

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Patient Safety Course Specification 614 SAF-2
(614 سيف - 2) 1437-1438 H

Patient Safety Course Specification

Institution	Najran university	Date of Report	20/12/2016 (37-38 semester 2)
College/Department	College of Medicine		

A. Course Identification and General Information

1. Course title and code:	Patient Safety (614 SAF-2) (614 سيف 2)																						
2. Credit hours	2 (1+1)																						
3. Program(s) in which the course is offered:	Medicine and Surgery																						
4. Name of faculty member responsible for the course	Dr. A. Al Mhboub																						
5. Level/year at which this course is offered	11 th level/6 rd year																						
6. Pre-requisites for this course (if any)	According to bylaws																						
7. Co-requisites for this course (if any)	Non																						
8. Location if not on main campus	University Hospital																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a) Traditional classroom</td> <td><input checked="" type="checkbox"/></td> <td>what percentage?</td> <td>30%</td> </tr> <tr> <td>b) Blended (traditional and online)</td> <td><input type="checkbox"/></td> <td>what percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>c) E-learning</td> <td><input type="checkbox"/></td> <td>what percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>d) Correspondence</td> <td><input type="checkbox"/></td> <td>what percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>e) Other: Field Visits</td> <td><input checked="" type="checkbox"/></td> <td>what percentage?</td> <td>70%</td> </tr> </table>			a) Traditional classroom	<input checked="" type="checkbox"/>	what percentage?	30%	b) Blended (traditional and online)	<input type="checkbox"/>	what percentage?	<input type="text"/>	c) E-learning	<input type="checkbox"/>	what percentage?	<input type="text"/>	d) Correspondence	<input type="checkbox"/>	what percentage?	<input type="text"/>	e) Other: Field Visits	<input checked="" type="checkbox"/>	what percentage?	70%
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Comments:	<p>Newly updated course to be run as a block for two weeks starting from 17/4/1438 coordinated by a staff member from family & community medicine department. The course was designed according to WHO Guideline for patient safety in health care settings.</p>																						

B Objectives

1. What is the main purpose for this course?
1) To introduce students to the concepts of patient safety, practice of clinical skills intended to improve safety & induce their contribution on the safety culture within health care setting.
2. Briefly describe any plans for developing and improving the course that are being implemented.
1) Continuous updating of the information, knowledge and skills included in the course through the continuous search for new knowledge and skills available in recent publications (books, researches, internet and others).
2) Continuous improvements in teaching methods to encourage the students to participate effectively in the various academic activities.
3) Continuous evaluation of the course contents, student level and establishing improvement plans accordingly.
4) Modifications in curriculum development after the feedback of students at the end of sessions

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

<p>Patient safety course includes basic scientific knowledge and concepts as well as cognitive skills in the most reliable and efficient approach. Health care students in general and medical students in particular need to know systems impact on the health care quality. Patient safety is not a traditional stand-alone discipline; rather, it is one that</p>
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integrates into all areas of health care. As medical students are among the future leaders in health care, it is vital that they are knowledgeable and skilful in their application of patient safety principles

1. Topics to be Covered

List of Topics	Weeks	Contact Hours
Introduction to the block	1 st week	1(1+0)
Introduction to the concepts of Patient safety		1(1+0)
Surgical Site Infection (Surgery)		1(1+0)
Being an effective team player (Family Medicine)		1(1+0)
Safety in ER Medicine (visit)		3(0+3)
Obstetrical Adverse Events (Obstetrics)		1(1+0)
Obstetrical Adverse Events (visit) (Obstetrics)		3(0+3)
Safety of Health Care Provider (lab) Micro		3(0+3)
Understanding & Managing Clinical Risk Medicine – Surgery		1(1+0)
Understanding & Managing Clinical Risk (visit) Medicine – Surgery		3(0+3)
Safety in Patient Hospital Nutrition (visit)		3(0+3)
Engaging with Patients and Carers (Family Medicine)		1(1+0)
Engaging with Patients and Carers (visit) (Family Medicine)		3(0+3)
Safety in Pediatrics		3(0+3)

Thursday 21/4/1438 Mid block exam 8-10 a.m.

Improving Medication Safety Clinical Pharmacist	2 nd week	1(1+0)
Improving Medication Safety (visit) Clinical Pharmacist		3(0+3)
Minimizing infection in health care setting		1(1+0)
Minimizing infection through improved infection control (visit)		3(0+3)
Blood Safety Transfusion & Storage Medicine		1(1+0)
Patient Safety and Invasive Process I Surgery		1(1+0)
Patient Safety and Invasive Process II Surgery		1(1+0)
Patient Safety and Invasive Process III Surgery		1(1+0)
Patient Safety and Invasive Process (visit) I Surgery		3(0+3)
Patient Safety and Invasive Process (visit) II Surgery		3(0+3)
Radiation Hazard Radiology		1(1+0)
Radiation Hazard (visit) Radiology		3(0+3)
Medical Record (visit) Block Coordinator		3(0+3)
Understanding and Learning from Errors Pediatrics		1(1+0)
Safety At The Theatre Anesthesia + Surgery		3(0+3)
(CSSD) Visit Surgery		3(0+3)

Thursday 28/4/1438 Final Block exam

MCQs 30 %OSCE 40%

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other: Clinical Visits	Total
Contact Hours	15				45	60
Credit	1				1	2

3. Additional private study/learning hours expected for students per week.	5
4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy	

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it. Every course is not required to include learning outcomes from each domain.

5. NQF Learning Domains and Course Learning Outcomes		Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize the concept of patient safety in healthcare settings	Interactive lecture Field visits	Portfolio MCQS OSCE
1.2	List the most common topics on patient safety		
1.3	Identify problems errors with patient care in healthcare settings		
1.4	Describe the concept of systematic error: organizational, equipment issues, team work and management issues.		
2.0	Cognitive Skills		
2.1	Analyze the impact of human factors and its relationship with patient safety	Interactive lecture Field visits	Portfolio MCQS OSCE
3.0	Interpersonal Skills & Responsibility		
3.1	Abide by the regulations of infection control in health care setting	Interactive lecture Field visits	Portfolio OSCE
4.0	Communication, Information Technology, Numerical		
4.1	Communicate clearly with health care personnel and co-patients for the sake of patient safety	Interactive lecture Field visits	Portfolio OSCE
5.0	Psychomotor		
5.1	Perform competently and clearly your patient examination and required investigations according to safety protocols	Interactive lecture Field visits	Portfolio OSCE

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows: Consider, Reflect Maximize, Continue, Review, Ensure, Enlarge, Understand, Maintain, , Examine, Strengthen, Explore Encourage Deepen Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

Schedule of Assessment Tasks for Students during the Course			
Assessment task		Week Due	Proportion of Total Assessment
1	Continuous assessment :- Portfolio 10 % Mid block exam MCQs 20 %	All 2 weeks End of 1 st week	30%
2	Final exam MCQs 30 % OSCE 40%	End of 2 nd week	70%
3	Total Marks		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E. Learning Resources

1. Required Text(s) 1. WHO Patient Safety Curriculum Guide for Medical Schools - Bienestar http://www.bienestar.unal.edu.co/wp-content/uploads/2016/11/patientsafetycurriculumguidefo
2. Essential References 1. ABC of Patient Safety http://www.gulfkids.com/pdf/Patient-Safety.pdf 2. Human Factors in Patient Safety - World Health Organization http://www.who.int/patientsafety/research/methods_measures/human_factors/human_factors_review.pdf 3. who_ps_curriculum http://www.search.ask.com/web?o=&page=1&q=who_ps_curriculum
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4- Electronic Materials, Web Sites WWW.WHO.org , WWW.CDC.org , WWW.pubmed.gov
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation: Lecture rooms and laboratories are already available.
2. Computing resources: Computers and multimedia are already available.
3. Other resources: Library supplied with reference text books, electronic resources.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching: 1) Completion of course evaluation questionnaire by each student at the end of the course. 2) End of the course discussion between the teacher and the students regarding what went well and what could have gone better.
2. Other Strategies for Evaluation of Teaching : 1) Observations from colleagues. 2) Class observation by supervisors. 3) Independent assessment of standards achieved by the students.
3. Processes for Improvement of Teaching: 1) Continuous updating of course contents according to the previous course report. 2) Regular meetings where problems are discussed and solutions given. 3) Workshops on teaching methods. 4) Review of recommended teaching strategies.
4. Processes for Verifying Standards of Student Achievement: 1) Check marking of a sample of student work by an independent faculty member. 2) Students who believe they are under graded could have their papers checked by another reader.
5. Action planning for improvement: 1) Action plan for course improvement will be done according to the feedback about the course from students, other colleagues.

Faculty or Teaching Staff: All Departments in the College

Signature: Dr. Abdul Raheem Almahaboub Date Report Completed: 20/12/2016

Received by: _____ Dean/Department Head

Signature: _____ Date: 20/12/2016