

# Video til High-performance teams

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Sådan kommer du i gang med performance evaluering  
(de teknisk og ikke tekniske færdigheder)

# Observer-based tools for non-technical skills assessment in simulated and real clinical environments in healthcare: a systematic review

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Print

# Five Steps to Develop Checklists for Evaluating Clinical Performance: An Integrative Approach

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**AOGS**  
Acta Obstetrica et Gynecologica  
Scandinavica

**AOGS ORIGINAL RESEARCH ARTICLE**

## Development of the TeamOBS-PPH – targeting clinical performance in postpartum hemorrhage

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Figure 3: TeamOBS-PPH

**TEAM OBS** Evaluation of clinical performance in management of postpartum haemorrhage

Scoring: Put a cross in the box and give "not indicated", "cannot be assessed", "0", "1" or "2"

Stage of management Category	No. Item description	Item weight	Not indicated		Cannot be assessed		Item weight x points	Not done or not considered		Partially or incorrectly done, or not done in a timely manner	1 point	Done correctly, completely and in a timely manner		2 points	Item weight x points
			2 points	2 points	0 points	0 points		2 points	2 points						
General tasks	1-1	Call for sufficient help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Delayed call for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	1-2	Oxygen supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Oxygen at low concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2,5
	1-3	Positioned appropriately – consider lying flat or Trendelenburg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Positioning done later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
IV access & bloods	2-1	Intravenous access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Delayed IV access / only x1 IV cannula / cannula gauge too small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	2-2	Blood test for FBC, blood type for compatibility & cross match	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Delayed or no FBC or cross match requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
	2-3	Intravenous fluid resuscitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Fluid treatment initiated, but inadequate volume or timing. Wrong kind of fluid chosen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	2-4	Call for delivery of blood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Arranged to call, but late or local guidance not followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
Consider causes & initial management	3-1	Consider the cause of the PPH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Assessment of possible causes incomplete or inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	3-2	Uterine compression abdominal/bimanual (later aortic compression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Delayed or inadequate uterine compression (aortic compression was not considered if indicated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
	3-3	Empty bladder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Delay in emptying bladder or no clear decision made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
Medication	4-1	Methylergometrin 0.2-0.25 mg IM or IV (max x2 doses) (alternatively follow local or national guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incorrect dose. Delayed administration (not used as primary intervention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	4-2	Oxytocin 5-10 IE/ 100 ml NaCl. (bolus 400 ml/h) subsequently 50-100 ml/h (alternatively follow local or national guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incorrect dose. Delayed administration (not used as primary intervention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	4-3	Misoprostol 0.4 - 1.0mg PR (alternatively follow local or national guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incorrect dose or route of administration. Delayed administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2,5
	4-4	Carboprost 0.25 mg IM (max x8 doses at intervals of 15 minutes) (alternatively follow local or national guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incorrect dose or route of administration. Delayed administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2,5
	4-5	Tranexamic acid 1 g IV. (alternatively follow local or national guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incorrect dose or route of administration. Delayed administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2,5
PPH over 1L or retained placenta	5-1	Consider transfer to operating theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Done, but not in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
Monitoring	6-1	Evaluate blood loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Visual blood loss estimation or other subjective methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	6-2	Monitor observations: pulse, blood pressure, (respiratory rate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Incomplete monitoring of pulse, blood pressure, (respiratory rate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	6-3	Documentation on PPH chart (inc fluid balance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Done, but incomplete documentation or verbalisation to team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3,5
Patient safety score	7-1		<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"/>	7-1
sum															

0% Patient safety is threatened/ Non-acceptable performance

50% Acceptable performance

100% Excellent

**% = Patient safety score**

**Weighted score:**  $(\frac{\text{sum}}{130}) / 130 - (\frac{\text{sum}}{\text{sum}}) \times 100 =$

**Clinical performance score:**

(Patient safety score + Weighted score total)/2:

SUNNYBROOK HEALTH SCIENCES CENTRE

# USER HANDBOOK FOR THE ASSESSMENT OF OBSTETRICAL TEAM PERFORMANCE

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## Behavioural Marking System for Obstetrical Team Training Using High-Fidelity Simulation



# A Behavioural Marking System for Obstetrical Team Training Using High-Fidelity Simulation”

## *High-Fidelity Simulation Information Sheet*



GAOTP	<i>Poor team performance (1)</i>	<b>Excellent team performance (5)</b>
1. Communication with patient and partner	Team members do not introduce themselves to the patient / partner; patient / partner has to ask for information about what is happening and about the baby's condition; patient / partner become extremely anxious as situation unfolds and engage in disruptive behavior	Active and continuous information sharing and involvement of patient / partner in care decisions; sensitivity to changing patient / partner needs; effective intervention to avoid or dispel patient / partner's disruptive response to changing clinical situation
2. Task / Case management	Lack of urgency; team members are indecisive and hesitant as to how to proceed; actions are initiated without adequate preparation and availability of team members and equipment; unable to access equipment / supplies; lack of knowledge of how to use equipment; ineffective use of people / equipment	Urgency of the clinical situation is recognized; goals are set and communicated with team members; resources are effectively utilized; team members adapt to changing situation
3. Teamwork	There is no obvious team leader or leader is autocratic and the leadership approach limits open exchange; team members not engaged in problem identification / problem solving; unclear roles and responsibilities; roles not quickly established; team members do not monitor each others performance or provide feedback on improvement	Leader identified and encourages participation and identifies opportunities for improvement; roles and responsibilities are clear; roles quickly established; trust and respect demonstrated among team members; team members monitor each others performance and provide feedback

GAOTP	<i>Poor team performance (1)</i>	<b>Excellent team performance (5)</b>
4. Situational awareness	Impending problems not recognized and there is a slow response despite clear urgency of the situation; there is a delay in calling for help; team members are slow to recognize their limitations related to knowledge, skills and ability; team members focus on one event to the exclusion of what is going on around them; team members' attention drifts	Early recognition and rapid response to critical situation; extra personnel summoned in a timely fashion; team members recognize their limitations related to knowledge, skills and ability and pre-emptive actions taken; team members remain vigilant and alert to the clinical situation
5. Communication with team members	Team members talk to the room, do not address co-workers by name and many people are talking at once; requests for help go unanswered; orders are being given but no one acknowledging receipt of order or confirmation that orders have been executed	Focused communication with clear questions / instructions directed to a specific person; receiver acknowledges receipt of message; there is confirmation that requested actions are completed
6. Environment of the room	Tense atmosphere with team members demonstrating signs of stress; there are multiple side conversations that distract team members, personal issues dominate conversation; team members' disruptive behaviour (e.g., yelling, rudeness) is ignored furthering tension within the team, there is an air of confusion and chaos in the room	Dialogue is focused on the clinical situation; team members' disruptive behaviour (e.g., yelling, rudeness) dealt with efficiently to regain focus on clinical situation; demeanor is controlled and voices remain calm and focused on clinical situation; orderly and controlled environment