

Hospital Room of Horrors Assignment

Learning Objectives and Outcomes		
Area	Objective	Course Student Learning Outcome (CSLOs), BSN Essentials, NCLEX & QSEN
Knowledge	Identify actual and potential safety risks at client bedside environment.	<p><u>CSLO</u></p> <ol style="list-style-type: none"> 1. Demonstrate evidence-based clinical judgment to provide safe, patient-centered care for adults with a variety of complex acute and chronic health problems. 2. Apply pathophysiology to prioritize safe, evidence-based nursing care to patients with complex acute and chronic health conditions. <p><u>BSN Essentials</u></p> <p>Domain 1: Knowledge for Nursing Practice</p> <ul style="list-style-type: none"> • 1.3a Demonstrate clinical reasoning. <p>Domain 5: Quality and Safety</p> <ul style="list-style-type: none"> • 5.2a Describe the factors that create a culture of safety. <p>Domain 8: Informatics and Healthcare Technologies</p> <ul style="list-style-type: none"> • 8.3e Identify impact of information and communication technology on quality and safety of care. <p><u>NCLEX</u></p> <p>Safety and Infection Control</p> <ul style="list-style-type: none"> • Educate client on safety issues • Identify deficits that may impede client safety

		<p><u>QSEN</u></p> <p>Patient-Centered Care</p> <ul style="list-style-type: none"> Examine how the safety, quality, and cost effectiveness of health care can be improved through the active involvement of patients in their own health care processes <p>Teamwork and Collaboration</p> <ul style="list-style-type: none"> Describe examples of the impact of team functioning on safety and quality of care <p>Safety</p> <ul style="list-style-type: none"> Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems) Discuss potential and actual impact of national patient safety resources, initiatives and regulations <p>Informatics</p> <ul style="list-style-type: none"> Contrast benefits and limitations of different communication technologies and their impact on safety and quality
<p>Skills</p>	<p>Create safe client bedside environment.</p> <p>Adhere to safety protocols.</p>	<p><u>CSLO</u></p> <p>5. Perform advanced nursing psychomotor skills for safe, quality patient care.</p>

	<p>Implement standards of care for client safety.</p>	<p><u>BSN Essentials</u> Domain 2: Person-Centered Care</p> <ul style="list-style-type: none">• 2.4b Create a list of problems/health concerns.• 2.4c Prioritize problems/health concerns.• 2.5c Delegate appropriately to team members. <p>Domain 5: Quality and Safety</p> <ul style="list-style-type: none">• 5.1 Recognize nursing's essential role in improving healthcare quality and safety.• 5.2b Articulate the nurse's role within an interprofessional team in promoting safety and preventing errors and near misses.• 5.2c Examine basic safety design principles to reduce risk of harm.• 5.2f Use national patient safety resources, initiatives, and regulations at the point of care. <p>Domain 6: Interprofessional Partnerships</p> <ul style="list-style-type: none">• 6.2b Delegate work to team members based on their roles and competency. <p>Domain 8: Informatics and Healthcare Technologies</p> <ul style="list-style-type: none">• 8.3b Evaluate how decision support tools impact clinical judgment and safe patient care. <p><u>NCLEX</u> Safety and Infection Control</p> <ul style="list-style-type: none">• Protect client from injury (e.g., falls, electrical
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		<p>hazards)</p> <ul style="list-style-type: none"> • Report unsafe practice of health care personnel and intervene as appropriate • Facilitate appropriate and safe use of equipment <p><u>QSEN</u> Safety</p> <ul style="list-style-type: none"> • Demonstrate effective use of strategies to reduce risk of harm to self or others • Use national patient safety resources for own professional development and to focus attention on safety in care settings
<p>Attitudes</p>	<p>Value own role in preventing injury/illness.</p>	<p><u>CSLO</u> 4. Differentiate the nursing role in delegation and supervision of care of the adult patient.</p> <p><u>BSN Essentials</u> Domain 5: Quality and Safety</p> <ul style="list-style-type: none"> • 5.2d Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm. <p>Domain 9: Professionalism</p> <ul style="list-style-type: none"> • 9.1b Reflect on one’s actions and their consequences. <p><u>NCLEX</u> Safety and Infection Control</p> <ul style="list-style-type: none"> • Acknowledge and document practice errors and near misses (e.g., incident report for medication error) <p><u>QSEN</u> Teamwork and Collaboration</p>

		<ul style="list-style-type: none"> • Appreciate importance of intra- and inter-professional collaboration <p>Safety</p> <ul style="list-style-type: none"> • Value the contributions of standardization/reliability to safety • Value own role in preventing errors
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Instructions:

1. Silently and independently review the client environment and the scenario presented. You may walk around the bed and look at the client, medication list, equipment, etc. You will have 15 minutes to complete this task.
2. Identify as many safety risks in the client environment as you can and document these safety risks in the chart below.
3. In the chart you will identify the safety risks, potential harm the risk could cause, prioritize the safety risks in order of greatest safety risk to minor safety risk, list the responsible party (delegation), and if you need to report the safety risk to another healthcare member (interprofessional collaboration).
4. There will be an answer key and debriefing discussion at the end of the simulation. During this debriefing, you are encouraged to utilize critical reasoning skills to discuss potential risks that may not be as obvious as actual risks.

Safety Risk	Potential Harm	Prioritization	Responsible Party (Delegation)	Reporting Required (Interprofessional Collaboration)

Tasnim Mustafiz

Right patient	Wrong treatment	Ask PT's name match with PT'S name band	Previous nurse/LPN	Charge nurse/Document
Pills	Overdosed	Remove it as soon as possible	Previous nurse/LPN	Charge nurse/Incident report
Needles	Poke themselves	Remove it as soon as possible	Previous nurse/LPN/CNA	Charge nurse/Incident report
Expired saline	Can be harmful to the body	Stop the IV right away.	Previous nurse/LPN	Charge nurse/Incident report
Bed is elevated	PT can fall getting up	Lower the bed to prevent fall.	CNA	Charge nurse/Document
Cather bag	Infectious	Remove it to prevent infection risk.	Previous nurse/LPN	Charge nurse/Document
Cords	PT can chock themselves	Remove them from the room	CNA	Charge nurse/Document
Head of the bed needs to be up	Blocking airway	Elevate HOB due to tracheostomy; clear airway, prevent aspiration	CNA	Charge nurse/Document
Cords on the tracheostomy	PT can chock themselves	Remove it to prevent aspiration	Previous nurse	Charge nurse/Document
IV isn't on properly	IV medicine isn't going in properly	Remove it as needed. Insert a new one.	Previous nurse/LPN	Charge nurse/Document

Reflective Activity

What are the major take-home lessons for you today?

- The major take-home lesson was priority intervention. As a nurse, what I would do when I see a patient in a particular position. Use the ABC properly and assess first before calling for help.

How did this experience change your view of preventing risks?

- This was a great experience to learn and go over very little that can be missed easily. I have learned it is important to check patients' names when entering a room and look around for any objects that can harm our patients.

(Grading Criteria)

Points	If...
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Tasnim Mustafiz

5	The student found all 10 actual safety risks in addition to identifying potential safety risks in the client environment.
4	The student found all 10 actual safety risks but did not identify any potential safety risks in the client environment.
3	The student found 7-9 actual safety risks and/or potential safety risks in the client environment.
2	The student found 4-6 actual safety risks and/or potential safety risks in the client environment.
1	The student found 1-3 actual safety risks and/or potential safety risks in the client environment.
0	The student did not find any safety risks in the client environment.

Prioritization/Delegation/Communication Chart

__ Points out of 5 Total

Reflective Essay

__ Points out of 5 Total

Debriefing

Did student actively participate in debriefing by reflecting and discussing experience?

Yes: 5 points

No: 0 points

TOTAL POINTS

20

Hospital Room of Horrors: Post Exercise Evaluation (Likert scale 1-5, least to most)

Tasnim Mustafiz

1) I feel prepared to diligently watch for client's safety and quality of care.

1 2 3 4 5

2) I have improved in my ability to synthesize nursing theory and content to the clinical setting as a result of the "Safety Day Simulation" exercise.

1 2 3 4 5

3) Debriefing with faculty provided an opportunity to self -reflect, which improved my knowledge, skills, and attitude/confidence.

1 2 3 4 5

4) Faculty was prepared and facilitated enhanced learning during the debriefing period

3 4 5

1 2

5) I recommend the continuation of "Safety Day Simulation" and feel it is a valued learning experience.

1 2 3 4 5

Suggestions:

N/A
