

**OST 620**  
**Patient Safety and Quality  
Improvement (Virtual  
Course)**

**CLERKSHIP ELECTIVE ROTATION SYLLABUS**

CLERKSHIP DEPARTMENT  
SUSAN ENRIGHT, D.O., FACOI  
CHAIRPERSON AND INSTRUCTOR OF RECORD  
[Enright4@msu.edu](mailto:Enright4@msu.edu)

EFFECTIVE AUGUST 1, 2023 TO JULY 31, 2024

*For questions about content or administrative aspects of this course, please contact:*

**Eric Dunckel**  
COURSE ASSISTANT (CA)  
[dunckele@msu.edu](mailto:dunckele@msu.edu)

*At Michigan State University College of Osteopathic Medicine (MSUCOM), we are constantly working to improve our curriculum and to meet new AOA accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While changes will generally be instituted at the beginning of the school year, changes may also be implemented semester to semester.*

*Please be mindful of the need to read your syllabi before beginning your rotations.*

# TABLE OF CONTENTS

<b>INTRODUCTION AND OVERVIEW.....</b>	<b>1</b>
ELECTIVE COURSE SCHEDULING .....	1
Preapproval .....	1
Required Prerequisites .....	1
Course Confirmation and Enrollment.....	1
ROTATION FORMAT .....	1
<b>GOALS AND OBJECTIVES .....</b>	<b>2</b>
GOALS .....	2
OBJECTIVES .....	2
<b>COLLEGE PROGRAM OBJECTIVES.....</b>	<b>4</b>
<b>REFERENCES.....</b>	<b>4</b>
REQUIRED STUDY RESOURCES .....	4
ROTATION EVALUATIONS .....	7
Student Evaluation of Clerkship Rotation .....	7
Unsatisfactory Clinical Performance .....	7
CORRECTIVE ACTION.....	7
<b>STUDENT RESPONSIBILITIES AND EXPECTATIONS.....</b>	<b>8</b>
<b>MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES .....</b>	<b>8</b>
Level of Supervision/Responsibilities.....	8
MSUCOM STUDENT HANDBOOK .....	8
COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT .....	9
MEDICAL STUDENT RIGHTS AND RESPONSIBILITIES .....	10
MSU EMAIL .....	10
COURSE GRADES .....	10
N Grade Policy .....	11
STUDENT EXPOSURE PROCEDURE.....	11
STUDENT VISA .....	11
<b>SUMMARY OF GRADING REQUIREMENTS .....</b>	<b>12</b>

## **INTRODUCTION AND OVERVIEW**

Patient Safety and Quality Improvement may be taken as 3-credit hour, 2-week virtual elective course that provides students with a foundational learning of patient safety and quality improvement. The rotation can be either a 3rd or 4th year elective that will consist of modules/videos on patient safety and quality improvement.

The MSUCOM year 3 or 4 students may also enroll in this elective for one week (3 credits). The learning will concentrate on either the week one or the week two material in the objectives. If enrolling in one-week courses, the first week requirements must be completed prior to enrolling in the week two requirements.

## **ELECTIVE COURSE SCHEDULING**

### **Preapproval**

- Students must be preapproved for this rotation via communication with the Clerkship Office ([com.clerkship@msu.edu](mailto:com.clerkship@msu.edu)). The rotation is limited to fifteen students at any one time.
  - An application is required for every elective rotation.
  - 30-day advance application approval required (applies to a rotation add, change, or cancellation)
- This course does not require preapproval from the IOR. The student should contact their Clerkship Resource Specialist to inquire about enrolling in this course.

### **Required Prerequisites**

- This course does not require any prerequisite courses.

### **Course Confirmation and Enrollment**

- The student must be an active student at MSUCOM.
- Student must complete five core rotations prior to any elective rotation.
- The student must receive MSUCOM confirmation and enrollment prior to beginning any elective rotation.
  - Once the student receives rotation acceptance from the host site, students must provide the elective application and host site approval to [COM.Clerkship@msu.edu](mailto:COM.Clerkship@msu.edu) for MSUCOM confirmation and scheduling.
  - MSUCOM confirmation and enrollment is complete when the rotation is visible on the student's schedule.
  - MSUCOM confirmation must occur at least 30 days in advance of the rotation.
  - Once confirmed, the rotation may only be cancelled 30 days or more in advance of the start date.

## **ROTATION FORMAT**

**This course may be taken once. This course will not be considered either a surgical elective or non-surgical elective, nor an elective completed within the MSUCOM base hospital/SCS system.**

## GOALS AND OBJECTIVES

### GOALS

1. The goal of the rotation is to increase the knowledge of patient safety and quality improvement in the MSUCOM medical student and provide knowledge on ways to decrease adverse events in the healthcare setting.

### OBJECTIVES

Week 1: The student will be able to:

1. Summarize why it is essential to improve patient safety.
2. Describe a framework for improving the safety of health care systems.
3. Identify four key elements of a culture of safety.
4. Explain why systematic learning from error and unintended events is the best response to ensuring patient safety.
5. Explain the Swiss cheese model of error.
6. Define active failures and latent error and discuss their roles in causing harm.
7. List the main types of unsafe acts utilizing James Reason's classification system.
8. Explain why patient safety experts recommend focusing less on reducing errors and more on reducing harm.
9. Explain how human factors principles apply to health care.
10. Describe how changes to processes can mitigate the effects of factors that contribute to error.
11. Define simplification, standardization, constraints, forcing functions, and redundancies.
12. Discuss the risks and benefits of using technology to improve patient safety.
13. Explain how individual behavior and team dynamics in health care can make care safer or less safe.
14. Use structured communication techniques to improve communication within health care.
15. Specify possible interventions to improve patient safety and reduce risk during times of transition.
16. Describe four steps to take following an adverse event.
17. Explain how to communicate effectively about bad news and when you should apologize.
18. Discuss the impact of adverse events on providers.
19. Explain how adverse events and near misses can be used as learning opportunities.
20. Determine which events are appropriate for Root Cause Analyses and Actions (RCA Squared).
21. Describe a timeline of activities for the RCA Squared review period.
22. Describe activities that should take place during the action period of RCA Squared
23. List eight recommendations for leaders to accelerate patient safety and prevent harm.
24. Explain three key recommendations for promoting safety among the health care workforce.
25. Identify five strategies that empower patient and family engagement in patient safety.
26. Discuss your opinions on one hospital's response to a serious adverse event.
27. Describe six domains of a culture of safety.
28. Explain how to use quantitative and qualitative data to assess the culture of

- an organization.
29. Identify when and how to speak to colleagues and other providers about safety practices and improvement efforts.
  30. Explain the role of the patient and family in preventing healthcare-associated infections.
  31. Identify effective methods to communicate the importance of safety practices.
  32. List at least three approaches to working with those skeptical about the importance of safety practices and improvement efforts.

Week 2: The student will be able to:

1. Describe common challenges for health care systems around the world.
2. List the six dimensions of health care, and the aims for each, outlined by the Institute of Medicine (IOM) in 2001.
3. Explain the value of improvement science in health care.
4. List the three questions you must ask to apply the Model for Improvement.
5. Identify the key elements of an effective aim statement.
6. Identify three kinds of measures: process measures, outcome measures, and balancing measures.
7. Use change concepts and critical thinking tools to produce good ideas for changes to test.
8. Test changes on a small scale using the Plan-Do-Study-Act (PDSA) cycle.
9. Describe how to establish and track measures of improvement during the “plan” and “do” phase of PDSA.
10. Explain how to learn from data during the “study” phase of PDSA.
11. Explain how to increase the size and scope of subsequent test cycles based on what you are learning during the “act” phase of PDSA.
12. Draw a run chart that includes a baseline median, a goal line, and annotations.
13. Describe the difference between common and special cause variation.
14. Explain the purpose of a Shewhart (or control) chart.
15. Apply four rules to identify non-random patterns on a run chart.
16. Explain when and how to use the following tools for understanding variation in data: histograms, Pareto charts, and scatter plots.
17. Describe how to lead an improvement project through four key phases.
18. Identify and describe the components of IHI’s Framework for Spread.
19. Apply strategies to assess and overcome resistance to change.
20. Apply strategies to work effectively with interprofessional colleagues.
21. Describe several characteristics of leaders, who may or may not have formal positions of authority.
22. Describe different techniques for persuading different types of people.
23. Explain why achieving a workable level of unity among teammates is essential for effective team functioning.
24. List several ways to help sustain your health care leadership journey over time.
25. Describe the partnership model of patient-provider relationships.
26. Explain why the partnership model can improve health.
27. Discuss how social conditions, faith, culture, and trust affect the patient-provider relationship.
28. Identify at least four skills to improve clinical interactions with patients.

## **COLLEGE PROGRAM OBJECTIVES**

In addition to the above course-specific goals and learning objectives, this clerkship rotation also facilitates student progress in attaining the College Program Objectives. Please refer to the complete list provided on the MSUCOM website (<https://com.msu.edu/>) and in the Student Handbook.

## **REFERENCES**

### REQUIRED STUDY RESOURCES

Desire 2 Learn (D2L): Please find online content for this course in D2L (<https://d2l.msu.edu/>). Once logged in with your MSU Net ID, your course will appear on the D2L landing page. If you do not see your course on the landing page, search for the course with the following criteria, and pin it to your homepage: **OST 620: Patient Safety and Quality Improvement.**

If you encounter any issues accessing this D2L course, please email the CA (on the title page of this syllabus)

**Aquifer:** [https://www.meduapp.com/users/sign\\_in](https://www.meduapp.com/users/sign_in)

**Access Medicine:** <https://accessmedicine-mhmedical-com.proxy2.cl.msu.edu/>

REQUIREMENT	SUBMISSION METHOD	DUE DATE Please refer to D2L for actual (month/day) due dates
<p><b>Week 1: Mandatory Meeting with Clerkship Staff</b></p>	<p>Students are required to meet with either Dr. Enright or the Course Assistant to have a brief zoom meeting regarding the course requirements. Students will be sent the zoom information by the course assistant.</p>	<p>Day 2 or 3 of week one of OST 620.</p>
<p><b>Week 1: Completion of all IHI Open School Basic Certificate in Quality and Safety</b> The Institute for Healthcare Improvement Open School is located at <a href="http://www.IHI.org">www.IHI.org</a>. The student will need to register (free for students) at IHI.org. The Basic Certificate in Quality and Safety is located under virtual training</p>	<p>The student will need to submit the completed certificate for the course as an upload to the D2L Dropbox labeled <b>OST 620 IHI Week 1</b>. Student will need to complete each module near the time expected per the IHI website. (Example: if the module is expected to take 1 hour, it will be unacceptable for the student to spend significantly less time in the module) The student is expected to be within 15 minutes time in the module that what is published on the website.</p>	<p>11:59 PM on the last day of week 1 (due on Sunday after a Monday rotation start date).</p>
<p><b>Week 2: Additional Assignments –</b> Students need to watch these four videos in their entirety.</p>	<ul style="list-style-type: none"> <li>• Josie King Story: <a href="https://www.youtube.com/watch?v=E4nQ7qP02rQ">https://www.youtube.com/watch?v=E4nQ7qP02rQ</a></li> <li>• Just Culture: <a href="https://www.youtube.com/watch?v=5mR6e-uhR7c">https://www.youtube.com/watch?v=5mR6e-uhR7c</a></li> <li>• TeamSTEPPS Introduction to the Fundamentals of TeamSTEPPS Concepts and Tools: <a href="https://www.youtube.com/watch?v=fxlRtpzsUug">https://www.youtube.com/watch?v=fxlRtpzsUug</a></li> <li>• Swiss Cheese Model: <a href="https://www.youtube.com/watch?v=MfWpMrEOIJ8">https://www.youtube.com/watch?v=MfWpMrEOIJ8</a></li> </ul>	<p>11:59 PM on the last day of the rotation.</p>
<p><b>Week 2: Aquifer Diagnostic Excellence Cases and worksheet</b></p>	<p>Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of <i>Aquifer Diagnostic Excellence Cases 1 thru 5</i> and complete the worksheet that is located in the</p>	<p>11:59 PM on the last day of the Rotation</p>

REQUIREMENT	SUBMISSION METHOD	DUE DATE Please refer to D2L for actual (month/day) due dates
	<i>OST 620 Week 2 D2L folder. Please upload the completed “OST 620 – Week 2 Aquifer “Diagnostic Excellence” Cases Worksheet to the OST 620 – Week 2 - Aquifer “Diagnostic Excellence” Cases Dropbox.</i>	
<b>Week 2: Aquifer Fishbone Diagram and Case Worksheet</b>	Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of <i>Aquifer Fishbone Diagram and Case Worksheet</i> . Students will need to download the Aquifer Fishbone Diagram Worksheet and complete it based on the case. <b>Please upload the completed “OST 620 – Week 2 – Fishbone Diagram Worksheet” to the OST 620 – Week 2 – Fishbone Diagram Dropbox in D2L.</b>	11:59 PM on the last day of the Rotation
<b>Week 2: Aquifer “High Value Care” cases</b>	Students will need to gain access to these cases through Aquifer and complete cases 1, 2, 3, 4, 6, and 13 in their entirety. There is no upload for these cases, their completion will be tracked through Aquifer.	11:59 PM on the last day of the Rotation
<b>Week 2: Quality Improvement Project</b>	Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of a QI project as part of week two assignments and due at the end of week two. As you will only have two weeks, the QI project will involve YOU! Your personal quality improvement plan should involve the principles of QI (reducing waste/redundancy of effort and better management of resources). Try to think of something that you currently do that can either be done better, quicker, or with less waste. You may also consider initiating something that you do not do, with quick initiation to a PDSA cycle. Examples might include improved study technique, better budgeting, health/wellness. You will find two IHI templates for you to use to complete your project that will be due at the end of the rotation. Be thoughtful and creative! <b>Please upload the PDSA Worksheet and Project Planning Form to the D2L Dropbox named <i>OST 620: Week 2 QI Templates</i></b>	11:59 PM on the last day of the Rotation



<b>REQUIREMENT</b>	<b>SUBMISSION METHOD</b>	<b>DUE DATE</b> Please refer to D2L for actual (month/day) due dates
Student Evaluation of Clerkship Rotation	Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system: <a href="https://msucom.medtricslab.com/users/login/">https://msucom.medtricslab.com/users/login/</a> . By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation. Students can also access pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.	11:59 PM on the last day of the Rotation

## ROTATION EVALUATIONS

### Student Evaluation of Clerkship Rotation

Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system: <https://msucom.medtricslab.com/users/login/>. By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation for the respective rotation. Students can also access their pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.

### Unsatisfactory Clinical Performance

The Instructor of Record will review/investigate a student's performance on a rotation when a concern is raised by the supervisor(s), and/or when the Attending Evaluation of Clerkship Student contains any below expectation marks within the professionalism area, any unsatisfactory written comments, or a total of two or more below average marks on the evaluation.

Professionalism concerns, as well as accolades, will also be referred to the MSUCOM Spartan Committee Clearinghouse for resolution, per MSUCOM's Common Ground Framework for Professional Conduct.

## CORRECTIVE ACTION

There is no Corrective Action offered on this course. As determined by the Instructor of Record, the student will receive an N grade for the course if all assignments are not completed successfully by the last day of rotation at 11:59pm. Additionally, a letter of unprofessional behavior for late submission of assignments will be sent to the MSUCOM Spartan Community Clearinghouse.

## **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

Any issues that students may experience trying to complete the requirements of OST 604 due to base hospital or clinic limitations should be communicated with the course assistant Mr. Eric Dunckel prior to any deadlines so that if possible, a solution can be communicated.

## **MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES**

The following are standard MSUCOM policies across all Clerkship rotations.

### Level of Supervision/Responsibilities

Clinical supervision is designed to foster progressive responsibility as a student progresses through the curriculum, with the supervising physicians providing the medical student opportunity to demonstrate progressive involvement in patient care. MSUCOM students will be expected to follow clinical policies of the facility regarding medical records and clinical care. Medical student participation in patient history/physical exam, critical data analysis, management, and procedures will include, but are not limited to, factors such as:

- The student's demonstrated ability
- The student's level of education and experience
- The learning objectives of the clinical experience

First- and second-year medical students will be directly supervised at all times (supervising physician or designee present or immediately available).

Third- and fourth-year medical students will be supervised at a level appropriate to the clinical situation and that student's level of experience. For some tasks, indirect supervision may be appropriate for some students. Direct supervision would be appropriate for advanced procedures.

Supervising physicians will provide medical students with timely and specific feedback on performance. The supervising physician will complete a mid-rotation evaluative discussion with the medical student. Supervising physicians will complete a summative evaluation and are encouraged to contact the course/clerkship director with any gaps in student performance.

Medical students with any concern regarding clinical, administrative, and educational or safety issues during his/her rotation will be encouraged to contact the supervising physician or clerkship/course director.

### MSUCOM STUDENT HANDBOOK

The Student Handbook is published electronically by MSUCOM for students in the Doctor of Osteopathic Medicine program. This handbook does not supersede other Michigan State University or College of Osteopathic Medicine policies, regulations, agreements, or guidelines. The Handbook is updated annually during the summer semester, with changes effective when posted. Any subsequent changes are effective as of the date of issuance.

Students shall adhere to Michigan State University and College of Osteopathic Medicine policies, procedures, agreements, and guidelines. Violations of any regulation are subject to disciplinary action, up to and including program dismissal.

### COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT

The Common Ground Framework provides the MSUCOM community with a reminder of the unity of mind, body, and spirit that underlines the field of osteopathic medicine. The framework is a set of guiding, foundational principles that underpin professional conduct and integrity and applies to all professionals at work within the shared college community, independent of their specific roles or responsibilities.

This framework is built around the acronym CORE, representing Collaboration, Opportunity, Responsibility, and Expertise. Each domain encompasses values and examples of how they are demonstrated.

- **Collaboration:** Working together with others
  - Interactive: Interact effectively and respectfully with people you encounter; demonstrate honesty, genuineness, humility, and compassion
  - Dynamics and Communication: Demonstrate respect, civility, and courtesy in communication; communicate effectively with diverse individuals and groups for a variety of purposes using available technologies; employ active listening.
  - Use of Feedback: Identify sources of feedback; deliver and receive effective feedback for initiatives, evaluations and assessments, quality improvements, conflict resolution, and peer review.
- **Opportunity:** Encouraging an environment of mutual support
  - Shared Leadership: Exhibit advocacy for self and others; accept situational leadership as needed; establish mutual support and respect; participate as a support for others regardless of title or position.
  - Problem-solving: Recognize and define problems; analyze data; implement solutions; evaluate outcomes; include the perspectives of others
  - Decision-making: Fulfill commitments; be accountable for actions and outcomes; discuss and contribute your perspective in group settings; listen to multiple viewpoints prior to making a decision
- **Responsibility:** Supporting a shared culture of accountability
  - Effective Use of Time and Resources: Invest time, energy, and material resources efficiently in order to provide effective services; demonstrate integrity and stewardship of resources.
  - Critical Thinking Skills: Recognize and differentiate facts, illusions, and assumptions; question logically; identify gaps in information and knowledge.
  - Mindfulness and Self-Care: Actively engage in surrounding circumstances and activities; self-assess, self-correct, and self-direct; identify sources of stress and develop effective coping behaviors.
- **Expertise:** Having relevant skills or knowledge

- **Core of Knowledge:** Develop core professional knowledge; apply the knowledge in clinical, academic, and administrative settings.
- **Technical Skills:** Show competency and proficiency in performing tasks that are integral to the scope and practice of your profession; identify needs and resources for learning; continually see new knowledge and understanding in your profession.

### MEDICAL STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students enrolled in MSUCOM are defined by the medical colleges of Michigan State University, including the College of Osteopathic Medicine, the College of Human Medicine, and the College of Veterinary Medicine. Students enrolled in the professional curricula of these colleges are identified as “medical students.” These colleges collectively define “Medical Student Rights and Responsibilities” (MSRR). This document addresses academic rights and responsibilities, governance, procedures for complaints, due process, and other topics. The current version is available on the MSU Spartan Life website at the address below: <http://splife.studentlife.msu.edu/medical-student-rights-and-responsibilities-mssr>

### MSU EMAIL

To facilitate communication from faculty and staff to students, students are required to have a functioning MSU email address. Students are responsible for checking their MSU email accounts daily and maintaining their MSU mailboxes so that messages can be received.

Forwarding MSU email to another email account or failure to check email are not valid excuses for missing a deadline or other requirements of the clinical education program.

Further, students must use secure email when working in a hospital, clinic, or other health care setting if discussion of patient information is involved. MSUNet (msu.edu) email is secure; many web-based email systems including Hotmail, Gmail, and Yahoo are not.

### COURSE GRADES

**P/Pass** – means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the department according to the student’s didactic and clinical performance.

**NGR/No Grade Reported** – means that a final grade (‘Pass’ or ‘No Grade’) cannot be determined due to one or more missing course requirements. The NGR grade will be changed to a final grade once all the completed course requirements have been submitted to and processed by MSUCOM (either to the department or Clerkship Team). An ‘NGR’ grade will NOT remain on a student’s transcript.

**N/No Grade** – means that no credit is granted, and that the student did not achieve a level of performance judged to be satisfactory by the department according to the student’s didactic and clinical performance.

### N Grade Policy

Students who fail this rotation will have to repeat the entire rotation and fulfill all (clinical and academic) requirements.

### STUDENT EXPOSURE PROCEDURE

A form has been developed by the University Physician to report incidents of exposure, e.g. needle sticks, mucous membrane exposure, tuberculosis exposure, etc., and it may be found on the Clerkship Medical Education page of the MSUCOM website [here](https://com.msu.edu/current-students/clerkship-medical-education) (<https://com.msu.edu/current-students/clerkship-medical-education>).

Contact Associate Dean for Clerkship Education, Dr. Susan Enright ([enright4@msu.edu](mailto:enright4@msu.edu)), if exposure incident occurs.

### STUDENT VISA

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-RCPD, or on the web at [www.rcpd.msu.edu](http://www.rcpd.msu.edu). Once a student's eligibility for (clinical and/or testing) accommodation(s) are determined, the student may be issued a **Verified Individualized Services and Accommodations** (VISA) form. Students must present their VISA forms to the Clerkship Team ([COM.Clerkship@msu.edu](mailto:COM.Clerkship@msu.edu)) at the start of the semester in which they intend to use their accommodations (for tests, projects, labs, etc.). Accommodation requests received after the semester onset will be honored whenever possible.

If modifications, updates, or extensions to an existing VISA form are made after the semester begins, it is the responsibility of the student to submit the newest version to the Clerkship Team if he/she intends to utilize the accommodation going forward.

## SUMMARY OF GRADING REQUIREMENTS

Requirement	Submission Method	Pass	No Grade Reported	No Pass
<b>Week 1: Meeting with IOR or Course Assistant</b>	Student are required to meet with a either Dr. Enright or the Course Assistant to have a brief zoom meeting regarding the course requirements. Students will be sent the zoom information by the course assistant.	Attending the meeting on the assigned date and time	Students will not receive an NGR for failing to complete any OST 620 course work.	Failure to attend the mandatory meeting with IOR or Course Assistant, and no notification or plans to make up.
<b>Student Evaluation of Clerkship Rotation</b>	Can be accessed and submitted electronically by students within the dashboard of their Medtrics profiles	Submission of Student Evaluation of Rotation by 11:59 pm on last day of rotation.	Student will receive an NGR grade if student evaluation of the module is completed.	Students will not fail OST 620 for not completing the student evaluation; however, their grade will remain an NGR until it is completed.
<b>Week 1: Completion of all IHI Open School Basic Certificate in Quality and Safety</b> The Institute for Healthcare Improvement Open School is located at <a href="http://www.IHI.org">www.IHI.org</a> . The student will need to register (free for students) at IHI.org. The Basic Certificate in Quality and Safety is located under virtual training	The student will need to submit the completed certificate for the course as an upload to the D2I course site. Student will need to complete each module near the time expected per the IHI website. (Example: if the module is expected to take 1 hour, it will be unacceptable for the student to spend significantly less time in the module) The student is expected to be within 15 minutes time in the module that what is published on the website.	Submission of IHI Open School Basic Certificate in Quality and Safety by 11:59PM on the last day of week 1 (due on Sunday after a Monday rotation start date).	Students will not receive an NGR for failing to complete any OST 620 course work.	Failure to submit IHI Open School Basic Certificate in Quality and Safety by 11:59 pm on last day of rotation.

Requirement	Submission Method	Pass	No Grade Reported	No Pass
<p><b>Week 2: Additional Assignments –</b> Students need to view these videos in their entirety.</p>	<ul style="list-style-type: none"> <li>• <b>Josie King Story:</b> <a href="https://www.youtube.com/watch?v=E4nQ7qP02rQ">https://www.youtube.com/watch?v=E4nQ7qP02rQ</a></li> <li>• <b>Just Culture:</b> <a href="https://www.youtube.com/watch?v=5mR6e-uhR7c">https://www.youtube.com/watch?v=5mR6e-uhR7c</a></li> <li>• <b>TeamSTEPPS Introduction to the Fundamentals of TeamSTEPPS Concepts and Tools:</b> <a href="https://www.youtube.com/watch?v=xlRtpzsUug">https://www.youtube.com/watch?v=xlRtpzsUug</a></li> <li>• <b>Swiss Cheese Model:</b> <a href="https://www.youtube.com/watch?v=MfWpMrEOIJ8">https://www.youtube.com/watch?v=MfWpMrEOIJ8</a></li> </ul>	<p>Watch all of the assigned videos in their entirety by 11:59 pm on the last day of the rotation.</p>	<p>Students will not receive an NGR for failing to watch the assigned videos in their entirety by 11:59 pm on the last day of the rotation.</p>	<p>Failure to watch all of the assigned videos in their entirety by 11:59 pm on the last day of the rotation.</p>
<p><b>Week 2: Aquifer Diagnostic Excellence Cases and worksheet</b></p>	<p>Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of Aquifer Diagnostic Excellence Cases 1 thru 5 and complete the worksheet that is located in the OST 620 Week 2 D2L folder. <b>Please upload the completed “OST 620 – Week 2 Aquifer “Diagnostic Excellence” Cases Worksheet to the OST 620 – Week 2 - Aquifer “Diagnostic Excellence” Cases Dropbox.</b></p>	<p>Complete assigned Aquifer Diagnostic Excellence Cases and upload “OST 620 – Week 2 – Aquifer Diagnostic Excellence Cases Worksheet to D2L dropbox by 11:59 pm on the last day of the rotation.</p>	<p>Students will not receive an NGR for failing to complete assigned Aquifer Diagnostic Excellence Cases and upload “OST 620 – Week 2 – Aquifer Diagnostic Excellence Cases Worksheet to D2L dropbox</p>	<p>Failure to complete assigned Aquifer Diagnostic Excellence Cases and upload “OST 620 – Week 2 – Aquifer Diagnostic Excellence Cases Worksheet to D2L dropbox by 11:59 pm on last day of rotation.</p>

Requirement	Submission Method	Pass	No Grade Reported	No Pass
<p><b>Week 2: Aquifer Fishbone Diagram and Case Worksheet</b></p>	<p>Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of Aquifer Fishbone Diagram and Case Worksheet. Students will need to download the Aquifer Fishbone Diagram Worksheet and complete it based on the case. <b>Please upload the completed “OST 620 – Week 2 – Fishbone Diagram Worksheet” to the OST 620 – Week 2 – Fishbone Diagram Dropbox in D2L.</b></p>	<p>Upload the completed “OST 620 – Week 2 – Fishbone Diagram Worksheet” to the OST 620 – Week 2 – Fishbone Diagram Dropbox in D2L</p>	<p>Students will not receive an NGR for failing to upload the completed “OST 620 – Week 2 – Fishbone Diagram Worksheet” to the OST 620 – Week 2 – Fishbone Diagram Dropbox in D2L</p>	<p>Failure to upload the completed “OST 620 – Week 2 – Fishbone Diagram Worksheet” to the OST 620 – Week 2 – Fishbone Diagram Dropbox in D2L</p>
<p><b>Week 2: Aquifer “High Value Care” cases</b></p>	<p>Students will need to gain access to these cases through Aquifer and complete cases 1, 2, 3, 4, 6, and 13 in their entirety. There is no upload for these cases, their completion will be tracked through Aquifer.</p>	<p>Complete Aquifer and complete cases 1, 2, 3, 4, 6, and 13 in their entirety by 11:59 pm on the last day of the rotation.</p>	<p>Students will not receive an NGR for failing to complete Aquifer and complete cases 1, 2, 3, 4, 6, and 13 in their entirety</p>	<p>Failure to complete assigned Aquifer and complete cases 1, 2, 3, 4, 6, and 13 in their entirety by 11:59 pm on last day of rotation.</p>
<p><b>Week 2: Quality Improvement Project</b></p>	<p>Students completing 2 weeks of the Patient Safety/Quality Improvement elective (either consecutively or inconsecutively) will require the completion of a QI project as part of week two assignments and due at the end of week two. As you will only have two weeks, the QI project will involve YOU! Your personal</p>	<p>Submission of QI Templates by 11:59 pm on last day of the rotation.</p>	<p>Students will not receive an NGR for failing to complete any OST 620 course work.</p>	<p>Failure to submit QI Templates by 11:59 pm on last day of rotation.</p>



Requirement	Submission Method	Pass	No Grade Reported	No Pass
	<p>quality improvement plan should involve the principles of QI (reducing waste/redundancy of effort and better management of resources). Try to think of something that you currently do that can either be done better, quicker, or with less waste. You may also consider initiating something that you do not do, with quick initiation to a PDSA cycle. Examples might include improved study technique, better budgeting, health/wellness. You will find two IHI templates for you to use to complete your project that will be due at the end of the rotation. Be thoughtful and creative! <b>Please upload the PDSA Worksheet and Project Planning Form to the D2L Dropbox named OST 620: Week 2 QI Templates</b></p>			