

# Crisis Resource Management & Team Training

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# Outline

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- Crisis Resource Management
  - What is it?
- Communication skills in Team Training
- Leadership in Team Training
- Situation Awareness
- Summary

# Objectives

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- To improve our ability to manage resuscitation scenarios
- To improve team work in resuscitation scenarios
- Recognize and improve common errors during resuscitation
- To improve multidisciplinary team work (with other services – e.g. anesthesia, surgery, orthopedics etc.)

# CRM: Building a Safer Health System

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- Institutes of Medicine report “To Err is Human”
- 44,000 – 98,000 deaths due to avoidable error
- Follows the example of the Aviation industry
  - Crew Resource Management (Aviation) ->
    - Crisis Resource Management (Healthcare)

Adopted from: Teaching Teamwork.  
Guilfoyle, Cheng, Grant, Hines

# Principles of Crisis Resource Management

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- Communication
- Leadership, Teams & Teamwork
- Situational Awareness
- Resource Utilization

# Communication

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- Lack of communication #1 reason for error
- Effective communication
  - Ability to command attention when required
  - Deliver message in non-threatening, respectful manner
  - Obligated to speak up until concerns are acknowledged
    - Use of critical language
  - Team leader responsibility – seek input from team members

# Communication Tools

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- Closed-loop communication
- Read backs
- SBAR – communication technique
  - Situation, Background, Assessment, Recommendation
- DESC
  - Describe the situation, express your specific concerns, suggest alternatives, consequences of current course

# Closed Loop Communication

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- Know names and roles of team members
- Multi-step process for conveying orders
- Ensures orders are received & completed correctly
- Reduces the risk of error or incompleteness
- Communication Activity
  - Ordering Epinephrine



# Closed Loop Communication

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1. Order is announced/verbalized (leader)
2. Order is acknowledged (med RN)
3. Order is obtained & confirmed (med RN)
4. Order is acknowledged (leader)
5. Order is given & verbalized (med RN)
6. Order is documented & verbalized (documentation RN)

# Closed Loop Communication - Starbuck's Order

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1. Hi, I would like a double whip, non-fat latte (customer)
2. You would like a double whip, non-fat latte (barista)
  - Makes latte (barista)
3. One double whip, non-fat latte (barista)
4. Thanks for the double whip, non-fat latte (customer)
  - Drinks double whip, non-fat latte (customer)
5. One double whip, non-fat latte given (barista)
6. That was one great double whip, non-fat latte you just got (customer's friend)

# Epinephrine

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# Defining a Team

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“A small number of people with complementary skills who are committed to a common purpose, shared performance goals, and a given approach [who] hold themselves mutually accountable.”

Pruitt & Liebelt. 2010

“Two or more individuals with specialized knowledge and skills who perform specific roles and complete interdependent tasks to achieve a common goal or outcome.”

Cheng, Donoghue, et al. 2011

# Characteristic of Effective Teams

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- Common purpose
- Good Communication
- Clear Roles and Responsibilities
- Anticipation / assertion
- Teaching / Coaching
- Evaluating and Communicating Plans of Care
- Managing Workload and Obtaining Assistance
- Vigilance / Situational Awareness
- Mutual Respect



# Leadership



# Leadership & Teams

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- Teams = Leaders + team members with defined roles
- Leaders
  - Physician Team Lead & Documentation or Senior Nurse
  - Ultimately responsible for the teams success or failure

# Leadership

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- Responsible for:
  - Team functioning & coordination
  - Preparation prior to arrival
  - Development and communication of a management plan (sharing mental model)
  - Delegates Responsibility
  - Coordination of the patient



# Team Leaders

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- Appropriate positioning at the bedside
  - Usually at the foot of the bed
- Identifies team players with names
- Overview of patient
- Synthesizes key information from patient and team
- Communicates key information to the team & family

# Leadership & Team Members

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- Team Members
  - Competent in identified roles
  - Anticipates care required
  - Communicates information to the team – observations, interpretations, and interventions
    - “flattening hierarchy”
    - Team members must not assume the leader has all the information
    - Should feel empowered to share their thoughts & advocate for positive patient outcomes

# Situational Awareness

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- Seeing the 'Big Picture'
- Prepares and anticipates
- Shares mental model



Adopted from: Teaching Teamwork. Guilfoyle, Cheng, Grant, Hines



# SITUATIONAL AWARENESS

**SOME LESSONS CAN ONLY BE LEARNED ONCE!**



# Situational Awareness

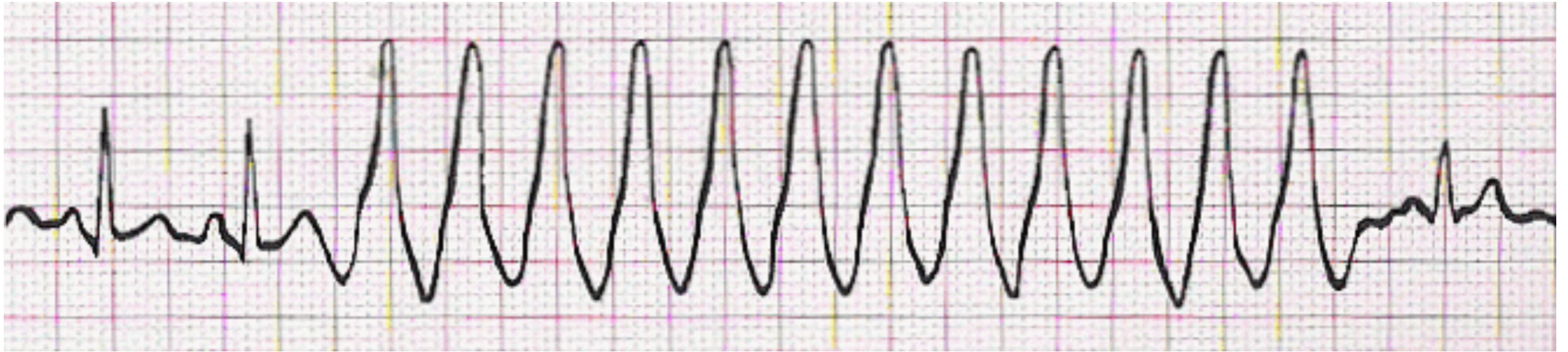
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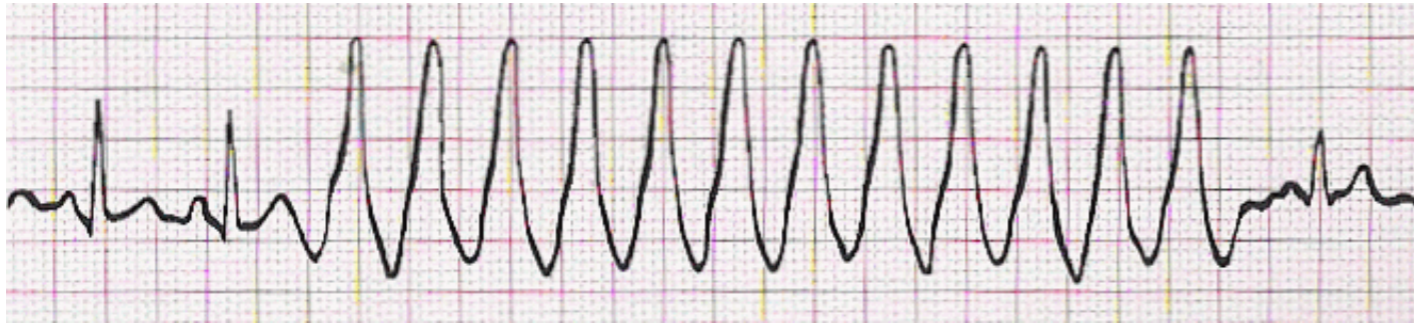
# Situational Awareness - Did you notice?....

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# Situational Awareness - Did you notice?....

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That the rhythm just changed?



That someone attached the facemask to air instead of oxygen?

# Putting it all together

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Video available at [pemsim.com](http://pemsim.com)



# Team Functioning Summary

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Overall Team Goals	ED Implementation
Communication	Establish Leadership Leaders maintain overall perspective Identify & Communicate roles of colleagues Utilize appropriate communication skills: “Close Loop” Provide constructive feedback and give praise
Team Work	Know your teams members names Positive reinforcement / feedback Communicate the plan of care Ask for additional resources when needed
Situational Awareness	Seeing the ‘Big Picture’ Prepare and anticipate Present mental model / summarize management Reality check
Resource Use	Correct equipment is used optimally by designated personnel Infrequently used equipment is readily available