Training Faculty to do Patient Safety Assessment is Transformative

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Background

OBJECTIVES: Assess baseline skills and knowledge related to ACGME competencies & patient safety principles important to UMHS (1).

CONCEPTUAL BASIS: Human factors and safety engineering, high reliability organization theory, and several years of curriculum development (2). Also requirements & recommendations for safety education by ACGME & JCAHO (1, 3).

GOAL: Inform and expedite residency program changes resulting in competent residents who will help change their “corner of the world.”

DEVELOPMENT: Pragmatic aspects were pilot tested by several dozen residents at 4 programs (2007-8). When available, instruments from literature. With internal and external expert review, learning objectives and measurement tools were honed.

Who and How Much

Impact (examples)

<table>
<thead>
<tr>
<th>Faculty Raters</th>
<th>Residents Assessed</th>
<th>Residency Programs N=10</th>
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</thead>
<tbody>
<tr>
<td>Attending N=36</td>
<td>2008: N=60</td>
<td>Int. Medicine, Med-Peds, OB-GYN, Surgery, Pathology, Family Medicine, Anesthesiology, Psychiatry, Pediatrics, Emergency Medicine</td>
</tr>
<tr>
<td>Chief Residents N=12</td>
<td>2009: N=144</td>
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<tr>
<td>Nurses (Teamwork) N=14</td>
<td>2010: N=130</td>
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<tr>
<td>2011: N=130+</td>
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Skill to assert in a clear and constructive manner.

Skill to detect hazardous design features that make adverse events more likely.

Skill to develop re-designs to address safety hazards.

Attitude that critical communications are explicitly confirmed.

Knowledge of countermeasures.

Knowledge of cognitive biases.

Knowledge of features making some factors causal.

Knowledge of superficial vs. seeking deeper factors.

Skill to use differential diagnosis.

Knowledge of calling for help: resources.

Knowledge of team member competencies.

Ability to think aloud during key tasks.

Ability to professionally assert for help.

Attitude that critical communications are explicitly confirmed.

Knowledge of features making some factors causal.

Knowledge of relative strength of safety fixes.

Knowledge of when they need to assert themselves.

Skill to survey team member competencies.

Skill to use reflection on diagnoses list.

Skill to assert for help early.

Skill to use reflection on diagnoses list.

Knowledge of countermeasures.

Assessment Stations - Learning Objectives

Detect & Fix Hazard Station

- Skill to detect hazardous design features that make confusion and adverse events more likely.
- Attitude that adverse events reflect more than simply carelessness or training deficits.
- Skill to develop re-designs to address safety hazards

Teamwork Station

- Knowledge of being able to call for help resources.
- Skill to survey team member competencies.
- Ability to think aloud during key tasks.
- Ability to professionally assert for help.
- Attitude of calling for help early.
- Attitude that critical communications are explicitly confirmed.

Handoff Station

- Skill to communicate verbally in sign-out.
- Skill to assert in a clear and constructive manner.
- Knowledge of when they need to assert themselves.
- Skill to probe & actively listen when handoff unclear.

Misdiagnosis Station

- Knowledge of features making some factors causal.
- Knowledge of features making some factors causal.
- Knowledge of superficial vs. seeking deeper factors.
- Knowledge of relative strength of safety fixes.

Video-Prompted & MCQ Quiz

- Knowledge of features making some factors causal.
- Knowledge of superficial vs. seeking deeper factors.
- Knowledge of relative strength of safety fixes.

Next Steps

- Re-assessment of PGY-2s, with “Teeth” (In progress)
- MORE Raters & Instructors (Explicit or stealth faculty development)
- Strengthen Validity, Reliability, Standard Setting
- CAREFUL development of Online (games, avatar - sims)
- Integration and Expansion (pt. safety design competitions!)

Acknowledgements

- Mayo, Penn, Missouri, Florida, SUNY-Stony Brook, Case Western, VA NCPS.

References

6. Mayo, Penn, Missouri, Florida, SUNY-Stony Brook, Case Western, VA NCPS.