

**Course Title:** HON 299: Medical Error

**Number of Credits:** 3 (in class work: 2 hours and 30 minutes/outside class work 6 hours)

**Hours of Theory:** 37.5

**Prerequisites:** Being an honors student

**Semester Taught:** Spring 2021

**Faculty:** Dr. Connie J. Perkins, Ph.D., RN, CNE

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**Office hours (zoom):** Tuesdays 0900-1100; Wednesdays/Thursdays 1300-1500; or by appointment

**Zoom Link:** <https://sbu.zoom.us/my/sbunursing>

**Method of instruction:** Wednesdays 1500-1730; Hybrid format (see calendar for schedule).

**Course Description:** Honors students will be introduced to the concept and possibility of medical error in the United States. Common healthcare system processes will be reviewed and detailed case studies will be analyzed and reenacted. Professional healthcare organizations striving to prevent medical error and promote patient safety will be appraised and applied to medical error concepts. Students will also spend time communicating with a healthcare worker outside of scheduled class time to promote self-awareness and understanding. 3 credits. Spring.

<b>Honors Program Learning Outcomes</b>	<b>Learning Objectives/Student Outcomes</b>	<b>Program Activities</b>
Focus on critical and analytical thinking through interdisciplinary and current topics taught in Honors courses and other Honors activities.	Define interdisciplinary as it relates to healthcare.  Analyze medical error case studies and formulate prevention plans.  Interview a healthcare role typical to an interdisciplinary healthcare team.	In class participation  In class participation Healthcare role paper  Healthcare role interview
Be challenged and transformed through various experiences, which enables students to grow academically within, and out of, their own disciplines.	Reflect on an experienced healthcare role.  Assess personal assumptions about medical error.  Challenge misconceptions about medical error.	Healthcare role presentation  In class participation  Discussion board

	Connect Franciscan values to the healthcare field and how they can prevent medical error.	Health care role paper
Gain cognitive tools to exceed their expectations and mature in a more profound way.	Analyze personal experiences of a healthcare role.  Analyze case studies involving medical error.	Healthcare role interview  Discussion board
Develop a close working relationship with faculty through seminar style courses, social gatherings, and independent research.	Discuss healthcare role and medical error potential through that role.  Seek council from fellow honors students and faculty regarding their Honors Independent Project.	Medical Error: A walk in their shoes  In class participation

### Required textbook:

Kohn, L. T., Corrigan, J., & Donaldson, M. S. (2000). *To err is human: Building a safer health system*. Washington, D.C.: National Academy Press.

### Required technology:

Technology Services makes no preferences as to the make or model of any computer coming on to our network. We do, however, recommend at purchasing at least a **3 year warranty** on a new system with on-site repair if it is available. We can also offer the following general recommendations:

- Windows Operating System: Windows 10
- Macintosh OS 10.x
- Minimum of 8 Gb of RAM for memory
- Solid State hard drive of at least 240 Gb
- Microsoft Office - available to download free from your student Office 365 account (see instructions on your mysbu portal under Tech Assistance)
- Virus Protection
- Any of the following browsers: google chrome, firefox, or internet explorer

### Course Calendar:

Week 1: January 27<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Introductions. Syllabus review/course expectations. Executive Summary of To Err is Human. Medical error terminology research/completion.

- Required preparation: Review syllabus, bring own book (To Err is Human).

\*In class participation points awarded.

Week 2: January 31<sup>st</sup>-February 6<sup>th</sup>

- Delivery format: Asynchronous online
- Topic/student activities: Paying for healthcare in the United States. Moodle lesson and discussion board.
- Required preparation: Review chapter 1 in book.

\*Discussion board due by end of week (original post by Wednesday and peer response by Saturday).

Week 3: February 10<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Errors in health care: A leading cause of death and injury. Root Cause Analysis activity.
- Required preparation: Review chapter 2 in book. Bring up to date statistics on medical error. Each student must independently research medical error rates and bring statistics found from reputable sites to report in class.

\*In class participation points awarded.

Week 4: February 14<sup>th</sup>-20<sup>th</sup>

- Delivery format: Asynchronous online.
- Topic/student activities: Chasing zero: winning the war on healthcare harm. Documentary and discussion board.
- Required preparation: Watch the documentary and complete the discussion board.

\*Discussion board due by end of week (original post by Wednesday and peer response by Saturday).

Week 5: February 24<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Building leadership and knowledge for patient safety.
- Required preparation: Review chapter 4 in book. Research National Patient Safety Goals and bring one set of goals to class (i.e. office-based surgery). The simplified versions are fine. Read them and reflect on what they mean to you as a consumer of healthcare (no more than 1 page). Why are they necessary? Who do you hope reads them?

\*In class participation points awarded.

\*Draw assigned state from hat for following week discussion.

Week 6: March 3<sup>rd</sup>

- Delivery format: Face-to-face
- Topic/student activities: Error reporting systems. Role play: Committee recommendations (review hospital report and make recommendation for improvement).
- Required preparation: Review chapter 5 in the book. Research assigned state for what their patient safety reporting system is. Bring details to class such as reporting process, who completes the report, what is reported, and legality tied to it. Research the state to find out what statistics or reports are available specific to the state (i.e. reported errors, adverse events, etc.). Compare current process to appendix D in book (if applicable).

\*In class participation points awarded.

**University Scheduled Wednesday Classes Off- No formal assignment March 7<sup>th</sup>-14<sup>th</sup>**

Week 7: March 14<sup>th</sup>-20<sup>th</sup>

- Delivery format: Asynchronous Online
- Topic/student activities: Why do errors happen? Case studies.
- Required preparation: Review chapter 3 in book for case study review process, then choose one posted case study from the IHI to complete the discussion board. Answer the preceptor forum.

\*Discussion board due by end of week (original post by Wednesday and peer response by Saturday).

Week 8: March 24<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Guest speaker: Medical Doctor. In class discussion of honors projects thus far.
- Required preparation: None.

\*In class participation points awarded.

Week 9: March 28<sup>th</sup>-April 3<sup>rd</sup>

- Delivery format: Asynchronous online.
- Topic/student activities: Patient Safety Standards and Expectations. Moodle lesson and discussion board.
- Required preparation: Review chapter 7 in book.

\*Discussion board due by end of week (original post by Wednesday and peer response by Saturday).

Week 10: April 7<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: To Err is Human: A Patient Safety Documentary; Analysis of film via group discussion.

- Required preparation: none

\*In class participation points awarded.

Week 11: April 14<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Creating safety systems in health care organizations. National Action Plan.
- Required preparation: Review chapter 8 in book. Research 3 healthcare agencies (1 local, 1 state, and 1 national- you choose). Note their mission/goals/values and how they rank on Hospital Compare (<https://www.medicare.gov/hospitalcompare/search.html>). Review the 17 recommendations to advance patient safety and be prepared to speak to how the chosen hospitals advance patient safety.

\*In class participation points awarded.

Week 12: April 18<sup>th</sup>-24<sup>th</sup>

- Delivery format: Asynchronous online.
- Topic/student activities: Death by 1000 clicks. Interactive online lesson and discussion board.
- Required preparation: Review web page and videos linked in Moodle.

\*Discussion board due by end of week (original post by Wednesday and peer response by Saturday).

Week 13: April 25<sup>th</sup>-May 1<sup>st</sup>

- Delivery format: Asynchronous online.
- Topic/student activities: Healthcare role.
- Required preparation: Share first draft of paper with assigned peer; provide feedback before submission.

\*Healthcare role paper due by end of week.

Week 14: May 5<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Healthcare role presentations. In class discussion of interviews.
- Required preparation: Presentation and interview.

\*In class participation points awarded.

Week 15: May 12<sup>th</sup>

- Delivery format: Face-to-face
- Topic/student activities: Medical Error: A walk in their shoes.
- Required preparation: None.

**Grade Distribution:**

In class participation: 40 points

Discussion boards: 20 points

Healthcare Role Paper: 10 points

Healthcare Role Presentation and Interview: 20 points

Medical Error: A walk in their shoes: 10 points

**Total: 100 points**

<b>Grade</b>	<b>Percentage Range</b>
A (4.0)	94-100
A- (3.7)	90-93
B+ (3.3)	87-89
B (3.0)	83-86
B- (2.7)	80-82
C+ (2.3)	77-79
C (2.0)	73-76
C- (1.7)	70-72
D+ (1.3)	67-69
D (1.0)	63-66
D- (0.7)	60-62
F (0.0)	0-59

**Assignment explanations:**

**In class participation points:** Students will receive points for attending and participating in class. Pre-class work will also be expected to be submitted as a “ticket to class” (details provided each week). Each class indicated as receiving in class participation points will allow for students to achieve 5 points/5% towards their course grade based on timeliness of attendance, being respectful of peers and faculty, and level of verbal and scholarly contributions to class discussion. Students will electronically submit scores, which will be evaluated and verified by professor.

**Discussion boards:** Students will receive points for asynchronous conversations that occur through the course’s Moodle site. Students will be asked to answer a question, review websites, critique articles, or share opinions about healthcare topics for an original posting followed by responding to peers during these course calendar designated weeks. Each week indicated as a discussion board week will allow for students to achieve 4 points/4% towards their course grade based on compliance with netiquette, original post content, response post(s) content, posting timeliness, conversation maintenance, and grammar compliance.

**Healthcare Role Paper:** Students must research their assigned healthcare role and write a 4-5 page paper (not including title page, abstract and reference page) about the role’s history and present responsibilities. Students should reference their preceptor’s experiences in their writing

(first person is acceptable for this paper). Students must research the healthcare role's piece in medical error and report any statistics found. Lastly, students should connect Franciscan values to the role and how it can guide medical error prevention including an idea of how to prevent error.

**Healthcare Role Presentation and Interview:** Students must research the assigned healthcare role and interview an assigned preceptor working in that role. From that information, students must create and present an informative 15-20 minute presentation outlining the role (education requirements, career outlook, responsibilities), professional organizations commonly used by the role, and a plan in which this group can prevent medical errors. This plan should be shared with the preceptor in the interview to gain insight into feasibility. A summary of the interview should also be included and showcase a recording or quote from the preceptor on how they view medical error in their role. At least one week before the interview, the student must submit a list of at least 5 questions and their medical error prevention plan to Dr. Perkins for review. Once approved, the student must send the questions and plan to the preceptor at least 48 hours before the scheduled interview.

**Medical Error: A Walk in Their Shoes:** Students will assume the healthcare role they shadowed or interviewed in a reenactment of a medical error case. Students will be challenged to critically think about how the error occurred and explain how each healthcare role was responsible for the error. This experience will be guided by the professor who will also, stop the reenactment at designated times for discussion and lessons learned. The interview, presentation and healthcare role paper will serve as preparation for this engaging activity.

**Academic Honesty Policy:**

[http://web.sbu.edu/friedsam/governing/academic\\_policies/academic\\_honesty\\_policy\\_2017.pdf](http://web.sbu.edu/friedsam/governing/academic_policies/academic_honesty_policy_2017.pdf)

**Students with Disabilities:**

Students with disabilities who feel they need academic accommodations should contact Adriane Spencer ([aspencer@sbu.edu](mailto:aspencer@sbu.edu)), Director of Disability Support Services Office, 100D Plassmann Hall (Student Success Center), 716-375-2065. Please reach out early in the semester so that we can assist you as soon as possible. Documentation from the Disability Support Services Office is required before the instructor can make accommodations.

**Learning Resources:**

- [Center for Student Wellness](#)
- [Financial Aid](#)
- [Friedsam Memorial Library](#)
- [Technology Services](#)
- [The Learning Center](#)