

**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 12/2/2014

1b. Department/Division: Dept Of Epidemiology

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Steven Fleming

Email: stflem2@uky.edu

Phone: 218-2229

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 710

2c. Full Title: Adverse Events in Healthcare: Epidemiology and Prevention

2d. Transcript Title: Adverse Events: Epidemiology & Prevention

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will focus on the epidemiology, history, methods, and ancillary laboratory tools used in the study and control of healthcare associated adverse events, including discussions of key concepts and theory, basic types of epidemiological investigations and study designs, and distinctive problems associated with specific risk factors. Adverse events will be discussed as components of patient safety and the quality of care.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The CDC estimates that on any given day, about 1 in 25 hospital patients has at least one healthcare-associated infection. There were an estimated 722,000 HAIs in U.S acute care hospitals in 2011. About 75,000 hospital patients with HAIs died during their hospitalizations. This course will be of interest to students enrolled in health science degree programs including nursing, medicine and pharmacy.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE[ALHAYS0]Andrea L Perkins|CPH 710 NEW College Review|20141202

SIGNATURE[ZNNIKO0]Roshan N Nikou|CPH 710 NEW Graduate Council Review|20141222

**Courses** | **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	4138	CPH 710 Syllabus revised.docx

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

* Contact Person Name:	Andrea Perkins	Email: andrea.perkins@uky.edu	Phone: 218-2021
* Responsible Faculty ID (if different from Contact):	Steven Fleming	Email: stflem2@uky.edu	Phone: 218-2229

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

<input type="checkbox"/> Inquiry - Arts & Creativity	<input type="checkbox"/> Composition & Communications - II
<input type="checkbox"/> Inquiry - Humanities	<input type="checkbox"/> Quantitative Foundations
<input type="checkbox"/> Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/> Statistical Inferential Reasoning
<input type="checkbox"/> Inquiry - Social Sciences	<input type="checkbox"/> U.S. Citizenship, Community, Diversity
<input type="checkbox"/> Composition & Communications - I	<input type="checkbox"/> Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course will focus on the epidemiology, history, methods, and ancillary laboratory tools used in the study and control of healthcare associated adverse events, including discussions of key concepts and theory, basic types of epidemiological investigations and study designs, and distinctive problems associated with specific risk factors.  
Adverse events will be discussed as components of patient safety and the quality of care.

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 20

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

The CDC estimates that on any given day, about 1 in 25 hospital patients has at least one healthcare-associated infection. There were an estimated 722,000 HAIs in U.S acute care hospitals in 2011. About 75,000 hospital

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>1</sup> for ANY program?  Yes  No

If YES<sup>1</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus  
CPH 710-00 Adverse Events in Healthcare: Epidemiology and Prevention  
Spring, 2015**

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**Time: Thursdays, 12:00pm - 2:30pm**  
**Place: TBD**

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**Contact information**

Instructor: Carol McLay, DrPH, RN, CIC  
715 Rose Street

Telephone: 859-494-8053

E-mail: [carol.mclay@uky.edu](mailto:carol.mclay@uky.edu)

Office Hours: By appointment

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**Course description**

This course will focus on the epidemiology, history, methods, and ancillary laboratory tools used in the study and control of healthcare associated adverse events, including discussions of key concepts and theory, basic types of epidemiological investigations and study designs, and distinctive problems associated with specific risk factors. Adverse events will be discussed as components of patient safety and the quality of care.

**Course rationale:**

Healthcare acquired infections and patient safety are important measures of health care quality of care. An understanding of the epidemiology of these adverse events is important for public health students, particularly those who will practice in health care delivery settings.

**Course prerequisites**

None

**Course Objectives/Student Learning Outcomes and related UKCPH Competencies**

<b>UKCPH Competencies</b>	<b>Course Objectives/Student Learning Outcomes</b>
<ol style="list-style-type: none"><li>1. Assess population-based health problems from the perspective of multiple public health science disciplines. (MPH)</li><li>2. Identify the causes of social and behavioral factors that affect health of individuals and populations. (MPH)</li><li>3. Apply quality and performance improvement concepts to organizational performance. (MPH)</li><li>4. Calculate basic epidemiologic measures</li></ol>	<ol style="list-style-type: none"><li>1. Describe the effect of healthcare-associated infections and non-infectious adverse events on mortality, morbidity, and cost of health care, including the importance of surveillance and prevention.</li><li>2. Identify the environmental, patient-related, and iatrogenic risk factors for healthcare-associated adverse events.</li><li>3. Identify the most common pathogens and risk factors associated with common</li></ol>

<p>and draw appropriate inferences (MPH)</p> <ol style="list-style-type: none"> <li>5. Assess public health problems in terms of magnitude, person, time and place. (MPH)</li> <li>6. Interpret epidemiologic data following scientific standards. (DrPH)</li> <li>7. Draw appropriate inferences from data. (PhD)</li> <li>8. Communicate research results orally and in writing to lay and professional audiences. (PhD)</li> <li>9. Demonstrate proficiency in using computing tools commonly encountered in epidemiology and biostatistics. (PhD)</li> <li>10. Understand the principles of chronic and infectious disease epidemiology. (PhD)</li> </ol>	<p>healthcare-associated infections, and outline the appropriate prevention measures, diagnosis, and treatment.</p> <ol style="list-style-type: none"> <li>4. Compare and contrast the steps in an outbreak investigation to a Root Cause Analysis (RCA)</li> </ol>
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**Instructor Expectations:**

**Email Requirements:**

Students are required to use their university email account to send and receive email. Only emails sent through the UK email system will be opened by faculty. Due to the risk of computer viruses, no unauthorized email accounts will be opened by faculty. Any email sent to notify faculty of an impending absence from class or an exam should include a "Request a Delivery Receipt" or "Request a Read Receipt" before hitting the send button. This feature is located in the "options" tab.

**Utilization of Blackboard:**

This course utilizes the Blackboard Learning System. Students must have an active directory account to log in to Blackboard. Students needing assistance with their account can log onto <http://www.uky.edu/Blackboard> or contact the UK IT department. All students should have an active Blackboard account by the first day of lecture. Students are encouraged to check Blackboard every few days for updates and announcements.

Blackboard is utilized to:

1. Post course documents and make course announcements
2. Post exam and assignment scores
3. Provide weekly feedback on clinical logs
4. Post updated materials for class lectures and exams
5. Make optional handouts/case studies available to students

**Class Preparation:**

The class lecture schedule is included in this syllabus. Assigned readings accompany each lecture. To support in-class learning, students are expected to complete all assigned readings PRIOR to lecture

## Textbooks and Other Materials

Students will use a variety of journal articles and online information sources to meet course requirements.

### **Other Useful References:**

Lautenbach, E., and K. Woeltje. *Practical Healthcare Epidemiology*, 3<sup>rd</sup> edition. University of Chicago Press, 2010.

Heymann, David L. Editor. *Control of Communicable Diseases Manual*, 19<sup>th</sup> Edition. American Public Health Association, Washington, D. C. 2008.

Mandel, G. L., J. E. Bennett, and R. Dolan (editors). *Principles and Practice of Infectious Diseases*, 7<sup>th</sup> edition. Churchill Livingstone, New York, 2009.

Nelson, KE, CM Masters, and NMH Graham. *Infectious Disease Epidemiology Theory and Practice*. Aspen Publishers Incorporated, Gaithersburg, Maryland, 2007.

## Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

1.	Two examinations	50 percent (25 % each exam)
2.	CDC Epidemiological Case Study (Pass/Fail)	5 percent
2.	Case study with analysis of a data set	15 percent
3.	Written paper on Sentinel Events	15 percent
4.	Sentinel Event Presentation	15 percent

The final course grade is based on written exams, case studies, written paper, and student presentation.

### Grading scale:

100-90%=A

89-80%=B

79-70%=C

69% or below=E

### **Criteria for Evaluation:**

#### CDC Epidemiologic Case Study

There will be no class on 2/12/15. Instead, students will complete a computer-based epidemiologic case study, a self-instructional interactive exercise based on a real-life outbreak and public health problem. This study was developed in collaboration with the original investigators and experts from the Centers for Disease Control and Prevention (CDC). It is available at: [http://www.cdc.gov/epicasestudies/computer\\_gast.html](http://www.cdc.gov/epicasestudies/computer_gast.html). Once the study is completed, students are to print off and submit the Certificate of Completion, which is **due on 2/19/15**

#### Case Study

Each student will be assigned a case study assignment that will include a data set for analysis. Lecture material on surveillance, epidemiological methods, data analysis, and outbreak investigation will be essential to completing this assignment. The case study assignment will be **due on 2/26/15** and should be sent via Blackboard.



## Written Paper

Students will choose from the following list of "Never Events" in healthcare (one topic per student).

1. Surgical events (wrong-site surgery, wrong procedure, wrong patient, retained objects, post-op death in a ASA Class 1 patient, etc.)
2. Product or device events (Contaminated drugs or devices, death or injury from a device, death/injury from an intravascular air embolism, etc.)
3. Patient protection events (death or disability related to patient elopement, suicide, attempted suicide/self-harm, discharge of a patient who is unable to make decisions to other than an authorized person, etc.)
4. Environmental events (death or injury from an electric shock or burn in a healthcare setting, death or injury associated with restraints or bedrails, any incident in which a line designated for oxygen or a gas contains no gas, the wrong gas, or is contaminated, etc.)
5. Radiologic events (death or injury associated with a metallic object in an MRI area)
6. Criminal events (an instance of care ordered/provided by someone impersonating a healthcare worker, abduction of a patient, sexual abuse, physical assault etc.)
7. Care Management Events (death or injury associated with a medication error, unsafe administration of blood products, maternal or neonatal death or injury in a low-risk pregnancy, death/injury from a fall, artificial insemination with wrong sperm or egg, pressure ulcers, death/injury from loss of a biological specimen, death/injury from failure to follow-up/communicate test results, etc.)

### **Directions:**

- Students can choose to research one specific issue related to the Never Event (i.e. pressure ulcers, medication errors, wrong-site surgery) or they may research the entire category.
- The paper should be 4 to 6 pages in length, **NOT INCLUDING THE TITLE AND REFERENCE PAGES.**
- APA formatting should be used for the paper.
- The paper is to be double-spaced with 1-inch margins and Times New Roman 12 point font.
- You must have at least three (3) references outside of your textbook(s).
- You may have more than three, but cite ALL references.
- Topic **MUST** be approved by the instructor by **March 5, 2015**
- Submit the assignment through Blackboard.
- Paper is due **April 9, 2015**

### **Paper Outline:**

1. Introduction (brief intro to the topic)
2. Content should include
  - a. Description the issue
  - b. Epidemiology (patient demographics, incidence, prevalence, and mortality rates)
  - c. Prevention and Control Methods
3. Conclusion: Summary of issue, does more need to be done?
4. References

## GRADING RUBRIC: WRITTEN PAPER

Grading Criteria	Points Possible	Points Received
<b>Introduction:</b> Provides a general description of the topic	15	
<b>Content:</b>		
Description of the issue	15	
Epidemiology: includes relevant data such as demographics, incidence, prevalence, mortality rates as applicable	15	
Prevention & Control Methods: description of current prevention strategies and control methods	15	
<b>Conclusion:</b> Summary, should we be doing more?	15	
<b>References,</b> referenced all data and information using APA formatting; reference page included; utilized at least 3 references outside of textbook	15	
<b>Grammar, sentence structure;</b> written using correct grammar and sentence structure	10	
<b>Total Points</b>	<b>100</b>	

Please note that 0.5 points will be deducted for each day this assignment is submitted late unless prior approval has been received by your instructor for late submission.

### Presentation

Each student will give a 10-minute presentation (followed by 5 minutes for question & answer) on their written paper topic on **APRIL 23, 2014**

This is a summary of the information that you have learned.

Classmates are encouraged to ask questions or make comments about the presentation.

## GRADING RUBRIC: PRESENTATION

Grading Criteria	Points Possible	Points Received
Presentation includes introductory slide; content includes discussion of the importance of the disease/issue, history, characteristics, epidemiology, prevention and control measures; conclusion.	30	
Knowledge of information with minimal use of notes, ability to answer questions	30	
Professional-level references are used and appropriately cited during the presentation using APA format; a reference list in APA format is included on the final slide.	10	
Professionalism and effectiveness of presentation – The presentation is well prepared with logically organized content that is easy to follow and effective use of technology that contributes to the presentation. The presentation is completed within allotted time frame.	30	
<b>Total Points</b>	<b>100</b>	

### Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**ACADEMIC OFFENSES AND PROCEDURES:** All definitions, policies, and procedures as detailed in *Student Rights and Responsibilities* regarding plagiarizing, cheating, and/or falsifying records will be followed. Students should be aware of the seriousness of such offenses and realize that the minimum outcome of any such offense is an "E" for the course.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## **Religious Observances**

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

## **Inclement weather {Senate mandated boilerplate language}**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at [http://www.uky.edu/PR/News/severe\\_weather.htm](http://www.uky.edu/PR/News/severe_weather.htm) or you can call (859) 257-1754.

## **Class Attendance:**

Consistent class attendance is essential to understanding concepts of healthcare epidemiology and to supporting learning through in-class discussions and activities. Students are highly encouraged to attend all classes.

## **Excused absences policy**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

## **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## **Examinations:**

There will be 2 exams using a multiple-choice format. Exams equal 50% of the total course grade. There are no cumulative exams in this course. Examinations will cover both the lecture material, and assigned readings from the texts or papers provided.

Caps cannot be worn during exams. All personal items (including books, backpacks, purses, cell phones, etc.) must be placed in the front or back of the room before being seated for an exam. Students are allowed to take only pencils and erasers to their assigned seat. Any other items to be taken to the desk are subject to faculty approval. Please remember to turn your cell phone off BEFORE leaving personal items in the back of the room.

Any student arriving late for an exam will receive a zero for that exam except in the case of an unforeseeable emergency situation. In an emergency situation, students should follow the exam absence and make up policy below.

### Examination Absence and Make-up:

A makeup exam will only be given to a student who meets all of the following: (1) the student's absence is for reasons defined as acceptable for an excused absence, as per University policy [see University Senate Rule on Excused Absences, S.R. 5.2.4.2]; (2) the student contacts the CCPH 718 instructor by phone or email, preferably in advance of the scheduled exam and no later than within 1 week of the exam, to provide an explanation for the absence; (3) the student provides documentation verifying the reason for the excused absence.

If, and only if, all of these requirements are fulfilled, will the student be allowed to make up a missed exam. Any absence for which the requirements are not adhered to will be considered an unexcused absence. Any student with an unexcused absence from an exam will receive a grade of zero for that exam.

### Course schedule and topics

Class	Date	Topic	Instructor
1	1/15/15	Introduction to Health Care Epidemiology, History and Current Status and Impact on Patient Safety	Dr. McLay
2	1/22/15	Surveillance, Epidemiological Methods, Data Analysis	Dr. McLay
3	1/29/15	Infectious Disease Outbreak Investigation	Dr. Thoroughman
4	2/5/15	Ventilator-associated Events, Surgical Site Infections Blood Stream and Urinary Tract Infections	C. Corman IP
5	2/12/15	<b>NO CLASS</b> <b>Students to complete Epidemiological Case Study at home</b>	
6	2/19/15	Multi-drug Resistant Organisms and C-diff Role of the Environment in HAIs <b>CDC Epi Case Study Certificate of Completion due</b>	Dr. McLay
7	2/26/15	KY State HAI Plan <b>Case Study Due</b>	A. Flinchum
8	3/5/15	Antimicrobial Resistance and Stewardship <b>Submit Topic for Written Paper</b>	Dr. S. Tennant
9	3/12/15	<b>MID-TERM EXAMINATION</b>	
OFF		<b>SPRING BREAK—ACADEMIC HOLIDAY</b>	
10	3/26/15	MRSA, Resistance and Policy	Dr. K. Kavanagh
11	4/2/15	Infection Prevention and the role of the HCW TB Prevention	Dr. McLay
12	4/9/15	Quality and Patient Safety	Dr. McLay
13	4/16/15	Epidemiology of Non-Infectious Adverse Events <b>Student Written Papers due</b>	Dr. McKinney
14	4/23/15	<b>Student Presentations, 10 minutes</b>	Students
15	4/30/15	Investigation of Adverse Events	Mary Moore, UK
16	5/6/15	<b>FINAL EXAMINATION</b>	

**Course Reading Assignments:**

CLASS	DATE	READINGS
1	1/15/15	CDC HAI Prevalence Survey □ Magill SS, Edwards JR, Bamberg W, et al. <u>Multistate Point-Prevalence Survey of Health Care–Associated Infections.</u> <i>N Engl J Med</i> 2014;370:1198-208.  HAI Podcast: <a href="https://www.inquisit.org/assets/podcast/audio/quality_HAI.mp3">https://www.inquisit.org/assets/podcast/audio/quality_HAI.mp3</a>
2	1/22/15	Lee TB1, Montgomery OG, Marx J, Olmsted RN, Scheckler WE; Association for Professionals in Infection Control and Epidemiology. Recommended practices for surveillance: Association for Professionals in Infection Control and Epidemiology (APIC), Inc. <i>Am J Infect Control.</i> 2007 Sep;35(7):427-40.
3	1/29/15	Reading assignment to be provided
4	2/5/15	Yokoe DS, Mermel LA, Anderson DJ et al. A compendium of strategies to prevent healthcare-associated infections in acute care hospitals. <i>Infect Control Hosp Epidemiol.</i> 2008 Oct;29 Suppl 1:S12-21
5	2/12/15	No class, students to complete CDC Epidemiological Case Study “Gastroenteritis at a University in Texas” found at: <a href="http://www.cdc.gov/epicasestudies/computer_gast.html">http://www.cdc.gov/epicasestudies/computer_gast.html</a>  Complete case study and print certificate of completion
6	2/19/15	CDC. <u>Guidelines for Environmental Infection Control in Healthcare Facilities</u> June 6, 2003 / 52(RR10);1-42  Siegel, J.D., et al (2006). Management of Multidrug-Resistant Organisms In Healthcare Settings, 2006. <a href="http://www.cdc.gov/hicpac/mdro/mdro_0.html">http://www.cdc.gov/hicpac/mdro/mdro_0.html</a>
7	2/26/15	Article to be provided
8	3/5/15	File, TM, et al. Antimicrobial stewardship: Importance for patient and public health. <i>CID</i> 2014;59(S3):S93-6  Loria A. Pollack and Arjun Srinivasan Core Elements of Hospital Antibiotic Stewardship Programs From the Centers for Disease Control and Prevention. <i>Clin Infect Dis</i> 2014 59: S97-S100
	3/12/15	<b>MIDTERM</b>
9	3/19/15	SPRING BREAK
10	3/26/15	REVIEW THE FOLLOWING WEBSITE: <a href="http://www.healthwatchusa.org/index.html">http://www.healthwatchusa.org/index.html</a>  The use of surveillance and preventative measures for methicillin-resistant staphylococcus aureus infections in surgical patients. <i>Antimicrobial Resistance and Infection Control</i> 2014, 3:18 doi:10.1186/2047-2994-3-18 Published: 14 May 2014 <a href="http://www.aricjournal.com/content/pdf/2047-2994-3-18.pdf">http://www.aricjournal.com/content/pdf/2047-2994-3-18.pdf</a>
11	4/2/15	Guidelines for Preventing the Transmission of Mycobacterium tuberculosis in Health-Care Settings, 2005. <i>MMWR</i> December 30, 2005 / Vol. 54 / No. RR-17  Healthcare Worker Hand Hygiene Educational Training Video <a href="http://www.youtube.com/watch?v=LvRP3c5n3P8">http://www.youtube.com/watch?v=LvRP3c5n3P8</a>
12	4/9/15	James, John T. A New, Evidence-based Estimate of Patient Harms Associated with Hospital Care. <i>Journal of Patient Safety:</i> September 2013 - Volume 9 - Issue 3 - p 122–128

		<p>Students to view:</p> <p>Are you Safe?  <a href="http://www.youtube.com/watch?v=BFd54Yzg-vo">http://www.youtube.com/watch?v=BFd54Yzg-vo</a></p> <p>What happened to Josie?  <a href="http://www.ihl.org/offerings/IHIOpenSchool/resources/Pages/AudioandVideo/WhatHappenedtoJosieKing.aspx">http://www.ihl.org/offerings/IHIOpenSchool/resources/Pages/AudioandVideo/WhatHappenedtoJosieKing.aspx</a></p> <p>Noah's Story: Are you listening?  <a href="http://www.ihl.org/offerings/ihlopenschool/resources/Pages/NoahsStoryAreYouListening.aspx">http://www.ihl.org/offerings/ihlopenschool/resources/Pages/NoahsStoryAreYouListening.aspx</a></p>
13	4/16/15	Hoppes, M., Mitchell, J. L., Venditti, E. G. and Bunting, Jr., R. F. (2013), Serious safety events: Getting to Zero™. J of Healthcare Risk Mgmt, 32: 27–45. doi: 10.1002/jhrm.21098
14	4/23/15	No Readings, Student Presentations
15	4/30/15	<p>Take 5 with the Joint Commission: What to do when a sentinel event occurs  <a href="http://www.jointcommission.org/podcast.aspx?CategoryId=1&amp;F_All=y">http://www.jointcommission.org/podcast.aspx?CategoryId=1&amp;F_All=y</a></p> <p>Using the 5 “Why’s  <a href="http://www.youtube.com/watch?v=OaeSq6kCYcM">http://www.youtube.com/watch?v=OaeSq6kCYcM</a></p>
16	5/7/15	<b>FINAL EXAM</b>