

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 content and possibility of medical error concepts. Students will

	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.

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

*In class participation points awarded.

Week 2 January 31-February 6

- Delivery format: Asynchronous online
- Topic/student activities: Dying for healthcare in the United States. Moodle lesson and

- 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 On No formal assignment March 7th-14th

Week 7 March 14th-20th

- Delivery format: Asynchronous Online
- Topic/student activities: Why 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 24th

- 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 28th-April 3rd

- 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 7th

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

- Required preparation

Grade Distribution :

In class participation: 4 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

Grade	PercentageRange
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

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 page paper (not including title page, abstract and reference page) about the role’s history and present responsibilities. Students should reference their preceptor 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 205 minute presentation outlining the role (education requirements, career outlook, responsibilities), professional organizations commonly used by the