THEORY BURST: INTERPROFESSIONAL TEACHING/LEARNING STRATEGIES IN QUALITY AND SAFETY

Mary A. Dolansky, RN, PhD
Associate Professor
Frances Payne Bolton School of Nursing
Director of the QSEN Institute
Senior Fellow VA Quality Scholars Program
Director of the Center of Excellence in Primary Care, Cleveland VA
AIM OF INSTITUTE

- Create faculty champions who will implement and evaluate interprofessional learning experiences in quality improvement and patient safety at the point of patient care.
THE CWRU EXPERIENCE
LESSONS LEARNED

- Leadership who are engaged & supportive
- Scheduling
- Intraprofessional component
- Student engagement
  - Type of learner
- Faculty capacity (orientation & competency)
- Meaningful work
- Simple messaging and labeling of concepts
STRATEGIES

- Didactic-Classroom
- Simulation
  - Low fidelity
  - High fidelity
- Clinically-based experiences
- Project work
RESOURCES

I. Content
   Quality improvement & patient safety

II. Delivery resources

III. Teaching strategy ideas

IV. Local resources
   Business
   Engineering

V. Faculty Resources
Teaching for Quality

Teaching for Quality (Te4Q) is an initiative to support the AAMC/UHC Best Practices for Better Care campaign.

While BPBC specifically focuses on three clinical areas — ensuring safer surgeries, reducing central line infections, and cutting hospital readmissions — the broader goal of BPBC is to establish a strong culture of safety within the institutions that train our new doctors. In response to this commitment, the AAMC has developed a program titled Teaching for Quality (Te4Q).

Te4Q seeks to facilitate the integration of quality improvement and patient safety into medical education across the continuum, ensuring that quality and safety are part of medical education from day one. Specifically, Te4Q will establish interdisciplinary teaching resources for quality and safety curriculum development and act as a catalyst to "train the trainer."

Results from the BPBC Educational Leadership Survey are also available.

Teaching for Quality: Integrating Quality Improvement and Patient Safety across the Continuum of Medical Education

The Teaching for Quality Steering Committee has completed their report, which includes competencies, the current state, and recommendations for teaching healthcare quality improvement and patient safety across the continuum of medical education. The executive summary is also available.

Although still in development, the Te4Q Competencies in Quality Improvement and Patient Safety are also available and open for review. We would appreciate your feedback! If you have revisions, concerns, additions, or other thoughts about the competencies, please email them to teachingquality@aamc.org.

More about Te4Q
QUALITY & SAFETY EDUCATION FOR NURSES

COMPETENCIES
- Patient-centered care
- Teamwork & Collaboration
- Evidence-based Practice
- Quality Improvement
- Safety
- Informatics

***pre-licensure and advanced practice nursing
Looking to register for the 2013 QSEN National Forum?
Click here for more information about the conference

AACN Faculty Development Workshops
Mark your calendars for Teaching Graduate-Level QSEN Competencies
Click here for more information

NEWS

FEB 14

FEB 10

New AACN Workshop Launched
Quality & Safety Education for Nurses (QSEN) Learning Modules

**INSTRUCTIONS:** In order to complete the QSEN modules, please begin by reading the state of the science paper for an introduction to the QSEN competency. After reviewing the state of the science paper you can begin watching the learning module. At the completion of the module, you will be instructed to take the self-assessment to further test your knowledge. Once you complete the self-assessment you will be directed to complete a program evaluation. Completion of the program evaluation is necessary to be awarded contact hours. The program evaluation should only be completed after you have watched the QSEN competency presentation and completed the self-assessment questions.

**Safety**

*Presented by:*
Jane H. Barnsteiner, PhD, RN, FAAN

**Key Message:** Safe, effective delivery of patient care requires understanding of the complexity of care delivery, the limits of human factors, safety design principles,
OTHER SITES

Error Disclosure Toolkit
Helpful resources to teach the process of error disclosure in an interprofessional setting

The purposes of this online Error Disclosure faculty toolkit are:
1. To be an aid for helping faculty and instructors learn how to teach health professional students the fundamental process for disclosing errors to patients.
2. To provide a packaged interprofessional team training session using error disclosure simulation/role-play as the vector by which health professional students can learn together to develop and improve team and communication skills.
TEAM BASED LEARNING

2013 Regional Workshops
Registration is now Open for the Fall 2013 Regional Workshop in Atlanta. Date: September 28, 2013

TBL in other Languages
Resources in Arabic, Chinese, German, Korean, Japanese and Spanish

What is TBL?
Take a look at this excellent 12 minute video that succinctly captures "What is TBL?" and "Why is it so Powerful?" If you are new to TBL, it should be the
GUIDELINES

- Longitudinal curriculum
  - Intraprofessional
  - Orientation and Content
  - Meaningful clinical work
- Faculty and students learn together
- Do not recreate the ‘wheel’- use resources
- Live by the words:
  - Share your view, hear the views of others, be willing to change your mind
Thank You!

TEAMWORK

UBUNTU

MOMENTUM