

# Teaching Family Medicine Residents to Improve Quality in Primary Care

*The recently redesigned postgraduate quality improvement (QI) curriculum aims to better enable family physicians, family medicine residents and primary care health professionals to improve quality in primary care.*

## Curriculum Learning Objectives:

- Demonstrate a commitment to improving quality for patients from a team, organization and system perspective
- Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
- Apply the science of improvement to improve systems of patient care
- Utilize data in various forms to improve the quality of patient care and optimize patient safety
- Advance quality care through collaboration and the engagement of others to improve quality at all levels of the health care system

## Curriculum Content:

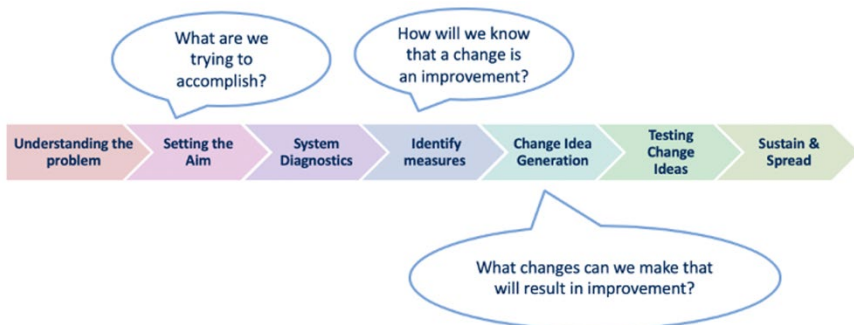
Content is designed in eight self-study modules that are available via Articulate Rise.



To preview curriculum content on Articulate Rise, please click this link:

[https://rise.articulate.com/share/cv50ccbFnf\\_poNASyWd5OhyMHta3sia](https://rise.articulate.com/share/cv50ccbFnf_poNASyWd5OhyMHta3sia)

The methodological emphasis on the **Model for Improvement** in the curriculum design is supported by the **Pathway to Improvement** which describes the steps required to improve quality.



## Curriculum Practicum:

A practicum requirement has been designed to support the application of knowledge and skills that have been introduced in the curriculum and is supported by the **Practicum Guide** for learners, which provides a framework and guidance for the production of an academic poster.

The **Faculty Guide** provides our faculty with teaching tips and guidance for the application, assessment and evaluation of learning to improve quality.

## Assessment & Evaluation:

The curriculum includes an array of assessment and evaluation opportunities for learners and teachers building on a design that incorporates reflection and application.

- A validated, case-based pre- and post-self-assessment anchors learning focused on the methodological elements of quality improvement.
- Learners have an opportunity to evaluate each module and following the completion of the Practicum to reflect broadly on the QI curriculum experience.

Teacher assessment of application, where directed within a respective module, is an opportunity to check in with learners. Discussion questions are offered in the Teacher Guide to support this

formative assessment with learners and to guide application within specific primary care contexts.

- The Practicum requirement is an element of the broader curriculum application of learning for which an evaluation has been designed to be used by teachers at the end of the QI Curriculum experience.



*“QI skills will help make important changes at the level of my practice. This fits well with how I'd like to continually improve my care throughout my career”*

- PGY1 FM Resident 2018

**The Q&I Program Team at DFCM can provide consultation on adaptation and application of this curriculum within your department. For more information, please contact [dfcm.quality@utoronto.ca](mailto:dfcm.quality@utoronto.ca) .**