

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:

TASK	ESTIMATED TIME COMMITMENT*
Complete pre-workshop assignments (pre-readings, participant application, and self-assessment)	3 hours
Attend a 2 1/2 day workshop in East Lansing on February 15-17, 2017	18 hours
Spend approximately 2 hours each week devoted to your QI/PS project	2 hours / week
Reconvene as a cohort group in May 2017 to review your project plan with your SCS Faculty Coach	4 hours
Present an overview of your project at the May 2017 SCS Membership Meeting	4 hours
Launch your project plan in July, maintaining regular communication and project benchmarks with your SCS Faculty Coach	1 hour / month
Reconvene as a cohort group in January 2018 to review progress of all projects thus far	4 hours
Assess impact / review project outcome data with the support of your SCS Faculty Coach between February –April 2018	2 hours / week
Prepare for Poster Presentation at the May 2018 SCS Membership Meeting	4 hours
Present your findings at the May 2018 SCS Membership Meeting (and at any other national meetings or in any peer-reviewed journals that fit)	Varies

* 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.

STATEWIDE CAMPUS SYSTEM

Michigan State University College of Osteopathic Medicine

TEACHING FOR QUALITY

AN AAMC CERTIFICATE PROGRAM

Faculty Development
Initiative



THE CURRICULUM

Participants in the program will attend a 2.5 day workshop led by AAMC faculty on February 15-17, 2017, 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

APPLICATION PROCESS

Interested in participating in this unique program? To receive the application packet, contact:

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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



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