

GUIDELINES RE: PATIENT SAFETY

Patient safety is central to provision of healthcare. Within Postgraduate Medical Education patient safety is paramount while providing a substantive educational experience that will lead to a trainee reach full competency as an independent practitioner. It is recognized that postgraduate trainees function in varying degrees of supervision depending on their level of training as well as the acuity of the specific patient-physician interaction.

In order to promote and ensure patient safety, there are standards and expectations of knowledge and behaviour that must be demonstrated within the CanMEDS competencies. Some examples are listed below; however, this list is not all-inclusive.

Medical Expert

- Knowledge/ability appropriate for level of training
- Ability to formulate an effective treatment plan
- Appropriate use of procedures for an effective treatment plan
- Assessment skills that are appropriate for level of training
- Presence of critical specialty specific areas of skill and knowledge
- Awareness of how to avoid adverse events

Communicator

- Appropriate, timely and accurate handover of information to facilitate patient care

Collaborator

- Proper regard for other health care professionals and their opinions that assist provision of healthcare

Manager

- Awareness of the value in continuing quality improvement exercises and the participation in systems review to promote patient safety

Health Advocate

- Advocate for patient safety at the bedside as well as within the healthcare system

Professional

- Honesty in presentation of credentials to patients
- Truthfulness in presentation of patient and healthcare information
- Reliability
- Timely reporting of changes in a patient's condition to the Most Responsible Physician

- Appropriate follow up for a patient
- Insight into one's abilities
- Completion of appropriate care of a patient
- Treatment performed that is appropriate for level of training and ability

Concerns re patient safety:

A clinical supervisor may determine that there are concerns regarding the quality of care and patient safety (as outlined above). These concerns may fall within the following categories:

Ongoing, non-critical issues:

Medical Expert and/or Areas of concern in other CanMEDS Competencies

(Refer to the Postgraduate Policy Procedures for the Evaluation of Postgraduate Students – “Evaluation Policy”.)

- Specific concerns should be discussed in a timely manner with the Postgraduate trainee, to allow the trainee the opportunity to address the identified issues. The discussion should be documented, in writing, (e.g., in the form of an evaluation, with other supporting documentation, as required). Documentation must be shared with the trainee and remediation provided and assessed.
- If the trainee is not functioning at their designated level, then their level of responsibility may need to be temporarily reduced and the supervision increased. This should be a short term measure that is done within the rotation and may not have implications for repeating a rotation.
- If the concerns have been deemed by the Residency Program Committee as being ongoing and cumulative in nature and there have been significant adverse affects to patient, the trainee may be suspended from clinical duties and at the discretion of the Assistant Dean, PGME, the Assistant Dean, shall conduct an investigation as required.

Critical, Emergent issues:

Medical Expert and/or Professional

- Other errors may be critical or egregious in nature and in specialty specific acute care areas that may require immediate suspension from clinical activities. This activity should be reflected in the trainee's written evaluations. A trainee who is suspended due to patient safety concerns should receive an unsatisfactory evaluation.
- The critical event must be discussed with the Trainee and documented, in writing.
- The Assistant Dean must be informed immediately of the recommendation.
- *(Reference: Evaluation Policy – section on Emergent Situations.)*

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Approved PGEC March 2009