

## Teaching for Quality (Te4Q) Faculty Development Program

**Program Goal:** Equip faculty to lead, design and evaluate effective learning in Quality Improvement/Patient Safety (QI/PS) across the continuum of health professional development.

*“Moving QI/PS-savvy clinicians from an educational idea to an educational intervention”*

**Program Objectives:** By the end of the workshop QI/PS-savvy faculty will be able to:

1. Address an identified gap in the education of students, residents, and/or practicing clinicians regarding quality improvement and patient safety.
2. Design an educational innovation to fill that gap
3. Implement and assess the impact of the innovation

### Pre-Requisites & Pre-Work:

- 1) **Complete Participant Application:** Participants must have some formal training in QI/PS AND have experience in implementing QI/PS processes and techniques in practice.
- 2) **Come prepared with one (or more) educational project ideas for development at the workshop.** Idea(s) should be designed to enhance knowledge and skills in QI/PS for your learners in one or more of the educational and practice continuum areas (UME, GME, CME, staff and faculty development and/or interprofessional education).
- 3) **Review core reading materials (will be provided)**
  - Brian Wong, Wendy Levinson, Kaveh Shojania. Quality improvement in medical education: current state and future directions. *Medical Education*, 2012: 46: 107-119. <http://www.ncbi.nlm.nih.gov/pubmed/22150202>
  - Gail Armstrong, L Headrick, W Madigosky, Greg Ogrinc. Designing education to improve care. *Jt Comm J Qual Patient Saf.* Jan 2012: 28(1). <http://www.ncbi.nlm.nih.gov/pubmed/22324186>
  - Boonyasai RT, et al. Effectiveness of teaching quality improvement to clinicians: A systematic review. *JAMA.* Sept 5 2005: 298(9):1023-1037. <http://jama.jamanetwork.com/article.aspx?articleid=208669>
  - DE Moore. How physicians learn and how to design learning experiences for them. In *Continuing Education in the Health Professions.* 2008. (Sec 1, p. 30-62) [http://macyfoundation.org/docs/macy\\_pubs/pub\\_ContEd\\_inHealthProf.pdf](http://macyfoundation.org/docs/macy_pubs/pub_ContEd_inHealthProf.pdf)
- 4) **Complete Self-Assessment of QI/PS Proficiency & Teaching Skills (will be provided)**

### Workshop Faculty

Dave Davis, MD, Sr. Director, Continuing Education and Improvement, AAMC  
Linda Famiglio, MD, Chief Academic Officer, Geisinger Health System

<b>Thursday, November 20, 2014</b>		
<b>Time</b>	<b>Agenda</b>	<b>Faculty</b>
<b>8:00-8:30</b>	<b>Welcome</b> -Goals of program -Overview of agenda -Introduce faculty	Dr. Nash Dr. Davis
<b>8:30-9:15</b>	<b>Participant &amp; Projects Introductions</b>	
<b>9:15-10:15</b>	<b>Overview of Adult Learning Principles I</b> <b>Objectives:</b> -Identify goal (aim) for educational project -Assess learner needs and stages of learning	Dr. Davis
<b>10:15-10:45</b>	<b>BREAK</b>	
<b>10:45-11:30</b>	<b>Overview of Adult Learning Principles II</b> <b>Objectives:</b> --Develop effective educational goals and learning objectives base on learner needs --Select effective teaching strategies based on goals/objectives	Dr. Davis
<b>11:30-12:30</b>	<b>Reflection &amp; Feedback</b> <b>-Update Project Plan</b> <b>-Workshop Evaluation</b>	Dr. Davis
<b>12:30-1:30</b>	<b>Lunch</b>	
<b>1:30-2:45</b>	<b>Effective Teaching of Quality Improvement &amp; Patient Safety</b> <b>Objectives:</b> -Create learning experiences with combination of didactic and project-based work based on QI/PS competencies -Link learning activity with health system improvement efforts -Assess education outcomes relative to QI/PS desired outcomes -Model QI in educational processes -Identify resources for basic data analysis, statistical tools and methodologies -Develop effective QI/PS team-based projects for learners -Effectively engage learners in organizational QI/PS activities	Dr. Famiglio
<b>2:45-3:00</b>	<b>BREAK</b>	
<b>3:00-4:00</b>	<b>Assessing the Impact: Learner Assessment &amp; Feedback</b> <b>Objectives:</b> -Use Kirkpatrick's model to create effective learner assessments to include: Goals of assessment Formative vs. summative assessments Competency-based assessment methods Working with problem learners Implement effective assessment tools for classroom and clinical settings	Dr. Davis
<b>4:00-4:30</b>	<b>Refining Your Plan</b>	

<b>4:30-4:45</b>	<b>Reflection/Plan for Tomorrow</b>	
	<b>Friday, November 21, 2014</b>	
<b>8-8:30</b>	<b>Continental Breakfast</b>	
<b>8:30-9:30</b>	<b>Assessing the Impact: Program evaluation</b> <b>Objectives:</b> Use Kirkpatrick's model to create effective educational program evaluation Implement effective evaluation tool: -Logic Model -Program Evaluation Model	Dr. Davis
<b>9:30-10:45</b>	<b>Making the Case &amp; Leading Change</b> <b>Objectives:</b> -Analyze your Organizational Readiness Assessment -Identify principles of effective change -Engage principles of effective team work -Discuss use of collaboration and team work in your project -Promote principles of effective leadership	Dr Famiglio
<b>10:45-11:00</b>	<b>BREAK</b>	
<b>11:00-11:30</b>	<b>Implementation &amp; Dissemination</b> <b>Objectives:</b> - Develop an initiative implementation plan that includes identification of stakeholders and champions, necessary resources and timeline -Identify and develop a plan for overcoming barriers -Create implementation plan for educational project -Develop plan(s) for dissemination through presentation or publication	Dr. Davis
<b>11:30-12N</b>	<b>Reflection &amp; Feedback</b> <b>-Update Project Plan</b> <b>-Workshop Evaluation</b>	Dr. Davis