Workshop Case Study Template

As part of the Scope of Work and Compensation in the Extended Faculty Agreement, each organization must provide a case study write-up to accompany their presentation. Case studies will be posted on either or both www.teamsteppsportal.org and www.teamstepps.ahrq.gov. Please fill in the template below and submit it to AHRQTeamSTEPPS@aha.org after the conference and before June 27th. We will be able to process your honorarium after receiving this document.

Name of Organization: Ursuline College, The Breen School of Nursing
Delgado Community College, Charity School of Nursing

Type of Organization: Academic Institution
Nursing education- Baccalaureate Program
Associate Degree Program

Name and Location of Presenter's Institution:
Ursuline College, The Breen School of Nursing  Pepper Pike, Ohio
Delgado Community College, Charity School of Nursing  New Orleans, LA

Web address: Ursuline College: http://www.ursuline.edu/
Delgado Community College: http://www.dcc.edu/campus/charity/

Title of Presentation: “Building Team Synergy: A Three-Phased Approach to Integrating TeamSTEPPS® in Nursing Education”

Description of project: Integrating TeamSTEPPS Resources in Nursing Education
Presenters from two separate nursing schools discussed their approaches to integrating TeamSTEPPS® into their nursing education programs.

Aim of Workshop:
At the conclusion of the Workshop, participants should:
 a) Appreciate the importance of teamwork instruction for nursing education
 b) Be able to identify ways to integrate TeamSTEPPS® within a nursing curriculum

Target Audience:
Nurse Educators; but may be generalized to any Health Professions Educational Program

Required Resources:

• Resource 1: Technology: Powerpoint capability (with audio for embedded videos); projector, screen; microphones for each presenter + extras for audience interaction; slide advancer
• Resource 2: Setting: Classroom, round tables of 8-10 (10-12 tables total); approx. 100 participants or less; medium-sized, comfortable room
• Resource 3: Materials: Class Ice Breaker Exercise-papers (provided by presenters) describing the exercises and pens for each participant; presenter contact information
• Resource 4: Time Frame: 90 minutes
Comments on Participant Engagement:

“Building Team Synergy: Integrating TeamSTEPPS® in Nursing Education” was an interactive workshop. Attendees at the workshop were encouraged to comment/ask questions and participate in activities throughout the presentation.

Near the beginning, participants were asked to engage in an ice breaking/team building exercise that consisted of table teams of 8-10 per table who were given a list of 15 people who were cruising on a yacht. The yacht developed a leak and was sinking fast. There was only one lifeboat available and it would accommodate only 9 people. There were no more life boats or life jackets aboard.

Each table team had to answer the following as a group:

1) **Which 9 of the 15 people aboard the sinking yacht would the team place on the lifeboat to be saved?**
2) **List those individuals to be saved in order of importance — because if they run out of food and water the others will have to be dumped overboard.**

Debriefing— This exercise stimulated robust conversations/dialogue regarding:

a) What problems did you experience (if any) with the team at your table?
b) How did you resolve any issues that you encountered as a group?
c) Was it the best way that you resolved any issues?
d) How else could you have resolved your differences?
e) Why did these problems occur in the first place?
f) How does this exercise reflect your day-to-day relationships?
g) What are the similarities between what you just experienced and negotiations at work and at home?

Additionally, participants were asked to engage in table demonstrations of several key tools and strategies in TeamSTEPPS®. Each table was given a specific tool/strategy to demonstrate as a group (i.e.- CUS, checkback, etc... based on what scenario would be most appropriate to provide for students in their specific discipline). Groups were extremely creative and involved. Teams role-played. Ideas were exchanged between tables and feedback given from participants to other participants as well as from the presenters.

Next Steps for Participants:
Participants were provided with prescriptive, leveled grids demonstrating the integration of TeamSTEPPS® in an ADN and BSN nursing program (examples below). Participants were given examples of integration of the tools and strategies based on the TeamSTEPPS® constructs. The presentation powerpoint included examples of embedded instructor-developed videos which brought the constructs, tools, and strategies to life. Participants discussed ideas for videos that could potentially be developed specific to their particular health professions program. It was stressed by the presenters that integration must be level-appropriate.

Emails and contact information was provided to attendees.

Example of TeamSTEPPS® Integration in an ADN Program:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TS MODULES</th>
<th>TOOLS</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>
| 1     | Introduction  
Team Structure  
Communication  
Intro to Leadership | SBAR  
Brief: I Pass the Baton  
Huddle  
Debrief | • Paper Chain  
• Safety Risk Observations requiring communication  
• Pre-Conference  
• Updates  
• Post-Conference |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TS MODULES</th>
<th>TOOLS</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Communication</td>
<td>I Pass the Baton</td>
<td>• Simulation</td>
</tr>
<tr>
<td></td>
<td>Mutual Support</td>
<td>Call Out</td>
<td>Confusing handoff from ED nurse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBAR</td>
<td>Phone call from Nuclear Medicine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task Assistance</td>
<td>Patient refuses to wear mask</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback</td>
<td>• New graduates + “Expert RNs”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Debriefing led by “Expert RNs”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Situation Monitoring</td>
<td>SBAR</td>
<td>• Simulation</td>
</tr>
<tr>
<td></td>
<td>Leading Teams</td>
<td>Two Challenge</td>
<td>Post Partum Hemorrhage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUS</td>
<td>• Team Leader in Clinical Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief-Huddle-Debrief</td>
<td>Evaluation of Team Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback</td>
<td>Evaluation of Team Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I’M SAFE</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Putting It Together</td>
<td>SBAR</td>
<td>• Simulations/Role Play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two Challenge</td>
<td>• Code Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUS</td>
<td>• Dancing Guy!!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Call Out</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check Back</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task Assistance</td>
<td></td>
</tr>
</tbody>
</table>

**Trosclair, Delgado School of Nursing**
Example of TeamSTEPPS® Integration in a BSN Program:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TS MODULES</th>
<th>TOOLS</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>
| 100   | Introduction Team Structure Communication Situation Monitoring Mutual Support Intro to Leadership | SBAR Brief Huddle Debrief | • Paper Chain Exercise  
• Team Roles and Responsibilities  
• “A” (Assessment)-Exercise; Role Play  
• Clinical Reports; Handoffs  
• QSEN Quality & Safety Assessment-Patient Room  
• Clinical Role Assignments  
• Trust Exercise  
**Observe:**  
• Team Brief (Pre-Conference)  
• Team Updates (Huddle)  
• Team Debrief (Post-Conference)  
• Discuss followership requisites  
• Discuss unit leadership qualities on clinical sites  
• Shadow charge nurse in clinicals |
| 200   | Communication Situation Monitoring Mutual Support Leadership | SBAR CUS Call Out Cross Monitoring Feedback Brief Huddle Debrief | • S-B-A (Situation-Background-Assessment) Exercises; Phone Call to NP  
• CUS Scenario Video Exercises  
• Call Out: Scenario-BP decreasing  
• QSEN Quality & Safety Assignment-Nursing Unit  
• Harm & Error Reduction Assignment  
• Task Assistance/Feedback Videos  
**Participate In:**  
• Team Brief (Pre-Conference)  
• Team Updates (Huddle)  
• Team Debrief (Post-Conference)  
• Assign students to “charge nurse” roles in clinicals |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TS MODULES</th>
<th>TOOLS</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td><strong>Communication</strong>&lt;br&gt;Situation Monitoring&lt;br&gt;Mutual Support&lt;br&gt;Leading Teams&lt;br&gt;Pulling It All Together</td>
<td><strong>SBAR</strong>&lt;br&gt;I’M-SAFE&lt;br&gt;2-Challenge Rule&lt;br&gt;Brief&lt;br&gt;Huddle&lt;br&gt;Debrief&lt;br&gt;All Tools</td>
<td>• SBAR Practice in Clinicals &lt;br&gt;• IM-SAFE Checklist Assignment &lt;br&gt;• QSEN Quality &amp; Safety Assignment-Systems Approach (Hospital-Wide) &lt;br&gt;• Role play &lt;br&gt;• Video Exercises &lt;br&gt;&lt;i&gt;Conduct: &lt;/i&gt;Team Leader in Clinicals &lt;br&gt;• Team Brief (Pre-Conference) &lt;br&gt;• Team Updates (Huddle) &lt;br&gt;• Team Debrief (Post-Conference) &lt;br&gt;Evaluation of Team Leaders &lt;br&gt;• Culminating Simulations/Role Play &lt;br&gt;• Code Workshop</td>
</tr>
</tbody>
</table>

**Goliat & Sharpnack, Ursuline College, The Breen School of Nursing**

**Advice for Colleagues:** (Outline if you had to conduct this workshop again, what you would change?)

The accommodations were excellent. The following items were provided by the AHRQ, and the minimum needed for this workshop:

1) Group of 100 participants or less at round tables with 8 people or less at tables; medium-sized room to fit 10-12 tables
2) Microphone and 2 lavaliers
3) Powerpoint with audio

**In the future, we would recommend:**

1) Having the presenters request 2 extra microphones and designating 2 people to field the comments/questions amongst the audience. This would help save time. We had a great deal of interaction with the audience and having 2 people with microphones would have helped.
2) Providing participants with a DVD of examples of the instructor-developed videos if possible; quite a few attendees mentioned that they liked the videos and wanted to know if they were available
3) Allotting more time to discuss how the attendees have integrated TeamSTEPPS to date, if applicable

We were very grateful for the chance to present at the National Conference and were very pleased with the turnout as well as interaction of the attendees throughout the Workshop! We would recommend integration workshops for healthcare professions education at the Conference in the future.

Name: **Laura Goliat DNP, MSN, FNP-BC**  
Title: Associate Dean, Undergraduate Programs Ursuline College The Breen School of Nursing,  
Phone: 440-646-8332  
Email: lgoliat@ursuline.edu

Name: **Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, ANEF**  
Title: Dean, Ursuline College, The Breen School of Nursing,  
Phone: 440-684-6032  
Email: psharpnack@ursuline.edu

Name: **Mary Trosclair MN, RN**  
Title: Coordinator of the Simulator Lab, Charity School of Nursing, Delgado Community College  
Phone: 504-421-1071  
Email: mtrosc@dcc.edu