

LEARNING MODULE:

# PATIENT & CAREGIVER SAFETY

For Clinical Students & Instructors

*Greater Green Bay Healthcare Alliance*

*[ggbha.org](http://ggbha.org)*

*Reviewed & Updated 6/14/2018*

**REMINDER:** This learning module must be reviewed by students and faculty annually (once per year).

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IMPORTANT!!!

When reading the modules, please know you are accountable for understanding the information presented. If you have any questions, you will need to talk to your instructor/school/facility representative(s) to find out the answer(s) before going any further.

# Objectives

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- A. Identify patient safety concerns.
- B. Identify appropriate patient safety practices used in caring for patients.
- C. Recognize your role in assuring patient safety.
- D. You are responsible for following all of the safety standards, regulations and procedures for your own protection.

# Patient Safety - Communication

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- A. Some of the top safety issues identified across the continuum of healthcare continue to be problems with communication.
- B. Information provided when “handing off” (transitioning care) to another person is critical.
- C. Examples include shift-to-shift report, report to diagnostic staff and transferring to another unit.



# Patient Safety

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- **Examples of Safety Practices Include:**
  - A. Always correctly identifying patients using two identifiers.
  - B. Identify safe practices in caring for patients.
  - C. Complete documentation.
  - D. Performing the right procedure, or giving the right medication to the right patient.

*(Just to name a few...)*

# Patient Safety

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**Other patient safety concerns or risks may include:**

- A. Risk for falls.
- B. Risk for skin breakdown.
- C. Risk for infection caused by healthcare workers.
- D. Risk for the wrong dose of medication.

**We all need to work toward preventing these safety risks.**



# Falls Prevention

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- Falls should be prevented. Create a safe environment; check cords, etc. Use bed alarms, bed brakes, and have the bed in a low position. Make sure the patient's call button is within reach and they know how to use it. Be observant and aware of the patient's care plan.
- Patients identified as high risk for falls are **yellow coded**. This may include yellow colored signage, slippers, gait belt, and wrist bands, etc.

# Skin Integrity

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- A. The goal of a skilled nursing facility is to have no skin breakdown.
- B. It is critical to document any skin breakdown the patient has upon admission.
- C. Skin assessments should be performed regularly, as determined by the patient's care plan.
- D. **Immediately report to the staff or instructor any skin redness or changes in skin integrity.**



# Statewide Emergency Codes & Alerts for Health Care

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Annual Evaluation



Communications Disaster



Hazardous Waste Contingency



Evacuation



Medical Emergency



Fire Response



Security Alert - Show of Force



Severe Weather -



External Alert



Decontamination



Security Alert - Weapon Alert



Severe Weather - Winter Storm



Internal Alert



Bomb Threat



Missing Person

Students & Instructors - Patient & Caregiver Safety

# Fire: RACE

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**If you come upon a fire, be sure to initiate the word RACE.**

- **Rescue/Remove** those in immediate danger.
- **Activate** the **Alarm**.
- **Confine** the fire (closing doors).
- **Evacuate** the patients if told to do so.

# Fire

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## Using a Fire Extinguisher

P – Pull

A – Aim

S – Squeeze

S – Sweep

- Be familiar with your location.
- Know the emergency exit routes and where the smoke and fire doors are in your clinical area.
- Know how to operate the fire alarms and extinguishers.

# Medical Emergency

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## Responsibility in a Medical Emergency

If you come upon someone not breathing and/or no pulse:

- A. Assess the patient's "Do Not Resuscitate" (DNR) status.
- B. Follow the facility's code activation process.
- C. Initiate basic life support (BLS), if appropriate.
- D. Once the team arrives and you are replaced, leave the room; but be available if needed for questions regarding the sequence of events.
- E. Be available to assist other patients while the staff is tending to the medical emergency.

# Severe Weather

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- You may be directed to assist with closing drapes and doors.
- You may need to move patients into the hallways.

# Facility Emergency

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## Power Outage

- A generator will normally kick-in within 10 seconds.
- Be sure all necessary equipment is plugged into **red** outlets.

## Medical Gas

- Be sure patients who are on oxygen receive portable oxygen tanks/ hookups.
- Portable suction machines should be obtained – GI or chest tube.

# Abduction/Missing Child/Infant

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- A. Guard all stairs and elevators.
- B. Observe for anyone carrying a bag or wearing clothes that look like they may be hiding something.
- C. Stop visitors who are suspicious and ask if they will open their bag.
- D. If they won't open their bag, simply follow them and get help. If they leave, try to recall their license number, make and color of car, along with any other pertinent information.
- E. **Above all, do not put yourself in danger.**

# Abduction/Missing Adult or Child

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- A. Report the abduction or missing adult/child to a facility staff member or instructor.
- B. Search all areas of the unit.
- C. Follow the directions of the staff or instructor.



# Security Alert

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## **Bomb Threat**

- A. Keep the caller on the phone and write down everything said.
- B. Ask for location of the bomb.
- C. Listen for background noises, voice, accent, etc.
- D. Get help.

## **Violent Person**

- A. Call security.
- B. Try to keep a safe distance from the violent person (patient/visitor) while protecting other patients until security arrives.

## **Assault Attack Involving Weapons**

Follow the facility's policy.

# Injury

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- Any patient, visitor, staff or student who is injured at the facility should immediately report the injury, receive appropriate care, and follow facility specific documentation procedures.
- Follow school-specific procedures for reporting to your instructor.

# Safe Medical Device Act

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If any piece of equipment fails, it should be **removed from service and reported** to a facility staff member.

# Workplace Environment

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- Harassment, verbal or physical altercations are never tolerated between staff, students, patients, and/or visitors.
- **Immediately** report concerns to the instructor so they can be addressed promptly.

# Child and Elder Abuse

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If child or elder abuse is suspected:

- A. Ensure the safety of the individual.
- B. Any child or elder abuse must be immediately reported to a nurse, supervisor, and/or instructor.
- C. This includes abuse by the patient's family, staff, students, or other visitors.

# Domestic Violence

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If you hear someone speaking of domestic violence at home, report this immediately to the nurse, supervisor, or instructor.

# Safe Haven Law

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- A. The law allows an individual to give a newborn baby to a hospital staff member or law enforcement officer if they are unable to care for the baby.
- B. If an infant is handed to you, go directly to the ER with the baby.
- C. There is a packet of information available for the individual.

# Workforce Safety

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- A. Use appropriate lift equipment and/or technique, per facility, to protect the patient and yourself.
- B. Instruction and approval by your instructor is necessary prior to using lift equipment.
- C. Your safety is your responsibility. Follow safety standards, regulations and procedures for your protection.



# Workplace Safety

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- A. Locate the eyewash stations.
- B. Safety Data Sheet (SDS) information is available at each facility.
- C. For evacuation safety, equipment can only be on one side of the hallway.

# Patient Safety

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- The Joint Commission has identified several “National Patient Safety Goals”.  
Visit: [www.jointcommission.org](http://www.jointcommission.org)  
Click: “Standards”  
Click: “National Patient Safety Goals”
- The DNV (Det Norske Veritas) partners with hospitals to provide safe patient care and accreditation.  
Visit: [www.dnvglhealthcare.com/](http://www.dnvglhealthcare.com/)

**Patient safety is a significant concern for all healthcare workforce members!**