

Cross-Cutting Learning Activity: Briefing and Debriefing	
<b>Relevant PCMH Concept</b>	<b>Team-Based Care and Practice Organization (TC)</b> The practice provides continuity of care; communicates its roles and responsibilities to patients/families/caregivers; and organizes and trains staff to work to the top of their license to provide patient-centered care as part of the medical home.
<b>Relevant PCMH Competency &amp; Criterion</b>	<u>Competency B: Team Communication</u> Communication among staff is organized to ensure that patient care is coordinated, safe and effective. <ul style="list-style-type: none"> <li>○ TC06 (Core): Has regular patient care team meetings or a structured communication process focused on individual patient care.</li> </ul>
<b>Learning Objectives</b> (with relevant IPEC Core Competencies)	<ul style="list-style-type: none"> <li>○ Demonstrate effectively leading a team briefing and/or debriefing, addressing the items on the TeamSTEPPS checklist.</li> <li>○ Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function (CC1).</li> <li>○ Express one’s knowledge and opinions to team members involved in patient care and population health improvement with confidence, clarity, and respect, working to ensure common understanding of information, treatment, care decisions, and population health programs and policies (CC3).</li> <li>○ Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention (RR6).</li> <li>○ Reflect on individual and team performance for individual, as well as team, performance improvement (TT8).</li> </ul>
<b>IP Student Learning Activities</b> (Students will complete at least one of these activities)	<p>As a team, students will complete the Saint Louis University TeamSTEPPS Leadership, Situation Monitoring and Communication modules (if not already completed during <a href="#">Orientation for Interprofessional Student Teams: TeamSTEPPS Group Activity</a>). Following TeamSTEPPS training, student teams learn and practice briefings, huddles and debriefings using either non-clinical simulations or patient encounters.</p> <ol style="list-style-type: none"> <li>1) Conduct non-clinical simulations, such as those used by the University of Washington IPE program, to practice briefings, huddles and debriefings <ul style="list-style-type: none"> <li>▪ <a href="#">Paper Chain Exercise</a></li> </ul> </li> </ol>

<p style="text-align: center;"><b>IP Student Learning Activities</b></p>	<ul style="list-style-type: none"> <li>▪ <a href="#">Team Training Tower</a></li> </ul> <p>2) Review a complex patient case as a team, including a mock pre-visit <b>brief</b> to define profession-specific roles in patient assessment and care planning</p> <p>3) <i>ADVANCED</i>: Participate in an individual or group visit, including a <b>brief</b> to define visit roles and objectives and a <b>debrief</b> to reflect on team performance. Time allowing, students should be encouraged to initially observe, then co-convene, and lastly convene a practice team briefing, debriefing and/or huddle.</p>
<p style="text-align: center;"><b>IP Student Learning Assessment</b></p>	<p>The student team members and facilitator collaboratively complete the Briefing/Debriefing Assessment Checklist (see attached).</p>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>○ TeamSTEPPS <a href="#">Leadership</a>, <a href="#">Situation Monitoring</a> &amp; <a href="#">Communication</a> modules (Saint Louis University, n.d.)</li> <li>○ TeamSTEPPS Pocket Guide: <a href="#">Brief &amp; Debrief Checklists</a> (AHRQ, 2014)</li> <li>○ <a href="#">IPEC Core Competencies</a> (2016)</li> <li>○ NCQA <a href="#">PCMH Standards and Guidelines</a> (2017)</li> </ul>

# Briefing / Debriefing Assessment Checklist

SITE:

DATE:

TYPE OF ENCOUNTER:

NAMES OF PRACTICE & STUDENT TEAM MEMBERS:

(PLEASE CREATE A COPY FOR EACH STUDENT'S FILE)

## BRIEFING CHECKLIST

*During the brief, did the team address the following questions:*

- Who is on the team?
- Do all members understand and agree upon the goals?
- What is everyone's role and responsibilities?
- What is our plan of care?
- What is the availability of staff and providers throughout the shift?
- Are resources available?

## DEBRIEF CHECKLIST

*During the Debrief, did the team address the following questions:*

- Was communication clear?
- Were roles and responsibilities understood?
- Was situation awareness maintained?
- Was workload distribution equitable?
- Was task assistance requested or offered?
- Were errors made or avoided?
- Were resources available?

## Debriefing the Briefing and Debriefing:

What went well?

What should change?

What should improve and how?

Adapted from the Pocket Guide: TeamSTEPPS: Strategies and Tools to Enhance Performance and Patient Safety.  
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