



## SUMMARY—PULLING IT ALL TOGETHER

*The truth of the matter is that you always know the right thing to do. The hard part is doing it.*

– Norman Schwarzkopf



### SUBSECTIONS

- Review: Barriers to Team Effectiveness
- Role Play Activity
- Video Exercise
- Action Planning

**TIME:** 45 minutes



# INTRODUCTION TO SUMMARY— PULLING IT ALL TOGETHER

## Summary – Pulling it All Together

### SAY:

The purpose of the TeamSTEPPS curriculum is to develop an understanding of how to leverage teamwork skills to promote patient safety and decrease medical error. In this training, you have been presented with a number of tools and strategies for building teamwork skills in your workplace. It is now time to synthesize and practice what you have learned.



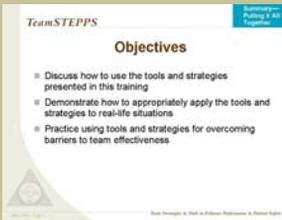
### Slide



### MODULE TIME:

45 minutes

## OBJECTIVES



### Slide

### SAY:

In this module, you will—

- Discuss how to use the tools and strategies presented in this training
- Demonstrate how to appropriately apply the tools and strategies to real-life situations
- Practice using tools and strategies for overcoming barriers to team effectiveness

## REVIEW OF TEAM SKILLS

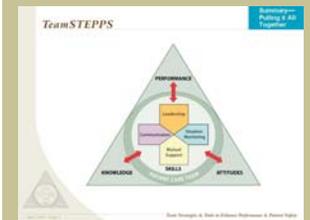
### SAY:

The tools and strategies presented in the TeamSTEPPS curriculum correspond to individual teamwork skills; however, each tool and strategy can be applied to support teamwork in a variety of complex situations. In each case, the tool or strategy can have a direct effect on team results, such as team performance, quality of care, and patient safety.

As you have seen, all of the teamwork skills are intimately linked:

- Team leadership enables mutual support, situation monitoring, and communication.
- Mutual support relies on situation monitoring, strong team leadership, and effective communication.
- Situation monitoring is facilitated by strong team leadership, effective communication, and mutual support.
- Effective communication is necessary for strong team leadership, situation monitoring, and mutual support.

It is also important to recognize the patient as part of the team and be aware that clinical and non-clinical folks have an important role in impacting the care of the patient.



Slide

# BARRIERS TO TEAM EFFECTIVENESS

## SAY:

Throughout this course, you have received information that can be used to overcome barriers to team effectiveness. You have learned leadership strategies for managing resources along with tools for facilitating team events, such as briefs, huddles, and debriefs. You have also learned about situation monitoring strategies, such as STEP; mutual support tools, such as the Two-Challenge rule, CUS, and DESC script; and communication tools, such as SBAR, handoffs, and call-outs.

Remember that enhanced patient safety is the ultimate outcome of consistently using the TeamSTEPPS tools and strategies to overcome barriers to team effectiveness.



Slide



## SUMMARY EXERCISE: ROLE PLAY

### Summary – Pulling it All Together

The details of this role play scenario may be changed so the activity is relevant to your specific group of learners.

#### DO:

Distribute Summary Role Play Exercise Sheet to the groups. Also, assign one team skill per group (situation monitoring, mutual support, communication, and leadership) and remind groups to refer to their course materials to reference specific tools and strategies for their assigned team skill.

#### SAY:

- Break into four small groups. Each group will receive one of four teamwork skills to focus on.
- Read the role play scenario.
- Identify the instances where a breakdown in teamwork has occurred as it relates to the specific teamwork skill assigned to your team.
- Identify 2 to 3 tools or strategies related to the specific teamwork skill assigned to your team that can be applied to remedy the teamwork breakdowns. Refer to your course materials for reference if needed.
- Assign character roles among your team members and create a role play script based on the tools and strategies that your team has decided upon.
- Present your role play scenario (time permitting).

#### DO:

Conduct a debrief of each group's role play scenario presentation (time permitting).



#### Slide



#### TIME:

25 minutes



#### MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- Summary Role Play Exercise Sheet

Continued...



### MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- Summary Role Play Exercise Sheet

It is flu season in the Pediatric Inpatient Ward, and the number of admissions is high because of the influenza epidemic. Dr. Powers, who is notoriously difficult to work with and does not work well under stress, is attending to a new patient who has been over-sedated. Dr. Powers gives a verbal order for 1 Amp Narcan to Nurse Shelley. Nurse Shelley, for whom English is a second language, repeats the verbal order as “1 Amp Narcan.”

In a rush, Nurse Shelley writes the verbal order on the chart. The written order is then sent to the pharmacist. He is a float pharmacist who does not usually work on the pediatric floor, and he is fatigued from approaching the 10th hour of his 7th day of working. He is also overloaded and overburdened by the large number of admissions in the ward. The pharmacist misreads the poorly written transcription as “1 Amp Norcuron.”

At the end of Nurse Shelley’s shift, she hands off to Nurse Givens. During the handoff, the Code Team is activated, and Nurse Shelley has to respond. Nurse Givens then returns to the pharmacist, who dispenses Norcuron. Nurse Givens, a conventional thinker who does not like to upset the hierarchical structure, suspects something is wrong with the order but decides Norcuron must be a generic name for Narcan. (Norcuron is actually a neuromuscular blocker.) Nurse Givens administers Norcuron to the patient, who immediately experiences respiratory arrest and requires intubation.

*Note: This is a fictitious case used only for training purposes.*



### DISCUSSION:

- Which TeamSTEPPS tools and strategies could have been used?
- How would the outcome have been different if the TeamSTEPPS tools and strategies had been used?
  - If the tools and strategies had been used the pharmacist would have done a check-back on the irregular order, a better handoff would have occurred, Nurse Givens would have done a check-back and challenged the order to the pharmacist or physician, all members would have advocated for the patient and the presence of cross monitoring would have also caught the error. Improved team structure and leadership would have helped to facilitate this improved care.

# IDENTIFYING OPPORTUNITIES TO USE TeamSTEPPS TOOLS AND STRATEGIES

## Summary – Pulling it All Together

### SAY:

Our final activity is to watch a video scenario that demonstrates some of the breakdowns in teamwork. Let's see if you can identify the breakdowns and apply a TeamSTEPPS tool or strategy to remedy them. Please take notes as you watch the video. You will be asked to comment on the barriers presented and the tools and strategies that could have been used.

### DO:

 Play the video by clicking the director icon on the slide.

### DISCUSSION:

- What were the barriers presented in this video scenario?
  - Lack of information-sharing; lack of coordination and follow-up; distractions; lack of role clarity; misinterpretation of cues; workload.
- Which of the TeamSTEPPS tools and strategies could have been used, and how would the outcome have been different?
  - Many of the tools could have been used, for instance STEP, huddle, collaboration, and SBAR.
- What did you see as the biggest issue in this scenario, in terms of teamwork skills (mutual support, situation monitoring, team structure, leadership, and communication), and why? (Answers may vary.)
  - Communication
    - ❖ SBAR opportunity with unit clerk
    - ❖ Huddle opportunity to discuss concerns about Mrs. Everett
  - Situation monitoring
    - ❖ No shared mental model among the Team
    - ❖ STEP opportunity for **Progress towards a goal** for Mrs. Everett based on her current status



### Slide

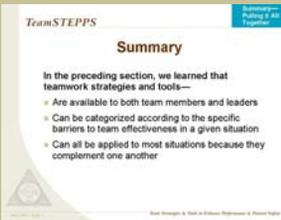
 **VIDEO TIME:**  
2:11 minutes

### MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- Vig 2aLg001 Video

 **CUSTOMIZABLE CONTENT**

# SUMMARY



## Slide

### SAY:

In the preceding section, we learned that team strategies and tools—

- Are available to both team members and leaders
- Can be categorized according to the specific barriers to team effectiveness in a given situation
- Can all be applied to most situations because they complement one another.

## ACTION PLANNING

### SAY:

As you digest the information presented in this course, please think about what you can commit to focusing on to improve teamwork. Think about the improvements that were uncovered during the Magic Wand exercise in the introduction of the course. Do you remember what they were?

### DO:

Point to the flipcharts that list the improvements discussed by the group. Select one of the frustrations, such as poor communication.

### DISCUSSION:

- How can you use the strategies learned from the TeamSTEPPS curriculum to overcome this need?
- What are the top 3 to 5 actions you can commit to taking to improve teamwork in your environment?



### Slide



### MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)

## PRACTICE TEACHING SESSION

 **Instructor note:** Introduce the practice teaching session exercise in the train-the-trainer/coach course. Prior to the conclusion of day one or two of the train-the-trainer/coach course, assign participants with Fundamental course modules 1-6 to teach to the class during the practice teaching exercise on day three. This assignment is typically given out at the end of day one or day two.

Each participant should play the role of the lead instructor and assistant instructor. Depending on class size, participants may have to repeat modules to play both roles.

### SAY:

- On day three of this session, you and a partner are going to have an opportunity to teach back assigned modules assuming both the role of lead instructor and assistant instructor. Feedback will be provided by the group and by a senior trainer who will provide written comments on the teaching feedback form.

 **Instructor note:** The lead and assistant instructor assigned to each module should decide whether both will be presenting different segments of the module, or if the assistant instructor will provide more of an audio-visual support role.

### SAY:

- Now that you have been assigned as both a lead and assistant instructor, take a few minutes to discuss with your partner how to split the instruction. The assistant instructor can assume an active teaching role, or provide audio-visual support.
- It is important to practice with your partner, as well as read the course management guide. The course management guide includes useful tips on instructor characteristics and training techniques.
- During the exercise you are responsible for incorporating the module exercises, videos, and facilitating discussion of the content.

### ASK:

Are there any questions?