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# CUBIC Questionnaire

***A workplace culture program targeting confidence and competence in nurses  
to prevent, recognize, and respond to clinically deteriorating patients  
in mental health units***



**1** Please tick the option that best applies to you

- <sub>1</sub> Clinician                      <sub>2</sub> Manager                      <sub>3</sub> Educator                      <sub>4</sub> Prefer not to say

**2** What is your usual Job Title? \_\_\_\_\_

**3** What is your highest education level?

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> Associate Diploma    | <input type="checkbox"/> <sub>5</sub> Graduate Diploma       |
| <input type="checkbox"/> <sub>2</sub> Diploma              | <input type="checkbox"/> <sub>6</sub> Masters                |
| <input type="checkbox"/> <sub>3</sub> Bachelor of Nursing  | <input type="checkbox"/> <sub>7</sub> PhD                    |
| <input type="checkbox"/> <sub>4</sub> Graduate Certificate | <input type="checkbox"/> <sub>8</sub> Other (please specify) |

**4** Which hospital / ward / unit do you usually work in?

Hospital \_\_\_\_\_ Ward / Unit \_\_\_\_\_

**5a** How many years (in total) have you worked as a Nurse?

- <sub>1</sub> 0-2 years                      <sub>2</sub> 3-5 years                      <sub>3</sub> 6-10 years                      <sub>4</sub> 11+ years

**5b** How many years (in total) have you worked as a nurse in Mental Health?

- <sub>1</sub> 0-2 years                      <sub>2</sub> 3-5 years                      <sub>3</sub> 6-10 years                      <sub>4</sub> 11+ years

**6** How many years (in total) have you worked in the Mental Health Unit at Bankstown, Campbelltown or Liverpool Hospitals?

- <sub>1</sub> 0-2 years                      <sub>2</sub> 3-5 years                      <sub>3</sub> 6-10 years                      <sub>4</sub> 11+ years

**7** Employment status

- <sub>1</sub> Full-time                      <sub>2</sub> Part-time                      <sub>3</sub> Casual

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The **Organizational Culture Assessment Instrument (OCAI)** consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organisation. Give a higher number of points to the alternative that is most similar to your organisation. For example, in question one, if you think alternative A is very similar to your organisation, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question.

**Please read all options before assigning points. For the purpose of the following questions (OCAI), "organisation" means your unit / ward.**

1	Dominant Characteristics	Points
A	The organisation is a very <i>personal</i> place. It is a lot like an extended family. People seem to share a lot of themselves.	
B	The organisation is a very <i>dynamic and entrepreneurial</i> place. People are willing to stick their necks out and take risks.	
C	The organisation is very <i>results oriented</i> . A major concern is with getting the job done. People are very competitive and achievement oriented.	
D	The organisation is a very <i>controlled and structured</i> place. Formal procedures generally govern what people do.	
	Total (A to D adds up to 100 points)	100

2	Organisational Leadership	Points
A	The leadership in the organisation is generally considered to exemplify <i>mentoring, facilitating, or nurturing</i> .	
B	The leadership in the organisation is generally considered to exemplify <i>entrepreneurship, innovating, or risk taking</i> .	
C	The leadership in the organisation is generally considered to exemplify a <i>no-nonsense, aggressive, results-oriented focus</i> .	
D	The leadership in the organisation is generally considered to exemplify <i>coordinating, organizing, or smooth-running efficiency</i> .	
	Total (A to D adds up to 100 points)	100

3	Management of Employees	Points
A	The management style in the organisation is characterized by <i>teamwork, consensus, and participation</i> .	
B	The management style in the organisation is characterized by individual <i>risk-taking, innovation, freedom, and uniqueness</i> .	
C	The management style in the organisation is characterized by hard-driving <i>competitiveness, high demands, and achievement</i> .	
D	The management style in the organisation is characterized by <i>security of employment, conformity, predictability, and stability in relationships</i> .	
	Total (A to D adds up to 100 points)	100

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4	Organisational Glue	Points
A	The glue that holds the organisation together is <i>loyalty and mutual trust</i> . Commitment to this organisation runs high.	
B	The glue that holds the organisation together is <i>commitment to innovation and development</i> . There is an emphasis on being on the cutting edge.	
C	The glue that holds the organisation together is the emphasis on <i>achievement and goal accomplishment</i> . Aggressiveness and winning are common themes.	
D	The glue that holds the organisation together is <i>formal rules and policies</i> . Maintaining a smooth-running organisation is important.	
	Total (A to D adds up to 100 points)	100

5	Strategic Emphases	Points
A	The organisation emphasizes human development. <i>High trust, openness, and participation</i> persist.	
B	The organisation emphasizes acquiring <i>new resources and creating new challenges</i> . Trying new things and prospecting for opportunities are valued.	
C	The organisation emphasizes <i>competitive actions and achievement</i> . Meeting key performance indicators, winning and being better than other hospitals is most important.	
D	The organisation emphasizes <i>permanence and stability</i> . <i>Efficiency, control and smooth operations</i> are important.	
	Total (A to D adds up to 100 points)	100

6	Criteria of Success	Points
A	The organisation defines success on the basis of the development of human resources, <i>teamwork, employee commitment, and concern for people</i> .	
B	The organisation defines success on the basis of having the most <i>unique or innovative model of care</i> . It is a hospital renowned of being <i>a leader and innovator</i> .	
C	The organisation defines success on the basis of <i>winning and being better than other hospitals</i> . Competitive leadership is key.	
D	The organisation defines success on the basis of efficiency. <i>Dependable delivery, smooth scheduling and being cost-conscious</i> are critical.	
	Total (A to D adds up to 100 points)	100

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The **Safety Attitudes Questionnaire (SAQ)** consists of 36 questions assessing attitudes towards teamwork climate, job satisfaction, perceptions of management, safety climate, working conditions, and stress recognition.

**For the purpose of the following questions (SAQ), “Unit management” is your unit / ward, and “Hospital management” is Mental Health LHD Management.**

No	Item	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree	Not applicable
1	Nurse input is well received in this clinical area.						
2	In this clinical area, it is difficult to speak up if I perceive a problem with patient care.						
3	Disagreements in this clinical area are resolved appropriately (i.e., not <i>who</i> is right, but <i>what</i> is best for the patient).						
4	I have the support I need from other personnel to care for patients.						
5	It is easy for personnel here to ask questions when there is something they do not understand.						
6	The physicians and nurses here work together as a well-coordinated team.						
7	I would feel safe being treated here as a patient.						
8	Medical errors are handled appropriately in this clinical area.						
9	I know the proper channels to direct questions regarding patient safety in this clinical area.						
10	I receive appropriate feedback about my performance.						
11	In this clinical area, it is difficult to discuss errors.						
12	I am encouraged by my colleagues to report any patient safety concerns I may have.						
13	The culture in this clinical area makes it easy to learn from the errors of others.						
14	My suggestions about safety would be acted upon if I expressed them to management.						
15	I like my job.						
16	Working here is like being part of a large family.						
17	This is a good place to work.						
18	I am proud to work in this clinical area.						
19	Morale in this clinical area is high.						

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No	Item	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree	Not applicable
20	When my workload becomes excessive, my performance is impaired.						
21	I am less effective at work when fatigued.						
22	I am more likely to make errors in tense or hostile situations.						
23	Fatigue impairs my performance during emergency situations (e.g., emergency resuscitation, seizure).						
24a	Unit management supports my daily efforts.						
24b	Hospital management supports my daily efforts.						
25a	Unit management doesn't knowingly compromise pt safety.						
25b	Hospital management doesn't knowingly compromise pt safety.						
26a	Unit management is doing a good job.						
26b	Hospital management is doing a good job.						
27a	Problem personnel are dealt with constructively by our unit management.						
27b	Problem personnel are dealt with constructively by our hospital management.						
28a	I get adequate, timely information about events that might affect my work, from unit management.						
28b	I get adequate, timely information about events that might affect my work, from hospital management.						
29	The levels of staffing in this clinical area are sufficient to handle the number of patients.						
30	This hospital does a good job of training new personnel.						
31	All the necessary information for diagnostic and therapeutic decisions is routinely available to me.						
32	Trainees in my discipline are adequately supervised.						
33	I experience good collaboration with nurses in this clinical area.						
34	I experience good collaboration with staff physicians in this clinical area.						
35	I experience good collaboration with pharmacists in this clinical area.						
36	Communication breakdowns that lead to delays in delivery of care are common.						

Last three digits of your mobile number plus the first two letters of your mother's first name (e.g., 912AN)

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Overall, what do you like most about your job?

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Overall, what do you like least about your job?

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Do you have any other comments?

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The following questions ask about your experience managing medically deteriorating patients.

**1** Have you attended the DETECT (Between the Flags) course?

<sub>1</sub> Yes                      <sub>2</sub> No                      <sub>3</sub> Unsure

If yes, what year? \_\_\_\_\_

**2** Have you attended the Advanced Life Support course?

<sub>1</sub> Yes                      <sub>2</sub> No                      <sub>3</sub> Unsure

If yes, what year? \_\_\_\_\_

		Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree	Not applicable
<b>3a</b>	Attendance at the <u>DETECT</u> course has improved my practice in the clinical environment						
<b>3b</b>	Attendance at the <u>Advanced Life Support</u> course has improved my practice in the clinical environment						

**4** Were you involved in a MET response in the past twelve months?

<sub>1</sub> Yes                      <sub>2</sub> No

**5** Were you happy with the way the MET response was managed?

<sub>1</sub> Yes                      <sub>2</sub> No                      <sub>3</sub> Prefer not to answer

**5a** If yes, what made it work well? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**5b** If no, what were the issues? \_\_\_\_\_  
 \_\_\_\_\_  
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**5c** What, if anything, do you think could have improved the MET response? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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The following questions relate to educational planning.

**6** How important is receiving education on the following DETECT related educational topics?  
(1 = not at all important to 5 = very important)

	Not at all Important <span style="font-size: 1.2em;">←————→</span> Very Important				
	1	2	3	4	5
<b>a.</b> Recognition of the deteriorating patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b.</b> MET calling criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c.</b> How to make a MET call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d.</b> MET response (team roles, responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e.</b> Communication and leadership in a clinical emergency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>f.</b> Graded Assertiveness (communication with other health professionals to escalate patient care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>g.</b> Scenario based training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>h.</b> MET documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>i.</b> Primary survey (the A-G approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>j.</b> Pathophysiology behind alteration of vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7** Rate, from 1 to 5, how you would like this education delivered  
(1 = least preferred to 5 = most preferred)

- \_\_\_\_\_ Case studies
- \_\_\_\_\_ Scenarios (simulation)
- \_\_\_\_\_ Classroom teaching (didactic)
- \_\_\_\_\_ Learning packages (hardcopy)
- \_\_\_\_\_ Skills stations (individual task simulation)



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The **Lambeth Triage In-situ Questionnaire** was developed to assess knowledge, confidence and attitudes towards managing medically deteriorating patients. It is being used with permission from the authors (Lavelle, et al., 2017).

**1** Please indicate to what extent you agree / disagree with the following statements.

		Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
<b>a</b>	I have no role to play in managing medically deteriorating patients					
<b>b</b>	Managing the medically deteriorating patient is best done inter-professionally					
<b>c</b>	Communication is not an important part of managing medically deteriorating patients					
<b>d</b>	I would be able to lead a team in managing a medically deteriorating patient					
<b>e</b>	Being able to manage a medically deteriorating patient is an essential part of my job					
<b>f</b>	There are no clear policies and procedures to guide the management of medically deteriorating patients in my workplace					

**2** How confident are you in your ...

		Not confident	Slightly confident	Somewhat confident	Mostly confident	Very confident	Completely confident
<b>a</b>	Knowledge of the policies and procedures for the management of medically deteriorating patient						
<b>b</b>	Ability to work effectively in a team in the management of a medically deteriorating patient						
<b>c</b>	Knowledge of individual roles and responsibilities in the management of a medically deteriorating patient						
<b>d</b>	Ability to communicate effectively in the management of a medically deteriorating patient						
<b>e</b>	Ability to collaborate with other professions in the management of a medically deteriorating patient						
<b>f</b>	Overall ability to manage a medically deteriorating patient						

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Described below is a typical scenario that could occur on your ward. We ask that you answer each of these 5 questions as though you were providing care for this consumer.

Please be as specific as possible in your answers.

1. Halfway through your shift you are walking to the toilet and, on passing John Smith's room, notice he is lying on his back on the floor. It is a common habit of John to do this, but you decide to ask if he is OK anyway. You call out to John and ask "how are you doing?" to which he does not reply. You start to approach him and repeat your question, again with no response. You realise he may be critically ill and activate your duress alarm.

In attempting to systematically assess John, what considerations would you include in your assessment?

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2. While assessing John, you ascertain he is not breathing and has no pulse. Upon inspection of his airway, there is no obstruction, though John is still not breathing and there are no signs of life. Your colleagues arrive while this is happening.

What steps would you and your colleagues now take in treating John?

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3. You and your colleagues have successfully resuscitated John who remains unconscious, but is now breathing normally. As this happens, the MET team arrive and begin to take over treatment of John. You are asked to hand over to the MET team.

What main considerations would you use to frame this conversation to ensure that all the necessary information is passed on?

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4. You've successfully handed over to the MET team. While handing over, you and your colleagues have noticed some suspicious details regarding John's room and have concerns over how he deteriorated.

Following handing over to the MET team, what steps are important for you to consider following such an incident?

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5. In the unfortunate event that John had died during resuscitation, what additional steps would you take following the incident (supplementary to those outlined above)?

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**Thank you for completing this questionnaire**

