To Keep or Not to Keep, That is the Question: Preventing a “Second Victim” of Medical Errors

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Objectives

1. Discuss Just Culture Principles
2. Describe one high stakes performance evaluation plan
3. Describe methods to measure competence in safe practice
4. Describe evaluation tool used to measure competence
Putting a Face on the “Second Victim” of a Medical Error

Kimberly Hiatt


Baystate Health
Case Presentation

- Sentinel Event
  - ? Timely communication of change in pt. condition

- Experienced nurse
  - Charge nurse & Preceptor

- Behavioral risk
  - Question critical thinking/judgment

- System risk
  - Orders

- Request from Chief Nursing Officer to assess competency before returning to work

- Overwhelming support from Manager and peers
Just Culture

Creating a culture of safety to promote an environment that is open, encourages learning, helps us design safe systems and promote safe behavioral choices.
Just Culture Principles

1. Creating an open and just environment
2. Learning from adverse events
3. Implementing safe systems
4. Safe behavioral choices
Medical Error Algorithm

Were the actions as intended? NO, Unauthorized substance? NO, Violation of safe operating procedures? NO, Pass substitution test? YES, History of unsafe acts? YES NO

Were the consequences as intended? NO, Medical condition? YES NO

Sabotage, malevolent damage, suicide, etc. Substance abuse w/o mitigation Substance abuse with mitigation Possible reckless violation System-induced violation Possible negligent error System-induced error

Diminishing culpability

COUNSEL
COACH
DISCIPLINE
When it Comes to Errors, What is Your Culture?

Blame-Free Culture

Punitive Culture
Baystate Health’s Sentential Event Process

- Safety report generated immediately after event
- Health care quality reviews case to determine reportability
- Director of Nursing practice reviews case and determines if it goes to peer review
- Nurses from various practice levels and experiences hear case presented by nurse and manager
- Peer review committee
Developing the Evaluation Plan

- Meet with the employee’s Manager
  - Identify the practice concerns

- Identify which domains to measure for competency
  - Critical thinking, technical, interpersonal

- Develop individualize competency evaluation action plan with measurable objectives
Methods to Measure Competence in Practice

SIMULATION

CONCEPT MAP

SELF ASSESSMENT
The Evaluative Simulation Session

- **Pre-requisite to simulation** population specific knowledge testing performed
- **Practice** a simulation scenario/debriefing
- **Participate** in the evaluative simulation scenario/debriefing
- Document summative evaluation with independent evaluator
- Post simulation session – meet with Manager to determine next steps
Roles in Evaluative Simulation

- Coordinator of the performance plan
- Scenario builder
- High fidelity simulation operator
- Imbedded content expert
- Independent evaluator
## Evaluation Tool

### Safety behaviors

### Assessment

### Problem Identification

### Critical Thinking

### Interventions and Evaluation

### Critical Thinking

### Team and Communication with Health Care Providers

<table>
<thead>
<tr>
<th>Expected Behaviors: Clinical Judgment</th>
<th>Specific for each Patient Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and Patient Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Hand Hygiene: While caring for each patient and as needed</td>
<td>1 Wash hands</td>
</tr>
<tr>
<td>Patient Identification: Name, DOB and MR #</td>
<td>2 Ask patient name 3 Ask patient DOB 4 Check MR</td>
</tr>
<tr>
<td>Allergies: Ask patient and check allergy history</td>
<td>5 Ask patient about allergies 6 Usually checks for allergy band</td>
</tr>
<tr>
<td>Introduces: Name and role</td>
<td>7 Name 8 Role</td>
</tr>
<tr>
<td>Communication: Explains to patient assessments and interventions</td>
<td>9 Explain assessments 10 Explain interventions</td>
</tr>
</tbody>
</table>

### Assessment

| ABC’s and LOC: Assess Airway, Breathing, Circulation and Level of Consciousness | 12 | Health (check) 13 Circulation (check pulse) 14 LOC (Person, place, & time) |
| Focus assessment: Assess systems based on patient complaints and presentation (signs and symptoms) i.e. heart, lungs, abdomen etc | 15 | Perform head to toe focus assessment |
| Vital signs/Oxygen Sat: Assess initial and previous vital signs & identifies pt’s normal and/or abnormal as scenarios evolve | 16 | Verbalizes whether they are WNL for patient baseline |
| Data Assessment: Identifies pertinent data | 17 | Identifies patient rhythms 18 Checks incision site |

### Problem Identification Critical Thinking

| Focus Assessment: Based on chest pain presentation does focus assessment in timely manner | 19 | Recognize change in patient’s condition in a timely manner 20 | Identifies assessments for chest pain (Pain assessment & CV assessment) 21 | Rhythm change recognition |

### Interventions and Evaluation Critical Thinking

| Medication Safety: Identifies patient has allergy to prescribed medication and does not administer | 22 | Check IV lab prior to med administration 23 | Check allergy band prior to med administration 24 | Does NOT give morphine related to medication allergy |
| Prioritization: Provides interventions for chest pain management in timely manner | 25 | Expected interventions (after assessment) 26 | Calls provider Oxygen Cardiac monitor IV EKG Call RRT |
Experienced RN performance in question

- Ability to organize patient data and report off
- Ability to communicate urgent situations to RN staff
- Interface issue with patients
- Compounded by personal issues
“Knows it all”

- Experienced PACU RN from another institution
  - In practice, competency were questioned by staff
    - Ability to prioritize common nursing interventions for a patient recovering from Surgery in PACU.
    - Ability to prioritize nursing care for a patient experiencing post operative respiratory depression
  - Consulted to determine competency of verbalized skills
  - RN defensive of process
Performance Improvement Objectives:

- **Critical Thinking**
  - Delivers safe and competent care integrating sound nursing judgment consistent with evidence based practice and standards of care

- **Prioritization**
  - Demonstrates the ability to determine the order of importance of different tasks while taking care for a patient

- **Interpersonal**
  - Communicates effectively with members of the inter/interdisciplinary team to meet the needs of patients, families and significant others
  - Communicates changes in patient condition to provider (simulated) in an organized manner (example SBAR)
Examine your institution’s “culture” regarding errors

Identify who makes the decision regarding performance

Determine *individualized* objectives/goals for evaluative simulation

Simulation is an effect method to evaluate measurable objectives/goals of one’s competency
References

Do you have any questions?

Thank You