

self-assessment and action planning tools

essential element 6



EDUCATION

This self-assessment and action planning tool will help you to identify gaps in current systems and plan the actions required to achieve *Essential element 6: Education*.

The tool is designed to help ensure that a whole facility, or individual wards or clinical areas identify:

- What systems are or are not in place, or what systems are in place but are not operating effectively
- The reasons why these systems may not be in place or operating effectively
- The actions that are needed to address system problems or barriers that are identified.

Achieving this essential element involves one task.

1. Provide education to the clinical and non-clinical workforce to support recognition and response systems.

For each task there are five key questions to consider. These questions are specified for each task in the self-assessment tool.

1. Agreement – do health professionals agree on the basis for the task, the best way to perform the task, and who is responsible?
2. Process or policy – are processes in place, or do policies exist, to achieve the task?
3. Resources – does the facility, ward or clinical area have the necessary resources to achieve the task?
4. Knowledge – are clinical and non-clinical health professionals educated about the importance of the task?
5. Systems to support monitoring and evaluation – does the facility conduct audits, review or evaluations to ensure the task is performed properly?

Work through each question and record your answers, specifying the documents or data that prove the facility, ward or clinical area meets the criteria. This will help to identify any gaps and barriers to implementation in the facility or clinical area.

Follow the instructions in the tool to complete the action plan, which links the barriers with specific actions to address them.

The page numbers in the action plan act as navigational guides, directing you to the appropriate actions in the comprehensive *Guide to Support Implementation of the National Consensus*

Statement: Essential Elements for Recognising and Responding to Clinical Deterioration. This is available for download from:

www.safetyandquality.gov.au

Actions that are low cost, easy to implement and have high impact may be a useful starting point for implementation. Facilities may also prefer to prioritise tasks that are required to meet the National Safety and Quality Health Service Standards.

about this tool

This tool is available as a Portable Document Format (PDF) file which can be saved to your desktop for direct electronic data entry or printed for use.

It has been designed for use in conjunction with the Australian Commission on Safety and Quality in Health Care publication *A Guide to Implementation of the National Consensus Statement: Essential Elements for Recognising and Responding to Clinical Deterioration* (2012).

www.safetyandquality.gov.au

further information

Further information about implementing recognition and response systems can be found on the Australian Commission on Safety and Quality in Health Care web site.

The National Consensus Statement, the comprehensive implementation guide, a series of quick-start guides, and many other tools and resources are available for download from: www.safetyandquality.gov.au

Australian Commission on Safety and Quality in Health Care
GPO Box 5480
Sydney NSW 2001
Telephone: (02) 91263600
Email: mail@safetyandquality.gov.au



NAME OF FACILITY BEING ASSESSED:

task 1 Provide education to the clinical and non-clinical workforce to support recognition and response systems		Data or documentation that proves the criteria have been met		Are these policies/processes/resources operating as planned? Does your data demonstrate effective operation at all times?
		Type of data or name of document	Where is it kept?	
AGREEMENT Have you reached agreement on the education that is required?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of agreement' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
Have you reached agreement on who should receive this education?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of agreement' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
PROCESS OR POLICY Are education programs to support recognition and response systems available?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of process/policy' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
RESOURCES Do you have equipment and tools to support delivery of education programs?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of resources' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
Can health professionals access education programs?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of resources' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
KNOWLEDGE Are health professionals responsible for providing education skilled in educational theory and associated techniques?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of knowledge' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan
SYSTEMS TO SUPPORT MONITORING AND EVALUATION Is the effectiveness of education programs evaluated?	<input type="checkbox"/> YES ▶ Fill in next two columns <input type="checkbox"/> NO ▶ Tick 'Lack of monitoring and evaluation' in your action plan			<input type="checkbox"/> YES ▶ WELL DONE! Continue to monitor <input type="checkbox"/> NO ▶ Why not? What are the barriers? Add these to your action plan

NAME OF FACILITY BEING ASSESSED:

what do you need to do?		how will you do it?		
Task not yet achieved	Why has this task not been achieved (barriers)? What actions are needed? <small>(Page numbers in brackets below refer to resources within the <i>Guide to Implementation of the National Consensus Statement: Essential Elements for Recognising and Responding to Clinical Deterioration</i>)</small>	Go to the recommended section of this guide for information on tasks and actions. List the tools and resources from the guide to address this gap here. Also consider other resources that may be available to you to address this gap.	Who will be responsible?	When will this happen? Consider undertaking actions that are low cost, easy to implement and support meeting the <i>National safety and quality health service standards</i> first.
<p>task 1</p> <p>Provide education to the clinical and non-clinical workforce to support recognition and response systems</p>	<ul style="list-style-type: none"> ■ Lack of agreement ▸ DECIDE ▸ p267 ■ Lack of process/policy ▸ DEVELOP ▸ p270 ■ Lack of resources ▸ RESOURCE ▸ p272 ■ Lack of knowledge ▸ EDUCATE ▸ p274 ■ Lack of monitoring and evaluation ▸ EVALUATE ▸ p275 			
<p>OTHER POSSIBLE BARRIERS:</p>				

OTHER COMMENTS AND PLANS: