



**PATIENT SAFETY COURSE SYLLABUS
MEDE 7212**

PATIENT SAFETY COURSE DIRECTOR

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MISSION

UNTHSC: Create solutions for a healthier community

COURSE DESCRIPTION

The Patient Safety Course is a required, two credit course in the third year TCOM Curriculum. Medical Students take the Certified Professional in Patient Safety (CPPS™) certification examination as part of this course. Course content focuses on patient safety topics and test-taking strategies to help students prepare for taking the exam.

After completing this course, student will be able to:

1. Review the five patient safety domains in depth, following the exam content outline.
2. Evaluate patient safety scenario examples similar to actual exam questions.
3. Assess individual level of preparedness for the exam and address additional areas for self-study.

Purpose of the Course:

The third leading cause of death in the United States is medical error. However, there is limited focus on patient safety in medical school curriculum and clinical experiences. The course addresses this urgent need while also supporting the University's mission to create solutions for a healthier community by preparing providers and leaders of the future in the field of Patient Safety.

Certification in Patient Safety demonstrates personal and professional commitment to the patients and families that trust physicians to do no harm, while providing evidence-based care in a compassionate manner. The innovative, unique approach reflected in this course is an example of transformed medical education.

Certification is awarded by the Certification Board for Professionals in Patient Safety (CBPPS). The Certified Professional in Patient Safety (CPPS™) credential represents a rigorous and comprehensive certification process that attests to patient safety competencies and expertise in safety science, human factors engineering, and the practice of safe care.

Achieving the credential provides medical students an important perspective, which supports their ability to provide quality, safe care. It also demonstrates a high level of professionalism to clerkship and residency directors.

GENERAL COURSE COMPETENCIES

The objectives of the course are to enable TCOM students to achieve competence as graduate osteopathic medical students. As such, the objectives of the course are represented by the AACOM and Osteopathic Core Competencies for Medical Students.

For the purposes of the TCOM Course Competencies, the AOA/AACOM 14 Competencies have been condensed into the following 8:

1. Osteopathic Principles and Practices-**OPP**
2. Medical Knowledge-**MK**
3. Patient Care-**PC**
4. Interpersonal and Communication Skills-**ICS**
5. Professionalism-**P**
6. Practice-Based Learning and Improvement-**PBLI**
7. Systems-Based Practice-**SBP**
8. Health Promotion/Disease Prevention-**HPDP**

COURSE SPECIFIC COMPETENCIES

	AOA/AACOM COMPETENCIES
<p>Goal 1.) Students will be able to use their foundational appreciation of health system organization, care delivery leadership, management and administration to enable their integration and practice within the community and health system.</p> <p>AOA/AACOM Competencies</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the role and interaction of the members of health care teams and their effect on outcomes for the patient and for the public. • Utilize knowledge of health care systems in the delivery of patient care. • Demonstrate knowledge of and the ability to implement safe, effective, timely, patient-centered, equitable systems of care in a team-oriented environment to advance populations' and individual patients' health. • Apply basic public health principles, practices, and sciences to the practice of osteopathic medicine. 	<p>OPP, MK, PC, ICS, PC, P, PBLI, SBP</p>
<p>Goal 2.) Students will be aware of and understand how healthcare economics, health policy/advocacy and managed care relate to their professional practice.</p> <p>AOA/AACOM Competencies</p> <ul style="list-style-type: none"> • Identify opportunities for advocacy, health promotion, and disease prevention in the community, and respond appropriately. • Understand the role of health policy on populations and individuals. 	<p>MK, ICS, PC, P, PBLI, SBP, HPDP</p>
<p>Goal 3.) Students will be able to understand and apply foundational informatics, epidemiology, population analysis in research and practice.</p> <p>AOA/AACOM Competencies</p> <ul style="list-style-type: none"> • Utilize scientifically valid outcome guidelines and other standards of care in medical practice. • Recognize, properly report, and utilize methods known to be effective in the reduction of medical errors. 	<p>MK, ICS, PC, P, PBLI, SBP, HPDP</p>

<p>Goal 4.) Students will be able to apply their understanding of determinants of health, health promotion, disease prevention through interprofessional team-based strategies.</p> <p>AOA/AACOM Competencies</p> <ul style="list-style-type: none"> • Demonstrate appropriate interprofessional collaboration to advance the health care of the patient. • Collaborate within a patient-centered team. • Identify and treat individual patients with varying cultural beliefs regarding health, disease, and patient care. • Engage other health professionals (appropriate to the specific care situation) in shared patient centered problem solving for effective team-base care 	<p>MK,PC, ICS, PC, P, PBLI, SBP, HPDP</p>
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Core Entrustable Professional Activities (EPAs) for Entering Residency

These are the skills and behaviors expected of first year residents on day one of their residencies, as described by the ACGME residency directors and described in detail in the AAMC document of the above name. TCOM students have opportunities to practice these skills and behaviors on all clinical rotations. This course is designed to prepare students for the **bolded** EPAs.

Gather a history and perform a physical examination.

1. Prioritize a differential diagnosis following a clinical encounter.
2. Recommend and interpret common diagnostic and screening tests.
3. Enter and discuss orders and prescriptions.
4. Document a clinical encounter in the patient record.
5. Provide an oral presentation of a clinical encounter.
6. Form clinical questions and retrieve evidence to advance patient care.
- 7. Give or receive a patient handover to transition care responsibility.**
- 8. Collaborate as a member of an Interprofessional team.**
9. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
10. Obtain informed consent for tests and/or procedures.
11. Perform general procedures of a physician.
- 12. Identify system failures and contribute to a culture of safety and continuous improvement.**

REQUIRED TEXTBOOK(S)

None

REQUIRED JOURNAL ARTICLE(S)

Students are expected to access and read the following articles and be prepared to discuss their content in class. The articles will be available through the library's electronic journals, or easily accessible on the internet.

If additional articles are assigned during the course, the instructor will notify students prior to such discussions during class and on the course website.

Hoff, T. J. & Sutcliffe, K. M. (2006). Studying patient safety in healthcare organizations: Accentuate the qualitative. *Joint Commission Journal of Quality and Patient Safety*, (32):1, 5-15.

RECOMMENDED JOURNAL ARTICLE(S) AND REFERENCES

Boysen, P.G. (2013). Just culture: a foundation for balanced accountability and patient safety. *Ochsner Journal*. Fall; 13 (3):400-6. PMID: 24052772; PMCID: PMC3776518.

National Steering Committee for Patient Safety. *Safer Together: A National Action Plan to Advance Patient Safety*. Boston, Massachusetts: Institute for Healthcare Improvement; 2020. (Available at www.ihp.org/SafetyActionPlan)

REQUIRED/RECOMMENDED SOFTWARE

Word, Excel, PowerPoint

RECOMMENDED TEXTBOOK(S), WEBSITE(S) AND JOURNAL(S)/READING(S)

1. **Key websites** you may find helpful are listed below. Each is an excellent resource for course relevant information that may be discussed in class and/or useful to assignments.
 - a. Institute for Healthcare Improvement (IHI): www.ihp.org
 - b. The Joint Commission (TJC): www.jointcommission.org
 - c. TeamSTEPPS <http://teamstepps.ahrq.gov>
 - d. Patient Safety Primer: Human Factors Engineering, US Department of Health and Human Services, Agency for Healthcare Research and Quality, Patient Safety Network <http://psnet.ahrq.gov/primer.aspx?primerID=20>
 - e. Free from Harm: Accelerating Patient Safety Improvement Fifteen Years after To Err is Human. National Patient Safety Foundation, Boston, MA; 2015. <http://www.ihp.org/resources/Pages/Publications/Free-from-Harm-Accelerating-Patient-Safety-Improvement.aspx>

2. **Key journals** you may find helpful are listed below. Each is an excellent resource for course relevant information that may be discussed in class and/or useful to assignments.
 - a. *The Joint Commission Journal on Quality and Patient Safety* <https://www.journals.elsevier.com/the-joint-commission-journal-on-quality-and-patient-safety>
 - b. *Patient Safety and Quality Healthcare* www.psqh.com
 - c. *BMJ Quality and Safety* <https://qualitysafety.bmj.com/>

3. **Additional Books on Patient Safety** – You may find this reading list helpful to your studies.

- a. Gawande, A. (2010). *The checklist manifesto: How to get things right*. New York: Metropolitan Books.
- b. Pronovost, P. & Vohr, E. (2011). *Safe Patients, Smart Hospitals: How one doctor's checklist can help us change health care from the inside out*. New York: Hudson Street Press.
- c. Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.).
- d. Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). *Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior* (2nd ed.).

COURSE REQUIREMENTS & ASSIGNMENTS

Assigned readings include those in the online CPPS™ Review Course, as well as additional journal articles and reference materials posted on Canvas. Students will be required to complete the online CPPS™ Review Course lessons, comprehension checks and practice questions prior to the assigned class date.

ATTENDANCE EXPECTATIONS

Class Tardiness and Absences Policy

It is mandatory to attend all classes and be punctual. Should a student need to miss class for any reason, it is expected that he/she inform the course instructor – by phone, email or in person – prior to the class (only emergency situations will be exempt from this expectation) and complete the Excused Absence Form. Details regarding attendance policies are outlined in the UNTHSC Catalog: <http://catalog.unthsc.edu/>

If the student misses all or part of a class, they are still responsible for material presented. Make-up sessions will not be granted. Additional time or opportunity to complete assignments, presentations or tests will also generally not be granted, unless extenuating circumstances can be well documented. Approval for additional time is at the discretion of the instructor. In the event of a prior excused absence / excused lateness or in the event of a serious emergency, please discuss with the Instructor.

5.2 ATTENDANCE

5.2.1 Absences

Absences in 3rd Year

The focus of the clinical experience in years 3 and 4 is patient care. 100% attendance is, therefore, required to be certain that continuity of care is maintained. Students may not miss the first day or the COMAT exam of any clinical rotation. It is understood; however, that certain situations may arise that will result in absence from required daily participation.

In such instances the following procedures will be observed:

- Students are provided with 5 academic absences to use during third year to attend conferences, RAD, workshops, etc. In the event a student requires more than 5 academic absences, a student may submit for an extension by contacting the Office of Clinical Education.

- Students are allowed up to 8 absences in each of the fall and spring semesters total. Any absences beyond that must be made up in period 13 to complete the third year and before progressing to fourth year. 8-week rotations are considered two separate 4-week blocks.
- **Any combination of time out (including academic) that results in a student missing more than 2 days of a 2-week block, 4 days of a 4-week block, or 6 days of a 6-week block will result in failure of the clerkship.**
- All absences require submission of the electronic 3rd Year Request for Absence via eMedley by the posted deadline (45 days) before the start of the rotation to allow time for schedule adjustments.
- All absence requests entered in eMedley after the posted deadline are considered emergent and require documentation.
- Absences due to emergent reasons such, the absence request is due immediately with supporting documentation. Students are required to notify their site/preceptor and clerkship coordinator of all emergent leave. Absences without supporting documentation will be considered neglect of duty.
- Absence due to illness is intended for use only in the event of personal illness/health related condition or to assist a family member who has a verifiable illness/health condition needing medical care. Absence, due to illness, from clerkship duties for more than one (1) day requires documentation from a licensed health care provider in support of students having an excused absence due to illness/health condition.
- All absences are subject to approval by the office of Osteopathic Clinical Education. Even if the absence is approved, the Office of Clinical Education/preceptor/site may require the student to complete an additional assignment or for time to be made up. Make up days should be completed within the regularly scheduled rotation.
- Students are required to notify their site, preceptor, Clerkship Coordinator, and Clerkship Director of any absences (including pre-approved and emergent).
- Attendance on the first day and the COMAT exam dates are required on all rotations.
- Students are allowed up to three days for the COMPLEX PE exam- 1 day for travel to the exam, the test day, and an additional day for return travel. Requests beyond this may be denied by the Director of Clinical Education. You may not schedule your COMPLEX PE exam on a date which causes you to miss the orientation day for a rotation. COMPLEX PE is not considered part of your absences and must be requested within 48 hours of scheduling the exam date.

Unapproved absences or absence in excess of the above policy will require remediation or result in a failing grade at the discretion of the Office of Osteopathic Clinical Education.

Failure to notify the clerkship director, rotation supervisor and Office of Osteopathic Clinical Education of any absence will be considered neglect of duty and may result in a failing grade for the clerkship.

Absences in 4th Year

The focus of the clinical experience in years 3 and 4 is patient care. 100% attendance is, therefore, required to be certain that continuity of care is maintained. It is understood; however, that certain situations may arise that will result in absence from required daily participation.

In such instances, the following apply:

- **Students may not miss the first day or COMAT exam of any clinical rotation.**

- All absences shall require submission of the electronic absences request form via eMedley a minimum of 10 business days before the start of the rotation for planned absences and within three days of student's return from absence in the case of an individual or family emergency.
- If absence is due to illness, documentation is required, the dates must match those missed and may not be signed by a member of the student's family.
- All absences are subject to approval by the office of Clinical Education. Even if the absence is approved, the Office of Clinical Education/preceptor/site may require an additional assignment or for time to be made up from any student who misses time on their service. Make up days should be completed within the regularly scheduled rotation.
- Absence of more than 2 days of a 2-week block or 4 days of a 4-week block, will result in a grade of INCOMPLETE and repeat of the entire rotation will be required.
- Unapproved absence or absence in excess of the above policy may require remediation or result in a failing grade at the discretion of the Office of Osteopathic Clinical Education.
- Students are required to notify their site, preceptor, and the Office of Osteopathic Clinical Education of any absences (including pre-approved and emergent).
- **Failure to notify the Office of Clinical Education & rotation supervisor/preceptor of any absence will be considered neglect of duty and may result in a failing grade for the clerkship.**
- Students may be granted approval for absence by the Assistant Dean for Osteopathic Clinical Education for participation in select Health Science Center activities. Such approval must be obtained in advance with written notification to the Office of Clinical Education and the site/preceptor.

Absences due to COMLEX PE

COMLEX PE is a required exam. If a student will miss clinic/rotation days for the COMLEX PE, the following applies:

- Students are allowed up to three days for the COMLEX PE exam- 1 day for travel to the exam, the test day, and an additional day for return travel.
- **Students may not miss the first day or COMAT exam of any clinical rotation.**
- Registration & scheduling information for the COMLEX PE must be submitted to the Office of Clinical Education with a Request for Absence from Clerkship form within 48 hours of selecting COMLEX PE exam date.
- **Failure to notify the Office of Clinical Education of COMLEX PE date within 48 hours of scheduling exam will result in COMLEX PE dates counting as absences from the rotation.**
- Students are required to notify their site/preceptor of any absences due to COMLEX PE.
- **Failure to notify the Office of Clinical Education & rotation supervisor/preceptor of any absence will be considered neglect of duty and may result in a failing grade for the clerkship.**

Absences due to Residency Interviews

Residency interviews are a necessary step in the residency process. Students are advised to avoid rotations in which multiple absences adversely affect the functions of the clinical team, particularly in-patient care and curriculum delivery settings. If a student will miss clinic/rotation days for a residency interview, the following applies:

- Students are required to notify the Office of Clinical Education within 24 hours of accepting a residency interview.
- **Students may not miss the first day of any clinical rotation**

- Students should submit a Request for Absence from Clerkship form to the office of Clinical Education with evidence of interview invitation, agenda for interview, and dates required to be out of clinic.
- Students will be excused for the day of the interview and for travel time when the interview requires an overnight stay away from home.
- Students may be excused a maximum of 6 days from a rotation for interviews.
- Absences of more than 6 days during any 4-week rotation due to residency interviews will result in a grade of INCOMPLETE and repeat of the entire rotation may be required.

Failure to notify the Office of Clinical Education and rotation supervisor/preceptor of any absence due to residency interviews will be considered neglect of duty and may result in a failing grade for the clerkship.

5.1.6 Exposure to Bloodborne Pathogens

Universal Precautions: The term “universal precautions” refers to infection control which presumes that every direct contact with body fluids is potentially infectious. The Occupational Safety and Health Administration (OSHA) regulations for health care professionals who are considered to be at risk of occupational exposure to bloodborne diseases can be found at <https://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Bloodborne pathogens refer to pathogenic microorganisms that are present in human blood and can cause disease in humans (e.g. HBV, HIV, etc.). Exposure Incident means “a specific eye, mouth, other mucous membranes, non-intact skin, or parenteral contact with blood or potentially infectious materials.” Contact can occur via a splash, needle stick, puncture/cut wound from sharp instrument, or human bite. Other potentially infectious body fluids other than blood include semen; vaginal secretions; pleural, pericardial, synovial, peritoneal, cerebral spinal, amniotic fluid; saliva during dental procedures; and any other body fluid visibly contaminated with blood.

Policy/Procedure: If a TCOM medical student is exposed to bloodborne pathogens either by direct contact with blood or other body fluids via the eyes, mucous membranes, human bite, or sharps (e.g., needle stick, lancet stick, scalpel cut, etc.) while on rotation, it is to be handled as an EMERGENCY SITUATION.

Post Exposure Protocol

- Immediately wash exposed areas with soap and water.
- If splashed in eyes or mouth, flush with large amounts of water.
- Treatment is critical within first 2 hours.
- Notify supervisor and follow rotation site exposure protocols (see below for addresses).
- If facility is not equipped to handle exposure, contact HSC Health Student Health Clinic or appropriate remote site location listed below.
- If SHC or remote site listed is not available, or you are not in the DFW area, go to the nearest ER and use your student health insurance.
- You must notify Student Health and the Osteopathic Clinical Education Office of any care received at another facility.

Dallas Fort Worth & Weatherford Area students with exposures to bloodborne pathogens which occur M-F, 8-5 should report to:
HSC Health Student Health
855 Montgomery St., 3rd Floor

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Fort Worth, TX 76107
T: 817-735-2273 F: 817-735-0651

For exposures occurring afterhours, students should report to the nearest emergency room and use your student health insurance.

Conroe remote site students with exposures to bloodborne pathogens which occur M-F, 8-5, should report to the Nurse Manager at:
Lone Star Family Health Center
605 S. Conroe Medical Dr.
Conroe, TX 77304
936-539-4004

For exposures occurring afterhours, students should report to:

Emergency Department
Conroe Regional Medical Center
504 Medical Center Dr.
Conroe, TX 77304
936-539-1111

Longview remote site students with exposures to bloodborne pathogens which occur M-F, 8-5, should report to:
CHRISTUS Good Shepherd Medical Center Employee Health
1621 N 4th St, Suite 1
Longview, TX 75601
903-315-5154

For exposures occurring afterhours, students should report to:

Emergency Department
CHRISTUS Good Shepherd Medical Center
700 E Marshall Ave.
Longview, TX 75601
903-315-2000

Corpus remote site students with exposures to bloodborne pathogens should report to:
Christus Spohn
OCC Health Nurse at Christus Spohn
also immediately report to your attending and Dr Hinojosa
Bay Area
report to charge nurse and medical education office
proceed directly to emergency room for treatment

PROFESSIONAL BEHAVIOR EXPECTATIONS

- Students are expected to show respect for the instructor, each other and all guest presenters.

- Students shall dress appropriately to represent the school in a professional manner. Business casual dress code is particularly expected at class sessions when guest speakers present and when students conduct team presentations (e.g. no caps, no flip flops, no shorts, no T-shirts).
- Students are expected to check UNTHSC live email and Canvas regularly for course updates and timely correspondence.
- Cell Phones:
Students are expected to silence their cell phones to avoid disruption of class. Inappropriate phone use could result in dismissal from class session.
- Laptop Computers:
Laptops may be used for note taking and for obtaining reference materials. Inappropriate laptop use, such as use during class for non-class related activities, could result in dismissal from the course.
- Participation:
 - Listen to what others have to say.
 - Be accountable for your actions and opinions.
 - Use "I" statements.
 - Teamwork and equal participation is expected.
 - Be on time.
 - Be prepared
 - Develop class norms.

PROFESSIONAL BEHAVIOR EXPECTATIONS – ETIQUETTE GUIDELINES¹

Certain behaviors are expected when you communicate with both your peers and instructors. The following netiquette guidelines are required for this course¹:

- Treat instructor with respect, including e-mail or any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Treat your classmates with respect, including e-mail or any other online communication.
- Be attentive and listen during discussions. Respond appropriately with respect.
- Use clear and concise language.
- All graduate level communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations (such as "u" instead of "you").
- Be cautious when using humor or sarcasm, as tone is can be lost in an email or discussion post and your message might be taken seriously or offensive.
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling.
- Limit and avoid use of emoticons like ☺.
- Be careful with personal information.

EMAIL NETIQUETTE

- Use a descriptive subject line.
- Avoid attachments, unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.

¹ Adopted from University of Florida Netiquette Guide for Online Courses

ACADEMIC PERFORMANCE EXPECTATIONS FOR ASSESSMENT AND GRADING

- Students are required to be an active participant in this course, which includes participating in all assigned course activities and assignments.
- Students are expected to complete all assignments by their assigned due date. Students will be held accountable for all material assigned/covered in the course.
- Students will be expected to effectively participate as a member of a discussion team or breakout group.

ASSESSMENT AND GRADING POLICY

Students must pass the Patient Safety Course to move on to Fourth Year.

This requirement includes:

- Successfully completing all critical actions on time and participating fully in the Patient Safety Course, as outlined in this syllabus.
- Completing the online CPPS™ Review Course and uploading the Certificate of Completion into Canvas.
- Passing the CPPS™ Certification Exam and uploading the exam results (score report) into Canvas. The CPPS™ exam is graded immediately after completion.

REASSESSMENT

Students who fail the CPPS™ Certification Examination, in order to pass the Patient Safety Course, will need to complete a Self-Reflection Form and successfully complete one of these reassessment options:

1. Retake and pass the CPPS™ examination.
 - a. The cost to retake the exam (after the first exam) is at the student’s expense.
 - b. Retake results need to be emailed immediately to the Course Director and uploaded into Canvas.
 - c. If failing the exam a second time, student must write a paper as outlined below.
2. Write a 3000 word, APA formatted paper:
 - a. Fully explore the topic you chose from those listed on the CPPS™ Certification Exam Content Outline.
 - b. Paper structure: double spaced, 12 point font with 1 inch margins.
 - c. Grading: paper graded according to the rubric posted on CANVAS.

Before moving forward with one of the Reassessment Options, student must gain approval by discussing their chosen option with the Course Director at lillee.gelinas@unthsc.edu.

Assessment Type	Format	Requirement
Pre-test	Online assessment taken during first class to assess knowledge of patient safety	Completion
Comprehension Checks	Completed to evaluate knowledge of specific topics covered in each online CPPS™ Review Course patient safety domain	Completion to utilize for self-study and during class discussion
Practice Questions	Completed at the end of each online CPPS™ Review Course patient safety domain to evaluate knowledge of the overall content	Completion to utilize for self-study and during class discussion
Post-test	Online assessment taken during the final session of the course	Completion
CPPS™ Practice Exam	Taken prior to the final class and before sitting for the formal CPPS™ Certification Exam	Completion to utilize for self-study and class discussion
CPPS™ Certification Exam	100 question 2-hour timed exam administered in an approved and proctored exam center or utilizing the remote proctored exam option	At least a 70% score to pass the exam

QUALITY OF WORK PROCEDURE:

Students must make satisfactory progress toward completion of all course requirements. To successfully complete this course, students must attend all virtual and in-person sessions offered, complete all reading and online modules by assigned dates listed in Canvas, and maintain appropriate professional conduct and appearance at all times. 100% attendance is expected unless specific arrangements are made with the Office of Clinical Education.

ACADEMIC ASSISTANCE

The Course Director, Instructors and Academic Advisors are available for email, telephonic and personal interactions with students. Students are encouraged to make appointments when they are experiencing difficulty completing course requirements.

ACADEMIC INTEGRITY PROGRAM

TCOM supports an environment that promotes professional and ethical behavior while achieving academic growth and individual self-discipline. Each student shall have signed an Academic Integrity Agreement with their school that articulates the following:

- It is understood that it is the student's responsibility to become familiar with all policies related to academic ethics and professional integrity within the School and the University of North Texas Health Science Center,
- It is understood that it is the student's responsibility as a part of his/her professional maturation to adhere to the Student Code of Conduct and Discipline and other policies related to ethical behavior, and
- The student promised to conduct himself/herself in a professional and ethical manner during all academic pursuits within the School at the University of North Texas Health Science Center.

Therefore, participation is considered implicit acceptance of the rules, regulations, and guidelines governing student behavior at the University of North Texas Health Science Center.

Course clinical instructors and faculty members are expected to report any infractions of these rules and regulations governing student behavior to the University of North Texas Health Science Center's Division of Student Affairs. These infractions include actions of dishonesty, including but not limited to cheating, plagiarism and theft. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the university.

The Student Code of Conduct is posted at the following website:

<https://app.unthsc.edu/policies/Home/AllPolicies>

AMERICANS WITH DISABILITIES ACT

The University of North Texas Health Science Center does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (American with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The University of North Texas Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. For assistance contact the Center for Academic Performance within the Division of Student Affairs: email: CAP@unthsc.edu – or – call: 817.735.2531.

Reference 07.105 Americans with Disabilities Act Policy in Student Policies and Forms:

<https://www.unthsc.edu/students/office-of-disability-accomodations/policies-and-forms/>

FERPA

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232G, grants students in institutions of higher education the right of access to their educational records with the exception of confidential letters and statements of recommendation that the student has waived the right to inspect.

The policy can be reviewed at this website: <https://www.unthsc.edu/students/registrar/ferpa/>

ZERO TOLERANCE FOR SEXUAL VIOLENCE AND HARASSMENT

All students should be able to study in an atmosphere free of harassment, sexual violence and gender discrimination. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on the UNT Health Science Center's website: <https://www.unthsc.edu/students/what-should-i-do-if-i-am-the-victim-of-sexual-assault/>

SCHEDULE**2 Weeks/40 Hours Per Week****Logistics:****4-hour classes + 4-hours of daily DSA which includes completion of online modules, comprehension checks, practice questions and required reading**

Week	Course Session Topic	Faculty	Assignments /Readings	Assessment
1	INTRODUCTION TO COURSE <ul style="list-style-type: none"> • Class Introductions • Pretest • Course Orientation and Overview • Review of Certification Exam Testing Options (Test Center, Remote) • How to Access Online Materials • Introduction to Patient Safety 	Gelinas Tierney	None	Pretest
1	CULTURE <ul style="list-style-type: none"> • Defining Culture • Planning a Culture of Survey • Engaging Staff in Patient Safety • Standardization and Checklists • Learning from Errors • Disclosure and Apology • Health Literacy and Patient Safety • Just Culture • Distinguishing Human Error from At-risk and Reckless Behavior • Coaching and Feedback in a Just Culture • Importance of Psychological Safety 	Gelinas Tierney	Online IHI CPPS™ Review Course Domain 1: Culture	Online CPPS™ Review Course Domain 1 Comprehension Checks and Practice Questions Class Review of Correct and Incorrect Question Responses
1	LEADERSHIP <ul style="list-style-type: none"> • Strategy, Operations, and Engagement • Setting Strategic Safety Goals • Creating Urgency for Safety Goals • Engaging The Board of Directors • Understanding The Role of Regulators and Accreditors • Operationalizing Patient Safety • Leadership WalkRounds™ • Engaging All Stakeholders in Patient Safety • Using Storytelling to Engage Stakeholders 	Gelinas Tierney	Online IHI CPPS™ Review Course Domain 2: Leadership	Online CPPS™ Review Course Domain 2 Comprehension Checks and Practice Questions Class Review of Correct and Incorrect Question Responses

1	<p>PATIENT SAFETY RISKS AND SOLUTIONS</p> <ul style="list-style-type: none"> • Identifying and Solving Patient Safety Risks • Learning Boards • Risks for Vulnerable Populations • Root Cause Analysis (RCA) • The 5 Why's • Designing an Effective RCA • Developing Action Plans from RCA Results • Proactive Risk Assessment: FMEA • Promoting Effective Teamwork • Solutions: <ul style="list-style-type: none"> ○ Checklists ○ Bundles ○ Simulation ○ Health Information Technology • HIT and Patient Safety Risks 	Gelinas Tierney	Online IHI CPPS™ Review Course Domain 3: Patient Safety Risks and Solutions	Online CPPS™ Review Course Domain 3 Comprehension Checks and Practice Questions Class Review of Correct and Incorrect Question Responses
2	<p>MEASURING AND IMPROVING PERFORMANCE</p> <ul style="list-style-type: none"> • Sources of Data for Patient Safety • Qualitative and Quantitative Data • Descriptive and Inferential Statistics • Understanding Variation • Statistical Process Control • Why We Measure Safety • Improvement Methodologies • Leading Improvement Projects • Managing Change • Effective Communication of Data – Data Visualization Methods: Charts, Graphs, Scorecards, Dashboards 	Gelinas Tierney	Online IHI CPPS™ Review Course Domain 4: Measuring and Improving Performance	Online CPPS™ Review Course Domain 4 Comprehension Checks and Practice Questions Class Review of Correct and Incorrect Question Responses
2	<p>SYSTEMS THINKING AND DESIGN / HUMAN FACTORS ANALYSIS</p> <ul style="list-style-type: none"> • Defining Systems and Systems Thinking • Human Factors Analysis • Automatic and Conscious Processing • Confronting Drift • Tools to Diagnose Systems Issues • Workflow Analysis and Systems Errors – Swiss Cheese Model of Error • Regulatory and Accreditation Standards 	Gelinas Tierney	Online IHI CPPS™ Review Course Domain 5: Systems Thinking and Design / Human Factors Analysis	Online CPPS™ Review Course Domain 5 Comprehension Checks and Practice Questions Class Review of Correct and Incorrect Question Responses

Syllabus

2	CERTIFICATION EXAM PREPARATION <ul style="list-style-type: none"> • CPPS™ Practice Exam Question Review • Post-test Question / Answer Rationale Review • Patient Safety Acronyms and Terminology Review 	Gelinas Tierney	Post-test Completion During Class CPPS™ Practice Exam Completion Prior to Class	Post-test Online CPPS™ Practice Test
2	CERTIFICATION EXAM PREPARATION <ul style="list-style-type: none"> • Concentrated Self-Study Time • Time Allowance to Take Exam 	Gelinas Tierney	Complete all Critical Actions	CPPS™ Certification Exam completion

The syllabus is a guide for this course and is subject to change. Students will be informed in writing of any change in content or exam and/or assignment dates.

References in Addition to the CPPS™ Resource List on www.ihi.org

Books, Monographs and Sentinel Event Alerts

American College of Healthcare Executives and IHI/NPSF Lucian Leape Institute. (2017). *Leading a Culture of Safety: A Blueprint for Success*. Boston, MA: American College of Healthcare Executives and Institute for Healthcare Improvement.

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Shekelle, PG, Sarkar U, Shojania K, Wachter RM, McDonald K, Motala A, Smith P, Zipperer L, Shanman R. (2016). *Patient Safety in Ambulatory Settings. Technical Brief No. 27*. AHRQ Publication No. 16(17)-EHC033-EF. Rockville, MD: Agency for Healthcare Research and Quality. www.effectivehealthcare.ahrq.gov/reports/final/cfm.

The Joint Commission. *Sentinel Event Alert*, Issue 40: **Behaviors that undermine a culture of safety**. July 9, 2008 (accessed February 17, 2020).

The Joint Commission. *Sentinel Event Alert*, Issue 48: **Health care worker fatigue and patient safety**. December 14, 2011, Addendum: May 14, 2018 (accessed February 17, 2020).

The Joint Commission. *Sentinel Event Alert*, Issue 54: **Safe use of health information technology**. March 31, 2015 (accessed February 17, 2020).

The Joint Commission. *Sentinel Event Alert*, Issue 57: **The essential role of leadership in developing a safety culture**. March 1, 2017 (accessed February 17, 2020).

The Joint Commission. *Sentinel Event Alert*, Issue 60: **Developing a reporting culture: Learning from close calls and hazardous conditions**. December 11, 2018 (accessed February 17, 2020).