Supplemental Digital Appendix 3
Instructions for Use of the Safe and Effective Discharge Tool

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1	THIS IS AN OBSERVATION, ASSESSMENT, ENTRUSTMENT AND COMPETENCY TOOL!

2	**Feedback** → Discharge Process → Intern Performance → Assessment → (cycle)	FORMATIVE: Use for Feedback On Discharges

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INPATIENT MEDICINE PGY1-2   SAFE-D Safe and effective discharge

SUMMARY BEHAVIORS	INDIVIDUAL BEHAVIORS	1 Resident cannot perform this skill, even with assistance.	2 Resident can perform this skill but only under	3 Resident can perform this skill under indirect	4 Resident can perform this skill	5 Resident can act as instructor for skill.

WHAT / **HOW** / **HOW WELL** / **HOW TO IMPROVE** — Instructions

MEDICATION RECONCILIATION — ASSURES ACCURATE MEDICATION RECONCILIATION AS WELL AS CONSIDERS PATIENT ABILITY TO OBTAIN AND COMPLY WITH MEDICATIONS   PC 10'
- Asks patients about barriers to obtaining medicines
- Confirms pre-admission medications
- Explains medication ch to patient at discharge
- Reviews and reconcile discharge list

Feedback Given: Draw an arrow to level of performance. Next Step?

DISCHARGE SUMMARY- PATIENT INSTRUCTION — PREPARES HIGH QUALITY DISCHARGE SUMMARIES AND GIVES TIMELY CLEAR PATIENT INSTRUCTION   IPC F2'
- Completes discharge document
- Accurate and succinct summary
- New and discontinued medi
- Lists diagnostic studies with attentn to pending
- Patient instructions includes problem list, treatments and plan

→ → → **Check Boxes**

PATIENT/CAREGIVER COMMUNICATION — COMMUNICATES KEY HOSPITAL COURSE AND DISCHARGE INFORMATION TO PATIENTS/CAREGIVERS AND CHECKS FOR UNDERSTANDING PRIOR TO AND ON THE DAY OF DISCHARGE   IPC A4'
- Uses Teach back
- Gives education about final diagnosis
- Communicates daily about the anticipated day of discharge
- Asks patient/family what they need at discharge

Feedback Given: Draw an arrow to level of performance. Next Step?

Use Teach back — **Write Comments**

TEAM COMMUNICATION TO ADDRESS BARRIERS — COMMUNICATES WITH THE INTER-PROFESSIONAL TEAM PRIOR TO AND ON THE DAY OF DISCHARGE TO ADDRESS BARRIERS TO DISCHARGE   IPC D3'
- Days prior to and on the day of discharge pursues communication with the inter-professional team
- Initiates discussion with team concerning barriers such as transition to PO meds, PICC lines,
- Accurately relates the plan of the interprofessional team

→ → → **Use Arrows**

ACTIVELY COLLABORATES WITH THE INTER-PROFESSIONAL TEAM AND RECOGNIZES UNIQUE INTERPROFESSIONAL ROLES FOR THE DISCHARGE   SBP B2'
- Seeks the expertise of the inter-professional team: nurse for readiness, case manager for placement, pharmacist for medication reconciliation.
- Actively collaborates

ANTICIPATES POST HOSPITAL NEEDS AND ASSESSES READINESS PRIOR TO THE DAY OF DISCHARGE   P G2'
- Checks for readiness of discharge on the day prior to and on the day of discharge
- Anticipates post-hospital needs
- Appropriately follows up with patient after discharge

Feedback Given: Draw an arrow to level of performance. Next Step?

FACULTY OBSERVER: _____   FIRST OBSERVED _____   LAST OBSERVED _____

RESIDENT OBSERVED: _____   PGY 1 2 3 4 TY   OBSERVATIONS (1)(2)(3)(4)(5)(6) 7 8 9 10 — **Circle for observations**

All of the behaviors associated with a safe and effective discharge were consistently performed. The resident is ready for indirect supervision (Level 3): Check 1   YES ☐ NO ☒ — **Make a Judgment**

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INSTRUCTIONS
1. At the start of the rotation, distribute 3 copies of this tool.
   a. Give one copy to the **Intern(s)** on your service: "This is how you will be evaluated on safe discharges during the month. Are you already working on any of these skills?"
   b. Give one copy to the **Supervising Resident** on your service. "I am assessing the intern(s) for their ability to discharge a patient in a safe and effective way. Would you note any observations you make of their skills in these areas this month? I will be using your observations to complete my impression of their skill level."
   c. Keep a copy for your own **Attending** notes as you observe the trainee perform these skills.
2. During rounds, watch for one or more **individual behaviors** on the left side of the tool.
   a. You can record all behaviors observed throughout the month for the trainee on the same tool.
   b. Check the box beside any behavior you observe. **Do not check boxes if not observed.** When left empty, it will serve as your "not observed" indication for these behaviors.
   c. Think of one behavior the trainee could learn to do at a higher level. This will form the basis for your feedback. You can jot this feedback down in the FEEDBACK space on the right of the form, by item.
   d. It is best to give feedback as soon as you observe the behavior i.e. walking between rooms.