

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



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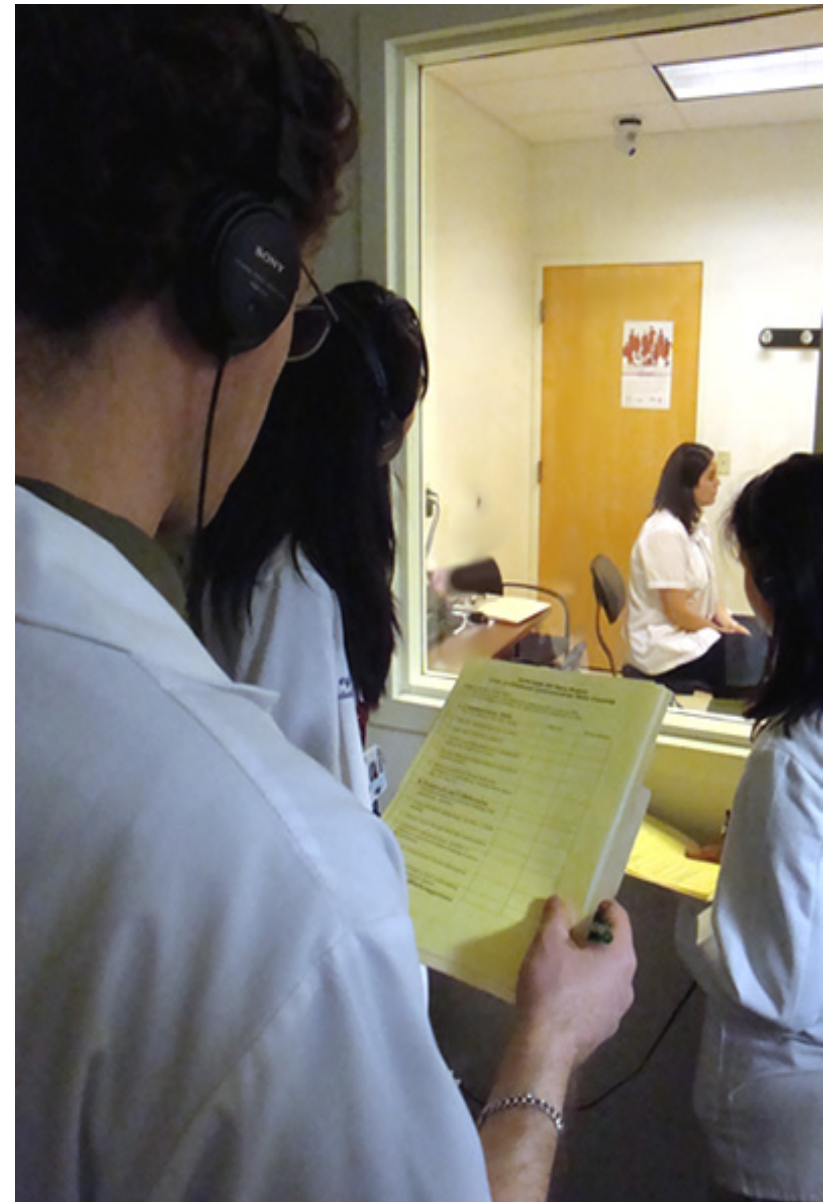
IPEC INSTITUTE
MONDAY, JANUARY 13, 2014



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



Interprofessional Education Collaborative
Connecting health professions for better care

EXAMPLES OF INTERNET RESOURCES

MedEdPORTAL

www.mededportal.org

**QSEN Quality and Safety
Education for Nurses**

QSEN.org



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[CENews](#)

[Learning From Teaching](#)

[Teaching for Quality](#)

[Integrating Quality \(IQ\)](#)

IQ

Learn more about other AAMC quality activities and resources.

[Integrating Quality \(IQ\) >](#)

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."

[More about Te4Q](#)

[Results from the BPBC Educational Leadership Survey PDF](#) and [PDF PDF](#).

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 PDF](#) is also available.

Although still in development, the [Te4Q Competencies in Quality Improvement and Patient Safety PDF](#) are also available and open for review. We would appreciate your feedback. If you have revisions, concerns, additions, or other thoughts about the

[Faculty Development Resources](#)
General resources, faculty development courses, and Te4Q literature

Interprofessional Education

- [Interprofessional Education Materials](#) ↗
- [Quality and Safety Education for Nurses](#) ↗
- [MedEdPORTAL Interprofessional Portal](#) ↗

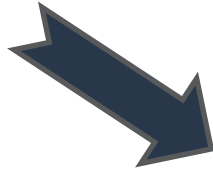
Online Teaching Assets

- [MedEdPORTAL - Teaching for Quality](#) ↗
- [Health Education Assets Library](#) ↗
- [Family Medicine Digital Resource Library](#) ↗
- [Quality Improvement Proposal Assessment Tool](#) ↗
- [Academy for Healthcare Improvement Education Resources](#) ↗

[Interventions to Improve Clinical](#)



QUALITY & SAFETY EDUCATION FOR NURSES

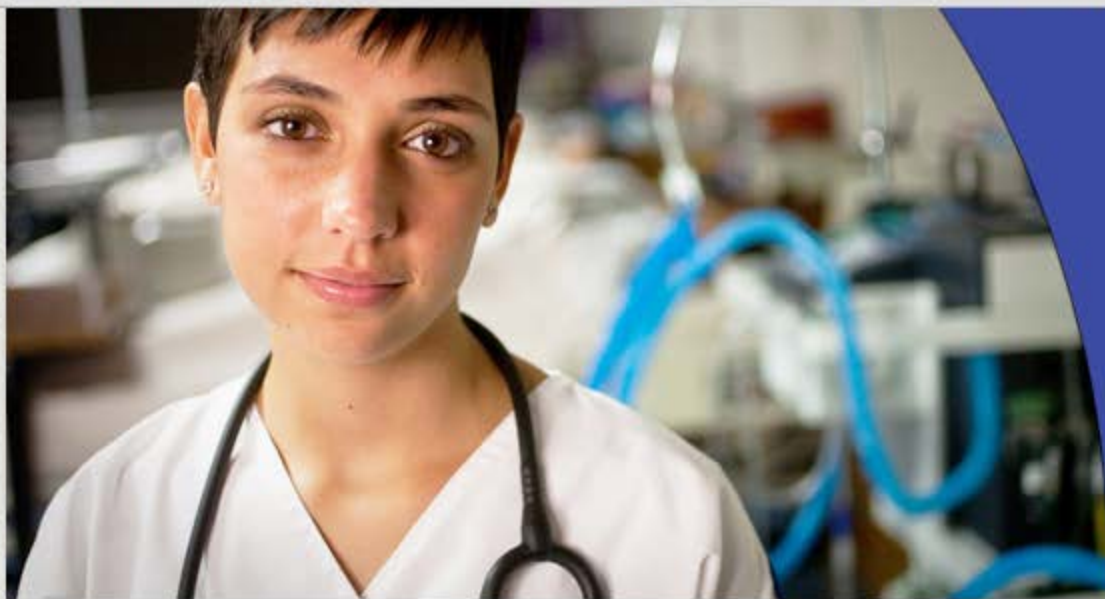


COMPETENCIES

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



***pre-licensure and advanced practice nursing



the QSEN Instit
with a new team and a new w
to continue the mission of supp
Quality and Safety Edu

[click here to find out](#)

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



QSEN Modules

1 online

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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.

<p>Safety</p> <p><i>Presented by:</i></p> <p><i>Jane H. Barnsteiner,</i> PhD, RN, FAAN</p>	<p>Key Message: Safe, effective delivery of patient care requires understanding of the complexity of care delivery, the limits of human factors, safety design principles,</p>	<p>State of the Science Paper</p>	<p>Click to view presentation:</p> <p>Click to view </p>	<p>Self-Assessment test</p>	<p>Evaluation</p>
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OTHER SITES

collaborate.uw.edu/educators-toolkit/error-disclosure-toolkit/error-disclosure-toolkit.html

UNIVERSITY of WASHINGTON

Center for Health Science Interprofessional Education, Research and Practice

Home About Us Faculty Development Training Tools and Curricula Resources and Publications News and Events My Lessons

Tools and Curricula

- Tools for Evaluation
- Scenario Building & Library
- Interprofessional Simulation
- Team Training Faculty Toolkit
- Debriefing Tools
- Error Disclosure Team Training Toolkit

Error Disclosure Training Curriculum

Course Evaluation Forms

Video Example of Error Disclosure

Additional References

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

www.teambasedlearning.org

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Learn About TBL



2013 Regional Workshops

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

[TBLC Regional Workshops](#)

Join the TBLC



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[F.A.Q](#)

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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



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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

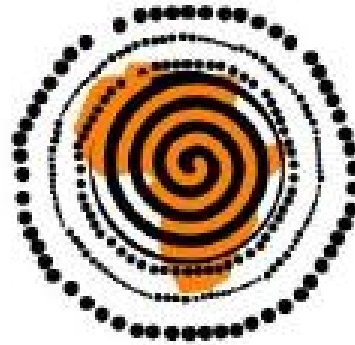
Thank You!



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