



OFFICE OF THE DEAN
KHYBER GIRLS MEDICAL COLLEGE, PAKISTAN
GOVT. OF KHYBER PAKHTUNKHWA, HEALTH DEPARTMENT



PHONES: +92 91 92 17 701

FAX: +92 91 92 17 702

Email: info@kgmc.edu.pk

No. _____/Estt/KGMC

Dated 19/5 2021

OFFICE ORDER

The Learning Objectives and Table of Specification of Patient Safety hereby approved and notified for implementation.

Please find the attached the details.

DEAN

Khyber Girls Medical College
Peshawar

No. 2999-24/Estt/KGMC

Copy Forwarded to:

1. The Medical Director, MTI HMC Peshawar.
2. The Hospital Director, MTI HMC Peshawar.
3. All Heads of the Basic and Clinical Departments.

DEAN

Khyber Girls Medical College
Peshawar

Learning Objectives and Table of Specification of Patient safety

S. No	Topic	Learning objectives	Domain	MIT	Duration	Assessment
1	Errors	Define the term "error" within the context of (clinical) medicine.	K	Lecture	2 hour	MCQ
2		Name the most important error types.	K	//	2	//
3		Define the chain- of-error and a model that explains it (e. g. Swiss-cheese-model).	K	//	2	//
5	Criminal vs civil laws	Name possible legal consequences of medical Errors	K	//	1	//
6	Hygiene	Describe frequent errors in hygiene and their effect on patient safety	K	//	1	//
7	Pharmacotherapy	Describe frequent errors in pharmacotherapy and their effects on patient safety	K	Lecture	2	MCQ/SAQ
8	Diagnosis	Describe errors that can happen in the area of diagnoses and diagnostic evaluation and is able to critically reflect an example accordingly	K/S	Bed-side teaching	2	Data interpretation / OSCE
9	Wrong site/patient , Remained foreign objects	Reflect upon rare critical incidents, (e.g. patient-/site confusion or that foreign objects remain) which frequently have drastic consequences	K	?	2	PORTFOLIO
10	Polypharmacy	Describe patient factors (e.g. polypharmacy and multi-morbidity) that contribute to the complexity of the system and promote emergence of error	K	Lecture	2	MCQ/SAQ

11	Human factors (limitations of human capability)	Describe human capability is limited and knows psychological and physical factors, which promote emergence of error	K	//	2	//
12	Evaluate own competence	Evaluate own competence is limited and that an overestimation of one's own capabilities promotes the emergence of error	K	//	2	//
13	Documentation	Reflect upon the case of an insufficient documentation promotes the emergence of error and can reflect examples accordingly	A	Portfolio	1	Log-book / portfolio
14	Hand-over/take-over	Reflect upon an incidence that an incomplete patient hand-over and take-over promotes the emergence of error	A	//	1	//
		Strategies for optimization			1	
15	Scoring system/checklist	Describe score systems and the goal to increase health care safety through its use.	K		1	
16	Patient Safety	To prepare medical students for safe practice in the workplace	K		2	

- 1) Walton M, Woodward H, Van Staaldunen S, Lemer C, Greaves F, Noble D, Ellis B, Donaldson L, Barraclough B. Republished paper: The WHO patient safety curriculum guide for medical schools. Postgraduate medical journal. 2011 Apr 1;87(1026):317-21.
- 2) Kiesewetter J, Gutmann J, Drossard S, Salas DG, Prodingler W, Mc Dermott F, Urban B, Staender S, Baschnegger H, Hoffmann G, Hübsch G. The Learning Objective Catalogue for Patient Safety in Undergraduate Medical Education—A Position Statement of the Committee for Patient Safety and Error Management of the German Association for Medical Education. GMS journal for medical education. 2016;33(1).s