

# Teamwork Observation Guide (JTOG): A Teaching Tool for IPE

Kellie Smith

David George

Carolyn Giordano

Kevin Lyons

Elizabeth Speakman

Thomas Jefferson University

## Objectives

- Discuss the Jefferson Teamwork Observation Guide (JTOG)
  - As a method to measure IPE competencies in an educational, simulation or practice setting
  - As a way to help students' understand the components of team approaches to patient care

## Rationale for JTOG

- Developing interprofessional teams in a clinical setting is a complex undertaking.
- Monitoring team behavior in these settings can be a difficult and time consuming process.
- There are a number of skills students and clinicians must possess to work successfully as a team such as communication, cooperation, shared decision making and shared leadership.

## Rationale for JTOG

- The literature has identified these defining characteristics of effective team behavior, and there are many instruments available to measure its' various aspects.
- However, these instruments are often too cumbersome to use in an observational situation since they tend to be lengthy and contain many abstract characteristics which are difficult to observe.
- It would be valuable to have a short, easily used educational tool to help students recognize the characteristics of well-functioning teams.



## Observation Guide (JTOG) Development

- Developed initial observation instrument and debriefing guide based on IPEC competencies and team literature
- Guide reviewed by Jefferson Center for Interprofessional Education (JCIPE)
- Pilot tested with two interprofessional education activities
- Guide revised based on observational experiences and student feedback
- Revised Guide reviewed by JCIPE and implemented with new observational activities
- Began to collect psychometric data

## Jefferson Teamwork Observation Guide (JTOG)

This interprofessional collaborative practice observation guide is designed to help you in assessing the extent to which the group you are observing is behaving as an interprofessional team. The characteristics noted are considered to be examples of good team functioning. To the best of your ability assess the extent to which the following team characteristics are in evidence by putting a checkmark in the appropriate column. In the comments section, please describe any specific observations that explain your ratings.

Name:

Date:

What is your health professional program? (circle)

Medicine Pharmacy Occupational Therapy Physical Therapy Nursing Couples and Family Therapy

Which professions are present during this case study/ interprofessional collaborative practice situation?

Briefly describe the case study/ interprofessional collaborative practice event.

Rate your level of agreement with each of the following statements:

Team Characteristic	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. There appeared to be a team leader that coordinated the discussion (L)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The team leader facilitated the discussion rather than dominated it (L)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Members of the team came prepared to discuss the case/situation from their profession specific perspective (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Members of the team who were involved in the case/situation contributed to the discussion (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discussion was distributed among all team members (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Jefferson™

HEALTH IS ALL WE DO



6. Members of the team appeared to understand the roles and responsibilities of other members of the team (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Team members appeared to have respect, confidence, and trust in one another (v)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Team members listened and paid attention to each other (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Team members listened to and considered the input of others before pressing their own ideas (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Team members added other supporting pieces of information from their profession specific perspective regarding the case/situation (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The opinions of team members were valued by other members (V)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Team members appeared to feel free to disagree openly with each other's ideas (V)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Team members sought out opportunities to work with others on specific tasks (T)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Team members engaged in friendly interaction with one another (T)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: Competencies: V=Values and ethics R=Roles and responsibilities C=Communication T=Teamwork L=Leadership

Describe one aspect of team based care that you observed today:

Describe one aspect of patient centered care that you observed today:

Describe one new thing, either positive or negative, that you observed today about teamwork:

## Reflection activity

The Jefferson Teamwork Observation guide is designed to help you in assessing the extent to which the group you are observing is behaving as an interprofessional team. The characteristics noted on the observation guide are considered to be examples of good team functioning (shared leadership, open communication, respect, teamwork, trust).

Please reflect upon your observations and share your experiences with the group

Based upon your observation,

1. How did this experience make you feel about interprofessional practice?
2. Did the observation help or deter how you will approach collaborative practice in the future? Please Explain.
3. What was the most interesting (positive or negative) finding from your observation? Why?
4. What would you have done differently (or what should have been done differently)?
5. How does patient centered care figure into interprofessional practice? Why?
6. Describe one new thing that you observed about teamwork.
7. Was this a useful activity? Why or why not?



## Observational Activities

- Rehabilitation Conference
  - Students in nursing, OT, PT observe a “real time” weekly interprofessional team conference regarding a complex rehabilitation case in an acute care setting
  - Members of the rehabilitation team are the attending physician, staff nurse/nurse manager, OT, PT, case manager, psychologist, speech language pathologist, dietician and rehab program manager, depending on the case
  - Students use JTOG to look for healthcare professionals’ roles/contributions and team discussion on patients treatment plan, short and long term goals and discharge plan.

## Clinical Observation

- Dispo Dilemma
  - Students in nursing, OT, PT, Pharmacy and medicine are presented with a discussion of a complex case involving a patient with multiple, sometimes unsolvable, health problems or ethical issues such as sexual abuse.
  - Members of the team may include OT, PT, Psychologist and consulting physician
  - Students observe the roles of each profession in the discussion of the case. They are also given the opportunity to make suggestions regarding treatment from their discipline-specific perspective
  - Students use JTOG to look for healthcare professionals' roles/contributions and team discussion on patients treatment plan, short and long term goals and discharge plan.

## Clinical Activities

- Ambulatory Care
  - Nurse practitioner, couple and family therapy, medicine and pharmacy students meet and review the chart of a patient in family medicine clinic with family physician and develop an interprofessional plan of care
  - Planning conference is video taped
  - Members of the team visit patient, family members and physician
  - Team meets to debrief after patient visit
  - JTOG used to assess tape by team members to evaluate their functioning

## Clinical Activities

- Colorectal Surgery Center Clinical Rounding
  - 3<sup>rd</sup> and 4<sup>th</sup> year medical students and 4<sup>th</sup> year pharmacy students participate with attending physician and his team on rounds
  - Each student reviews chart from discipline perspective prior to the round
  - Attending physician questions students on each case for their input regarding the case prior to room visit and after to develop plan of care
  - Student debriefing following rounding experience



## Nursing Project: Initial Assessment of consistency

- Small pilot project with Reading Hospital
- Jefferson School of Nursing's Graduate Students (n= 14)
- Third/fourth year medical students at Reading (n = 20)
- Observed various interprofessional collaboration in practice
- Completed TJOG after observing a collaborative interaction
- Students brought together to debrief regarding the experienced and the JTOG



Item	Nursing Mean	difference	Medicine Mean	Overall Mean
There appeared to be a team leader who coordinated the discussion	3.64	.34	3.30	3.44
The team leader facilitated the discussion rather than dominated it	3.43	.17	3.26	3.33
Members of the team came prepared to discuss the case/situation from their profession specific perspective	3.79	.37	3.42	3.58
Members of the team who were involved in the case/situation contributed to the discussion	3.86	.26	3.60	3.71
Discussion was distributed among all team members	3.29	.13	3.16	3.21
Members of the team appeared to understand the roles and responsibilities of other members of the team	3.43	.12	3.55	3.50
Team members appeared to have respect, confidence and trust in one another	3.50	.00	3.50	3.50
Team members listened and paid attention to each other	3.50	.05	3.55	3.53
Team members listened to and considered the input of others before pressing their own ideas	3.57	.20	3.37	3.45
Team members added other supporting pieces of information from their profession specific perspective regarding the case/situation	3.64	.14	3.50	3.56
The opinions of team members were valued by other members	3.36	.04	3.40	3.38
Team members appeared to feel free to disagree openly with each other's ideas	3.21	.04	3.25	3.23
Team members sought out opportunities to work with other on specific tasks	3.14	.43	3.57	3.36
Team members engaged in friendly interaction with one another	3.50	.15	3.65	3.59

## Results

- Analysis of responses appeared to show general consistency of agreement about most items
- Most students were able to identify the characteristics by observing an effective team
- Some inconsistencies in observations.
- Small numbers: Nursing (n=14) Medicine (n=20)

## Conclusion/ Next Steps

- TJOG as a primary teaching tool
- Face/Content validity-
  - Reflection activity in which participants' comments corresponded with tool results
  - Items consistent with the literature
  - review by expert panel
- Future testing of validity and reliability
- Clarification of definitions of certain items



## References

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, DC: Interprofessional Education Collaborative.



**Jefferson**<sup>™</sup>  
HEALTH IS ALL WE DO

Thank You

Questions/Comments