

## Introduction

Collaborative practice has been identified in the literature as a standard of care that will improve patient outcomes and maximize the use of resources. Healthcare providers require training for the development of communication skills to engage in this practice since interdisciplinary communication is a context-specific, learned skill.

Interdisciplinary communication is a **core aspect** of collaborative practice and **not** embedded as part of the multidisciplinary model of care and provider training which affects clinical practice within systems.

### Cost of Communication Failures

- 1) Hospitalizations
- 2) Fragmented Care
- 3) Duplication of Services



### Poor Outcomes

This study explored perceptions of interdisciplinary communication and collaboration among correctional staff through the constructs of team structure, leadership, situation monitoring, mutual support for professional competence, and communication practices. The TeamSTEPPS Teamwork Perceptions Questionnaire (T-TPQ) was administered to 24 behavioral health staff in three correctional facilities located in the Orange County, California before and after an educational session on communication strategy SBAR (Situation - Background – Assessment – Recommendation), in order to measure changes in perceptions of interprofessional communication.

## Objective

How does **education on communication strategy(SBAR)**, compared to **no education**, impact **perceptions of interdisciplinary communication and collaboration among behavioral healthcare providers working in corrections?**

## Materials and Methods

The Team STEPPS questionnaire, a validated research tool (Mills, Neily, and Dunn, 2008) was distributed to correctional providers in person by this writer along with a consent form to participate in this study. The Team STEPPS Questionnaire assessed organizational culture, communication, teamwork, and review of healthcare professional perceptions (related to effective clinical collaboration).

The intervention consisted of a thirty minute TeamSTEPPS/SBAR training at three different county correctional facilities

In order to obtain a baseline measure of provider perceptions, the T-TPQ was administered, the SBAR educational session was conducted, and the T-TPQ was immediately re-administered, to assess perceptions of interdisciplinary communication of behavioral health providers at Theo Lacy Jail, Men's/Women's Jail, and the Intake and Release Center. Each facility was measured separately in three consecutive days in order to compare the results of the educational intervention between facilities.

## Sample

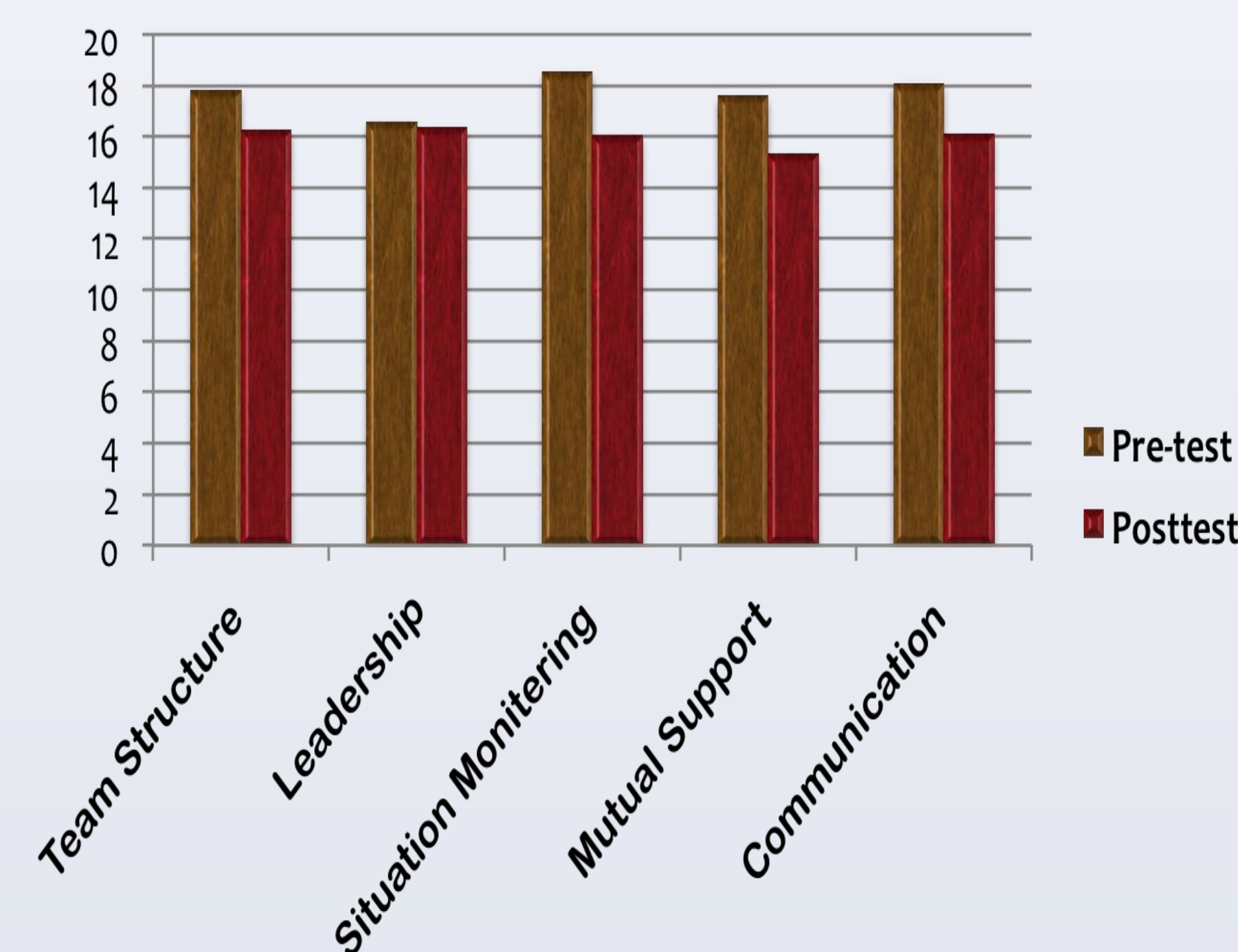
Demographics Characteristics of Participants by Current Work Location

	Theo Lacy	Men's/Women's Jail	Intake/Release Center
TOTAL N	7	6	11
GENDER			
Women	7	6	9
Men	0	0	2
AGE			
Between 26-40	1	1	7
Between 41-55	5	5	3
56 years and over	1	0	1
ETHNICITY			
Not Hispanic	4	3	6
Hispanic	3	2	3
Missing	0	1	2
RACE			
Black or African American	1	0	1
White	3	4	6
Asian	1	1	1
Other	1	0	0
Pacific Islander or Native American	0	0	1
Missing	1	1	0
HIGHEST LEVEL OF EDUCATION			
Some college credit, but less than one year	0	0	1
1 or more years of college, no degree	0	0	1
Associates	0	1	3
Bachelors	0	0	2
Masters	5	4	4
Doctorate	2	0	0
Professional (MD, JD)	0	1	0

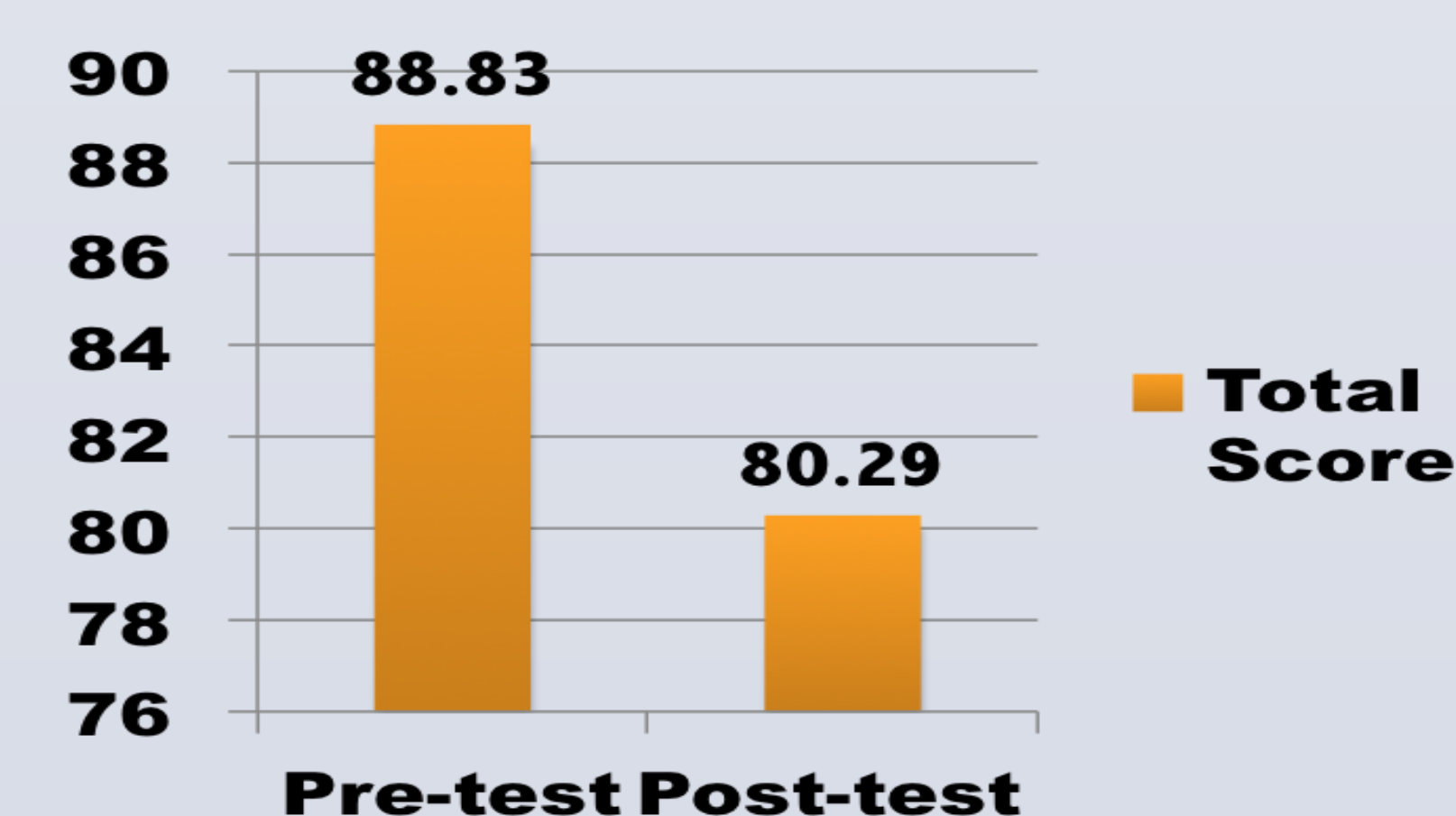
Table 1

## Results

### Comparison of Combined Participant Mean Scores

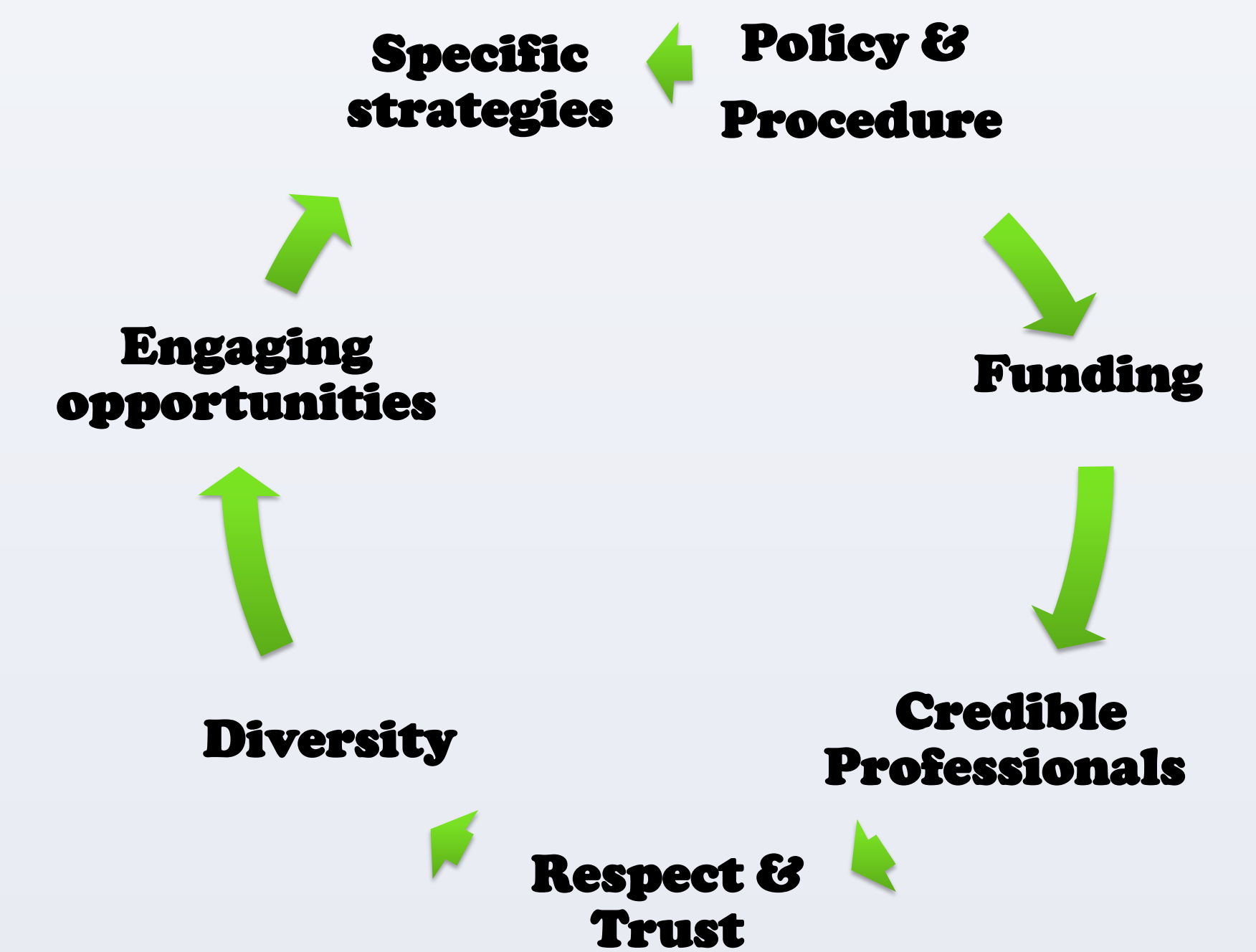


### Statistically significant decrease on the total combined T-TPQ scores



There was a **statistically significant decrease on the total combined T-TPQ scores** from posttest minus pretest scores ( $M = -8.52$ ,  $SD = 17.93$ ),  $t(23) = -2.334$ ,  $p < .029$  (two-tailed). The mean decrease in T-TPQ scores was  $-8.52$  with a 95% confidence interval ranging from  $-16.11$  to  $-.971$ .

## Conclusions



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