$Supplemental \ digital \ content \ for \ Ry der \ HF, Huntington \ JT, West \ A, Ogrinc \ G. \ What \ do \ I \ do \ when \ something \ goes \ wrong? Teaching \ medical \ students \ to \ identify, understand, and \ engage \ in \ reporting \ medical \ errors. \ A \ cad \ Med.$

Supplemental Digital Appendix 1

Instructions for Patient Safety Write-up for Third-Year Medical Students Rotating on the Internal Medicine Clerkship at Geisel School of Medicine, 2015-2016 and 2016-2017

1	Describe the case	ا م لم امر ممر م	اممنم	
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2. Using the article by Vincent et al. (2003) as a guide, complete the following tables. You may use any other resources that are helpful for you.

What was the severity of the outcome of the incident? Place a check in the appropriate box.

what was the seventy of the outcome of the incident: I lace a check in the appropriate	DOA.
Death : Any error that directly resulted in the death of one or more persons.	
Severe: Any error that appears to have resulted in permanent harm to one or more persons.	
Moderate: Any error that resulted in a moderate increase in treatment and which caused significant but not permanent harm to one or more persons.	
Low: Any error that required extra observation or minor treatment and caused minimal harm.	
None or Impact Prevented: Any error that ran to completion but no harm occurred to people or the potential harm was prevented.	

Supplemental digital content for Ryder HF, Huntington JT, West A, Ogrinc G. What do I do when something goes wrong? Teaching medical students to identify, understand, and engage in reporting medical errors. Acad Med.

Why did it happen? Please identify which of the factors listed below contributed to the incident. Provide a brief statement or phrase to explain each factor identified.

Contributory Factor	Details
Patient Factors	- 550,00
Patient's condition (complexity	
and seriousness), language,	
communication, personality,	
social factors	
Social factors	
Task and Technology	
Task design and clarity of	
structure; availability and use of	
protocols/guidelines; availability	
and accuracy of test results;	
decision making aids	
Individual Staff Factors	
Knowledge and skills;	
competence; physical and mental	
health	
Team	
Verbal and written	
communication; supervision &	
seeking help; team structure	
(congruence, consistency,	
leadership); interprofessional	
communication	
Institutional	
Regulatory	
Medicolegal factors	
ea.ee.ega.raeee.e	
Work Environment	
Staffing levels; patterns in	
workload and shift; design and	
maintenance of equipment;	
administrative and managerial	
support	
Organization and Management	
Financial resources; policy	
standards; safety culture and	
priorities	

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What might be done to prevent similar incidents from occurring? Please provide three actions that are related to your factor analysis above.			
Actions for gaining insight into the system or to prevent this from happening in the future			

In the space below, please provide any personal reflections about your experience with this event.