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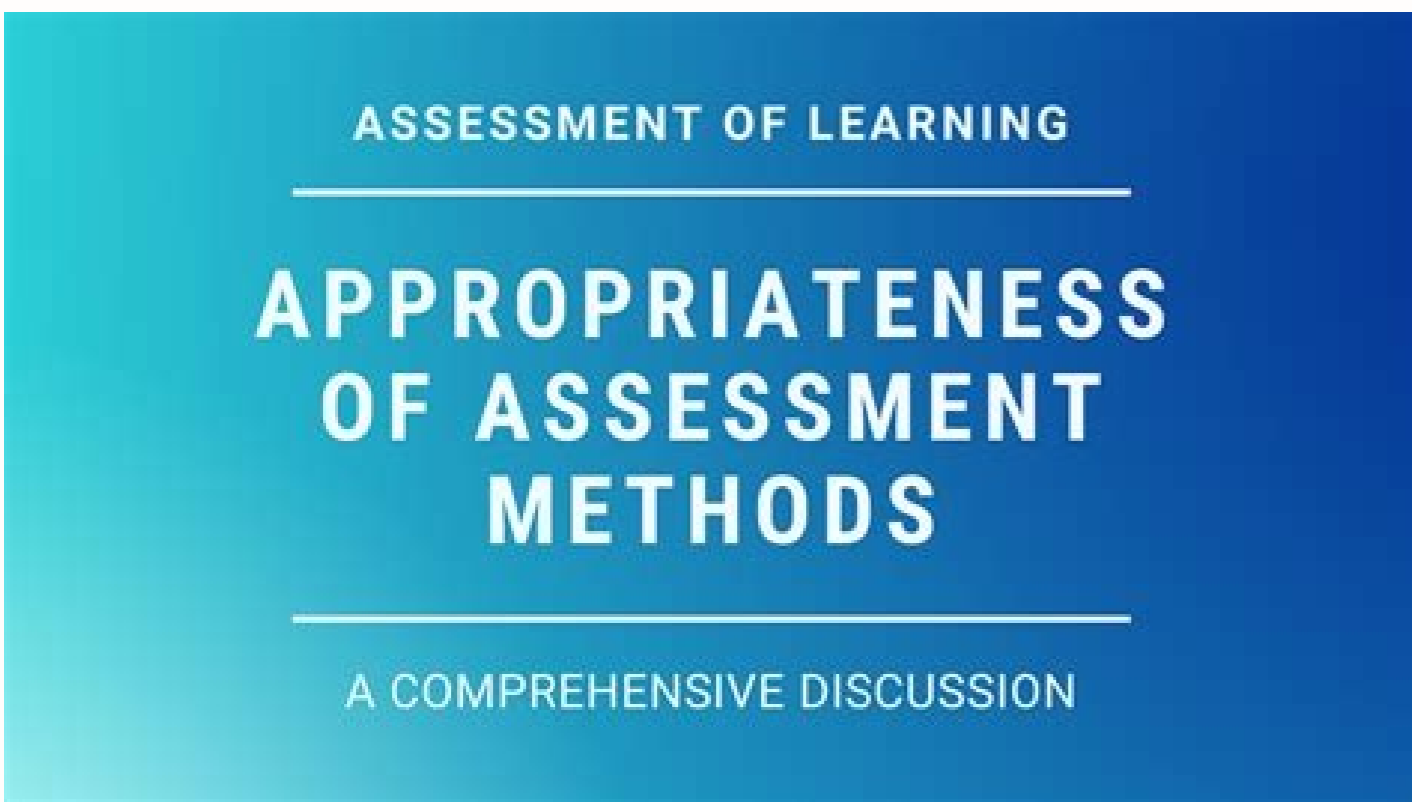
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Precision	I		II		III	
	I	II	I	II	I	II
Methodologic	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Analysis	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Individual	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Building	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
City or	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Critical	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Infrastructure	Observed	Probabilistic	Observed	Probabilistic	Expert opinion	Heuristic
Priority	High	High	High	High	Medium	Medium
Primary	High	High	High	High	Medium	Medium
Secondary	High	High	High	High	Medium	Medium
Active data	Mixed	Mixed	Mixed	Mixed	statistical	statistical
Fact	statistical	statistical	statistical	statistical	judgmental	judgmental

Table 1. Guideline Summary on the Use of Antibiotic Prophylaxis Before Dental Procedures

Variable	Year Published	Criteria for Antibiotic Prophylaxis	Recommendation
Current guidelines in patients with cardiac conditions at the highest risk for infective endocarditis published by the American Heart Association ⁵	2007	Prosthetic cardiac valve or material used for valve repair Previous infective endocarditis Certain congenital heart diseases ^a Cardiac transplants with cardiac valvulopathy ^a	One dose of an antibiotic is recommended before dental visits with procedures that involve manipulation of gingival tissue or the periapical region of teeth or perforation of the oral mucosa
Current guidelines in patients with prosthetic joints published by the American Academy of Orthopaedic Surgeons and the American Dental Association ⁶	2013 (Released online in 2012)	None	Antibiotic prophylaxis is not recommended in patients with prosthetic joints
Prior guidelines in patients with prosthetic joints published by the American Dental Association and the American Academy of Orthopaedic Surgeons ^{7,8}	2003	All patients during the first 2 y after joint placement Immunocompromised conditions (inflammatory arthropathies and drug-induced or radiotherapy-induced immunosuppression) History of prosthetic joint infections Malnutrition Hemophilia HIV or AIDS Type 1 diabetes ^a Cancer	One dose of an antibiotic is recommended before dental visits with procedures that have a higher bacteremia risk

^a Because of the difficulty in identifying these conditions in claims data, all patients with congenital heart disease, cardiac transplantation (not limited to those with cardiac valvulopathy), and type 1 and type 2 diabetes were included in these categories in our analyses.



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RESEARCH ARTICLE

Open Access

Fall prevention: is the STRATIFY tool the right instrument in Italian Hospital inpatient? A retrospective observational study

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Abstract

Background: Although several risk assessment tools are in use, uncertainties on their accuracy in detecting fall risk already exist. Choosing the most accurate tool for hospital inpatient is still a challenge for the organizations. We aimed to retrospectively assess the appropriateness of a fall risk prevention program with the STRATIFY assessment tool in detecting acute-care inpatient fall risk.

Methods: Number of falls and near falls, occurred from January 2014 to March 2015, was collected through the incident reporting web-system implemented in the hospital's intranet. We reported whether the fall risk was assessed with the STRATIFY assessment tool and, if so, which was the judgement. Primary outcome was the proportion of inpatients identified as high risk of fall among inpatients who fell (True Positive Rate), and the proportion of inpatients identified as low-risk that experienced a fall however (False Negative Rate). Characteristics of population and fall events were described among subgroups of low risk and high risk inpatients.

Results: We collected 365 incident reports from 40 hospital units, 349 (95.6%) were real falls and 16 (4.4%) were near falls. The fall risk assessment score at patient's admission had been reported in 289 (79%) of the overall incident reports. Thus, 74 (20.3%) falls were actually not assessed with the STRATIFY, even though the majority of them presented risk recommended to be assessed. The True Positive Rate was 35.6% (n = 101, 95% CI 30% - 41.1%). The False Negative Rate was 64.4% (n = 183, 95% CI 58.9% - 70%) of falls, nevertheless they incurred in a fall. The STRATIFY mean score was 1.3 ± 1.4; the median was 1 (IQR 0-2).

Conclusions: The prevention program using only the STRATIFY tool was found to be not adequate to screen our inpatients population. The incorrect identification of patients' needs leads to allocate resources to erroneous priorities and to untargeted interventions, decreasing healthcare performance and quality.

Keywords: Accidental falls, Incident reporting, Patient safety, Risk assessment tools

Background

Falls and falls related injuries are a significant public health issue. A fall is defined as "an event which results in a person coming to rest inadvertently on the ground or floor or other lower level", [1]. The accidental fall is the most common adverse event among hospital inpatients and it occurs

from 0.3–1.9 per 1000 patient-days, [2, 3]. The National Institute for Health and Care Excellence (NICE) has reported nearly 209,000 falls between 1 October 2011 and 30 September 2012 in England with a relative cost of £2.3 billion a year. [4]. The fall burden is remarkable: injuries, fractures, anxiety, depression are some of the individual and social fall consequences. [5]. Death, for instance, is the most common unintentionally injury due to a fall in people over 65 years. [6]. Due to significant physical, psychological and socio-economic costs, fall prevention has been recognized as a fundamental process for health care interventions. The

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Appropriateness of assessment methods example. Importance of appropriateness of assessment methods. Appropriateness of assessment methods pdf. Appropriateness of assessment methods meaning. Principle 2. appropriateness of assessment methods. Appropriateness of assessment methods ppt. Appropriateness of assessment methods essay. Appropriateness and alignment of assessment methods to learning outcomes.

Student feedback should also be made available in an easy to recover format. Students want to know that you will provide feedback, but it will also be timely, following the evaluation. These tools will drive the learning of the students, since they will be the first things that attract the attention of their students! The following diagram illustrates the importance of evaluating students using an integrated course design template, where the established learning goals are supported by appropriate learning activities and methods of evaluation. Provide students that students want feedback on how they are doing over time. He also addresses whether the workload for the instructor is reasonable. Direct and indirect evaluation assessment strategies are typically classified as direct, where the real student's real behavior is measured or evaluated, or indirect, including things like research, focal groups and activities Similar that collect impressions or opinions about a program or their learning goals. Student evaluation is incorporated into a course, which means that it affects a degree of course, is typically taken more than the same. Miller, reliability and validity. Learning Results Evaluation Planning Programs Academic Programs, Cal Poly San Luis Obispo This detailed site is focused on the evaluation of the program, but includes details on the alignment of travel evaluations for the results Student learning. The Higher Education Academy This article allows the faculty to need to create a learning environment in which all components are aligned with each other. Southeast Indian University This chapter describes ways to choose evaluations, including direct and indirect methods. Ball State University This chapter addresses the purpose, audiences and other criteria to choose appropriate tools. Throughout this process Review is important to keep high expectations about what students should know and be able to do. (2008) This is a youtube presentation, YouTube. Examples. Without timely feedback, students can not advance focused to achieve success in meeting course results. Alignment of results and alignment evaluations with learning results PATTE, J. JOIL OF EDUCATION Fansica, Recreation and Dance, American Alianza for Saúde, Education Fansica, Recreath And Dancethis The article addresses the specific faculty facts in the choice of evaluations for fansical education, recreation and dance fansica college. Aligning Teaching to Build Biggs Learning, J. Choosing Members of Evaluation Valley Frasier, Vancouver, British Columbia This is a Table of Many Methods of Evaluation with a Description of the method, its advantages and disadvantages. Reflection to choose appropriate evaluations for your travel center to teach and learn, the colony of the University of Britains This series of questions guides the faculty through the decision making process. They choose evaluations. Student Learning Evaluation, California State University Chico, while this site addresses the evaluation of the program, also addresses the quality of the evaluation at the course level. Aligning the curriculum with student learning outcomes, and the strategies to evaluate them are both addressed. Strategies to evaluate students' learning outcomes of a workshop by Corbitt, Gardiner and Adams. Practicality refers to the action of the method of evaluation and its relevance to the general learning objectives in the course. Choosing evaluation tools for your course (s) is in the heart of curricular planning. Evaluations There are four considerations to examine when designing a suitable evaluation method that reflects established learning objectives and activities: the reliability of standardization standardization The reliability of practicality is the extension That a questionnaire, testing, observing or any measurement procedure produces the same results on time pertaining. Creating Creating Assignments and Derak Bok Center exams for teaching and learning, Harvard University This site offers tips, resources and examples to support the development of tasks and evaluations in the form of exams. Ion of the page (2007). Combine the learning goals for evaluations what we evaluate is what our students study, engage and explore in more depth. Starting with what we want students to know and we can do, we can design and choose evaluations to demonstrate the appropriate knowledge and skills that we are pointing to them to learn. After choosing the student's learning outcomes, make a grid that puts the learning output results on an axis, and the evaluation that demonstrates its realization of these results on the other axis. You can check again to make sure each of the student learning results was evaluated. If we become clear to students, as each evaluation promotes course goals, they are capable of making informed choices on how to spend their limited study time to achieve course goals. The process culminates when the evaluation results are used à € à €

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