



*Oakland University
School of Health Sciences
Applied Health Sciences Program
Health Care Safety
(4 credit hours)*

Teresa R. Taggart, MS, CNMT

trtaggart@oakland.edu

Cell: 586-405-9627

Hours available: Evenings only by appointment, by phone

AHS 3310

CRN 11539

Winter 2018

Reviews common safety practices to be used throughout the health care arena (covering both employee and patient safety) including incident reporting, infection control, lifting techniques, error prevention, reporting systems, workforce issues, accountability, laws and regulations and the promotion and implementation of safety programs and practices.

Prerequisites: HS 201, AHS 302

Required Texts:

Understanding Patient Safety, Third Edition

Nov 23, 2017

Robert Wachter and Kiran Gupta

ISBN 9781259860249

Hazard Recognition & Control in Institutional Settings- A Guide for Hospitals, Universities and Nursing Homes

George Byrns- Illinois State University

Published by American Society of Safety Engineers, 2009

ISBN 971885581549b

Non required reading (Good Resources):



Auditing Patient
Care.pdf



Joint Commission
Improving Patient ar



Managers and
Auditing Patient Car

AHS 3310 Course Objectives:

Upon completion of this course, students should be able to successfully:

- Differentiate between safety and quality;
- Explain the difference between a hazard and a risk;
- Identify the four major classes of hazards affecting health care workers;
- Describe six major classes of hazards affecting patients;
- List examples of each type of hazard;
- Describe the methods used to recognize hazards;
- Compare the similarities and differences between hazards affecting patients and health care workers;
- Discuss the most effective means to control various hazards;
- Identify the four most common types of hospital associated infections;
- Describe the role of the Joint Commission in safety management;
- Describe laws and regulations that apply to safety in health care facilities;
- Describe the major elements of a healthcare safety program;
- Evaluate a health care facility;
- Distinguish between the terms survey and surveillance;
- Demonstrate the ability to identify existing hazards;
- Recommend basic safety controls;
- Discuss safety culture in healthcare facilities;
- Formulate quality discussion questions; and
- Compose logical responses to class discussions.

How this Online Course will be run:

Weekly Discussions (i.e. - Class Participation)

10% of your final grade is based on class participation. (If class was held on campus, I would expect all students to participate. The weekly discussions are the only way I can maintain some type of class participation in an online course.)

Each student is required to submit at least one discussion topic each calendar week relating to the reading assignment/class lecture. To earn credit for your participation in each week's class, your discussion topic **MUST** be posted early in

the week. This allows your classmates several choices of Discussions that they can choose to comment on.

Each student is also required to provide at least two well thought out comments to two other student's submissions each calendar week. To earn credit for your participation in each week's class, you **MUST** comment on **TWO** of your classmates' discussion posts. While contemplating your topic of discussion and/or your responses to your classmates' discussions, consider researching the topic online or in sources other than the course textbook. If you have chosen to research your topic, please make sure to cite any reputable sources at the end of the discussion topic or comment(s) posted. These two comments must be on different days, and not on the day you submit your initial DQ. Attendance is based on 3 separate days' submissions.

Asking a question of the class without discussing your thoughts on the topic will earn you no credit towards a posted discussion topic.

PLEASE show respect for comments made by other students in your class. Disrespectful comments will not be tolerated.

Posting the same topic that has already been posted by another member of your class will earn you no credit towards a posted discussion topic. (This is a topic that you should be responding to, instead of posting a new topic alongside of one that already exists.) The idea is to get as many different discussions started with your classmates and to get some good discussion going. Please label your topics clearly so there is no question about each topic of discussion.

It is permitted to respond to a post where you were the original poster; however, this does not count as one of your replies for the week.

On occasion I will comment on a post, usually if I have a personal interest in the topic, or if I think that topic has gotten off track, but generally I try to remain neutral and just remain a silent observer.

NOTE- Failure to participate in the weekly discussions could result in a failing grade in this course.

Homework Assignments:

There will be occasional homework assignments in this course. These must be completed within the required time frame, typed up as a WORD DOCUMENT and turned in as instructed below.

PLEASE NOTE: For assignments that must be turned in, please save as a Word document and upload attached to the appropriate Week in Moodle under the appropriate assignment name.

Please follow the guidelines below when naming and saving your documents.

Name your document:

All assignments **MUST** be identified on the top right hand corner of the first page of the assignment with the students' name, date, and assignment name.

Save your document as:

"yournameassignmentname".doc

For example: JohnSmithgettingtoknowyou.doc.

Saving your assignments as an RTF or TXT file versus a DOC file, or writing the verbiage for your assignment in the text area of the MOODLE assignment submission screen is not acceptable. These practices will result in a failing grade for the assignment in question.

If you must send other types of files (i.e.: pdf's, jpg's, etc., they too should be sent using the same naming structure, but with the proper file type.)

Please Note- I have neglected to deduct points in prior semesters when assignments were sent to me named in various ways that did not meet this requirement. I will be looking for both of these during this semester and deducting points OR not granting points at all as stated above.

Quizzes & Exams

Regular online quizzes will be given throughout the semester. A specified period of time will be designated for completion of each quiz starting from the time you open it.

Quizzes will only be open and must be taken within a specified time period. You will be notified of the open and close dates and times for all quizzes and exams.

Online midterm and final exams will be given. A specified period of time will be designated for completion of the exams starting from the time you open them.

The Final Exam is cumulative.

Exams will also only be open and must be taken within a specified time period. You will be notified in advance of the open and close dates and times for all exams.

Final Project

A project will be assigned to each student and a paper discussing the project will be written and submitted to the instructor. Details are discussed later in this syllabus.

If you have questions about my expectations, I assume you will ask. If you do not ask, I assume you are in complete understanding of what is expected of you. I expect that you will turn in work on time.

If you do not, I will deduct points- 1 point for each day beyond the due date. (I try to be flexible- I run the course week so that quizzes and exams can be completed and assignments can be turned in a reasonable amount of time. Please watch Moodle for the updates). If there are changes in dates, Moodle will be the accurate one, not the syllabus. Please keep an eye on Moodle.

I will deduct points when assignments are turned in with spelling errors. Please use the SPELL CHECK feature on your computer! Use GRAMMAR CHECK please! Spell Check is not entirely enough. I have read papers where it was obvious that spell check was used, but the student didn't read his or her own paper. Better yet, have someone else read it! Of course I deduct points when a paper or assignment has sentences that do not make sense!

Oakland University Academic Conduct Regulations

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation

is cheating since it means the student is claiming credit for ideas or works not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.

Faculty Standards

Faculty members are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
2. To take practical steps to prevent and detect cheating.
3. To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.
4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student Standards

Students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the

faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee (either directly or through the Dean of Students Office).

The following are some examples of academic dishonesty:

1. Cheating on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.

3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.
5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.
6. Completion of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

Grading:

4 Quizzes (Timed)	20%
Homework Assignments	5%
Midterm (Timed)	20% (Lectures 1-6)
Hospital Safety Project	25%
Final Exam (Timed)	20% (Cumulative)
Class Participation/Online Discussions	10%

Grading Scale:

Cumulative Grade Point Category	Final Grade	Cumulative Grade Point Category	Final Grade
≥ 99	4.0	74	2.4
96-98	3.9	73	2.3
94-95	3.8	72	2.2
92-93	3.7	71	2.1
90-91	3.6	70	2.0
89	3.5	69	1.9
87-88	3.4	68	1.8
85-86	3.3	67	1.7
83-84	3.2	66	1.6
81-82	3.1	65	1.5
80	3.0	64	1.4
79	2.9	63	1.3
78	2.9	62	1.3
77	2.8	61	1.2
76	2.7	60	1.1
75	2.6	≤ 59	1.0
	2.5		0

It is advised that if your grade is Unsatisfactory at the Midterm point in this course, that you speak with your instructor to identify ways to improve your grade to a Satisfactory level prior to the end of the Semester.

Please Note: Failure to pass each individual grade element in the course (e.g., quizzes, discussions, exams, final project) may result in you failing the entire course.

Health Care Facility (Term Project):

Each student will choose a health care facility (i.e. - nursing home, assisted living facility, lab, memory care facility, medical office, hospital, clinic, etc.) that also has a formal webpage and/or other formal marketing materials.

The student will visit the health care facility and interview the safety director (or person who has the responsibility for safety) to review the safety program and to observe the patient and employee conditions and identify any safety concerns. Safety procedures and both existing and lacking controls should be identified and discussed. (This person (or persons) and their title(s) should be identified within your final paper.)

Review the facility. Are they portraying the facility as it has been marketed on the internet or in advertising materials?

The student should complete a walk-through evaluation of the facility with someone from the facility, with the following goals in mind that need to be accomplished:

The student should identify which specific portions of the safety program apply to the facility.

Are they portraying the facility as it has been marketed on the internet or in advertising materials?

At a minimum, this term project must discuss:

1. Whom did you talk to obtain Safety information at this facility? Provide the name and the title of the person or persons at the facility that you interviewed and that gave you a walk-through or provided you with information for your project.
2. Provide a comparison of the facility to the marketing/advertising materials that you obtained and/or reviewed online.
3. Discuss the facilities safety program which includes both patient and employee safety controls.
4. Do the conditions in the facility support the safety program that exists?
5. Discuss specific safety controls that are in place. Make sure to identify whether these controls protect the patient or the employee or both and why. (example nitrile gloves to prevent allergies to latex)
6. Are the controls adequate? If inadequate, what recommendations would you make to the facility to better protect the patients and/or the employees? (ex:

needle sticks are an issue- you recommend the use of retractable needles when drawing blood)

7. What specific safety standards apply to the components of the employee safety program? (i.e.: OSHA regulations for example) Patient safety program? (i.e.: The Joint Commission (formerly known as JCAHO) regulations for example) (Be specific as to the standards please- if you tell me OSHA and JCAHO- which I already told you- you will receive no credit)

8. Describe the overall safety culture of the facility.

9. Knowing everything you know about the facility would you ever consider being a patient or having a loved one be a patient at this facility? Why or why not?

Each student will provide the name of the facility and other specific details as outlined by the instructor by no later than **March 21, 2018** you will need to **submit the Contact Form, identifying whom you will be interviewing. See Moodle for the contact link.**

The Term Project will be formally written, typed (double spaced) and provided to the instructor on or before **April 11, 2018**.

This project is worth **25%** of your final grade in this course. It has been designed to tie much of what you have learned through the semester into one project and see if you can apply some of the knowledge out in the field.

Some suggestions:

Do not wait until the day before the project topic is due to the instructor to start making phone calls. Start early. This is a semester long project!!!!

When you set up your appointment with the health care facility you should be able to tell the person you speak with on the phone who, generally speaking, that you will need to meet with and why you want to visit their facility.

Be prepared to briefly explain who you are and what the project entails. When you speak with the person you will be meeting (i.e., the person responsible for safety) let them know the types of things you would like to review with them during your visit and give them an idea of how much of their time you will need during your visit so they can plan their day.

Please DO NOT provide them with a list of my questions that you need answered. This is your working list.

I would suggest however that on the day (or days) that you visit your facility that you have a list of questions prepared that you want answered; items you want to look at – possibly policies or guidelines you want to review, operations or procedures that you want to observe during your walkthrough of the facility.

This way you are prepared and you are not wasting the safety person's time by making follow-up phone calls later to ask questions that you forget, or setting up a 2nd walkthrough because of all the things you forgot to look at the first time around.

Please DO NOT provide a copy of your project to the facility! You are not safety professionals. This project is a learning tool for you as students. There is no expectation that you would be able to identify every issue and correct them as a result of this course, but hopefully you will be able to identify many concerns and suggest controls for them. If you can do this at the end of this course, then you have indeed gained knowledge and I have done my job teaching you.

And last but not least, once you have your facility and your contact person chosen, don't wait to make your visit. I have noticed that students like to wait until the last minute to write up their final projects. When they do this they tend to rush and the final report turns out poorly. The final report is all I see. This is


what you receive your grade on. Spend time on it- **MAKE SURE THAT YOU ANSWER EACH AND EVERY ONE OF THE QUESTIONS THAT I POSED TO YOU ABOVE AND MAKE SURE THAT YOU SPELL CHECK AND PROOF READ YOUR WORK BEFORE TURNING IT IN.** Failure to answer each and every question (I should not have to read between the lines or hunt through your report for the answers) will result in the loss of points! **YOU WILL BE DEDUCTED ONE POINT FOR EACH DAY THAT YOUR FINAL PROJECT IS TURNED IN BEYOND THE DUE DATE.**

If during your visit you identify hazards that you have serious concerns about in the facility that you visit, please remember, you are students and thus you do not carry liability insurance if you recommend controls that are incorrect.

If you believe there is a serious hazard where controls are lacking, please contact me. Discuss what you identified with me.

Lecture and Class Expectations:

Class #	Dates	Topics	Required Reading or other assignments
1	Jan 3 – 9	<ul style="list-style-type: none"> • Get to know each other • How this class will operate • Nature & Frequency of Medical Errors & Adverse Events (14) • Basic Principles of Patient Safety (10) • Safety vs. Quality (14) 	<ul style="list-style-type: none"> • Syllabus • Wachter- Chapters 1-3 • Submit 1 Discussion • Respond to 2 Discussions
2	Jan 10 - 16	<ul style="list-style-type: none"> • Introduction to IEHS (Institutional Environmental Health and Safety) (20) • Healthcare Occupational Hazards (54) 	<ul style="list-style-type: none"> • Byrns- Chapters 1 & 2 • Submit 1 Discussion • Respond to 2 Discussions • Assignment #1
3	Jan 17 – 23	<ul style="list-style-type: none"> • Health Care Safety (44) • Laws & Regulations (8) • Organizing a Safety Program (18) • No Class May 29 for Memorial Day 	<ul style="list-style-type: none"> • Byrns- Chapter 5 • Wachter- Chapters 20 & 22 • Quiz #1 (Weeks 1-2) • Submit 1 Discussion • Respond to 2 Discussions
4	Jan 24 - 30	<ul style="list-style-type: none"> • OEH Surveys & Surveillance (14) • Creating a Culture of Safety (10) 	<ul style="list-style-type: none"> • Byrns- Chapter 10 • Wachter- Chapter 15

			<ul style="list-style-type: none"> • Submit 1 Discussion • Respond to 2 Discussions
5	Jan 31 to Feb 6	<ul style="list-style-type: none"> • Medication Errors (12) • Surgical Errors (14) • Diagnostic Errors (8) • Human Factors (10) 	<ul style="list-style-type: none"> • Wachter- Chapters 4-7 • Quiz #2 (Weeks 3-4) • Submit 1 Discussion • Respond to 2 Discussions
6	Feb 7 – 13	<ul style="list-style-type: none"> • Transition/Handoff Errors (14) • Communication Errors (10) • Nosocomial Infections (10) • Other Complications (10) • Ambulatory Settings (8) 	<ul style="list-style-type: none"> • Wachter- Chapters 8-12 • Submit 1 Discussion • Respond to 2 Discussions • Assignment #2
7	Feb 14 – 27	<ul style="list-style-type: none"> • Infection Control (32) • Antisepsis, Disinfection & Sterilization (22) 	<ul style="list-style-type: none"> • Midterm Exam (Weeks 1-6) • Byrns- Chapters 3-4 • Submit Midterm Analysis
8	Feb 19 - 23	<ul style="list-style-type: none"> • Mid Winter Break • No Class in Session 	<ul style="list-style-type: none"> • Enjoy your week off!
9	Feb 28 – March 6	<ul style="list-style-type: none"> • Information Technology (18) • Reporting Systems & Incident Investigations (16) 	<ul style="list-style-type: none"> • Wachter- Chapters 13-14 • Submit 1 Discussion • Respond to 2 Discussions
10	March 7 – 13	<ul style="list-style-type: none"> • Environmental Mgmt (20) • IAQ in Healthcare Environments (24) 	<ul style="list-style-type: none"> • Byrns- Chapters 6 & 8 • Quiz #3 (Weeks 7 & 9) • Submit 1 Discussion • Respond to 2 Discussions
11	March 14 – 20	<ul style="list-style-type: none"> • Emergency Preparedness (26) • Waste Mgmt (14) 	<ul style="list-style-type: none"> • Byrns- Chapters 7 & 9 • Submit 1 Discussion • Respond to 2 Discussions • Homework Assignment- Topic will be provided
12	March 21 - 27	<ul style="list-style-type: none"> • Hazard Communication (20) • Preventing Workplace Violence (12) 	<ul style="list-style-type: none"> • Byrns- Chapters 11 & 12 • Quiz #4 (Weeks 10-11) • Submit 1 Discussion • Respond to 2 Discussions

			<ul style="list-style-type: none"> • Facility Project Topic Due by no later than March 21, 2018
13	March 28 – April 3	<ul style="list-style-type: none"> • Workforce Issues (10) • Training Issues (10) 	<ul style="list-style-type: none"> • Wachter- Chapters 16-17 • Submit 1 Discussion • Respond to 2 Discussions
14	April 4 – 10	<ul style="list-style-type: none"> • Malpractice (10) • Accountability (8) 	<ul style="list-style-type: none"> • Wachter- Chapters 18-19 • Submit 1 Discussion • Respond to 2 Discussions
15	April 11 – 17 LAST DAY!!!!	<ul style="list-style-type: none"> • The Role of Patients (12) 	<ul style="list-style-type: none"> • Facility Project due no later than April 11, 2018 • Wachter- Chapter 21 • Extra Credit for Evaluation Completion
16	April 19 - 25	THANKS FOR A GREAT SEMESTER!	<ul style="list-style-type: none"> • Final Exam (can include anything from weeks 1-15) • Times that exam will open and close will be provided closer to final exam dates

PLEASE NOTE- THE SYLLABUS IS SUBJECT TO CHANGE AT THE INSTRUCTORS DISCRETION. IF CHANGED, A NEW VERSION WILL BE POSTED ON OUR CLASS SITE AND THE CLASS WILL BE INFORMED VIA THE NEWS FORUM.