

Teaching for Quality Expert Faculty Competencies

PBL: Critically evaluate and apply current healthcare information and scientific evidence for patient care.

1. Teaches critical appraisal of topics to others.
2. Recognizes and teaches about change at the organizational level as dictated by best current information.
3. Easily and regularly formulates answerable clinical questions for learners.
4. Engages in developing evidence-based practice curricula and evaluating their effectiveness.

PBL: Systematically analyze practice using quality improvement methods and demonstrate improvements in practice.

5. Continuously engages learners and team members in the analysis of practice data, without reliance on external forces, to prioritize improvement efforts.
6. Teaches and role models leadership of improvement teams and education about improvement.
7. Creates curricula in QI methods.
8. Provides experiential learning to others through improvement work including mentoring and coaching.
9. Guides others in differentiating QI and research understanding the ethical implications of improvement work.

PBL: Incorporate formative evaluation feedback into daily practice.

10. Explicitly teaches the skill of reflection and incorporation of internal and external feedback.
11. Coaches others regarding reflective practice leading to continuous improvement as a matter of habit.

PBL: Use information technology to optimize learning and care delivery.

12. Demonstrates to learners the use of information technology resources to remedy knowledge gaps identified in the course of patient care.
13. Coaches others in the use the EHR platforms and registries to improve the care not only for individual patients but populations of patients as well.

SBP: Work effectively in various health care delivery settings and systems relevant to one's clinical specialty, including identifying systems' issues and improving them.

14. Demonstrates system and team leadership and creates educational experiences in system improvement for others.

SBP: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.

15. Creates and delivers curriculum in high value, cost conscious care.

SBP: Participate in identifying system errors and implementing potential system solutions.

16. Teaches blame-free approaches to medical error with a system-solution methodology.
17. Actively and routinely engages with interprofessional teams of clinicians and learners to identify problems and report medical errors and near miss events to improve system processes.
18. Creates and leads educational experiences in systems thinking and patient safety.

IPC: Work in interprofessional teams to enhance patient safety and improve patient care quality.

19. Understands and can communicate the broader connectivity of the professions and their complementary nature.
20. Coaches others in effective team member or leadership skills in interprofessional work.
21. Engages in the creation of interprofessional learning experiences/ curricula.

PPD/PBLI: Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.

22. Role-model help-seeking behaviors.
23. Coaches others in reflection on practice and help-seeking behavior.

Educational Competencies:

24. Designs and evaluates experiential learning activities for learners.
25. Understands and applies competency assessment measures in QI/PS.
26. Embeds QI/PS concepts into most educationally-relevant clinical work by explicitly teaching or assessing.