

AHME virtual Te4Q course—Fall 2021

AAMC and AHME will partner to provide the newly revised Teaching for Quality (Te4Q) certificate course. Te4Q is a faculty development course to enhance the teaching skills of clinical faculty in a Quality Improvement/Patient Safety context.

The course will be delivered in a flipped classroom, virtual, eight session course starting Fall 2021. Participants should plan to join in institutional, interprofessional teams with a practical application project to be developed through the course. Pre-work will be assigned for each session. The outcome will be a completed QIPS educational activity plan (not expected to be implemented by end of course). In addition to six flipped classroom didactic sessions, the course will include a mid-course project check-in including consultations with experts. Following completion of the course, participants will have opportunity to present their educational plans to peers. Completion of course work, education plan and presentation will result in awarding of AAMC Teaching for Quality Certificate.

Participants are expected to have basic skills in healthcare quality improvement and patient safety.

Course is limited to 100 participants.

Course Learning Objectives

Upon completion of the course, participants should be able to:

- Define adult learning principles as applied to interprofessional clinical education
- Design educational activities based on learner and institutional needs assessments
- Develop effective learner assessments and program evaluation to measure program outcomes
- Implement transformational change necessary for new curricular activity

Program & Session Learning Objectives

Sept 22 Adult Learning Principles & Practices in Health Professions Education
Facilitated by: Alisa Nagler, JD, EdD & David W. Price MD

Participants should be able to:

- Summarize Conceptual Frameworks and Learning Principles that serve as a foundation for effective QI/PS education
- Describe the knowledge and skills of a culturally responsive educator/facilitator
- Review the IPEC 2016 Competencies and expectations of interprofessional learners
- Review selected frameworks of Change Management that can be applied to QI/PS education
- Apply new knowledge and skills to development of QI/PS education (based on participant project)

Sept 29

Introduction to Competency-Based Medical Education & Curriculum Design

Facilitated by: Nancy Davis, PhD & Lisa Howley, PhD

Participants should be able to:

- Describe competency-based education as applied to health professions education
- Describe how competency-based education can enhance equity in health professions education
- Describe competency-based education and curricular design within other health professions
- Review the QIPS competency domains across the clinical continuum
- Describe a competency-based curriculum/learning activity
- Review Kern's model of curriculum development

Oct 6

The Clinical Learning Environment: Local Needs Assessment & Knowing What to Teach

Facilitated by: Blake Webb, MD

Participants should be able to:

- Describe importance and connection between Clinical Learning Environment and QIPS curriculum efforts
- Develop a plan to identify key stakeholders in the identified environment(s) including learners, patients, community-based organizations, staff, other health professionals, and those related to relevant quality and safety issues
- Describe general and targeted needs assessment methods including subjective and objective sources
- Develop a targeted needs assessment to identify QIPS stakeholder gaps
- Develop a plan to get access to disaggregated outcomes data to identify QIPS disparities

Oct 13

Designing Effective Learning Interventions

Facilitated by: Linda Headrick, MD, MS & Greg Ogrinc, MD, MS

Participants should be able to:

- Describe the components of QI/PS learning experiences that are integrated into the clinical delivery and learning systems.
- Recognize the multiple and varied systematic methods for improving health and healthcare for patients, families, and communities
- Develop a plan to get access to disaggregated outcomes data to identify QIPS disparities

- Identify the various types of QI/PS learning activities that can be integrated into routine clinical work and select those that are most promising, inclusive and equitable in your clinical learning environment
- Using a specific clinical setting, develop a plan to assess and improve care and education in partnership with patients, families, interprofessional colleagues and learners
- Using a specific clinical setting, develop a plan to assess and improve care and education that is attentive to social and structural determinants of health
- Identify opportunities for interprofessional experiences and teamwork

Oct 20

Evaluating Effective Learning Interventions

Facilitated by Karyn Baum, MD, MEd, MHA & Alisa Nagler, JD, EdD

Participants should be able to:

- Define program evaluation and analyze where evaluation planning should fall within overall program development
- Describe Kirkpatrick's model for program evaluation and list alternative frameworks
- Apply the knowledge and skills gained to draft an evaluation plan for a project
- Utilize SQUIRE to consider how evaluation results can be used improve QI/PS education efforts.
- Assess whether equity was considered in the design and implementation of learning interventions
- Assess teamwork and collaboration across health professions

Oct 27

Introduction to Learner Assessment in the Clinical Learning Environment

Facilitated by: Brian Wong, MD and Jennifer Myers, MD

Participants should be able to:

- Describe the varying purposes of assessment, including the difference between formative and summative assessment
- Compare and contrast learner assessment with program evaluation
- Select an appropriate assessment method(s) based on the QIPS competency of interest
- Consider how formative assessment of learners impacts the local patient safety culture
- Reflect on the use of clinical outcomes to inform the overall assessment of learner performance
- Describe learning assessment approaches that are inclusive of diverse and interprofessional learners

Date TBD **Interim Workshop: Leading Transformational Change & Teams in Health Professions
Facilitated by Mary Dolansky, PhD, RN & Nancy Davis, PhD**

Participants should be able to:

- *Differentiate between technical and transformational change*
- *Engage stakeholders and processes necessary for change*
- *Review skills for effective team performance*

(Jan/Feb) **QIPS Education Project Check-In/Consultation with Experts**

Date TBD **Post-Course Session: Participants will present their projects (likely at AHME annual meeting)**

Faculty List

Alisa Nagler, JD, EdD

Assistant Director for Accreditation, Validation, and Credentialing
American College of Surgeons

David W. Price MD, FAAFP, FACEHP, FSACME

Professor, Family Medicine, University of Colorado Anschutz School of Medicine
Senior Advisor to the President, American Board of Family Medicine
Associate, Wentz-Miller Global Services, LLC
Health Professions Education, Continuing Professional Development and QI Advisor and Coach

Lisa Howley, PhD

Sr. Director, Strategic Initiatives and Partnerships
Association of American Medical Colleges

Nancy Davis, PhD

Cross Continuum Consultant-Continuing Professional Development
Association of American Medical Colleges

Blake Webb, MD

Chief Physician Educator
National Center for Patient Safety

Linda A. Headrick, MD, MS, FACP

Professor Emerita of Medicine
University of Missouri School of Medicine

Greg Ogrinc, MD, MS

Senior Vice President Certification Standards and Programs, American Board of Medical Specialties
Visiting Clinical Professor of Medicine, University of Illinois at Chicago College of Medicine

Karyn Baum, MD, MEd, MHA

Professor of Medicine and Hospitalist
University of Minnesota

Brian Wong, MD

Associate Scientist
Sunnybrook Health Sciences Centre

Mary Dolansky, PhD, RN, FAAN

Sarah C. Hirsh Professor, Frances Payne Bolton School of Nursing
Associate Professor, Department of Population and Quantitative Health Sciences, School of Medicine
Director, QSEN Institute, Frances Payne Bolton School of Nursing
Senior Faculty Scholar, VA Quality Scholars Program

Jennifer S. Myers, MD

Professor of Clinical Medicine
Director, Center for Healthcare Improvement & Patient Safety
Co-Director, Master of Healthcare Quality & Safety
Perelman School of Medicine, University of Pennsylvania