

Analyzing the Impact of an Online Patient Safety Course for Medical Students

Salkowski M, Beerkens F, Gonzalez S, Gunderson A.
Georgetown University School of Medicine, Washington DC.

Introduction

The Telluride Patient Safety Educational Roundtable originated in 2005, and was designed to educate medical students, residents, and faculty in matters regarding patient safety. The program expanded to Telluride Patient Safety Student and Resident Summer Camps in 2010, added a week solely for resident physicians in 2012, and expanded to additional locations in Washington, DC and Napa Valley in 2013 and 2015, respectively. In 2018, the first online course inspired by the Telluride Experience (TTE) was reviewed by 11 medical students at the Georgetown University School of Medicine. The goal of the TTE curriculum is to alter the current culture of error in medicine and create continuously evolving organizations capable of generating and utilizing knowledge from patient interactions to yield greater performance, predictability, and reliability (1). The online course is comprised of four lessons which included videos, discussion questions, and recommended readings, and students were given 2 weeks to complete the review. Creation of the online course was funded by the Doctors Company Foundation.

Description

27 rising second year medical students were asked to review the course, and we received 11 responses. Students were given two weeks to complete the review. Following review of the course, the students were given a qualitative evaluation form to gather feedback regarding the relevance and appropriateness of the content and the effectiveness of the platform. The following questions were included in the survey:

- 1) Is the content appropriate and relevant? If not, please explain.
- 2) Is the curriculum presented in an engaging way? If not, please explain
- 3) Was there anything you wanted to see covered that isn't here? If so, please explain.

Summary of Survey Results

Students Completing Course Review:	11
Students Providing Feedback	40.7% (11/27)
Content was appropriate and relevant	100% (11/11)
Curriculum was present in engaging way	100% (11/11)
Comments regarding appropriateness & relevance	<ul style="list-style-type: none"> • Enjoyed the inclusion of personal stories of patients • Covered content not otherwise covered in medical school curriculum • Discussion assignments were beneficial • Questions were too abstract
Comments regarding presentation of curriculum	<ul style="list-style-type: none"> • Enjoyed video as primary learning platform • Some videos were inappropriate for targeted audience

Additional comments & feedback:	<ul style="list-style-type: none"> • It may be helpful to have course orientation • Transitions to connect each week to the previous week would add context to each lesson • Would like to see course mandatory for all medical students
Feedback regarding uncovered content:	<ul style="list-style-type: none"> • Lack of depth of information regarding quality improvement process • Further information regarding rules and regulations of error reporting • Lack of healthcare professional point of view

Conclusions & Follow Up

The qualitative feedback obtained from the first cohort of students to review the online Introduction to Patient Safety: *The Telluride Experience* was overwhelmingly positive. All participants responding to the survey found the content appropriate, relevant, and engaging. Students felt that the aspect of the course that required the most amount of attention for improvement was the design of the discussion board. They also recommended facilitator involvement when the course was officially offered to students. Two rising second year students did ultimately complete the course in full, though they were not given a post-evaluation.