Baccalaureate Teaching Innovation to Strengthen Interdisciplinary Teamwork & Communication Skills for Patient Safety

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• Limited clinical interaction between nursing students and prescribers
  – Physicians
  – Nurse Practitioners
  – Residents
  – PAs
  – Medical, NP and PA Students
Communication Challenges

• Fear
  – Nursing Student
    • Cannot take orders alone
    • Power differential
    • Lack of experience
  – New Graduates
    • Power differential
    • Lack of experience
    • High performance expectations
Nurse Communication

• There’s a story to be told
• Background and context is important
• Justifying the call/question
Physician Communication

- Just the facts
- Recommendations
- Organization and flow of information is crucial
Can Simulation Help?

- Traditional simulations only go so far…
  - Rarely are multidisciplinary
    - Scheduling conflicts
    - Different objectives
    - Limited time and resources
  - Often physician roles “played” by nursing faculty
    - Primarily female faculty
Let’s Focus on Communication

- Communication Simulation
  - Traditional BSN Students
  - MSN-CNL Students
  - During semester of first clinical exposure
  - Formative versus evaluative
Building Partnerships

- Medical Students (volunteers)
- Residents in Teaching Rotation
- Faculty
Goals

- Provide an opportunity to interact in a supportive setting
- Observe and provide feedback on communication skills
- Exposure to deliberative practice
- Provide a mutual learning experience for nursing and medical students
The Magic Behind the Scenes

• Scheduled the simulation toward the end of the semester
• Requested at least one hour blocks of time for physician roles, most were present for 4 hours
• Nursing students signed up every 15 minutes for a 30 minute block (staggered start times)
Location and Props

- 3 rooms with phones
  - 2 for students
  - 1 for physician
- SBAR Communication Tools (student handouts)
- 2 Different Scenarios per day
  - IHI SBAR Training Scenarios
  - METI Simulations
Scenarios required assertive communication

- Acute GI bleed
- Acute MI
- Acute Renal Failure
- Post-Op DVT
- Chronic Heart Failure Exacerbation
- Respiratory Distress
I’m calling about my patient...

- Students given report by off-going nurse
- After 5 minutes for prep, they were given an updated assessment
- Students reviewed new findings for 5-10 minutes, then called the physician
Physicians often provided challenges for the student

- “I just started the admission work-up for this patient in the ED. I’ll be up in about an hour to see Mr. Smith.”
- I haven’t eaten all day. I just got through the cafeteria line and sat down to eat. I’ll be there in about 45 minutes or so. Just keep an eye on her until then.”
- “Go ahead and give ASA 325mg, 1 tab now for pain since they’re used to it, until I can get there.” (possible GI bleed from aspirin abuse)
- “Let’s give them LR and some morphine.” (incomplete orders)
Initial Feedback

• The first set of labs, the resident/students gave the lead faculty feedback. Then this was given to the student by the nursing faculty member.

• An interactive opportunity between disciplines was slipping away.
Better Feedback

• The resident/student discusses the interaction with the lead faculty, then the prescriber goes in to meet the student and give direct 1:1 feedback.
  – One resident even brought chocolate for the students after their phone calls.
What we learned...

• Some students were very comfortable asking the physician to come right away.
• Some students had no idea that they could or should question the physician’s decision to delay assessment.
• Physician feedback here was invaluable.
• Teaching residents often have their faculty come observe them for a couple of hours and receive peer feedback on their coaching skills.

• Nursing faculty have the opportunity to educate physicians about SBAR and what nurses know.
Was it Worth it?

• Nursing students reported that it was a great opportunity to practice with “real” physicians

• Teaching residents appreciated being involved in nursing education and learning about nursing
Looking Toward the Future

- Including more prescribers
- Beginning and end of the students’ first clinical semester
- Evaluative component for seniors
- Changing the process so students receive report, assess simulated patient, then call the prescriber
- Including part-time & retired physicians

Resources

- IHI - SBAR Communication Tools  
  http://www.ihi.org/knowledge/Pages/Tools/SampleSBARCommunicationTool.aspx

- IHI – SBAR Guidelines and Worksheet  
  http://www.ihi.org/knowledge/Pages/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.aspx
Scenario Resources

- IHI - SBAR Training Scenarios and Competency Assessment
  http://www.ihi.org/knowledge/Pages/Tools/SBARTrainingScenariosandCompetencyAssessment.aspx

- METI Learning Modules
  Listing of available modules for purchase
Questions