



Jefferson Center for InterProfessional Education (JCIPE) Interprofessional Education and Care e-newsletter

Volume 5 | Issue 2

Article 5

12-16-2014

Jefferson Teamwork Observation Guide (JTOG): A Pilot Project

David George, MD

Reading Hospital, Reading, PA, David.George@readinghealth.org

Elizabeth Speakman, EdD, RN, ANEF, FNAP

Thomas Jefferson University, elizabeth.speakman@jefferson.edu

Kellie Smith, EdD, RN

Thomas Jefferson University, kellie.smith@jefferson.edu

Kevin Lyons, PhD

Thomas Jefferson University, kevin.lyons@jefferson.edu

Carolyn Giordano, PhD

Thomas Jefferson University, Carolyn.Giordano@jefferson.edu

[Let us know how access to this document benefits you](#)

Recommended Citation

George, MD, David; Speakman, EdD, RN, ANEF, FNAP, Elizabeth; Smith, EdD, RN, Kellie; Lyons, PhD, Kevin; and Giordano, PhD, Carolyn (2014) "Jefferson Teamwork Observation Guide (JTOG): A Pilot Project," *Jefferson Center for InterProfessional Education (JCIPE) Interprofessional Education and Care e-Newsletter*: Vol. 5: Iss. 2, Article 5.

Available at: <http://jdc.jefferson.edu/jcipe/vol5/iss2/5>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Jefferson Center for InterProfessional Education (JCIPE) Interprofessional Education and Care e-Newsletter by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

Jefferson Teamwork Observation Guide (JTOG): A Pilot Project

David George, MD¹

Elizabeth Speakman, EdD, RN, ANEF, FNAP²

Kellie Smith, EdD, RN²

Kevin Lyons, PhD²

Carolyn Giordano, PhD²

¹Reading Hospital, Reading, PA

²Thomas Jefferson University, Philadelphia, PA

The critical need for students to learn to be effective members of interprofessional teams in preparation for collaborative practice-ready care provision now and in the future has been well documented¹. There are increasing opportunities for students to observe interprofessional events to assist them in doing so, but often their role is passive and the teams may not demonstrate the highest level of patient-centered care, minimizing the student learning.

The Jefferson Teamwork Observation Guide (JTOG) was created as a teaching tool for interprofessional education (IPE) to help students recognize the characteristics of well-functioning teams. Derived from the literature which describes effective team behavior, JTOG was developed to be an easily used instrument to measure IPE competencies in various settings, including simulation and real practice environments. JTOG developers continue to assess its value in various educational environments.

To this end, fourteen senior graduate students from Jefferson's School of Nursing and 20 Sidney Kimmel Medical College students on 3rd year clerkships participated in a pilot project over a three-month period at Reading Hospital. The students were asked to complete the JTOG tool while observing one interprofessional event during their clinical training experience. In addition, the graduate nursing students completed a reflective activity to describe their perception of how well the team collaborated and functioned as a whole. Overall, students found the JTOG easy to use and compliance was 100%. During the post-observation sessions, students were able to identify the elements of strong leadership and team functioning and noted that when a group of individuals consistently worked together, it seemed to function better as a team. Interestingly, students also discussed the need to feel a part of and become empowered to participate in interprofessional team meetings during their clinical rotations.

The pilot exercise supported the ease of use of the JTOG tool as well as the value of the reflective sessions. There appears to be reasonable face validity based upon similar responses to common observations. Although further testing of validity and reliability are in order, the pilot project supports ongoing study of the application of JTOG in student interprofessional education.

Reference:

1. World Health Organization (WHO). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva, Switzerland: WHO Department of Human Resources for Health; 2010. Available at http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf.