<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverse Events</td>
<td>This course will teach you how to deal with adverse events at your facility.</td>
<td>After completing this course, you should be able to:</td>
</tr>
<tr>
<td></td>
<td>You will learn:</td>
<td>▪ Define and distinguish between incidents and sentinel events</td>
</tr>
<tr>
<td></td>
<td>▪ What incidents are, and how to respond to them.</td>
<td>▪ Identify how to respond to adverse events.</td>
</tr>
<tr>
<td></td>
<td>▪ What sentinel events are, and how to respond to them.</td>
<td>▪ Recognize the role of The Joint Commission with regard to sentinel events.</td>
</tr>
<tr>
<td></td>
<td>▪ Strategies for preventing adverse events.</td>
<td>▪ List common causes of adverse events and related preventive strategies.</td>
</tr>
<tr>
<td>Antibiotic Resistance</td>
<td>Antibiotic resistance is a natural outcome of antibiotic use.</td>
<td>After completing this course, you should be able to:</td>
</tr>
<tr>
<td></td>
<td>We cannot prevent antibiotic resistance. However, we can slow the spread of bacterial resistance.</td>
<td>▪ Define how bacteria and antibiotics interact.</td>
</tr>
<tr>
<td></td>
<td>This can be done by using antibiotics wisely.</td>
<td>▪ Describe the scope and impact of the problem of antibiotic resistance.</td>
</tr>
<tr>
<td></td>
<td>This course has been designed to teach you how to use antibiotics in a way that will help preserve their effectiveness.</td>
<td>▪ Explain how resistance develops, and how use of antibiotics contributes to the emergence of resistance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Describe best practices for the prudent, effective use of antibiotics.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Description</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Anticoagulant Therapy: Reducing the Likelihood of Patient Harm                | Anticoagulants are used to prevent blood clotting. However, their use is often associated with adverse drug events and requires close monitoring to prevent patient harm.  
Staff providing anticoagulant therapy or prophylaxis should be aware of:  
  - The potential for adverse drug events potential for drug and food interactions.  
  - Appropriate protocols for ongoing assessment.  
  - Need to adjust therapy based on laboratory tests.  
In addition, staff providing therapy or prophylaxis to patients whose lab values for coagulation remain outside of normal must be able to:  
  - Provide individualized care.  
  - Comply with Joint Commission requirements for anticoagulant therapy.  
The information in this course will help you to safely provide anticoagulant therapy to your patients. | After completing this course, you should be able to:  
  - Cite the clinical use of anticoagulant therapy.  
  - Recognize the risks associated with anticoagulant therapy.  
  - Identify methods for improving anticoagulant drug safety.  
  - List the 2011 NPSG requirements related to anticoagulant therapy. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Blood Product Safety I: Foundations | Blood transfusions play an important role in medical care. Transfusions can save the lives of patients who need blood because of disease or injury. However, blood transfusions also have risks. For most patients who need blood, the potential benefits far outweigh the risks. This is especially true when healthcare staff are educated and trained to minimize risks. Well-trained staff:  
  - Follow best practices to help prevent transfusion problems.  
  - Recognize problems when they do occur.  
  - Respond to problems quickly and effectively.  
  This course is the first in a two-part series on transfusing blood and blood components. | After completing this course, you should be able to:  
  - Recognize key features of blood.  
  - List methods used to keep the blood supply safe.  
  - Match blood components with how they should be handled and used.  
  - Identify special methods used to increase the safety of blood for high-risk recipients.  
  - List the risks and benefits of blood transfusion.  
  - List alternatives to blood transfusion. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Product Safety II: Administration</td>
<td>Blood transfusions play an important role in medical care. Transfusions can save the lives of patients who need blood because of disease or injury. However, blood transfusions also have risks. For most patients who need blood, the potential benefits far outweigh the risks. This is especially true when healthcare staff are educated and trained to minimize risks. Well-trained staff:  ▪ Follow best practices to help prevent transfusion problems. ▪ Recognize problems when they do occur. ▪ Respond to problems quickly and effectively. This course is the second in a two-part series on transfusing blood and blood components. This second course in the series focuses on hands-on clinical issues, such as: ▪ How to give blood products safely. ▪ How to recognize and respond to transfusion problems.</td>
<td>After completing this course, you should be able to: ▪ List the steps used to prepare for a blood transfusion. ▪ Recognize best practices for transfusing blood components, including proper use of related devices. ▪ Recognize the symptoms of transfusion reactions. ▪ Identify nursing responses, treatment options, and prevention strategies for each reaction.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Description</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Communication, Identification, and Verification | This course covers three related aspects of medical care. All three are critical for the safety of patients. These three critical issues are:  
- Communication among healthcare providers.  
- Identification of patients.  
- Verification of patient, procedure, and site before a procedure.  
  The Joint Commission recognizes the importance of communication, identification, and verification.  
  The Joint Commission has several standards and 2010 National Patient Safety Goals that aim to:  
  - Improve the effectiveness of communication among caregivers.  
  - Improve the accuracy of patient identification.  
  Accredited facilities are expected to meet these goals by following certain recommendations. | After completing this course, you should be able to:  
- Recognize key features of the “two-identifier” system for identifying patient.  
- Recognize methods for preventing errors when communicating verbally.  
- Recognize “risky” terms that should not be used in clinical documentation.  
- Recognize the need for effective “hand-off” communication and timely reporting of critical results.  
- List the steps for double-checking surgical patient, procedure, and site. |
| Healthcare-Associated Infection                 | Healthcare-associated infections are acquired in the hospital or other healthcare facility.  
  The incidence of healthcare-associated infection [HAI] is high. The socioeconomic costs are staggering.  
  This course has been designed to help decrease the incidence and burden of HAIs, by providing you with information on:  
  - Causes  
  - Risk factors  
  - Preventive best practices | After completing this course, you should be able to:  
- Recall the statistics related to frequency and costs of HAI.  
- List the causes of HAI.  
- Recall factors associated with increased risk of HAI.  
- Discuss strategies for preventing HAI. |
### Patient Safety Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| HIV: Diagnosis, Treatment, and Prevention | The first cases of AIDS were reported to the CDC in 1981. Since that time, HIV/AIDS has emerged as one of the single most significant health threats of our time, claiming the lives of:  
- Nearly 590,000 people in the United States (as of the end of 2005).  
- Over 25 million people worldwide.  
In spite of efforts to contain this epidemic, HIV continues to spread. In the United States today:  
- Nearly 60,000 new cases of HIV infection are reported each year.  
- Over 570,000 people are living with HIV.  
- Over 460,000 people are living with AIDS.  
This course has been designed to help you do your part in slowing the spread of HIV infection, by providing you with essential information on:  
- HIV testing options and the importance of testing.  
- HIV treatment.  
- Specific strategies for preventing the spread of HIV. | After completing this course, you should be able to:  
- Discuss the importance of HIV testing, including which patients should be offered testing.  
- Describe HIV testing options and state-specific requirements for testing and reporting.  
- Discuss the management of HIV infection, both before and after drug treatment is initiated.  
- List strategies for promoting patient adherence to an HIV treatment regimen  
- Define and discuss regimen failure.  
- Discuss best practices for reducing risk of HIV exposure and infection, both within and outside the healthcare setting. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| HIV: Pathology and Epidemiology  | The first cases of AIDS were reported to the CDC in 1981. Since that time, HIV/AIDS has emerged as one of the single most significant health threats of our time, claiming the lives of:  
  - Nearly 590,000 people in the United States (as of the end of 2005).  
  - Over 25 million people worldwide.  
In spite of efforts to contain this epidemic, HIV continues to spread. In the United States today:  
  - Nearly 60,000 new cases of HIV infection are reported each year.  
  - Over 570,000 people are living with HIV.  
  - Over 460,000 people are living with AIDS.  
This course has been designed to help you do your part in slowing the spread of HIV infection, by providing you with essential background information on:  
  - The biology and pathology of HIV.  
  - Risk factors for HIV infection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | After completing this course, you should be able to:  
  - Discuss the relationships among HIV, CD4 cells, and the immune system.  
  - List the diagnostic criteria for AIDS.  
  - Describe how HIV is transmitted, including high-risk behaviors associated with HIV transmission.  
  - Recall populations at increased risk for HIV infection.  
  - Discuss the importance of cultural competence when it comes to treating and preventing HIV infection.                                                                                                                                                                                                                                                                                                                                                      |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Infant- and Child- Related Abduction and Security | From 1983 to 2009, 258 infants were abducted. 49% of the abductions happened at healthcare facilities. Infants were taken from:  
  - Mother’s room (57%)  
  - Nursery (14%)  
  - Pediatrics (14%)  
  - “On premises” (16%)  
  This course will help you prevent the kidnapping of infants and pediatric patients from your facility. | After completing this course, you should be able to:  
  - List the most common root causes of infant abduction from healthcare facilities.  
  - List strategies for controlling and monitoring public access to infants in your facility.  
  - Identify the characteristics of a typical infant kidnapper that will help prevent infant abduction.  
  - Recognize best practices for keeping infants safe in your facility.  
  - List the information that should be provided to mothers to help keep their infants safe. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Infection Control During Construction            | Bacterial and fungal pathogens colonize all buildings, including hospitals. These pathogens may be found in high numbers:  
- In walls  
- Under floors  
- Above ceilings  
When walls, floors, or ceilings are disturbed during construction work, these pathogens may be disturbed and dispersed.  
Once dispersed, these pathogens can cause healthcare-associated infections (HAIs).  
HAI take a high toll. According to the CDC, as many as 1.7 million people are infected by HAIs and 99,000 people die each year from HAIs in the United States alone.  
This course has been designed to help you prevent HAI during construction work. | After completing this course, you should be able to:  
- Identify common construction-related pathogens.  
- List patient populations vulnerable to opportunistic infection.  
- Recall the Infection Control Risk Assessment (ICRA) process.  
- Identify strategies for preventing construction-related infection. |
| Infusion Pump and Clinical Alarm Safety           | Thousands of infusion pumps and clinical alarms are used in the United States every day.  
Most of them work well. However, failures can happen. This puts patient safety at risk.  
This course will help you keep patients safe from infusion pump and clinical alarm failures.  
You will learn:  
- Infusion pump hazards and how to guard against them.  
- How to use clinical alarms safely. | After completing this course, you should be able to:  
- Identify infusion pump hazards.  
- Recognize strategies for guarding against infusion pump hazards.  
- Recognize aspects of clinical alarm safety.  
- Recognize risky practices for clinical alarm use and how to avoid these practices. |
## Patient Safety Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| **Life Safety Code**         | To reduce injury and death from fire and other hazards, the National Fire Protection Association (NFPA) develops and publishes safety codes. The LSC is one NFPA code. It sets standards for safety during a fire. Compliance with the LSC is required by the Joint Commission. However, doing so is a challenge for some hospitals. According to the Joint Commission, nearly 50% of hospitals were cited for LSC violations in 2008. This course provides information on the LSC. It will show you how to keep yourself and your patients safe in a fire. You will learn:  
- Basic information about the LSC.  
- How the LSC directs what you can and should do for safety during a fire. | After completing this course, you should be able to:  
- Identify basic facts about the LSC.  
- Define the term “healthcare occupancy.”  
- Recognize how and why the defend-in-place strategy is used.  
- Recognize specific requirements of the LSC. |
| **Lifting and Transferring Patients** | Patient lifts and transfers put staff at high risk for injury. These tasks also can be dangerous for patients, if performed incorrectly. This course will teach you how to lift and transfer patients safely. You will learn about:  
- The risks of manual patient handling.  
- How to reduce these risks.  
- The importance of patient assessment before a lift or transfer.  
- Specific devices and techniques for patient lifts and transfers. | After completing this course, you should be able to:  
- List the risks of manual patient handling.  
- Recognize the role of lifting equipment and transfer devices in reducing these risks.  
- Identify the role of patient assessment in ensuring safe patient lifts and transfers.  
- Identify appropriate types of equipment and devices that may be used for specific types of lifts and transfers.  
- List the steps involved in various lifts and transfers. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Medication Safety I  | Each year, approximately 1.5 million patients are harmed by medication errors. These preventable drug mistakes occur:  
  ▪ In hospitals (400,000)  
  ▪ Long-term care settings (800,000)  
  ▪ Outpatient clinics (530,000)  
  Most medication errors can be prevented.  
  This course will help you:  
  ▪ Improve drug safety in your facility.  
  ▪ Comply with The Joint Commission requirements related to drug safety.  
  You will learn:  
  ▪ Common causes of drug errors.  
  ▪ Methods for avoiding errors, including The Joint Commission requirements. | After completing this course, you should be able to:  
  ▪ List the Joint Commission requirements related to drug safety.  
  ▪ Identify methods for improving drug safety.  
  ▪ Recognize how to reconcile medications across a patient’s care. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Medication Safety II                             | In Medication Safety I, we focused on:  
- Common causes of drug errors.  
- NPSG requirements related to drug safety.  
In this course, we will examine additional types of drug errors and hazards, including those outside the scope of the NPSGs.  
This course will help you:  
- Keep your patients safe from drug errors.  
- Keep yourself safe when working with hazardous drugs.  
You will learn about:  
- Adverse drug events and drug interactions.  
- High-alert medications.  
- Hazardous drugs and other substances, including medical gases.                                                                                                                                                                           | After completing this course, you should be able to:  
- Identify the features of an adverse drug event.  
- Recognize ways to reduce the risk of drug interactions.  
- Recognize ways to increase the safe use of high-risk drugs.  
- List methods for limiting your exposure to hazardous drugs.  
- Identify methods to increase the safe use of medical gases.                                                                                                                                                                               |
| Moderate Sedation / Analgesia (Conscious Sedation) | Sedation and anesthesia are important risk factors for morbidity and mortality during procedures.  
Giving sedation safely is critical to:  
- Help prevent negative outcomes.  
- Comply with regulations.  
This course will teach you:  
- How moderate sedation relates to other types of anesthetic services, and how this relates to patient safety.  
- How the Joint Commission expects accredited facilities to manage moderate sedation.                                                                                                                                               | After completing this course, you should be able to:  
- List the levels on the continuum of sedation.  
- Identify key features of each level.  
- Recognize the significance of the continuum for sedation safety.  
- List the Joint Commission standards for moderate sedation.  
- Identify key requirements of each standard.                                                                                                                                                                                            |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Patient Assault and Abuse by Healthcare Professionals     | This course will help you fulfill your legal and ethical duty to protect and serve patients. You will learn about:  
- Patient abuse.  
- How to help ensure that you do not abuse patients.  
- How to help protect patients from abuse by other providers. | After completing this course, you should be able to:  
- Define types of abuse.  
- Identify warning signs of abused patients and abusive providers.  
- List steps you can take to manage your stress.  
- Recognize issues related to sexual boundaries with patients. |
| Patient Restraint and Seclusion in the Acute-Care Setting | Sometimes restraining or secluding a patient can prevent injury or save lives. However, improper use of restraint can also cause injury or death. Therefore, restraint and seclusion should never be used as first choices. Instead, they should be used as last resorts, only when absolutely necessary.  
This helps protect patient safety, rights, and dignity. It also helps your organization comply with regulatory standards.  
In 2009, the Joint Commission updated their restraint and seclusion standards to more closely align with the CMS. There are now two sets of standards for restraint and seclusion. Those that apply to:  
- Hospitals that use Joint Commission accreditation for deemed status.  
- All other hospitals.  
This course will discuss standards that must be followed by hospitals that use accreditation for deemed status. | After completing this course, you should be able to:  
- Define restraint and seclusion.  
- List risks of restraint and seclusion.  
- Recognize best practices and regulatory standards for the use of restraint and seclusion. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Pressure Ulcer Prevention | Of all patients in the acute care setting, nearly 50% are at high risk for developing pressure ulcers. 1% to 38% will develop an ulcer. Pressure ulcers are a significant and costly healthcare concern:  
  - They cause significant pain.  
  - They cost between $10,000 and $40,000 per ulcer to treat.  
  - They are viewed as an indicator of poor care by CMS and The Joint Commission. CMS will no longer reimburse hospitals for pressure ulcers developed during hospitalization.  
  - They can be a basis for legal action against facilities, physicians, and nurses.  
Most pressure ulcers can be prevented. Most early-stage pressure ulcers can be healed.  
In this course, you will learn:  
  - Basic facts about pressure ulcers.  
  - How to prevent pressure ulcers.  
  - How to document pressure ulcer prevention and treatment.  
This will help you to improve patient health, comply with regulatory standards, and protect yourself from legal liability. | After completing this course, you should be able to:  
  - List risk factors for pressure ulcers in hospitalized patients.  
  - Distinguish among pressure ulcers at different stages to assess a patient condition.  
  - Recognize how to use a pressure ulcer risk assessment tool to assist in improving patient outcomes.  
  - Identify pressure ulcer prevention and treatment strategies to increase better patient outcomes.  
  - List items that must be documented as evidence of appropriate pressure ulcer care to ensure current criteria and guidelines are being followed. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure Ulcer Prevention (CE)</td>
<td>Of all patients in the acute care setting, nearly 50% are at high risk for developing pressure ulcers. 1% to 38% will develop an ulcer. Pressure ulcers are a significant and costly healthcare concern. They cause significant pain, they cost between $10,000 and $40,000 per ulcer to treat, and they are viewed as an indicator of poor care by CMS and The Joint Commission. CMS will no longer reimburse hospitals for pressure ulcers developed during hospitalization, and they can be a basis for legal action against facilities, physicians, and nurses. Most pressure ulcers can be prevented. Most early-stage pressure ulcers can be healed. In this course, participants will learn the basic facts about pressure ulcers, how to prevent pressure ulcers as well as how to document pressure ulcer prevention and treatment. This information will help improve patient health, comply with regulatory standards, and protect healthcare workers from legal liability.</td>
<td>After completing this continuing education activity, the participant should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List risk factors for pressure ulcers in hospitalized patients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distinguish among pressure ulcers at different stages to assess a patient condition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize how to use a pressure ulcer risk assessment tool to assist in improving patient outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify pressure ulcer prevention and treatment strategies to increase better patient outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List items that must be documented as evidence of appropriate pressure ulcer care to ensure current criteria and guidelines are being followed.</td>
</tr>
<tr>
<td>Preventing Patient Falls</td>
<td>Patient falls are all too common in the healthcare setting. Falls can cause injury and even death. According to the Joint Commission, patient falls are the most frequently reported incidents in hospitals. However, they are also preventable. This course has been designed to help you protect patients from falls. You will learn about: • How balance normally keeps us from falling. • Risk factors for falls. • Strategies for preventing falls.</td>
<td>After completing this course, you should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List the potential physical and emotional consequences to the patient when falls occur in the hospital.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the body systems and muscle strategies involved in the maintenance of balance and the role of each in preventing falls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List risk factors for, and root causes of, patient falls that can occur in the hospital.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify intervention strategies for preventing patient falls to ensure quality inpatient hospital care.</td>
</tr>
</tbody>
</table>
### Patient Safety Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Severe Acute Respiratory Syndrome                | SARS is the first severe, easily transmissible disease to emerge in the 21st century. In 2003, a worldwide epidemic infected 8,098 people and claimed the lives of over 774 people. As of September, 2010, there is no known transmission of SARS. However, healthcare professionals must remain vigilant. Person-to-person SARS-CoV transmission could recur at any time, anywhere. If we are not prepared, any future outbreak of SARS is likely to resemble that of 2003:  
- Rapid spread of infection.  
- High rates of morbidity and mortality. This course will equip you with the knowledge you need to help prevent future outbreaks of SARS-CoV, through:  
- Early detection of patient cases and contacts.  
- Swift and effective implementation of infection control measures. | After completing this course, you should be able to:  
- Recall key events of the SARS epidemic of 2003.  
- Describe key clinical, laboratory, and epidemiological features of SARS-CoV.  
- Describe proper surveillance of patients with radiographically confirmed pneumonia.  
- Identify key components of a SARS preparedness plan. |
| Suicidal Tendencies: Screening for Risk of Self-Harm | In 2006, 33,300 Americans committed suicide. Overall, suicide is the 11th leading cause of death in the United States. In addition, each day, approximately 2,300 Americans attempt suicide. This course will help you keep potentially suicidal patients safe.  
You will learn about:  
- The importance of screening patients for risk of suicide.  
- The risk factors and warning signs for suicide.  
- Preventing suicide in the inpatient setting. | After completing this course, you should be able to:  
- Cite the two root causes most frequently associated with inpatient suicide in a healthcare setting.  
- List risk factors and warning signs for suicide in a healthcare setting.  
- Identify strategies for keeping suicidal patients safe in a healthcare setting. |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Suicidal Tendencies: Screening for Risk of Self-Harm (CE)                    | In 2006, 33,300 Americans committed suicide. Overall, suicide is the 11th leading cause of death in the United States. In addition, each day, approximately 2,300 Americans attempt suicide. This course will help you keep potentially suicidal patients safe. You will learn about:  
  - The importance of screening patients for risk of suicide.  
  - The risk factors and warning signs for suicide.  
  - Preventing suicide in the inpatient setting.                                                                                                      | After completing this continuing education activity, you should be able to:  
  - Cite the two root causes most frequently associated with inpatient suicide in a healthcare setting.  
  - List risk factors and warning signs for suicide in a healthcare setting.  
  - Identify strategies for keeping suicidal patients safe in a healthcare setting. |
| Surgical Fires                                                              | Surgical fires are rare. However, they can be devastating. This course will teach you how to:  
  - Prevent surgical fires.  
  - Respond to surgical fires.  
  You will learn about:  
  - The fire triangle and how it relates to surgical fires.  
  - Reducing the risk of surgical fires by making certain that the fire triangle is not completed.  
  - How to respond to surgical fires.                                                                                                                  | After completing this course, you should be able to:  
  - Identify the three sides of the fire triangle.  
  - List sources of heat, fuel, and oxygen in the surgical setting.  
  - Match members of the surgical team with their corresponding side of the fire triangle.  
  - Recognize strategies for controlling heat, fuel, and oxygen in the surgical setting.  
  - Recognize how to respond to a surgical fire.                                                                                                          |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Tuberculosis      | TB was once the leading cause of death in the United States. With the introduction of effective antibiotics in the 1940’s, however, rates of TB declined significantly. In spite of this decline, certain statistics remain troubling:  
  - 33% of people worldwide are infected with TB. Nearly 2 million people die each year. Cases of TB are still rising in many regions of the world.  
  - In the United States, 11,540 cases of TB disease were reported in 2009.  
  - Although nationwide TB rates have declined steadily since 1992, rates have, in fact, increased in certain states, and among certain populations.  
  All of these statistics suggest the ongoing need for vigilance and TB prevention efforts. This course has been designed to help you do your part in preventing the spread of TB. | After completing this course, you should be able to:  
  - Describe the pathology and epidemiology of TB.  
  - Identify the tests used to screen for and diagnose TB.  
  - Describe the treatment of TB infection and TB disease.  
  - Recall strategies for preventing the spread of TB, including CDC guidelines and OSHA requirements.  
  - Explain the role of respirators in protecting healthcare workers from exposure to TB.                                                                                                                                                                                                                                                                                                                                 |
| Ventilator Safety | According to AARC, most injuries and deaths due to ventilator failure are avoidable. This course will help you prevent critical ventilator events in your facility. You will learn about:  
  - Strategies for reducing ventilator risk.  
  - How to perform a ventilator check. | After completing this course, you should be able to:  
  - List the Joint Commission and AARC recommendations for reducing risk of ventilator events in hospitalized patients.  
  - Determine when ventilator checks should be performed on patients.  
  - List possible complications of the ventilator check for hospitalized patients.  
  - Recognize the components of a ventilator check as they relate to patient safety.                                                                                                                                                                                                                                                                                                                                 |
## Patient Safety Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Ventilator Safety (CE)    | According to AARC, most injuries and deaths due to ventilator failure are avoidable. This course will help you prevent critical ventilator events in your facility. You will learn about:  
  ▪ Strategies for reducing ventilator risk.  
  ▪ How to perform a ventilator check.                                                                                                                  | After completing this continuing education activity, you should be able to:  
  ▪ List the Joint Commission and AARC recommendations for reducing risk of ventilator events in hospitalized patients.  
  ▪ Determine when ventilator checks should be performed on patients.  
  ▪ List possible complications of the ventilator check for hospitalized patients.  
  ▪ Recognize the components of a ventilator check as they relate to patient safety.                                                                 |