Culture of Patient Safety: Transforming Health Together

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Office: PHR 5.112P  
Office Hours: By appointment  
Web Resources: Canvas® site for this course; canvas.utexas.edu  
Meeting Time/Location: PHR 3.110, T/TH 9:30 – 11 AM

Teaching Assistant: See Canvas site for information

COURSE DESCRIPTION

The purpose of this course is for college students to explore the individual, community and system conditions that impact the quality and safety of health care they receive. Raising awareness of such barriers empowers individuals to be more informed, play a more active role in their own health, and actively contribute to improve health conditions within their community. Informed health care consumers and communities are pivotal to fueling the transformation that has already begun in building a safer and more efficient health care system. Students will accomplish this through small team and large group discussions, class debriefs, group presentations, and reflective and research writings.

LEARNING OBJECTIVES

1. Explain the impact of medical errors on quality and patient safety.
2. Evaluate the role of various social determinants of health on access to quality health services and health outcomes.
3. Determine elements essential to improving health literacy.
4. Define patient and community health empowerment.
5. Describe the relationship between individual, community and system responsibilities with building a safer and more efficient health care system.
6. Articulate one’s role in the transformation of health.
7. Apply skills in critical thinking and problem solving in exploring the causal factors and potential solutions to barriers that impacts the quality and safety of care.
8. Communicate facts and opinions clearly through writing and verbal presentations.
9. Demonstrate information literacy skills needed to conduct research on a topic.
10. Develop skills necessary for effective teamwork, including the provision of constructive feedback through peer review.
COURSE REQUIREMENTS

Attendance

It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and students in the classroom. If you miss a class for any reason, you are responsible for all materials covered and announcements made in your absence.

Attendance is required. It is your responsibility to be on time and remain for the entire period so as not to be inconsiderate of your colleagues in learning and to fully participate in class discussions. Attendance will be taken at the beginning of each class. Points will be deducted for students who are tardy or leave class early without a documented reason or advance approval from the instructor.

Excused Absences:

- In the case of an illness or emergency, you must notify the course coordinator by email before the class period when possible, or immediately after where circumstance permits.
- For all other absence, you must email the course coordinator at least 7 days prior and request for an approved absence.

Unapproved absences will result in a 5% reduction in the final course grade for each occurrence.

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

Attendance accounts for 10% of the final course grade.

Participation and Professionalism

Participation through engaging discussions on focus topics is another key element of the course. While the instructor will facilitate some discussions, other sessions will be student-driven using the focus topic presentations as stimulus.

Active participation is expected in class and during required activities outside the classroom such as visiting a University gem and attendance at a University Lecture Series (ULS) lecture. Participation involves preparing for class, actively listening when others are speaking, responding to questions or prompts, providing feedback, as well as actively contributing to other activities. Small team discussions and large group debriefs are incorporated into class sessions.

Professionalism is demonstrated through mutual respect, active listening, and collegiality with peers and instructor.
You will be required to meet with the TA periodically throughout this course. Instructions will be provided during class or posted via Canvas.

Participation and professionalism accounts for 20% of the final course grade.

**Information Literacy**

Learning Objectives:

- Students will be able to evaluate sources of information based on criteria such as creation process, authority, currency, relevance, purpose, and perspective.
- Students will be able to describe a research strategy that includes choosing an appropriate source of information, type of information, and keywords.
- Students will be able to describe the idea that sources of information exist in conversation with each other.

We will have one class workshop under the direction of Sarah Brandt at the Perry Castaneda Library. The session will focus on conducting research for your writing assignments.

Specifically, we will focus on: 1) finding sources; 2) developing strategies for research (keyword searches); and 3) analyzing different sources that talk about the same information.

**Writing Assignments**

**Writing Flag.** This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Writing will be a major component (40%) of this course. Writing assignments aim to develop in students: 1) skills in articulating and defending one’s perspectives through the written form; 2) a foundation in information literacy at a level sufficient to prepare a research paper; and 3) the ability to provide informative and actionable written feedback to peers through critique of each other’s written works.

All written assignments will be reviewed. Feedback addressing both content and syntax will be returned to students. Students will have an opportunity to revise two writing submissions for re-submission. Re-submissions are due one week from the date students received their graded paper.
The penalty for late submissions of written assignments will be a 10% grade reduction for each 24-hour that the assignment is late, beginning immediately following the time the assignment is due. For example, submitting an assignment that was due 1/29 (9:30 AM) on 1/30 7 AM will result in a 20% lowering of the assignment grade (95% original grade to 75% with penalty).

All written papers should be:
- Double-spaced, 1-inch margins
- Calibri, 11 or 12 point font
- Include a page number at the upper right of each page for assignments longer than one page in length
- Use spell check BEFORE submitting
- Re-read your assignment BEFORE submitting
- Grammar and spelling will BOTH be evaluated and points deducted as necessary; this applies to ALL writing assignments
- Research papers MUST have a bibliography of AT LEAST 5 references using American Medical Association (AMA) style

1. Research paper on a health topic (5-7 pages)
   - Students will independently complete a research paper. You will choose from a list one health condition. If you have another health condition of interest, you may petition the course instructor and seek approval for your topic. You will explore this health condition, including disease prevalence, causes or etiology of disease, risk factors, symptoms and overview of management of this condition. For your selected condition, identify at least three social determinants of health that can impact this condition. Explain why you believe these specific social determinants will negatively impact this health condition. What solutions would you propose to address each determinant?
   - You are required to identify and use a minimum of five resources for your bibliography.
     - Refer to the handout on “annotated bibliography” for instructions.
   - In completion of the research paper, students will submit components of the paper that corresponds to the writing process:
     - topic approval
     - annotated bibliography and outline
     - draft version of the paper
     - final paper (must include a title page consisting of a title for your paper, your name, and date)
   - Feedback will be provided promptly to students at each stage of the process. Feedback on the draft paper is crucial, allowing students to make necessary revisions before final submission of the paper.
2. Resource evaluations: analysis of various health empowerment and patient safety resources for reliability, usability, and health literacy
   - Students will conduct two reviews of various health empowerment and patient safety resources.
   - The evaluation will be completed using the response template provided on Canvas.
   - Students will have an opportunity to share their views during class discussions.

3. Reflections on visit to two University gems (1-2 pages)
   - Visits to gems of the University is an important element in acculturating students to the expansive university campus and all that it has to offer. Students in this course will be required to visit two University gems. Students will complete a 1-2 page reflection on each experience based on the following prompt:

   **Visit #1:** Describe what you learned from the visit, and how the experience has relevance to your personal and/or professional development.

   **Visit #2:** Describe what you learned from the visit, and how the experience has relevance to our course (e.g., self-empowerment, community empowerment, SDOH, etc.)

4. Reflection on attendance at the required University Lecture Series (1-2 pages)
   - Students are required to attend the University Lecture Series (ULS) presentation as indicated on the course schedule. A reflection on this presentation will be a required writing assignment.

   - Students will submit a 1-2 page reflection of the lecture by addressing the following prompts:

   o How does this presentation topic relate to our course on Culture of Patient Safety-Transforming Health Together? You are required to illustrate your points using BOTH concepts learned in class AND specific content/concepts/examples delivered by the presenter.

   o Additionally, feel free to share whether this presentation has any impact on you, and if so, how?

5. Pre- and Post-reflection on “culture of patient safety” and comparative analysis of differences in perspective (minimum word count 500; maximum word count 1000)
   - Students will complete a second reflection on the same topic “culture of patient safety” towards the end of the course. Students will then compare their initial versus end-of-course perspectives. They will discuss their role in transforming health.
Peer Review

Students will complete two peer reviews on the two short papers on “resource evaluations”. They will provide feedback in written and verbal format.

Oral Presentations

Oral presentation will be the second main requirement (30%) of this course. This requirement aims to develop in students the skills needed to deliver quality oral presentations. The ability to communicate verbally in a formal style is an important professional skill. All presentations will be timed. The audience consists of your fellow students. In addition to conducting individual oral presentations, you will also deliver a team presentation.

1. Individual presentation of the health topic paper
2. Group presentation
   - Students will be placed in groups to prepare a group presentation. The group presentation will be based on a comparative analysis of the resources they have individually analyzed for the short paper. Together, they will critique and compare/contrast these resources.

University Gems and Lecture Series

Part of the University’s intent in offering these Signature Courses is to provide an opportunity to explore “gems” offered on campus. Thus, all students are required to visit the gems selected for this course.

Students are required to attend the following University Lecture Series (ULS) presentation. A reflection on this presentation is due as per course schedule.

   April 2, 2019, 7-8 PM, Texas Union Theatre
   Title: Sleeping your Way to Academic Success
   Speaker: Dr. Pat Carter

WRITING CENTER

Students are strongly encouraged to use the Undergraduate Writing Center, FAC211, 471-6222: http://www.uwc.utexas.edu/). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. The consultants there work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing that has "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are
trained to help you work on your writing in ways that preserve the integrity of your work.

The Sanger Learning Center also provides assistance for students. Information regarding writing specifically can be found at: https://ugs.utexas.edu/slc/study/writing.

The Sanger Learning Center is located in Jester Center Room A332.

**SIGNATURE COURSES**

This course fulfills three hours of the component area option of the university core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and one additional objective (teamwork, personal responsibility, social responsibility, or empirical and quantitative skills).

**GRADING POLICY**

The course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>10%</th>
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<tr>
<td>Participation and professionalism</td>
<td>20%</td>
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<tr>
<td>Oral presentation</td>
<td>30%</td>
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<tr>
<td>• Individual presentation on health topic paper</td>
<td>50%</td>
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<tr>
<td>• Group presentation</td>
<td>50%</td>
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<tr>
<td><strong>Writing</strong></td>
<td>40%</td>
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<tr>
<td>• Research paper: Health topic paper</td>
<td>50%</td>
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<tr>
<td>• Resource evaluations</td>
<td>20%</td>
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<tr>
<td>• Reflections on “culture of patient safety”</td>
<td>10%</td>
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<tr>
<td>• Reflections on visiting University Gems</td>
<td>10%</td>
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<tr>
<td>• Reflection on ULS lecture</td>
<td>10%</td>
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Final letter grades for this course will be determined based on the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-66%</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>65-66%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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USE OF ELECTRONIC DEVICES

Cell Phones and Laptops: Students are asked to turn off or mute cell phones during class. Any student found to be using their cell phone during class will be marked absent and asked to leave for the remainder of the class. Laptops may be used for note-taking and writing assignments during class. Any student found to be tweeting, posting to Facebook, emailing, surfing the web, or doing any other non-course related activity using their laptop will be marked absent and asked to leave for the remainder of the class, and they will not be allowed to bring their laptop back to class. In the event that you need to take an emergency phone call during class, please leave the class to answer the phone. It is the student’s responsibility to notify the instructor of the emergency prior to leaving class for the day.

USE OF CANVAS

The official course management site is CANVAS for this course and laboratory. Canvas can be accessed via http://canvas.utexas.edu. Access is UTEID-protected and provides you with links to the courses in which you are currently enrolled. You must access this site for course-related materials including schedule changes, distribution of course materials. Canvas also will be used for official course announcements and exchange of class information and questions via the discussion board. Please be aware that messages posted to the discussion board are available to all enrolled students and faculty. This website also can be used to contact the course coordinator. It is the student’s responsibility to check Canvas on a regular basis for new announcements and other course correspondence. Students will be held responsible for all materials posted on Canvas.

Getting Help for Canvas-related Issues

If you encounter any problems with accessing Canvas or require other technical assistance, please contact the Instructional Technologies (ITS) Help Desk at 475-9400 (Monday-Friday, 8 AM – 6 PM) or the “Tutorials for Students” at http://canvas.utexas.edu.

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.

OTHER COURSE OR UNIVERSITY POLICIES AND INFORMATION

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 DISHONESTY

Students are expected to work independently on assignments. Cheating on quizzes or plagiarism in writing may result in a recommendation to the Dean of Students that a grade of “F” be assigned for the course. What’s plagiarism? Simply put, it’s using words or ideas that are not your own and not citing the source of those words or ideas. It’s taking credit for something you didn’t do/write.

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 (9th 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.

Information on (avoiding) plagiarism and related UT policies can be found at http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php.

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.

ACADEMIC ACCOMMODATIONS FOR 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 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. The URL is http://www.utexas.edu/diversity/ddce/ssd/.

Notification of Faculty

Students registered with SSD should provide their faculty members with an official letter from SSD outlining the academic accommodations for which they have been approved. It is the student's responsibility to deliver the letter to each faculty member and to discuss the accommodations. The student should remind the instructor of any testing accommodations five business days before each exam.

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.
CAMPUS CARRY

Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at http://campuscarr.utex.ay/info-sheets.

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be made aware of the following policies regarding evacuation: familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one your used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow the class instructor instructions. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
**Course Schedule – Spring 2019**

*Schedule may be subject to change due to confirmation of speakers and tours*

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<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Writing Assignment Due</th>
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</table>
| 1/22  | 1     | Course introduction  
Overview of Canvas  
In-class writing - reflection | Reflection on culture of patient safety due by end of class via Canvas                   |
| 1/24  | 2     | Culture of patient safety                                           |                                                                                         |
| 1/29  | 3     | Resources for Health Information  
Social determinants of health |                                                                                         |
| 1/31  | 4     | Social determinants of health                                       |                                                                                         |
| 2/5   | 5     | Writing process - Undergraduate writing center speaker (requested)  | Submit health topic selection by 9:30 AM                                                |
| 2/7   | 6     | Visit with UT Libraries (information literacy/ preparation for research paper)  
Location: TBD |                                                                                         |
| 2/12  | 7     | Tour university gem (confirmed)  
Texas Memorial Museum – Meet at museum by 9:30 | Reflection on university gem due 9:30 AM                                                |
| 2/14  | 8     | Guest speaker – Laura Townsend (confirmed)                          | Outline and bibliography for health topic paper due 11:59 PM via Canvas                 |
| 2/19  | 9     | Health literacy  
Patient and community health empowerment | Resource evaluation paper #1 due 9:30 AM via Canvas                                        |
| 2/21  | 10    | No class - Independent work time                                     |                                                                                         |
| 2/26  | 11    | Health literacy  
Patient and community health empowerment  
Peer review of resource evaluation paper #1 | Rough draft of health topic paper due 9:30 AM via Canvas                                |
| 2/28  | 12    | Access to care                                                      |                                                                                         |
| 3/5   | 13    | Tour university gem (confirmed)  
Blanton Art Museum – Meet at museum by 9:30 | Reflection on university gem due 9:30 AM via Canvas                                     |
<p>| 3/7   | 14    | No class – independent work time                                     |                                                                                         |
| 3/12  | 15    | What would you do? Tools for taking care of your fellow Longhorns (requested) | Reflection on university gem due 9:30 AM via Canvas                                     |
| 3/14  | 16    | College drug jeopardy (requested)                                   |                                                                                         |
| 3/19  |       | Spring Break                                                        |                                                                                         |
| 3/21  |       | Spring Break                                                        |                                                                                         |
| 3/26  | 17    | Patient safety                                                      |                                                                                         |
| 3/28  | 18    | Patient safety                                                      | Health topic final paper due 9:30 AM                                                   |
| 4/2   | 19    | Patient safety                                                      | Resource evaluation paper #2 due 9:30 AM via Canvas                                    |</p>
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<th>Day</th>
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<tr>
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<td>20</td>
<td>No class</td>
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<tr>
<td>4/9</td>
<td>21</td>
<td>Presentation – health topic paper</td>
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<td>Presentation debrief</td>
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<td>4/11</td>
<td>22</td>
<td>Presentation – health topic paper</td>
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<td>Presentation debrief</td>
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<td>4/16</td>
<td>23</td>
<td>Presentation – health topic paper</td>
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<td>Presentation debrief</td>
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<td>4/18</td>
<td>24</td>
<td>Presentation – health topic paper</td>
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<td>Presentation debrief</td>
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<td>4/23</td>
<td>25</td>
<td>Presentation – health topic paper</td>
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<td>Presentation debrief</td>
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<tr>
<td>4/25</td>
<td>26</td>
<td>Prepare for group presentation</td>
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<tr>
<td>4/30</td>
<td>27</td>
<td>Group presentations</td>
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<tr>
<td>5/2</td>
<td>28</td>
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<tr>
<td>5/7</td>
<td>29</td>
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<tr>
<td>5/9</td>
<td>30</td>
<td>Culture of patient safety/ transforming health together</td>
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<td></td>
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<td>Course debrief</td>
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**Attend University Lecture Series (ULS), 7-8 PM, Texas Union Theatre**
Sleeping Your Way to Academic Success (Dr. Pat Carter)

**Reflection** on ULS presentation due 9:30 AM via Canvas

**Final reflection** on culture of patient safety