

CULTURE OF SAFETY IN A HEALTHCARE ORGANIZATION

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LEADING WITH SAFETY - THOMAS KRAUSE - 2005

- ◉ **Why do some organizations do well with safety initiatives while others do poorly or fail?**
 - The most important factor in predicting success is the quality of leadership and the organizational culture
 - Organizations highly successful in safety are also generally successful in operational performance

LEADERSHIP ATTRIBUTES

- ◉ Behaviors - particularly leadership
- ◉ Engagement at all levels of the organization
- ◉ Understand crucial aspects of human performance
- ◉ To continuously improve performance and achieve superior results the organizational culture must change - meaning behavioral change
- ◉ They address and align the behaviors of everyone

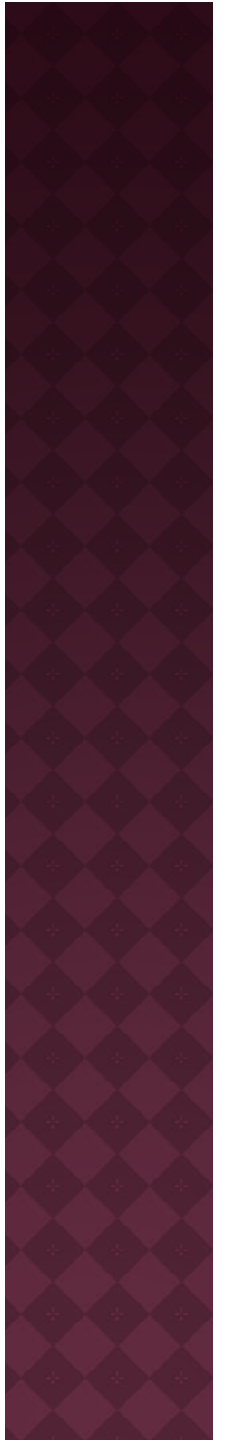
◉ Krause - Leading with Safety 2005

CULTURE OF SAFETY

- ◉ Through Quality Communication
- ◉ Peer Review and Self Reflection
- ◉ Living the Mission and Core Values

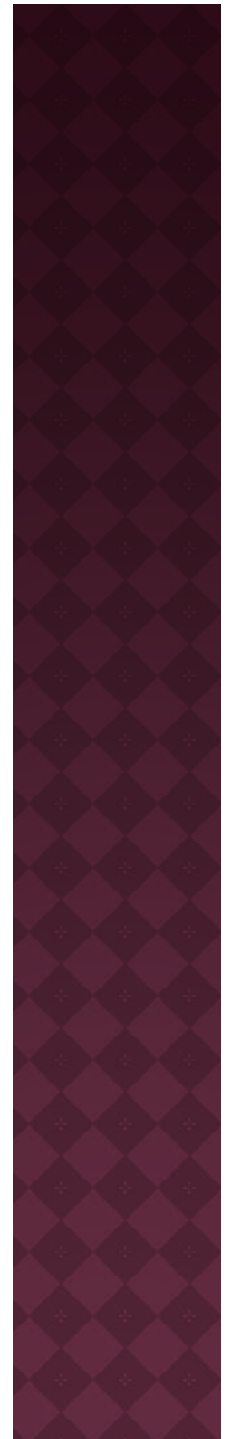
Culture of Safety

STRATEGIES FOR CHANGING AN ORGANIZATIONAL CULTURE OF SAFETY



ACHIEVE SAFE AND RELIABLE CARE:

| STRATEGY AND SYSTEM MEASURES | CULTURE OF SAFETY |
|---|---|
| <ul style="list-style-type: none">• Message organizational values• Monitor clinical risk and safety culture• Support an environment of appropriate accountability, transparency, and open disclosure• Nurture a collaborative care culture based on effective teamwork• Ensure patient centered care that takes into account the whole patient - their desires and needs | <ul style="list-style-type: none">• Team based practice• Fair and just and appropriate accountability• Patient and family involvement• Disclosure policies |
| | CONTINUOUS LEARNING SYSTEMS (At Organization & Unit Levels) |
| | <ul style="list-style-type: none">• Transparency, analysis, actions, feedback• On-going risk assessment• Informatics surveillance system• Swift responses to risk |
| STRUCTURE AND RESOURCES | IMPROVEMENT METHOD |
| <ul style="list-style-type: none">• Build governance oversight and responsible reporting relationships• Methodically implement cultural metrics and risk evaluations• Implement and vigorously support fair and just culture, adverse event algorithms, and disclosure to patients• Teach and support teamwork and leadership training• Implement patient and family advisory councils. | <ul style="list-style-type: none">• Reliable design• Application of evidence based care• Predictive tools• Human factors science <p>Pascal Metrics Training - 2009</p> |



CULTURE OF SAFETY THROUGH ENGAGEMENT, TRAINING, AND MEASUREMENT

- ◉ **Leadership Engagement**
- ◉ **Team Training**
- ◉ **Observation Training**
- ◉ **Measurement**

ENGAGING THE RIGHT PEOPLE

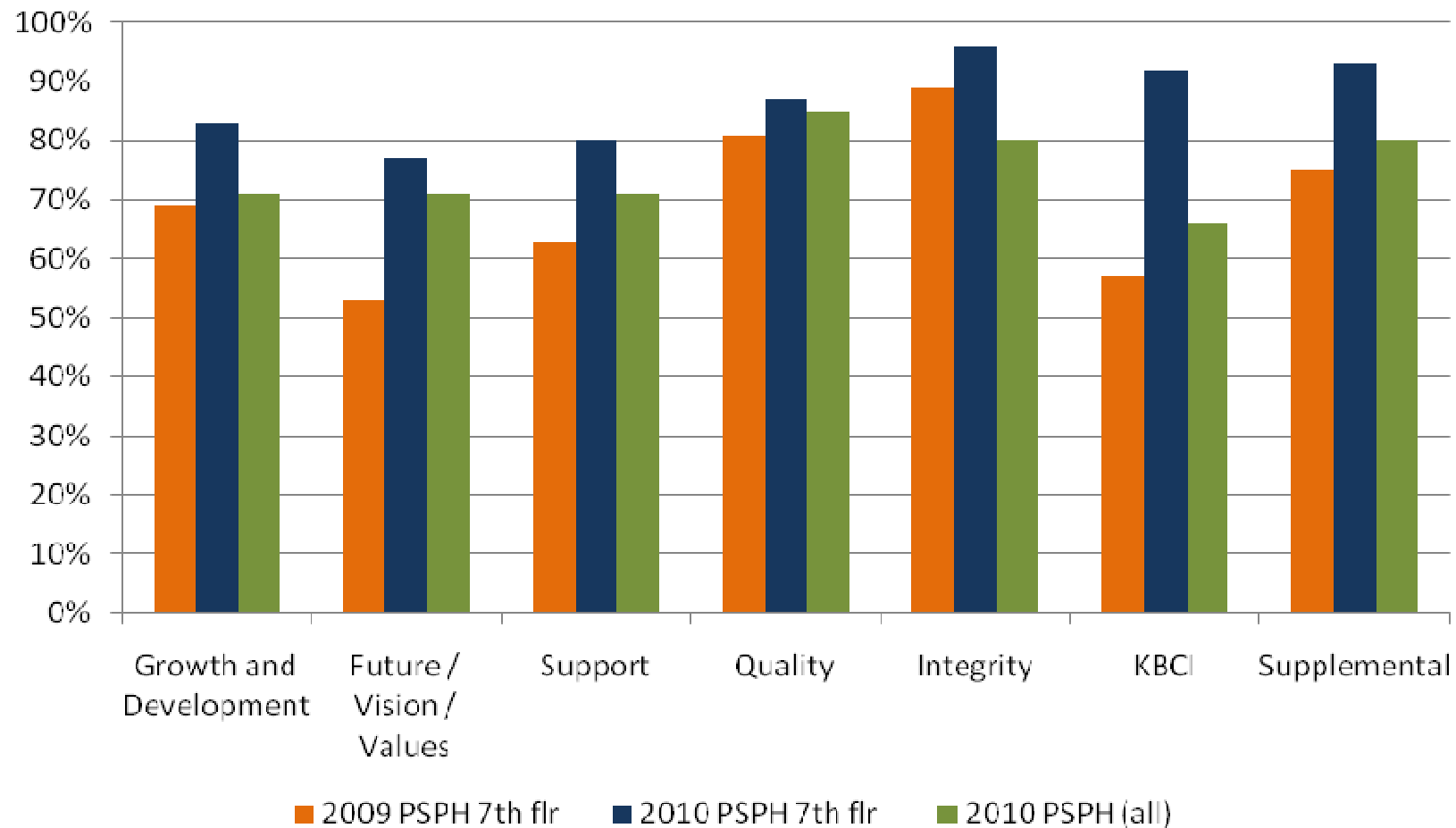
- ◉ Leadership -
 - Executive, Director, and Manager
- ◉ Physician Champion
- ◉ Physician Participants
- ◉ Quality Department Staff
- ◉ Direct Patient Care Providers
- ◉ Educators
- ◉ Librarian

SUCCESS FACTORS

- ◉ Engaged and supportive Leadership
- ◉ Staff trained and participated together on making changes that address patient safety
- ◉ Transparency
- ◉ Accountability for safety is owned by everyone
- ◉ Implementation of a Glitch Book
 - (format for staff to express ideas and concerns)
- ◉ Consistent follow-up on suggestions by staff: fix problems or explain why not fixed
- ◉ STAY FOCUSED
- ◉ Make it FUN
- ◉ CELEBRATE small wins along the way!

PROVOICE EMPLOYEE ENGAGEMENT SURVEY 2009 / 2010

PSPH 7th Floor: 2010 ProvVoice Percent Favorable

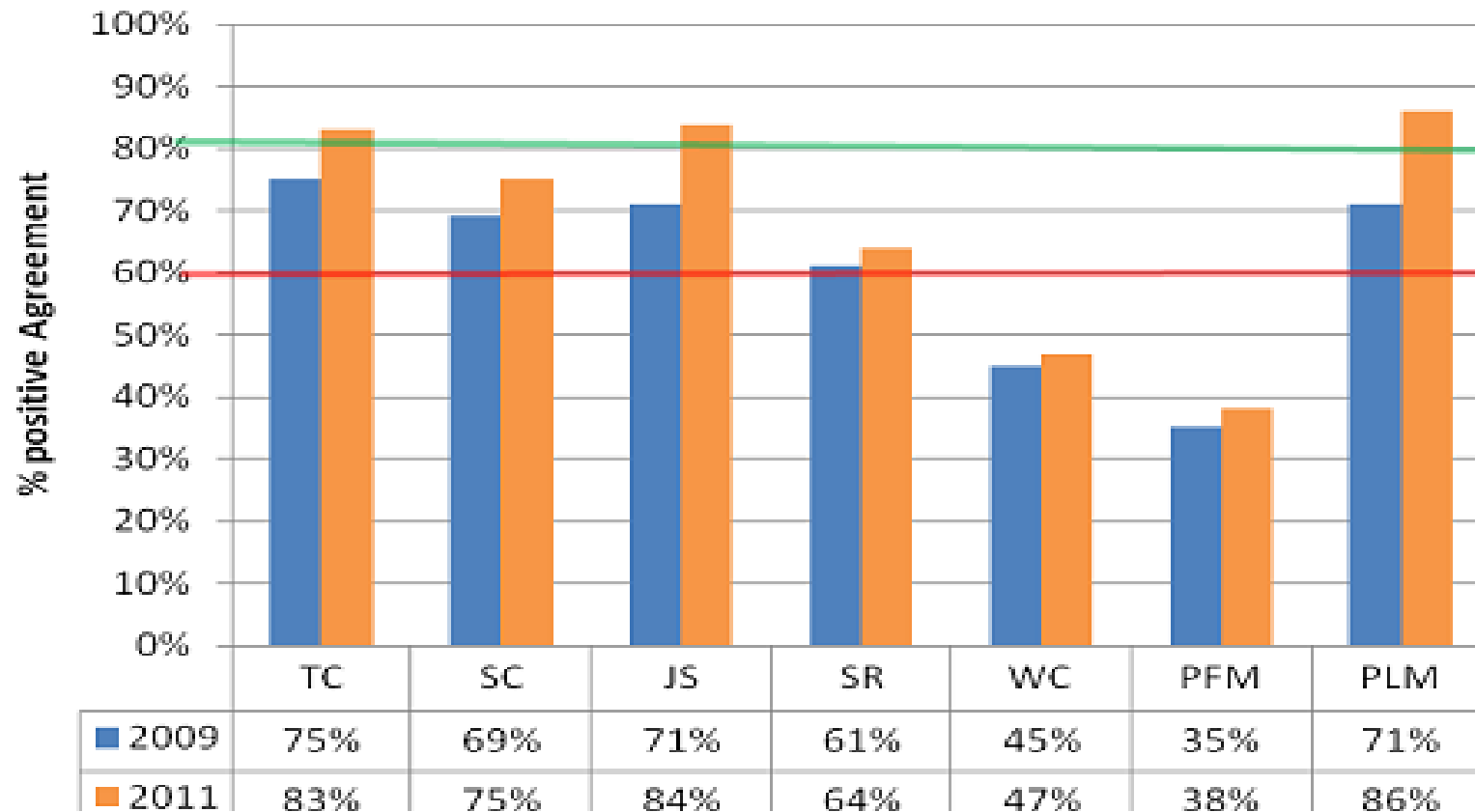


SAFETY ATTITUDES QUESTIONNAIRE:

ITEMS ARE GROUPED INTO SIX DOMAINS

| Factor: | Definition | Example Items |
|----------------------------|---|--|
| Job Satisfaction: | Positivity about the work experience | I like my job This hospital is a good place to work |
| Teamwork Climate: | Perceived quality of collaboration between personnel | Disagreements in this clinical area are appropriately resolved (i.e., what is best for the patient) Our doctors and nurses work together as a well coordinated team |
| Safety Climate: | Perceptions of a strong and proactive organizational commitment to safety | I would feel safe being treated in this clinical area Medical errors are handled appropriately in this clinical area |
| Perceptions of Management: | Approval of managerial action | Hospital management supports my daily efforts in this clinical area Hospital management does not knowingly compromise the safety of patients |
| Stress Recognition: | Acknowledgement of how performance is influenced by stressors | I am less effective at work when fatigued When my workload becomes excessive, my performance is impaired |
| Working Conditions: | Perceived quality of the work environment and logistical support (staffing, training, etc.) | Trainees in my discipline are adequately supervised This hospital deals constructively with problem personnel |

SAFETY ATTITUDES QUESTIONNAIRE (SAQ) JUNE 2009 / JANUARY 2011



Legend

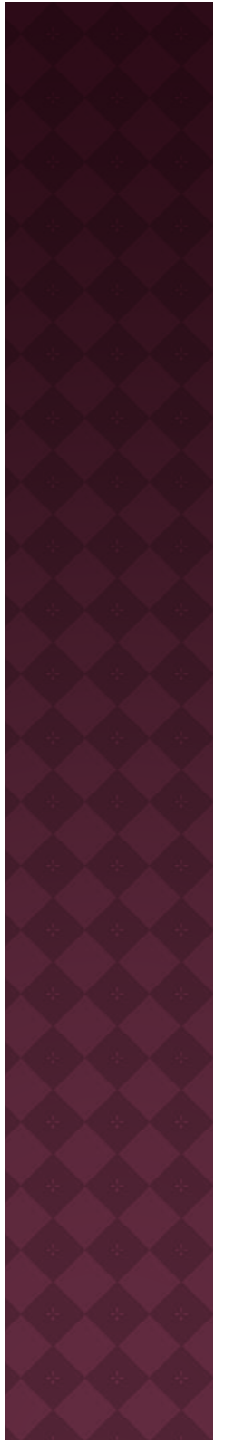
TC = Teamwork Climate*
SC = Safety Climate
JS = Job Satisfaction*
SR = Stress Recognition
WC = Working Conditions

PFM = Perception of Facility Management
PLM = Perception of Local Management*

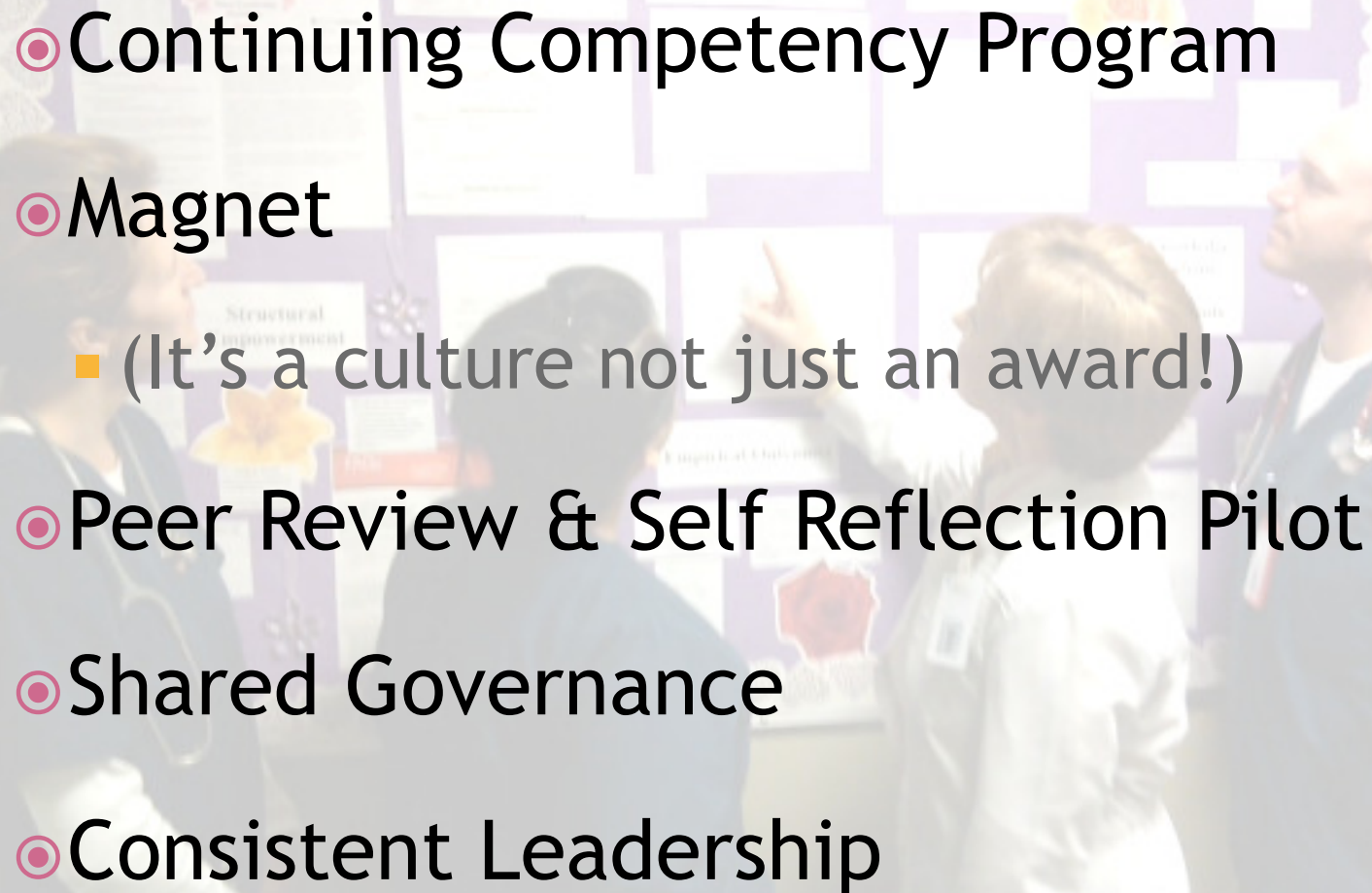
***Meets goal of >80% Agreement**

Culture of Safety

WAYS TO ENHANCE STAFF COMMUNICATION



PROFESSIONAL DEVELOPMENT

- 
- ◉ Continuing Competency Program
 - ◉ Magnet
 - (It's a culture not just an award!)
 - ◉ Peer Review & Self Reflection Pilot
 - ◉ Shared Governance
 - ◉ Consistent Leadership

CONTINUING COMPETENCY PROGRAM

<http://www.doh.wa.gov/hsqa/Professions/Nursing/continuecomp.htm>

Nursing Care Quality Assurance Commission - Washington State Dept of Health - Windows Internet Explorer

http://www.doh.wa.gov/hsqa/Professions/Nursing/continuecomp.htm

File Edit View Favorites Tools Help

Nursing Care Quality Assurance Commission - Washin...

Washington State Department of Health

Nursing Care Quality Assurance Commission

You are here: [DOH Home](#) » [HSQA](#) » [Nursing Commission](#) » Continuing Competency Program [Search](#) | [Employees](#)

Site Directory:

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 - DOH Newsroom
 - DOH Web (A-Z)
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| | | | | |
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Continuing Competency Program

Patients, families, and communities expect safe, competent, and compassionate nursing care. The Nursing Care Quality Assurance Commission adopted rules for a self-directed continuing competency program. The rules include:

- Participation in active practice. 531 hours every three years.
- Self-assessment and reflection
- Continuing nursing education. 45 hours every three years.

The rules apply to registered nurses and licensed practical nurses. The rules are a tool to help keep patients safe and improve nursing practice.

Developing a continuing competency tool is required by statute. The Nursing Commission researched this topic for the last ten years. The rules were based on numerous rules writing workshops and meetings with nurses. Following are some documents that may be of assistance in recording your active practice and continuing nursing education.

Resources

- [Sample active practice log](#) (PDF 46KB)
- [Sample continuing education log](#) (PDF 39KB)
- [Talking points about the continuing competency program](#) (PDF 37KB)
- [Continuing competency rules](#) (PDF 28KB)
- [Continuing competency frequently asked questions printable brochure](#) (PDF 40KB)
- [Continuing competency frequently asked questions](#)

Tools and Links to other resources

- <http://heal-wa.org/> (Heal-Wa)
- <http://www.wsna.org/Education/> (Washington State Nurses Association Educational Offerings)

Profession Links

- [Applications/Forms](#)
- [Caregiver's FAQs](#)
- [Caregiver's Glossary](#)
- [Caregiver's Useful Links](#)
- [Commission Info](#)
- Continuing Competency**
 - [Fees](#)
 - [HEAL-WA](#)
 - [Laws](#)
 - [Links](#)
 - [Minutes & Agendas](#)
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 - [Nursing Assistants](#)
 - [Nursing Programs](#)
 - [Nursing Publications](#)
 - [Nursing Sanctions Guidelines](#)
 - [Nursing Schools Nationwide](#)
 - [Practice Information](#)
 - [Rules in Progress](#)

Internet 100%

start Nursing Care Quali... Inbox - Microsoft ... Culture of Patient ... KEYNOTE SYSTEM... QC Update on AC... H:\My Documents\... Submission.docx (... 3:35 PM

ANA PEER REVIEW GUIDELINES 1988

- “As the professional association for nursing, ANA has a **responsibility to the public** and its members to **facilitate the development of a quality assurance system including peer review.**”
- “**Peer review** implies that the nursing care delivered by the group of nurses or an individual nurse is **evaluated by individuals of the same rank or standing according to established standards of practice.**”

PEER REVIEW DEFINITION

ANA SCOPE & STANDARDS OF PRACTICE (2004)

- **A collegial, systematic, and periodic process by which registered nurses are held accountable for practice which fosters the refinement of one's knowledge, skills, and decision-making at all levels and in all areas of practice.”**

PHASES OF PROFESSIONAL DEVELOPMENT

FOR SELF REFLECTION OR FOR PEER REVIEW PROCESS

| Nursing Practice | Meets | Proficient | Model/Mentor |
|--|---|---|--|
| Knowledge, Decision Making, and Evidence Based Practice | <ul style="list-style-type: none"> <input type="checkbox"/> Applies the nursing process in the delivery of care to non-complex patients <input type="checkbox"/> Develops an individualized plan of care for each non-complex patient based on admission assessment and disease process <input type="checkbox"/> Demonstrates the ability to prioritize the activities for patient care delivery <input type="checkbox"/> Incorporates standards of care in the delivery of patient care <input type="checkbox"/> Follows policies and procedures <u>specific</u> to PSPH <input type="checkbox"/> Consistently attends staff meetings. <input type="checkbox"/> Aware of hospital and unit based performance improvement projects. <input type="checkbox"/> Takes responsibility for continuous knowledge seeking in reference to new material <input type="checkbox"/> Performs chart and observational audits as required by unit | <ul style="list-style-type: none"> <input type="checkbox"/> Meets all standards for Competent Level 1 plus: <input type="checkbox"/> Applies the nursing process in the delivery of patient care to all patients, including those with complex pathophysiological needs and or psychosocial needs <input type="checkbox"/> Appropriately updates the patient plan of care reflecting changes in the patient's condition. <input type="checkbox"/> Uses clinical judgment based on knowledge and previous experience. <input type="checkbox"/> Guided by experience as well as policy and procedures <input type="checkbox"/> Supports unit performance improvement projects <input type="checkbox"/> Recognizes clinically significant opportunities for practice improvement <input type="checkbox"/> Utilizes information from professional journals and literature and incorporates principles into practice. <input type="checkbox"/> Working toward national nursing certification | <ul style="list-style-type: none"> <input type="checkbox"/> Meets all standards for Competent Levels 1 and 2 plus: <input type="checkbox"/> Demonstrates accountability for patient care outcomes <input type="checkbox"/> Synthesizes and interprets multiple sources of data when developing the patient care plan. <input type="checkbox"/> Uses past experience to anticipate and solve problems. <input type="checkbox"/> Contributes information to the development of policies and procedures <input type="checkbox"/> Contributes knowledge and judgment in the development and implementation of performance improvement projects <input type="checkbox"/> Participates in performance improvement team <input type="checkbox"/> Evaluates current practice based on patient outcomes, review of literature and research. <input type="checkbox"/> Recognized as a proponent and mentor for Evidenced Based Practice <input type="checkbox"/> Holds a national nursing certification |

PHASES OF PROFESSIONAL DEVELOPMENT FOR SELF REFLECTION OR FOR PEER REVIEW PROCESS

| Nursing Practice | Meets | Proficient | Model/Mentor |
|--|---|--|---|
| Collaboration, Teamwork, and Leadership | <input type="checkbox"/> Maintains a positive working relationship with team members <input type="checkbox"/> Practices the Standards of Behavior <input type="checkbox"/> Understands the role of other disciplines and departments in the care of the patient <input type="checkbox"/> Recognizes need for professional growth and seeks appropriate resources <input type="checkbox"/> Understands principles of delegation <input type="checkbox"/> Exhibits professional and personal accountability and responsibility | <input type="checkbox"/> Meets all standards for Competent Level 1 plus: <input type="checkbox"/> Identifies communication barriers and adapts communication to build health care team <input type="checkbox"/> Recognizes clinically significant data and communicates appropriately to other disciplines and departments <input type="checkbox"/> Demonstrates accountability for professional growth <input type="checkbox"/> Delegates appropriately <input type="checkbox"/> Uses critical thinking to help solve unit problems | <input type="checkbox"/> Meets all standards for Competent Levels 1 and 2 plus: <input type="checkbox"/> Establishes an environment that fosters positive interpersonal relationships <input type="checkbox"/> Role model in demonstration of caring behaviors to peers and other professional providers <input type="checkbox"/> Consistently recognizes team dynamics and responds appropriately <input type="checkbox"/> Implements change to achieve identified team goals |

PHASES OF PROFESSIONAL DEVELOPMENT FOR SELF REFLECTION OR FOR PEER REVIEW PROCESS

| Nursing Practice | Meets | Proficient | Model/Mentor |
|--|---|---|---|
| <p>Nurse and Patient Relationship</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the PHS Mission and Core Values <input type="checkbox"/> Uses appropriate and positive communication with patients and family <input type="checkbox"/> Incorporates Patient Centered Care Standards into daily practice: <ul style="list-style-type: none"> a. AIDET b. Hourly Rounding c. Individualized Care d. Noise Reduction e. Bedside Handoff <input type="checkbox"/> Develops a trusting relationship with patient and family by appropriate follow through in keeping promises and meeting commitments <input type="checkbox"/> Develops and implements a teaching plan for patient and family <input type="checkbox"/> Aware of diversity needs of patients and seeks appropriate resources | <ul style="list-style-type: none"> <input type="checkbox"/> Meets all standards for Competent Level 1 plus: <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates and Core Values into patient care <input type="checkbox"/> Responds to subtle changes in patient and family demeanor or reactions <input type="checkbox"/> Coordinates communication of teaching plan across continuum of care from admission to discharge <input type="checkbox"/> Applies appropriate principles of teaching and learning to patient and family learning needs <input type="checkbox"/> Knows and uses resources for meeting the diversity needs of patients | <ul style="list-style-type: none"> <input type="checkbox"/> Meets all standards for Competent Levels 1 and 2 plus: <ul style="list-style-type: none"> <input type="checkbox"/> Mission and Core Values are an integral part of nursing practice <input type="checkbox"/> Anticipates needs of patient and family based on experience and intuition <input type="checkbox"/> Demonstrates and mentors others in accountability and leadership as an individual and team member in anticipating and meeting patient/family needs <input type="checkbox"/> Functions as a resource to the team for meeting diversity needs of patients and families |

SELF REFLECTION AND PEER REVIEW ARE NOT PART OF YOUR PERMANENT EMPLOYEE RECORD



PSPH STANDARDS OF NURSING PRACTICE FOR SELF REFLECTION AND PEER REVIEW

SELF REFLECTION AND PEER REVIEW ARE NOT PART OF YOUR PERMANENT EMPLOYEE RECORD

| Self Reflection and Peer Review: | |
|---|--|
| <p><u>Nurse and Patient Relationship</u></p> <p>Competency Level based on the Phases of Professional Development:</p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Proficient <input type="checkbox"/> Model/Mentor</p> <p>Attention to the individual person and family as patient, listening to the patient's story and adapting care accordingly. Implements Patient Centered Care Standards. AIDET, Hourly Rounding, Individualized Care, Noise Reduction</p> <p>Care Delivery Model Component: <i>Know me, Care for me, Ease my way</i></p> | <p>Please provide <u>specific</u> Examples:</p> <p>Please <u>provide ideas/recommendations</u> to grow and/or expand practice in this area:</p> |
| <p>Age Specific Care (Check all that apply):</p> | <p>Provide Comments: This is a time for celebration and goal identification!</p> |
| <p><input type="checkbox"/> N/A <input type="checkbox"/> Neonates (newborns to 1 mo)</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p><input type="checkbox"/> N/A <input type="checkbox"/> Pediatrics (1 mo – 12 yrs)</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p><input type="checkbox"/> N/A <input type="checkbox"/> Adolescents (12-18)</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p><input type="checkbox"/> N/A <input type="checkbox"/> Adult (19-65)</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p><input type="checkbox"/> N/A <input type="checkbox"/> Older Adult (66+)</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p>Self-Reflection Only (Not for Peer Review):</p> | <p>Provide Examples/Comments: Celebrate and Create Goals!</p> |
| <p>Thinking about <i>your work</i> performance, give two or three examples of <i>what you have done well</i>. What accomplishments—such as classes taken, customer/patient feedback, coworker trained, etc—are you proud of accomplishing?</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p>Still thinking about <i>your work</i> performance, describe <i>what you would like to improve or learn</i> during the next year.</p> | <p>Please provide <u>specific</u> Examples:</p> |
| <p>Please provide one or two examples of how <i>your work</i> and <i>what you do to demonstrates the Providence Core Values</i> of Compassion, Excellence, Justice, Respect, and Stewardship in your daily activities.</p> | <p>Please provide <u>specific</u> Examples:</p> |

PEER REVIEW AND SELF REFLECTION PILOT

| Survey Question | Pre-implementation Survey (% selected 3 or 4) | Post-implementation Survey (% selected 3 or 4) |
|--|---|--|
| 1. To what degree do you self-reflect on your nursing practice? | 92% | 100% |
| 1. How valuable is the Customer Feedback you receive in helping you to grow your nursing practice? | 92% | 100% |
| 1. To what degree do you actively seek feedback from your peers regarding your professional practice? | 75% | 96% |
| 1. To what degree have you purposefully incorporated the Professional Practice Model and the Care Delivery Model into your practice? | 82% | 100% |
| 1. Overall, how valuable is your annual performance evaluation | 91% | 100% |

STAFF COMMENTS:

- ◉ The new evaluation process made me feel valued as a team member.
- ◉ I feel that I constantly self-reflect, so I can better myself as a nurse. However my annual performance evaluation is not my first concern behind my self-reflection: It helps with team building and makes me see ways I can improve. It helps me see ways I can improve in the coming year and helps me feel like a valued member of the team.
- ◉ Streamlined process which was meaningful. Helps to set goals for self in career choices. I like the new process. It makes people accountable for development and growth as a nurse.
- ◉ It was helpful to hear the feedback my peers had. It's a good idea because you get more feed-back than from just your manager and it's from people who work beside you. Your peers are the ones who are able to see your job performance from day to day. These new forms are great because they go into more depth, and you were able to hear the comments first hand.
- ◉ I like talking directly with co-workers - helpful.

NURSING COUNCILS

Nursing Homepage - Nursing - Windows Internet Explorer

http://swsa.wa.providence.org/psph/nursing/

File Edit View Favorites Tools Help

Nursing Homepage - Nursing

Nursing

PSPH Home

Nursing Home

Nursing Resources

- American Nurses Association
- ANA Code of Ethics
- Bariatric Care
- Certification
- Charge Nurse meetings
- Cochrane Library
- Coordinating Council
- Distinguished Unit Award
- DocuShare
- Education Calendar
- Education Council
- Evidence-Based Practice
- Heal-WA
- Krames on Demand
- Library
- Magnet
- Meeting Templates
- Mosby's Nursing Consult
- Mosby's Nursing Skills
- Nurse Awards
- Nursing Notes
- PSPH Nursing Resources
- Policies
- Professional Development
- ProvCare
- Send a Metrocall Page
- Skin Team
- Washington Nursing
- WAC 246-840-705
- Unit-based Councils
- USNU

Nursing

Answering the Call

| | |
|--------------------------|----------------------------|
| Coordinating Council | Nursing Research Council |
| Education Council | Stewardship Council |
| Mission & Values Council | Service Excellence Council |
| Nursing Practice Council | Retention & Recruitment |

Alerts

All ALERTS

Learn about C.diff

May 23 Go-live New CAUTI catheter kits and pre-printed Orders
Watch the video

2010-2011 Nursing Achievement Book

Providence System Second Annual Nursing Lecture Series

New High Alert Medication Policy Update

New Nursing Competency Guidelines

Educational Offerings

- 2010 Education Calendar
- 2011 CPR Schedule
- 2011 Mandatory Education Schedule
- 2011 NRP Schedule

Unit-based Councils

- Council Folders
- Nurse Staffing Committee

Find Your Nursing Stories in InsideSWSA

Print and Electronic InsideSWSA Print Editions

Self-Care

Tip of the week

Surveys/Registration

No surveys at this time

Data

Data Dashboards

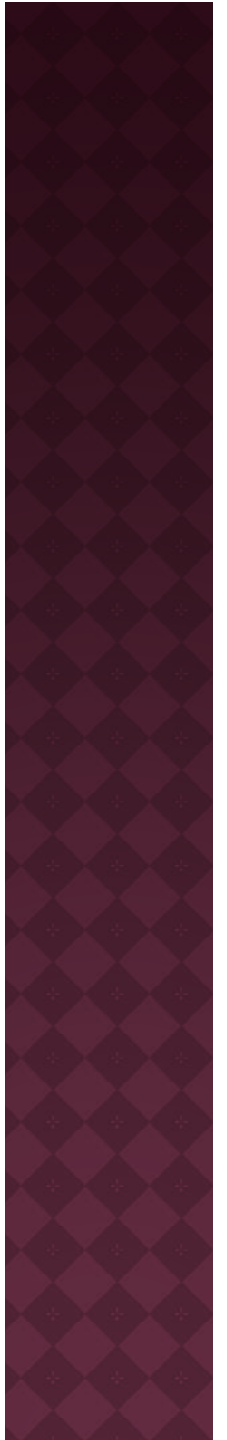
Web Videos

CAUTI Foley Catheter

Research & Evidence-based

Culture of Safety

CONNECTION BETWEEN
ORGANIZATIONAL CORE
VALUES AND CHANGING A
CULTURE OF SAFETY



The Providence Commitment

Mission

As People of Providence,
we reveal God's love for all,
especially the poor and vulnerable,
through our compassionate service.

Core Values

Respect

All people have been created in the image of God. Genesis 1:27

We welcome the uniqueness and honor the dignity of every person
We communicate openly and we act with integrity
We develop the talents and abilities of one another

Compassion

Jesus taught and healed with compassion for all. Matthew 9:24

We reach out to people in need and give comfort as Jesus did
We nurture the spiritual, physical and emotional well-being of one another and those we serve
We embrace those who are suffering

Justice

*This is what the Lord requires of you: act with justice, love with kindness
and walk humbly with your God. Micah 6:8*

We believe everyone has a right to the basic goods of the earth
We strive to remove the causes of oppression
We join with others to work for the common good and to advocate for social justice

Excellence

Much will be expected of those who are entrusted with much. Luke 12:48

We set the highest standards for ourselves and for our ministry
We strive to transform conditions for a better tomorrow while serving the needs of today
We celebrate and encourage the contributions of one another

Stewardship

The earth is the Lord's and all that is in it. Psalm 24:1

We believe that everything entrusted to us is for the common good
We strive to care wisely for our people, our resources and our earth
We seek simplicity in our lives and in our work

Culture of Safety in a Healthcare Organization

QUESTIONS?

THANK YOU!