<table>
<thead>
<tr>
<th>Course code</th>
<th>MVCM.TK.226</th>
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<tbody>
<tr>
<td>Title</td>
<td>Patient Safety Culture</td>
</tr>
<tr>
<td>Amount of credits</td>
<td>2 ECTS (52 academic hours)</td>
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<tr>
<td>Final assessment</td>
<td>Non-differentiated (pass, fail, not present)</td>
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<td>Additional information</td>
<td>The course belongs to module 2 ‘Patient safety culture and patient involvement’</td>
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<td>Objectives</td>
<td>To develop understanding about the importance of safety culture for patient safety and methods to measure and improve safety culture</td>
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| Learning outcomes | The participant who has completed the course:  
  - Can explain why safety culture is important for patient safety and how culture can affect patient safety.  
  - Can describe examples of methods and instruments of measuring safety culture.  
  - Can describe examples of interventions to manage and improve safety culture. |
| Brief description of the content | The following topics will be addressed:  
  *What is safety culture in healthcare*  
  - Organizational culture in healthcare (conceptualization of culture).  
  - Culture or climate?  
  - Safety culture in healthcare.  
  *How does safety culture influence patient safety?*  
  - How different elements of safety culture are related to patient safety.  
  - Safety culture and patient safety outcomes.  
  - Safety culture as a barrier or facilitator for improvement in patient safety.  
  *Assessing patient safety culture*  
  - Using qualitative or quantitative methods for assessing patient safety culture?  
  - Quantitative instruments to measure safety culture  
  - Qualitative methods to explore safety culture  
  *Improving patient safety culture*  
  - Can culture be changed?  
  - Development phases to a safety culture.  
  - Examples of methods to improve patient safety culture. |
| Learning methods | Participants will participate in an e-learning. The e-learning contains:  
|                 | • Text/articles,  
|                 | • Expert video’s,  
|                 | • Images and audio recordings.  
|                 | • Different activities, for example: online forum discussions, interactive case descriptions, critical analyses of literature, workplace observations.  
|                 | • An assignment after each chapter. |

| Teaching methods | The e-learning can be followed individually on a time and at a place that is preferred by the participants. Some of the activities and assignments need to be performed at participants’ own workplace or/and in cooperation with peers/colleagues. |