Team Tools: Shared Language to Promote Intra & Interprofessional Team Work and Communication.

May 2012
The Shared Language Team
Shared Language Team

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- Development faculty
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Background: Macy I-LEAD Project

- CWRU: Macy I-LEAD Project (Interprofessional Learning Exchange & Development) (2010-2014)
- Aim: Promote teamwork & improved communication among SOM & SON students.
  - Longitudinal & developmental curriculum
  - Faculty development
- Broad commitment to IPE.
- Complex organizational structure.
Macy I-LEAD Year 1: 2010-11

• Activities:
  – Two IPE “interface sessions” on teamwork & communication (each > 225 medical and nursing students)
  – Medical students shadowed nursing students (pilot)

• Findings: (June, 2011 retreat)
  – Students want to do meaningful work together.
  – Logistical challenges
  – IPE would be more effective if students already had a common language for teamwork and communication.
  – I-LEAD faculty divided into teams based on project aims.
Shared Language Team

• Overall goal: Develop a shared language for students to use during intra-and interprofessional learning activities (start July, 2011).

• Aims (2011-2014)
  – Develop programs to introduce faculty and students to the select team tools and provide them with strategies to implement their use in small group settings.
  – Use select team tools based on the TeamSTEPPS protocol in intra-- and interprofessional small group settings.
TeamSTEPPS

- “An evidence-based teamwork system to improve communication & teamwork skills among health care professionals”.
- Provides common framework & language.
- Ready-to-use materials and a training curriculum.
- 6 CWRU faculty attended training
Shared Language: Plan 2011-12

• July, 2011: Develop Team Tools (shared language)
• Develop specific outcome objectives (2011-2014)
• Identify opportunities for using Team Tools and facilitate spread:
  – Intraprofessional learning activities
  – Interprofessional learning activities
• Provide/facilitate faculty development
• Formative evaluation (May, 2012)
  – IRB exempt
## TEAM TOOLS

<table>
<thead>
<tr>
<th>Planning</th>
<th>Problem Solving</th>
<th>Process Improvement</th>
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<tbody>
<tr>
<td><strong>BRIEFING:</strong> Brief agenda review to establish session expectations and anticipate challenges.</td>
<td><strong>HUDDLE:</strong> Spontaneous time-out to reassess process or plan.</td>
<td><strong>DEBRIEFING CHECK-OUT:</strong> Reflection and feedback to improve individual and team effectiveness.</td>
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<td><strong>CROSS-MONITORING:</strong> Monitoring and supporting other team members in sharing the workload and resolving each other's uncertainties; taking care of each other.</td>
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<td><strong>HAND-OFF:</strong> Transfer of information when a change in team member and/or facilitator occurs.</td>
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<td><strong>SLOWING DOWN:</strong> Slowing the action when there is a need to dig deeper and/or gain clarity. (e.g., using whiteboard diagrams)</td>
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Examples of Team Tools

Team Tools- Intraprofessional

- Shared Language faculty from each school:
  - Identified own setting and approach to using Team Tools.
  - Oriented faculty and students.

- Medicine- year 1, (N=190)
  - PBL groups – already use similar strategies

- Nursing - MN (2nd degree)
  - Clinical groups pre/post conference
  - Year 1 & 2 (N=66)
  - Acute care & PHN

- Nursing-BSN seniors (N-60)
  - Management course
IPE 4: Interprofessional Interface Sessions

- 550+ students + over 55 faculty facilitators
  - Medicine, nursing + dental medicine & social work
  - Planning team included one from Shared Language team
  - March 29, 2012, 4P-7P
  - Teams of 10 students + 1 facilitator
  - Focus: promoting behavior change
  - Two Team Tools: Huddle & Slowing Down
    - Medical and MN nursing students – prior exposure, starting Fall, 2011
    - BSN, Dental and Social Work students – no prior exposure
Keeping Team Tools in Sight
Team Tools at IPE 4
Inpatient Shared Learning

- March-April, 2012
- Pilot, 12 students (6 MN, 6 SOM)
- Exposure to Team Tools before IPE activity
  - Nursing students & faculty—yes, Fall, 2011
  - Medical students—no exposure
  - Medical faculty—aware from I-LEAD meetings
- Faculty & students not expected to use Team Tools
- Evaluation will provide baseline data
Faculty Development

• Essential – content and plan for implementation

• Intra-professional Learning Activities
  – Initial - Provided by team members from that school.
  – October, 2011 – “Blue Bag” at School of Nursing, topic was Shared Language; presenters from Nursing and Medicine.

• Inter-professional Learning
  – IPE 4 – 2 hour faculty orientation to session; included about 15 minutes on Team Tools (what they are, how to use).
  – Inpatient Shared Learning – faculty facilitators I-LEAD core faculty; both aware of Team Tools, one helped develop
Shared Language: Formative Evaluation 2011-12
Results: Facilitators of Intraprofessional Small Groups

Process:

On-line survey to 118 medical faculty, 18 nursing faculty (136), N=44
32% response, analysis for all respondents (not by school)

1. At least 80% of facilitators will perceive an increase in familiarity with the definitions of the tools and in coaching their use in small group settings: (by 2014)
   a. Rated level of knowledge of TT: None – Considerable)
      a. Moderate -> considerable: 76%
   b. Rated frequency of using TT in small groups: never to every session.
      a. Occasionally -> every session: 63% (36% never-rarely)
Small Group Facilitators (Intraprof)

2. At least three of the team tools will be used in required intraprofessional small group learning settings 60% of the time (by 2014) Indicated percent (0-20, 21-40, 41-60, 61-80, 81-100)
   a. Not met (29% > 3 team tools used 60% + of the time)

3. Did you refer to the Team Tools by their specific name or a more general label? (such as Briefing vs Set Agenda)
   a. Most facilitators used more general terms for the Team Tools.

4. Comments/Suggestions
   a. Medical – new terms for prior activities; ? Need
   b. Reminders to use
   c. More clarification of purpose
Inter-professional Evaluation Results

1. At least two of the team tools will be used in the (IPE 4) interprofessional interface sessions by at least 80% of the small groups (by 2014). (on-line survey, sent to 60, N= 34. (response rate 73%) (yes/no)
   1. Did you introduce the two Team Tools to your students? Yes = 97%
   2. Did the students or facilitator use both Team Tools? Yes = 57.6%

2. At least one of the team tools will be used by students during interprofessional patient care discussions with preceptors at the Student Run Free Clinic (by 2014)
   1. Not evaluated, Spring, 2012
   2. Preliminary discussions held with co-directors.
3. Shared Inpatient Learning (SIPL)  
(Pilot, Spring, 2012)

At least one of the team tools will be used by 80% of SIPL student pairs during patient template discussions (by 2014)

- Background
  - MNs had used Team Tools
  - Med had not (year 3)
- Survey (paper/pencil)
- Baseline data

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<th>SOM (N=6)</th>
<th>MN (N=6)</th>
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<tr>
<td>Know TT before SIPL?</td>
<td>3/6</td>
<td>6/6</td>
</tr>
<tr>
<td>When learn about TT?</td>
<td>Before</td>
<td>Before 6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>During 0</td>
</tr>
<tr>
<td></td>
<td>During</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Use at least one TT</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>during SIPL?</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
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<td>4</td>
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<td>N/A</td>
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Lessons Learned/Recommendations

• Evaluation Process
  – Objectives difficult to translate into survey questions
  – Need to write interim objectives.
  – Analyze evaluation data from SOM & SON separately.

• IPE takes time, effort, & commitment. Food helps...

• Faculty have to model teamwork & communication.

• Changing the culture doesn’t happen overnight.

• Involve students & clinical partners in planning.
Lessons Learned & Recommendations

• Looking at teams with a developmental lens
  – HCP-patient dyad,
  – Intraprofessional teams
  – Interprofessional teams (micro-system)

• Students want to do meaningful work. Make it real.

• How best to present Team Tools – context of TeamSTEPPS & long term aims; interprofessional faculty; same presentation for all; video?.

• Faculty buy-in, development & spread are key.
Next Steps: Shared Language Team

• Further analysis & discussion of evaluation results.
• Revise plan (process and outcomes).
• Report back to core I-LEAD faculty.
• Expand rings of spread – faculty & settings.
• Plan for long-term institutionalization.
• Carry on.
Generously supported by...

- Josiah Macy Jr. Foundation
  - I-LEAD Project
  - 2010-2014

- Institute for Healthcare Improvement/Josiah Macy Jr. Foundation
  - “Retooling for Quality & Safety”
  - CWRU - “Teaming for Quality & Safety”
  - 2009-2010