

Reflections on ten years of teaching patient safety and the quality of health care to postgraduate students.

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### Background

- ☞ Education an advocated strategy
- ☞ Information slowly emerging
  - ☞ Development
  - ☞ Implementation and evaluation
  - ☞ Undergraduate and post-graduate level

### Objective

- ☞ To reflect on ten years experience teaching patient safety and the quality of health care to postgraduate students.

### Method

- ☞ Reflective evaluation
  - ☞ Descriptive,
  - ☞ Retrospective,
  - ☞ Course co-ordinators
- ☞ Outcome measure
  - ☞ Objective externally verifiable outputs
  - ☞ Not safety and quality outcomes

### Results: Description

- ☞ Principles of Quality Improvement in Health Care
  - ☞ 1999 JE Ibrahim and JW Major
  - ☞ Department of Epidemiology and Preventive Medicine
    - ☞ Monash University, Victoria, Australia
    - ☞ Master of Public Health & Master Health Service Management
- ☞ Curriculum
  - ☞ Ten modules
    - ☞ Describes historical, social, theoretical and methodological issues
    - ☞ Patient harm and safety, risk management, performance measurement, accountability and mechanisms for improving quality of care.

### Mode of Delivery

- ☞ Initial face to face classroom
- ☞ Now predominantly on-line learning
  - ☞ Contact days
  - ☞ Invited experts
- ☞ Reason for change
  - ☞ Demand for more flexible learning,
  - ☞ Limited teaching resources
  - ☞ Access broader student population.

## Students

- 📁 **Enrolment**
  - 👉 6 students in 1999, 65 students in 2008 (x10)
  - 👉 Enrolments capped at 65 students
- 📁 **Completion rate**
  - 👉 96% (342/356)
- 📁 **Professions 2006-08 (n=144)**
  - 👉 Nurse/nurse managers(34%),
  - 👉 Medical practitioners(25%),
  - 👉 Allied health professionals(22%),
  - 👉 Business managers/lawyers(12%).

## Assessment of learning

- 📁 **Formative and summative**
  - 👉 Structured on-line tasks,
  - 👉 Participation in group discussion
  - 👉 Two written assignments.
- 📁 **Assignments**
  - 👉 "Letter to the Editor" peer-reviewed journal,
  - 👉 16/144 students published (11%, 2006-08)
  - 👉 **Reflective essay**
    - 👉 Flexible
    - 👉 Different professions & reasons for study

## Evaluation of the course

- 📁 **Formal university requirement**
  - 👉 external, anonymous and confidential
  - 👉 conducted by the Postgraduate Office.
- 📁 **Feedback 70% of the enrolled student.**
  - 👉 Favourable response to
    - 👉 Small group learning
    - 👉 Interdisciplinary approach
  - 👉 Suggested improvements
    - 👉 practical tools
    - 👉 more learning towards application

## Conclusion

- 📁 **Ten years teaching postgraduates**
  - 👉 Substantial growth in enrolments
  - 👉 Range of professions
  - 👉 Desire for more practical knowledge
- 📁 **Future**
  - 👉 New courses
  - 👉 Expand course
  - 👉 Outcome evaluation: has clinical care improved?
    - 👉 Cause and effect?
    - 👉 Confounding factors?

## Questions?

- 📁 **Now?**
- 📁 **Perhaps later?**
  - 👉 E-mail: [joseph.ibrahim@med.monash.edu.au](mailto:joseph.ibrahim@med.monash.edu.au)
- 📁 **Too shy to ask?**
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  - 👉 Website: [www.crepatientsafety.org.au](http://www.crepatientsafety.org.au)