Improving Patient Safety Through Communication:
An Interprofessional Education Learning Session with Radiologic Science and Physical Therapy Students

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Objectives

Overall Goal of the Presentation

To present the design, implementation and evaluation of a learning module on patient safety and communication.
Objectives

The learner will be able to develop an interprofessional learning module that will use video, role playing, personal stories and discussion to:

1. discuss the benefits of interprofessional communication and collaboration in enhancing patient care safety and outcomes.

2. identify verbal and non-verbal behaviors and discuss how these support or hinder interprofessional education

3. apply the use of a communication tool using a case scenario.
Background

- Involve Radiologic Students in an Interprofessional Learning Activity
- Partnered with Physical Therapy
- Chose a topic that would include essential skills for both groups of students—safety and communication
Background ¹,²

- Poor Communication among health professionals is often the root cause of medical errors.

- Joint Commission’s Hospital National Patient Goal #2
  - “Improve the effectiveness of communication among caregivers”
  - “Implement a standardized approach to handoff communications, including an opportunity to ask and respond to questions”
Background

- Handoff Procedure is applicable to PT and Radiologic Sciences

- SBAR is one of the standardized tools/techniques that structures the communication
Background-SBAR

S = Situation
Describe the Situation

B = Background
Provide Background Information

A = Assessment
Provide the Assessment

R = Recommendation
Make a Recommendation
Learning Module

- **17 Radiologic Students**
  - End of 1\(^{st}\) Year of Radiography Program

- **40 PT Students**
  - Start of 2\(^{nd}\) Year of DPT Program

- **2 Faculty Facilitators**— Rad Sci and PT

- **1 hour session**

- **Integrated into two classes**
  - Radiographic Procedures Class
  - Cardiopulmonary Physical Therapy
Learning Activities

1. Pre-Test: 5 questions on a 5 point scale (5 minutes)

2. Objectives of the Class (5 minutes)

3. Showed short scenes from a previously developed video (3 min) with focus on interactions between health care professionals

http://jeffline.jefferson.edu/jcipe/projects/
4. Discussion of Video with Guided Questions (10 minutes)

Examples:

- What interactions did you observe between the health professionals in the video?
- What are some negative outcomes that could occur?
- What could have been done better and recommendations for improvement?
Learning Activity

5. Introduced SBAR Tool and give example (10 min)

- **Situation** – **Background** – **Assessment** – **Recommendation**
- Structured communication tool that helps set up expectations for what is communicated and how communication is handled by team members
- Promising results shown in high-risk health care settings
- May seem elementary at first but if it becomes a habit, patient outcomes are enhanced significantly
Learning Activity

6. Role Play with SBAR using Case Scenario (10 min)

- Rad Sci Student and PT student
Learning Activity

7. Large Group Discussion (5-10 minutes)

Example Questions:

- What was the process using the SBAR like?
- Let’s go back to one of the negative interactions that you mentioned and think about how it could have been improved with the SBAR
8. Faculty Shared Personal Stories of Poor Communication between two health professionals (10 minutes)

- How SBAR could have helped the situation
Learning Activity

9. Post Test (3-5 minutes)
   - Repeated Post Test with additional questions:
     - What did you like best about this class?
     - List two things you learned in this session today.
     - Give specific examples of what could be included next year
<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest M (sd)</th>
<th>Post test M (sd)</th>
<th>Pre test M (sd)</th>
<th>Post test M (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of team interaction NOT shown to affect outcomes of pt. care, safety (higher more positive)</td>
<td>4.00(1.34)</td>
<td>4.11(0.98)</td>
<td>4.13(1.16)</td>
<td>4.03(1.52)</td>
</tr>
<tr>
<td>Verbal communication more important that non verbal (lower more positive)</td>
<td>3.55(1.13)</td>
<td>2.72(1.75)</td>
<td>3.2(0.84)</td>
<td>3.39(1.1)</td>
</tr>
<tr>
<td>Structured communication methods improve IP communication (lower more positive)</td>
<td>1.45(0.52)</td>
<td>1.18(0.40)</td>
<td>2.16(0.67)</td>
<td>1.74(0.55)</td>
</tr>
<tr>
<td>IPE classes are waste of time (higher more positive)</td>
<td>4.09(0.54)</td>
<td>3.91(1.3)</td>
<td>3.6(0.78)</td>
<td>3.39(1.08)</td>
</tr>
</tbody>
</table>

1= strongly agree; 3 = neutral; 5 = strongly disagree
Evaluation of Learning Module-Results

- Both groups of students were more positive about the statement “structured communication methods improve interprofessional communication”. 
Emerging Themes
of the Open Ended Questions

- What did you like most?
  - Personal Stories
  - PT Students learned about Radiologic Students
  - SBAR and importance of communication

“I liked the personal stories because they put everything in perspective”  PT Student
Representative Quotes

- What did you like most?

“I like that another discipline was actually with us during the session. It helped to give their point of view on the situation as well”

PT Student
Open Ended Questions

What did you like most? All quotes from Radiologic Students……..

“Learning how to communicate without pointing the finger at someone’s wrong doing”

“Communication awareness”

“The intercommunication between two different professions”
Results of Open Ended Questions

- List two things you learned..... All quotes from PT Students:

  “Rad techs interpret the physician’s orders and may need to have orders modified”

  “Rad Sci and PT both have to keep in check PCP when errors may happen”

  “Rad techs need to also know contraindications”
Summary of Results

- Both groups of students saw significance of the use of the SBAR and communication and/or handoffs but PT students learned more about educational background of Radiologic Students.
Summary

- This Learning Module is easily adapted to any groups of health care students.
- Added benefit of having students from different professions interact so they can learn about each other.
- Don’t underestimate the power of personal stories from your own clinical experiences.
Acknowledgments

Our deepest thanks to Molly Rose, RN, PhD for spearheading IPE on our campus and assisting us with this learning module.
References

1. On Demand: Effective Teamwork as a Care Strategy-SBAR and Other Tools for Improving Communication Between Caregivers, Michael Leonard, MD. Available at:

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3. The Joint Commission. National Patient Safety Goal (NPSG.02.05.01). Hand-off communication. Dec 9, 2008. Available at:
   http://www.jointcommission.org/AccreditationPrograms/HomeCare/Standards/09_FAQs/PSG/Communication/NPSG.02.05.01/hand_off_communications.htm

4. Jefferson Center for Interprofessional Education. Projects. Available at: