YOUR COMMITMENT

This unique faculty development program offers participants a chance to implement an educational initiative in their home institution or across institutions within SCS aimed at improving patient safety and quality improvement—issues at the core of the SCS mission—while also providing an opportunity to delve into the specifics of CLER, participate in scholarly activity, and improve teaching and presentation skills. This synergistic opportunity spans a 15-18 month timeframe and requires the following estimated time commitment to participate:

<table>
<thead>
<tr>
<th>TASK</th>
<th>ESTIMATED TIME COMMITMENT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete pre-workshop assignments (pre-readings, participant application, and self-assessment)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Attend a 1 1/2 day workshop in East Lansing on March 26 &amp; 27, 2015</td>
<td>12 hours</td>
</tr>
<tr>
<td>Spend approximately 2 hours each week devoted to your QI/PS project</td>
<td>2 hours / week</td>
</tr>
<tr>
<td>Reconvene as a cohort group in May 2015 to review your project plan with your SCS Faculty Coach</td>
<td>4 hours</td>
</tr>
<tr>
<td>Present an overview of your project at the May 2015 SCS Membership Meeting</td>
<td>4 hours</td>
</tr>
<tr>
<td>Launch your project plan in July, maintaining regular communication with your SCS Faculty Coach</td>
<td>1 hour / month</td>
</tr>
<tr>
<td>Reconvene as a cohort group in January 2016 to review progress of all projects thus far</td>
<td>4 hours</td>
</tr>
<tr>
<td>Assess impact / review project outcome data with the support of your SCS Faculty Coach between February –April 2016</td>
<td>2 hours / week</td>
</tr>
<tr>
<td>Prepare for Poster Presentation at the May 2016 SCS Membership Meeting</td>
<td>4 hours</td>
</tr>
<tr>
<td>Present your findings at the May 2016 SCS Membership Meeting (and at any other national meetings or in any peer-reviewed journals that fit)</td>
<td>Varies</td>
</tr>
</tbody>
</table>

* denotes time estimates only. Multiple factors can influence the amount of time an individual spends on each task associated with completing this faculty development program.
AAMC’S
TEACHING FOR QUALITY
CERTIFICATE PROGRAM

Moving clinicians from developing a
Quality Improvement (QI) / Patient Safety (PS) educational idea
to implementing and evaluating an
effective educational intervention

THE PROGRAM

The goal of the AAMC’s “Teaching for Quality” initiative is to ensure that every medical school and teaching hospital in the U.S. has access to faculty who are ready, able, and willing to engage in and lead education in quality improvement (QI), patient safety (PS), and the reduction of excess healthcare costs. To accomplish this goal, the AAMC developed a multi-faceted certificate program that equips clinical faculty with the ability to lead, design, and evaluate effective learning in QI/PS across the continuum of health professional development.

At the completion of the program, participants will be able to:

- Address an identified gap in the education of residents and/or practicing clinicians regarding QI/PS, focused within one of four CLER “Pathways to Excellence” components: Patient Safety (PS), Health Care Quality (HQ), Care Transitions (CT), and Duty Hours/Fatigue Management & Mitigation (DM). Projects in the other two CLER areas—Supervision (S) and Professionalism (P)—are not applicable at this time.
- Design an educational innovation to fill that gap (with the assistance of an SCS Faculty Coach)
- Implement and assess the impact of the innovation (with the assistance of an SCS Faculty Coach)
- Produce a scholarly poster, article, or presentation on the innovation and the results

THE CURRICULUM

Participants in the program will attend a 1.5 day workshop led by AAMC faculty on March 26 & 27, 2015, in East Lansing that focuses on the following topics:

OVERVIEW OF ADULT LEARNING PRINCIPLES
- Identify level of learners and learner competence
- State a clear educational goal
- Develop SMART learning objectives
- Design effective educational formats

EFFECTIVE TEACHING OF QUALITY IMPROVEMENT (QI) AND PATIENT SAFETY (PS)
- Engage learners in QI activity
- Create team training opportunities
- Provide examples across the continuum

ASSESSING IMPACT
- Learner Assessment
  - Develop techniques for assessing learners in various learning formats
  - Use Kirkpatrick levels of evaluation
- Program Evaluation
  - Develop effective overall program evaluation

MAKING THE CASE AND LEADING CHANGE
- Create a strategy for change necessary for implementation of learning initiative
- Develop an implementation plan that includes timeline and needed resources
- Identify and develop a plan for overcoming barriers

FOCUS AREAS FOR YOUR QI/PS PROJECT
(Areas from which to select when designing your intervention)

Participants in this faculty development program will select one of four possible areas of the Clinical Learning Environment Review (CLER) “Pathways to Excellence” to focus on as part of this workshop. Areas include:

- PS Pathway 2: Education on patient safety
- HQ Pathway 1: Education on quality improvement
- CT Pathway 1: Education on care transitions
- DF Pathway 2: Resident/fellow and faculty member education on fatigue and burnout

More information is available in the participant packet.