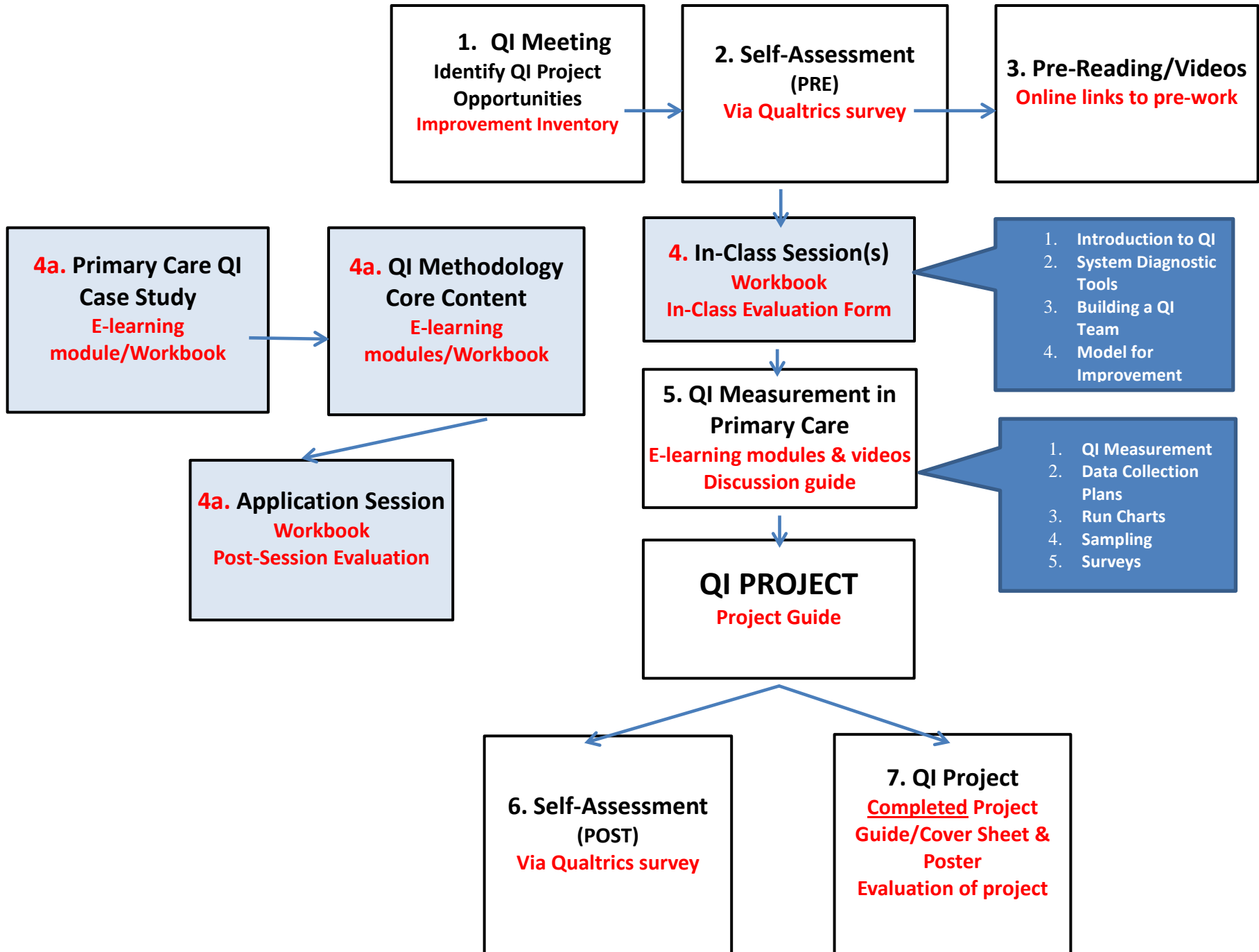


QI Curriculum Map – 2017-18



Curriculum Vision, Mission and Goals

Vision

Advancing Primary Care Practice through leadership, accountability, performance and quality improvement.

Mission

This program will prepare family physicians, interprofessional care team colleagues, and family medicine residents for practice in an environmental culture of continuous quality improvement and accountability through:

Utilizing the behaviours of the reflective practitioner to identify opportunities for improvement in their practice environments, and

Teaching the skills of continuous quality improvement and applying them in a project practicum.

Goals

After actively engaging in the Quality Improvement program, participants will be able to:

Support and adopt a Quality Improvement culture in their practice.

Complete a Quality Improvement initiative in their practice setting.

- 1. Site QI Meeting:** 1-hour facilitated group learning session/2-hour independent learning activity focused on identifying improvement opportunities through a targeted primary care context review that includes reflection on the quality dimensions, social determinants of health and 5Ps of the microsystem. May also be used as a venue for sharing completed QI projects.

Learning objective: Identify feasible improvement opportunities to support QI learning and application. *“Building the Improvement Inventory will enable selection of relevant and appropriately scoped QI project ideas for the family medicine resident QI curriculum participants. Working together as a clinical team to complete this document will ensure that the list of improvement opportunities that are listed on pages 18-19 align with organizational QI activity (such as described within the family health team’s QI Plan).”*

Tools: Improvement Inventory Word document; QI Plan (if applicable for a respective primary care organization; Measurement (applicable such as from CCO, HQO, LHIN or practice-based derived from EMR/EHR)

- 2. Self-Assessment (pre):** 30-minute independent online survey focused on self-assessment of knowledge and/or skill with key QI concepts.

Learning objective: Assess knowledge and skill in relation to core QI concepts to support targeted learning emphasis. *“Welcome to the Self-Assessment Tool for the Quality Improvement (QI) Curriculum. You are asked to complete this assessment before participation in the QI curriculum and following completion of the curriculum. Analysis of the completed pre and post self-assessments provides information to the Quality Program Committee that informs ongoing curricular improvements in addition to providing you, the learner, with an opportunity to reflect on content that may be a priority for focused learning.”*

Tools: Qualtrics survey (link emailed to learner)

- 3. Pre-Reading/Videos:** 1-hour independent learning activity focused on introduction to QI materials including 4 peer-reviewed journal articles and two YouTube videos

Learning objective: Introduce key QI concepts

Tools: PDF copies of 3 peer-reviewed journal articles & online links to YouTube videos

4. In-Class Session: 6-hour facilitated group learning session focused on learning and applying core QI concepts.

Learning objectives:

Module 1 – Introduction to QI

- Define quality improvement
- Differentiate the quality drivers in health care
- Describe the CanMEDS 2015 ‘key competencies’ related to QI
- Set the Triple AIM as the target for improvement efforts
- Differentiate the methodology of science of improvement from traditional research and quality assurance methodologies
- Outline the QI curriculum for family medicine

Module 2 – System Diagnostic Tools

- Identify QI tools that assist in the determination of root or system cause:
 - Affinity Diagram
 - Cause and Effect Diagram (Ishikawa) & Pareto Diagram
 - 5 Whys
 - Process Map

Module 3 – Building the QI Team

- Define the attributes of a “Team”
- List and analyze the stakeholders to your improvement opportunity
- Reflect on the roles needed for your QI Team & determine the optimal team composition

Module 4 – Model for Improvement

- Prepare your improvement charter
- Develop your problem statement
- Establish an AIM statement
- Define measures relating to your AIM
- Construct a driver diagram for your project
- Develop change ideas

- Use the PDSA cycle to test change ideas

Tools: Agenda Word document; 4 PowerPoint modules (with detailed speaker notes – Introduction to QI; System Diagnostic Tools; Identifying the QI Team; The Model for Improvement); Workbook (PDF-fillable or Word document); Project Guide with related worksheets (PDF-fillable or Word printable); Evaluation (printable Word/included in Workbook)

***QI curriculum includes 4 (4 has 1 element – in-class session) OR 4a (4a has 3 elements – case studies, eLearning core content & application session)**

4a. Primary Care QI Case Study: 1-hour facilitated group learning session focused on exploring primary care case scenarios that demonstrate applicability for QI as an approach.

Learning objective: Reflecting on each of these 4 case studies - *Case #1 – Addressing End of Life Care (Quality Dimension – Patient Centeredness)* - *Case #2 – Focusing on Immunization Practices (Quality Dimension – Effectiveness)* - *Case #3 – Ensuring Continuity in After-hours Care (Quality Dimension – Access)* - *Case #4 – Improving Abdominal Aortic Aneurysm Screening (Quality Dimension: Effectiveness)*

- What would you describe as your initial step?
- What additional information would be helpful?
- Which team members would be helpful to support your efforts?

Tool: 4 case studies (Word document)

QI Methodology Core Content: 4-hour independent learning activity focused on learning and applying core QI concepts.

Learning objectives:

Module 1 – Introduction to QI

- Define quality improvement

- Differentiate the quality drivers in health care
- Describe the CanMEDS 2015 ‘key competencies’ related to QI
- Set the Triple AIM as the target for improvement efforts
- Differentiate the methodology of science of improvement from traditional research and quality assurance methodologies
- Outline the QI curriculum for family medicine residents

Module 2 – System Diagnostic Tools

- Identify QI tools that assist in the determination of root or system cause:
 - Affinity Diagram
 - Cause and Effect Diagram (Ishikawa) & Pareto Diagram
 - 5 Whys
 - Process Map

Module 3 – Building the QI Team

- Define the attributes of a “Team”
- List and analyze the stakeholders to your improvement opportunity
- Reflect on the roles needed for your QI Team & determine the optimal team composition

Module 4 – Model for Improvement

- Prepare your improvement charter
- Develop your problem statement
- Establish an AIM statement
- Define measures relating to your AIM
- Construct a driver diagram for your project
- Develop change ideas
- Use the PDSA cycle to test change ideas

Tools: E-Module Guide (Word document); 4 eLearning PowerPoint modules accessible via DFCM YouTube channel (Introduction to QI; System Diagnostic Tools; Identifying the QI Team; The Model for Improvement); Workbook (PDF-fillable or Word document); Project Guide with related tools (PDF-fillable or Word document); Evaluation (accessible online via Qualtrics survey link on E-Module Guide)

Application Session: 6-hour group learning activity focused on application of QI concepts introduced in the eLearning modules

Learning objectives: Apply the learning to date in the Family Medicine QI Curriculum to an improvement opportunity via the following learning objectives:

1. Describe key learnings from core QI content in the e-modules
2. Discuss effective approaches for your QI opportunity to:
 - Scope an improvement opportunity
 - Set an aim
 - Determine appropriate measures and a feasible data collection plan
 - Identify change ideas
 - Test 2-3 change ideas
 - Disseminate your project

Tools: Agenda (Word document); PowerPoint slide deck for QI Project deconstruction; PowerPoint slide deck & Word document for 'Going for Gold' interactive exercise; evaluation (Word document)

5. QI Measurement in Primary Care: **2-hour independent learning activity** focused on review of core QI measurement principles contextualized to primary care AND **1-hour facilitated discussion** post-viewing eLearning modules

Learning objectives: Learn about Measurement for Quality Improvement (QI) in Primary Care via the module and video series produced by the Department of Family and Community Medicine at University of Toronto is supported by the use of a discussion guide to support facilitation:

R - Review each online module critically

A - Ask the learning objectives for yourself for each module

D - Discuss the relevance and shared interpretation of each module with your QI project team members

I - Inquire into other sources of knowledge and insight such as from faculty and interprofessional team members that relates the module content to your QI project focus

C - Collaborate with others who are knowledgeable about your QI project topic to glean additional insights and learning about applicability of module content

A - Act by sharing an example of how the module content is relevant to your QI project and learning

L - Learn from what others share during the discussion and from your actions and collaborations

Tools: Word document with online link to YouTube channel for 5 eLearning modules (& corresponding videos of primary care teams sharing application experiences) including Discussion Guide questions

- 6. Self-Assessment (post): 30-minute independent anonymous online survey** focused on self-assessment of knowledge and/or skill with key QI concepts. **IDENTICAL TO #2**

Learning objective: Assess knowledge and skill in relation to core QI concepts reflecting on learning

Tools: Qualtrics survey (link emailed to learner)

- 7. QI Project: 20 hours longitudinal individual (leading a team)** application focused on completion of a QI project in the respective clinical microsystem.

Learning objective: Apply QI concepts from the curriculum to a QI project

Tools: Faculty Feedback Guide for QI Project Milestones Word document; Project Guide; Cover Sheet for project submission for review; QI Project evaluation

Curriculum Version with Option 4 = 8 Group Learning credit hours + 25 self-learning hours

Curriculum Version with Option 4a = 9 Group Learning credit hours + 29 self-learning hours