Interprofessional Team Members Roles & Responsibilities: Myth Busters
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Introduction
Effective collaboration amongst healthcare professionals has a direct impact on patient safety and outcomes. The Joint Commission reported almost 70% of patient adverse events cite the lack of collaboration and communication among providers as a main cause of error. According to the Institute of Medicine, the current method of educating health care providers results in different communication styles. This difference in communication styles has been correlated to communication failures and patient safety issues. For example, a study of obstetrics and gynecological patients conducted by White et al. (2005), found 31% of adverse events were associated with communication problems among team members. Whereas, the integration of communication strategies to promote conflict resolution demonstrated a 30% reduction in the length of hospital stays and an 18% increase in patient satisfaction ratings.

Purpose
The goal of this grant activity is to dispel the myths about professional disciplinary roles and educate students regarding other disciplinary roles and how the roles interact with each other to achieve the common goal in healthcare, that is the delivery of quality patient care and the improvement of overall patient outcomes.

The students will be grouped within interprofessional teams (medicine, nursing, pharmacy). They will be given a simulated clinical scenario and be asked to develop a plan of care working together as a team and within their assigned role (physician, nurse, pharmacist, etc). In meeting QEP’s stage one learning outcomes, this activity will provide students with the opportunity to accurately identify the roles, responsibilities, and expertise of their interprofessional team members; demonstrate a heightened awareness and appreciation for the benefits of interprofessional teamwork; describe the knowledge, skills, behaviors, and attitudes required for an effective team member.

Conceptual Framework
The study design is based on the Nursing Education Simulation Framework developed by Jeffries (2007), as well as an adapted learning collaborative practice model for simulation design (Jeffries, McNelis, & Wheeler, 2008). Collaborative learning utilizing simulated clinical experiences has been shown to enhance a group’s sense of collegiality and teamwork. Furthermore, engagement of interprofessional team members in a group learning experience is one method which can be used to foster respect among disciplines and to enhance communication (Jeffries, McNelis, & Wheeler, 2008).

Implementation of the collaborative practice model addresses the difficulties encountered by interprofessional teams, including problems with leadership, communication and cooperation. Addressing these issues is essential to help team members better understand the overall process of interprofessional teamwork, therefore promoting a culture of safety by improving communication and collaboration (Jeffries, McNelis, & Wheeler, 2008).

Research Questions
This descriptive study will seek to answer the following research question:

1. How did participation in the interprofessional teamwork scenarios impact communication, situational awareness, decision making, and role responsibility? (measured by completion of the Clinical Teamwork Scale)

2. How did participation in the interprofessional teamwork scenarios clarify understanding of the roles of each discipline? (measured by using the TeamSTEPPS tools)

Discussion & Conclusions
Since the study is in the planning phase, discussion and conclusions are not yet available.

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References

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