**Introduction and Purpose**

To develop one's own professional approach in communicating with another discipline requires preparation, verbal practice, and feedback. The SBAR (Situation-Background-Assessment-Recommendation) is a technique to communicate patient information that requires immediate attention or action.

The overall goal was for healthcare student to exchange SBAR communications and receive feedback on his/her performance.

Evaluate the course activity as well as the utilization of WebCT as a delivery method for future (QEP) programs.

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**Communication and teamwork critical to safe quality care**

Most focused on one's own profession when designing the POC. Many recognized the other profession’s role and voiced appreciation for the difference in perspectives and approaches to care. "I was focused on something completely different and learned a lot about how the RN thinks. There is a lot more to consider if I am not going to harm a patient." "I had no idea this type of communication existed. I only knew of SOAP, and now I see how miscommunications can affect patient care.”

**Experience level of the different students**

RN voiced more experience in SBAR and comfort level with communication skills. SBAR introduced at entry level. Most of the other professions had no knowledge of the SBAR and many had no real practice in actually communicating with another profession or simulating healthcare team interactions. "I realize now that I have to step up my game if I am going to accurately communicate…”

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**Conceptual Framework**

The red arrows depict a two-way dynamic interplay between the four skills and the team-related outcomes. Interaction between the outcomes and skills is the basis of a team striving to deliver safe, quality care.

Encircling the four skills is the patient care team which not only represents the patient and direct caregivers, but those who play a supportive role within the healthcare delivery system.

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**Discussion**

Timing and Technical Issues

Many favored course content online and recognized only opportunity when located on a regional campus. Many discussed inaccessibility to course content, frustration with the timing of the project starting late in semester, inability to contact other member, and navigation difficulties. All valued online but wanted personal contact. Several liken the frustrations to real world ‘...these frustrations occur in the hospital when we don’t have time to talk, a profession is offsite and unavailable to be contacted or when the orders are not clear…”

Recognition of the importance of Interprofessional Education (IPE)

All voiced need for IPE for communication and teamwork learning. Majority suggested IPE at entry point. Majority wanted face-to-face communication. "I learned SBAR early on but I wished this was part of the learning, it now makes sense.”

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**Conclusions**

Interprofessional Communication Activity is needed at the entry level for all professions.

SBAR is a teachable skill that is easily recognized by all students as a safe and effective method of communicating among providers.

Online learning for communication skills:

1. Start with face-to-face interactions
2. Anticipate technical issues & navigation barriers
3. Incorporate Skype, WebEx, etc. to increase personal contact and reduce reading time

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**Acknowledgements**

Texas Tech University Health Sciences Center Quality Enhancement Plan

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