

Tales of a Team Building a Better Trauma Team

Randall S. Burd, MD, PhD
Division of Trauma and Burn Surgery
Children's National Medical Center
Washington, DC



PURPOSE

- Describe our approach for assessing team performance
- Present results of our studies on team performance
- Describe approaches that we have used for improving team performance

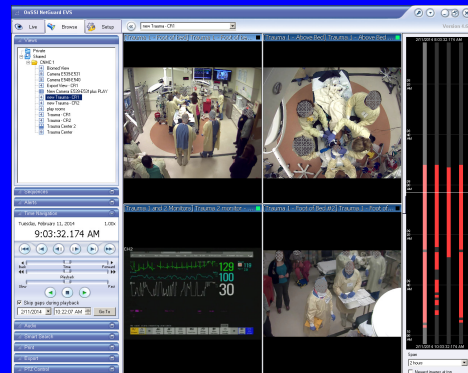
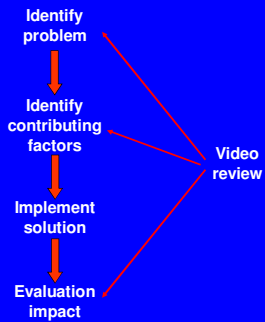


Our Story

TOPICS

- What determines team size? How can you make it smaller?
- Which members of the team are working hardest? Why?
- How does leadership structure impact patient care?
- What interventions can reduce performance variability?

Performance Improvement Path



APPROACHES USED

- Video analysis of completion/timeliness of tasks
- Ethnographic analysis
- Psychometric surveys
- Real-time behavioral analysis



OUR RESEARCH TEAM

- Pediatric surgeons
- Pediatric emergency medicine physicians
- Critical care physicians
- Psychologists (human factors)
- Computer scientists
- Mathematicians



Who is in the trauma bay?

Why are they there?

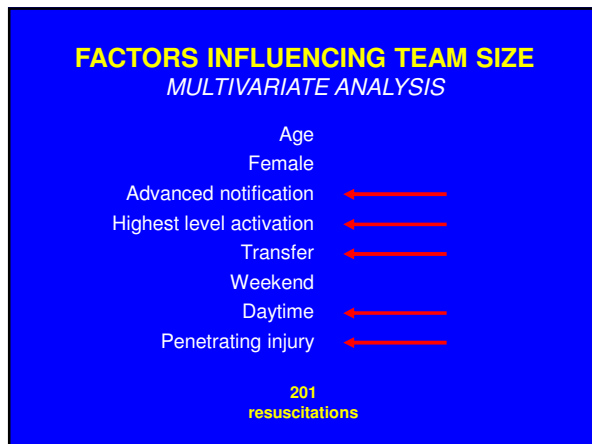
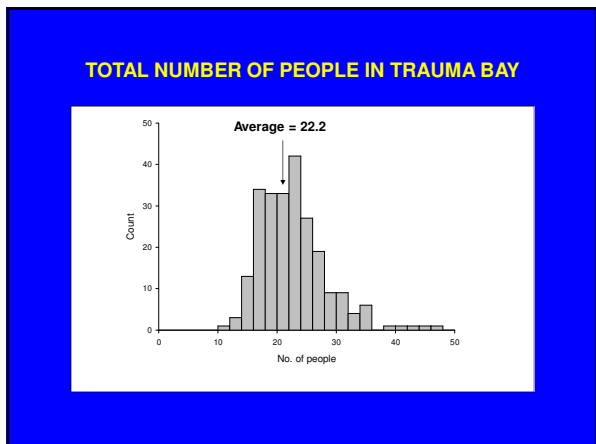
Role	Trauma Activation Level		
	Attending	Stat	Stat Transfer
Attending surgeon	X		
Surgical fellow	X	X	X
Surgical resident	X	X	X
Emergency medicine physician	X	X	X
Critical care physician	X		
Anesthesiologist	X	X	
Respiratory therapist	X	X	X
Nurse right	X	X	X
Nurse left	X	X	
Medication nurse	X	X	
Recording nurse	X	X	X
Nurse administrator	X	X	X
Radiology technician	X	X	
Social worker	X	X	X
Total members	14	12	8



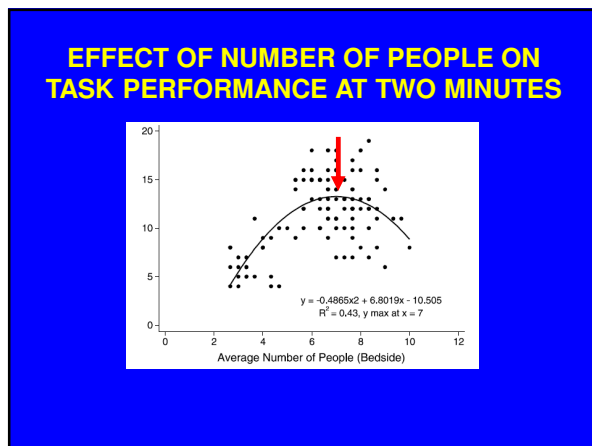
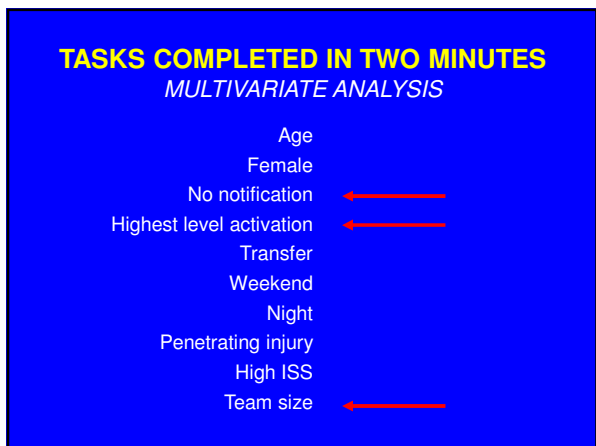
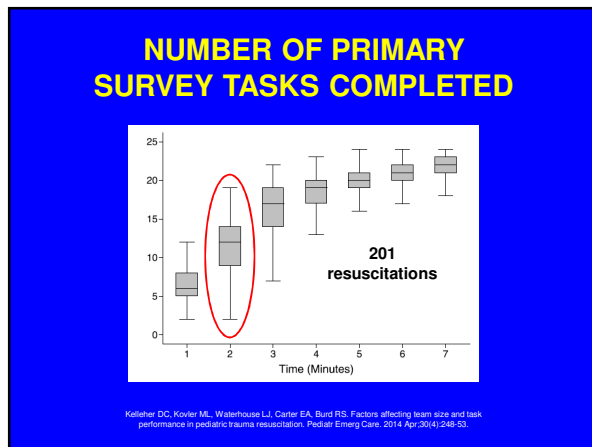
Smart Car
18



VW Beetle
27



	Airway assessment
A	Cervical spine immobilization with Miami J
	Breath sounds assessment
B	Oxygen administration
	Pulse oximeter placement
	Heart sounds assessment
	Distal pulses assessment
	Central pulses assessment
C	ECG lead placement
	Automatic blood pressure cuff placement
	Manual blood pressure measurement
	Blood pressure stated aloud to team
	Intravenous line placement
D	Glasgow Coma Scale assessment
	Pupil assessment
	Clothing removal
E	Warm blanket placement
	Temperature measurement
	Logroll (back exposure)
	Heart rate
	Respiratory rate
Vitals on monitor	Oxygen saturation
	Blood pressure
	End tidal CO ₂



POTENTIAL FACTORS INFLUENCING TASK PERFORMANCE IN CROWDS

- Physical crowding
- Social loafing
- “Hiding in the crowd”
- Role confusion
- Ambient noise



EMTC RTD
**Trauma
Coordinator**

**Nurse Left
A**

**Nurse Left
B**

Sarcevic A, Palen LA, Burd RS. "Coordinating time-critical work with role-tagging." in Proceedings of the ACM 2011 Conference on Computer Supported Cooperative Work (CSCW 2011), pp. 465-474, 2011.

Who is working hardest?

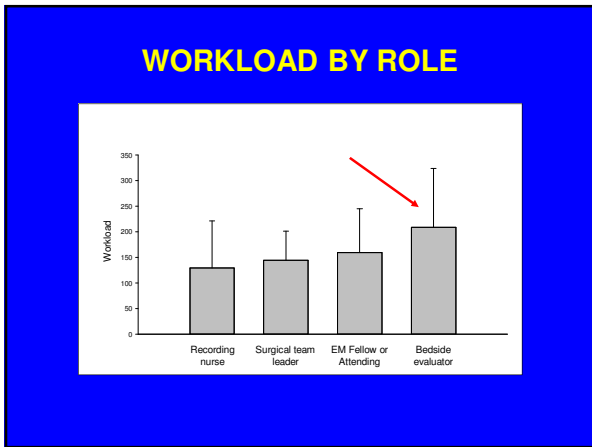
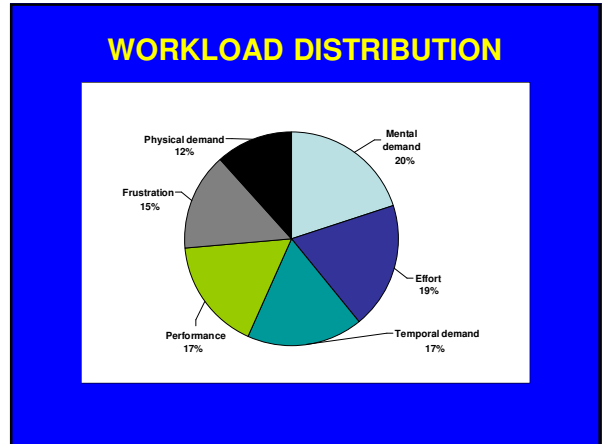


66 resuscitations

NASA-TLX

DIRECTIONS: For each of the six scales below, please put an "X" at the point which matches your experience for this specific trauma resuscitation.

- 1 MENTAL DEMAND:** How mentally demanding (e.g. thinking, deciding, calculating) was this specific trauma resuscitation?
Very Low [-----X-----] Very High
- 2 PHYSICAL DEMAND:** How physically demanding (e.g. pushing, turning, controlling) was this specific trauma resuscitation?
Very Low [-----X-----] Very High
- 3 TEMPORAL DEMAND:** How hurried or rushed did you feel due to the pace of this specific trauma team resuscitation?
Very Low [-----X-----] Very High
- 4 PERFORMANCE:** How successful were you in accomplishing what you were asked to do during this specific trauma resuscitation? (Perfect = on the left)
Perfect [-----X-----] Failure
- 5 EFFORT:** How hard did you have to work to accomplish your level of performance during this specific trauma resuscitation?
Very Low [-----X-----] Very High
- 6 FRUSTRATION:** How anxious, discouraged, irritated, stressed, and annoyed were you during this specific trauma resuscitation?
Very Low [-----X-----] Very High



MULTIVARIATE ANALYSIS

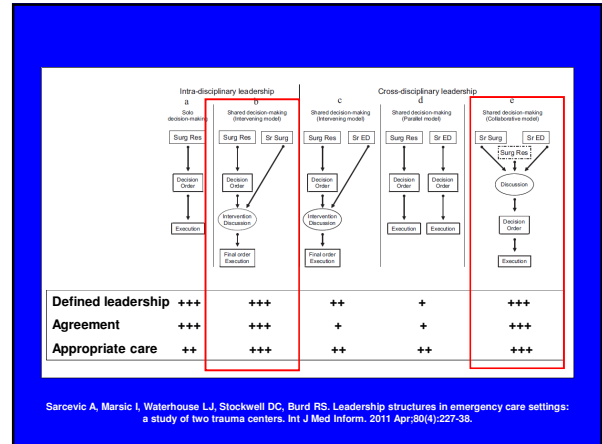
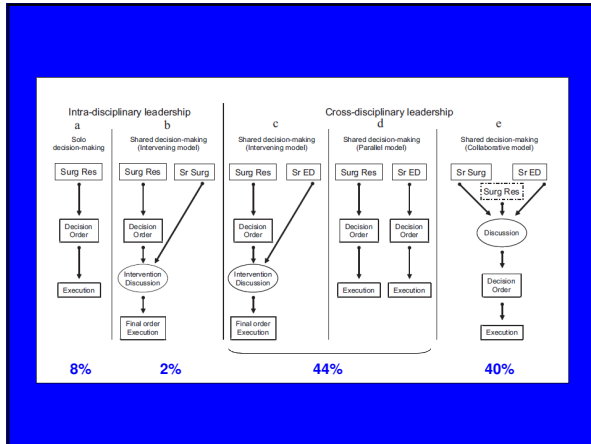
- Higher activation level ←
- No advanced notification ←
- Younger patient age
- Higher injury severity
- Weekend (vs. weekday)
- Night (vs. day) shift
- Team member role ←

Parsons SE, Carter EA, Waterhouse LJ, Sarojevic A, O'Connell KJ, Buid RS. Assessment of workload during pediatric trauma resuscitation. J Trauma Acute Care Surg. 2012 Nov;72(5):1267-72.

REDISTRIBUTING WORKLOAD

- Disseminate study findings
- Redistribute tasks
- Simplify tasks
- Focused training

How does leadership structure influence team performance?



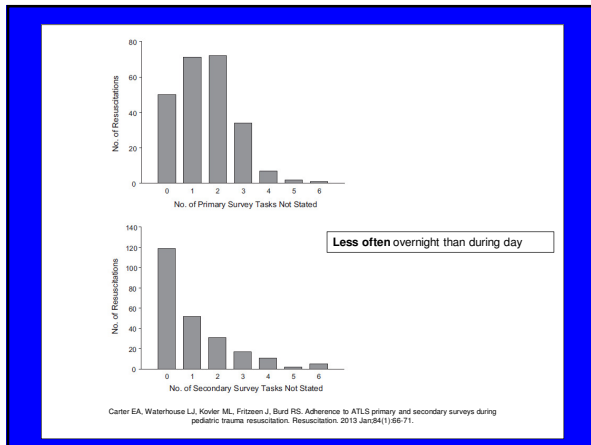
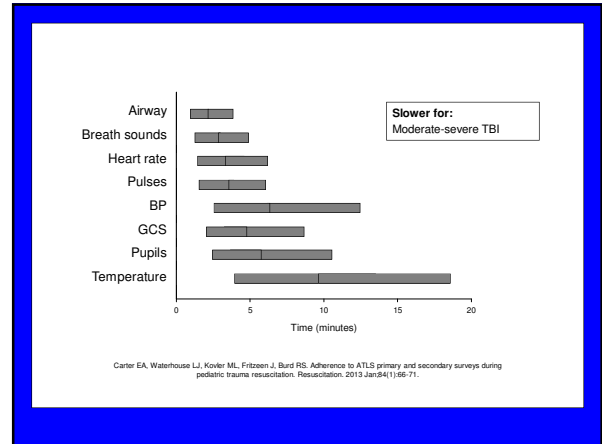
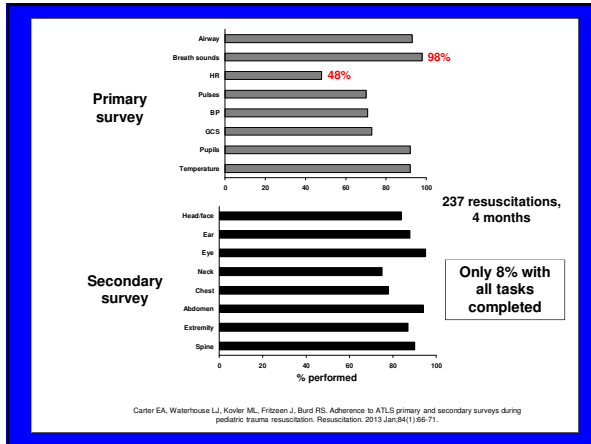
- ### PROMOTING SHARED LEADERSHIP
- Acknowledge role expertise
 - Surgeons: surgical care
 - Pediatricians: pediatric care
 - One voice
 - Make it easy
 - Introductions
 - Stand together

How are our teams doing at performing basic components of ATLS?

What factors influence basic ATLS task performance?

- ### Why Care about ATLS Compliance?
- ATLS compliance and outcome
 - Adoption of the ATLS protocol reduces mortality
 - ATLS compliance is associated with fewer errors, less severe errors
 - Up to 50% of preventable trauma deaths related to omissions in the resuscitation phase

- ### Why Care About ATLS Protocol Adherence?
- Examples*
- Delayed measurement of blood pressure and fluid administration in child with hemorrhagic shock
 - Failure to calculate GCS in child with severe head injury
 - No oxygen administration in hypoxic child with severe head injury requiring intubation
 - No temperature measurement or external warming measurement in profoundly hypothermic child
 - No extremity evaluation in severely injured child with a femur fracture



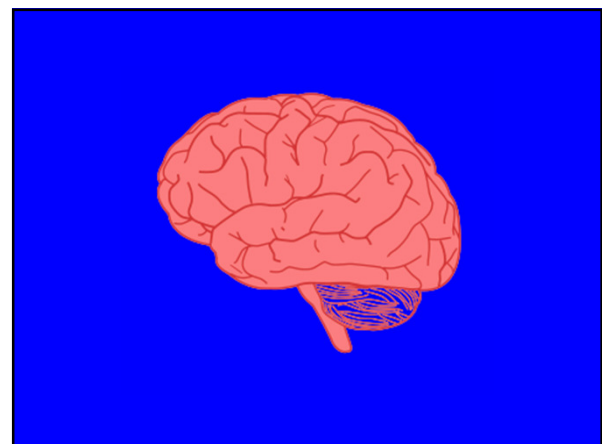
What Can We Do to Increase Protocol Compliance in the Trauma Bay?

- ✓ Try harder (M and M, video review)
- ✓ Training-simulation (proficiency)
- ✓ Get skilled leaders

Checklists

- Used in protocol-driven domains
- Introduced in medical domains
 - WHO Surgical Safety Checklist
 - Infection control procedures
- Increase protocol adherence
- Improve team communication
- Improve outcomes






Spontaneous Behaviors

- Nurse summary
- Team leader direction



RESEARCH QUESTIONS

- What items should be on the checklist
- Who should administer the checklist?
- Will the checklist be a burden to the team?
- Will the checklist improve the process or outcome of care?



Checklist design

↓

Simulation testing

↓

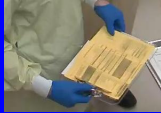


Pilot implementation

3 months

↓


Testing

4 months


Checklist Development

- Focus groups – items and format
- Included all disciplines




Simulation Testing

- Twelve simulation sessions
- Four scenarios: two with checklist, two without
- Outcomes measured:
 - ATLS task completion (ATLS Performance Score)
 - Compliance with checklist use
 - Workload (NASA TLX) surveys



Prearrival Plan	Primary Survey	Secondary Survey																																				
Check or prepare: <input type="checkbox"/> Oxygen <input type="checkbox"/> Suction <input type="checkbox"/> Bag and mask <input type="checkbox"/> Intubation tray <input type="checkbox"/> Intubation medications <input type="checkbox"/> Diffribalase <input type="checkbox"/> CPR/Board <input type="checkbox"/> Consider ordering blood Assign team roles: <input type="checkbox"/> Airway <input type="checkbox"/> IV/IO access <input type="checkbox"/> Primary survey <input type="checkbox"/> Team leadership <input type="checkbox"/> Brief team on incoming patient <input type="checkbox"/> Estimate weight: _____ kg	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">A</td><td><input type="checkbox"/> Confirm C-spine is immobilized <input type="checkbox"/> Confirm airway is protected</td></tr> <tr><td style="text-align: center;">B</td><td><input type="checkbox"/> Place O₂ mask or connect existing mask to O₂</td></tr> <tr><td style="text-align: center;">C</td><td><input type="checkbox"/> Check pulses <input type="checkbox"/> Establish IV/IO access <input type="checkbox"/> Consider ordering blood</td></tr> <tr><td style="text-align: center;">D</td><td><input type="checkbox"/> State GCS (eyes, verbal, motor) <input type="checkbox"/> State pupil size and response</td></tr> <tr><td style="text-align: center;">E</td><td><input type="checkbox"/> Completely remove patient's clothing <input type="checkbox"/> Cover patient with warm blanket</td></tr> </table> RE: <input type="checkbox"/> Evaluate need for intubation EVALUATE AIRWAY: <input type="checkbox"/> Report ET tube size and depth (if applicable) <input type="checkbox"/> Confirm ETCO ₂ color change (if applicable) MONITOR: <input type="checkbox"/> Confirm heart rate is displayed <input type="checkbox"/> Confirm pulse ox waveform is displayed State and evaluate whether WNL: <input type="checkbox"/> heart rate <input type="checkbox"/> Respiratory rate <input type="checkbox"/> Blood pressure <input type="checkbox"/> Oxygen saturation <input type="checkbox"/> temperature	A	<input type="checkbox"/> Confirm C-spine is immobilized <input type="checkbox"/> Confirm airway is protected	B	<input type="checkbox"/> Place O ₂ mask or connect existing mask to O ₂	C	<input type="checkbox"/> Check pulses <input type="checkbox"/> Establish IV/IO access <input type="checkbox"/> Consider ordering blood	D	<input type="checkbox"/> State GCS (eyes, verbal, motor) <input type="checkbox"/> State pupil size and response	E	<input type="checkbox"/> Completely remove patient's clothing <input type="checkbox"/> Cover patient with warm blanket	Evaluate and state findings: <input type="checkbox"/> Head <input type="checkbox"/> Ears <input type="checkbox"/> Eyes <input type="checkbox"/> Facial bones <input type="checkbox"/> Nose <input type="checkbox"/> Mouth <input type="checkbox"/> Neck/C-spine <input type="checkbox"/> Chest <input type="checkbox"/> Abdomen <input type="checkbox"/> Pelvis <input type="checkbox"/> Upper extremities <input type="checkbox"/> Lower extremities <input type="checkbox"/> Leg roll and back exam <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">Plan of Care</th></tr> <tr><td>Determine need for:</td><td></td></tr> <tr><td>Laboratory tests</td><td><input type="checkbox"/> Yes <input type="checkbox"/> No</td></tr> <tr><td>X-rays</td><td><input type="checkbox"/> Yes <input type="checkbox"/> No</td></tr> <tr><td>CT scans</td><td><input type="checkbox"/> Yes <input type="checkbox"/> No</td></tr> <tr><td>OB notification</td><td><input type="checkbox"/> Yes <input type="checkbox"/> No</td></tr> <tr><td>PICU notification</td><td><input type="checkbox"/> Yes <input type="checkbox"/> No</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">Departure Plan</th></tr> <tr><td><input type="checkbox"/> State patient destination</td><td></td></tr> <tr><td>Prepare patient for travel:</td><td></td></tr> <tr><td><input type="checkbox"/> Equipment</td><td></td></tr> <tr><td><input type="checkbox"/> Medications</td><td></td></tr> <tr><td><input type="checkbox"/> Identify who will travel with patient</td><td></td></tr> </table>	Plan of Care		Determine need for:		Laboratory tests	<input type="checkbox"/> Yes <input type="checkbox"/> No	X-rays	<input type="checkbox"/> Yes <input type="checkbox"/> No	CT scans	<input type="checkbox"/> Yes <input type="checkbox"/> No	OB notification	<input type="checkbox"/> Yes <input type="checkbox"/> No	PICU notification	<input type="checkbox"/> Yes <input type="checkbox"/> No	Departure Plan		<input type="checkbox"/> State patient destination		Prepare patient for travel:		<input type="checkbox"/> Equipment		<input type="checkbox"/> Medications		<input type="checkbox"/> Identify who will travel with patient	
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Primary survey tasks

- Airway assessment
- Breath sounds
- Extremity pulses
- Blood pressure
- Pupil exam
- Temperature

Secondary survey tasks

- Head/face exam
- Ear exam
- Eye exam
- Neck/cervical spine exam
- Chest exam
- Abdominal exam
- Extremity exams
- Spine exam



ATLS Performance Score (60 points)

- Primary survey: 11 tasks, 32 points
 - 0 points if not completed
 - 1 point if done later than median time
 - 2 points if done between 1st quartile & median time
 - 3 points if done earlier than 1st quartile time
- Secondary survey: 14 tasks, 28 points
 - 0 points if not completed
 - 1 point if done but not stated
 - 2 points if done and stated


Results of Simulation Testing

- Surgical team leader **best** as administrator
- ATLS Performance Score **improves** with checklist use
Total score: 38.3 vs 42.0 (p<0.001)
- ATLS Performance Score **improves** with compliance
- No difference** between "do list" and "challenge response"
- No change** in overall workload of team members

Conclusions

- Checklist improves ATLS performance in simulation
- Safe to implement and evaluate in actual resuscitations

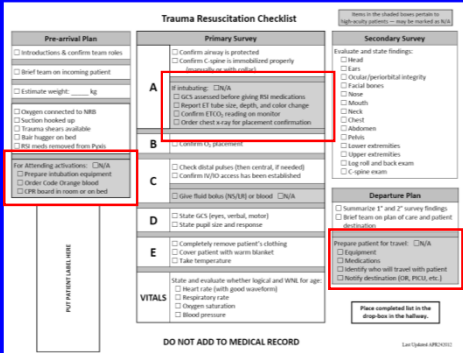
Parsons SE, Carter EA, Waterhouse LJ, Fritzzen J, Kelleher DC, O'Connell KJ, Sarcevic A, Baker KM, Nelson E, Werner NE, Boehm-Davis DA, Burd RS. Improving ATLS Performance in Simulated Pediatric Trauma Resuscitations Using a Checklist. Ann Surg. 2013 Oct 28. [Epub ahead of print]



Checklist Implementation:

- Three month introduction period
- Presented at Trauma Committee
- Training video for trauma team
- Team leaders oriented at start of rotation



Trauma Resuscitation Checklist

Pre-arrival Plan

- Introductions & confirm team roles
- Brief team on incoming patient
- Estimate weight _____ kg
- Oxygen connected to NIBP
- Suction hooked up
- Trauma shears available
- Bar trigger on bed
- Wheeled stretcher in room

Primary Survey

- Confirm airway is protected
- Confirm C-spine is immobilized properly
- Respiratory rate
- ET tube: depth, color, condensation
- ET tube: size, depth, and color change
- ET tube: cuff inflated on monitor
- Order chest x-ray for placement confirmation
- Confirm SpO2 saturation has been established
- Give fluid bolus (20ml/kg) or blood
- State GCS (eye, verbal, motor)
- State pupil size and response
- Completely remove patient's clothing
- Cover patient with warm blanket
- Take temperature


Secondary Survey

- Head and State findings:
 - Eyes
 - Oral/periorbital integrity
 - Facial bones
 - Neck
 - Mouth
 - Check
 - Head
 - Neck
 - Extremities
 - Upper extremities
 - Lower extremities
 - Legs and back exam
 - Genital exam
- Departure Plan
 - Summarize if and if survey findings
 - Brief team on plan of care and patient destination
 - Prepare patient for travel
 - Equipment
 - Medications
 - Identify who will travel with patient
 - Identify destination (OR, PICU, etc.)

VITALS

- State and evaluate whether tachy and WNL for age
- Heart rate (with good waveform)
- Respiratory rate
- Oxygen saturation
- Blood pressure

DO NOT ADD TO MEDICAL RECORD



Pre-Post Study



Two 4-month periods

- Pre-implementation: May-August 2011 (n=222)
- Post-implementation: May-August 2012 (n=215)

Video review of all trauma resuscitations


Differences between cohorts calculated

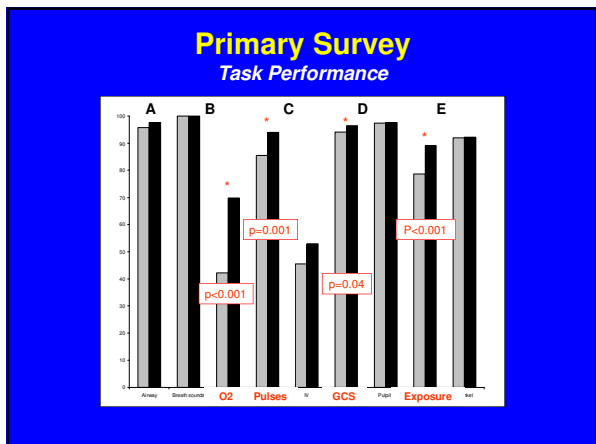
- Cohort characteristics
- Frequency of and mean time to task completion

Cohort Characteristics

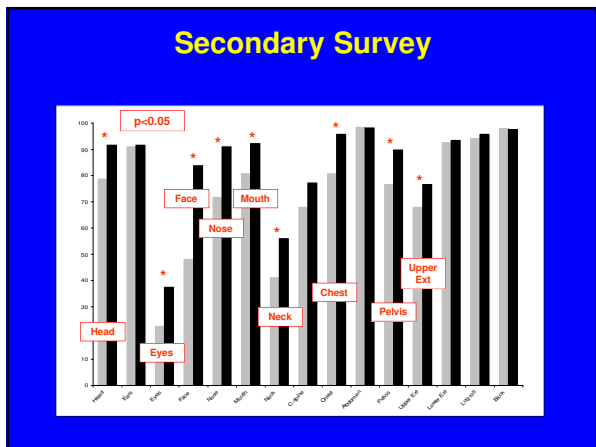
	Pre (n=222)	Post (n=215)	P-value
Activation level			0.24
Attending	5.9	6.1	
Stat	61.7	68.8	
Transfer	32.4	25.1	
Weekend	30.2	32.6	0.59
No pre-notification	10.4	14.9	0.15
Team leader (% fellow)	44.6	40.2	0.35
Penetrating mechanism	8.1	3.3	0.03
Intubated patient	5.9	7.4	0.51





Primary Survey Vital Signs

	Frequency (%)			Mean time (min)		
	Pre	Post	p-value	Pre	Post	p-value
Temperature	94.1	96.3	0.30	5.8	4.5	<0.001
Heart rate	100	100	NS	3.0	2.4	<0.001
Respiratory rate	99.1	99.5	0.58	2.6	2.0	<0.001
Oxygen saturation	100	100	NS	2.5	2.1	<0.001
Blood pressure	100	100	NS	3.1	2.7	0.01



Resuscitation Length

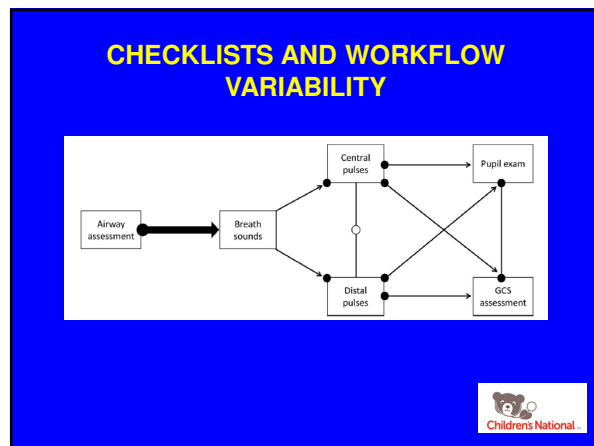
No significant reduction in total resuscitation time
26 vs. 24.3 minutes p=0.14

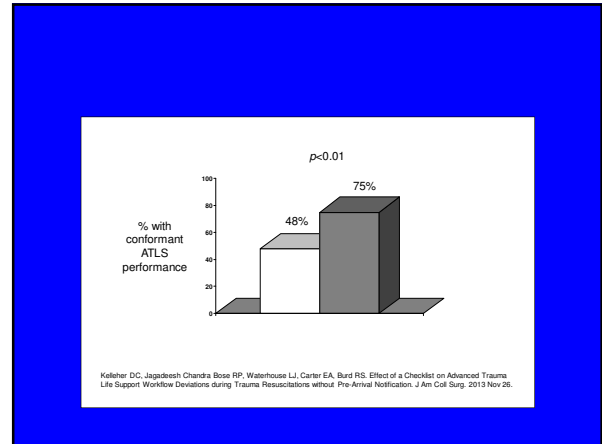
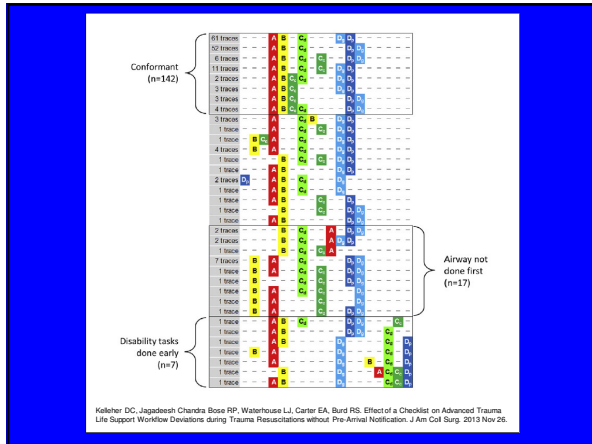
Multivariate Analysis

Adjusted measures of task performance after checklist implementation			
Task completion	OR	95% CI	P-value
Primary survey (n=5,963)	2.66	2.07, 3.42	<0.001
Secondary survey (n=8,090)	2.47	2.04, 2.98	<0.001
Time to task completion	beta	95% CI	P-value
Primary survey (n=5,142)	-0.15m	-0.23m, -0.06m	<0.001

GEE models nested within each resuscitation event, adjusted for injury mechanism, ISS, GCS-M, intubation, level of activation, night, weekend, pre-arrival notification, and type of task

Kelleher DC, Carter EA, Waterhouse LJ, Person SA, Fritzen JL, Burd RS. Impact of a checklist on Advanced Trauma Life Support task performance during pediatric trauma resuscitation. Acad Emerg Med, in press.





SUMMARY

A checklist for trauma resuscitation:

- Increased compliance with key components of the primary and secondary survey
- Increased the speed of primary survey task and vital sign performance
- Reduced the variability of primary survey task performance

Interesting Discoveries

- Checklist as handoff tool
- The trainee myth
- Fellows: resistors to supporters
- Empowered rotating residents

Does Increased ATLS Compliance Improve Outcome?

Supported by funding from:
Health Resources and Service
Administration
Program Emergency Medical Services for
Children Targeted Issues
grant number H34-MC-19351

CHECKLIST FAQ

Have you thought about an iPad app?

How can I get a copy of your checklist?

http://www.childrensnational.org/files/PDF/EMSC/Publishes/Pediatric_Trauma_Resuscitation_Checklist.pdf

How can I see how it is used?



Summary

- Despite individual and team training, ATLS protocol deviations persist during pediatric trauma resuscitation.
- Video analysis can be used to identify patient and resuscitation features that increase the likelihood of protocol deviation.
- A checklist for trauma resuscitation can improve compliance with the ATLS protocol, particularly for teams treating injured patients at high-risk for protocol violations.

