

University of Washington Simulation Observational Tool

Team Member (Self-Reflection) Form

School (please circle your profession): SOM SON Pharm PA Other: _____

Scenario: 1st 2nd 3rd Scenario Location: _____ Session: AM PM

Date: _____

From your perspective as a team member, how would you describe the performance of your team? You are not describing your own behavior or the behavior of another individual team member. Instead you are describing your team's performance.

TeamSTEPPS Skill Domains	Performance Rating			Comments?
	Poor	Average	Excellent	
Team Structure identifies goals, assigns roles and responsibilities, holds members accountable	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Leadership utilizes resources, delegates tasks and balances workload, conducts briefs, huddles, and debriefs, empowers members to speak freely	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Situation Monitoring includes patient/family in communication, cross monitors members and applies the STEP process, fosters communication	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Mutual Support advocates for the patient, resolves conflict using Two-Challenge rule, CUS and DESC Script, works collaboratively	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Communication provides brief, clear, specific and timely information, seeks and communicates information from all available sources uses SBAR, call-outs, check-backs and handoff techniques	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	

Use the following ratings. Recognize the expectation is not that you perform as an expert team.

Poor: Multiple critical behaviors absent or not performed well.

Average: Most behaviors present and adequately performed.

Excellent: All critical behaviors present and performed well.

Student (Peer) Observer Form

School (please circle your profession): SOM SON Pharm PA Other: _____

Scenario: 1st 2nd 3rd Scenario Location: _____ Session: AM PM

Date: _____

From your perspective as a team observer how would you describe the performance of this team? You are not describing the performance of specific team members. Instead you are describing the functioning of the team as a whole.

<u>TeamSTEPPS Skill Domains</u>	Poor				Average				Excellent				<u>Comments?</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Team Structure identifies goals, assigns roles and responsibilities, holds members accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership utilizes resources, delegates tasks and balances workload, conducts briefs, huddles, and debriefs, empowers members to speak freely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Situation Monitoring includes patient/family in communication, cross monitors members and applies the STEP process, fosters communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mutual Support advocates for the patient, resolves conflict using Two-Challenge rule, CUS and DESC Script, works collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication provides brief, clear, specific and timely information, seeks and communicates information from all available sources uses SBAR, call-outs, check-backs and handoff techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Use the following ratings. Remember, you are not describing an expert team, you are describing a student team.

Poor: Multiple critical behaviors absent or not performed well.

Average: Most behaviors present and adequately performed.

Excellent: All critical behaviors present and performed well.