Be a HeRO: Medication Safety and HRO Universal Skills

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Objectives

- Define what a high-reliability organization (HRO) is and its critical principles.

- Describe the HeRO Universal Skills.

- Relate the specific HeRO Universal Skills to their purpose (Focus Attention, Speak Up, Communicate Clearly, Show Compassion).

- Identify the HeRO Universal Skill appropriate for use in a specified situation.

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Financial Disclosure / CE Accreditation

- The speakers and planners have indicated that they do not have any financial interest or relationship with any defined commercial interest.

ACPE	
	OhioHealth Pharmacy Services is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. **UAN: 0647-0000-24-056-L05-P and 0647-0000-24-056-L05-T; Credits: 1.00 hour (0.10 CEU)**; Participants must complete the entire activity to receive CPE credit. Commercial Support - This activity is not supported financially by an outside organization.

For questions regarding Pharmacy CE, contact Monica Climer or Jamie Summerlin

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Where Are We Headed?

- **High Reliability Organization**

- **Universal Skills**
  - *Focus Attention*
    - STAR, 56-Second Connection, Active Listening
  - *Speak Up*
    - Validate & Verify, Clarifying Questions, Cross-Checks, ARCC
  - *Communicate Clearly*
    - Repeat/Read Back, Letter/Number Clarifications, SBAR
  - *Show Compassion*
    - Empathy Statements, Power Words, 3As

WE are SAFER together

Our HRO Journey

HIGH RELIABILITY ORGANIZATION

Becoming a High Reliability Organization (HRO) will create the framework to improve patient and associate safety and well-being at OhioHealth. No matter what your role, you play a part in HRO. **We are in it together; you are not alone.**

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High Reliability Organization: HRO

- More than just initials! The HRO journey increases reliability of care and decreases patient harm
  - Allows for operations in a complex, high-hazard domain in a safe and consistent way

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- **HRO Principles**
  - ***Three Principles of Anticipation***
    - Preoccupation with Failure – even small or inconsequential errors are symptoms – something's wrong!
    - Sensitivity to Operations – paying attention to what's happening on the front-lines
    - Reluctance to Simplify Interpretations – encouraging diversity in experience, perspective and opinion
  - ***Two Principles of Containment***
    - Commitment to Resilience – develop capabilities to detect, contain and bounce-back from events that do occur
    - Deference to Expertise – pushing decision making down and around to the person(s) with the most related knowledge and expertise

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HRO Universal Skills

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- Brings us from the abstract to the concrete

- Provides tools to increase reliability and decrease harmful events to our patients

- The day-in, day-out workload, stressors, internal and external healthcare climates, and technology issues can negatively impact the safety journey

- Building a strong, safety-centered culture using Universal Skills improves teamwork, allows for better communication and clarity and improves patient safety
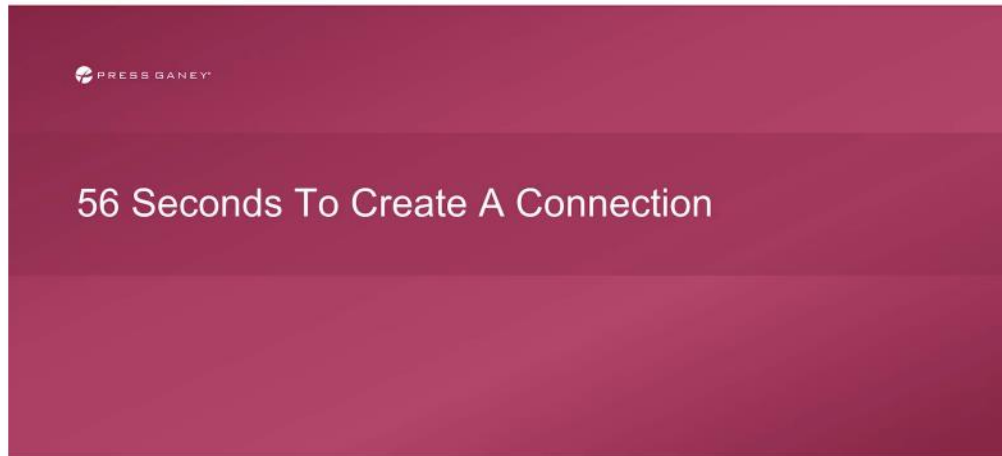
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Focus Attention: STAR

- Humans are easily distracted….squirrel! Taking a moment increases safety!

- **S**top:
  - Pause for 1 second to focus your attention on the task at hand

- **T**hink**:**
  - Consider the action you are about to take

- **A**ct:
  - Concentrate and carry out the task

- **R**eview
  - Check to make sure that the task was done right and that you got the right result

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Hall, Fragola, Weathall. (1982). *Post-event human decision errors; operator action tree/time reliability correlation.* Department of Entergy Technical Report.

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Focus Attention: 56-Second Connection

- Taking a moment to connect with our patients

[56 Seconds To Create A Connection](#)

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Focus Attention: Active Listening

- Engaging patients to show concern for them
  - Heart-to-Heart
  - Eye-to-Eye
  - With Intent/Focus

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Focus Attention

- What is the most important step of STAR?
  a) Stop
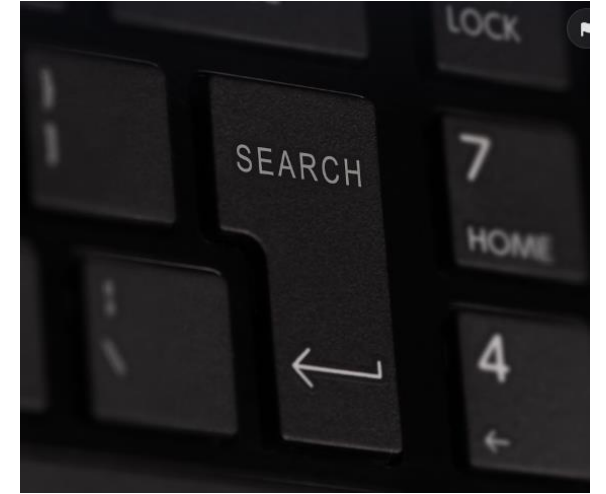 b) Think
  c) Act
  d) Review

STOP

Focus Attention

- The phone is ringing, a nurse is calling on Vocera, the ED Omni is out of Fentanyl and Pharmacist Bobby is checking two STAT drips for an ICU patient. Bobby takes a moment when one of the drips seems incorrect. What skill is Bobby utilizing?

- STAR

Speak Up:
Validate and Verify

- Validate
  - Does this information make sense to me?
    - Have a questioning attitude
      - Ask clarifying questions – be curious

- Verify
  - Check the information out with an independent, qualified source
    - Find the necessary information for a safe decision/action
      - Consulting procedure manual, P&P, request double check, peer check
      - STOP activity until concern is resolved

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Speak Up:
Clarifying Questions

- Clarifying Questions – the when
  - High-risk situations
  - Information is incomplete
  - Information is unclear
- Clarifying Questions – the how
  - Seek input
    - What do you think..?
    - What matters most to you…?
  - Invite questions
    - Let me make sure I understand
    - What one question…?

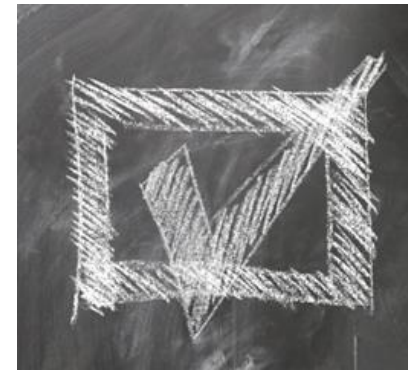BELIEVE IN *WE*™ OhioHealth

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Speak Up: Clarifying Questions

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- Clarifying Questions – the why
  - Helps us assure our understanding of what's being communicated so we don't make a decision based on an incorrect assumption

- Clarifying Questions – the how
  - Phrase the questions so that the corresponding answer improves understanding of the information

Scheffer BK, Rubenfeld MG. A consensus statement on critical thinking. J Nursing Ed 2000; 39(8): 352-359.

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Speak Up:
Cross Checks

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- Speaking up if it appears an error has been made

- Double check a colleague's work
  - Ask permission
  - Invite a cross check

Speak Up: ARCC

- When safety of a patient or colleague might be in danger – we have a duty to raise a concern

- **A**sk a question

- Make a **R**equest

- Voice a **C**oncern

- Use **C**hain of Command

  "I have a safety concern…"

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Helmreich, RL, Merritt AC, Wilhelm, JA. The evolution of Crew Resource Management Training in Commercial Aviation. *Intl J Aviation Psychology* 1999; 9(1): 19-32

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Speak Up
ARCC

- Speak up if a situation compromises patient or colleague safety

- Raising a concern with a "soft touch"

- Escalation tool helps with "power distance"

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Speak Up

- When should clarifying questions be utilized?
    a. Whenever you are curious
    b. When it is a high-risk situation
    c. When information is incomplete
    d. When information is unclear
    e. B, C, and D

e – B, C and D

Speak Up

- During the treatment of a patient with V tach, Dr. Schmoe calls for atropine. Pharmacist Jeanette says, "Did you mean amiodarone? I am concerned that the atropine will increase the heart rate…"
- What skill is being utilized?

- ARCC

Communicate Clearly Repeat/Read Back

- 3-Way Repeat Back
  - Sender initiates communication and provides order, request or info
  - Receiver acknowledges "receipt" and repeats the above back
  - Sender acknowledges the accuracy of the repeat-back with phrase such as, "That's correct"

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Communicate Clearly Repeat/Read Back

- The same routine as repeat back – but this time the receiver *records* the information and reads it back

- Human memory is fallible….

- Always read back:
  - Orders given over the phone
  - Critical information (critical lab values, etc.)
  - Any info that needs to be added to the EMR
  - Any info that needs to be passed on to another individual

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Communicate Clearly: Letter/Number Clarifications

A	Alfa
B	Bravo
C	Charlie
D	Delta
E	Echo
F	Foxtrot

- If communication involves a letter, say the letter followed by a work that begins with the letter
  - Z as in Zebra!

- If communication involves a sound-alike number, say the number then the digits
  - 15 – that's one-five
  - 50 – that's five-zero
  - 425 versus 4 to 5

Don't forget the important leading zeros... lorazepam 0.5mg

Federal Aviation Administration. (2010). *Federal Aviation Regulations and Aeronautical Information Manual, Section 4-2; Radio Communications Phraseology and Techniques.*

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Communicate Clearly: SBAR

- **S**ituation
  - What is the situation or patient (condition)
- **B**ackground
  - What is important to communicate..(problems, precautions)
- **A**ssessment
  - What is the assessment of the situation, problems, precautions
- **R**ecommendation
  - What is the recommendation, request or plan

Haig KM, Sutton S, Whittington J. SBAR: A shared mental model for improving communication between clinicians. *JC J Qual Patient Safety* 2006; 32(3): 167-175.

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Communicate Clearly

- What information should *always* include a read-back?
  - a. Orders given over the phone
  - b. Critical information
  - c. Information that needs to be added to the medical record
  - d. Information that needs to be passed on to another individual
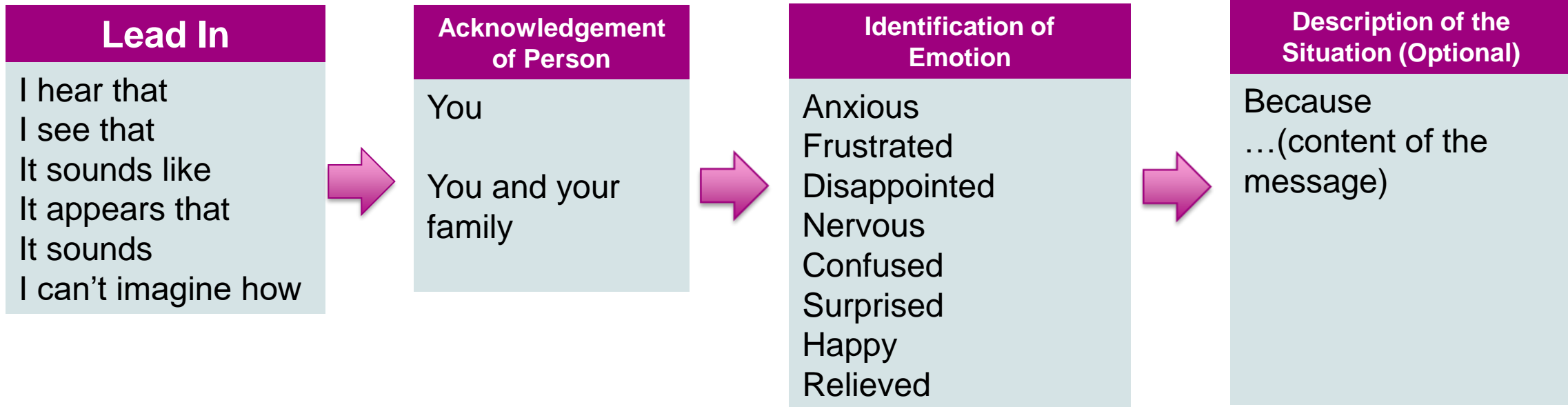 - e. All of the above

e – All of the above

Communicate Clearly

- Technician Lindsay finds that the pharmacy does not have enough stock of a chemotherapy drug due for a patient later in the day. She lets the oncology pharmacist know about the low stock, mentions when the dose is due, confirms the pharmacy will not have enough drug to make the dose and requests that it be borrowed from a sister hospital.

- What skill is being utilized?

SBAR

Show Compassion: Empathy Statements

Lead In	Acknowledgement of Person	Identification of Emotion	Description of the Situation (Optional)
I hear that I see that It sounds like It appears that It sounds I can't imagine how	You You and your family	Anxious Frustrated Disappointed Nervous Confused Surprised Happy Relieved	Because …(content of the message)

"I can hear that you're frustrated because of the repeated delays".

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Show Compassion: Power Words and Phrases

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Absolutely….

- State what you will do
- State with as much clarity as possible
- Confirm your knowledge and experience
- Customize your response to the patient
- Welcome patient's questions

Not So Much….

- "I don't know" (and stop…)
- "No"
- "I can't"
- "Hang on a second…"
- "You'll have to…"
- "We're understaffed…"
- "It's not my job"
- "I'm on break…"

Show Compassion:
3As For Recovery

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- Follow Up & Follow Through

  – **Acknowledge:** Embrace the "gap" and take ownership

  – **Apologize:** Blameless apology

    - Focus on what happened to the patient or customer

    - Be prompt in your response

    - Be sincere and convey empathy

    - Speak in terms of "I" not "we"   "*I am so sorry you were inconvenienced*"

  – **Amend:** Make it right

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Show Compassion

- Showing compassion and empathy may lead to better clinical outcomes for patients.
  a. True
  b. False

a - True

Show Compassion

- While on rounds with the Med-Surg team, Pharmacist Louise hears a Parkinson's patient complain that it is taking too long for her to receive her Sinemet dose. Louise apologies, states she will obtain the dose for her now and will review the patient's Sinemet schedule to assure the administration times are correct in EPIC.

- What skill is being utilized?

Power Words, 3As

Practice Makes Perfect

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- We often practice some of the skills
- Speaking up can be challenging, but is necessary for safety
- Think through daily scenarios and opportunities to practice Universal Skills

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High Reliability Organization HRO

- eSource References

OhioHealth SharePoint

Associate Essentials   Business Tools   Clinical Resources

HR   **High Reliability Organization**

HRO Journey

HRO HeROes	HRO Timeline	Common Cause Analysis
Tiered Safety Huddles	Leader Education	Team Skills
Just Culture	Universal Skills	

Resources

HRO Definition & Vision	HRO Principles	Structures/Committees
HRO Education Design & Launch	Implementation Teams	Tiered Safety Huddles
Education Resources	Support Resources	

HeRO

- eSource References

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2. Click the "Claim Credit" button, and enter Event ID# **23281**

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4. Complete the evaluation.

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