

MED 3018 –Patient Safety and Interprofessional Collaboration

Course Name	Code	Semester	Type of course	Theory (hours)	Group work (hours)	ECTS
Patient Safety and Interprofessional Collaboration	MED 3018	VI	Elective	8	18	2
Patient Safety and Interprofessional Collaboration	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	<p>Ekaterine Pestvenidze –invited teacher Mob.tel.: 591 206030; e-mail: epestvenidze@yahoo.com;</p> <p>Nino Lomia - invited teacher Mob.tel.: 595 197055; e-mail:ninolomia@yahoo.com; Consulting day and time - individually</p>					
Teaching and learning strategy	Lecture Group Work					
Educational course format	<p>Total: 60 hours Contact hours: 30 h, among them</p> <ol style="list-style-type: none"> 1. Lecture – 8 h 2. Team work – 18 h 3. Midterms – 2 h 4. Final exam -2 h <p>Independent work – 30 h</p>					
Prerequisites	No prerequisites					
The purpose (s) of tutorial course/modules	The aim is to make medical students achieve knowledge, skills and attitudes about patient safety and interprofessional collaboration in healthcare services and health sciences education on the health technician basis.					
Teaching methods	<p>For the effective aim of learning process some teaching methods will be used. Firstly it is lectures - one-way verbal communication method which is basically a professional and competent delivery of information will be mandatory For the effective teaching the demonstration of practical examples and visualization methods is required; There will be also used the verbal methods of group work such as discussion and considerations about the issues. So then reached reasoned conclusions will help students to strengthen their skills. It is very important to use and develop skills of asking questions and checking up. The correct analysis of information and data to adequately assess the students to realize the future of information and make the appropriate decision. The information about methodology of bookwork will help student to search for and find the correct</p>					

	<p>information and to develop proper effective time management.</p> <p>For the development of the practical skills of the students, it's very important to use "role games". Student will feel her/himself in the appropriate surrounding, which will help in the future to make the adequate decision in the real concrete situation.</p>
<p>Assessment criteria</p>	<p>Maximum score- 100, that includes:</p> <p>Midterm assessment -60 scores:</p> <ul style="list-style-type: none"> • Attendance on each lecture -1 score (1X10 =10 scores) • Activity in group work - 10 scores; • Discussion – 10 scores; • Role games – 10 scores; • Midterm Exam – 20 scores <p>Group Work are Assessed Based on the Following Criteria (maximum 10 point)</p> <p>10 points - Student has been able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information. Demonstrate considerable depth of understanding of the studied main and additional literature. Bring forward a balanced view of the main arguments on the issues.</p> <p>9 points - Student has been able to bring forward a consistent number of deductions on most of the topics tackled. make very good comments on the different perspectives on most of the issues. Demonstrates knowledge of the main readers.</p> <p>8 points - Student has been able to bring forward a consistent knowledge, Has properly developed terminology. Demonstrates knowledge of the main readers.</p> <p>7 points - Student has been able to present some factual information sufficiently linked with the topic. demonstrate a good understanding of the topics selected. make a good attempt to bring forward a balanced view of some arguments on the issues. Terminology is partially developed.</p> <p>6 points - Student has been able to make some good comments on the different perspectives on some of the issues. Make poor deductions on most of the topics tackled. analyse some causes and results of human interactivity related to the issues.</p> <p>5 points - Student has been able to demonstrate inconsistent comments on the different perspectives on some of the issues. Terminology is partially developed. Present mediocre level of knowledge. Make poor deductions.</p> <p>4 points - Student demonstrates general overview of the topics. Terminology is not developed. Information sufficiently linked with the topic. Demonstrate irrelevant understanding of the literature.</p> <p>3 points – Student demonstrates general/superficial and inconsistent knowledge of the subject. No sufficient knowledge of the literature.</p> <p>2 points - Student demonstrates general comments, no knowledge of the terminology, no consistency.</p> <p>1 point – Student demonstrates insufficient answer, not terminology awareness, chronologic manner of the answer, mostly wrong, no knowledge of literature.</p> <p>0 point: Student demonstrates not even elementary knowledge of the topics</p> <p style="text-align: center;">Role games criteria (10 scores)</p> <ol style="list-style-type: none"> 1. The accuracy and validity of a role-playing game, simulated logical sequences – 4 scores; 2. Application knowledge in practice – 4 scores; 3. Time management – 2 score <p>Discussion assessment criteria (10 score- max.)</p>

	<ol style="list-style-type: none"> 1. Critical thinking-2 scores; 2. Debating culture -2 scores; 3. Argumentativeness ability – 2 scores; 4. Time management - 2 scores; 5. Academic and visual side of presented material – 2 scores. <p>Midterm exam is a test (multiple choice) that contains 40 questions, each rated 0.5 scores - total 20 scores;</p> <p>The student is allowed to pass the final exam, if he accumulates not less than 11 scores for the mid-term evaluations (considering that he will get the maximum score at the final exam).</p> <p>Final exam - 40 scores</p> <p>Final exam is a combination of tests -80 closed questions, each one rates 0.5 scores -total 40 scores. The final exam is considered to be passed if the student accumulates at least 70% or more out of the maximum assessment of the exam (40X70/100=28 scores).</p> <p>Credit will be awarded if the student accumulates at least 51 scores out of 100 scores;</p> <p>The students' assessment has to be done in the following way:</p> <p>Positive rate:</p> <ol style="list-style-type: none"> (A) Excellent- 91 or more points; (B) Very Good- 81-90 points; (C) Good- 71-80 points; (D) Satisfactory- 61-70 point; (E) Enough- 51-60 points; <p>Negative rate:</p> <ol style="list-style-type: none"> (FX) Failure - 41-50 points, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; (F) Fail - 40 points or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again. <p>The student can pass the additional exam during the same semester. The time interval between the final and additional exams should be not less than 10 days.</p> <p>The student can pass the additional exam during the same semester. The time interval between the final and additional exams should be not less than 10 days.</p>
The basic literature	<ol style="list-style-type: none"> 1. Interprofessional Teamwork for Health and Social Care. Scott Reeves, Simon Lewin, Sherry Espin & Merrick Zwarenstein, Wiley-Blackwell, Oxford/UK; 2010. 2. Patient Safety: A Human Factors Approach. Sidney Dekker. CRC Press, Boca Raton, Florida. USA; 2011.
The auxiliary literature	<ol style="list-style-type: none"> 1. Fiona R.Prabhu & Lynn S.Bickley. Guide to Physical Examination and History of Taking (Case Studies to Accompany). Lippincott Williams&Wilkins, 9th ed. 2007 2. Effective Interprofessional Education: Development, Delivery and Evaluation. Della S. Freeth, Marilyn Hammick, Scott Reeves, Ivan Koppel, Hugh Barr. Blackwell Publishing, Oxford/UK; 2005. 3. Improving Patient Safety Through Teamwork and Team Training. Eduardo Salas & Karen Frush. Oxford University Press, New York, NY/USA; 2012. 4. Understanding Patient Safety. Robert M. Wachter. McGraw-Hill Medical, USA;. edition, 2012. 5. Effective Interprofessional Education: Argument, Assumption and Evidence. Hugh Barr, Ivan Koppel, Scott Reeves, Marilyn Hammick, Della S. Freeth. Blackwell Publishing, Oxford/UK;

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The tutorial/training course content

№	Subjects	Lecture (hour)	Work in group (hour)
1	Patient safety. The importance of human factors for patient safety, understanding systems and the effect of complexity on patient care, understanding and managing clinical risk, using quality improvement methods to improve care.	2	4
2	Engaging with patients and carers, infection prevention and control, patient safety and invasive procedures, improving medication safety.	2	4
	Midterm Exam		2
3	The profession of health technician, the roles and responsibilities of the nurses in health care	2	4
4	Interprofessional communication. Role clarification and teamwork. Leadership and conflict resolution.	2	4
5	Standardized patient encounter		2
	Final Exam		2

Learning Outcomes

Criteria	Competences
Knowledge and understanding	<p>The student has knowledge of the role of the doctor and nurse, and knows what is the health care system; The human factor in a patient safety, patient care system and the complexity of the effect of the definition, to clinical risk identification and management, improve the quality of the methods used to care of the patients and their tavmdgurebis involve infection prevention and control, patient safety and invasive procedures.</p> <p>Has the ability to improve medical safety, interprofesionaluri relationships, role, explanations, teamwork, leadership and conflict resolution.</p>
Applying knowledge	Students will be able to work in multidisciplinary environment; To decide Complex problems by new, original ways, including the most recent methods and approaches
Making Judgment	The student has the ability to find new and interesting information and make the appropriate conclusions.

Communication Skills	Have good communication skills, able to communicate with the audience. They are able to perform presentations and discussions.
Life-long learning ability	Own learning process is managed independently, has the ability to realize the strategic plan of the course and the course features.
Values	The student has their own values and is able to correctly assess the overall values.