



Royal College of
Paediatrics and Child Health

Leading the way in Children's Health

UTILISING HANDOVER

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UTILISING HANDOVER

AIMS

To maximise education for trainees from
handover

UTILISING HANDOVER

LEARNING OBJECTIVES

- To identify learning opportunities
- To identify barriers to learning*
- To formulate strategies for maximising education
- To improve the quality of handover

* Time and service pressures. Nursing staff expectations and trainees themselves!

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POTENTIAL LEARNING POINTS TO BE DELIVERED IN HANDOVER

- How to run a handover
- Prioritisation and communication
- Information governance and confidentiality – risk of paper copies
- Lessons learnt from specific cases (Sharing of consultant's learning points)
- “Red flags”
- Systemic/organisational points
- Management plans that are for next 24 hours not just for next shift

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SHARED GOOD PRACTICE

- Get handover functioning properly!
- Give the trainees guidelines and a framework (i.e. SBAR) for handover, explain at induction
- Senior nurse presence – gets them onboard and promotes MDT learning
- IT support – Show X-rays, blood results, etc in the handover
- Use handover teaching as one facet of the departmental teaching programme
- Stay focused – don't ramble. Make one point well
- Allocate specific time slot and then task trainees with either researching something or follow up a previous case and feedback to handover

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RESOURCES

- Safe handover, Safe patients (guidance on clinical handover for clinicians and managers) – National Patient Safety Agency

- Hospital at night (patient safety risk assessment guide) - National Patient Safety Agency