Advancing interprofessional patient safety education for medical, nursing, and pharmacy learners during clinical rotations

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Abstract

Background: Medical errors are common and can lead to adverse events and patient death. Health professionals must work within interdisciplinary teams to provide safe and effective care to patients, yet current curricula are lacking with regards to interprofessional education and patient safety.

Methods: We describe the development and implementation of a course, “Interprofessional Approach to Patient Safety in the ICU,” aimed at medical, nursing, and pharmacy learners during their clinical training at a large academic medical center. The course objectives were based on core competencies for interprofessional education and patient safety. The course was offered as recurring 3 one-hour sessions, including case-based discussions and a mock root cause analysis (RCA).

Results: 43 students attended at least one session over a 7-month period. All students reported a high level of readiness for interprofessional learning, indicating an interest in interprofessional opportunities. In general, understanding and knowledge of the 4 competency domains in patient safety was low before the course and 100% of students reported an increase in knowledge in these domains after participating in the course.

Results, cont.

Pre- and Post-Course Responses* to Patient Safety and Quality Scale

Conclusions

• Course challenges include: differing schedules across 3 disciplines (differing semester start dates, rotation lengths, other educational requirements) and time-intensive for faculty.
• Faculty enjoyed course participation and believed sessions were a necessary educational component.
• Student feedback included suggestions for learners from more disciplines and inclusion of participants beyond the ICU.
• Medical, nursing, and pharmacy learners indicated strong readiness for interprofessional learning and increased understanding of key patient safety concepts from baseline.

References


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