Welcome

Welcome to SafetyFirst: The Journey to High Reliability.

This course uses audio. Please view it on a computer that is audio enabled, and adjust the volume as needed.

In this course, the term “patient” is used to describe one or more of our customers in any setting in the healthcare continuum. Our customer can be a patient, resident, or client in a healthcare setting including acute care, long-term care, home care, clinic, ambulatory care center or other community-based setting across the Catholic Health Initiatives enterprise.

At CHI, SafetyFirst is not something that we DO. It’s the WAY we do our work.

Click the Navigation Overview button to familiarize yourself with the course navigation.

Course Goal

The goal of this course is to refresh your understanding of SafetyFirst, with emphasis on the expectations and error prevention techniques.

By the end of this course, you will have identified ways to take personal ownership of SafetyFirst by applying the error prevention techniques in your daily work.

The SafetyFirst journey requires that all employees, contractors and medical staff receive annual refresher training. Completion of this course satisfies that requirement.

This course is designed to be a refresher. If this is your first introduction to SafetyFirst, you will still benefit from this course. For more information on SafetyFirst, please contact your supervisor.

After you complete this course, there will be a 10-question test, which is a separate learning activity in LEARN.

Using the Safety Planner

This course uses an online tool, called the Safety Planner. It is intended to help you understand and take ownership of the course content by having you think about and plan ways to apply the SafetyFirst error prevention techniques in your daily work.

You will be prompted to respond to a question by typing in your Safety Planner after each error prevention technique is presented.

Your entries are private and for your own personal use.

Your entries are saved, so you can revisit and modify them at any time, even after you complete this course. You may print your completed Safety Planner from any computer that has internet access and is connected to a printer.
A Safety Planner link is provided in the lower toolbar so you can access it at any time.

Please use the Safety Planner, print your entries at the end of the course and use the printed plan to increase reliability and safety in your daily work. Your actions will help ensure a culture of safety across the CHI enterprise.

**Module 2: SafetyFirst at CHI**

**Introduction**

Welcome to Module 2. In this module, we will review SafetyFirst at CHI, including high reliability organizing, leadership methods and expectations and error prevention techniques.

By the end of this module, you will be able to recognize what SafetyFirst is, identify the SafetyFirst expectations and match each error prevention technique to its definition.

You will also be able to identify ways to apply what you've learned to your daily work using your Safety Planner. Now, click the next button for a message from Dr. Stephen Moore, one of the executive sponsors of SafetyFirst.

**A Message From Dr. Steve Moore**

Welcome to the SafetyFirst annual LEARN module. I'm Stephen Moore, Senior Vice President and Chief Medical Officer for Catholic Health Initiatives. In partnership with my colleague, Phil Foster, Senior Vice President of Risk and Insurance, we are the executive sponsors for the SafetyFirst program.

The modules you'll be reviewing today include the human error prevention techniques that we encourage all staff to incorporate in their daily work. For those of you who are leaders, there is a support module that also incorporates your roles and responsibilities in supporting the human error prevention techniques that your staff has learned in the past.

It was just in 2011 that we introduced the SafetyFirst principles into the organization. Within those organizations that have been with SafetyFirst for more than a year, we have seen 30-80% reductions in serious safety events, while having 50-100% increase in reporting of events. We are well on our way to reaching our destination metric of zero adverse events by 2020.

You know, everybody’s job is safety. One of my favorite stories was a transporter in one of our facilities, who, following a serious safety event, participated in the education around conditions of patients who may have this particular event occur following surgery.

This transporter was transporting a patient who had had neck surgery into the elevator, and recognized conditions within that patient that were similar to what he had just been educated on. He stopped the elevator, returned back to the operating room, and escalated his concerns.

Now, here was a person who had no formal training in medicine, nursing, pharmacy or respiratory, who, utilizing these SafetyFirst principles, intervened on behalf of this particular patient, and the patient underwent an additional surgery, but had no further complications to her care.

On behalf of all of Catholic Health Initiatives, I wish to thank you all for your 100% participation, as well as your 200% commitment to the accountability and responsibility for the high reliability principles that you will be studying in these modules.

**What is SafetyFirst?**

SafetyFirst is our initiative to achieve a culture of safety and high reliability by reducing errors and preventing harm.

It is aligned with our Core Values, our Mission and our destination metric of zero adverse events of harm by 2020. SafetyFirst applies to all clinical and non-clinical settings across the CHI enterprise.
SafetyFirst is based on **high reliability organizing**, which enables organizations to operate under high stress conditions and still experience few errors. High reliability science has been adopted and proven successful in the health care, airline and nuclear power industries.

SafetyFirst includes **leadership methods**, which are: daily check-in, rounding to influence and five-to-one feedback. CHI expects all leaders to build and reinforce accountability by finding, fixing and preventing problems that compromise employee and patient safety, using these methods.

The SafetyFirst expectations and error prevention techniques help promote a culture of safety by providing a common language and expected behaviors.

The **expectations and error prevention techniques** are reinforced through peer-to-peer interactions by volunteer safety coaches.

SafetyFirst is not something we DO. It's the **WAY** we do our work.

**Expectation: Clear and Complete Communication**

The SafetyFirst expectations and error prevention techniques are summarized in a one-page toolkit. If you would like a printed copy of the toolkit at any time, click the resources button, or contact your supervisor if printing isn’t available from your computer.

The first expectation we are going to talk about is clear and complete communication. The expectation is that YOU are responsible for professional, accurate, clear, and timely verbal, written, and electronic communication.

The next four techniques will help you meet this expectation. Those techniques are:

• 5 Ps
• SBAR
• Repeat-Backs and Read-Backs; and
• Document Legibly and Accurately

Click the next button to review the first technique, 5 Ps.

**Technique: 5Ps for Patient or Project Handoff**

The first technique that helps us provide clear and complete communication is 5Ps.

The “5Ps” include a standardized structured face-to-face hand-off when transferring and sharing patient care or other work responsibilities.

**Let’s review the 5Ps now.** When the 5Ps is used, it should include a face-to-face interaction whenever possible. The first P is for patient or project. This is what is being handed off from one person to another.

The second P is the plan. What is supposed to happen NEXT? What are the next steps—the time sensitive activities that need to be addressed, resolved or completed in the short term?

The third P is the purpose. What is the desired end state? What will occur as a result of the plan? The fourth P is problems. These are things that are known by the person who is handing off the patient or project to be different, unusual or complicated about the patient or the project.

The fifth P is precautions. Precautions are things that could be expected to be different, unusual or complicated about this patient or project. This might include special requests, or special needs that are unique to the situation.

Here are tips for using the 5Ps technique:

• Use direct communication between the current and future care providers or team members
• Perform handoffs in a timely fashion
• Minimize outside interruptions
• Use a checklist to make sure you cover all 5Ps in every patient or project handoff
• If a P is not applicable, state it as such
5Ps Example

Here is an example that demonstrates use of the 5Ps technique.

Take a moment to review this example. Click next to continue.

Using 5Ps: Safety Planner

How might you improve your use of the 5Ps technique in your daily work?

Technique: SBAR

The next technique for clear and complete communication is “SBAR”. Use SBAR to communicate issues or concerns requiring action.

Now we’ll take a closer look at SBAR.

SBAR includes four items.

Situation is the immediate problem. It’s brief and captures the receiver’s attention. It explains why action is needed.

Background is a review of pertinent information. Information that is directly related to the situation should be included.

Assessment is your view of the situation. This is about your interpretation of what is happening.

Recommendation or Request is your suggestion to or request of the other person. This is about communicating what you need from the receiver.

Here are tips for using the SBAR technique:

• SBAR is about communicating a need for action.
• Use SBAR for verbal communication and for emails and voicemails.
• Putting an SBAR in writing will help you be concise and clear.
• SBAR provides a concise way to convey a request to anyone about anything.
• Try using it in non-work situations too.

The next page provides an example of how to use the SBAR technique.

SBAR Example

Here is an example that demonstrates use of the SBAR technique.

Take a moment to review this example. Click next to continue.

Using SBAR: Safety Planner

How might you improve your use of the SBAR technique in your daily work?

Technique: Repeat-Backs & Read-Backs

Repeat-Backs and Read-Backs are the next technique to ensure clear and complete communication. Using this technique with one or two clarifying questions ensures that the information received is what the sender intended.

Here is a review of the Read-Backs and Repeat-Backs technique.

The technique uses three-way communication.

• First, the sender initiates communication
• Second, the receiver either repeats the information back to the sender or writes it down and reads it back to the sender
• Third, the sender acknowledges that the information was received accurately by the receiver by saying, “that’s correct.”
Here are tips for using the Repeat-Backs and Read-Backs technique:

Use alpha or numeric clarifiers.

Use the alpha clarifiers shown here to clarify letters.

Use numeric clarifiers for numbers that sound similar, for example:

“15…that’s one-five”

“50…that’s five-zero”

The next page provides an example of how to use the Repeat-Backs and Read-Backs technique.

Repeat-Backs & Read-Backs Example

Here is an example that demonstrates use of the Repeat-Backs and Read-Backs technique.

Take a moment to review this example. Click next to continue.

Using Repeat-Backs & Read-Backs: Safety Planner

How might you improve your use of the Repeat-Backs & Read-Backs technique in your daily work?

Technique: Document Legibly and Accurately

The fourth technique that supports clear and complete communication is “Document Legibly and Accurately”.

Now we’ll review this technique.

Documenting legibly and accurately applies to both hand written and electronic documentation.

This technique includes writing legibly, providing sufficient, factual detail and taking timely notes.

Get it right the first time and every time. When in doubt, never try to figure it out. Always go to the original author or source of information to verify meaning.

The next page provides an example of how to use the Document Legibly and Accurately technique.

Document Legibly and Accurately Example

Let’s take a look at a couple of examples.

Does that say 12.5 or 2.5?

Does that mean PO or IV?

Using Document Legibly and Accurately: Safety Planner

How might you improve your use of the Document Legibly and Accurately technique in your daily work?

Expectation: Personal, Patient and Team Safety

Personal, Patient and Team Safety is another SafetyFirst expectation.

The expectation is that you will demonstrate an open, personal and team (200%) commitment to safety.

Practicing Team Member Checking and Coaching using the ARCC technique helps us fulfill this expectation. Click the next button to review the technique.
Technique: Team Member Checking and Coaching Using ARCC

You can practice team member checking and coaching, and help prevent a safety event, by using the ARCC technique.

First, ask a question.

Second, request a change.

Third, express your concern about the situation by using a safety phrase, such as: “I have a concern”.

Fourth, if the behavior is not corrected, inform your leader immediately to activate the chain of command.

It’s important to remember that what you permit is what you promote!

The next page provides an example of how to use the ARCC technique.

Team Member Checking and Coaching Using ARCC Example

Here is an example that demonstrates use of the Team Member Checking and Coaching Using ARCC technique. Take a moment to review this example. Click next to continue.

Using ARCC for Team Member Checking and Coaching: Safety Planner

How might you improve your use of the ARCC technique to check and coach team members in your daily work?

Expectation: Have a Questioning Attitude

The next SafetyFirst expectation is having a questioning attitude.

Having a questioning attitude means we will apply critical thinking while we are working. Trust your instincts: if something doesn’t feel right, then it’s not right.

The stop and resolve technique helps us fulfill this expectation.

Click the next button to review the technique.

Technique: Stop and Resolve

Use the stop and resolve technique when questions arise.

If you are uncertain about what you are about to do, if you have questions (from a “gut check”), or if someone raises a concern or question, first stop.

Then, Qualify the source. Do you trust it? Next, validate whether it makes sense to you, then verify by checking it with an independent source.

If you have a concern, review what your concern is, identify who can help you resolve it, and then reassess. Continue with your course of action or modify your actions as needed.

At the core, this technique is not about asking questions—it’s about questioning the answers!

The next page provides an example of how to use the Stop and Resolve technique.

Stop and Resolve Example

Here is an example that demonstrates use of the Stop and Resolve technique.

Take a moment to review this example. Click next to continue.

Using Stop and Resolve: Safety Planner
How might you improve your use of the Stop and Resolve technique in your daily work?

**Expectation: Pay Attention to Detail**

The final SafetyFirst expectation is pay attention to detail. Paying attention to detail is about focusing on the details at hand, especially during routine activities, to avoid unintended errors.

The STAR technique helps us fulfill this expectation.

Click the next button to review the technique.

**Technique: Practice Self-Checking with STAR**

Use the STAR self-checking method to avoid omitting a routine step.

Pausing for a few seconds before taking action can reduce the chance of making an unintended error.

To use STAR:

First, stop. Pause for one to two seconds to focus.

Then, think. Visualize the act and think about what is to be done.

Next, act. Concentrate and perform the task.

Finally, review. Confirm that the desired result was achieved.

The next page provides an example of how to use the STAR technique.

**Practice Self-Checking with STAR Example**

Here is an example that demonstrates use of the STAR technique to practice self-checking.

Take a moment to review this example. Click next to continue.

**Using Self-Checking with STAR: Safety Planner**

How might you improve your use of the STAR technique to practice self-checking in your daily work?

**Summary**

You have completed module two, SafetyFirst at CHI.

You should now be able to recognize what SafetyFirst is.

You should also be able to identify the SafetyFirst expectations.

Finally, you should also be able to match each error prevention technique to its definition.

Now that you have completed this module, click **Next** to view the course summary.

If you would like to review this module, click **MENU** and select a page you would like to review.

**Module 3: Summary**

**Conclusion**

Let's review the main concepts that we covered in this course.

SafetyFirst is our initiative to achieve a culture of safety and high reliability by **reducing errors and preventing**
harm.

It is aligned with our Core Values, our Mission and our destination metric of zero adverse events of harm by 2020. SafetyFirst applies to all clinical and non-clinical settings across the CHI enterprise.

SafetyFirst is based on **high reliability organizing** principles.

The **leadership methods** build and reinforce accountability by finding, fixing and preventing problems that compromise employee and patient safety. CHI expects all leaders across the CHI enterprise to use these methods.

SafetyFirst includes **expectations and error prevention techniques**, which all employees are expected to use.

Unit-based, volunteer safety coaches provide peer-to-peer reinforcement of safety behaviors.

SafetyFirst is not something we DO. It's the WAY we do our work.

**Safety Planner Review**

Now that you've completed the course, you can review all of the entries you made in your Safety Planner. Remember, your safety planner entries are private, and are saved in this course in LEARN.

Click the "review my safety planner" button to review, modify and print your safety planner entries now.

**You Can Make a Difference**

Thank you for participating in this course.

We need YOU to help achieve our destination metric of zero adverse events of preventable harm by 2020.

Practice SafetyFirst expectations and error prevention techniques to promote our culture of safety and reliability at CHI.

You have successfully completed SafetyFirst: The Journey to High Reliability. You may close this browser window to return to LEARN and complete the test and course evaluation.