

Development of a State-of-the-art Patient Safety Curriculum: From Classroom to Co-op and Vice Versa

School of Pharmacy, University of Waterloo

Certina Ho (c30ho@uwaterloo.ca)

Vicki Sills (vsills@uwaterloo.ca)

Nancy Waite (nmwaite@uwaterloo.ca)

Heather Chase (hchase@uwaterloo.ca)

THEME

Experiential Learning (12:45-13:30 Lunch Roundtable in Dining Hall)

OBJECTIVES

1. To measure patient safety learning in classroom and during co-op for outcome assessment of co-op/didactic integrated learning.
2. To analyze data captured from students' patient safety activities during co-op, their e-portfolio reflective exercises, and students'/employers' assessments in the Professional Learning Outcome Tracker (PLOT) and apply the aggregate results to inform/reform patient safety curricular planning.

CONTENT

A group of patient safety experts were brought together to develop a patient safety curricular template that could be applied longitudinally to the School of Pharmacy across the four-year curriculum. In class, students were introduced to the Canadian Patient Safety Institute's Safety Competencies (<http://www.patientsafetyinstitute.ca/English/education/safetyCompetencies/Documents/Safety%20Competencies%20First%20Edition%20Sep%2016,%202008.pdf>) on culture, teamwork, communication, risk management, human and environmental factors in patient safety, and the disclosure of adverse events. During co-op, students applied their knowledge and skills in the "real world" and shared reflections on patient safety issues through their e-portfolio reflective exercises and their self-assessments in the Professional Learning Outcome Tracker. Students' feedback, reflections (Schutte, 2007; Hayward, Blackmer, & Raelin, 2007), and insights together brought forward a valuable resource for curriculum development. This cycle of events, from classroom teaching to students' activities and reflections during their co-op multi-faceted experiential learning, will subsequently inform/reform the evolving curriculum, not only in patient safety, but also in other disciplines.

REFERENCES:

1. Schutte, K. (2007). Journey or destination: a study of experiential education, reflection and cognitive development. *J Coop Educ Intern*, 41, 117-128.
2. Hayward, L., Blackmer, B., & Raelin, J. (2007). Teaching students a process of reflection: a model for increasing practice-based learning outcomes during cooperative education. *J Coop Educ Intern*, 41, 35-47.

Figure 1. Project Overview

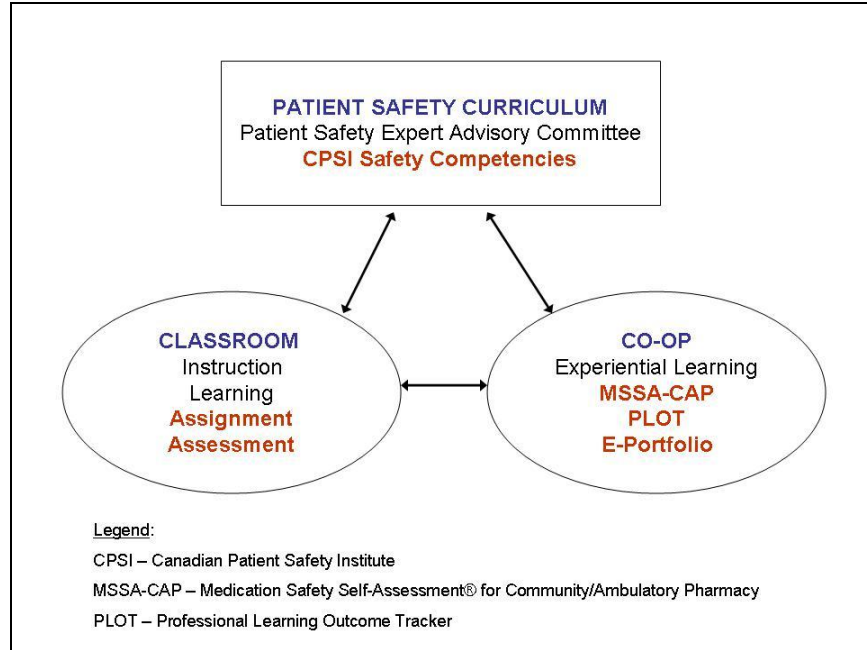


Figure 2. Components of the Patient Safety Curriculum

Patient Safety Curriculum

CPSI Safety Competencies	Classroom	Co-op
Culture	Student Reflections	Practice Site Safety Assessments
Teamwork	Student Observation	Work Term Reflections
Communication	Faculty Feedback	Student Experience Log
Risk Management	Faculty Observation	Student Self Assessments
Human Factors		Employer Assessments
Disclosure		Faculty Advice