

# Safety in the Workplace

Orientation Module for Students - Residents - Faculty

# Safety in the Workplace

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This module is designed to prepare you for your clinical or residency experience. Topics include; Patient Safety, Student/Resident Safety, and Environmental Safety and Emergencies.

After completing all four modules and you understand the information presented, you will need to complete the 'Confidentiality Agreement and Acknowledgement of Orientation Modules' form. Please give the completed form to your school coordinator or faculty member, not the healthcare facility. The school will retain your signed/dated form.

The four learning modules need to be completed annually by students/residents/faculty.

# Safety in the Workplace

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**While completing this module, please know YOU are responsible for understanding the information presented.**

**If you have any questions, please contact your instructor/school/facility for answers prior to submitting your final 'Confidentiality Agreement and Acknowledgement of Orientation Modules' form.**

# Safety in the Workplace

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## MODULE OBJECTIVES

- ✓ Identify patient safety concerns.
- ✓ Recognize your role in assuring patient safety.
- ✓ Describe unsafe situations.
- ✓ Describe actions to take to protect yourself.
- ✓ Verbalize response to environmental safety hazards.
- ✓ Locate policies, procedures, emergency exits/plans, and other resources.
- ✓ Describe how to respond to situational emergencies.



# Patient Safety

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## PREVENTING HARM

If a major airplane (747) crashed each week, would you fly?

How safe would you feel?



# Patient Safety

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## PREVENTING HARM

Did you know harm to patients in healthcare nationwide is equivalent to the harm that could be caused if ten 747 jets crashed each week?

But, did you know this harm is *preventable*?

So what can **YOU** do to help prevent harm, injury, infection or even death to our patients?

**Let's find out!**



# Patient Safety

## PREVENTING HARM

- ✓ Susie has cancer and has been in the hospital for 15 days.
- ✓ She is anxious to go home and play with her friends and dog.
- ✓ She trusts caregivers to keep her safe.
- ✓ Susie has a special port where medications are given through her vein.
- ✓ A caregiver who was in a hurry did not clean the port, as required by hospital policy, before giving medicine.
- ✓ Susie got an infection that spread throughout her body, making her very sick.
- ✓ She had to stay in the hospital for another seven days.





# Patient Safety

## PREVENTING HARM

- ✓ Bill just celebrated his 75<sup>th</sup> birthday.
- ✓ Bill was very active, playing golf, tennis and enjoying his grandchildren.
- ✓ Bill had a CT scan done of his abdomen.
- ✓ His doctor told him the test was normal.
- ✓ Bill did not feel good and went back to the doctor six months later.
- ✓ Bill's original CT scan was not his; it belonged to another "Bill" who had the same test done on the same day but was uploaded into Bill's records.
- ✓ Now, Bill has cancer that could have been treated early and has now progressed beyond cure.

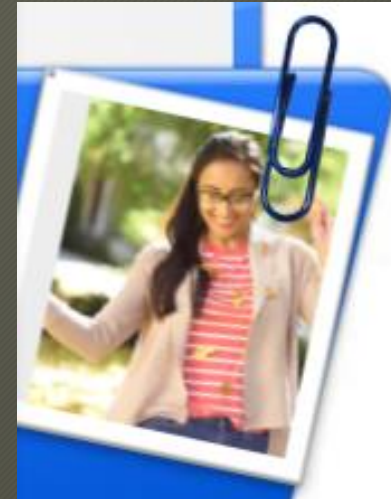




# Patient Safety

## PREVENTING HARM

- ✓ Karla was in an accident and had surgery on her leg.
- ✓ She is in her second year of college and missed her first two weeks of school.
- ✓ A caregiver did not wash his hands after caring for another patient with an infection.
- ✓ Karla developed an infection from her interaction with the caregiver.
- ✓ She became very sick and could not return to school for another two weeks.



# Patient Safety

## PREVENTING HARM

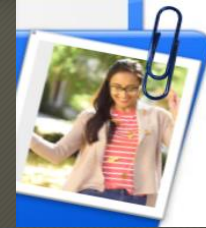
- ✓ Doris has diabetes but is managed well with medicine.
- ✓ She has quite a few medicines and depends on caregivers, doctors and pharmacists to help her keep an accurate list.
- ✓ Doris had a change in one of her medicines but it was not changed on her list.
- ✓ She took the wrong dose and was rushed to the hospital.
- ✓ Doris almost died.



# Patient Safety

## PREVENTING HARM - LET'S CONSIDER OUR PATIENTS...

- ✓ Susie and Karla did not plan to get an infection.
- ✓ Bill went to the doctor in time but no one double checked that he had the wrong test results in his record until it was too late.
- ✓ Doris trusted that her medication list was correct from the doctor's office, yet no one explained how to take the new medicine or double checked to make sure her list was accurate.





# Patient Safety

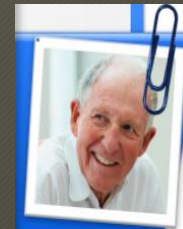
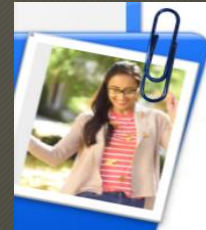
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## PREVENTING HARM - LET'S CONSIDER OUR PATIENTS...

All of these situations caused harm and time away from family, friends, and school.

All experienced unnecessary healthcare costs that may *or* may not be covered by insurance.

All of these situations could have been prevented!



# Patient Safety

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## PREVENTING HARM LET'S TALK ABOUT WHAT YOU CAN DO...

What is the single most effective method to prevent the spread of infection?

*Choose your answer before progressing to the next slide.*

- A. Close doors and windows
- B. Practice hand hygiene
- C. Wear warm clothes

# Patient Safety

PREVENTING HARM  
LET'S TALK ABOUT WHAT YOU CAN DO...

Correct Answer:

B. Practice hand hygiene

- ✓ Prevent infection by **ALWAYS** washing your hands.
- ✓ Don't take shortcuts.





# Patient Safety

## POLICIES & PROCEDURES

Check the facility's policies and procedures:

- ✓ Find out where to locate the facility's policies and procedures.
- ✓ **Follow the facility's policies and procedures** for cleaning equipment, skin, or performing other tasks.



*(Policies and procedures are supported by research; it's the right thing to do.)*

# Patient Safety

## COMMUNICATE WITH THE PATIENT LET'S TALK ABOUT WHAT YOU CAN DO...

1. Communicate patient information accurately.
2. Make sure two-way communication is clear. **ASK QUESTIONS** to clarify.
3. Double check you have the **RIGHT PATIENT EVERY TIME** you perform a task, give a medication, or handle a record.
4. Ask the patient their **FULL NAME** and **DATE OF BIRTH** or **MEDICAL RECORD NUMBER**.
5. Check the patient's **NAME BAND** and **MEDICAL RECORD NUMBER**.
6. Communicate, Communicate, Communicate!!

# Patient Safety

COMMUNICATE WITH THE PATIENT  
LET'S TALK ABOUT WHAT YOU CAN DO...



You greet your patient and request her two patient identifiers. Which of the following would be acceptable? *Choose all that apply before progressing to the next slide.*

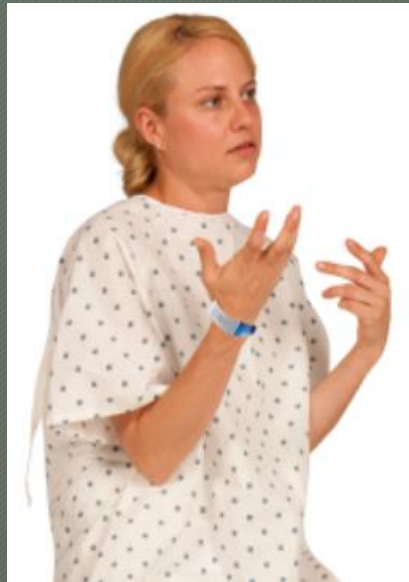
- A. Name and Address
- B. Name and Date of Birth
- C. Social Security Number and Medical Record Number
- D. Name and Medical Record Number



# Patient Safety

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COMMUNICATE WITH THE PATIENT  
LET'S TALK ABOUT WHAT YOU CAN DO...



**Correct Answers:**

B. Name and Date of Birth

D. Name and Medical Record Number

# Patient Safety - GIVE MEDICATIONS ACCURATELY

## 6 PATIENT MEDICATION RIGHTS

1. Right **PATIENT** - *Make sure you are giving the medication to the right patient. Ask their name and birth date for verification.*
2. Right **DRUG** - *Make sure the medication is the right medication, the one the provider has ordered.*
3. Right **DOSE** - *Make sure you are giving the right dose.*
4. Right **ROUTE** - *Make sure the medication is given via the right route; oral, topical, etc.*
5. Right **TIME** - *Make sure the medication is being given at the correct time.*
6. Right **FORM** - *Make sure the medication is in the right form; pill, liquid, cream, etc.*



# Patient Safety - GIVE MEDICATIONS ACCURATELY

LET'S TALK ABOUT WHAT YOU CAN DO...

- ✓ Make sure medication lists and dosages are accurate.
- ✓ Explain medications to patients in a way they can understand.
- ✓ Use “teach-back”; have the patient tell you what a medicine is for and how they will take it at home.





# Patient Safety - PREVENT FALLS

**HELP KEEP PATIENTS FROM FALLING  
LET'S TALK ABOUT WHAT YOU CAN DO...**

1. Are signs clear to patients and visitors?
2. Make sure the patient's call light is within easy reach and they know how to use it.
3. Is the environment safe; floor dry, no obstacles?
4. Use alarm devices, when available.



# Patient Safety - PROTECT SKIN

22

LET'S TALK ABOUT WHAT YOU CAN DO...

- ✓ Check or report any **new skin changes**, especially over joints.
- ✓ Patients heal faster by helping them **turn, move, or walk frequently** when appropriate.



# Patient Safety - SPEAK UP AND ASK QUESTIONS

23

TOGETHER WE CAN KEEP OUR PATIENTS SAFE!

- ✓ Ask questions anytime you are unsure how to do something.
- ✓ Guessing is unsafe.
- ✓ Always SPEAK UP if you see anything unsafe.





# Patient Safety - SPECIAL PATIENT SITUATIONS

24

**Emergencies**

**Suicide  
Ideation**

**Bariatric  
Patients**

**Violent  
Patients**

**Suspected  
Elder or  
Child Abuse**

**Patients  
Requiring  
Interpreters**

# SPECIAL PATIENT SITUATIONS - VIOLENT PATIENTS

25

If you encounter a **violent patient, visitor or family member...**

- ✓ Stay calm.
- ✓ Don't argue.
- ✓ Be sure a door or an exit is behind you.
- ✓ Call for help immediately, according to the facility or agency emergency plan.



# SPECIAL PATIENT SITUATIONS - HEART ATTACK

26

## Cardiac Emergency

- ✓ Recognize symptoms.
- ✓ If you encounter a person experiencing cardiac symptoms, take immediate action.
- ✓ Follow the facility's/agency's medical emergency plan by calling the appropriate emergency number for help.

Do you know how to recognize a potential cardiac emergency? Take this [QUIZ](#).

*NOTE: The quiz link will take you to a website outside of this module, in a new browser window. Please return to this slide after you complete the quiz.*



# SPECIAL PATIENT SITUATIONS - STROKE

27

Report stroke symptoms immediately!

Follow the facility or agency medical emergency plan to call for help.



# SPECIAL PATIENT SITUATIONS - SUICIDE IDEATION

28

Notify your instructor or healthcare staff if a patient talks about causing harm to themselves or others.

## Suicide Precautions:

- ✓ It is important to follow policies that protect our patients and prevent injuries.
- ✓ Many items can be used to cause harm to self:
  - **Swallowing loose items** like batteries from remote devices.
  - Potential ligature or **hanging risks** I.e., call light cord, belts, shoestrings, etc.
  - **Sharp items** such as pens, pencils, broken glass/mirror, utensils.



# SPECIAL PATIENT SITUATIONS - SUICIDE IDEATION

29

Find **9 things** in this room a patient could use to cause self-harm.

*Identify the 9 things before advancing to the next slide.*





# SPECIAL PATIENT SITUATIONS - SUICIDE IDEATION

30

Items that can be used to cause self-harm include:

1. Objects with sharp edges, like the can.
2. Pointed objects such as a pen.
3. Anything used for typing/binding.
4. Objects that if swallowed are dangerous, such as batteries.
5. Shoes with laces.
6. A stethoscope could be used for strangulation.
7. Scissors/knives.
8. Loose cords/wires used for choking.
9. Bags could be used for suffocation.



# SPECIAL PATIENT SITUATIONS - SUSPECTED ABUSE

31

Notify your instructor or healthcare staff if you suspect abuse.

Be alert to:

- ✓ Patients who may have **unusual injuries** that do not match the explanation.
- ✓ Patient **avoids or withdraws from discussing their injuries**.
- ✓ You may **see bruising** or various stages of **bruise healing**.
- ✓ **Another person answers for the patient** when they are present.



# SPECIAL PATIENT SITUATIONS - BARIATRIC PATIENTS

32

Some patients have severe obesity that requires special care. They are referred to as "bariatric" patients.

## Bariatric Patient Considerations:

- ✓ Treat all patients with dignity and respect.
- ✓ Always use approved bariatric equipment for their care.
- ✓ If applicable to your role, use lift devices. Get help if needed.
- ✓ Recognize special needs, including psychological. Protect their skin.
- ✓ They may have other medical issues.





# SPECIAL PATIENT SITUATIONS - INTERPRETER NEEDS

33

Patients who do not use English as their primary language may require an interpreter. Check with the facility or healthcare organization on how interpreters are used and arranged.

## Interpreter Considerations:

- ✓ It is important that patients receive information in a manner they can understand.
- ✓ When using an interpreter, speak directly to the patient.
- ✓ After 2-3 sentences, allow the interpreter to fully interpret what was said.



# PATIENT SAFETY - MANAGING ALARMS

34

Reducing harm associated with Clinical Alarm Systems is a National Patient Safety Goal. We are all responsible for alarms in the workplace. If you hear an alarm, please respond. Depending upon your role, alert the appropriate caregiver for follow-up.

Learn more about [National Patient Safety Goals](#).

## Alarm Considerations:

- ✓ Be aware of alarms in your area.
- ✓ Know what the alarm sounds mean and how to respond.
- ✓ Respond to the alarm as you are directed.

# PATIENT SAFETY - PREVENTING HARM

35

Which of the following are ways you can protect patients? *Decide all that apply before advancing to the next slide.*

- ☐ Practice Hand hygiene.
- ☐ Use two patient identifiers.
- ☐ Air conditioning
- ☐ Practice the 6 Rights of medication administration.
- ☐ Sweaters and scarves
- ☐ Appropriately respond to alarms.



# PATIENT SAFETY - PREVENTING HARM

36

## Correct Answers: Ways YOU can protect patients:

- ✓ Practice hand hygiene.
- ✓ Use two patient identifiers.
- ✓ Practice the 6 Rights of medication administration.
- ✓ Appropriately respond to alarms.

# STUDENT/RESIDENT Safety

## Safe Patient Handling

37

Congratulations! You have completed Patient Safety section of this module. Let's learn about **Student/Resident Safety**.

To avoid injuries to yourself and the patient, it is very important you know how to **safely move and transfer patients**.

# STUDENT/RESIDENT Safety

## Safe Patient Handling

38

- ✓ Ask for help when transferring or moving a patient that requires more assistance.
- ✓ Use proper techniques and body mechanics.
- ✓ Ask for help. Caregivers at facilities are specially trained in lift equipment and other devices.



**NOTE: Students under 18 years of age are not permitted to use lift equipment.**



# STUDENT/RESIDENT Safety

## Medical Devices

39

Some patients require special medical devices to move them. Ask your supervisor about training and equipment available to you.

**Medical equipment for safe patient handling requires special training. Ask for assistance.**



# STUDENT/RESIDENT Safety

## Safe Lifting & Body Mechanics

40

Note how this person lifts these boxes by positioning his body close to them. He straddles his legs, and then uses his legs to lift the boxes.

When moving heavy objects, **push**, don't pull.



# STUDENT/RESIDENT Safety

## Safe Lifting & Body Mechanics

41

Which of these pictures shows the proper way to lift?





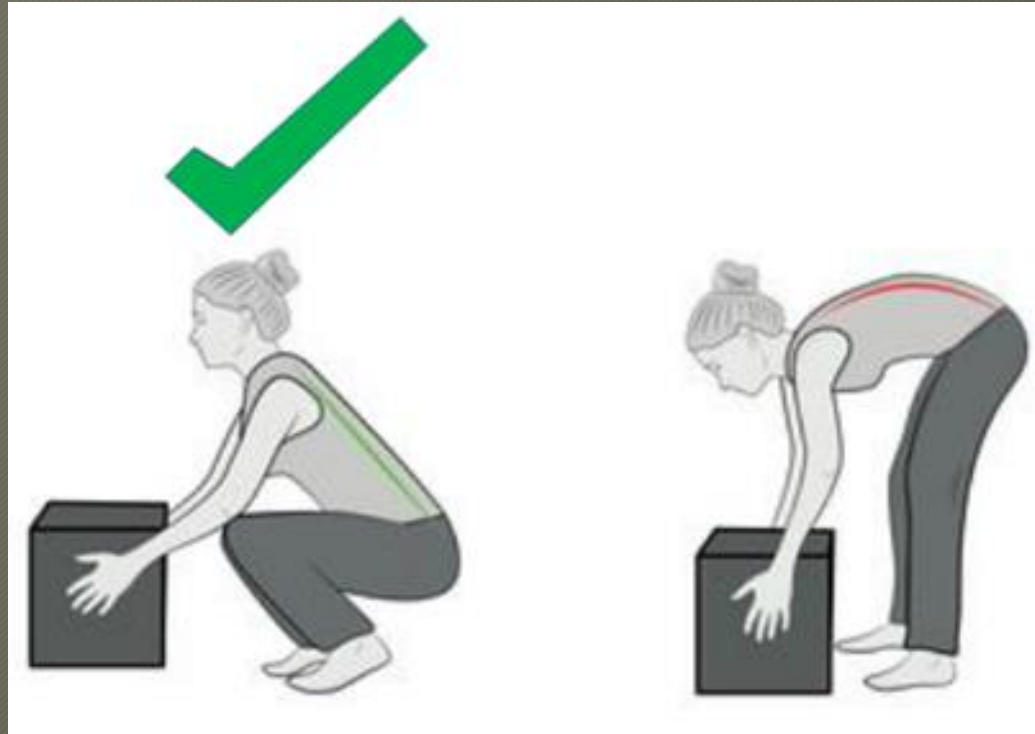
# STUDENT/RESIDENT Safety

## Safe Lifting & Body Mechanics

42

CORRECT Lift

Incorrect Lift



# STUDENT/RESIDENT Safety – Ergonomics

43

Which of these pictures shows the proper position to sit at the computer?



# STUDENT/RESIDENT Safety

## Safe Lifting & Body Mechanics

44

### To Avoid Injury:

- ✓ Maintain good posture. Support your back.
- ✓ Position the chair and keyboard so elbows are at 90 degrees.
- ✓ Position the monitor for alignment with vision.
- ✓ Stretch periodically throughout the day.





# STUDENT/RESIDENT Safety - Safety Data Sheets (SDS)

45

**Find out where the Safety Data Sheets are located.**

If you experience a spill, eye splash or a chemical exposure to your skin, there are steps to take to avoid serious injury. A Safety Data Sheet (SDS) is a document that provides information on how to handle hazardous products if an incident occurs. Find out where the Safety Data Sheets are in your area.



# STUDENT/RESIDENT Safety – ALLERGIES

46

If you know you have allergies that may result in a reaction, i.e., latex allergy, allergy to peanuts, certain air fresheners, or skin irritants, please **let your instructor know prior** to entering a facility.

**Be alert to patient allergies** as well. Be aware of **latex allergies**. Latex balloons are **not** allowed. Mylar balloons are allowed in most facilities/agencies. Latex is generally prohibited unless specifically utilized for special procedures.



# STUDENT/RESIDENT Safety - Workplace Violence

47

If you encounter an angry or aggressive patient, it is important to protect yourself. Below are some important strategies.

1. Keep your voice calm and low.
2. Listen to the person. Present a composed and caring attitude.
3. Trust your instinct and be aware of your surroundings.
4. Don't isolate yourself with a potentially violent person.
5. Always keep an open path for exiting, a door behind you.
6. Don't give orders or match threats.
7. Avoid any aggressive behavior.
8. Immediately report any aggressive/violent behavior to your instructor or facility/agency leader.
9. Call for help per facility/agency policy.



# Environmental Safety & Emergencies

48

Congratulations! You have completed the Student/Resident Safety section of this module.

Let's learn about **Environmental Safety and Emergencies**, the last section of this module.

# Environmental Safety - FIRE SAFETY

49

In case of a fire,  
remember the  
acronym **R.A.C.E.**

R

**R**escue – anyone in harms way

A

**A**larm/**a**lert – pull alarm or call

C

**C**onfine/close doors – contain fire

E

**E**xtinguish or **E**xit – if small, extinguish, if too large, exit the area

# Environmental Safety - FIRE SAFETY

50

To extinguish a fire with a fire extinguisher, remember the acronym **P.A.S.S.**

- ✓ **Pull** the pin, while holding the extinguisher upright.
- ✓ **Aim** - Stand 8-10 feet from the fire. Aim the nozzle at the base of the fire. Do not get too close *or* aim the nozzle too high.
- ✓ **Squeeze** - Once the nozzle is aimed at the base of the fire, squeeze the levers together to begin discharge of the fire extinguishing agent.
- ✓ **Sweep** - Sweep the nozzle from side to side, sweeping 3 to 6 inches from beyond the right and left edges of the fire. Discharge the extinguisher until contents are exhausted to prevent reignition. Move around the fire to confirm it has been completely extinguished.

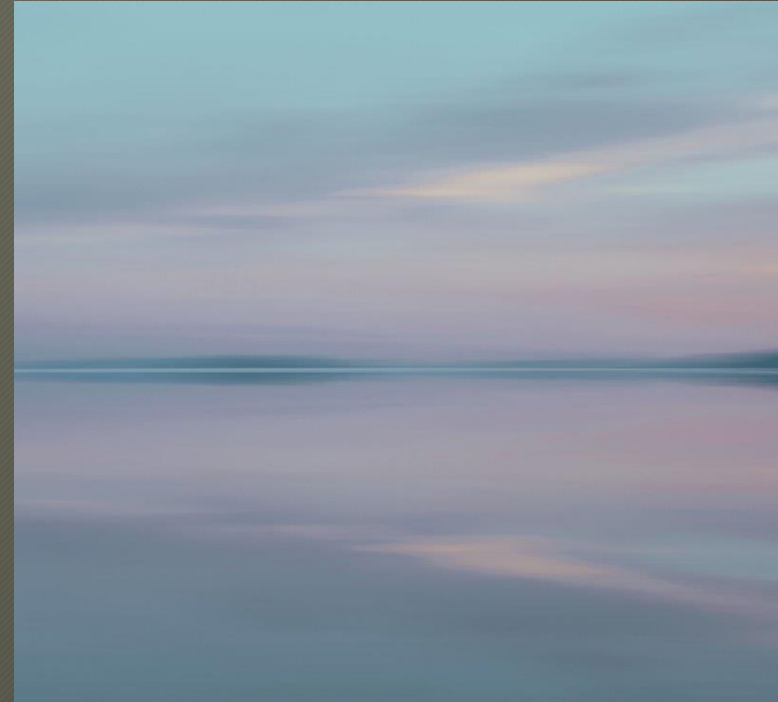




# Environmental Safety - SEVERE WEATHER

51

**Severe Weather:**  
Please follow your facility's  
directions for severe weather.



# Environmental Safety - TORNADO WARNING

52

A **Tornado Warning** means a tornado is in the area, based on National Weather Service warnings.

**Be sure to:**

- ✓ Report to your department immediately.
- ✓ Close doors, windows, curtains and blinds.
- ✓ Protect the patient's head and face with blankets and pillows.
- ✓ Have shoes readily available in case there is broken glass
- ✓ Ask patients who can walk and visitors to move into interior spaces. Stay away from windows and remain there until "All Clear" is announced.

# Emergency Situations

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Active Shooter

Bomb Threat

Missing Person

Power Outage

Radiation  
Exposure

Medical Gas



# Emergency Situations - ACTIVE SHOOTER

54

IF YOU ENCOUNTER AN ACTIVE SHOOTER, REMEMBER  
THREE IMPORTANT THINGS:

1. RUN
2. HIDE
3. FIGHT

- ✓ Find a caregiver/employee who can assist you with where to run and hide.
- ✓ Silence your phone. Keep lights off. Secure the door (lock or barricade).
- ✓ Anticipate a plan to fight as a last resort. Consider an item to use as a weapon to take out the shooter.
- ✓ When exiting the facility/agency, keep your hands up. Don't worry about belongings.



# Emergency Situations - BOMB THREAT

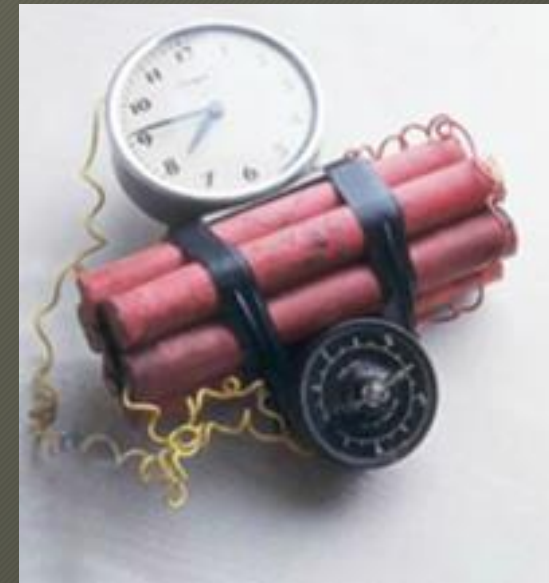
55

## If there is a bomb threat in your area:

- ✓ Follow the directions given to you by your leader or security personnel.
- ✓ Do not touch or move suspicious objects.

## If you receive a bomb threat phone call:

- ✓ Handle the call **QUIETLY** and **CALMLY**.
- ✓ Call Security immediately.
- ✓ Notify your leader immediately.



# Emergency Situations - MISSING PERSON

56

## Missing Person

- ✓ Know what to do if an abduction or missing person is reported. Contact your leader/supervisor for assistance.
- ✓ Be aware of suspicious activity and alert staff of any unusual behavior you may observe.
- ✓ Follow the directions given to you by the department leader.





# Emergency Situations - POWER OUTAGE

57

## If you experience a power outage:

- ✓ Follow the instructions provided by your supervisor/leader.
- ✓ Know where the flashlights and batteries are kept.
- ✓ Know which phone(s) will work if the phones fail.



# Emergency Situations - RADIATION EXPOSURE

58

## MRI/Radiation Exposure Safety

NOTE: You will be screened for MRI safety if entering **zones 2 or greater**.

### What are the different MRI Zones?

- **MRI Zone 1** consists of all areas freely accessible to the general public. This zone includes the entrance to the MRI facility. The magnet poses no hazards in these areas.
- **MRI Zone II** is a semi-restricted area where patients are under the general supervision of MRI personnel. It may include the reception area, dressing and interview rooms.
- **MRI Zone III** is only for approved MRI personnel and screened individuals. The MRI control room and/or computer room are included.
- **MRI Zone IV** is the area within the walls of the MRI scanner room, sometimes called the magnet room. A warning sign indicates the presence of a high magnet field.
- **MRI Zone III & IV** are restricted areas and only trained personnel can access. Team members who enter the MRI control area/scan room should complete the online course entitled: *MRI General Safety - Staff Entering Zones III & IV*.

# Emergency Situations - MEDICAL GAS

59

## Medical gasses can fuel a fire.

- ✓ Know the location of the shut-off valves in your area. Contact your supervisor for assistance.
- ✓ Follow the directions given to you by the department leader.





# Safety in the Workplace

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A lot of information was covered in this module. Because of your hard work, you are better prepared for the clinical or residency setting.

## PATIENT SAFETY

- Hand Hygiene
- Facility Policies & Procedures
- Two Patient Identifiers
- Communication
- Medication Accuracy
- Fall Prevention
- Skin Protection
- Special Patient Situations
- Alarm Safety

## STUDENT/RESIDENT SAFETY

- Safe Patient Handling & Lifting
- Ergonomics
- Safety Data Sheets
- Allergies
- Reporting Injuries
- Workplace Violence

## EMERGENCIES

- Fire Safety
- Severe Weather
- Medical Gas
- Missing Person/Abduction
- Active Shooter
- Bomb Threat
- Radiation Exposure

# Safety in the Workplace

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One more thing. **SAFETY** is at the forefront of everything you do during your clinical or residency experience.

STUDENTS: At the beginning of each clinical day, faculty will provide the clinical area with a list of skills you have been taught that are within the scope of your clinical experience.

It is **YOUR RESPONSIBILITY** to stay within that scope and **NOT** perform skills that are out of your scope for each specific clinical course.



# Safety in the Workplace - Conclusion

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