

### Table Top Exercise: Curriculum Design

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

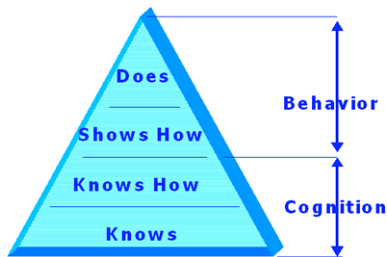
	Content Area	Objective: At the end of this experience learners will be able to....	Teaching Strategy (2 HOURS OF FACE TO FACE TIME)
KNOWLEDGE	Impact of medical error	Describe the impact of medical error in healthcare	Reading
	Adverse events and near misses	ANSWER: DISTINGUISH BETWEEN ADV EVENTS AND NEAR MISSES IN THREE DIFFERENT SCENARIOS	Reading ANSWER: LECTURE FORMAT WITH ILLUSTRATIVE CASE 20 MIN
	What happens to the report and investigation afterwards?	ANSWER: DESCRIBE THE INSTITUTIONAL PROCESS FOR INVESTIGATING REPORTS AND FEEDING BACK RESULTS	ANSWER: LECTURE FORMAT AND DESCRIBE WHAT HAPPENED WITH REAL CASE 20 MIN
SKILLS	How to enter an error report into the system	Demonstrate how to enter an error report into the institutional system	ANSWER: GIVE CASE AS HOMEWORK AND ASK THEM TO FILL OUT THE FIELDS IN A MOCK TEMPLATE OF THE ERROR REPORTING SYSTEM. DISCUSS IN SMALL GROUP SESSION 20 MIN
	How to do a root cause analysis	ANSWER; DEMONSTRATE THE KEY STEPS IN A ROOT CAUSE ANALYSIS OR ADVERSE EVENT INVESTIGATION	ANSWER: READING FOR BACKGROUND, SMALL GROUP DISCUSSION OF SAME MOCK CASE 30 MIN
ATTITUDES	View their role in error reporting as important	Rate error reporting as an important part of their job	ANSWER: INCLUDE IN ALL SESSIONS, FOR MOCK CASES USE EXAMPLES WHERE RESIDENTS REPORTED AND LED TO CHANGE.

*Anjala Tess MD, Curricular Design*

## 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

ANSWER: NO ONE RIGHT ANSWER HERE BUT THE GOAL IS TO HAVE THEM CHOOSE AND REALIZE THEY CANNOT TEST AT EVERY LEVEL. ALSO THAT THEY SHOULD STRIVE TO GET BEYOND “KNOWS.” A REASONABLE PLAN HERE WOULD BE TO ASSESS KNOWLEDGE VIA SHOWS HOW AND POSSIBLY REACH TOWARDS “DOES”

Develop an assessment plan for at least two objectives

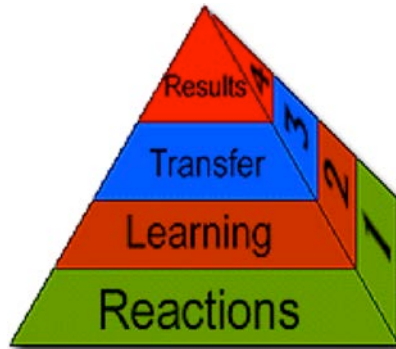
-Can you use an existing tool?

“KNOWS HOW” COULD BE ASSESSED VIA A SKILLS STATION, LIKE A SIMULATION OR OSCE

“DOES” IS REAL-WORLD. IN THIS EXAMPLE THEY COULD SEE HOW MANY ERROR REPORTS ARE BEING ENTERED BY RESIDENTS.

*Karyn Baum MD; Curricular Assessment*

## Program Evaluation Plan



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

REACTIONS IS REASONABLE TO CHECK, ESPECIALLY SINCE IT IS A NEW CURRICULUM  
TRANSFER AND/OR RESULTS WOULD BE GREAT TO MEASURE BUT TAKE MORE WORK  
AS YOU GO UP THE PYRAMID THIS GETS MORE DIFFICULT

How will you do this?

REACTIONS: SATISFACTION WITH CURRICULUM VIA SURVEY  
TRANSFER IS IF THEY USE THESE NEW SKILLS/ATTITUDES IN THE REAL-WORLD (ON THE WARDS OR IN THE CLINICS). THIS COULD BE MEASURED BY HAVING OTHERS EVALUATE THEIR USE OF THESE NEW SKILLS.  
RESULTS ARE USUALLY CENTERED ON THE PATIENT OR ORGANIZATION. EXAMPLES HERE OVERLAP WITH "DOES" IN LEARNER ASSESSMENT.