

Patient Observer Feedback Form: Postpartum Hemorrhage

Adapted from Practicing for Patients (Version 1.0 / August 2023)



TERMINOLOGY	
Term	Description
Learner	any member of the healthcare team participating in the drill
SBAR	a structured communication format that stands for "Situation, Background, Assessment, Recommendation"

RESPONSE				
Assessment/Action	Observed			Notes on Strengths or Improvement Opportunity
	Yes	No	N/A	
1. Learner knocked on the door				
2. Learner waited to enter until patient invited them in				
3. Learner asked the support team to step out while they obtained history				
As history is taken:				
4. Learner recognizes patient's trauma				
5. Learner is empathetic, validates patient's feelings				
6. Learner explains the safety procedures at hospital, alias, removal from the hospital				
7. Learner identifies a safe word for you to say if you are feeling triggered by the experience or by a partner. "If you ask for pineapple juice, we call security and escort your partner out of the hospital."				
8. Learner fills out the white communication board and explains its purpose				
9. As Learner verbalizes that they recommend performing a cervical exam, the recommendation includes:				
a. Their goal is to make this the least scary as possible				
b. They will get a chaperone				
c. They will ask "What is the hardest part of the exam?"				
d. They ask how patient wants Learner to communicate to patient for a routine exam? For an emergency?				
10. Learner asks patient for a STOP word				
11. The Learner communicated and explained results				
12. Learner offered and clearly explained options regarding the next step of care				
13. Learner asks patient for permission to re-invite people back to the room				

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RESPONSE				Notes on Strengths or Improvement Opportunity
Assessment/Action	Observed			
	Yes	No	N/A	
Postpartum Hemorrhage Management				
14. Learner explains to patient and the support team that they are concerned that patient is bleeding too much from uterine atony.				
15. Learner clearly explains the situation and restates stop words				
16. Learner explains the need for and process of performing fundal assessment and massage				
17. Learner explains the need for and use of oximeter readings				
18. Learner prepares the patient for additional providers who may enter the room (e.g., charge nurse, additional nurses, primary provider, anesthesia)				
19. Learner explains to the patient why a nurse may be measuring QBL (Quantitative Blood Loss)				
20. Learner explains to the patient why it's important to record care on the whiteboard				
21. Learner explains to the patient the need for taking blood draws, and what labs are ordered (e.g., type and cross match, CBC, CMP, coagulation profile, blood cultures).				
22. Learner explains why the staff member will be moving the newborn to the nursery for care				
23. Learner explains why the primary provider has been asked to come to the bedside to evaluate patient due to hemorrhage and fever (if not already there).				
24. Learner explains to the patient why it is necessary to insert primary large bore IV to initiate rapid fluid resuscitation.				
25. Learner explains why uterotonics and PPH are being ordered and administered.				
26. Learner explains the need for ongoing vital sign evaluation and how results may inform care				
27. Learner clearly explains the need for treatment options such as medications, IR, second large bore IV, central line.				
28. Learner clearly explains to patient the need for and process of placing JADA.				
29. Learner clearly restates stop words before placing JADA				
30. After bleeding has stopped, Learner states "I recognize that must have been traumatic- I want to go over in detail what happened so that we have time to answer all of your questions. Before we do that, it's important that you bond with your baby, we are going to clean up and make sure you are comfortable. We will come back to talk with you and your family to answer any questions."				

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TEAMWORK AND COMMUNICATION						
How Well Did the Team: (rank using 1~ lowest and 5~ highest)	N/A	1	2	3	4	5
Orient new members (SBAR) to the scenario as they arrived?						
Call for additional assistance in a timely manner?						
Use call-outs to communicate important information to the entire team?						
Utilize closed-loop communication (check-backs)?						
Maintain situational awareness?						
Provide mutual support and task-assistance to other team members?						
Explain the situation to the patient using patient friendly language and tone?						
Explain to patients how vitals or lab results will inform care?						
Communicate the diagnosis to the patient, employing precise medical terminology and ensuring clarity about their medical condition?						
Please Rate the Following:						
Overall team communication with the patient during the simulation						
Overall team communication with each other during the simulation						

Additional Feedback