
PHA 5270 Health Care and Patient Safety

3 Semester Credit Hours

Course Purpose:

This course will provide an overview of patient safety but from a psychological perspective. Emphasis will be placed on the dynamics of human behavior at all levels of analysis that impact safety in pharmacy and health care generally. The course is designed to demonstrate how safe behavior in health care systems is best understood as the result of critical interactions between the structural system and the humans existing within it, resulting in errors that are emergent properties rather than tangible stimuli.

Course Faculty and Office Hours

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Office Hours

I do not live in Gainesville, so I do not hold regular office hours. I can be reached at the email addresses above. **Please direct personal or sensitive information to the UFL email address – otherwise the ANGELO email is preferred. If it is urgent, send a note to the ANGELO email and let me know that your UFL email is waiting for me.**

Place and Time of Class Sessions

Classes will meet once weekly via the Zoom interface:

SUNDAYS from 3:30pm to 5:30pm (Eastern) beginning 15 March.

Note – 1) The class on 12 April (Easter) will be pre-recorded.

Chrome is the recommended browser.

Course Objectives

Upon completion of this course, the student will:

1. Understand the nature of “human factors” and how they may apply to safe health care practices
2. Consider an “emergent property” perspective on error and what that means for patient safety
3. Be able to critically examine the role of automation and technology in health care as it impacts the safety of patients
4. Comprehend the concept of “safety culture” and the ways in which humans and systems believe and act with respect to “risk”
5. Examine the notion of “just culture,” explore its strengths and weaknesses, and consider implementation challenges
6. Be able to critically analyze the strengths and weaknesses of safety tools such as adverse event reporting, resource management training, and investigative procedures (i.e., RCA)
7. Understand how the historical definition of “health care” continues to affect the way in which it is practiced today, sometimes to the detriment of safety
8. Integrate core concepts in basic psychological theory to the practice of patient safety, such as human memory, judgment and decision making, and motivation
9. Be generally well-grounded in the theory of patient safety

Pre-Requisite Knowledge and Skills

No prerequisites formally exist for this course. Some familiarity with basic human behavior will be useful, though not required.

Course Structure & Outline Course

Structure

PHA 5270 is a graduate seminar, and as you know, such a course design is dependent on self-regulation and participation from students. Because of what I believe will be a relatively unique angle on the topic (since I am a psychologist by training), I will monopolize time a little more than perhaps other POP faculty will, but you still need to be engaged. Attendance at the online session each week is paramount; it will be difficult for you to really “get it” without that time. We will make use of additional information from time to time as well. All materials posted are to be digested BEFORE the weekly class sessions to which they are linked. Come prepared.

Course Outline/Activities. See Appendix A.

Textbooks

Dekker, S. (2011). *Patiensafety: A human factors approach*. Boca Raton, FL: CRC Press. ISBN-13: 9781439852255

Dekker, S. (2018). *The safety anarchist: Relying on human expertise and innovation, reducing bureaucracy and compliance*. London: Routledge. ISBN-13: 9781138300460

Active Learning Requirements

Participation in Discussion Boards:

Each student will contribute to the discussion board within threads that I start. The board topics are divided into two-week periods to prolong opportunity for dialogue. Responses should be thoughtful and it is always good to bring in scientific literature as part of your argument. If you do so, please link the article rather than posting it. I expect to see significant evidence of participation from each student, measured primarily in amount and quality of posts. Your participation grade will be calculated in part from the effort observed.

- **Participation in Class Sessions:** The degree to which you engage the class orally and in the chat window with meaningful contributions will be tracked. This is also an important part of your participation credit.

Student Evaluation & Grading

Evaluation Methods

Students will be required to complete and pass an examination at the end of the term. The exam will require open-ended analytical responses. *(E)*

Students will be required to complete a brief reaction paper on the material(s) for the week (readings, discussions, and class time). The paper should emphasize applications of the material to your real-world experiences and challenges. *(RP)*

Students will be required to complete periodic discussion board contributions as described above. *(PT)*

- 1) **Students will be required to participate in online “live” sessions** during the term. Participation will be assessed as a function of both physical evidences (i.e., attendance, post counts, etc.), subjective perceptions of the student’s willingness to contribute, and the quality of those contributions. *(PT)*

The course will be graded according to the following formula:

$$(E * .4) + (RP * .35) + (PT * .25)$$

All grades will be converted to a 100-point ratio scale before insertion into the formula.

Grading Scale

93-100 = A	80-86 = B	70-72 = C-
90-92 = A-	77-79 = C+	65-69 = D
87-89 = B+	73-76 = C	<65 = E

Class Attendance Policy

- Attendance is expected at every session. Contact the instructor if you cannot attend.
- If at any time it is determined that you are logged into Zoom but not actively listening or participating, you will lose 50% credit on one discussion thread for each offense.

Quiz/Exam Policy

Concerns about any grading can be directed to the instructor. All decisions on such matters are final.

Make-up Exam Policy

If there is an extreme or remarkably unusual circumstance that affects your ability to complete the final course examination, please contact the instructor for guidance.

General College of Pharmacy Course Policies

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success

Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

Complaints

Should you have any complaints with your experience in this course please visit:

<http://www.distancelearning.ufl.edu/student-complaints> to submit a complaint.

Appendix A. Schedule of Course Activities/Topics

Course Schedule		
Date	Topic(s)	Tasks
March 15	Intro to Course and Texts	
March 22	PS 1, SA 1-2	RP1 Assigned
March 29	PS 2, SA 3-4	RP2 Assigned RP1 Due (3/27) Discussion Boards Open
April 5	PS 3-4, SA 5	RP3 Assigned RP2 Due (4/3)
April 12	No live class – Happy Easter PS 5, SA 6-7	RP4 Assigned RP3 Due (4/10)
April 19	PS 6, SA 8-9	RP5 Assigned RP4 Due (4/17)
April 26	PS 7, SA 10	Final Assigned RP5 Due (4/24) Discussion Boards Closed
April 30		Final Due

This schedule should be interpreted such that the readings listed are expected to be completed by the date listed. Be sure and check for discussions each week!

SA - Safety Anarchist text

PS - Patient Safety text