

Graduate School of Nursing, Midwifery & Health



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**2013**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

# Course outline for HLTH526 Trimester 1 2013526: Patient Safety and Risk

## Trimester1

**Course Coordinator: Brian Robinson**

Trimester dates: 4 March 2013 – 3 July 2013

Easter break: 28 March 2013 – 3 April 2013

Mid-Trimester break: 22– 28 April 2013

## IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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## **Section 1: Operational Information**

### **COURSE COORDINATOR & CONTACT DETAILS**

Brian Robinson, Senior Lecturer

Ph: 04 463 5155

Email: [brian.robinson@vuw.ac.nz](mailto:brian.robinson@vuw.ac.nz)

Office Hours: 8.30am-4.30pm Monday to Friday

Student appointments: 1.00pm-4.00pm Tuesday

### **POSTGRADUATE STUDENT ADMINISTRATOR**

Annemarie Thorby

Ph: 04 463-6647

Email: [annemarie.thorby@vuw.ac.nz](mailto:annemarie.thorby@vuw.ac.nz)

### **POSTAL ADDRESS**

Graduate School of Nursing, Midwifery & Health

Victoria University of Wellington

P O Box 7625

Newtown

Wellington 6242

### **PHYSICAL ADDRESS**

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

### **OFFICE HOURS**

The Graduate School office will be open Monday 7 January 2013 and close on Friday 20 December 2013 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

## **Section 2: Academic Requirements**

### **COURSE PRESCRIPTION**

This course is designed to develop knowledge related to patient safety within the international health care arena. Research related to adverse events and strategies to improve patient safety and reduce risk provide the key content.

### **TEACHING/LEARNING SUMMARY**

There will be 4 School days held in Wellington which will be delivered in two blocks of 2 days each over one trimester. The days will be a mix of lectures, tutorials and small group activities. A distance component supported by Blackboard forms part of the course and supports the development of the content delivered in the school.

### **COMMUNICATION OF ADDITIONAL INFORMATION**

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student VUW email to all class members.

### **COURSE CONTENT**

Students will be encouraged to articulate in discussions their experiences and understanding of adverse events across healthcare settings. This will include:

- Patient safety
- Clinical risk

Topics covered within the course will focus on developing knowledge and understanding within the following areas:

- Human factors and human error
- Human factors in healthcare
- High risk organisations and high reliability organisations
- Healthcare systems as complex organisations
- The cost of adverse events in healthcare
- Analysis and learning from errors and systems failures
- Multidisciplinary teams and inter-professional communication
- Communication with patients and their families
- Open communication / open disclosure
- Managing and mitigating clinical risk; improving the safety of patient care

### **STUDENT OUTCOMES**

By the end of this course students will develop an understanding of the complex dynamics of clinical care and the mechanisms of risk and patient safety in the healthcare environment. They will be able to articulate their knowledge and apply skills to improve quality of care.

## LEARNING OBJECTIVES

Students who pass this course should be able to:

1. Demonstrate knowledge and comprehension of national and international concerns with regard to patient safety
2. Articulate the causes and mechanisms of adverse outcomes in healthcare
3. Identify the principles of clinical risk and patient safety
4. Demonstrate an understanding of the skills, tools and techniques for identifying, managing and minimising adverse clinical events and outcomes
5. Communicate objectively and effectively on issues related to patient safety and clinical risk

## NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 1.3 Demonstrates nursing leadership that positively influences the health outcomes of client/population group and the profession of nursing.
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

## EXPECTED WORKLOAD

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

## WITHDRAWAL DATES

Information on withdrawals and refunds may be found at

[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

## REQUIRED TEXTS

Vincent, C. (2010). *Patient safety* (2<sup>nd</sup> ed.) Oxford: Wiley-Blackwell

You will be required to work from the required text in preparation for and during school days.

## RECOMMENDED READINGS/TEXTS

Kohn, L.T., Corrigan, J. M. & Donaldson, M. S. (1999). *To err is human: Building a safer health system*. Washington: National Academy Press

This can be accessed from the following website: [http://www.nap.edu/catalog.php?record\\_id=9728](http://www.nap.edu/catalog.php?record_id=9728)

Flin, R., O'Connor, P., & Crichton, M. (2008). *Safety at the sharp end: a guide to non-technical skills*. Aldershot: Ashgate Publishing Ltd.

## **PRE-READINGS**

Links to articles will be made available via Blackboard

## **RECOMMENDED WEBSITES**

<http://www.hqsc.govt.nz/>

<http://www.who.int/patientsafety/en/>

<http://webmm.ahrq.gov/>

<http://www.npsf.org/>

<http://www.npsa.nhs.uk/>

<http://www.ahrq.gov/qual/errorsix.htm>

<http://www.patientsafety.gov/>

<http://www.nlm.nih.gov/medlineplus/patientsafety.html>

<http://www.apsf.net.au/>

<http://www.patientsafetyinstitute.ca/English/Pages/default.aspx>

## **TEXT BOOK PURCHASE**

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

## SCHOOL TIMETABLES

### 1<sup>st</sup> SCHOOL

Dates: Monday 4 & Tuesday 5 March 2013

Times: 8.30am-4.30pm

Venue: CS717, **Level 7**, Clinical Services Building (CSB), Wellington Regional Hospital,  
Riddiford St, Newtown, Wellington

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### 2<sup>nd</sup> SCHOOL

Dates: Monday 6 & Tuesday 7 May 2013

Times: 8.30am-4.30pm

Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,  
Riddiford St, Newtown, Wellington

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## BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1<sup>st</sup> School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

### Computer skills required:

- Internet browsing skills
- Basic word processing skills

### How to log onto Blackboard

- Open a web browser and go to [myVictoria.ac.nz](http://myVictoria.ac.nz)
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

### Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

**Problems with access?** Contact ITS service desk **04 463 5050**

## **MANDATORY COURSE REQUIREMENTS**

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.

Students must complete all pieces of assessment to pass the course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

**Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.**

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

## **USE OF TURNITIN**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcademic](http://www.victoria.ac.nz/home/about/avcademic).

## **Section 3: Assessment Information**

Learning objectives are assessed within the courses assessment activities.

### **ASSIGNMENT SUBMISSION GUIDELINES**

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Your course coordinator will explain the expectations for this course at your first school.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

#### **Extensions**

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

#### **Submission**

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

#### **Late submission**

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

### **Other marking penalties**

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

### **Feedback**

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

### **Grading**

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

## ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Unless you are instructed by the course co-ordinator please use the following guidelines on all assignments.

### Referencing and Presentation

Use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on [http://www.vuw.ac.nz/st\\_Services/slss/studyhub/reference/APA.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf). Finally, you can check <http://www.apastyle.org/> for other resources.

### Style considerations

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing
- 2.5 cm margin all round
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page with the following details
  - Student number
  - Assignment number and name
  - Word Count - note the reference list is not included in the word count.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Ensure you keep a copy of your assignment for your records.

### Submission considerations

#### Hard copy:

- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- Do not use plastic sheets, clear files or folders.
- Send your assignment to the course coordinator.
- If you want your assignment sent back to you in hard copy, complete a self-addressed and stamped envelope and attach it to the front of your assignment.

#### Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy COURSE CODE\_ASSIGNMENT NUMBER\_STUDENT NUMBER (Ex: HLTH501\_2\_300011122).

## **ETHICAL CONSIDERATIONS**

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whānau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact your course coordinator.

## **CONFERENCE & SCHOOL PRESENTATIONS**

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: [annemarie.thorby@vuw.ac.nz](mailto:annemarie.thorby@vuw.ac.nz) for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.



## ASSIGNMENT NUMBER ONE

Assignment Name: **Literature Critique**

Due Date: The entire assignment must be completed by **5.00pm Monday 15 April**

This assignment is worth 25% of your final grade.

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This on-line assignment is designed to undertake an in depth exploration of issues affecting patient safety.

A selection of papers will be loaded onto the blackboard site at the end of the first school. These will be individually and then collectively (within group discussion) critiqued within this assignment.

### ASSIGNMENT OUTLINE:

This scholarly blog is to be completed on-line via blackboard. Marking criteria will be posted on blackboard.

#### Part A- Paper critique (10%)

Completion date- **5.00pm Monday 25 March**

You will be given a series of current specialty practice papers related to patient safety to read via Blackboard. You must choose **two** of these papers to examine in detail in relation to your own clinical experiences.

For **each of the papers** you have chosen you will provide a succinct 500 word evidence based critique guided by the specific question posed related to that paper.

The contributions that make up this part of the assignment must be made by **5.00pm Monday 25 March**.

#### Part B- Group generated discussion (15%)

Contribution dates- **5.00pm Monday 15 April**

A series of questions generated from the student blog responses in Part A of this assignment will then be posed for further group discussion. As part of the blog discussion for this part of the assignment, you must make a minimum of **two** contributions **to each of the papers** you chose in Part A. Each blog contribution must be approximately 250 words and supported by pertinent literature and evidence base.

In Part B you *must* consider the question being posed and the responses of your peers on the subject being discussed.

All blogs in this assignment must be written in a scholarly manner.

The contributions that make up this part of the assignment must be made by **5.00pm Monday 15 April**.

This assignment addresses learning objectives 1, 2, 3 and 5 of the course.

## ASSIGNMENT NUMBER TWO

Assignment Name: **Written assignment. A strategy to improve patient safety and / or reduce clinical risk**

Due Date: **5.00pm Friday 17 May, 2013**

Word limit: 4000 words

This assignment is worth 40% of your final grade.

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This assignment is based on a strategy formulated on the identification and management of an actual, potential or perceived patient safety or clinical risk issue from your clinical area.

This can be an event that has occurred and a mitigation process developed and applied or this can be a potential or perceived patient safety issue or clinical risk a strategy for which a mitigation plan can be developed.

### **Strategy**

Students are to identify and describe a threat to patient safety and clinical risk within their clinical area (e.g. hand washing, patient observations, staff shortages, equipment issues, communication).

Students should describe a mitigation plan that either a) has been designed and applied or b) is to be designed and could be applied. The strategy should include an introduction to the perceived patient safety issues and clinical risks, a review of other strategies considered and the potential clinical risks and outcomes. The clinical context should be explained and supporting data from the clinical environment provided. A review of the pertinent literature in terms of all relevant and perceived issues should be provided.

A detailed strategy which incorporates a wide range of possible solutions to the perceived problem should be described. The student should then describe the outcome of the strategy if applied and how these outcomes were measured and whether there have been on-going issues. If a strategy is to be developed, students are to describe how outcomes are to be measured. This should include realistic recommendations and how they might be implemented.

This assignment addresses learning objectives 2, 3 and 4 of the course.

## **ASSIGNMENT NUMBER THREE**

Assignment Name: **Written Assignment: If you had to choose one patient safety strategy to improve healthcare outcomes in your clinical area, which one would it be?**

Due Date: **5.00pm Friday 7 June 2013**

Word limit: 2000

This assignment is worth 35% of your final grade.

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This assignment is based on consideration of all strategies that have been developed to improve patient safety and reduce clinical risk. You are invited to choose one strategy to champion and describe why you think it will have the greatest possible benefit to your area of clinical interest.

In your essay you should describe the range of patients affected, how effectiveness of implementation can be reported, measurements of outcomes and compare and contrast to other strategies that have also formulated.

Your essay must include an appropriate literature review and referencing to support your choice ahead of other strategies.

This assignment addresses learning objectives 1, 4 and 5 of the course.