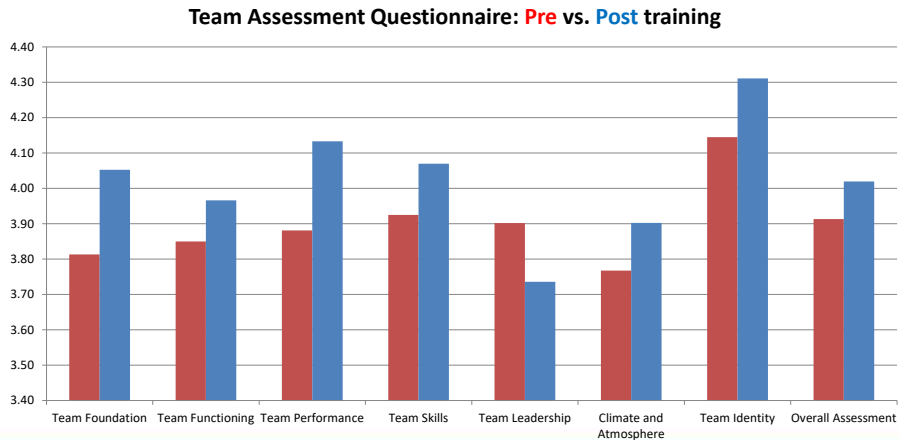
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Results – Pre/Post Training TeamSTEPPS® Perceptions (n=80)



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Results – Pre/Post Training TeamSTEPPS® Assessments (n=80)



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Results from comments

- Comments related to lack of experience and leadership training of the practice managers
- Non-licensed or RN or LPN managers
- Not provided much of any training and development in the role
- Based on survey data presented to administration, leadership training augmented



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Results Focus Groups

- Conducted focus groups 6-months after TeamSTEPPS® training:
- **TeamSTEPPS® Increased Awareness:**
 - “I became aware of how well, or not well, we were communicating before, in terms of what was *not* being said that should have been said. It was just assumed for the most part...and we all know where that gets you.”
- **Increased Comfort Working in Teams:**
 - “From the safety aspect, TeamSTEPPS® gives you permission to step up and talk to your team members if you catch something wrong.”
 - “It has taken away the fear of being able to ask a question without feeling stupid.”
 - “It has improved how we work [clinic staff] with the office side. Now I feel comfortable to go up front and ask someone to help me out or do something.”



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Results Focus Groups

- **TeamSTEPPS® Communication:**
- Most helpful in terms of teaching them *“communication in the workplace, and how we treat one another and work together as a team.”*
- *“it gave me useful tools to help with difficult situations at the clinic.”*
- Another added, *“It provided processes and steps that potentially improve any situation.”*



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Results Focus Groups

- Conducted student focus group end of clinical rotation:
- **Helped Students Learn How to Anticipate Needs:**
- *“The clinic I was at identified they weren’t consistent with morning meetings, and then after the training they started implementing it and were diligent about daily huddles. It helped me as a student because they went through the patients and their needs for the day. I got to anticipate who we would be seeing, and they could focus on labs, and their side of things.”*
- **Team Approach vs. Individual Provider:**
- *“In a team, it doesn’t fall on one person. If things go wrong, there is a hiccup in the team.”*
- *“I think it makes it easier when you have a process to look at rather than one person to look at. A team allows you to look at the whole picture.”*



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Results Focus Groups

- ***Telemental Health Student Observation***
- “One highlight is how we were able to reach people in the rural communities using telehealth, to stay in one place and coordinate with the patients in different rural communities. How we work with other provider disciplines, but really the rural community and how we can reach from one place is the highlight for me. “



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Results Student Focus Groups

- “This brought home the importance of the APRN to provide leadership to the team.”
- “It more than being a clinician, but need to keep the focus on team work to improve patient outcomes and patient satisfaction”
- “As a student we are so focused on learning how to diagnosis and treat the patient that we don’t see the bigger picture of teamwork and leadership.”



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Results

- Utilizing the TeamSTEPPS® framework, participants identified patient care problems, addressed policy-practice solutions, and learned to work effectively as teams to support changes within the system.
- Clinics focused on anticipating client needs, utilizing a team approach, improving patient outcomes, and increased team communication.



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Discussion

- Students support the addition of TeamSTEPPS® training within the campus InterProfessional training curriculum
- Didactic faculty comment on the student's sharing components of the TeamSTEPPS® training in clinical discussions
- Continue to infuse student APRN leadership discussion and opportunities



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Final Overview

- Improvements contributed to increased team effectiveness and improved problem solving capabilities of the organization.
- Meeting defined quality outcomes
- Support the Medical Home Care Model
- Leadership training for practice managers
- Some stabilization of the system workforce
- Telehealth visits continue



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- Questions?
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References

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