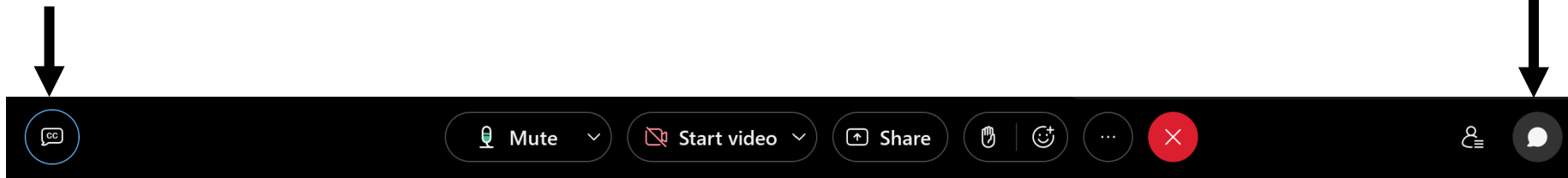# Empowering Frontline Staff with Competencies for Patient Safety

NATIONAL WEBINAR SERIES

August 20, 2024

Housekeeping Instructions

- This webinar will be recorded and available for viewing on the NAA website

- Please use the 'Chat' function to engage with us throughout to webinar and to ask any questions.

- Closed Captioning (CC) is available.

Questions to Run On

- What are safety competencies, and how can they support safety culture and practice?

- How can healthcare organizations effectively support safety competencies in their clinical teams?

Which safety competencies would you most like to develop or reinforce in your organization to prevent harm?

Speaker Welcome

Jenn Schreiber, MSN, MBA, RN, CPPS, CPHQ
Principal Healthcare Analyst and Qualitative Analysis Lead, Ripple Effect

Five Aims of the National Action Alliance for Patient and Workforce Safety

Total Systems Approach to Safety Informed by Safety Self-Assessments

Strengthen safety competencies

Safety by design

Empower the patient's voice

Learning and Research Network

NATIONAL ACTION ALLIANCE for Patient and Workforce Safety

1. **Advance Organizational Safety Strategies Using Safety Self-Assessments**
   - Focus on four safety foundational areas: culture, patient engagement, workforce safety, learning systems
   - Make commitment
   - Perform safety self-assessments
   - Enact safety strategy based on identified gaps

2. **Empower the Patient's Voice in Safety Strategy**
   For example:
   - Safety event submissions
   - Inclusion in event review
   - Input on safety initiatives
   - Communication and resolution programs

3. **Support Healthcare Workforce by Making Healthcare Safer by Design**
   - Address five high-priority safety engineering needs

4. **Support Healthcare Workforce by Strengthening Safety Competencies**
   - Identify lessons learned and potential gaps in existing competencies or their implementation
   - Support organizations in the adoption of evidence-based competencies for all

5. **Facilitate Learning and Research Network**
   - Encourage learning and sharing across the network
   - Spotlight change leaders
   - Promote robust measurement
   - Research to address high-priority needs

- The National Action Alliance Safety Competencies Affinity Group provides a forum for exploring existing safety competencies to support healthcare workers in improving safety practices and culture

- The Group seeks to review existing competencies, acknowledge areas of commonality, overlap, and differences, and understand the potential significance and implications of differences

- Finally, the Group seeks to identify potential gaps in existing competencies or their implementation

Safety Science

- Knowledge about safety-related phenomena, processes, events[1]

- Concepts, theories, frameworks, approaches, principles, and methods for the understanding, assessment, characterization, management, governance, and communication of safety[1]

  ▶ Safe design principles and team decision-making[2,3,4]

  ▶ System-level factors[2]

  ▶ Safety as a system property[2]

Pyramid diagram labels: Leadership and Governance; Human Factors and Safe Design; Safety Culture; High Reliability and Systems Thinking; Detecting Safety Risks and Events; Responding to Safety Risks and Events; Communication; Safety Risk and Event Reporting; Safety Science Research

1-Terje Aven, What is safety science?, Safety Science, Volume 67, 2014, Pages 15-20, ISSN 0925-7535, https://doi.org/10.1016/j.ssci.2013.07.026.
2-Understand the Science of Safety. Content last reviewed July 2018. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/hai/cusp/modules/understand/index.html
3- Deutsch ES, Van CM, Mossburg SE. Resilient Healthcare and the Safety-I and Safety-II Frameworks. PSNet [internet]. Rockville (MD): Agency for Healthcare Research and Quality, US Department of Health and Human Services. 2022.
4- Section 1: Overview of Key Concepts and Tools. Content last reviewed July 2023. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/teamstepps-program/curriculum/intro/overview.html

Affinity Group Activities

Environmental Scan

- Who is invested in this work?
- What competencies in use include safety content?
- What successes and gaps have been identified?
- Who are the target audiences?
- Where is there overlap, and where are there differences?

Environmental Scan: Key Information Sources

Source	Resource
Accreditation Council for Graduate Medical Education [ACGME]	- Common Program Requirements for Residents Section VI: The Learning and Working Environment - Clinical Learning Environment Review (CLER) Pathways to Excellence v. 3.0
American Association of Colleges of Nursing [AACN]	Essentials Competency-Based Education Domains and Concepts
American Association of Medical Colleges [AAMC]	Quality Improvement and Patient Safety Competencies Across the Learning Continuum (2019)
American College of Healthcare Executives [ACHE]	Healthcare Executive 2024 Competencies Assessment Tool
Canadian Patient Safety Institute [CPSI]	The Safety Competencies: Enhancing Patient Safety Across the Health Professions, 2nd Edition
Institute for Healthcare Improvement [IHI] and Certification Board for Professionals in Patient Safety [CBPPS]	- Certified Professional in Patient Safety Exam Content Outline (2024) - Open School Quality and Safety Curriculum: QI 100-200, PS 100-200
Interprofessional Education Collaborative [IPEC]	IPEC Core Competencies for Interprofessional Collaborative Practices, v. 3
National Academy of Science (prev. IOM) Committee on Health Professions Education	Core Competencies Needed for Health Care Professionals
National Association for Healthcare Quality [NAHQ]	Workforce Competencies for Healthcare Quality Professionals
Quality and Safety Education for Nurses [QSEN]	Quality and Safety Education for Nurses Institute Competencies, Prelicensure
Society of Hospital Medicine [SHM]	Core Competencies in Hospital Medicine, Patient Safety and Quality Improvement
Veterans Health Administration [VHA] National Center for Patient Safety [NCPS]	NCPS Clinical Team Training
World Health Organization [WHO]	Core Competencies for Patient Safety Research

Safety Science Competency Domains

Competency Domain Identification

- 12 competency domains
- Domains include safety themes and supporting themes
- Themes are based on existing competencies that include safety content

Competency Domains 1-5

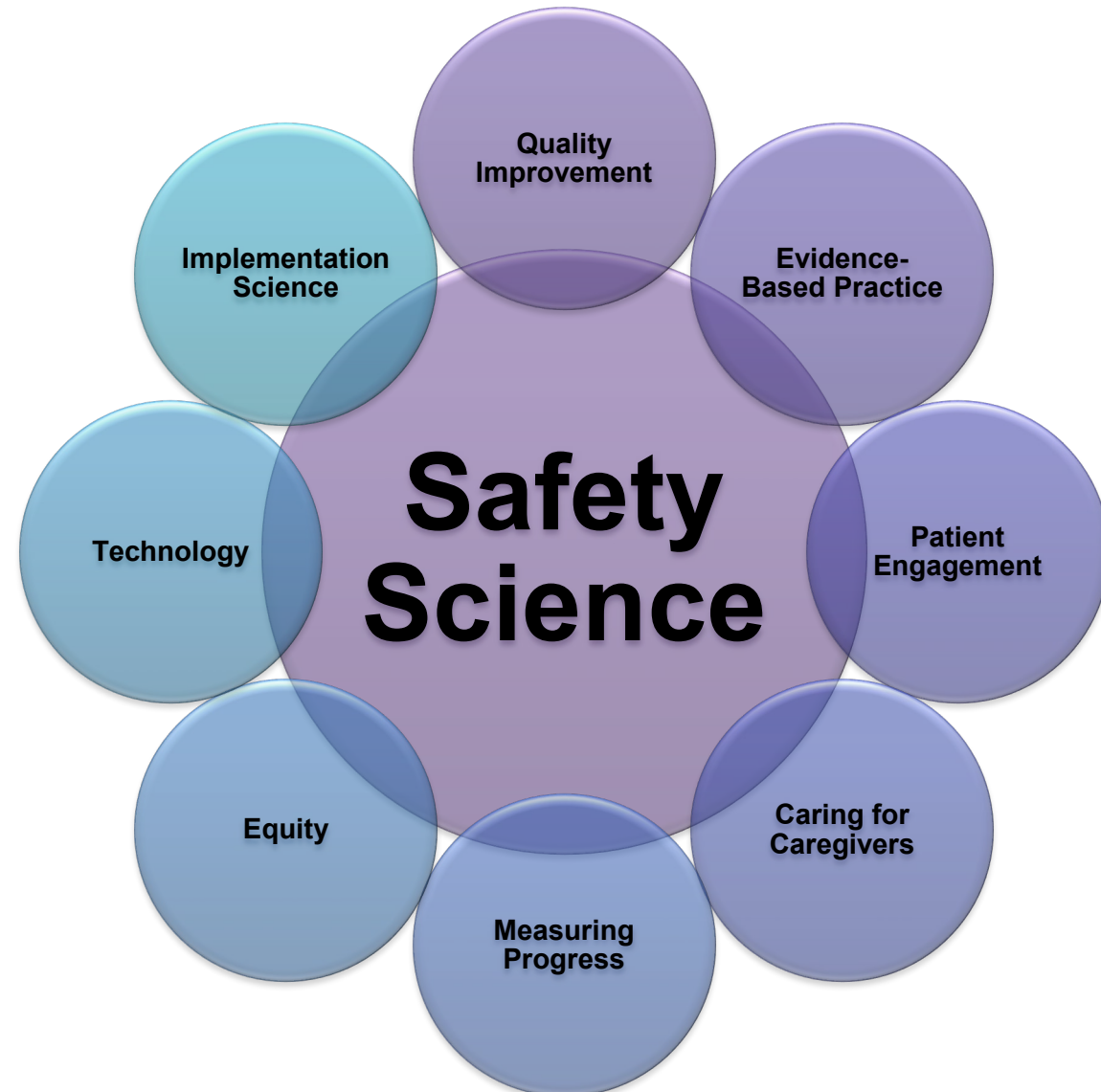| Domain Title	Included Knowledge Themes
Leadership, Governance, and Culture	• Leadership and Governance for Safety • Shared Vision for Safety • Just Culture/Culture of Learning and Safety • Teamwork and Teaming Behaviors • Ethics • Psychological Safety • Transparency
Tools for Improvement and Implementation	• Quality Improvement Methodologies and Tools • Change Management • Research to Practice • Implementation Science
Patient Engagement	• Patient/Family Engagement • Shared Decision-making • Patient-Centered Care
Evidence-Based Practice	• Evidence-Based Practices • Safe Clinical Practices (Team and Individual)
Communication	• Communication Processes • Care Transitions/Handoff

Competency Domains 6-9

Domain Title	Included Knowledge Themes
Detecting, Reporting, and Responding to Safety Risks and Events	• Identifying and Mitigating Safety Risks • Safety Reporting • Responding to Safety Events- Immediate Actions and Longer-Term/Systemic Follow-up • Disclosure
Measuring Progress	• Measurement • Leveraging Data and Analytics to Improve Safety • Create a Business Case for Safety
Human Factors	• Human Factors Engineering (Safe Design Principles) • Types of Human Error • Situational Awareness
High Reliability and Systems Thinking	• Systems Thinking • High Reliability • Standardization

Competency Domains 10-12

Domain Title	Included Knowledge Themes
Caring for Caregivers	• Workload Management • Burnout • Worker Safety • Fatigue • Moral Injury • Patient Safety/Worker Safety Relationship and Continuum • Post Harm Incident-Care for Providers
Technology	• Safe Use of Technology and Informatics • Leveraging Technology for Patient Safety
Equity	• Equity • Disparities in Care • Bias

NATIONAL ACTION ALLIANCE for Patient and Workforce Safety

NATIONAL
ACTION
ALLIANCE
for Patient and
Workforce Safety

- Using our shared understanding of what Safety Science is, we see that our competency domains include both **safety science** and **value-enabling competencies** needed to support it

- The environmental scan revealed different knowledge areas and skills included in safety-related competencies

Safety Science

- Quality Improvement
- Evidence-Based Practice
- Patient Engagement
- Caring for Caregivers
- Measuring Progress
- Equity
- Technology
- Implementation Science

Domains Identified Across Safety Competencies

Leadership, Governance, and Culture

Tools for Improvement/Implementation

Patient Engagement

Evidence-Based Practice

Communication

Detecting, Reporting, and Responding to Safety Risks and Events

Measuring Progress

Human Factors

Systems Thinking and High Reliability

Caring for Caregivers

Technology

Equity

Affinity Group Activities

Environmental Scan

- Who is already invested in this work?
- What competencies are already in use that include safety science content?
- What successes and gaps have been identified?
- Who are the target audiences?
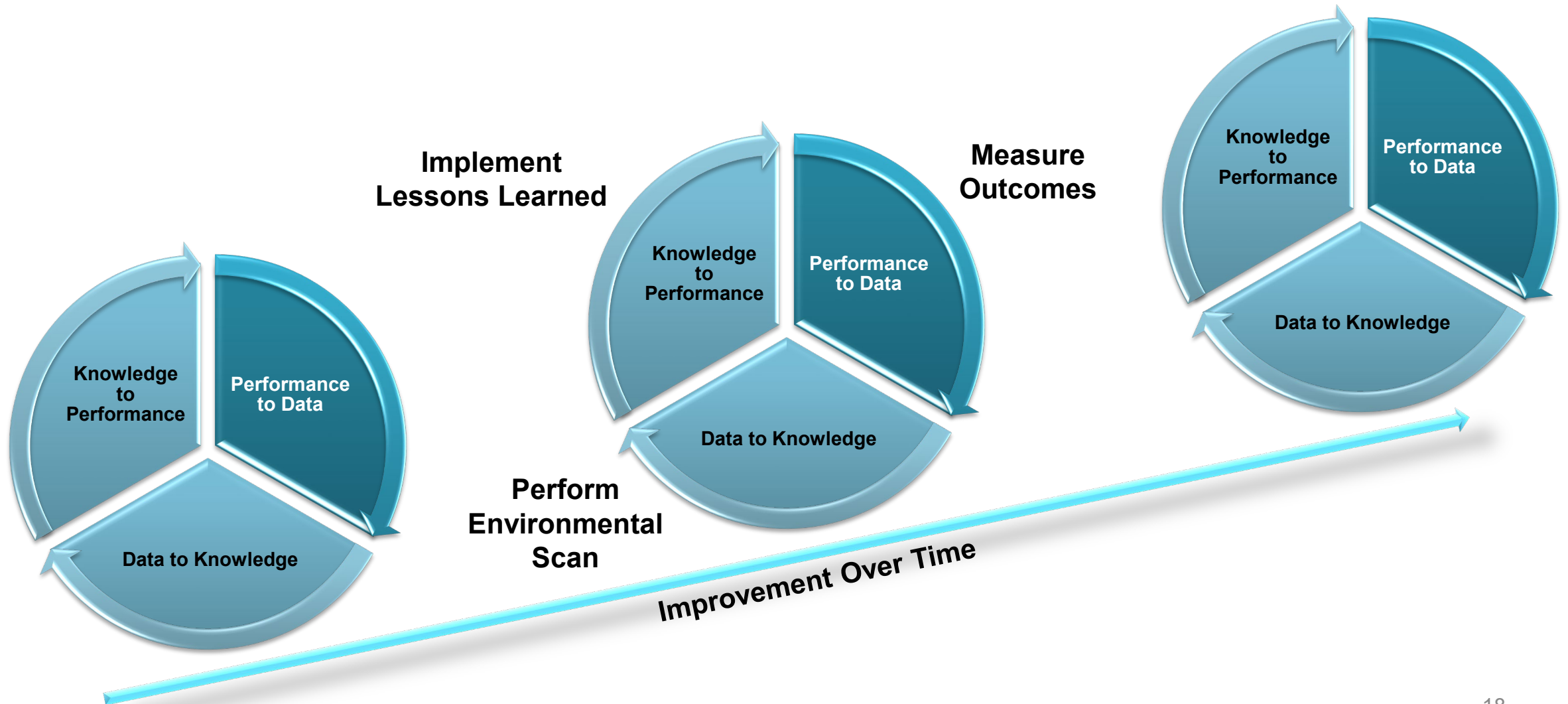- Where is there overlap, and where are there differences?

Competency Domain Identification

- 12 competency domains aggregated from themes identified in existing competencies that include safety science content
- Domains include safety science themes and supporting themes
- Domains can be used as a framework for understanding current competency priorities

Current State: Group Learning and Resources

- Identify gaps in the quality and/or consistency of competency implementation
- Form implementation strategy for uptake of evidence-based competencies
- Provide a resource library on the AHRQ NAA website

Creating Learning Health Systems

Implement
Lessons Learned

Measure
Outcomes

Perform
Environmental
Scan

Knowledge to Performance

Performance to Data

Data to Knowledge

Improvement Over Time

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Speaker Welcome

Lillee Gelinas, DNP, RN, CPPS, FNAP, FAAN
Assistant Professor, Medical Education & Health Systems Science
Patient Safety Section Director, Texas College of Osteopathic Medicine

For Success: Leadership Support Essential

Michael R. Williams, DO, MD, MBA
Chancellor
University of North Texas System
Specialty: Anesthesia

Frank A Filipetto DO, CPPS, FACOFP
Everett Endowed Professor and Dean
**Texas College of Osteopathic Medicine**

A H O-Yurvati DO, PhD, CPPS, FACOS, FICS, FAHA
Professor and Chair, Medical Education and Health Systems Science
Texas College of Osteopathic Medicine
Dallas Southwest Osteopathic Physicians Professor of Surgery
Professor Institute for Cardiovascular and Metabolic Disease
Visiting Professor University of Strathclyde- Glasgow Scotland
Director, Medical Education/Asst. Designated Institutional Official –
Medical City Fort Worth

Patient Safety Competency Progression Across 4 Years
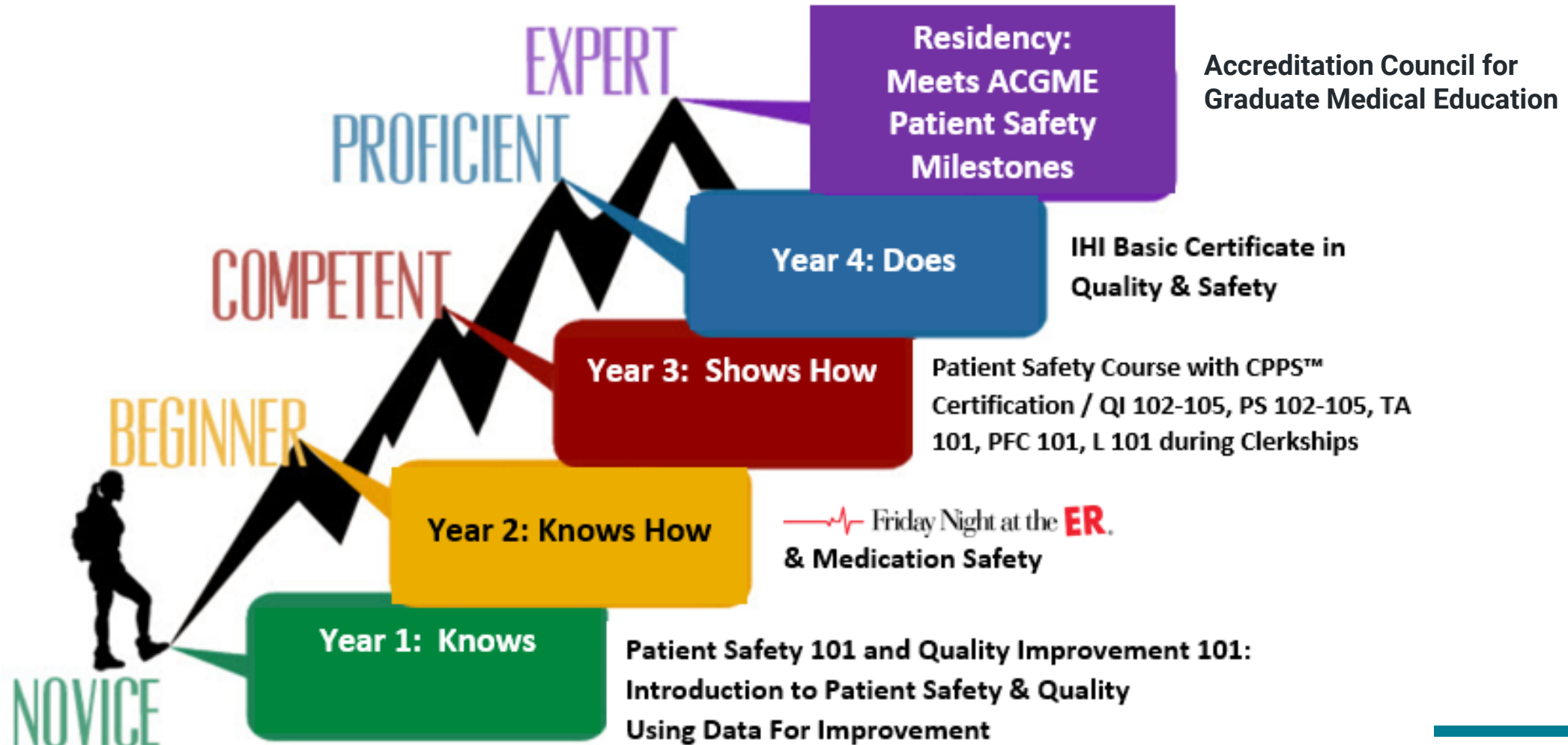
CPPS™ Around the World:
An **Internationally** Recognized, **Interprofessional** Credential
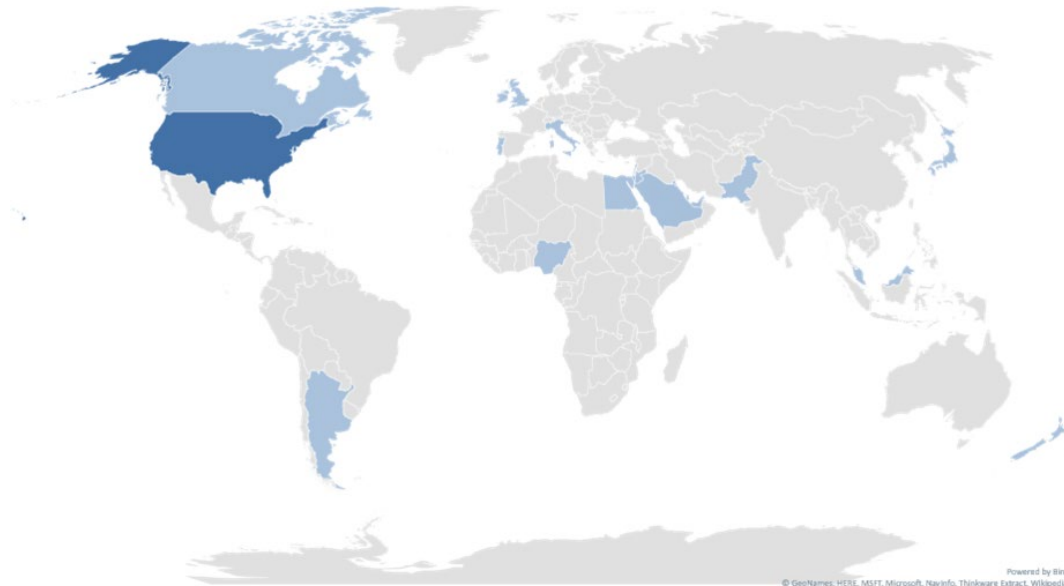
The Certified Professional in Patient Safety (CPPS™) Credential

- Rigorous and comprehensive credentialing process that attests to patient safety competencies and expertise

- Evidence-based examination measures competencies in five patient safety domains
  1. Culture
  2. Leadership
  3. Patient Safety Risks and Solutions
  4. Measuring and Improving Performance
  5. Systems Thinking and Design / Human Factors Analysis

Culture Domain Competencies/Skills – Examples

- **Raising awareness**
  - **Engage healthcare team in patient safety initiatives**
- **Promote a culture of safety**
  - **Articulate principles and science of patient safety in initiatives**
  - **Address patient safety implications associated with operational changes, such as cost-reduction measures**
- **Ensure involvement of patients and caregivers in patients' healthcare decisions**
- **Articulate and apply principles of a fair and just culture**

Patient Safety Course Structure and Key Collaborators

- **Mandatory Course for all 3rd Year students**

- Synchronous Classes (via ZOOM, 4 hours) + Asynchronous Learning

- **Course length: 9 weekdays + 1 exam day**

- 38 hours – class time (ZOOM)

- **36+ hours – self-directed study to complete the *CPPS Review Course* modules on the IHI Learning Management System and reference materials on UNT's CANVAS System**

- Students complete all academic requirements to sit for the CPPS™ Certification Exam

- **Use of *Microsoft Forms* + In-class Quizzes:**
    - 202 Comprehension Check and Practice Questions
    - All students equally engaged, all students participate 100%

Alignment with Surgery Rotations

Wrong-site surgery occurs an estimated **40 times** per week in the U.S.*

*Cobb TK. Wrong site surgery-where are we and what is the n[...]
doi: 10.1007/s11552-012-9405-5. PMID: 23730251; PMCID: PM[...]

orthopedics, neurosurgery, urology

Outpatient Surgery Magazine®
A Division of AORN

‹ All Articles

The Big Three Wrong-Site Specialties

Breaking News

By: Adam Taylor

Published: 6/15/2023

https://www.aorn.org/outpatient-surgery/article/the-big-three-wrong-site-specialties

Course Content Ties To
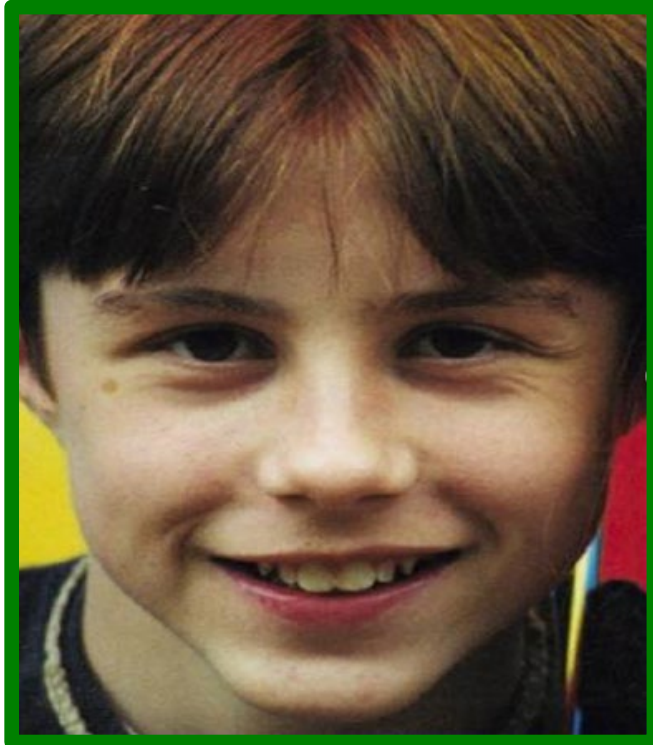
Lewis Blackman
1985-2000

Accreditation Council on Graduate Medical Education Core Competencies (Milestones)

Name _System Issues_ that Contributed to Patient Death

Systems-Based Practice 1: Patient Safety and Quality Improvement		Competency Levels		
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., infection rate, hand hygiene, opioid use)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Completed Level 1 ☐

Outcomes to Date – Quantitative (Data)

- **965 Students Completed the Patient Safety Course as of July 20, 2024:**
  CPPS™ Certification Exam Pass Rate
  - **4th year students (26) – 100% pass rate**
  - **3rd year students - 94% first time pass rate**

  International Pass Rate, All Professions = 70%

  - **98% of TCOM Students Graduate with the CPPS™ Credential**

- **27 Faculty Completed the Course & Passed the Certification Exam – TCOM Leadership, Clerkship Directors and Other Faculty**

- **Pre Test (Session 1) / Post Test (Session 9): Students are improving knowledge across all 5 Patient Safety domains**

Outcomes to Date – Qualitative (Stories)

- "Overall, I learned a lot about teamwork, leadership, and patient safety. I feel I will be a more well-rounded physician because of this course."

- "I learned a lot about issues and ways that I can contribute as an individual to hopefully prevent these errors in my future practice."

- "An important lesson from this course is how a well-run organization is supposed to work and what to look out for in organizations that I work for, send my friends/family to, or interact with in the future."

- TCOM 4th Year Medical Student finished suturing a hand in the ED: Recognized inadequate irrigation
  https://www.ihi.org/insights/learning-patient-safety-culture-turning-fog-concrete

Key Messages

- To change the way healthcare is delivered to ensure safe, quality care, embed patient safety education into all medical and health professions curriculum and practice settings

- Don't reinvent the wheel! Utilize proven strategies, resources, collaborators and best practices to create your own program

- To support the practice of accountable professionals, demonstrating safety proficiency and skills, support Patient Safety Certification in your organization

Question & Answers

Upcoming Events of Interest

AHRQ Seeks Nursing Homes for Pilot Test of Surveys on Patient Safety Culture Nursing Home Survey 2.0

AHRQ seeks nursing homes to participate in a pilot test of an update to the Surveys on Patient Safety Culture® (SOPS®) Nursing Home Survey (Version 2.0) with supplemental items assessing staff workplace safety. The 2.0 survey is shorter than the current 1.0 survey and includes revised and new items based on user feedback.

Participating nursing homes will receive:
- Up to $1,000: $500 for participation, and an additional $500 for sites that achieve at least a 50 percent response rate.
- Free survey administration to nursing home staff of the 2.0 survey with workplace safety supplemental items in Aug./Sept. 2024.
- Feedback reports comparing their results to other pilot sites.

To express interest in participating, or to learn more, email NursingHomeSurvey@westat.com.

Let us know!

Based on what you have learned today, which safety competencies would you most like to develop or reinforce in your organization to prevent harm?

*Please submit your response in the chat

Thank You!

Announcing the Next NAA Monthly National Webinar
Advancing Patient Safety Through Diagnostic Excellence
September 17, 2024
Noon- 1:00 PM ET
Registration is open and can be found on the NAA website
https://cma.ahrq.gov/actionallianceseptember

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