Integrating TeamSTEPPS in Nursing Education Using Peer Teaching

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Purpose:
Describe an educational model to facilitate the integration of the TeamSTEPPS teamwork system into an undergraduate nursing communications course at Brigham Young University. This model can be used in other programs of nursing to teach undergraduate students the TeamSTEPPS system.

Background/significance:
The Joint Commission identified ineffective communication as one of the top three causes of sentinel events from 2012-2014 (The Joint Commission, 2015).

Studies have validated TeamSTEPPS effectiveness in improving the efficiency of care provided in an emergency setting, reducing nosocomial infections and falls, and improving overall team performance (Capella et al., 2010; Thomas and Galla, 2013).

The peer teaching model provides the secondary benefits of peer mentoring.

Peer mentoring in nursing education has been shown to improve academic performance and reduce anxiety (Kim et al, 2013).

Scenario-based learning can be an effective method of teaching communication skills to nursing students (Yoo & Park, 2015).

Implementation:
TeamSTEPPS system is organized in five different modules:
• Team Structure
• Communication
• Leading Teams
• Situation Monitoring
• Mutual Support

Each module contains specific communication tools and strategies (AHRQ, 2010b). Students are required to watch video PowerPoint presentations and complete reading assignments before each class. Video PowerPoint presentations created by the supervising faculty member are accessible via the internet. Presentations and reading provide students all TeamSTEPPS content in the course.

Undergraduate nursing teaching assistants who have completed this course answer questions about content, share personal communication experiences, and facilitate scenario-based learning during class time.

Scenarios are created by the supervising faculty member and require students to apply the TeamSTEPPS skills they are learning. Most scenarios are videotaped, using smartphones, and then reviewed in class before the skills are re-practiced.

Conclusion:
TeamSTEPPS is an evidence-based system of communication that can empower nursing students to become more effective communicators and members of a healthcare team.

The blended, peer teaching model utilized in this course has been well received by students.

Research needs to be done to validate the effectiveness of this blended, peer teaching model for TeamSTEPPS.

References:


