**RESPONDING TO INCIDENTS OF MISTREATMENT FLOW CHART**

*Responding to Incidents of Mistreatment Flow Chart* is a suggested guide for decision making and response when navigating situations of actual or potential learner mistreatment. The flow chart provides two common scenarios where mistreatment may occur and highlights key considerations for learners when navigating these situations, such as:

- Comfort level of the learner during the interaction
- Exploration of the rationale behind a request for change of service provider
- Presence or absence of a form of mistreatment
- Assessment of the patient’s health and mental health status and acuity of health concern
- Potential effects of granting or denying the request
- Observation of escalation of behaviours or imminent risk of harm in the current situation

The flow chart offers suggested responses based on the assessment of the key considerations noted. Potential responses include disengaging and getting support, using safe engagement and self-management strategies, maintaining a trauma-informed lens and identifying the most appropriate response to the request.

This flow chart has been adapted from UHN's *Addressing Caregiver Preference Requests Guidelines* and the Mayo Clinic's *Algorithm for Response to Inappropriate Patient or Visitor Behaviour or Request for Specific Clinician Flow Chart*. 
Scenario 1
Patient, family member or visitor requests a different service provider (does not want to work with learner)

Does the learner feel comfortable to continue the interaction?

YES

STOP

NO

Inquire about the reason for the request. Apply a trauma-informed lens.

Is the reason a form of mistreatment?

NO

YES

Does the learner feel comfortable to continue?

YES

STOP

NO

Grant request with guidance from supervisor to determine feasible and appropriate accommodations

Is a physical health condition emergent or is their mental state unstable?

NO

YES

Is there risk of imminent harm?

YES

STOP

Learner should remove themselves immediately and call a code white.

Does the behavior of the patient, family member or visitor escalating?

YES

STOP

NO

Learner should:

▪ Keep a safe distance and be prepared to call for help if the behavior escalates
▪ Use GRIT tool for responding to mistreatment in the moment
▪ Continue to maintain a trauma-informed lens

Is a basis of the request any of the following?

▪ culturally appropriate
▪ religiously appropriate
▪ related to previous trauma

NO

YES

Will the patient’s health be adversely affected if the request is not granted?

YES

Deny request and provide a rationale. Remain trauma-informed.

NO

Report, document and debrief

STOP

Scenario 2
Patient, family member or visitor requests mistreats learner during intake, assessment or ongoing therapeutic interaction

STOP

Disengage and get help from a senior staff, team lead, supervisor or manager

▪ Make a plan on how to best move forward with the request
▪ Be prepared to call a code if needed

Does the learner feel comfortable to continue?

YES

Learner should:

▪ Report, document and debrief

NO

Report, document and debrief

Is the behavior of the patient, family member or visitor escalating?

YES

STOP

NO

Does the learner feel safe to continue?

YES

Learner can attempt de-escalation:

▪ Engage safely
▪ Self-manage
▪ Clarify
▪ Resolve
▪ Lead with empathy and respect
Be prepared to seek support or call a code.

NO

Deny request and provide a rationale. Remain trauma-informed.

STOP

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