# PREP PROGRAM: SIGNIFICANT INCIDENT ANALYSIS TOOL (SIAT) POLICY

<table>
<thead>
<tr>
<th>Policy Number:</th>
<th>EDU-PREP-2</th>
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<tr>
<td>Policy Area:</td>
<td>Education: Teaching and Learning</td>
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<tr>
<td>Recommending Committee:</td>
<td>Expert Advisory Group, Teaching and Learning</td>
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<td>Contact Officer:</td>
<td>Senior Executive Officer, Teaching and Learning</td>
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<td>College Education Committee – March 2010</td>
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<td>Related Policies:</td>
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## 1. Overview:

1.1. This policy defines the requirements for the Significant Incident Analysis Tool (SIAT) which is a requirement for all Australian and New Zealand trainees enrolled in the PREP (Physician Readiness for Expert Practice) Program (Adult Medicine and Paediatrics & Child Health).

1.2. SIAT is a guided reflective tool in which the trainee describes and evaluates an incident which has had an impact upon them in the workplace. The trainee then attempts to synthesise learning arising from the incident, reflects on their own medical professionalism and its development, and considers action plans and future considerations. This is followed by a discussion between the trainee and their Professional Development Advisor (PDA) during which the PDA assists the trainee in identifying priorities for professional development.

## 2. Background and Purpose:

2.1. The College is committed to ensuring a comprehensive, flexible and educationally focussed level of supervision, teaching and learning support for all trainees. In addition it has committed to ensuring that all assessment processes are educationally sound, open and transparent.

2.2. Adaptations of the critical incident technique¹ have been widely implemented in medical education using trainee experiences as triggers for teaching and learning. ² Reflection has been cited as the key to ‘transformative learning’ enabling the learner to find meaning and make sense of their experiences.³

2.3. The SIAT assesses domains from the Professional Qualities Curriculum of the PREP Program, which are communication, quality and safety, teaching and learning, cultural competency, ethics, clinical decision making, leadership and management, health advocacy, and the broader context of health.

2.4. The purpose of this policy is to ensure that the SIAT is used as a formative assessment activity to assist trainees in reviewing their performance on-the-job, focus discussions about their medical professionalism, improve their clinical practice and develop their professional competence.

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2.5. Relevant curricula and supporting documentation should be referred to in preparation for any SIAT assessment undertaken.

3. The Policy:

3.1. Definition of a Significant Incident
3.1.1. A significant incident is an incident that is medically and professionally significant to the trainee. A significant incident may be a positive or negative experience and may relate to a variety of encounters a trainee may have experienced in the health care environment from interactions with patients, their families, communities and other health care professionals to research and professional development activities they may participated in.

3.2. Assessment Requirements
3.2.1. The number of Significant Incident Analyses required during the implementation phase of the PREP Program will be determined by the relevant Education Committee of the College. Requirements may be reduced from those set out below.
3.2.2. PREP trainees are required to complete at least one Significant Incident Analysis (SIA) for every six months of training.
3.2.3. Part time trainees are required to complete at least one SIA per six months of training irrespective of full time equivalency. For example, a 0.5FTE trainee is still required to complete at least one SIA for every six calendar months of basic training.
3.2.4. Significant Incident Analyses are trainee initiated. This means trainees are responsible for identifying a significant incident and completing a guided analysis of the incident online.
3.2.5. Each SIA submission should not exceed 1000 words.
3.2.6. It is the responsibility of the trainee to ensure that all nine assessment domains in the Professional Development Curriculum (refer item 2.3) are covered in a SIA at least once during the three years of basic training. A single SIA may cover more than one assessment domain.
3.2.7. A discussion must occur between the trainee and the Professional Development Advisor (or Educational Supervisor in the absence of a Professional Development Advisor) with a focus on domains from the Professional Qualities Curriculum.
3.2.8. Upon completion of a feedback session the SIA will automatically be recorded in the trainee’s electronic learning portfolio on the Basic Training Portal.

3.3. Failure to Complete Assessment Requirements
3.3.1. Trainees are responsible for ensuring their SIA requirements are met. Given the flexible nature of this training program requirement it is expected that all trainees comply with this policy and associated procedures.
3.3.2. If the Significant Incident Analysis is not completed according to the requirements set out above (item 3.2), it will not be accredited towards the requirements for basic training and the trainee will be required to undertake a new SIA.
3.3.3. The relevant Divisional Education Committee is responsible for monitoring and assessing trainees who fail to successfully complete SIA requirements.
3.3.4. Failure to complete annual SIA requirements will result in a delay in the trainee’s progress in the PREP Program.
3.3.5. Eligibility to present for the centralised written and clinical examinations is contingent upon completion of the equivalent of 24 months of satisfactory full time training including all assessment requirements (including Significant Incident Analyses) for that period of training.

3.4. Evaluation
3.4.1. The College will monitor and evaluate the SIAT using de-identified data obtained from these formative assessments. Feedback from trainees and Professional Development Advisors will be an integral part of the monitoring and evaluation process which in turn will lead to improvements in usability along with increased validity and reliability of the SIAT.
4. **Procedures, forms and supporting documentation:**
   4.1. Procedures for the SIAT are detailed in the accompanying document ‘Procedures for SIAT’ (Appendix 1).
   4.2. Guide for SIAT.
   4.3. Online help for SIAT.
   4.4. PREP Program Professional Qualities Curriculum.

5. **Legal implications:**
   5.1. The RACP recommends the SIAT be used as a formative assessment tool in the teaching and learning environment and does not recommend it being used for purposes other than training.
   5.2. The RACP has the same reporting obligations regarding adverse incidents and behaviours as occur generally in medical practice. The RACP may have an obligation to report information if it is required to do so by law.
   5.2.1. In New Zealand the SIAT is covered by qualified privilege to allow a significant incident to be discussed for reflection and shared learning with peers.
SIGNIFICANT INCIDENT ANALYSIS TOOL (SIAT) PROCEDURES

<table>
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<th>Procedure number:</th>
<th>EDU-PREP-2-PR</th>
</tr>
</thead>
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<tr>
<td>Policy this procedure is linked to (if appropriate):</td>
<td>Prep Program: Significant Incident Analysis Tool (SIAT) Policy</td>
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1. Purpose and scope:

College policy requires that all Australian and New Zealand trainees enrolled in the PREP (Physician Readiness for Expert Practice) Program complete Significant Incident Analyses (SIA) during their training (refer Policy for SIAT). This document provides a detailed outline of the procedures for this formative assessment tool and outlines the steps involved for both trainees and assessors. It should be read in conjunction with the PREP Program: SIAT Policy.

2. Definitions:

   2.1. SIA: Significant Incident Analysis.
   SIAT: Significant Incident Analysis Tool.
   Trainee: Trainee registered in the PREP Program.
   PDA: Professional Development Advisor.
   ES: Educational Supervisor.

3. Access to the Significant Incident Analysis Tool (SIAT)

   3.1. The SIAT is accessible via the Basic Training Portal on the RACP website. A current trainee/PDA login will be required to access the tool.

   3.2. Only registered PREP Program trainees will be able to upload details of a significant incident using the online SIAT.

   3.3. Only trainees and their PDA (or ES in the absence of a PDA) will be able to view the SIAT.

4. The Procedure:

   4.1. Step 1: Trainee identifies a significant incident that has impacted upon them in the workplace. This might be a positive or negative experience and could relate to a variety of encounters that the trainee may experience in the health care environment – from interactions with patients, their families, communities and other health care professionals, to participation in various research and professional development activities.

   4.2. Step 2: The trainee accesses the SIAT via the Basic Training Portal on the RACP website and names the incident and the period of training it relates to, de-identifying the patient and place.
The trainee must not report episodes that may incriminate the trainee.

4.3. Step 3: Following the online prompts, the trainee selects the domains from the Professional Qualities Curriculum covered in the SIA.

4.4. Step 4: Using the guided self-reflective SIAT the trainee is prompted to describe and evaluate the incident, reflect on their medical professionalism, synthesise the learning and formulate an action plan and future steps relating to the incident. As per the Policy for SIAT (item 3.3) each individual submission should not exceed 1000 words.

4.5. Step 5: The trainee submits the SIA online and the trainee’s Professional Development Advisor (or Educational Supervisor in the absence of a Professional Development Advisor) reviews the SIA submission online.

4.6. Step 6: The trainee and Professional Development Advisor discuss the SIA at their next scheduled meeting. It is the responsibility of the trainee to initiate arrangements for all meetings with their PDA.

4.7. Step 7: The discussion between trainee and PDA focuses on developing the trainee’s reflective skills and helping them identify priority areas for self-directed learning within the parameters of the Professional Development Curriculum.

4.8. Step 8: The Professional Development Advisor validates the SIA activity by providing online feedback.

4.9. Step 9: The SIA is accredited towards requirements for basic training and appears on the trainee’s electronic learning portfolio on the Basic Training Portal.

5. Review
5.1. This procedures document will be reviewed annually by the Teaching and Learning Expert Advisory Group (EAG).