Leading Multidisciplinary Team Building

A practical approach to mock emergencies

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Objectives

1. Discuss benefits of mock emergencies for multidisciplinary team building
2. Create a realistic mock emergency scenario
3. Run a mock emergency exercise
4. Perform an effective post emergency debrief
Team Building Challenge

- Cross discipline
- Applicable to work environment
- Enhances patient care
- Safe
- Not expensive
- Not disruptive of work environment

Ref: 8, 11, 12, 14, 18
Why Sim?

- Well suited for technical skills that are:
  - Uncommon or rare
  - Hazardous
  - Require practice to conquer

- Good for non technical skills
  - Judgement
  - Behaviour
  - Attitude

Ref: 1, 4, 6, 7, 8, 18
Why RNs?

- Patient care specialists
- Leaders for effective change
- Proponents of best practices
- Experienced at establishing rapport & building therapeutic relationships
Building Clinical Skills

- Valuable & positive
  - Stressful & intimidating

- Can tailor sim to any clinical skill you would like

- Allows repeated practice without harm

Ref: 11, 18
HALO

- High acuity, low occurrence
  - Rarity = uneven training

- Maintain competency
  - Repeatable experience
Team Building

- Individual performance is not sufficient to achieve optimum safety
  - MUST train the team

- Sim particularly useful for working on softer, team skills

Ref: 8
Team Building

- RESULTS
- ACCOUNTABILITY
- COMMITMENT
- EFFECTIVE COMMUNICATION
- TRUST

Ref: 1, 3
Team Building

• Sim is valuable BUT:
  • Stressful & intimidating

• Scared:
  • Will be judged
  • Clinical skills may not be up to par
  • May make more mistakes
    • Not an accurate reflection of skills/knowledge

• Stressful experiences make learning more effective

Ref: 4, 18
Trust

- Peer intentions
- *Vulnerability

**How to Build Trust**
- Shared experiences
- Make and admit mistakes
Communication

- Poor communication is the most common cause of preventable disability or death

- Communication behaviours influenced by:
  - Hierarchy
  - Social structure
  - Receptivity of superior

Ref: 5
Scenario

- Need to practice taking charge in environment where nothing negative happens if you make mistakes

- Cognitive & interpersonal skills
  - Not learned in routine clinical experience
  - Major determinants of successful crisis management
Ability to Manage Crisis

- Critical resource management
  - Leadership
  - Teamwork
  - Communication
  - Prioritization
## Planning Your Sim

### SCENARIO TEMPLATE

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Observable Actions:</th>
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<td>1</td>
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<td>2</td>
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<tr>
<td><strong>Staging:</strong></td>
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<td><strong>Environmental:</strong></td>
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<td><strong>Equipment:</strong></td>
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<td><strong>Psychological</strong></td>
<td>Notes:</td>
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<tr>
<td><strong>Narrative</strong></td>
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</tbody>
</table>
Learning Objectives

1. Crew Resource Management
   - Human factors goal

2. Clinical skills
   - Complimentary skill that will help with #1
Observable Actions

- What you want to see or not see
Staging

- **Environment**
  - Where?
  - Do things need to be set up/prepped
  - Staff/patients need to be warned

- **Equipment**
  - Actual equipment
  - Replace with training materials

- **Psychological**
  - Believability & buy in
  - Greater psychological fidelity = improved learning & longer information retention

Ref: 2, 14, 16, 18, 19
Narrative

- Staff must be able to gain relevant information from patient/chart

- History & Chart
  - Can include red herrings/leave stuff out

- Outcome
  - Decompensation to death if relevant
Run Your Sim

- Pre-brief
  - Ground rules

- Expectations

- Errors expected

- Confidentiality

- Use/Limitations of simulator

Ref: 17, 18, 20, 21
Run Your Sim

- Share the narrative
  - Only part of the template participants see/know before sim starts

Ref: 14, 19
Run Your Sim

- **LET CHAOS REIGN**
  - DO NOT participate
  - DO NOT teach now
  - DO NOT answer questions

- **Will NOT go as you expect it to**

Ref: 18, 19
Notes

- **Include**
  - Good, bad, ugly
  - Technical skill performance
  - Boundary issues
  - Communication
  - Leadership
  - Decision making

- **End Point**
  - Triumph
  - Timing
  - Tragedy

Ref: 14, 15
Debrief

- Why
  - True leadership portion of sim
  - Crucial to learning process
  - Valuable learning points need to be discussed

Ref: 13, 14, 17, 18, 21
Debrief

• How
  • Facilitator must stimulate learning & discussion in non-threatening way
  • Opening statement
  • Respond to issues
  • Debrief learning objectives
    • Consider ORIP:
      • Observe
      • Remark
      • Inquire
      • Probe

Ref: 15, 17, 18, 21
Debrief

• Summary
  • 3 things we did well
  • Things we identified we need to work on
  • Take home lessons include

Ref: 15, 18
Take Home Points

• **Remember your objectives**
  • Steer your sim to meet them

• **The sim will not go as you envisioned**
  • Get out of it what you need

• **Debrief**
  • Celebrate the good
  • Address the bad
    • Non-judgementally
References

References


