Hands-On Workshop: Using Incidents to Improve Patient Care

Moderator: Jean Moran, Brett Miller

- Using Root Cause Analysis When Analyzing Incidents
  - Grace Kim
- Classification of Incidents
  - Jennifer Johnson
- Developing a Corrective Action Plan
  - Leah Schubert
- Hands-On Exercise

Hands-On Workshop: Using Incidents to Improve Patient Care

Developing a Corrective Action Plan

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I have no conflict of interest to disclose
Incident Learning

• Corrective actions, responses, solutions, mitigation strategies, interventions, etc.

• We’ve all been doing this the entire time, but what can differ
  – Formality
  – Scope of reports
  – Who’s involved

Objectives

• Framework and techniques for identifying and implementing actions in response to incidents

• Practical tips for success and challenges faced

• Use in your own clinic
Step 1: Start with all the Information

You have now found the underlying causes and contributing factors to the incident and you’ve determined that you should implement corrective actions.

Tip: You need to know the problem in order to solve it.

Step 2: Assemble the Team

• May/may not include staff involved (RCA)

• Representatives from each staffing group

• Front line staff vs supervisors
  – Understand the actual clinical process
  – Ability to implement corrective actions (or backing)

Tip: Attitude is key

• Just culture
  • Improve process vs assign blame
  • Room for improvement
  • Creativity in brainstorming actions
Step 3: Brainstorm Possible Actions - Types

- Prevent incident from happening
- Make incident more quickly, easily detectable
- Mitigate its impact

Step 3: Brainstorm Possible Actions - Scale

- Timeline – 5 days, 5 months, 5 years
- Scope - situations, treatment types, staffing groups
Step 3: Brainstorm Possible Actions - Example

- Immediate action (<5 days)
  – patient, couch, training, company

- 5 days
  – education, stay clear zone

- 5 months (large scale)
  – annual training, prospective project on dept-wide collision risks

Adapted with permission from S. Sutlief, "Corrective Action Plans" Incident Learning Workshop (2015)

Step 4: Choose the Optimal Actions

- Effectiveness
  – Does it actually solve the problem
  – How effective
  – Monitor the effectiveness

- Feasibility
  – Implementation timeline
  – Required resources
  – Amount of effort from amount of staff
  – Likelihood of staff compliance
  – Downsides or undesirable consequences

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<tr>
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<th>Proposed Action 1</th>
<th>Proposed Action 2</th>
<th>Proposed Action 3</th>
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<tr>
<td>Does it solve the problem?</td>
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<td>How long will it take to implement?</td>
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<td>How likely is staff compliance?</td>
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<td>What resources does it require?</td>
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<td>How can its effectiveness be monitored?</td>
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<td>What are the downsides or undesirable consequences?</td>
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Step 5: Implement Your Action Plan (Small)

- Who will implement
- When will it be done
- How to communicate to staff
- Feedback for effectiveness

Tip: Regular meetings of ILS committee help to drive progress

Step 5: Implement Your Action Plan (Large)

- Establish a sense of urgency (buy in)
- Who will implement (involved staff, champions)
- Develop the goal and strategy
- Communicate to staff
- Remove obstacles
- Publicize short term wins
- Consolidate into culture

Example: HDR Project
- Physician and physicist
- Involved ‘problem’ staff
- Meetings, chart audit, survey
- Patient chart: continue for new tmt programs

J. Glasheen, “Why won’t they follow me? The essence of change management” (2015)
Communication and Feedback

- Involve affected staff
  - Knowledge of the process, buy in
- Iterative process
  - pilot, feedback, full scale, refine and repeat
- PR campaign
  - making efforts

Do We Really Have Time for All This?

- Resource intensive
- Continuous process, within available resources
- Not all actions take as much effort
- Can start to impact the culture
- Positive changes can motivate other staff
- Shift the thinking towards a standard part of everyone’s jobs

Tip: Actions in Our Institution

- 2-3 large scale projects per year
- Numerous smaller process changes
- Education critical (>50 reports per year)
Summary

- Start with the information
- Gather your team
- Brainstorm possible actions
- Choose the optimal actions
- Implement your action plan

- Now it’s your turn...
Choosing the Optimal Actions Worksheet

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Adapted with permission from S. Sutlief “Corrective Actions,” Incident Learning Systems Workshop (2015)
Link to presentation: https://www.aapm.org/education/VL/vl.asp?id=4068