IQ Webinar Series

Why Teaching for Quality (Te4Q):
Closing the Education Gap in Quality Improvement and Patient Safety
Presenters

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Senior Director, Continuing Education & Improvement

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Te4Q Participants:
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Chief Academic Officer
Geisinger Health System

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Associate Director, Smoky Hill Family Medicine Residency
Assistant Clinical Professor, University of Kansas School of Medicine
What is Te4Q?

Teaching for Quality (Te4Q) is a faculty development certificate program that trains clinical faculty how to teach quality improvement & patient safety (QI/PS) across the medical educational continuum.
Why Te4Q?
The Faculty Development Dilemma

AAMC’s Teaching for Quality Report: 2013

The Goal:
“Every academic health center will have a critical mass of faculty ready, able and willing to engage in, role model, and teach about patient safety and the improvement of health care.”

Quality Improvement is core to what it means to be a physician

www.aamc.org/te4q
Te4Q Recommendation:

“Every academic health center will have a critical mass of faculty ready, able and willing to engage in, role model, and teach about patient safety and the improvement of health care”
## Faculty Competencies

<table>
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<tr>
<th>Proficient</th>
<th>Expert</th>
<th>Master</th>
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<tbody>
<tr>
<td>Core knowledge of QI/PS</td>
<td>Proficient, plus…</td>
<td>Expert, plus…</td>
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<tr>
<td>Common language</td>
<td>Increased experience in QI/PS projects (e.g., lead)</td>
<td>Curricular reform and/or clinical leadership roles related to QI/PS</td>
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<td>Doing basic improvement in practice</td>
<td>Leader in education and curricular implementation</td>
<td>Scholarship in QI/PS</td>
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<td>Modeling w/learners</td>
<td>Able to create experiential and didactic learning activities for students, residents, others</td>
<td>Career focus in QI/PS</td>
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<td>Prepared as good improvement team member</td>
<td>Able to understand and create metrics to assess learner progress</td>
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<td>Participating in MOC Part IV</td>
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**Te4Q**

Teaching for Quality (Te4Q)
The Te4Q Faculty Development Certificate Program

Designed for ‘QI-savvy’ clinical faculty

Requirements:

- On-site Workshop (1.5 days)
- Educational QI/PS Project (individual or team)
- Dissemination of Projects
How Te4Q Works

Pre-Work (self-assessment, project template, etc.) → Onsite Workshop (1.5 days) → Individual Educational Project Development → Presentation of Project to Te4Q Faculty → Dissemination of project (presentation/publication)

Mentoring & coaching by AAMC faculty and local experts

6-12 Month Timeline
Workshop Curriculum

Pre-Work
- Competency Self-Assessment
- Educational Project Identification
- Reading Assignments
- Organization Readiness Assessment

Workshop
- Adult Learning Principles
- Learning Strategies/Formats
- ‘What’ to Teach (QI/PS principles)
- Learner Assessment
- Program Evaluation
- Leading Change
Workshop Curriculum

Post Workshop

- Project critiques
  - Presentations with feedback from faculty and peers

- Project Dissemination
  - Presentation
  - Publication

- Community of Learners Activities
  - AAMC IQ Meeting—June, Chicago
## Educational Project Examples

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<tr>
<th>Educational Project Goal</th>
<th>Targeted Learners</th>
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<tr>
<td>Use QI in daily practice by measuring adherence to ‘Bright Futures’ guidelines</td>
<td>Pediatric Residents</td>
</tr>
<tr>
<td>Use patient registry; follow a guided performance improvement activity; and evaluate performance over time</td>
<td>Family Medicine Residents</td>
</tr>
<tr>
<td>Integrate current QI educational objectives into a coordinated, intentional, and longitudinal curriculum where nursing and medical students work together in learning and practicing QI</td>
<td>Year 1 Nursing &amp; Medical Students</td>
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Additional Program Resources

- Coaching/mentoring
- eWorkbook
- Website (resources, materials)
- Community of Learners
Bringing Te4Q to your institution

Important steps:

- Selection of site lead, champions, and coordinators
- Acquiring funding

Think, “which components of our institution would benefit substantially (directly and indirectly) from having the program occur” i.e.

- Quality enterprise
- Faculty affairs/development department
- Faculty group practice
- GME
- CME
- Etc.

Te4Q convenes a large group of clinical faculty, observers, mentors, and coaches, so the institutional buy-in should be widespread.
Activity To Date

2013 Pilot workshop/cohopt:
University of Kansas

2014 Scheduled Workshops:
1. Case Western Reserve University*
2. Geisinger*
3. Providence Health System (Detroit)
4. Hofstra North Shore Long Island Jewish
5. Jefferson University
6. University of Rochester
7. University of Michigan

*Te4Q Partners
Program Evaluation Metrics

1. # Sites/Participants
2. Participant satisfaction/knowledge/skills
3. Projects
   - Learner types/level
   - Clinical areas addressed
4. Spread & Proliferation
   - Additional learners in institution
   - Additional faculty development in institution
   - Project dissemination (internal/external)
Making the Case for Te4Q at Geisinger
Why Te4Q

Patients are being harmed
Value is not optimized
• Medical errors are a serious cause of patient harm
• Best care is not reliably delivered.

Productivity pressures continue to ramp up
• Faculty and clinicians are under stress
• Payments continue to be squeezed

Medical Education Curriculum Reform
• We need meaningful IPE
• CLER focus areas include resident engagement in quality
Why Te4Q

Quality savvy professionals

Educational theory and techniques

Quality Mentors for students, residents and colleagues
Te4Q Curriculum Development Process

Gap analysis

Target audience

Objectives linked to competencies

Format

Te4Q Certificate Program
Site Number 3 Experience

- Leadership promoted the experience as valued and valuable
- Enrollment was open-ended, but all registrants received communication from leadership 3 months prior to the event to assure they understood the commitment and were prepared
- CME credit was arranged from the hosting institution
- Expenses were covered by a grant from the institution; no charge to participants.
Geisinger Experience

40 participants

- 8 teams of 2 – 5 persons plus 5 singles
- 10 nurses
- 2 PA-C’s
- 4 Performance improvement specialists
- 3 Administrative professionals
Early Results

• Early indications of change in knowledge and practice from the attendees.

• Early indication of intention to promote organizational change.
Early Results

• At the global level, at least 15 new energized, engaged and quality-oriented faculty

• ~10 returning quality clinical educators who were re-charged
  • jury is out on ~10 - 15 participants as to whether they will or will not follow through.

• Specific goals, strategy and timeline for institutional next steps
Te4Q at KUMC

A Participant Perspective
My Te4Q Project

**Topic:** Patient Registries

**Audience:** FM residents at Smoky Hill

**Educational Methods:**
- 2 lecture/discussion sessions
- Introduce/teach the DM registry function in our EMR
- Access to DM registry for patient care tasks

**Evaluation:**
- pre- and post-survey of attitudes and skills comfort
- pre- and post-test
- patient care outcomes
My Te4Q Project Results

Survey of attitudes:
(10 questions - 5 point Likert scale)

• 6/10 items showed worsening of attitude
• Most improved (Δ0.8/5): After an error occurs, an effective strategy is to work harder and to be more careful (improved systems-based thinking)
My Te4Q Project Results

Survey of comfort:

(4 Questions - 5 point Likert scale)

• 3/4 items showed increased comfort (1/4 showed no change)

• Most improved (Δ0.4/5): Working with a team, mapping out the flow of care processes (improved team and systems-based care)
My Te4Q Project Results

Test of knowledge

(3 Open-ended questions)

- Obj 1 (Define patient care registry): Improved 20%
- Obj 2 (List 3 technical/process considerations): Improved 25%
- Obj 3 (List 3 benefits): Decreased 5%

Patient care outcomes

(10 item DM metric dashboard)

- Pending
My Te4Q Project Results Interpreted

Limitations

- Small sample size (8 pre-, 6 post-)
- Not all the same residents pre- and post-

Skill comfort (improved) and attitudes (overall worse?) may be independent

Demonstrated improved knowledge

The unknown:

- Will it improve patient care at Smoky Hill?
- Will it improve patient care in residents’ future practices?
What I learned about QI education from my Te4Q project

Educational Objectives and Learner Assessments are Key

Align Objectives and Assessments
• Pre-/post- Learner Assessments added value
• May not be practical
• Make them the same test/survey

Open-ended questions
• Difficult to process
• Still gave great insight – use of key words, Gestalt, leaving question(s) blank
Would I do Te4Q again?

Yes!
Questions

www.aamc.org/te4q
Thank You for Attending

Please complete the post-webinar survey!

To learn more about Te4Q and how to bring it to your institutions, visit [aamc.org/te4q](http://aamc.org/te4q) or contact us:

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www.aamc.org/cei
Thank You for Attending

This webinar will be archived at www.aamc.org/te4q
Register for the 2014 IQ Meeting

2014 Integrating Quality Meeting, June 12-13\textsuperscript{th}:

https://www.aamc.org/initiatives/quality/

Chicago O’Hare Hotel, Rosemont, IL