



Evaluation of long term retention and utilization of the SBAR communication technique

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Background

The use of the situation, background, assessment and recommendation (SBAR) communication technique in interprofessional communication is widely seen in practice. Several hospital systems have successfully integrated SBAR communication into the daily workflow resulting in improved patient care.³

The Accreditation Council for Pharmacy Education (ACPE) states that pharmacy students must be able to effectively communicate in a meaningful way as part of an interprofessional team.⁵ Several pharmacy programs have adopted the SBAR communication technique as a means to meet this standard.^{7,8}

The clear benefit of the SBAR technique demonstrates a need to ensure long range student retention through the curriculum. The aim of this study was to determine if students utilized the SBAR communication technique during an interprofessional skills assessment one year following initial instruction.

Methods

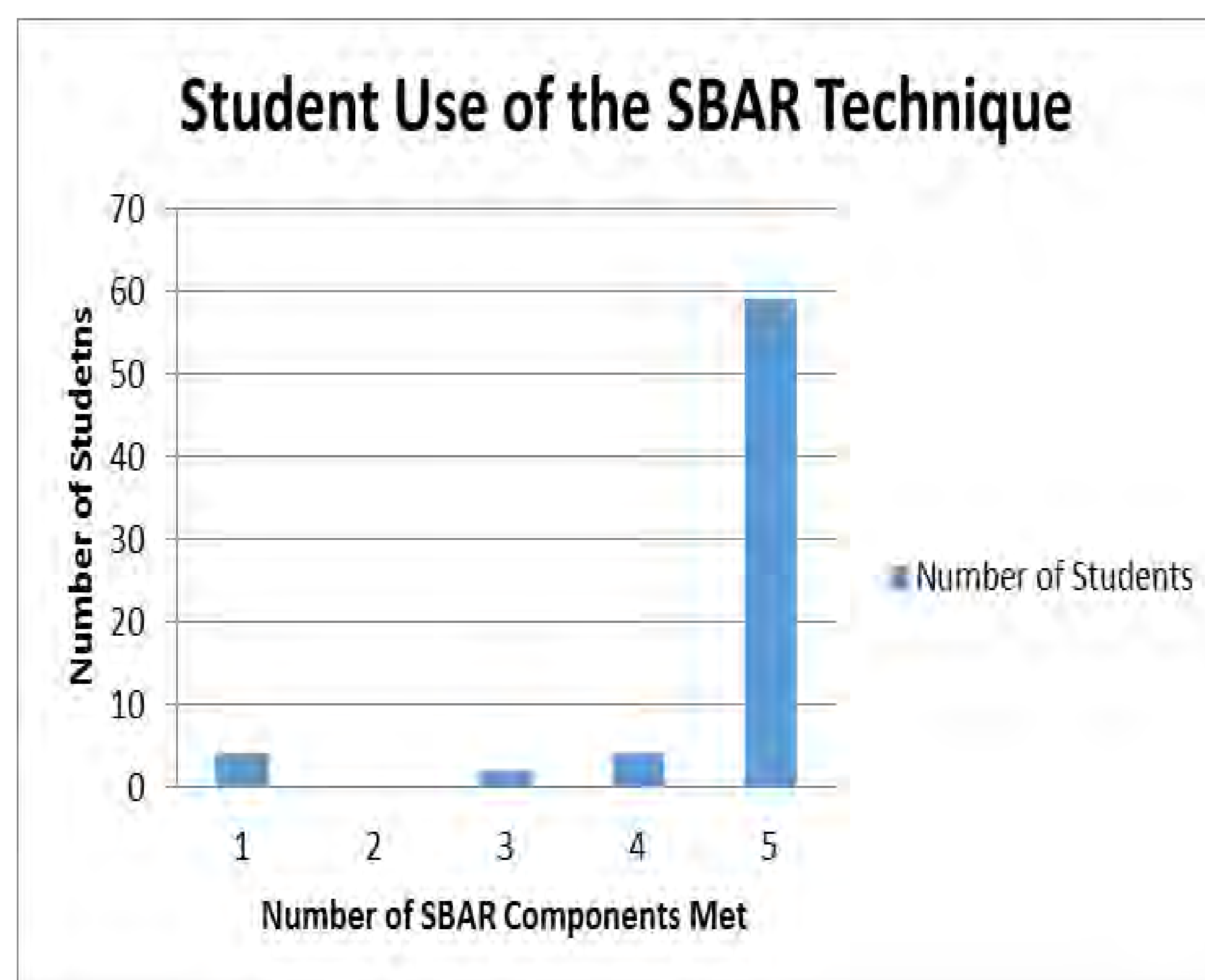
Second year pharmacy students were trained in the situation, background, assessment and recommendation (SBAR) communication technique as part of the pharmacy care lab series. Initial instruction was done through the TeamSTEPPS method. One year later, these students participated in an objective structured clinical examination (OSCE) focused on communicating a medication error to a prescriber. The OSCE was a graded assessment, worth 2.5% of the overall grade, in PHA 521, Pulmonary Pharmacotherapy.

Methods

The case consisted of a pharmacist-physician interaction where the pharmacist recognized a potential medication-disease interaction and had to recommend an alternative agent. The physician would then ask for the scientific basis of the recommendation.

Along with the technical aspects of the case, students were evaluated on their utilization of each component of the SBAR technique to communicate with the provider. Each component of the SBAR technique was assigned one point. Only the score from the technical checklist was used to determine a student's grade. Students were evaluated by a faculty member of the School of Pharmacy not associated with the course. Descriptive statistics were used to analyze the data.

Results



Results

Sixty nine (100%) students completed the simulation. The mean score for the SBAR skill set was 3.65. 85.5% of students completed the simulation using all four components of the technique.

Those students that received a zero used other methods of communication such as concerned, uncomfortable, safety (CUS) method. These methods were taught during the second year but not to the extent of SBAR.

Conclusions

Students were able to demonstrate retention of the SBAR technique one year after initial instruction. Consideration should be given to teaching this communication style earlier in the curriculum with regular intervals of assessment.

References

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