



TTPSS

TAG TEAM PATIENT
SAFETY SIMULATION



PARTNERING WITH CONSUMERS

Observe and provide feedback about how the learners:

Work in partnership with the person by including them in decisions and plans related to their health, safety, wellbeing and self-care.



PARTNERING WITH CONSUMERS

Observe and provide feedback about how the learners:

Advocate for people, when required, to ensure that their values, needs and preferences are upheld.

CUE CARD



PREVENTING AND CONROLLING HEALTHCARE ASSOCIATED INFECTION

**Observe and provide feedback
about how the learners:**

Demonstrate effective hand hygiene
with alcohol based hand sanitiser.

CUE CARD



PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTION

**Observe and provide feedback
about how the learners:**

Educate patients and visitors
about infection control practices.

CUE CARD



COMMUNICATING SAFETY

**Observe and provide feedback
about how the learners:**

Provide clear and coherent
handover reports to different
members of the healthcare team.

CUE CARD



COMMUNICATING SAFETY

**Observe and provide feedback
about how the learners:**

Communicate in a respectful,
responsive and courteous manner
with all team members.

CUE CARD



RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN (Preceptor) - When the nursing student asks you to come and review Sam Webb, you refuse, saying “just get breakfast out, otherwise everything will be behind all day”. If the student insists and says that the patient’s vital signs look a bit off, the RN asks what they are. Then regardless of what the vitals are, the RN replies: “that’s fine for an asthmatic”.



RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN (Preceptor) - When the nursing student asks you to come and review Sam Webb, you attend the patient with the student, and then the first thing you say is “help me get Sam into bed, we need to lay the patient down”.



RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN (Preceptor) - When the student nurse goes to document the repeat set of vital signs, you interrupt the student and say, “there’s no time for that, Sam needs medication, not documentation”.



RECOGNISING AND RESPONDING TO ACUTE DETERIORATION

ACTION:

RN (Preceptor) - When the student nurse uses ISBAR to communicate her concern about the patient, you interrupt the student and say, “there is no need to go through that rigmarole, that’s not important, just tell me where the patient is”.



PARTNERING WITH CONSUMERS

ACTION:

RN (Preceptor) - When the student nurse involves Sam Webb in the discussion and asks what they would normally do if he has an asthma attack, you say “oh, they wouldn’t know, we’re the experts, they’ll get what we give them”.



PARTNERING WITH CONSUMERS

ACTION:

RN (Preceptor) - When the student nurse involves Sam Webb in the discussion, Sam can only speak in very short sentences, you get frustrated with how long it is taking and say “oh, it doesn’t matter, we don’t have time for this”.



PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTION

ACTION:

RN (Preceptor) - Advise the nursing student that the use of hand gel will not be required throughout care of this patient, as hand gel is only used on soiled hands.



PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTION

ACTION:

RN (Preceptor) - Advise the nursing student that as this is a clean patient the five moments of hand hygiene do not apply.



COMMUNICATING SAFETY

ACTION:

Advise the nursing student that they do not need to keep the patient informed regarding their treatment.



COMMUNICATING SAFETY

ACTION:

Advise the nursing student that students should be seen and not heard.