Foundations of Patient Safety and Interprofessional Practice Syllabus

Academic Year 2015-2016

Course Description

This 1 credit course is designed for early health care learners from all OHSU schools and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care.

Course Objectives*

At the completion of this course, students should be able to:

1. Demonstrate the ability to participate effectively as a member of an interprofessional team in activities that improve the safety and quality of health care.

2. Demonstrate active listening and oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information.

3. Develop skills to communicate with patients’ families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information.

4. Demonstrate knowledge of codes of ethical conduct for multiple professions and assess for similarities and differences.

5. Work with individuals of other professions to enhance a climate of mutual respect and shared values.

6. Place the interests of patients and populations at the center of health care delivery.
7. Demonstrate knowledge of team-based professional skills, roles, and responsibilities in order to ensure an environment for safe, efficient, effective, and equitable care.

8. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and populations.

9. Apply relationship-building values and the principles of team dynamics to perform effectively in team roles to prepare for patient/population-centered care that is safe, timely, efficient, effective, and equitable.

10. Demonstrate the ability to identify situations that compromise safety and participate in risk reduction and continuous quality improvement.

11. Describe one's own role and responsibility for and commitment to improve patient safety and system performance.

12. Demonstrate the ability to work within an interprofessional healthcare team to identify, analyze, and communicate appropriately about errors, and propose system improvements to reduce them.

*Additionally, session objectives including those from 7 assigned Institute of Healthcare Improvement modules should be achieved, see Appendix.

**COURSE COORDINATOR**

David Bearden, PharmD, College of Pharmacy

(jpe@ohsu.edu, IPE telephone: TBD)

**COURSE CO-COORDINATOR**

Judith Baggs, PhD, RN, Schools of Nursing and Medicine

**COURSE CREDIT**

This course is a 1.0 credit hour course, delivered over one academic year.

**GROUP SESSION COURSE MEETING DAYS**
• October 7, 2015, 1-5pm

• January 13, 2016, 1-5pm

• April 6, 2016, 1-5pm

INTER-SESSION GROUP PROJECT WORK

• October 7, 2014 – end of Fall term

• January 13, 2015 – end of Winter term

SMALL GROUP ASSIGNMENTS

• You will be assigned to a small group consisting of 10-11 peers from differing OHSU schools and programs. You will stay with this assigned group throughout the year.

• Each group will be assigned 1 or 2 faculty facilitators from differing OHSU schools and programs.

WEEKLY SESSION TOPICS

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Session Type</th>
<th>Group Session (S)</th>
<th>Intersession (IS)</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>10-7-15</td>
<td>S</td>
<td></td>
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<td>Introduction to Patient Safety</td>
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<td>*Scope and impact of errors and preventable harm(s)</td>
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<td>*Roles, responsibilities, and expertise of health care professionals in delivering patient-centered care and improving safety for patients</td>
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<td></td>
<td>*Complete Institute for Healthcare Improvement (IHI) Open School Patient Safety (PS) module 100 (pre-work) before attending class</td>
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If possible, please bring smartphone/tablet/laptop to the session as we will be using them to investigate professional resources.

In-class work will include introductions, searching on the Internet, group work based on the completed IHI module, and planning for intersession work to be completed as a group before the January 9, 2015 session.

After the class session there will be a Graduate Student BBQ on the Hill.

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<tr>
<th>Date</th>
<th>Section</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>10-7-15</td>
<td>IS</td>
<td>Reducing Errors</td>
<td>Application of Reason’s error classification system, science of human factors, application of effective teamwork strategies</td>
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<td>*Complete IHI Open School PS modules 101, 102, 103, 104 (pre-work)</td>
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<td>*Characteristics of teams and teamwork</td>
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<td>*Unfolding case simulation methodology</td>
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<td>During the intersession in addition to the IHI assignments you will be working as a group with your peers virtually or in some other way together answering questions about several cases that you will select as a group/team from those offered.</td>
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<tr>
<td>1-13-16</td>
<td>S</td>
<td>Communication</td>
<td>Effective communication strategies and ethical conduct for addressing error and preventable harms</td>
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<td>*Relationships among human factors, healthcare system complexity, and patient safety</td>
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<td>*Escalating conversations around safety concerns</td>
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<td>*Communication handovers</td>
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<td>* Importance of speaking up about safety concerns</td>
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If possible please bring a smartphone, tablet, or laptop to view teamwork videos during the session.

In class the work from the IHI modules will be integrated into discussions and a case, considering how your team is working, viewing and discussing
teamwork and discussing communication issues particularly to prevent errors or to effectively respond to errors.

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<th>Date</th>
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| 1-13-16 to 4-6-16 | IS | **Learning from Errors**  
Adverse events, root cause analysis (RCA), and communication  
*Complete IHI Open School PS modules 105, 106 (pre-work)  
*Complete assignment related to professional codes of ethics  
*Perform root cause analysis  
*Impact of errors on patients and healthcare workers  
*Effective communication for apologies  
*Fostering a culture of safety  

During the intersession in addition to the assignments above, you will be working as a team on a case that involves errors.

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| 4-6-16     | S        | **Collaborative Practice and Ethics**  
Interprofessional collaboration, ethical cases analysis, and teamwork  
*Integration of roles and responsibilities, teams and teamwork, ethical conduct, and communication strategies for application of RCA and ethical case analysis to health system safety problems  
*Consider differences among the professions in ethical responsibilities and education that could lead to interprofessional conflicts.  

*If possible, please bring smartphone/tablet/laptop to the session as we will be using them to view teamwork videos.*

*In class the work will be in groups using the IHI and ethics*
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<th>readings, re-visiting the case you did during the intersession, doing some role play, and consolidating learning from the entire course.</th>
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REQUIRED TEXTS, READINGS AND EQUIPMENT

All required material will be supplied through Sakai or distributed in class. The use of a laptop, tablet, or smart phone for in-class searching or group work is recommended.

ATTENDANCE REQUIREMENTS, GRADING AND REMEDIATION

Students will receive a grade of “Pass” or “No Pass” for the course. To receive a “Pass,” you must:

1) Successfully pass all assigned modules from the Institute for Healthcare Improvement - Open School before the following dates:
   a. October 7, 2015 – Module PS100
   b. January 13, 2016 – Modules PS101, PS102, PS103, PS 104
   c. April 6, 2016 – Modules PS105, PS106

2) Receive a passing participation score during all three scheduled group sessions. Missing more than one group session may result in course failure. Remediation assignments will be available for each session.

3) Receive a minimum score of 70% on the comprehensive final examination.

Students should report anticipated class absences to the course coordinator before class. Makeup in case of excused absence or remediation in case of failure to successfully complete any of the items above will be determined on a case-by-case basis by the student’s program coordinator. Foundations course coordinators will communicate the remediation plan to any students whose absences are excused.

UNGRADED WORK

Complete peer evaluation before April 6 for all members of your group of 12.
COURSE SPECIFIC INCLEMENT WEATHER PROCEDURES
In the case of inclement weather, the course coordinators will notify students by email about changes to the class schedule.

COPYRIGHT INFORMATION
Every reasonable effort has been made to protect the copyright requirements of materials used in this course. Students are may not personally capture audio or video of class presentations without expressed written consent of the course director. Journal articles are provided in Sakai for your use. Copyright law allows you to make one personal copy of each article from the original article posted. This limit also applies to electronic sources. This practice does not permit you to distribute the material you retain.

OHSU policy requires Sakai sites to close three weeks after grades have been submitted to the registrar in compliance with US Copyright Law and adherence to the fair use doctrine of copyrighted materials in educational settings. This course is unique so it will remain active.

SYLLABUS CHANGES AND RETENTION
This syllabus describes the policies and procedures of this course. It is recognized that changes may be made as needs arise. Students are responsible for keeping a copy of the course syllabus for their records.

ACCOMMODATIONS
OHSU is committed to providing equal access to qualified students with disabilities. Student Access determines and facilitates reasonable accommodations, including academic adjustments and auxiliary aids, for students with documented disabilities. A qualified student with a disability is a person who meets the academic and technical standards requisite to admission or participation in a particular program of study. As defined by the Americans with Disability Act (ADA), a person
with a disability has a physical or mental impairment that substantially limits one or more major life activities of the individual. This may include, but is not limited to, physical conditions, chronic health issues, sensory impairments, mental health conditions, learning disabilities and ADHD. Student Access works with students with disabilities from all of OHSU’s educational programs and at each campus.

Each school has an assigned Program Accommodation Liaison (PAL), who acts as an “in-house” resource for students and faculty concerning access issues for students with disabilities. The PAL works in collaboration with Student Access to implement recommended accommodations for students with disabilities.

It is recommended that you contact Student Access to consult about possible accommodations if you a) received disability accommodations in the past, b) begin experiencing academic difficulties, and/or c) are given a new diagnosis from your healthcare provider.

Learn more about Student Access: Phone: 503 494-0082 Email: studentaccess@ohsu.edu Website: www.ohsu.edu/student-access

**ACADEMIC HONESTY**

Students are responsible for their own academic work. Students are expected to have read and practice principles of academic honesty, as presented in your school’s student handbook.
APPENDIX – FOUNDATIONS CURRICULUM OBJECTIVES

Key:  \( K = \text{knowledge objective}, R = \text{reasoning objective}, S = \text{skills objective}, P = \text{product objective}, \)
\( D = \text{disposition (attitudes) objective} \)

October

IHI PS 100
1. Summarize the scope of medical errors and preventable harm to patients in health care.
2. Describe the impact of medical errors on patients, families, and providers.
3. Explain one classification system for medical errors and harm based on the work of James Reason.
4. Identify four ways any provider can improve safety for patients in his or her direct care.

OHSU IPE
5. Describe the roles, responsibilities and expertise of various health professions.
6. Describe the contributions of various health professions to patient-centered care and improving safety for patients.

October to January

IHI PS 101
1. List the main types of errors utilizing Reason’s classification system.
2. Explain effective and ineffective strategies for responding to errors when they do occur.
3. Discuss the value and limitations of voluntary reporting systems.
4. Analyze the similarities and differences between error and harm.

IHI PS 102
1. Apply the basic concepts of the science of human factors to health care scenarios.
2. Describe how changes to processes can mitigate the effects of factors that contribute to error.
3. Define the basic concepts of simplification, standardization, constraints and forcing functions, and redundancies.
4. Define the risks and benefits of the use of technology in the creation of safe care.

IHI PS 103
1. List the attributes of an effective team.
2. Report why effective teamwork is important to patient safety.
3. Define SBAR
4. List characteristics and behaviors of effective team leaders.
5. Describe how to conduct an effective briefing.
6. List at least two mechanisms to encourage safe patient care transitions.
7. Define verbal repeat back.
8. Identify benefits of planning in patient care.

January

OHSU IPE
1. Identify the relationships among human factors, healthcare system complexity, and patient safety.
2. Demonstrate teamwork skills.
3. Use appropriate interprofessional communication and mutual support techniques to escalate the conversation around safety concerns.
4. Communicate with team members confidently, clearly, and with respect to ensure a common understanding of information and care decisions

**January to April**

IHI PS 104
1. Explain how adverse events can be used as learning opportunities.
2. Determine which adverse events are appropriate for root cause analysis (RCA).
3. Describe how RCA works.
4. Explain how you can use RCA to address system problems in health care.

IHI PS 105
1. Explain why communication is important after an adverse event.
2. List the steps a clinician should take after an adverse event occurs.
3. Describe the perspective of the patient after an adverse event.
4. Describe the impact of adverse events on providers.
5. Explain the importance and structure of an effective apology.
6. Summarize the debate about whether all events and errors should be communicated to patients.

IHI PS 106
1. Explain the importance of speaking up about safety concerns and comment on why this is difficult.
2. Describe the elements of a culture of safety.
3. Give examples of ways in which a culture of safety can help improve the care you provide.
4. Identify ways you can foster a culture of safety in day-to-day clinical work.

**OHSU IPE**

Compare commonalities and differences in ethical code documents from the different health professions regarding
a) the commitment to self-regulation and enforcing the standards of practice including holding members accountable when they fall short of practice standards, and
b) placing higher priority on the best interest of patients than on personal self-interests of the professional

**April**

OHSU IPE
1. Perform an analysis of adverse event(s) and apply strategies to reduce errors
2. Describe/identify important factors for situational awareness for problem solving
3. Describe the rationale for error reporting and disclosure, apology and support
4. Collaborate in interprofessional teams to improve both individual and system-level patient safety
5. Demonstrate the ability to resolve ethical tensions and conflicts that can arise in interprofessional teams caring for patients
6. Demonstrate conflict resolution within interprofessional teams
7. Reflect on the unique cultures and values of various health professions

Comment [JB1]: Maybe Molly could help us actually do this.