

Table Top Exercise: Curriculum Design

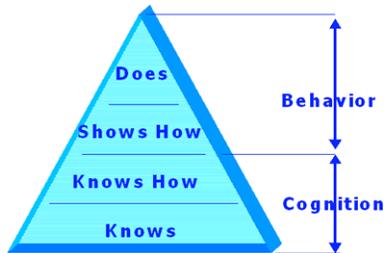
Goal: To teach medical residents the basic knowledge and skills in adverse event investigation and analysis.

	Content Area	Objective: At the end of this experience learners will be able to....	Teaching Strategy
KNOWLEDGE	Impact of medical error	Describe the impact of medical error in healthcare	Reading
	Adverse events and near misses	<i>Define adverse event and near miss</i>	<i>Reading Lecture with discussion</i>
	Incident reporting system at the hospital	<i>Describe how to find and enter an adverse event into the hospital's reporting system</i>	<i>Lecture with screen shots of system</i>
SKILLS	How to do a root cause analysis	Perform a root cause analysis or adverse event investigation	<i>Complete a root cause analysis on a real error</i>
	Rating systems fixes as strong or weak	<i>Classify system fixes as being strong or weak</i>	<i>Case based discussion</i>
ATTITUDES	View error reporting as important	Rate error reporting as an important part of their job	<i>Culture of safety survey</i>

Table Top Exercise: Curriculum Assessment and Program Evaluation

Goal: To teach medical residents the basic knowledge and skills in adverse event investigation and analysis.

Learner Assessment Plan



Given your objectives, which level(s) do you plan to target (does, shows how, etc)?

-Test each objective you feel is crucial

[this will depend on what they come up with. The goal is simply for the table group to take some of the objectives they came up with in the earlier grid and simply choose at least 2 of the 4 levels above to assess their learners at. There is no right answer here at all. In general it might be helpful to push the table group to try to consider measuring “higher” on the pyramid if at all possible.]

Develop an assessment plan for at least two objectives

-Can you use an existing tool?

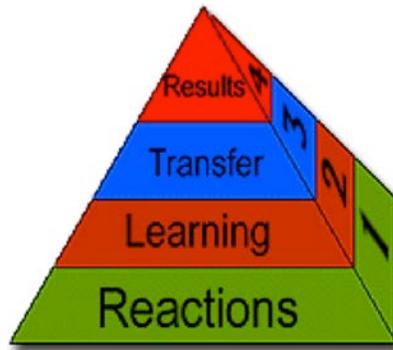
[They are to choose ANY two of the objectives on page one. Have them, for each objectives, begin to sketch out how they would assess the learners to make sure this objective was met. Examples might include:

Describe how to find and enter an adverse event into the hospital’s reporting system - →Have the residents describe this to you via a written test.

Classify system fixes as being strong or weak- →Medical students take a multiple-choice test where they are given some system fixes and have to classify them correctly

Karyn Baum MD; Curricular Assessment

Program Evaluation Plan



Which levels (beyond learning) should you assess, considering Dr. Taylor's task?

Again, the idea is to help the group work through the idea that many of the outcomes we are looking for when we teach quality and safety are outside those of knowledge, skills, and attitudes gains (eg learning). Since Dr. Taylor wants to have the residents be able to be engaged in safety, what often matters most is whether or not the ksa's they acquire get transferred to the workplace. Even most, what matters is whether patients are truly safer or not (eg results). The group will likely realize that the higher you go on the pyramid the more difficult it is to measure and also attribution becomes more complex (eg did the curriculum really lead to the results?). Measuring reactions is useful but not necessary.

How will you do this?

Again, how they measure at the different levels will vary based upon their original objectives and goals. Some specific examples may be:

Reactions-Almost always a survey done at the end of the curriculum

Transfer-In our example this may be the number of incidents using the hospital reporting system completed by residents

Outcomes-This may not be quite as applicable in Dr. Taylor's case as the residents were not learning to improve any specific patient area