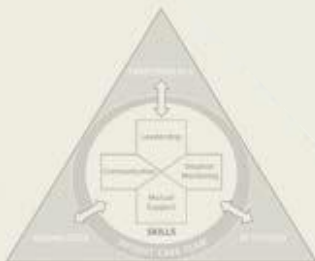




SUMMARY—PULLING IT ALL TOGETHER




SUBSECTIONS

- Review of Teamwork Skills, Team Effectiveness, and TeamSTEPPS Outcomes
- Skills Practice Exercise
- Identifying Opportunities to Use TeamSTEPPS Strategies and Tools
- Practice Teaching Session Preparation

TIME: 50 minutes

INSTRUCTOR OUTLINE: SUMMARY

 **Instructor Note:** In this module, you will summarize the information taught across modules and facilitate opportunities for participants to synthesize what they have learned.

The Summary module includes the content provided in the outline below. More content is available than can be covered in the time provided; therefore, optional content and activities are noted. It is strongly recommended that instruction not focus solely on lecture, but also include exercises, videos, and other activities. As such, instructors should use the information below to plan how the module will be taught within the time available.

	Content	Page #	Approx. Time
1.	Introduction	4	2 mins
2.	Summary of TeamSTEPPS Skills, Tools, and Strategies	5 - 6	4 mins
3.	Review of TeamSTEPPS Outcomes	7	2 mins*
4.	Skills Practice Exercise	8 - 10	25 mins*
5.	Identifying Opportunities to Use and Effective Use of TeamSTEPPS Tools and Strategies (Videos)	11 - 13	15 mins
6.	Summary	14	1 min
7.	Applying TeamSTEPPS Exercise	15	10 mins
8.	Practice Teaching Session Preparation	16	5 mins*

*Although all instructional content and activities are recommended to ensure participants achieve the learning objectives, these activities may be considered “optional” if time is constrained. Additional information about the Practice Teaching Session is provided in the TeamSTEPPS Course Management Guide.



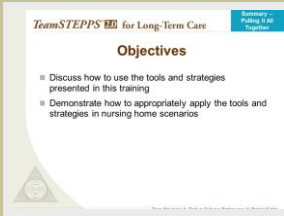
MODULE TIME:

50 minutes



MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- Summary Skills Practice Exercise Sheet
- Video Vignette (Opportunity_Complete_Subacute_Vignette.mpg)
- Video Vignette (Success_Complete_Subacute_Vignette.mpg)
- TeamSTEPPS Implementation Worksheet



Slide

SAY:

The purpose of the TeamSTEPS curriculum is to develop an understanding of how to leverage teamwork skills to promote resident 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 nursing home. In this module, we will synthesize what you have learned.

After completing this module, you will be able to:

- Discuss how to use the tools and strategies presented in this training; and
- Demonstrate how to appropriately apply the tools and strategies in nursing home scenarios.

REVIEW OF TEAMWORK SKILLS

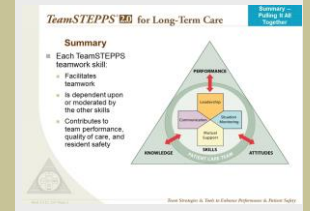
SAY:

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 Structure** facilitates teamwork by identifying the individuals among which information must be communicated, a leader must be clearly designated, and mutual support must occur.
- **Communication** facilitates teamwork by enabling team members to effectively relay relevant information in a manner that is known and understood by all.
- **Leadership** facilitates teamwork through leaders' effective communication with their team members to ensure a plan is conveyed, reviewed, and updated; continuous monitoring of the situation to better anticipate team members' needs and effectively manage resources; and fostering of an environment of mutual support through role modeling and reinforcement.
- **Situation Monitoring** facilitates teamwork by ensuring that new or changing information about the environment or the resident is identified for communication and decision making by the leader; and leads to the effective support of fellow team members.
- **Mutual Support** facilitates teamwork by ensuring that by giving task assistance, sharing feedback, and speaking up, team members provide safe, timely, and quality care. It is moderated by communication and modeled by team leaders. In addition, mutual support depends on information gathered through situation monitoring.

Finally, it is also important to recognize the resident as part of the team and be aware that clinical and nonclinical staff have an important role in affective the care of the resident.



Slide



Slide

SAY:

Throughout this course, you have received information about barriers to team effectiveness; tools and strategies to overcome such barriers; and outcomes of effective teamwork.

You have learned communication tools, such as SBAR, handoffs, and call-outs. You have also learned about leadership strategies for managing resources, along with tools for facilitating team events, such as briefs, huddles, and debriefs. You have also learned the situation monitoring mnemonic STEP and mutual support tools, such as the Two-Challenge Rule, CUS, and DESC script.

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

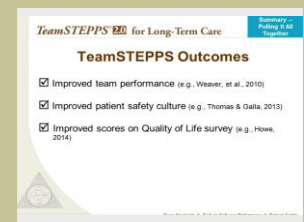
(OPTIONAL) TEAMSTEPPS OUTCOMES

Summary

SAY:

Before we practice applying the TeamSTEPPS tools and strategies, let's review what this program can do for your unit, department, work area, or nursing home.

Research has shown that team training in general and specifically for health care teams results in positive team outcomes. More specifically, research demonstrates that TeamSTEPPS training produces positive outcomes. These include improved team performance, improved processes, and improved patient safety culture.



Slide

**Slide****TIME:**

25 minutes

**MATERIALS:**

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- Summary Skills Practice Exercise Sheet

👁️ Instructor Note: The details of the scenario used for this exercise may be changed so the activity is relevant to your specific group of learners.

DO:

Help the participants form four small groups. Distribute the Summary Skills Practice Exercise Sheet to each group. Assign one teamwork skill (communication, leadership, situation monitoring, or mutual support) per group. During the exercise, you may need to remind groups that they may refer to their course materials for specific tools and strategies for their assigned teamwork skill.

SAY:


- Each of you should be in one of four small groups, each assigned to focus on one of four teamwork skills.
- Read the 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 if needed.
- Assign roles among your team members and create a script to enact the scenario, based on the tools and strategies that your team has decided on.
- Present your scripted scenario to the class (time permitting).

DO:

If time permits, conduct a debrief of each group's presentation.

Continued...

(OPTIONAL) SKILLS PRACTICE SCENARIO

 **Instructor Note:** The following, fictitious scenario is included on the Summary Skills Practice Exercise Sheet.

Scenario

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 in 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 Nurse Corvo a telephone order for "ropinirole 0.25 mg three times a day." 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 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. Nurse Dabrowski administers risperidone to the resident. The resident is later hospitalized due to the medication error.

Note: *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. Older patients with dementia-related psychosis treated with antipsychotic drugs are at increased risk of death.



DISCUSSION: Go to next page >

Continued...

(OPTIONAL) SKILLS PRACTICE SCENARIO (Continued)



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?
 - 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.
 - Team members would have advocated for the resident.
 - Situation monitoring would have ensured that team members were monitoring the situation and other team members and caught the error.
 - Improved team structure and leadership would have helped to facilitate improved care.

IDENTIFYING OPPORTUNITIES TO USE TEAMSTEPS TOOLS AND STRATEGIES

Summary

SAY:

To review what we've learned across the modules, we will watch a video scenario that demonstrates breakdowns in teamwork. Let's see if you can identify the breakdowns and apply a TeamSTEPS tool or strategy to remedy them. As you watch the video, make note of any barriers presented and the tools and strategies that could be used to address the barriers.

DO:



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



DISCUSSION:

- What were the barriers presented in this video scenario?
 - Ineffective communication of resident safety concern; lack of situation monitoring; lack of information sharing with the nurse manager; lack of effective feedback
- Which of the TeamSTEPS tools and strategies could have been used, and how would the outcome have been different?
 - Situation monitoring by Sandy or other team members who would have noticed that Mr. Larkin was breathing heavily
 - CUS by Olivia, the physical therapy aide, to Sandy, the physical therapist, to ensure that her concerns were heard and addressed
 - Call-out to the nurse manager immediately after Mr. Larkin passed out
 - Debrief after the incident led by Gayle, the nurse manager, to discuss with the team what did not go well and how the team could improve moving forward



Slide



VIDEO TIME:

2:26 minutes



MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- TeamSTEPS Opportunities Subacute Video Vignette (Opportunity_Complete_Subacute_Vignette.mpg)



Slide



VIDEO TIME:

5:52 minutes



MATERIALS:

- Flipchart or Whiteboard (Optional)
- Markers (Optional)
- TeamSTEPS Success Subacute Video Vignette (Success_Complete_Subacute_Vignette.mpg)

SAY:

Now that we have analyzed the scenario and identified opportunities to use TeamSTEPS strategies and tools to improve the outcome, let's watch an example of the same scenario when effective teamwork is displayed.

DO:



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



DISCUSSION:

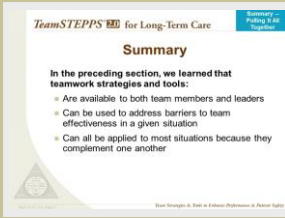
- Which TeamSTEPS strategies and tools were used in this scenario?
 - Several TeamSTEPS strategies and tools were used, including:
 - CUS used by Olivia, the physical therapy aide, so that Sandy, the physical therapist, would check on Mr. Larkin immediately.
 - Task delegation by the physical therapist to the other team members after examining Mr. Larkin and determining next steps.
 - Task assistance from Jay so that he and Olivia could divide up the assigned tasks from the physical therapist.
 - Check-back by Olivia on the dosage of oxygen for Mr. Larkin.
 - Briefing of Mr. Larkin's status to Gayle, the nurse manager.
 - Cross-monitoring to assist Olivia in finding the needed equipment from the cart.
 - SBAR by nurse manager to hand off Mr. Larkin to EMT.
 - Debrief to review what went well and what could be improved.

Continued...

EFFECTIVE USE OF TEAMSTEPPS TOOLS AND STRATEGIES (Continued)

- How did the use of these TeamSTEPPS tools and strategies affect the course and outcome of the scenario?
 - Information was continually shared with the team members, including the nurse manager, and Mr. Larkin, resulting in a shared mental model of the resident’s status and plan of care.
 - Team members appeared aware of their roles and responsibilities.
 - Mr. Larkin avoided injury and was taken to the hospital before the situation became critical.

SUMMARY



Slide

SAY:

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

- Are available to both team members and leaders;
- Can be used to address barriers to team effectiveness in a given situation; and
- Can all be applied to most situations because they complement one another.

EXERCISE: APPLYING TEAMSTEPS

SAY:

Now that we have reviewed all the TeamSTEPS tools and strategies, and practiced applying what we learned to a teamwork scenario, let's return to your own teamwork issues. On your Implementation Worksheet, you will now think across all the modules and reassess your issue. Then you will review the tools and strategies that you indicated as possible interventions and think strategically about which one to start with in your implementation plan. This will serve as a primer for the Implementation Workshop tomorrow.

Take some time to complete the Module 7 questions, and we'll discuss some of your answers as a group.

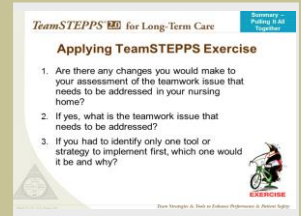
DO:

Give participants 5 - 10 minutes to complete the Module 7 questions; then select a few teams to share their responses to the questions below.



DISCUSSION:

- How did your initial assessment of your teamwork issue change?
- What considerations did you make in identifying one tool or strategy to implement first?
- What types of obstacles do you anticipate and what ideas do you have for overcoming these?




Slide



MATERIALS:

- TeamSTEPS Implementation Worksheet


(OPTIONAL) PRACTICE TEACHING SESSION

 **Instructor Note:** If you choose to conduct the Practice Teaching Session as part of the Train-the-Trainer/Coach course, introduce the exercise here. At the end of Day 1 or Day 2 of instruction, assign participants with Fundamentals course modules 1-6 to teach back to the class during the practice teaching exercise on Day 3.

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 3 of this course, you and a partner are going to have an opportunity to teach back assigned modules from the Fundamentals course. You will each play 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 information about teaching the course.
- During the practice teaching session, you are responsible for incorporating any module exercises and videos, as well as facilitating discussion of the content.

ASK:

- Are there any questions?