

Coder: \_\_\_\_\_

Date: \_\_\_\_\_

Simulation:  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>

Session:  AM  PM

Scenario Type:  Asthma  Pediatric  
 CHF  SVT  
 OB  \_\_\_\_\_

**Performance Assessment for Communication and Teamwork (PACT) – Long Form for experienced observers**

Please score the team performance by circle the anchors in the scale.

**Frequency scale:**

**Present (P)** -The behaviors is present.

**Absent (A)** -The behavior is absent.

**Not Applicable (NA)** -There was no opportunity for the team to demonstrate such behavior.

**Quality scale:**

**Poor (P)** -The team performed poorly.

**Need Improvement (NI)** -The team performed okay but there is still space for growth.

**Satisfactory (S)** -The team performance met expectation but the quality can be better.

**Excellent (E)** -The team performed well.

**Not Applicable (NA)** -The team did not demonstrate such behavior or there was not enough information to judge the quality of the behavior.

**Additional comments:**

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Behavioral Markers	Frequency			Quality				
<b>Team Structure</b>								
1. Team members recognize a leader.	P	A	NA	P	NI	S	E	NA
2. Team members refer to established protocols and checklists for the procedure/intervention.	P	A	NA	P	NI	S	E	NA
<b>Leadership</b>								
3. The team leader conducts briefs, huddles, and/or debriefs.	P	A	NA	P	NI	S	E	NA
4. The team leader empowers team members to speak freely and ask questions.	P	A	NA	P	NI	S	E	NA
<b>Situation Monitoring</b>								
5. The team applies the STEP process when monitoring the situation. STEP-Status of the Patient, Team Members, Environment, Progress Towards Goal	P	A	NA	P	NI	S	E	NA
6. The patient/family is included in communication.	P	A	NA	P	NI	S	E	NA
<b>Mutual Support</b>								
7. Team members ask each other for assistance prior to or during periods of task overload.	P	A	NA	P	NI	S	E	NA
8. Team members use the Two-Challenge rule or CUS to resolve conflict.	P	A	NA	P	NI	S	E	NA
<b>Communication</b>								
9. Team members verbalize their activities aloud when they are actively involved with the patient.	P	A	NA	P	NI	S	E	NA
10. Team members repeat back or paraphrase instructions and clarifications to indicate that they heard them correctly.	P	A	NA	P	NI	S	E	NA
11. Team member A hands off the patient's case to team member B, and team member B assumes responsibility for the patient.	P	A	NA	P	NI	S	E	NA
12. The team demonstrates efficient communication skills, including patient Situation, Background, Assessment, and Recommendation (SBAR).	P	A	NA	P	NI	S	E	NA
13. Team members demonstrate closed-loop communication such as check-backs.	P	A	NA	P	NI	S	E	NA

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After you observe the scenario, please record the Global Quality scores for the 5 domains using the scale below:

**Global Quality scale for domains:**

**NIM:** Need Improvement in Most areas

**NIS:** Need Improvement in Some areas

**S:** Satisfactory

**E:** Excellent

**NEI:** Not Enough Information to Answer

Domain Name	Global Quality					Comments
<b>Team Structure</b>	NIM	NIS	S	E	NEI	
identifies goals, assigns roles and responsibilities, holds members accountable						
<b>Leadership</b>	NIM	NIS	S	E	NEI	
utilizes resources, delegates tasks and balances workload, conducts briefs, huddles, and debriefs, empowers members to speak freely						
<b>Situation Monitoring</b>	NIM	NIS	S	E	NEI	
includes patient/family in communication, cross monitors members and applies the STEP process, fosters communication						
<b>Mutual Support</b>	NIM	NIS	S	E	NEI	
advocates for the patient, resolves conflict using Two-Challenge rule, CUS, and DESC Script, works collaboratively						
<b>Communication</b>	NIM	NIS	S	E	NEI	
provides brief, clear, specific and timely information, seeks and communicates information from all available sources uses SBAR, call-outs, check-backs and handoff techniques						