

Teaching Patient Safety in Our Curriculum

UK Parliamentary Inquiry into Patient Safety

“There are serious deficiencies in the undergraduate medical curriculum which are detrimental to patient safety”

***House of Commons Health Committee:
Patient Safety. 6th Report of session 2008-09.***

- Traditionally, medical curricula have focused on pure clinical skills: diagnosis of illness, treatment of disease, after-care and follow-up.
- Team working, quality improvement and risk management have been overlooked.
- These skills are fundamental to patient safety.

*Sir Liam Donaldson,
Chair, WHO Patient Safety*

- Reducing harm caused by health care is a *global priority*.
- Incorporating the knowledge of how to do this into the medical student curriculum is an *urgent necessity*.
- Engaging clinicians from the earliest stages of their training is *crucial*.

*Sir Liam Donaldson,
Chair, WHO Patient Safety*

WORLD ALLIANCE FOR PATIENT SAFETY

WHO PATIENT SAFETY CURRICULUM GUIDE FOR MEDICAL SCHOOLS

A SUMMARY



DOWNLOAD THE GUIDE FOR FREE AT:

http://www.who.int/patient_safety/activities/technical/medical_curriculum/en/index.html



Part A: Teacher's Guide

1. Background
2. How were the topics selected?
3. Aims
4. Structure
5. Implementing
6. How
7. Educational principles
8. How to assess
9. How to evaluate
10. Web-based tools and resources
11. Activities to assist patient safety understanding
12. Transnational approach to patient safety education

Part B: Curriculum Guide topics

1. Patient safety
2. Human factors
3. Systems and the impact of complexity on patient care
4. Being an effective team player
5. Errors
6. Clinical risks
7. Quality improvement methods
8. Engaging with patients and carers
9. Infection control
10. Invasive procedures
11. Medication safety

- Learning objectives
- Learning outcomes
 - What students need to know
(Knowledge requirement)
 - What students need to do
(Performance requirement)
- Case Examples
- Slides

Safety in invasive procedures

Learning objective

- Understand the main causes of adverse events in surgical and invasive procedural care
- Understand how the use of guidelines and verification processes can facilitate the correct patient receiving the correct procedure at the appropriate time and place.

Safety in invasive procedures

What students need to know:

- The main types of adverse events associated with surgical and invasive procedures care;
- The verification processes for improving surgical and invasive procedures care.

Safety in invasive procedures

What students need to do:

- Follow a verification process to eliminate wrong patient, wrong side and wrong procedure;
- Practise operating room techniques that reduce risks and errors (time-out, briefings, debriefings, stating concerns);
- Participate in an educational process for reviewing surgical and invasive procedures mortality and morbidity.

Medication Safety

What students need to know:

- Understand the scale of medication error;
- Understand common sources of error;
- Understand where in the process errors can occur;
- Understand a doctors' responsibilities when prescribing and administering medication;
- Recognize common hazardous situations;
- Learn ways to make medication use safer;
- Understand the benefits of a multidisciplinary approach to medication safety.

Medication Safety

What students need to do:

- Use generic names;
- Tailor prescribing for each patient;
- Practise thorough medication history taking;
- Know the high-risk medications;
- Be familiar with the medications you prescribe;
- Use memory aids;
- Develop checking habits;
- Encourage patients to be actively involved
- Learn and practise drug calculations.

Being an effective team player

What students need to know:

- The different types of teams in health care;
- The characteristics of effective teams;
- The role of the patient in the team.

Being an effective team player

What students need to do:

- Mindful of how one's values, assumptions, and psychological factors affect team interactions;
- Aware of the impact of change on teams;
- Include the patient in the team;
- Use communication techniques;
- Resolve conflicts;
- Use mutual support techniques;
- Change and observe behaviours.

Practical tips to start practising how to improve teamwork:

- Reading back/closing the communication loop
- Stating the obvious to avoid assumptions
- Asking questions, checking and clarifying
- Delegating tasks to people not to the air
- Clarifying your role
- Learning and using people's names
- Being assertive when required
- Doing a team briefing and debriefing
- When conflict occurs, concentrating on “what” is right for the patient, not “who” is right

Engaging with Patients and Carers

What students need to know

- Basic communication techniques;
- Informed consent procedures;
- Basics of open disclosure.

Engaging with Patients and Carers

What students need to do:

- Encourage patients and carers to share information;
- Show empathy, honesty and respect for patients and carers;
- Communicate effectively;
- Obtain informed consent;
- Describe the basic steps in an open disclosure process;
- Apply patient engagement thinking in all clinical activities;

Engaging Doctors in Quality & Safety



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Safety Culture

Patient Safety in Curriculum Medical, Nursing, Pharmacy

Why?

When?

How?