

Patient safety in the medical curriculum

Mapping to ALPs competencies

Patient safety

- ❑ Strand runs through medical curriculum from year 1 onwards (mapped to Tomorrow's Doctors (GMC, 2009)- *outcome 3 (22,23)*)
- ❑ Emphasis on
 - Human factors
 - Situational awareness
 - Communication and teamwork

Aims

- Explain how Patient Safety fits into medical curriculum
- Deliver a sample of teaching material for illustration
- Discuss general principles which are developed from these and informed by ALPS competencies
- Explain future curriculum developments

Example of outcomes for Patient Safety

1. Identify individual responsibility
2. Appreciate the importance of situational awareness
3. Apply the principles of communication and teamwork to patient safety scenarios

Individual responsibility

Hand Hygiene is the most effective
way of protecting our
patients from Healthcare
Associated Infections



20% women and 40% men do not wash their hands after going to the toilet

90% germs are found
Underneath finger nails

After a single day of not washing your hands, one bacterium can become one billion

By not washing your hands - HCAI can be spread easily



After drinking cup of coffee



After writing in patient notes

Situational awareness

According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

Mental models

- The template which the brain applies in order to make sense of a situation and “fill in the gaps”
- Health-care workers quite good at compensating for some complex and unclear design of aspects workplace
 - equipment
 - physical layouts
- Sometimes though our brain is “too clever” ...

False cues

- What tree grows from an acorn?
- What is the name for a funny story?
- What sound does a frog make?
- What is another word for cape?
- What is the rival of Pepsi called?
- What do you call the white of an egg?

Situational awareness

- <http://www.youtube.com/watch?v=vJG698U2Mvo>

Human beings make 'silly' mistakes

We misperceive situations and miss the obvious at times despite the best of intentions.....

Regardless of their experience, intelligence, motivation or vigilance, people make mistakes



What can help?



Traps in health care?

Figure 5.7.1 Striking similarity between strong potassium chloride and sodium chloride ampoules: confusion can be lethal



Communication and team-working

- Video case studies – kidney error and vincristine error
- Roles and responsibilities/hierarchies
- ‘Red flags’ and responding to red flags



Graham Reeves has his healthy left kidney removed, rather than the diseased right one.

(January, 2000 Wales)

The only person who realised was the medical student in theatre

Responding to red flags

P.A.C.E. - graded assertiveness

- Probe - “do you know that..?”
- Alert - “can we re-assess the situation..?”
- Challenge - “please stop what you are doing for a minute while...”
- Emergency! - “STOP what you are doing!”

Exercise

- Any questions?
- Consider LO from this session
- How would they map against ALPs competencies?
- How can we build on this?

Inter-Professional Learning Day

- Appreciate and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-disciplinary team
- Recognise the contribution that effective interdisciplinary team work makes to patient safety
- Identify the benefits of person/ patient-centred approach to care