



Learning Communities as a Vehicle for Quality Improvement Education



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Background

- Quality Improvement (QI) is increasingly considered an essential component of undergraduate medical education
- The AAMC's list of Entrustable Professional Activities for graduating medical students reflects an increased emphasis on safety and quality
- Medical schools are beginning to integrate QI into their curricula
- The Wake Forest School of Medicine (WFSOM) developed an innovative QI curriculum to be delivered within the context of Learning Communities (LCs) and integrated longitudinally across four years



Methods

- An AAMC/Donaghue Foundation grant provided the initial funding and impetus for development of medical student QI curriculum
- WFSOM faculty with expertise in QI provided strong support and leadership for curriculum development
- Presence of a highly active medical student IHI Open School Chapter demonstrated an existing demand for QI training among students
- In Spring 2014, a committee of WFSOM faculty, administrators, and students developed the QI curriculum framework and timeline
- Implementation of curriculum began in Fall 2014 with the medical student Class of 2018 and will continue with each subsequent class

QI Curriculum: Preclinical Years (1-2)

- The IHI Open School's online courses serve as the foundation for learning objectives and discussion topics in years 1-2
- Flipped classroom model: students independently complete IHI modules prior to class, then divide into groups of 10-15 within their respective LCs for faculty-led group discussion
- Students complete IHI Basic Certificate courses by end of year 2



<p>Year 1:</p> <ul style="list-style-type: none"> • Quality Improvement 101 and 102 • Patient Safety 100 • Patient Safety 101 • Quality Improvement 104 and 105 • Patient Safety 106 • Patient and Family Centered Care 101 	<p>Year 2:</p> <ul style="list-style-type: none"> • Patient Safety 103 and 105 • Patient Safety 104 • Quality, Cost, and Value 101 • Leadership 101 • Patient Safety 102 • Quality Improvement 103 • Quality Improvement 106 • Patient Safety 104
<p>Year 3:</p> <ul style="list-style-type: none"> • Activities that link QI principles to clinical experiences 	<p>Year 4:</p> <ul style="list-style-type: none"> • Work within LCs to develop and implement QI projects

QI Curriculum: Clinical Years (3-4)

- In year 3, students will participate in activities that allow them to link QI principles to their clinical experiences on the wards
- In year 4, students will collaborate within their LCs to propose and implement QI projects within the medical center

Measurements of Effectiveness

- Students' understanding of QI principles will be assessed before and after years 1-2 using a modified validated questionnaire
- Surveys of learners will be used to assess the influence of the sessions on change in practice, with the Class of 2017 serving as the historical control group
- In year 4, QI group projects will be tracked and qualitatively assessed by faculty and health system QI leadership
- However, the true measure of success will be whether QI proposals from the practicums are implemented and positively impact health system quality, safety, equity, and effectiveness

Discussion

- QI is increasingly recognized as a crucial component of medical education
- "Best practices" for integrating QI into medical school curricula have yet to be determined
- Our innovative QI curriculum integrates longitudinal QI education within a Learning Community framework
- May provide a model for medical schools as they seek to integrate QI into their curricula