

**QUALITY AND PATIENT SAFETY INTERPROFESSIONAL EDUCATION  
PHR 274S – Spring 2013**

**Course Coordinator:** **Veronica Young, PharmD, MPH**  
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**UTHSCSA Coordinators:**

**Kevin Schindler, MD**  
School of Medicine

**Jan E. Patterson, MD, MS**  
**Leticia Bresnahan, MBA**  
Center for Patient Safety and Health Policy

**Socorro Escandon, PhD.,RN**  
**Peter Guarnero, PhD., RN**  
School of Nursing

**CREDIT HOURS: 2**

**PREREQUISITE:** pharmacotherapy courses in P2 year; P3 in San Antonio

**REQUIRED TEXT:** There is no required text for this elective. All required materials are posted on Blackboard.

**Meeting Times: Fridays, 10 AM – 11:50 AM**

**COURSE DESCRIPTION AND OVERALL GOALS**

This course is offered jointly with the UTHSCSA Schools of Medicine and Nursing, in collaboration with the Center for Patient Safety and Health Policy. This is a required course for second year medical students and all nursing students (in the undergraduate and graduate level) registered for a required research course.

The goal of this course is to familiarize students with concepts of patient safety and quality improvement. Fundamentals of quality improvement and patient safety will be presented. Reducing and preventing medical errors employing the TeamSTEPPS approach will be introduced. Students will become familiar with quality improvement tools, including the plan-do-study-act method, aim statements, root cause analysis, fishbone diagrams, process flow, and others.

A major emphasis of this patient safety and quality course is to incorporate interprofessional education. Students from medicine, nursing and pharmacy will be strategically placed in interprofessional teams for the semester, and will work collaboratively on a quality improvement project using tools discussed in class.

Pharmacy students will also be meeting with Dr. Young to discuss the concepts presented and further explore the evidence on concepts in patient safety and quality improvement. Pharmacy students will practice delivering presentations and facilitating discussions on the topic of quality improvement and patient safety, with the goal of becoming prepared to serve as leaders of healthcare improvement and developing skills required for fourth-year rotations.

### **LEARNING OBJECTIVES**

1. Identify examples of each of the three major classes of quality problems (overuse, underuse and misuse) and describe how each does harm to patients
2. Describe the importance of patient-centered care and the impact of medical errors on the healthcare system
3. Identify and describe common patient safety issues, including the six Institute of Medicine “aims for improvement” of healthcare
4. Describe process improvement and patient safety tools commonly used in healthcare, including TeamSTEPPS, plan-do-study-act, root cause analysis, fishbone diagrams, process flow
5. Describe unique roles of pharmacy, medicine, and nursing professions in contributing to patient safety and the quality improvement process
6. Practice skills in communication and interprofessional teamwork
7. Working as an interprofessional team, analyze a case involving a medical error and apply process improvement tools to develop a strategy for preventing future related errors
8. Evaluate evidence in the literature related to patient safety and quality improvement
9. Recognize the significance of IHI’s contribution to healthcare improvement and employ IHI.org as a resource for developing skills and knowledge in quality improvement and patient safety
10. Practice delivering a presentation and serving as a discussion facilitator

### **ATTENDANCE**

Attendance in class and discussion group is MANDATORY. All absences must be **approved in advance** by contacting the course coordinator at least 2 weeks prior to the day of absence. A student who is unable to attend due to an emergency must contact the course coordinator as soon as possible, and provide the necessary documentation.

**EXAMINATION:** There will be no tests/exams in this elective.

## PROFESSIONALISM

As a pharmacist, you are expected by your patients, subordinates, employers, and colleagues to act and dress in a professional manner at all times. This same expectation is applicable in the community while working with the organization's staff and its clients, in the classroom environment, and during online interactions with your colleagues in the course.

## EVALUATION AND GRADING POLICY

Since there are no tests or examinations in this course, students will be evaluated based on attendance, active participation in all discussion groups, topic presentation, and completion of the interprofessional team project.

**Table 1. Evaluation of Requirements**

Requirements	Percent of Grade
Attendance	10%
Participation in discussion groups	20%
Presentation and discussion facilitation of IHI module, journal article, and selected IHI resources	30%
Completion and presentation of interprofessional team project	30%
Completion of evaluations, surveys, and self-reflections	10%
<b>Total</b>	<b>100%</b>

Final letter grades for this elective will be determined based on the following scale:

Grade	Percentages
A	100-90%
B	89-80%
C	79-70%
D	69-65%
F	Below 65%

## USE OF BLACKBOARD (UT AUSTIN & UTHSCSA)

**UT Austin's Blackboard:** All pharmacy-specific communications and posting of announcements will be conducted through Blackboard from UT Austin. Your grades will be posted on this Blackboard.

**Getting help for Blackboard-related issues:** If you encounter any problems with accessing the Blackboard website or require other technical assistance, please contact the ITS Help Desk at **512-475-9400 (Monday-Friday, 8 AM – 6 PM.)**

**UT Health Science Center's Blackboard:** To access the online modules, required readings, discussion board, and forms, the student will need to access UTHSCSA's Blackboard site for this course through the UTHSCSA portal at <https://bblearn.uthscsa.edu/>. Access requires you to use your **UTHSCSA username**

**and password.** Please be aware that messages posted to the discussion board are available to all enrolled students and faculty.

**Getting help for Blackboard-related issues:** Please call 210-567-7777 (press 4 for Blackboard)

***It is the student's responsibility to check both the UT Austin and UTHSCSA's Blackboard on a regular basis for new announcements, online modules, class assignments, and other course correspondence. Students will be held responsible for all materials posted.***

## **USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your email regularly and frequently. Checking your e-mail daily is highly recommended, but at a minimum, you should check e-mail twice a week in order to stay current with course- and university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

For students who prefer communicating with the faculty via e-mail, responses to questions related to the course or lab are generally returned within two to three working days. In the event that you do not receive a response within that time frame, please send another email message because email can get lost during transmission.

**Important:** The Health Science Center (HSC) instructors will most likely be sending emails using your HSC account ([username@livemail.uthscsa.edu](mailto:username@livemail.uthscsa.edu)). If you want to avoid having to check both your HSC and utexas email, you can have your HSC emails forwarded to your Austin account.

First, you need to make sure your password for the HSC hasn't expired. It expires every 60 days. If so, you can reset your password using the following link: <https://pwr.uthscsa.edu/instance1/nph-psf.exe>

If you experience difficulty with your HSC email, please contact the following:

Elisa Fischer: 210-567-8326; [fischere@uthscsa.edu](mailto:fischere@uthscsa.edu)

HSC Triage: 210-567-7777 (press 1)

## **UNIVERSITY OF TEXAS HONOR CODE**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values and integrity, honesty, trust, fairness, and respect toward peers and community.

## ACADEMIC INTEGRITY

The “Statement on Scholastic Integrity of the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of a course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies of scholastic dishonesty will be strictly enforced in this class”.

Students are expected to work independently on assigned work and examinations, unless otherwise instructed by the course instructor. For group work, students are expected to collaborate only within their respectively assigned group. Any student discovered to have committed scholastic dishonesty will be given a grade of “zero” on that assignment, laboratory, or examination. Any student suspected of academic dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar’s Office for information about procedures and about what constitutes scholastic dishonesty.

Also, you should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

## PLAGIARISM

Plagiarism is considered scholastic dishonesty and will not be tolerated in the course. Any assignment or laboratory report found to contain plagiarized material will receive a grade of zero. At the prerogative of the course coordinator, the student may be assigned a new topic to complete within a specified length of time. The highest grade a student will receive from this second write-up is 65%.

According to the American Medical Association *Manual of Style (9<sup>th</sup> edition)*, plagiarism in its broadest sense is an attempt to deceive. Specifically, the *Manual of Style* states that plagiarism occurs whenever “an author passes off as his or her own the ideas, language, graphics, or even scientific protocols created by someone else, whether published or unpublished, without giving appropriate credit. Plagiarism of published work violates copyright laws as well as standards of honesty and collegial trust and may be subject to penalty imposed by a court should the holders of the copyright bring suit”. Several types of plagiarism have been identified with 2 major examples being (1) verbatim (word-for-word) use of passages of text without enclosing the material in quotation marks, and (2) paraphrasing material without attribution to the original author (i.e., not footnoting the material). It is important to note that plagiarism also includes using a mixture of one’s own original work/phraseology with material that closely resembles someone else’s work. Even if footnotes are used, use of wording that is verbatim (in whole or in part) OR consistently resembles the original work of another author with only minor changes in phrasing constitutes plagiarism. Since it is virtually impossible to differentiate deliberate plagiarism from “accidental” plagiarism or mere coincidence, any evidence of plagiarism will result in a grade of zero for the paper.

## BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call **(512) 232-5050** or visit **<http://www.utexas/safety/bcal>**.

## STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations **prior to each examination**. In the absence of such **prearrangement**, it is assumed that the student is not requesting special accommodations for that test, and will be expected to take that test with the rest of the class at the regularly scheduled test period. A student with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 471-6259. The URL is <http://www.utexas.edu/diversity/ddce/ssd/>.

## ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS

By UT Austin policy, the student must notify the course coordinator of the pending absence **at least 14 days prior** to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, a laboratory session, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

### Course Schedule – Spring 2013

#	Date	Topic	Location 1† (10-10:50 AM)	Location 2‡ (11 – 11:50 AM)
1	1/18	Part 1: Introduction Part 2: Principles of patient safety and quality improvement	DIS	3.102B
2	1/25	(Young): Course orientation and intro to quality improvement and patient safety (Horne): IHI Module: The Model for Improvement: Your Engine for Change	McD 2.104	McD 2.104
3	2/1	Part 1: IHI Module – Student Presentation* Part 2: TeamSTEPPS , IPE group activity	DIS	Small classrooms, 2 <sup>nd</sup> floor, Library
4	2/8	Part 1: IHI Module – Student Presentation* Part 2: Fundamentals of quality improvement	DIS	Small classrooms, 2 <sup>nd</sup> floor, Library
5	2/15	Part 1: IHI Module – Student Presentation* Part 2: Fundamentals of patient safety	DIS	Small classrooms, 2 <sup>nd</sup> floor, Library
6	2/22	Part 1: Explore IHI Website – Student Presentation Part 2: QI tools – PDSA, AIM statement, process flow, IPE group activity	DIS	Small classrooms, 2 <sup>nd</sup> floor, Library
7	3/1	IPE Team Progress Journal article discussion led by Dr. Young	McD 2.104	McD 2.104
8	3/8	Journal article discussions led by students	McD 2.104	McD 2.104
9	3/15	-- Spring Break --		
10	3/22	Part 1: Journal article discussions led by students Part 2: Fishbone Intervention, IPE group activity	DIS	Small classrooms, 2 <sup>nd</sup> floor, Library
11	3/29	Discussion Topic TBD Q & A about IPE group presentation	McD 2.104	McD 2.104
12	4/5	Part 1: No class (prepare for presentation) Part 2: IPE Group Presentations	---	Small classrooms, 2 <sup>nd</sup> floor, Library
13	4/12	(Young): IHI Module: Culture of Patient Safety	McD 2.104	McD 2.104
14	4/19	Discussion and Guided Reflections	McD 2.104	McD 2.104
15	4/26	No Class - TSHP Meeting (4/26-4/28)	---	---
16	5/3	No Class	---	---

†DIS=Drug Information Service (Briscoe Medical Library 4.080); McD=McDermott

‡Please verify the location of your small classroom meeting prior to class

\*IHI Modules to be presented (in any order):

PS 101: Fundamentals of Patient Safety

PS 103: Teamwork and Communication

PS 104: Root Cause and Systems Analysis