

# **Formative Debriefing in Team Observed Simulation Encounters to Promote Team Performance**

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# Purpose & Goals

- **The learners will be able to define the IPEC domains**
- **The learners will be able to list tools for evaluating interprofessional team members and team functionality.**
- **The learners will be able discuss the debriefing process as a formative learning experience to increase competencies in the IPEC domains.**

# What we know

- **Increasingly complex healthcare environment**
- **Transformation of healthcare education**
- **Prepare all health profession students to deliberately work together with a common goal**
- **Teamwork training based on Interprofessional Education and Collaborative Practice**
- **IPE is an essential component of health professional student education**
- **Competency based education requires teamwork assessment**

# Background

- **Human Resources and Services Administration (HRSA) 3 year grant awarded to the Rush University College of Nursing in 2013**
- **Interprofessional Education Pediatrics through the Ages (IPEPA)**
  - **Goal: Prepare advanced health professional trainees to function as a deliberative, interprofessional team optimizing the health and quality of life for individuals with multiple chronic conditions.**
  - **Action plan: Develop experiential team based learning activities to maximize students' involvement in interprofessional teams**
  - **Participants: College of Nursing, College of Medicine, Graduate College and College of Health Sciences and Roosevelt University College of Pharmacy**

# Rush Interprofessional Core Competencies for Collaborative Practice



Adapted from Interprofessional Education Collaborative Expert Panel (2011)

# Team Observed Structured Clinical Encounters (TOSCE) Simulation

- Case based learning
- Student learning with real-life situations
- Realistic, simulated scenarios with standardized patients
- Students emotionally engaged
- A unique learning experience



# Teamwork Assessment

- **Objective:**

Demonstrate the impact of formative debriefing on team-based performance during TOSCEs.

- **Expected Outcome:**

Increase student self and team assessment scores with structured formative debriefing sessions

- **Assessment tools:**

Jefferson Teamwork Observation Guide (JTOG)

McMaster-Ottawa self assessment

# Faculty Development

**Two faculty debriefing workshops by simulation expert (2 hours each) to develop facilitator skills**

- **Active listening focusing on the person speaking**
- **Verbal communication = Motivational interviewing skills**
  - **Restate**
  - **Open-ended questions**
  - **Expand and probe “What are your reactions or thoughts?”**
- **Non verbal communication**
  - **“I noticed some of you looked uncomfortable. What made you feel that way?”**
  - **Pauses, silence OK!**



# Debriefing Interprofessional Teams

- **Assumptions:**
  - **Facilitators are trained on how to effectively conduct a debriefing session with an interdisciplinary team.**
  - **Representation from various professions**
  - **Mutual respect each other**
  - **Address learning objectives from an interprofessional perspective**
  - **Involve all student team members**

# Phases of Debriefing

## ■ REACTIONS

- Time for learners to decompress
- Open-ended questions, how learners feel
- Review facts of the case

## ■ UNDERSTANDING

- Preview topics/objectives for discussion
- Explore, discuss, teach
- Generalize objectives for implementation into learner's clinical experience

## ■ SUMMARIZE

- Applying experience to clinical practice
- Opportunity for learners to ask questions

10 minute scenario  
20 minutes of debriefing

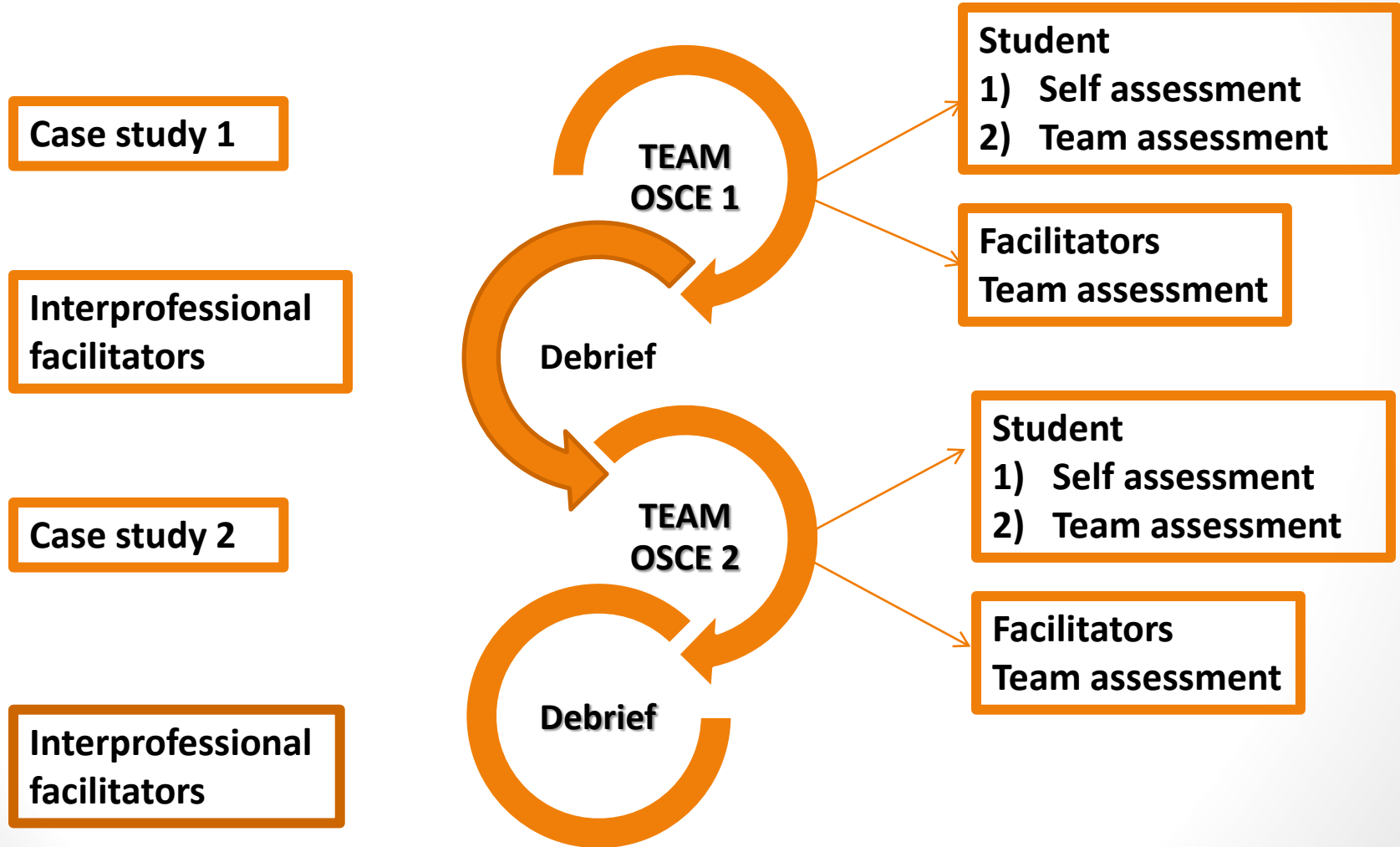


Debriefing offers the opportunity for meaningful change within participants by providing genuine reflection upon authentic experiences.

# Student Team Assessment

- **Student Assessment**
  - McMaster Ottawa
- **Team Assessment**
  - JTOG (Jefferson Teamwork Observation Guide)
- **Faculty Assessment**
  - JTOG (Jefferson Teamwork Observation Guide)
- **Standardized patient**
  - Oral feedback

# TOSCE Simulation



# Student Participation

<b>Anatomy and Cell Biology</b>	---	1
<b>Audiology</b>	---	1
<b>Clinical Nutrition</b>	2	---
<b>Clinical Nursing Leader</b>	---	4
<b>Clinical Nurse Specialist</b>	1	---
<b>Doctor of Nurse Practitioner</b>	9	3
<b>Masters of Nursing</b>	---	11
<b>Health Systems Management</b>	---	1
<b>Imaging Sciences</b>	1	---
<b>Doctor of Medicine</b>	7	2
<b>Occupational Therapy</b>	2	1
<b>Perfusion Technology</b>	1	---
<b>Physician Assistant</b>	6	2
<b>Respiratory Care</b>	1	1
<b>Social Work</b>	4	3
<b>Speech/Language</b>	3	---
<b>Roosevelt University</b>		
<b>Doctor of Pharmacy</b>	6	12
<b>Total</b>	43	42

Student scoring	TOSCE # 1		TOSCE # 2		TOSCE 2 - TOSCE 1	
Rate your level of agreement with each statement by checking the appropriate box:	Mean (N=49)	Fav Response	Mean (N=49)	Fav Response	Mean Diff	p-value*
1. There appeared to be a team leader that coordinated the discussion. (L)	3.23	86%	3.26	85%	0.02	0.87
2. The team leader facilitated the discussion rather than dominated it. (L)	3.15	77%	3.48	91%	0.33	0.01**
3. Members of the team came prepared to discuss the case/situation from their profession specific perspective. (R)	3.22	88%	3.52	98%	0.30	0.00*
4. Members of the team who were involved in the case/situation contributed to the discussion (C)	3.43	90%	3.48	98%	0.04	0.70
5. Discussion was distributed among all team members. (C)	3.17	73%	3.45	98%	0.28	0.03**
6. Members of the team appeared to understand the roles and responsibilities of other members of the team. (R)	3.20	84%	3.49	98%	0.29	0.03**
7. Team members appeared to have respect, confidence, and trust in one another. (R)	3.60	100%	3.64	98%	0.04	0.64
8. Team members listened and paid attention to each other. (C)	3.60	100%	3.62	100%	0.02	0.81
9. Team members listened to and considered the input of others before pressing their own ideas. (C)	3.38	92%	3.62	100%	0.24	0.03**
10. Team members added other supporting pieces of information from their profession specific perspective regarding the case/situation. (R)	3.43	94%	3.55	98%	0.11	0.30
11. The opinions of team members were valued by other members. (V)	3.62	100%	3.71	100%	0.09	0.32
12. Team members appeared to feel free to disagree openly with each other's ideas. (V)	3.03	68%	3.37	87%	0.34	0.01**
13. Team members sought out opportunities to work with others on specific tasks. (T)	3.24	83%	3.57	98%	0.32	0.01*
14. Team members engaged in friendly interaction with one another. (T)	3.61	100%	3.66	100%	0.05	0.60

# JTOG Student Scores

Competency	Question	P value
Leadership	Team leader facilitated discussion rather than dominated it	0.01**
Role	Members of the team came prepared to discuss the case/situation from their profession specific perspective.	0.00**
Communication	Discussion was distributed among all team members	0.03**
Role	Members of the team appeared to understand the roles and responsibilities of other members of the team.	0.03**
Communication	Team members listened to and considered the input of others before pressing their own ideas.	0.03**
Values/Ethics	Team members appeared to feel free to disagree openly with each other's ideas.	0.01**
Teamwork	Team members sought out opportunities to work with others on specific tasks	0.01*

# High Student Scoring

Competency	Questions	Fav TOSCE 1	Fav TOSCE 2
Roles	Team members appeared to have respect, confidence, and trust in one another	100%	98%
Communication	Team members listened and paid attention to each other	100%	100%
Values	The opinions of team members were valued by other members	100%	100%
Team	Team members engaged in friendly interaction with one another.	100%	100%



# JTOG Facilitator scores

Competency	Question	P value
Communication	Members of the team who were involved in the case/situation contributed to the discussion	0.05**
Communication	Discussion was distributed among all team members	0.02**
Roles	Members of the team appeared to understand the roles and responsibilities of other members of the team	0.02**
Values	Team members appeared to feel free to disagree openly with each other's ideas	0.04**

Competency	Question McMaster Ottawa	P-value
Communication	Communicates and expresses ideas in an assertive and respectful manner; uses communication strategies in an effective manner with others	0.00*
Collaboration	Establishes collaborative relationships with others; promotes the integration of information and perspectives from others; ensures that appropriate information is shared with other providers.	0.03 **
Roles	Describes one's own roles and responsibilities in a clear manner; describes the roles and responsibilities of other providers; shares best practice knowledge with others; accepts accountability for one's contributions.	0.00*
Collaborative Patient Centered	Seeks input from patient and family in a respectful manner re: feelings, beliefs, needs and care goals; integrates goals, values, and circumstances into care plans; shares options and health care information with patients and families; advocates for patient and family as partners in decision-making processes.	0.00*
Team Functioning	Evaluates team function and dynamics; demonstrates shared leadership within the healthcare team that is appropriate to the situation; contributes effectively and meaningfully in interprofessional team discussions.	0.00*

# Conclusion

- **The need for integration and collaboration of health care professionals in the management of clinical patient-centered care is profound**
- **Team simulation experiences provide a safe environment for students to practice IPEC team competencies before going into practice**
- **Student IPEC competencies increase with the use of formative debriefing**
- **Team simulation experiences are an effective educational pedagogy to bridge the gap between IPE and IPCP**