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Information Session: AAMC's Teaching for Quality (Te4Q) at Jefferson

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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

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

Association of
American Medical Colleges

	Thursday, November 20, 2014	
Time	**Agenda**	**Faculty**
8:00-8:30	**Welcome** -Goals of program -Overview of agenda -Introduce faculty	Dr. Nash Dr. Davis
8:30-9:15	**Participant & Projects Introductions**	
9:15-10:15	**Overview of Adult Learning Principles I** **Objectives:** -Identify goal (aim) for educational project -Assess learner needs and stages of learning	Dr. Davis
10:15-10:45	**BREAK**	
10:45-11:30	**Overview of Adult Learning Principles II** **Objectives:** --Develop effective educational goals and learning objectives base on learner needs --Select effective teaching strategies based on goals/objectives	Dr. Davis
11:30-12:30	**Reflection & Feedback** **-Update Project Plan** **-Workshop Evaluation**	Dr. Davis
12:30-1:30	**Lunch**	
1:30-2:45	**Effective Teaching of Quality Improvement & Patient Safety** **Objectives:** -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
2:45-3:00	**BREAK**	

3:00-4:00	**Assessing the Impact: Learner Assessment & Feedback**
	Objectives:
	-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

4:00-4:30	**Refining Your Plan**	

4:30-4:45	**Reflection/Plan for Tomorrow**	
	Friday, November 21, 2014	
8-8:30	**Continental Breakfast**	
8:30-9:30	**Assessing the Impact: Program evaluation** **Objectives:** Use Kirkpatrick's model to create effective educational program evaluation Implement effective evaluation tool: -Logic Model -Program Evaluation Model	Dr. Davis
9:30-10:45	**Making the Case & Leading Change** **Objectives:** -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
10:45-11:00	**BREAK**	
11:00-11:30	**Implementation & Dissemination** **Objectives:** - 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
11:30-12N	**Reflection & Feedback** **-Update Project Plan** **-Workshop Evaluation**	Dr. Davis