

Abstract

BACKGROUND: Communication and teamwork between members of the non-provider patient care team in the cardiac procedural unit were observed to be unbalanced and at times ineffective. Team members additionally expressed concerns regarding efficiency and accuracy in patient handoff, specifically between units. The goal of this study was to improve teamwork and communication among the staff of the cardiac catheterization and electrophysiology lab.

Participation in this initial, single-unit phase would include the non-physician staff of that unit.

METHODS: Bandura's Social Cognitive Theory was the theoretical framework utilized for this project. Leadership assessment of service line communication noted deficits in teamwork and communication skills particularly with patient handoff most specifically between units.

Leadership and departmental educational representatives conferred and based on experience recommended a trial of TeamSTEPPS® (Team Strategies and Tools to Enhance Performance and Patient Safety) program initiation. A literature review was performed to evaluate program applications and available assessment tools. **INTERVENTION:** Staff was surveyed via the TeamSTEPPS® Teamwork Perceptions Questionnaire (T-TPQ) immediately before and post three hours of TeamSTEPPS® education. They were additionally surveyed at four- and eight-weeks post education. Documentation of their teamwork perceptions was recorded, and their behavior observed over the eight-week project time frame. **RESULTS:** TeamSTEPPS® education resulted in statistically significant increases in teamwork perceptions from pre- to post-education and post-education to eight weeks assessments reflective of change and sustainability.

CONCLUSIONS: TeamSTEPPS® education is effective in improving teamwork and communication perceptions immediately and at eight weeks in a dynamic cardiac procedural unit. *Keywords:* TeamSTEPPS, teamwork, communication, patient safety, T-TPQ, perceptions