

TeamSTEPS

CANADA™

Team Strategies & Tools to Enhance
Performance & Patient Safety



Pocket Guide

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Framework and Competencies

Team Competency Outcomes

Knowledge

- Shared Mental Model

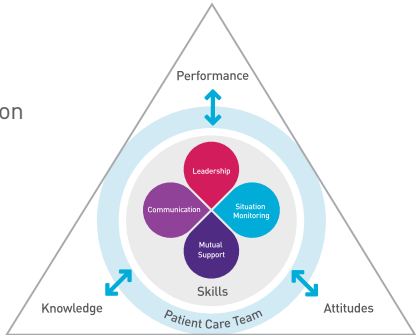
Attitudes

- Mutual Trust
- Team Orientation

Performance

- Adaptability
- Accuracy
- Productivity
- Efficiency
- Safety

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TeamSTEPPS has five key principles. It is based on team structure and four teachable-learnable skills: Communication, Leadership, Situation Monitoring, and Mutual Support. The arrows depict a two-way dynamic interplay between the four skills and the team-related outcomes. Interaction between the outcomes and skills is the basis of a team striving to deliver safe, quality care and support quality improvement. Encircling the four skills is the team structure of the patient care team, which represents not only the patient and direct caregivers, but also those who play a supportive role within the healthcare delivery system.

...TeamSTEPPS is an evidence-based framework to optimize team performance across the healthcare delivery system.

Key Principles

Team Structure

Identification of the components of a multi-team system that must work together effectively to ensure patient safety

Communication

Structured process by which information is clearly and accurately exchanged among team members

Leadership

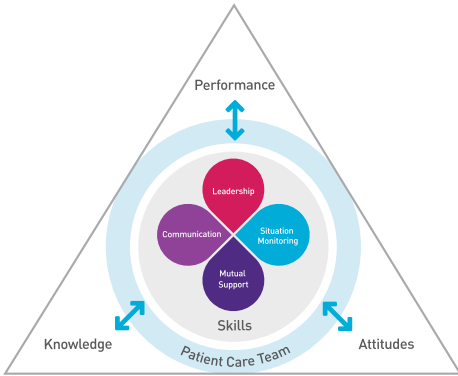
Ability to maximize the activities of team members by ensuring that team actions are understood, changes in information are shared, and team members have the necessary resources

Situation Monitoring

Process of actively scanning and assessing situational elements to gain information or understanding, or to maintain awareness to support team functioning

Mutual Support

Ability to anticipate and support team members' needs through accurate knowledge about their responsibilities and workload

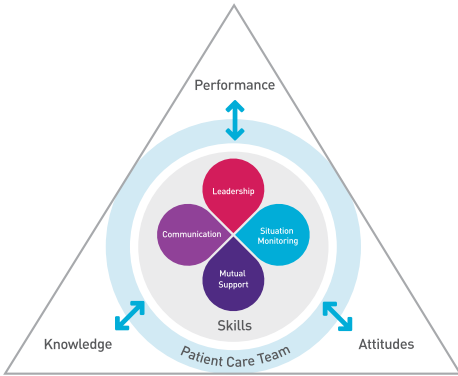


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Team Structure

Multi-Team System

- Team structure refers to the composition of a team. In healthcare, multiple teams are involved in patient care. This model is known as a multi-team system or MTS.
- Each team within an MTS is responsible for various parts of patient care, but all must act in concert to ensure quality patient care.
- A key component of the MTS is the patient. Patients are part of the patient care team and should be embraced and valued as contributing partners to patient care.
- In addition to the patient, the multi-team system is composed of several different teams.



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Communication

SBAR

A technique for communicating critical information that requires immediate attention and action concerning a patient's condition

Situation - What is going on with the patient?

"I am calling about Mrs. Joseph in room 251. Chief complaint is shortness of breath of new onset."

Background - What is the clinical background or context?

"Patient is a 62 -year-old female post-op day one from abdominal surgery. No prior history of cardiac or lung disease."

Assessment - What do I think the problem is?

"Breath sounds are decreased on the right side with acknowledgement of pain. Would like to rule out pneumothorax."

Recommendation and Request - What should I do to correct it?

"I feel strongly the patient should be assessed now. Can you come to room 251 now?"

Call-Out

Strategy used to communicate important or critical information

- Informs all team members simultaneously during emergent situations
- Helps team members anticipate next steps
- Important to direct responsibility to a specific individual responsible for carrying out the task

Example during an incoming trauma:

Leader: *“Airway status?”*

Resident: *“Airway clear”*

Leader: *“Breath sounds?”*

Resident: *“Breath sounds decreased on right”*

Leader: *“Blood pressure?”*

Nurse: *“BP is 96/62”*

Check-Back

Using closed-loop communication to ensure that information conveyed by the sender is understood by the receiver as intended

The steps include the following:

1. Sender initiates the message
2. Receiver accepts the message and provides feedback
3. Sender double-checks to ensure that the message was received

Example:

Doctor: *“Give 25 mg Benadryl IV push”*

Nurse: *“25 mg Benadryl IV push”*

Doctor: *“That’s correct”*

Handoff

The transfer of information (along with authority and responsibility) during transitions in care across the continuum. It includes an opportunity to ask questions, clarify, and confirm.

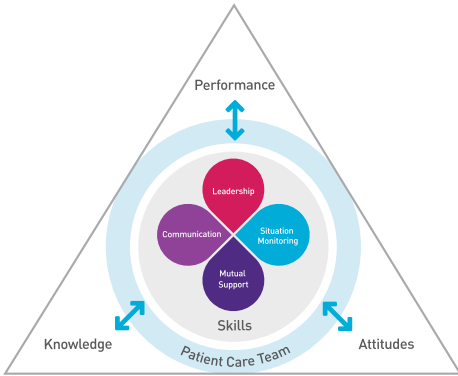
Examples of transitions in care include shift changes; transfer of responsibility between and among nursing assistants, nurses, nurse practitioners, allied health practitioners, physician assistants, and physicians; and patient transfers.

Handoff

Strategy designed to enhance information exchange during transitions in care

“I PASS THE BATON”

I	Introduction	Introduce yourself and your role/job (include patient)
P	Patient	Name, identifiers, age, sex, location
A	Assessment	Present chief complaint, vital signs, symptoms, and diagnoses
S	Situation	Current status/circumstances, including code status, level of (un)certainty, recent changes, and response to treatment
S	Safety Concerns	Critical lab values/reports, socioeconomic factors, allergies, and alerts (falls, isolation, etc.)
THE		
B	Background	Comorbidities, previous episodes, current medications, and family history
A	Actions	Explain what actions were taken or are required. Provide rationale.
T	Timing	Level of urgency and explicit timing and prioritization of actions
O	Ownership	Identify who is responsible (person/team), including patient/family members
N	Next	What will happen next? Anticipated changes? What is the plan? Are there contingency plans?



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Leadership

Effective Team Leaders

The following are responsibilities of effective team leaders:

- Organize the team
- Identify and articulate clear goals (i.e., the plan)
- Assign tasks and responsibilities
- Monitor and modify the plan; communicate changes
- Review the team's performance; provide feedback when needed
- Manage and allocate resources
- Facilitate information sharing
- Encourage team members to assist one another
- Facilitate conflict resolution in a learning environment
- Model effective teamwork

Team Events

Sharing the Plan

- **Brief** - Short session prior to start to share the plan, discuss team formation, assign roles and responsibilities, establish expectations and climate, anticipate outcomes and likely contingencies

Monitoring and Modifying the Plan

- **Huddle** - Ad hoc meeting to re-establish situational awareness, reinforce plans already in place, and assess the need to adjust the plan

Reviewing the Team's Performance

- **Debrief** - Informal information exchange session designed to improve team performance and effectiveness through lessons learned and reinforcement of positive behaviors

Brief Checklist

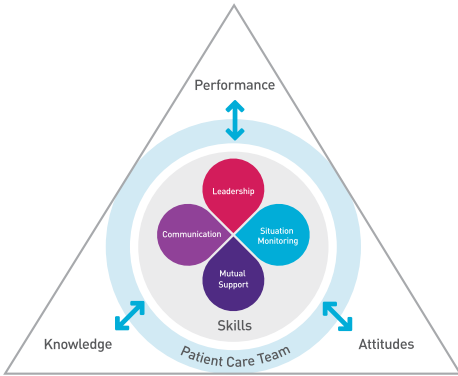
During the brief, the team should address the following questions:

- Who is on the team?
- Do all members understand and agree upon goals?
- Are roles and responsibilities understood?
- What is our plan of care?
- What is staff and provider's availability throughout the shift?
- How is workload shared among team members?
- What resources are available?

Debrief Checklist

The team should address the following questions during a debrief:

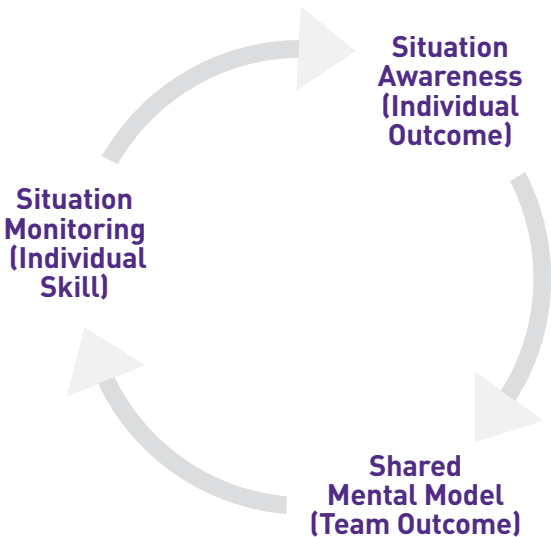
- Was communication clear?
- Were roles and responsibilities understood?
- Was situation awareness maintained?
- Was workload distribution equitable?
- Was task assistance requested or offered?
- Were errors made or avoided?
- Were resources available?
- What went well?
- What should improve?



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Situation Monitoring

Situation Monitoring Process



Situation monitoring is the process of continually scanning and assessing a situation to gain and maintain an understanding of what's going on around you

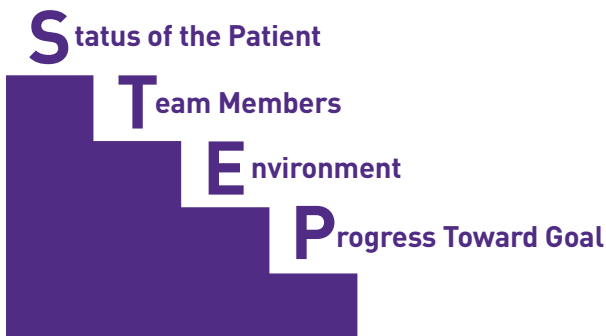
Situation awareness is the state of “knowing what’s going on around you”

A **shared mental model** results from each team member maintaining situation awareness and ensures that all team members are “on the same page”

STEP

A tool for monitoring situations in the delivery of healthcare

Components of Situation Monitoring:



STEP

Tool to help assess healthcare situations

Status of Patient

- Patient History
- Vital Signs
- Medications
- Physical Exam
- Plan of Care
- Psychosocial Issues

Team Members

- Fatigue
- Workload
- Task Performance
- Skill
- Stress

Environment

- Facility Information
- Administrative information
- Human Resources
- Triage Acuity
- Equipment

Progress Toward Goal

- Status of Team's Patient(s)?
- Established Goals of Team?
- Tasks/Actions of Team?
- Plan Still Appropriate?

Cross-Monitoring

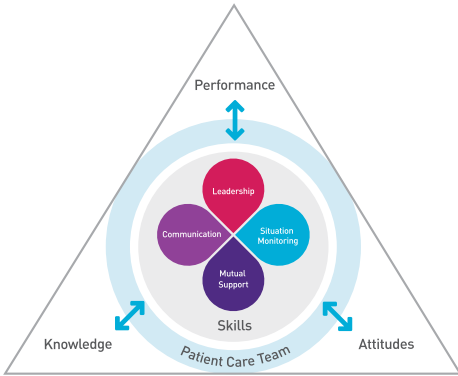
A harm incident reduction strategy that involves:

- Monitoring actions of other team members
- Providing a safety net within the team
- Ensuring that mistakes or oversights are caught quickly and easily
- “Watching each other’s back”

I'M SAFE Checklist

Each team member is responsible for assessing his or her own safety status

- I** = Illness
- M** = Medication
- S** = Stress
- A** = Alcohol and Drugs
- F** = Fatigue
- E** = Eating and Elimination



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Mutual Support

Task Assistance

Helping others with tasks builds a strong team. Key strategies include:

- Team members protect each other from work overload situations
- Effective teams place all offers and requests for assistance in the context of patient safety
- Team members foster a climate where it is expected that assistance will be actively **sought** and **offered**

Feedback

Information provided to team members for the purpose of improving team performance

Feedback should be:

- **Timely** – given soon after the target behaviour has occurred
- **Respectful** – focuses on behaviors, not personal attributes
- **Specific** – relates to a specific task or behaviour that requires correction or improvement
- **Directed toward improvement** – provides directions for future improvement
- **Considerate** – considers a team member's feelings and delivers negative information with fairness and respect

Advocacy and Assertion

Advocate for the patient

- Invoked when team members' viewpoints don't coincide with that of the decision maker

Assert a corrective action in a **firm** and **respectful** manner

- Make an opening
- State the concern
- State the problem (real or perceived)
- Offer a solution
- Reach agreement on next steps

Two-Challenge Rule

Empowers all team members to “*stop the line*” if they sense or discover an essential safety breach

When an initial assertive statement is ignored:

- It is your responsibility to assertively voice concern at least ***two times*** to ensure that it has been heard
- The team member being challenged must acknowledge that concern has been heard
- If the safety issue still hasn't been addressed:
 - Take a stronger course of action
 - Utilize supervisor or chain of command

Assertive Statements:

I am **C** ONCERNED!

I am **U** NCOMFORTABLE!

This is a **S** AFETY ISSUE!

“Stop the Line”

DESC Script

A constructive approach for managing and resolving conflict

- D** = Describe the specific situation or behaviour; provide concrete data
- E** = Express how the situation makes you feel/what your concerns are
- S** = Suggest other alternatives and seek agreement
- C** = Consequences should be stated in terms of impact on established team goals; strive for consensus

Team Performance Observation Tool

Team Structure

- Assembles team
- Assigns or identifies team members' roles and responsibilities
- Holds team members accountable
- Includes patients and families as part of the team

Communication

- Provides brief, clear, specific, and timely information
- Seeks information from all available sources
- Uses check-backs to verify information that is communicated
- Uses SBAR, call-outs, check-backs, and handoff techniques to communicate effectively with team members

Leadership

- Identifies team goals and vision
- Utilizes resources efficiently to maximize team performance
- Balances workload within the team
- Delegates tasks or assignments, as appropriate
- Conducts briefs, huddles, and debriefs
- Role models teamwork behaviors

Situation Monitoring

- Monitors the state of the patient
- Monitors fellow team members to ensure safety and prevent errors
- Monitors the environment for safety and availability of resources (e.g., equipment)
- Monitors progress toward the goal and identifies changes that could alter the care plan
- Fosters communication to ensure a shared mental model

Mutual Support

- Provides task-related support and assistance
- Provides timely and constructive feedback to team members
- Effectively advocates for the patient using the Assertive statement, Two-Challenge Rule, or CUS
- Uses the Two-Challenge Rule or DESC script to resolve conflict

Barriers

- Inconsistency in Team Membership
- Lack of Time
- Lack of Information Sharing
- Hierarchy
- Defensiveness
- Conventional Thinking
- Complacency
- Varying Communication Styles
- Conflict
- Lack of Coordination and Followup With Coworkers
- Distractions
- Fatigue
- Workload
- Misinterpretation of Cues
- Lack of Role Clarity

Tools and Strategies

- Communication**
- SBAR
- Call-Out
- Check-Back
- Handoff
- Leading Teams**
- Brief
- Huddle
- Debrief
- Situation Monitoring**
- STEP
- I'M SAFE
- Mutual Support**
- Task Assistance
- Feedback
- Assertive Statement
- Two-Challenge Rule
- CUS
- DESC Script

Outcomes

- Shared Mental Model
- Adaptability
- Team Orientation
- Mutual Trust
- Team Performance
- Patient Safety

Contact Information

For more information about TeamSTEPPS Canada™, visit patientsafetyinstitute.ca

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TeamSTEPPS Canada™ 2.0 Pocket Guide

