

# Guiding Principles for Exceptional Perinatal Teams

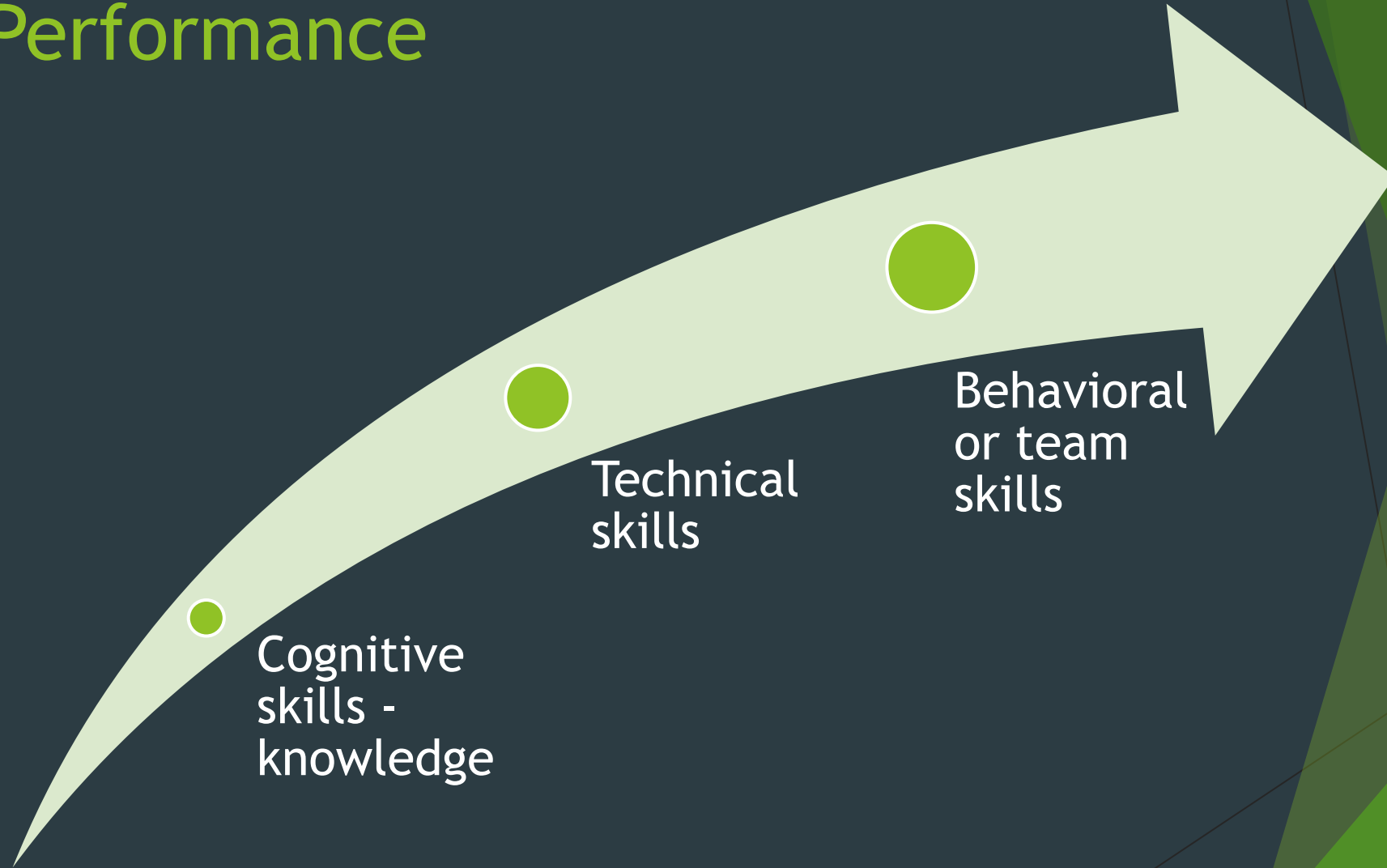
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Julie Arafeh has no conflict of interest  
to report

# Learning Objectives

Discuss	Discuss three communication strategies for use during patient care; timing and content of patient report, closed loop communication and patient update/recap
Describe	Describe techniques for role delegation during high-risk procedures or clinical emergencies
List	List leadership tactics to coordinate patient care more effectively and efficiently

# Foundation for Effective and Efficient Team Performance



Cognitive  
skills -  
knowledge

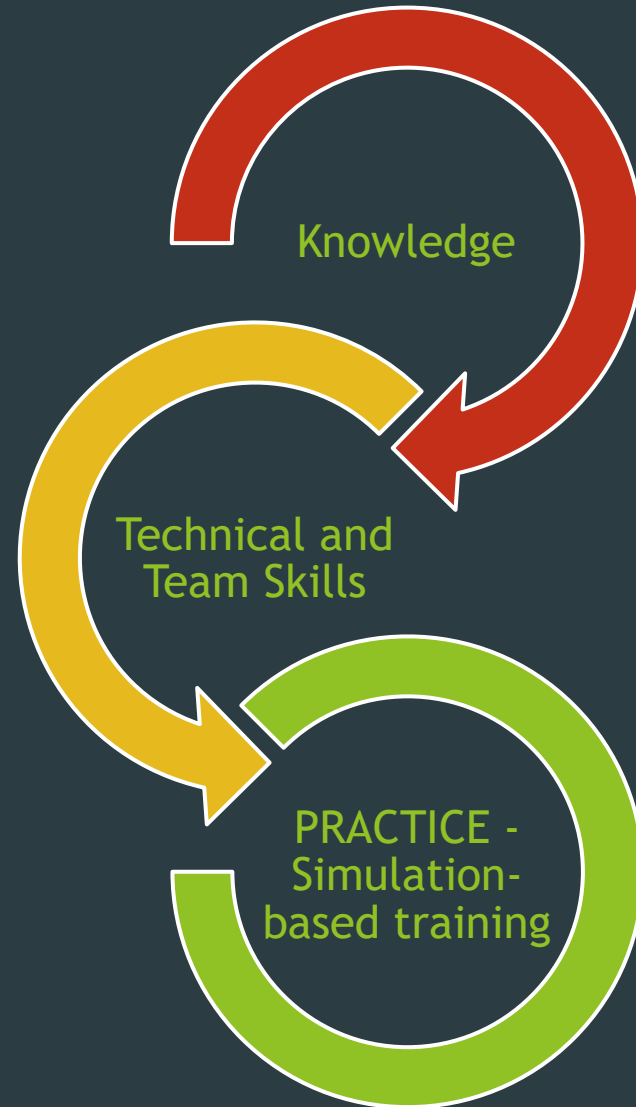
Technical  
skills

Behavioral  
or team  
skills

# NRP Key Team Skills

- ▶ Know your environment
- ▶ Use available information
- ▶ Anticipate and plan
- ▶ Clearly identify a team leader
- ▶ Communicate effectively
- ▶ Delegate workload optimally
- ▶ Allocate attention wisely
- ▶ Use available resources
- ▶ Call for additional help when needed
- ▶ Maintain professional behavior

**FACT:**  
Practice  
Improves  
Performance



## Requirements for a hospital simulation program:

### Multidisciplinary simulation instructors

- Attend simulation instructor training
- Dedicated time for simulation
  - Instructors - develop SBT
  - Staff - attend SBT

### Manikin

- Non-mechanical full body manikin or task trainer(s)
- Based on who will be trained and what they need to learn or practice

# Attending Simulation Instructor Training:

- ▶ Assists simulation instructors to help staff get the most out of simulation-based training (SBT)
- ▶ Avoid common mistakes in SBT
  - ▶ Use measurable learning objectives and metrics
    - ▶ It is hard to improve if you don't measure
  - ▶ Ask questions in debriefing that get to the 'WHY'



# Critical Team Skill: Communication

## Patient report

- ▶ Goal
  - ▶ Thorough and relevant
  - ▶ Correct timing
- ▶ Strategy
  - ▶ Scheme to organize report
    - ▶ Situation, background, assessment, background (SBAR)
  - ▶ Timing of report
    - ▶ Readiness to receive report
    - ▶ Patient condition



Photo courtesy of CAPE: The Center for Advanced Pediatric and Perinatal Education

# Critical Team Skill: Communication

Closed loop communication vs directed closed loop communication

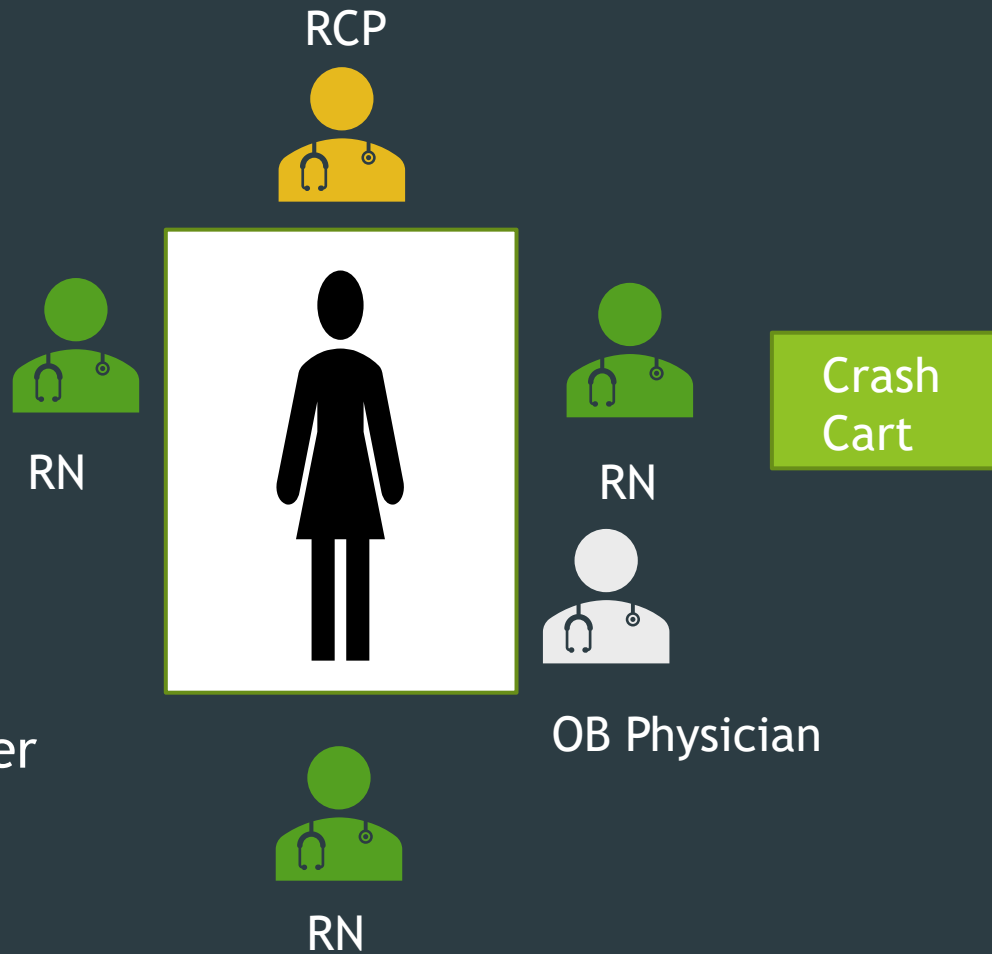
- ▶ Goal
  - ▶ Communication with a clear response
    - ▶ Repeating an order
    - ▶ Acknowledging communication received
  - ▶ Can increase noise level in room
    - ▶ Who needs to communicate with who?
    - ▶ What needs to be communicated?

## Communication Strategies

Chest compressor and PPV provider

Leader and Medication RN

Defibrillator RN and team



# Critical Team Skill: Communication

## Patient update/recap

### Goal

- Maintain team awareness of changes in patient status
- Update team on patient management

### Strategy

- Leader or recorder most often give update but can be any member of the team
- Quiet is key so all team members can hear
  - Acceptable to call for quiet to stop other communication during recap
- Timing is key
  - Example: Avoid calling for a recap during endotracheal intubation

# Communication: Learning Objectives and Debriefing Questions

## Patient report

- ▶ Learning objective:
  - ▶ Patient report given using SBAR format after clarifying physician (or other staff member) ready to hear report

# Communication: Learning Objectives and Debriefing Questions

## Patient report

- ▶ Debriefing questions:
  - ▶ What information needs to be included in the patient report according to unit standards?
    - ▶ From the perspective of the OB physician, what information needs to be given in report?
  - ▶ What circumstances allowed report to be given according to unit standards? OR
  - ▶ What circumstances prevented report to be given according to unit standards?
  - ▶ How can (positive action) be replicated during actual patient care?

# Communication: Learning Objectives and Debriefing Questions

## Closed loop communication

- ▶ Learning objective:
  - ▶ Closed loop communication used for all medication orders and administration
- ▶ Debriefing questions:
  - ▶ What circumstances allowed closed loop communication to be used when ordering medication and during administration? OR
  - ▶ What circumstances prevented closed loop communication from being used when ordering medication and during administration?

# Communication: Learning Objectives and Debriefing Questions

Patient update/recap

- ▶ Learning objective:
  - ▶ Call for room quiet to give patient recap including change in vital signs, brief recap of what has been done, upcoming plan of care and asking for input or questions



# Communication: Learning Objectives and Debriefing Questions

## Patient update/recap

- ▶ Debriefing questions:
  - ▶ What prompted the recap?
  - ▶ Was the entire team able to hear the recap?
  - ▶ What circumstances allowed a patient recap to occur? OR
  - ▶ What circumstances prevented a patient recap?
  - ▶ What effect did the recap have on patient care?

# Critical Team Skill: Role Delegation

Standardization has been shown to increase team efficiency in other high-risk industries

Standard role delegation often used by trauma teams, code teams and in the emergency department

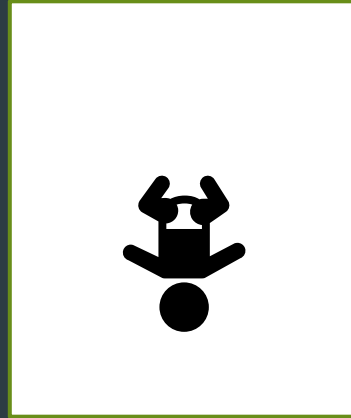
Scheme for standardized roles best determined by unit staff

# Neonatal resuscitation task delegation

Check suction  
W/D/S  
Assess HR  
Chest compressions



RN



RN

Recorder/Checklist  
Place monitors  
Medications

Check O2  
W/D/S  
Eval resp status



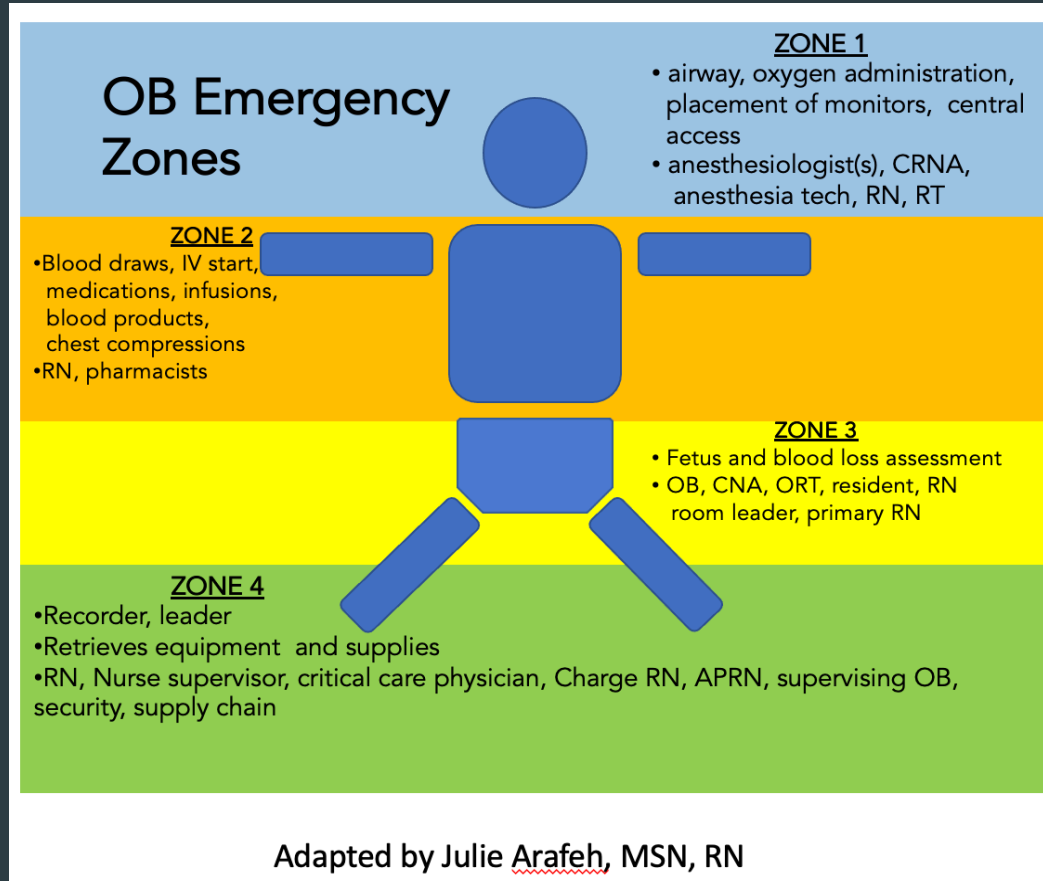
RCP



Leader

Run resuscitation  
Think out loud

# OB emergency response task delegation



# Role Delegation: Learning Objectives and Debriefing Questions

- ▶ Learning objective:
  - ▶ Assign roles verbally or staff assume roles based on unit standards
- ▶ Debriefing questions:
  - ▶ What circumstances allowed roles to be assigned according to unit standard? OR
  - ▶ What circumstances prevented roles from being assigned according to unit standard?
  - ▶ What effect did role delegation have on patient care?

# Critical Team Skill: Leadership

- ▶ In OB emergencies there is a potential to have several leaders
  - ▶ OB physician
  - ▶ Anesthesiologist
  - ▶ Code team leader
- ▶ SBT is an ideal way to determine how multiple leaders will coordinate patient management and will communicate with each other

# Critical Team Skill: Leadership

- ▶ There are many tasks that need to be done simultaneously in an emergency
- ▶ Consider introducing a nurse leader role
  - ▶ Physicians and nurse midwives manage the patient
  - ▶ Nurse leaders manage the room
    - ▶ Right number and skill set of staff in room
    - ▶ Roles and tasks assigned
    - ▶ Discuss next steps in patient management with physician/CNM and prepare supplies, equipment

# Leadership: Learning Objectives and Debriefing Questions

- ▶ Learning objectives:
  - ▶ Leader verbalizes role
  - ▶ Leaders coordinate care by updating patient status changes and verbalizing plan of care
  - ▶ Nurse leader assigns or ensures all roles filled, anticipates upcoming patient management needs



# Leadership: Learning Objectives and Debriefing Questions

- ▶ Debriefing questions:
  - ▶ How many leaders did the team have?
  - ▶ What circumstances allowed the leaders to coordinate care verbally with the team? OR
  - ▶ What circumstances prevented the leaders from coordinating care verbally with the team?
  - ▶ What effect did having a nurse leader and physician leader have on patient care?

## In Summary

Incorporating and practicing team skills improves team performance

SBT is an ideal way to practice team skills

Using a measurable approach to introducing team skills assists with incorporation into practice



Questions?

# Suggested Reading and References

- ▶ Weiner GM, Ed. Textbook of Neonatal Resuscitation, 8<sup>th</sup> Ed. AAP, 2021
- ▶ Soghier L and Robin B, Eds. Neonatal Simulation: A Practical Guide, 1<sup>st</sup> Ed. AAP, 2021
- ▶ O'Keefe WS, Schmidt LL, Halamek LP, Castro D and Pickering SP. A Practical Guide to Crew Resource Management for Healthcare Teams, Cambridge Scholars Publishing, 2022
- ▶ [cape.Stanford.edu](http://cape.Stanford.edu)

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