



6A. Being An Effective Team Player

Objectives:

- Mention The Different Types Of Teams In Health Care
- Describe The Characteristics Of Effective Teams
- Explain How People's Values And Assumptions Affect Interactions With Others
- Identify The Role Of Team Members And How Psychological Factors Affect Team Interactions
- Recognize The Impact Of Change On Teams
- Explore The Role Of Teamwork In Health-care Delivery And Its Immediate Impact On Patient Safety
- Appraise Own Skills As A Team Member And Identify Improvement Actions
- Recognize Their Duty To Take Action When The Health, Performance Or Conduct Of Colleagues Puts The Health And Safety Of Others At Risk

Important | **Doctors' notes** | **Extra** | **New terminology**

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Lecture Overview

Types of Teams in Health Care



How Teams improve patient care at the level of:



organization



patient outcomes & safety



Team As a Whole



individual member

How teams FORM & develop

① FORMING

② STORMING

③ NORMING

④ PERFORMING

WHAT makes a Successful Team?

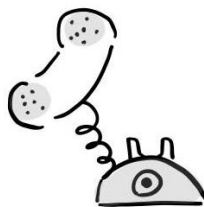


The Role of Team members

Leadership



Communication



Resolving disagreement & conflict



The impact of Change on Teams



- Challenges to Effective teamwork

- Accidents in other Industries

1. Mention The Different Types Of Teams In Health Care

A Team

A distinguishable set of two or more people who interact dynamically, interdependently and adaptively towards a common and valued **goal/objective/mission**, who have been each assigned specific roles or functions to perform, and who have a limited lifespan of membership. Eduardo Salas

Types Of Teams Do You Find In Health Care

Many different teams are found in health care:

- Multi-professional/drawn from a single profession
- Co-located/distributed
- Transitory or long standing

TeamSTEPPS™ identify the following team types in health care:

- Core teams (who providing the service like physician ,nurses..)
- Coordinating teams منظمين
- Contingency teams (Code team they come from ICU or ER)
- Ancillary services. (Food service)
- Support services
- Administration

2. Explore The Role Of Teamwork In Health-care Delivery And Its Immediate Impact On Patient Safety

How Do Teams Improve Patient Care?

- Teams represent a pragmatic way to improve patient care
- Teams can improve care at the level of:
 - The organization
 - The patient – outcomes and safety
 - The team as a whole
 - The individual team member

How Do Teams Form And Develop?

Tuckmann identified four stages of team formation and development:

1. Forming
2. *Storming* (1) (know each other)
3. *Norming* (2)
4. Performing

3. Describe The Characteristics Of Effective Teams

What Makes A Successful Team?

Effective teams possess the following features:

- A common purpose
- Measurable goals
- Effective leadership and conflict resolution
- Good communication
- Good cohesion and mutual respect
- Self-monitoring
- Situation monitoring
- Flexibility

-
- (1) where people start to push against the boundaries established in the forming stage. This is the stage where many teams fail.
- (2) Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and respect your authority as a leader.

4. Identify The Role Of Team Members And How Psychological Factors Affect Team Interactions

Leadership

Effective team leaders coordinate and facilitate teamwork by:

- **Delegating tasks** or assignments
- Conducting briefs, huddles, debriefs
- Empowering team members to speak freely and ask questions
- Organizing improvement activities and training for the team
- Inspiring “ „followers” and maintain a positive group culture
- Accepting the leadership role
- Asking for help as appropriate
- Constantly monitoring the situation
- Setting priorities and making decisions
- Utilizing resources to maximize performance
- Resolving team conflicts
- Balancing the workload within a team

Communication

A number of techniques have been developed to promote communication in health care including:

- ISBAR Know the plan, share it ,review the risks → Identify Situation Background Assessment Recommendation / Requirements
- Call-out
- Check-back
- Hand-over or hand-off

ISBAR HUNTER NEW ENGLAND
NSW HEALTH

I — Introduction
Identify yourself (your name, role and location) and give a reason for calling.
“I am calling because.....”

S — Situation
Give the patient's age and gender
What is the patient's status now?
a. stable (but in danger of deterioration)
b. unstable

B — Background
Give the relevant details such as presenting problems and clinical history

A — Assessment
Put it all together (their current condition, risks and needs). What is your assessment?

R — Recommendation
Be clear about what you are requesting.
e.g transfer/review/treatment?
When should it happen?

Extra

Resolving Disagreement And Conflict

A number of techniques have been developed to help all members of a team speak out including:

- The two-challenge rule
- CUS (3) (I am not comfortable . . .) nice way أفضل طريقة
- DESC (4) (script be objective) مريض درجة حرارته عالية, لا تقول أتوقع أن درجة حرارته عالية

(3) C = Concerned, U= Uncomfortable, AND S = Safety. Ex: I'm **concerned** that Ms. C is not her usual self. I'm **uncomfortable** that she is behaving so oddly. I believe she is not **safe**; she may have something serious going on that we are missing.

(4) D = Describe, E = Explain, S = Share, AND C = Compromise

5. Recognize The Impact Of Change On Teams

Challenges To Effective Teamwork

1. Changing roles
2. Changing settings مثل تنقل دكتور من مستشفى أو منصب
3. Health-care **hierarchies**
4. Individualistic nature of health care
5. Instability of teams

Accidents In Other Industries

Failures in the following team behaviors have been identified as being responsible for accidents in other industries:

- Roles not being clearly defined
- Lack of explicit coordination
- Mis-communication

Assessing Team Performance

Assessing team performance can be carried out:

- In the workplace
- In simulated environments
- Through observing teamwork exercises

Teamwork can be assessed by external experts or by peer observation

6. Appraise Own Skills As A Team Member And Identify Improvement Actions

How To Apply Teamwork Principles

- Health-care students can apply teamwork principles in their interactions with other students and through observing and being part of health-care teams
- Practical tips for health-care students to practice:
 - **Always introduce yourself to the team**
 - Read back/close the communication loop
 - State the obvious to avoid assumptions
 - Ask questions, check and clarify
 - Delegate tasks to people not to the air
 - Clarify your role
 - Use objective (not subjective) language
 - Learn and use people's names
 - Be assertive when required *خلق انسان لحوح*
 - If something doesn't make sense, find out the other person's perspective
 - Do a team briefing before undertaking a team activity and a debrief afterwards
 - **When conflict occurs, concentrate on “what” is right for the patient, not “who” is right**

Summary

- Teamwork doesn't just happen, it requires:
 - An understanding of the characteristics of successful teams
 - Knowledge of how teams function and ways to maintain effective team functioning
- There are well documented teamwork principles health-care students should know
- There are a variety of techniques that have been developed to improve communication in teams





6B. Engaging With Patients And Careers

Objectives:

- Recognize The Place Of Patient-and Care-Engagement In Good Clinical Management
- Explain The Basic Communication Skills Strategies
- Explain The Importance Of Informed Consent
- Recognize The Steps Of SEGUE Framework In Obtaining Informed Consent
- Recognize The Influence Of Cultural Values In Communication
- Discuss The Basic Principles Of Open Disclosure
- Recognize The Harvard Framework Steps Of Open Disclosure
- Apply Components Of (SPIKES – Model) In Communicating Bad News To Patients

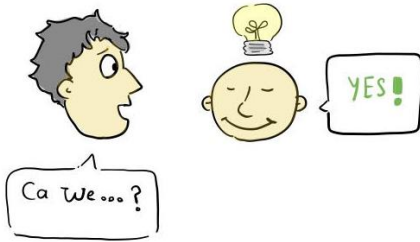
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"Gaining an informed Consent"



SEGUE FRAMEWORK



Set the Stage



Elicit information



Give information



Understand patient's perspective



Cultural Competence

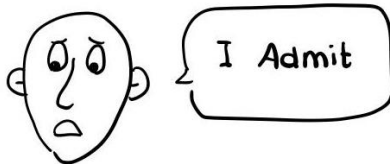


patient's Role

to minimize adverse effects



Open disclosure



- Bad outcome of Health care Treatment



"Spikes" model to communicate Bad News

6

- HARVARD FRAMEWORK

↳ [Steps of Open disclosure]

3. Explain The Importance Of Informed Consent

Why engaging with patients and their families is important

From The Handout

- Every patient has the right to receive information about the care they are receiving.
- Informed consent allows patients, in collaboration with health-care providers, to make decisions about interventions and potential risks.
- Many patient and consumer organizations around the world are turning their attention to activities that promote safe patient care.
- The WHO initiative 'Patients for Patient Safety' focuses on patient safety advocacy and awareness-raising by patient 'champions'.
- Patient engagement activities divide into: learning and healing after an adverse event; and engagement of patients in preventing harm.

3. Explain The Importance Of Informed Consent

Informed consent

From The Handout

Respect for patients' autonomy refers to their right to make choices according to their own values. It is unethical for a health-care professional to interfere with the choices patients make, unless the person is unconscious or in a life-threatening situation.

- * The consent process enables patients to consider options in relation to their care and treatment, including alternatives to the course of treatment proposed.
- * Consent guidelines have been developed for health-care professionals.
- * Time pressures and attitudes towards patients shorten this process.
- * The consent process has two main phases: elements that inform the patient and elements that enable the patient's decision-making process.
- * It is not uncommon for patients to discuss consent with pharmacists, nurses and other health professionals before or after they have spoken with their doctor.
- * Financial considerations are extremely important for patients who may not have health insurance or other financial resources for a particular treatment being proposed

Gaining An Informed Consent

Informed consent : Proses enable the patient and his family to consider all options including the alternative options of care and treatment

What patients should know

- **Explain** The diagnosis
- **Clarify** The degree of uncertainty in the diagnosis
- **Mention** Risks involved in the treatment and address the patient concern
- **Discuss** the benefits of the treatment (let the patient test his choice) and the risks of not having the treatment, EX: Philippine ethnicity commonly suffer from stroke secondary to untreated systolic hypertension .
- **Information on recovery time** , EX: patient after URTI may suffer from cough due to post-nasal drip
- **Name, position, qualifications and experience of health workers who are providing the care and treatment**
- **Availability and costs of any service required after** , EX: physiotherapy after hip or knee replacement
- **discharge from hospital**
- The consent proses has 2 elements : 1) inform the patient : provide info and insure that the patient understand . 2) enable the patient to make decision : for that they need to (time to absorb info + taking consultation + being informed about alternative options and finical consideration)

4. Recognize The Steps Of SEGUE Framework In Obtaining Informed Consent

SEGUE Framework

- 1. Set the stage**
- 2. Elicit information** **mainly by history** , **includes** (explore physical and psychological factors – discuss *antecedent* (1) treatment - discuss lifestyle by asking open ended questions – give them opportunity to talk “listening and pay attention “- check your understanding by ask the patient if that what he meant)
- 3. Give information** **includes** (explain the purpose of diagnostic procedure “ex: blood test for detection of anemia “ - if the patient ask to do useless test ,explain that there is no need for them – teach them “ex : how to do self breast cancer examination “ - encourage patient to ask- adapt to patient level of understanding)
- 4. Understand the patient’s perspective** also called **ICE (Ideas, concerns, and expectations)** e.g. includes (acknowledgment of patient achievement “ex: loss of weight “ – acknowledge waiting time either in clinic or even waiting for diagnosis in case of undifferentiated diagnosis – express concern and empathy – maintain the respect)
- 5. End the encounter** (ask if there is any thing else and review the next step with the patient)

1. Recognize The Place Of Patient-and Care- Engagement In Good Clinical Management

Promoting patients’ involvement in their own care

From The Handout

Patients who play active roles in the management of chronic health conditions enjoy Better

outcomes than patients who play a more passive role in their care. Patients and their families can be made aware of opportunities to engage in the prevention of adverse events through awareness-raising activities and education about the risks of preventable harm. They should be encouraged to speak up to providers about safety concerns.

Successful involvement of patients in their own care requires:

- an understanding of the strong emotional context to adverse events
- honesty, empathy and respect for patients and careers
- knowledge on how to listen carefully and communicate effectively

(1) something existing or happening before

5. Recognize The Influence Of Cultural Values In Communication

Cultural Competence “we are in KSA consider as multicultural society”

Cultural competence : knowledge ,skills and attitudes care worker need in order to provide adequate health care services to all people in the way that respect their understanding.

From The Handout

Culture is a broad term that includes language and customs, as well as values, beliefs, behaviors, practices, institutions and the ways in which people communicate. Cultural competence in providing health services requires health-care workers to:

- be aware of and accept cultural differences;
- be aware of own cultural values;
- recognize that people from different cultural backgrounds have different ways of communicating, behaving, interpreting information and solving problems;
- recognize that cultural beliefs affect how patients perceive their health, how they seek help, interact with health providers, and how they adhere to the treatments or care plans;
- be aware of the patient’s (health) literacy;
- be able and willing to change the way they work to fit in with the patient’s cultural or ethnic background, in order to provide the patient with optimal care; Set the stage; Elicit information; Give information; Understand patient’s perspective; End the encounter
- be aware that cultural competence includes people from low socio-economic backgrounds– marginalized citizens tend to be more passive and reluctant to voice their opinions or judgment.

There are many barriers including (language – beliefs “ ex: the Jews do not accept blood transfusion – values – way of communication) .

Patient Role In Minimizing Adverse Events

* 91% of patients are willing to participate in their protection and those who participate find better outcomes

- Patients want to be involved in their health care (depending on which tasks)
- 85% of patients were comfortable asking about a medication’s purpose
- 46% were very uncomfortable about asking health-care workers whether they had washed their hands .
- Patients should be encouraged to speak up.
- They can participate by : (giving accurate history – choose safe health provider “experts” – insure that he knows about route of administration of the drugs and adverse effects) .

6. Discuss The Basic Principles Of Open Disclosure

Open Disclosure

Open disclosure : admission of any mistake that happened , it is about integrity and being professional .

Informing patients and their families of bad outcomes of health-care treatment, as distinguished from bad outcomes that are expected from the disease or injury being treated

▪ Key principles of open disclosure

- Openness and timeliness of communication, explained what happened and keeping the patient informed and give him a feedback after investigation .
- Acknowledgement of the incident
- Expression of regret/apology
- Recognition of the reasonable expectations of the patient and their support person
- Support for staff , then try to correct the mistake and start actions taking to prevent similar accidents .
- Confidentiality * why are people afraid form admission of mistakes?
- reporting the incidence. * they are worry about blaming and legal actions .

7. Recognize The Harvard Framework Steps Of Open Disclosure

Harvard Framework

- Preparing , set the stage and ensure that the patient is comfortable .
- Initiating conversation with staff “ at least senior or higher level” , family and the patient - and use of good communications skills .
- Presenting the facts , explain the facts .
- Actively listening for patient concern .
- Acknowledging what you have heard
- Concluding the conversation including summary of what happen and how to be managed.
- Documentation with privacy

2. Explain The Basic Communication Skills Strategies

From The Handout

Advanced communication techniques and open disclosure:

1. Ways to engage patients

Health-care providers should:

- Actively encourage patients and carers to share information;
- Show empathy, honesty and respect for patients and carers;
- Communicate effectively;
- Obtain informed consent in an appropriate manner;
- Remember that information exchange is a process not an event—leave open the
- Opportunity for patients to return with more questions;
- Show respect for patient’s religious and cultural beliefs and individual needs;
- Apply patient engagement thinking in all clinical activities;
- Recognize the place of patient and carer engagement in good clinical management.

2. SPIKES: a communication tool (Discussed in the next slide)

SPIKES: a communication tool

From The Handout

The communication tool 'Setting, Perception, Information, Knowledge, Empathy, Strategy and Summary' (SPIKES) is used to assist health-care professionals to communicate bad news in situations where the patients are at the end of their life. But SPIKES can be used more generally to assist communication with patients in a wide range of difficult situation

S	<p>Step 1: Setting (S)</p> <ul style="list-style-type: none"> * Privacy: The setting is important if sensitive material is to be discussed. The patient must be able to listen and ask questions with minimal disruption. * Involve significant others: Patients should always be asked if they want to have a family member present to support them and help with information. * Sit down: Patients appreciate a health practitioner sitting down because it allows for direct communication and conveys to the patient that the person is not going to rush off. * Listening mode: An important role of a health-care provider is listening to patients and not interrupting them when they are talking.
P	<p>Step 2: Perception (P)</p> <p>It is helpful to first ask the patient what he/she thinks is going on. This can help the care provider to understand where the patient is in relation to their understanding of their situation.</p>
I	<p>Step 3: Information (I)</p> <p>* Health-care providers worry about how much information should be disclosed to the patient. A general rule is to focus on each patient's informational needs. All patients should be given information about treatments, whenever there is risk and when side-effects occur frequently. The application of this rule will help to match the information provided with the patient's informational needs. This approach enhances communication between patient and provide by encouraging discussion. The delivery of information should be carefully paced and appropriate for the patient's situation. Information overload can be avoided by asking simple questions or making simple statements at the beginning of the consultation</p> <p>* Patients will not retain important information given at a time of high anxiety, particularly if a difficult diagnosis is made. Discussion, explanations and answering questions are still necessary to maintain respect for the patient's autonomy. If patients have a list of questions they wish to discuss, their health-care provider should go through each of the questions.</p>
K	<p>Step 4: Knowledge (K)</p> <p>Effective communicators will always indicate to the patient that they will be covering some disturbing information. This gives the patient time to prepare, even if it is only a few moments.</p>
E	<p>Step 5: Empathy (E)</p> <p>The following four steps can help providers pay attention to the emotional needs of their patient.</p> <ul style="list-style-type: none"> * Listen for and identify the patient's emotion(s). If the provider is unsure of the emotions being expressed or experienced, ask questions such as: How does that make you feel? * Identify the source of the emotion. 'This is difficult news. Do you want to talk about what you are feeling? If you like, I can come back later and we can talk again when you will have had a chance to take it all in. I will do my best to answer any questions you may have'. * Show the patient that his/her emotion is recognized and where it is coming from. * Be quiet—sometimes just being there and letting the patient absorb the information and giving them a chance to formulate any questions is important.
S	<p>Step 6: Strategy and Summary (S)</p> <p>It is always a good idea to summarize the information discussed at the end of a consultation. Patients may ask additional questions or remember something important.</p>

Summary

- **A team:** A distinguishable set of two or more people who interact dynamically, and adaptively towards a common and valued goal, who have been each assigned specific roles or functions to perform, and who have a limited lifespan of membership.
- **What Makes A Successful Team?**
 - ❖ A common purpose.
 - ❖ Measurable goals.
 - ❖ Effective leadership and conflict resolution.
 - ❖ Good communication.
 - ❖ Good cohesion and mutual respect.
 - ❖ Situation monitoring.
 - ❖ Self-monitoring.
 - ❖ Flexibility.
- **Leadership:** Effective team leaders coordinate and facilitate teamwork by:

Accepting the leadership role and asking for help as appropriate.

Constantly monitoring the situation, Setting priorities and making decisions

Utilizing resources to maximize performance and Resolving team conflicts

Balancing the workload within a team and organizing improvement activities and training for the team

Empowering team members to speak freely and ask questions

Inspiring „followers“ and maintain a positive group

- **Communication:**

- A number of techniques have been developed to promote communication in health care including:

ISBAR

Call-out

Check-back

Hand-over or hand-off

Summary

- **Patient engagement:** Compared with the health-care professions, patients are the least represented stakeholders in health-care safety and quality improvement efforts.

Why? Because patients and their families are not as organized as other stakeholder groups, their interest and needs have not been captured or integrated.

- **Communication between providers and patients:**

1. Informed consent

- enables patients to consider options in relation to their care and treatment, including alternatives to the course of treatment proposed.

2. What patients should know

- The diagnosis or the main problem.
- The degree of uncertainty in the diagnosis or problem.
- Risks involved in the treatment or solution.
- Patients need to know the range of options.
- Information on expected recovery time.
- Name, position, qualifications and experience of the health-care workers
- Availability and cost of any service or medication required.

3. Tools for good communication

- **SEGUE:** **S**et the stage, **E**licit information, **G**ive information, **U**nderstand patient's perspective, **E**nd the encounter.

- **Cultural competence:** knowledge, skills and attitudes that a health-care professional needs in order to provide adequate and appropriate health-care services to all people in a way that respects and honours their particular culturally-based understandings and approaches to health and illness.
- **open disclosure:** is a term used to describe the process of informing patients and their families of bad outcomes of treatment, as distinguished from bad outcomes expected from the disease being treated.

Advanced communication techniques and open disclosure

1. Ways to engage patients

2. SPIKES:

used to assist health-care professionals to communicate bad news in situations where the patients are at the end of their life.

SPIKES:

- **Step 1: Setting (S)**
 - ❖ Privacy.
 - ❖ Involve significant others.
 - ❖ Sit down.
 - ❖ Listening mode.
- **Step 2: Perception (P)**
- **Step 3: Information (I)**
- **Step 4: Knowledge (K)**
- **Step 5: Empathy (E)**
 - ❖ Listen for and identify the patient's emotions.
 - ❖ Identify the source of the emotion.
 - ❖ Show the patient that his/her emotion is recognized.
 - ❖ Be quiet .
- **Step 6: Strategy and Summary (S)**

6A. Being An Effective Team Player

Q1: which one of the following is the correct order of stages of team formation ?

- A) Forming – norming – storming – performing
- B) Forming – storming – norming – performing
- C) Norming – storming – forming – performing

Q2: which one of the following is considered as a principle of teamwork ?

- A) Avoid asking questions
- B) Never be assertive
- C) Introduce your self

Q3: mention 2 types of teams can be founded in health care :

- Co-located / distributed team
- long standing team

Q4: mention 3 features of effective team :

- Measurable goals
- Effective leadership and conflict resolution
- Good communication

6B. Engaging With Patients And Careers

Q5: which one of the following is considered as a step of gaining an informed consent ?

- A) Providing information on recovery time
- B) Try to persuade patients by denial any risks
- C) Delay discussing the cost of the services

Q6: (S) in (SEGUE) Framework stands for ?

- A) Seek for excuse
- B) Set the stages
- C) Save the patient

Q7: mention 2 of key principles of open disclosure :

- Acknowledgement of the incident
- Expression of regret/apology

1 : B – 2 : C – 5 : A – 6 : B



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References: Doctors' slides (WHO, Patient Safety Curriculum Guide) & notes.