FAILURE TO RESCUE

Bridging the Gap to Practice Readiness: An Active Strategy for Teaching Failure to Rescue

Deborah Wonderly MSN, RN, Sue Carrow MSN/Ed, RN, Shanda Clark, PhD, RN, Augusta Arato, MSN, RN

INTRODUCTION

According to Beischel and Davis (2014), deficiency in clinical competence of new graduate nurses is statistically significant. This deficiency in practice is alarming considering competent nursing professionals influence positive client outcomes. An active learning project was introduced to advanced nursing students. This ongoing research project aims to decrease the distressing trend of new graduates failing to intervene promptly to prevent Failure To Rescue (FTR) events.

OBJECTIVES

To assess if an active learning project improves student awareness for FTR, to recognize the signs and symptoms of a client’s decline in health and to intervene and initiate the Rapid Response Team earlier.

RESULTS

- Total of 72 students participated and completed survey
- Recognized importance of identifying S/S of client distress promptly
- Connected causes of FTR
- Modified care plan for more appropriate interventions
- Anticipated need for Rapid Response sooner
- Integrated related legislation
- Collaboration and creativity in presentations

DISCUSSION

- Increased awareness for dynamics leading to FTR
- Integrated alternative strategies to prevent negative client outcomes
- Recognition and application discussion following presentations
- More case study variety requested to reduce repetition in presentations
- Survey results favorable for project continuation/work is ongoing
- More robust survey tool/method needed to assess application of learning to practice

Reference: