

Maintaining Quality Design When Teaching a Master Course



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Learning Objectives

At the end of this session, you should be able to:

- define the master course model
- describe the difficulties a faculty member teaching a course using the master course model has
- compare the effectiveness of checklists versus a narrative-style instructor manual
- identify the design characteristics of a checklist system on best practices of checklist design



Public research university

Established in 1885

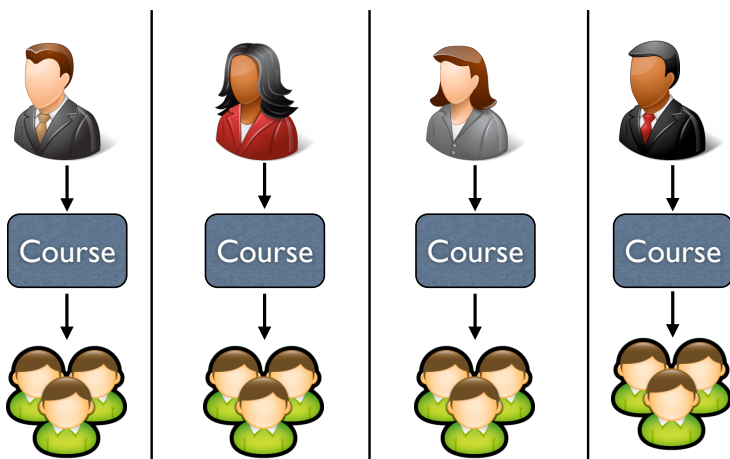
Metropolitan Setting

Headcount enrollment: 73,373

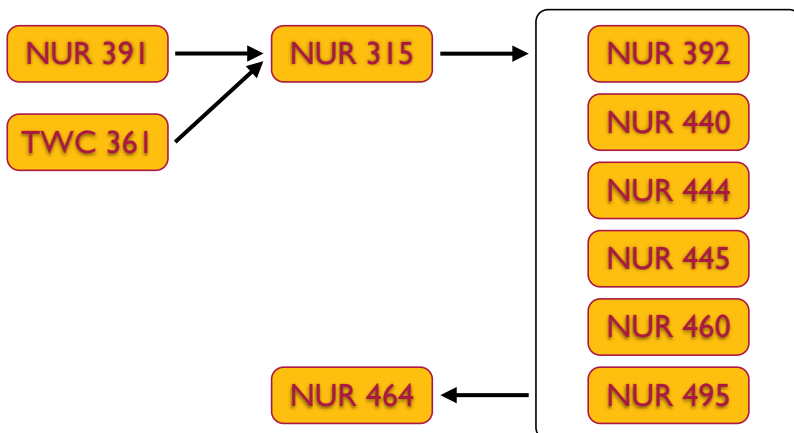
73rd: Center for World University
Rankings (2013)

40th: U.S. News & World Report's 2013
Best Online Education Programs

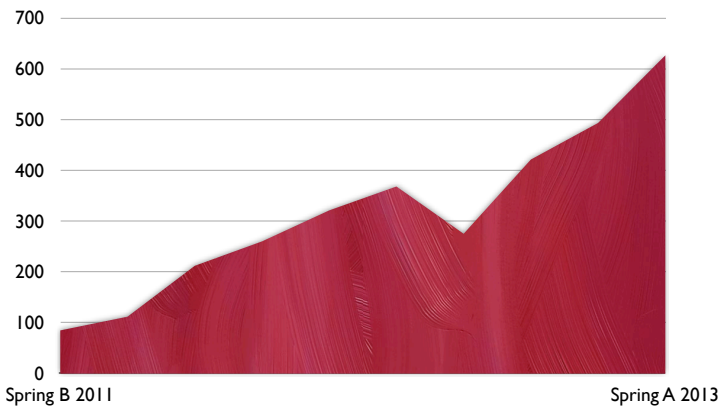
Traditional Course Model



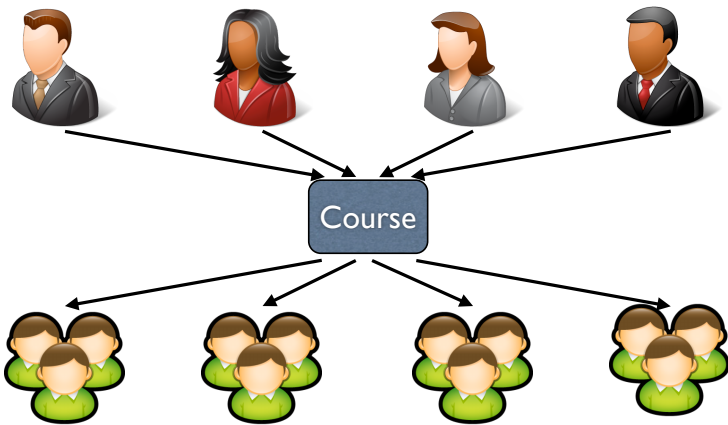
Course Sequence



Program Enrollment Growth



Master Course Model



Course Design Process



How Do You Review A Master Course?

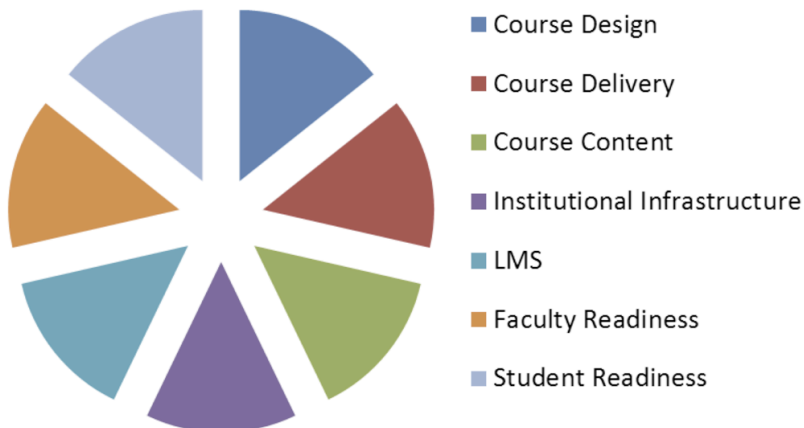


- Who should be listed as the faculty course developer?
- Who should make any necessary revisions?
- Who will ensure the course remains intact?

Reviewing a Master Course

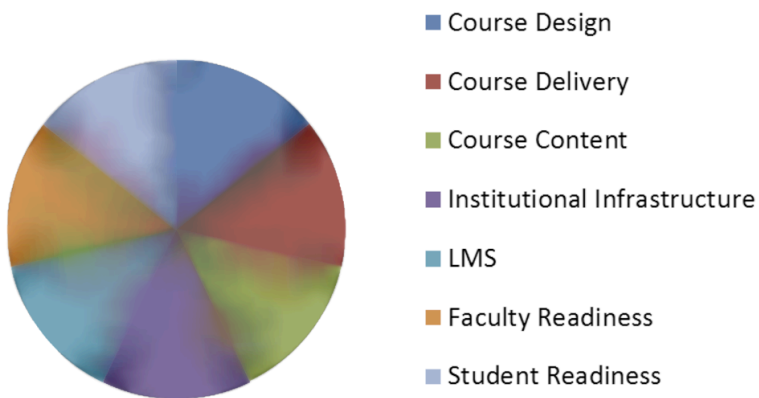
- Master Course "shell" submitted for formal review
- Course Coordinator serves as Faculty Course Developer
- Fu

Online Quality Pie



QM ONLY Reviews Course Design

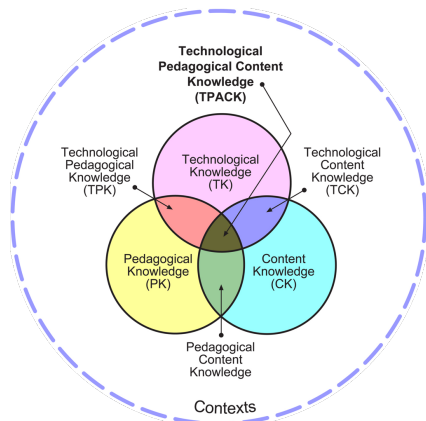
Reality of Course Quality

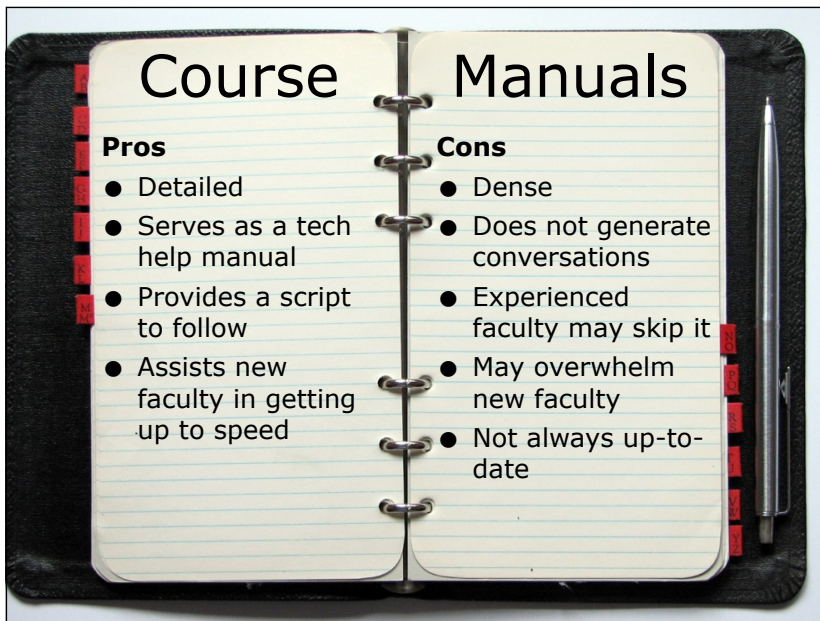


Speed Bumps for Faculty

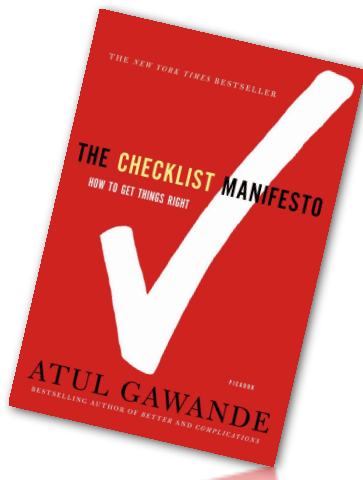
- Not understanding the assignments and pedagogy
- Not familiar with the technology
- Does not know the full sequencing of the program

Explaining the Difficulty?





What About Checklists?



Surgical Safety Checklist



Before induction of anaesthesia

(with at least nurse and anaesthetist)

Has the patient confirmed his/her identity, site, procedure, and consent?

Yes

Is the site marked?

Yes

Not applicable

Is the anaesthesia machine and medication check complete?

Yes

Is the pulse oximeter on the patient and functioning?

Yes

Does the patient have a:

Known allergy?

No

Yes

Difficult airway or aspiration risk?

No

Yes, and equipment/assistance available

Risk of >500ml blood loss (7ml/kg in children)?

No

Yes, and two IVs/central access and fluids planned

Before skin incision

(with nurse, anaesthetist and surgeon)

Confirm all team members have introduced themselves by name and role.

Confirm the patient's name, procedure, and where the incision will be made.

Has antibiotic prophylaxis been given within the last 60 minutes?

Yes

Not applicable

Anticipated Critical Events

To Surgeon:

What are the critical or non-routine steps?

How long will the case take?

What is the anticipated blood loss?

To Anaesthetist:

Are there any patient-specific concerns?

To Nursing Team:

Has sterility (including indicator results) been confirmed?

Are there equipment issues or any concerns?

Is essential imaging displayed?

Yes

Not applicable

Before patient leaves operating room

(with nurse, anaesthetist and surgeon)

Nurse Verbally Confirms:

The name of the procedure

Completion of instrument, sponge and needle counts

Specimen labelling (read specimen labels aloud, including patient name)

Whether there are any equipment problems to be addressed

To Surgeon, Anaesthetist and Nurse:

What are the key concerns for recovery and management of this patient?

A CHECKLIST FOR CHECKLISTS

Development

- Do you have clear, concise objectives for your checklist?

Is each item:

- A critical safety step and in great danger of being missed?
- Not adequately checked by other mechanisms?
- Actionable, with a specific response required for each item?
- Designed to be read aloud as a verbal check?
- One that can be affected by the use of a checklist?

Have you considered:

- Adding items that will improve communication among team members?
- Involving all members of the team in the checklist creation process?

Drafting

Does the Checklist:

- Utilize natural breaks in workflow (pause points)?
- Use simple sentence structure and basic language?
- Have a title that reflects its objectives?
- Have a simple, uncluttered, and logical format?
- Fit on one page?
- Minimize the use of color?

Is the font:

- Sans serif?
- Upper and lower case text?
- Large enough to be read easily?
- Dark on a light background?
- Are there fewer than 10 items per pause point?
- Is the date of creation (or revision) clearly marked?

Validation

Have you:

- Tried the checklist with front line users (either in a real or simulated situation)?
- Modified the checklist in response to repeated trials?

Does the checklist:

- Fit the flow of work?
- Detect errors at a time when they can still be corrected?
- Can the checklist be completed in a reasonably brief period of time?
- Have you made plans for future review and revision of the checklist?

Please note: A checklist is NOT a teaching tool or an algorithm

Last updated 1/14/10

Recommendations

- Address who gets "credit" as faculty course developer when course is developed by committee
- Address maintaining the integrity of the course design when the course is used by multiple faculty
- Address who maintains the master course and determines if it needs a formal re-review

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