



## 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 resident safety and decrease error, especially medical error. In this training, you have been presented with a number of tools and strategies for building teamwork skills in your nursing home, among medical and nonmedical departments or teams. It is now time to synthesize and practice what you have learned.



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### MODULE TIME:

45 minutes

## OBJECTIVES



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### 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 resident 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 resident (and in many instances their families or significant others) as part of the team and be aware that clinical and nonclinical staff have an important role in affecting the care of the resident.



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## BARRIERS TO TEAM EFFECTIVENESS



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### 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 resident safety is the ultimate outcome of consistently using the TeamSTEPPS tools and strategies to overcome barriers to team effectiveness.



## 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 two or three 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

A gastrointestinal outbreak has occurred within the nursing home and has affected the entire house. Most of the residents are exhibiting symptoms and many staff have called out sick as well. Everyone is working extra hours and is tired. Dr. Goldberg, who is notoriously difficult to work with and does not work well under stress, has received many calls and faxes about his patients at the nursing home today already. Then Nurse Corvo calls about a new resident with Parkinson's disease recently admitted to the dementia unit. Dr. Goldberg gives a telephone order for "ropinirole 0.25 mg three times a day" to Nurse Corvo. Nurse Corvo, for whom English is a second language, quickly writes the order and reads back the telephone order as "ropinirole 0.25 mg three times a day" as her check-back. The doctor confirms it is correct.

The written order is faxed to the pharmacy. The receiving pharmacist is a float pharmacist who does not usually work with nursing homes, and he is fatigued from his 7th day of working. He is also overloaded and overburdened by the large number of prescriptions sent in by the area nursing homes. The pharmacist misreads the poorly written transcription as "0.25 mg three times a day of risperidone." At the end of Nurse Corvo's shift, she hands off to Nurse Dabrowski. During the handoff, the Code Team is activated, and Nurse Corvo has to respond. Nurse Dabrowski receives the pharmacy delivery. The pharmacist dispensed risperidone. Nurse Dabrowski, a conventional thinker who does not like to upset the hierarchical structure, suspects something is wrong with the order but decides risperidone must be a generic name for ropinirole. (Risperidone is actually a psychotropic agent.) Nurse Dabrowski administers risperidone to the patient. The patient is later hospitalized due to the medication error.

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

*Ropinirole (Requip) is a dopamine agonist used in the treatment of Parkinson's disease and Restless Legs Syndrome.*

*Risperidone (Risperdal) is an antipsychotic medication used to treat mental illnesses including schizophrenia, bipolar disorder, and irritability associated with autistic disorder. Elderly patients with dementia-related psychosis treated with antipsychotic drugs are at an increased risk of death.*

*continued...*



### MATERIALS:

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



### 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 Dabrowski 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.

### 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 some of the breakdowns in teamwork that you observed?
- What TeamSTEPPS tools could have been applied?



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### VIDEO TIME:

2.26 minutes



### MATERIALS:

- TeamSTEPPS Opportunities\_Subacute Video
- Flipchart or Whiteboard (Optional)
- Markers (Optional)



### CUSTOMIZABLE CONTENT

## SUMMARY



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#### 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 three to five actions you can commit to taking to improve teamwork in your environment?



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### 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 audiovisual 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 audiovisual 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, showing the videos, and facilitating discussion of the content.

### **ASK:**

Are there any questions?