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LESLIE DAN FACULTY OF PHARMACY

Developing a Patient Safety Culture Curriculum for Healthcare Professionals

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Patient Safety: A critical aspect of quality of care

CPSI = Canadian Patient Safety Institute



Patient safety culture:

The shared organizational belief and behaviour pattern that focuses on maximizing patient safety and minimizing patient harm

Figure: CPSI's 2020 Safety Competencies Framework Domain
(<https://www.patientsafetyinstitute.ca/en/toolsResources/safetyCompetencies/Pages/default.aspx>)

Patient Safety: Paucity in culture training materials

- Current paucity of ready-to-use, easy-to-translate patient safety culture training materials or guidelines



Objective

- To **investigate** the current literature landscape of patient safety culture education guiding documents.
- To **develop** a translatable patient safety culture curriculum, and support multi-disciplinary provincial regulatory authorities in Manitoba in advocating patient safety culture and leading province wide patient safety initiatives.



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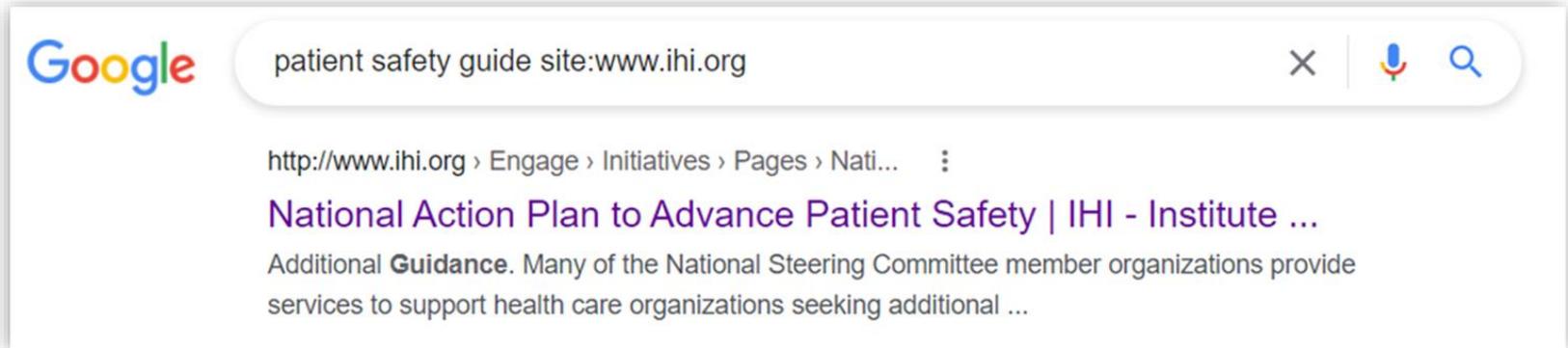
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Methods: Search for guiding documents

- Core methodology: Grey literature search
- Finding organizations or regulatory authorities
 - Simple Google search: e.g. “patient safety” + country name
 - North America (Canada and U.S.), UK, Australia, New Zealand, WHO
- Finding guiding documents with elements of safety culture training
 - Targeted Google search: e.g. “patient safety guide” + site name

IHI = Institute for Healthcare Improvement
WHO = World Health Organization

Figure: Example of site-targeted Google Search at the U.S. IHI website.



Results: Synthesis of Curriculum

NHS = National Health Service

Guiding Documents:

- CPSI (Canada): *The Safety Competencies* (2020)
- NHS (UK): *National Patient Safety Syllabus 1.0* (2020)
- IHI (US): *Safer Together: A National Action Plan to Advance Patient Safety* (2020)
- WHO: *Patient Safety Curriculum Guide (Multi-professional Edition)* (2011)

Knowledge, Skills, Attitude Framework

Bloom's Taxonomy

Patient Safety Culture Curriculum



Results: Synthesis of Curriculum

Figure: Example of site-targeted Google Search at the US IHI website.

Learning Objectives

- **Organizational Culture (NHS 1.3, 4.4; CPSI 1.4 - 1.5, 1.9; IHI Rec. 1; WHO Topic 2)**
 - [K] Identify the features of organizational culture and its relation to patient safety culture.
 - [S] Demonstrate the methods of implementing and assessing a safety-positive organizational culture.
 - [A] Realize the importance of organizational culture.
- **Just Culture (NHS 2.4; CPSI 1.5; IHI Rec. 1; WHO Topics 3, 5)**
 - [K] Identify the features of a blame-free just culture and its relation to patient safety culture.
 - [K] Distinguish between failures in safety caused by individual contribution or by system.
 - [S] Demonstrate the methods of implementing and assessing a just culture. (See [A Just Culture Guide](#) from NHS)
 - [A] Realize the importance of a blame-free just culture.
- **Safety Improvement & Evaluation (NHS 4.1 - 4.4; CPSI 1.3, 1.6, 3.1 - 3.3, 3.8; IHI Rec 1 - 2, WHO Topics 6 - 7)**
 - [K] Understand the principles and methods of quality improvement.
 - [K] Understand the tools used in assessing safety and safety improvements.
 - [S] Employ quality improvement tools to enhance safety at a systematic or organizational level.
 - [S] Demonstrate proper and effective use of a safety culture evaluation instrument.
 - [A] Value the need to regularly identify safety risks, conduct quality improvements, and establish an evaluation instrument.
 - [A] Encourage colleagues to engage in quality improvement and evaluation initiatives.
- **Information Sharing & Transparency (NHS 5.3; IHI Rec. 3, WHO Topic 5)**
 - [K] Understand what and when to share about patient safety information (patient safety incidents, patient safety hazards, near-misses, etc.).
 - [S] Integrate the use of a reporting and learning system for the purpose of information into routine practice.
 - [A] Realize the key role of information transparency and sharing in creating a learning culture.
 - [A] Encourage colleagues to share relevant patient safety information through the reporting & learning system to facilitate learning.
- **Safety Leadership (NHS 2.1; CPSI 3.2, 3.4; IHI Rec. 2, 4 - 6; WHO Topics 4, 8)**
 - [K] Identify the aptitudes necessary for safety leadership.
 - [S] Demonstrate leadership skills in establishing and furthering safety, just, and organizational culture.
 - [A] Realize the importance of safety leadership.
 - [A] Engage patients and their caregivers in the efforts of ensuring and enhancing safety.
 - [A] Engage all healthcare providers at the workplace in the efforts of ensuring and enhancing safety.

- 5 themes
- 22 learning objectives

K = Knowledge
S = Skills
A = Attitude

Conclusion

- We created a Patient Safety Culture Curriculum.
- Presented to Manitoba Institute for Patient Safety (MIPS) and Manitoba Alliance of Health Regulatory Colleges (MAHRC).

Next Steps

- Develop and pilot-test patient safety culture training contents based on the Curriculum.
- A primer for more investigation into patient safety culture training in health professions across the globe.
- Feedback is welcome!

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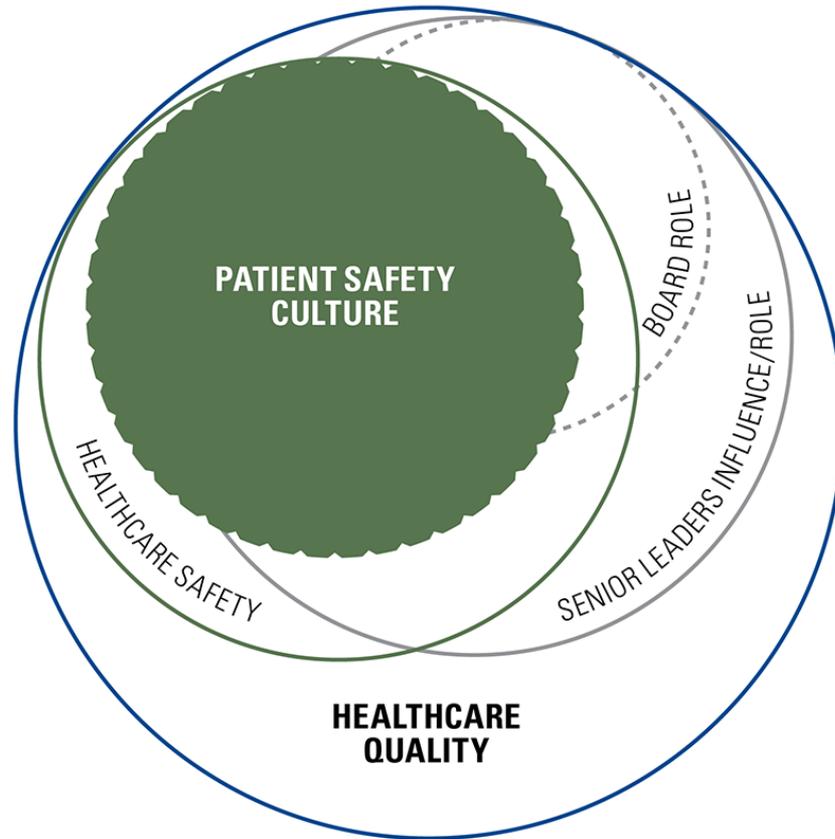


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Thank You!



<https://www.longwoods.com/content/26044/healthcare-quarterly/patient-safety-culture-bundle-for-ceos-and-senior-leaders>



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