RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN - Approach the student and tell them that “we don’t have time to do these assessments. They are just over-tired. Let’s move on.”
RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN - You tell the student to “get the ECG, I think he is having a heart attack.”
PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTION

ACTION:

PCA – Tell the nursing student that “they look clean enough, don’t worry about hand hygiene.”
ACTION:

RN - Advise the nursing students that the risk assessment is just more paperwork and that they are not to do it.
RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

Observe and provide feedback about how the learners:

Consider possible factors contributing to the behaviours demonstrated by the person.
RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

Observe and provide feedback about how the learners:

Engage in shared decisionmaking.
DELIVERING COMPREHENSIVE CARE

Observe and provide feedback about how the learners:

Select assessment tools and undertake assessments based on cues from the patient.
Observe and provide feedback about how the learners:

Use organisational systems for the screening, assessment and risk identification in a timely manner.
PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTION

Observe and provide feedback about how the learners:

Observe the principles of 5 moments of hand hygiene.
COMMUNICATING SAFETY

Observe and provide feedback about how the learners:

Use ISBAR to convey an escalation of the situation.
COMMUNICATING SAFETY

Observe and provide feedback about how the learners:

Communication of assessment findings contributed (or not) to a reduction in risk of harm.