Interprofessional Continuous Quality Improvement and Patient Safety Curriculum: A Guide for Clinical Faculty and Mentors in Primary Care Settings

Author/Co-author(s):

JoAnne M. Saxe, DNP, ANP-BC
University of California San Francisco, School of Nursing
joanne.saxe@ucsf.edu

Maya Dulay, MD, San Francisco Veterans Administration Medical Center and the University of California San Francisco, School of Medicine
Rebecca Shunk, MD, San Francisco Veterans Administration Medical Center and the University of California San Francisco, School of Medicine
Bridget O’Brien, PhD, University of California San Francisco, School of Medicine

Description
In 2011, faculty from the San Francisco VA Medical Center and the University of California San Francisco implemented an interprofessional training program for nurse practitioner students, medicine residents and associated health trainees as one of five VA Centers of Excellence in Primary Care Education. Continuous Quality Improvement and Patient Safety (CQI-PS) is a core educational objective of the program. Faculty designed and implemented an Interprofessional CQI-PS curriculum for the purpose of transforming clinical learning environments and trainee program structures to support longitudinal relationships in delivering evidence-based quality of care for individuals and populations on a continuous, coordinated, and comprehensive basis that is safe, effective, and efficient. Interprofessional faculty, clinical mentors, trainees and health care professional staff have participated in the CQI-PS curriculum each academic year since its inception. Lesson plans, interactive learning activities, and population-based, practice-oriented CQI projects and evaluation tools have been developed. The plans, learning and project activities and evaluation tools are compiled in a manual to assist clinical faculty and mentors with implementation of CQI-PS curriculum in primary care settings. With full implementation of this type of CQI-PS curriculum, faculty and mentors will be able to offer a full scope of educational activities and experiences based on the Expanded Outcomes Framework.

Goals & Objectives
To provide clinical faculty and mentors an Interprofessional Continuous Quality Improvement and Patient Safety (CQI-PS) curriculum guide that includes educational resources and core activities needed for assisting health care professional trainees with the knowledge and skills acquisition, which are required for continuously improving population-based primary care that is culturally responsive, outcomes-oriented, and team-focused.

To follow are objectives for clinical faculty mentors who will be using the manual for the purpose of building a curriculum for health care professional trainees in their academic primary care clinics:
Participation objective: Identify tools, resources, and strategies for assuring consistent attendance and participation by trainees.

Satisfaction objective: Select critical reflection and other assessment strategies that help trainees to delineate if their learning expectations were addressed and met.

Learning objectives: 1. Describe the potential CQI-PS roles and responsibilities of the clinical faculty, mentors, teams of trainees and other health team members. 2. Identify resources and tools for assessing and planning for declarative and procedural CQI-PS learning. 3. Select learning experiences that help trainees to demonstrate CQI-PS competencies in the classroom and simulated practice environment.

Performance objective: 1. Identify practice-based learning experiences that help the trainees to demonstrate their CQI-PS knowledge and skills to real-world quality improvement and patient safety concerns. 2. Describe evaluation strategies and tools aimed at assessing the trainees CQI-PS knowledge and skills in the practice setting.

Patient health objective: Select data sources, measures and tools that assist trainees in demonstrating if practice changes lead to improvements in patient health outcomes in the practice setting.

Community health objective: Identify data sources, measures and tools that assist trainees in demonstrating if practice changes lead to improvements in a community of patients.

Expected outcomes of this educational activity:
The expected learning outcomes are for the target audience (clinical faculty and mentors):

- Demonstrate knowledge and skills needed to implement the CQI-PS curriculum via virtual clinical experiences.
- Express satisfaction with and perceived value of the CQI-PS curriculum and resources via self-report.
- Demonstrate knowledge of CQI-PS processes via completion and written report of a small test of change.
- Describe how to use data sources, measures and tools to help trainees to identify and address CQI-PS in their respective health care settings.

Target Audience:
The target audience includes clinical faculty and mentors who are working in academically-affiliated primary care training sites to assess and plan for CQI-PS learning activities for health care trainees from a variety of professions (e.g., clinical psychology fellows, medical residents, nurse practitioner residents, nurse practitioner students, and pharmacy residents).

Needs Assessment Strategy:
To help assure a meaningful compilation and organization of resources and learning experiences, participants will be asked to complete CQI and PS assessment tools developed for the VA Centers of Excellence in Primary Care Education faculty, mentors and trainees. The American
College of Physicians' Patient Centered Medical Home Practice Biopsy (2014) will also be used to help identify related and relevant practice issues that warrant CQI solutions (http://www.acponline.org/running_practice/delivery_and_payment_models/pcmh/help.htm).

**Summative Program Evaluation Strategy:**
Participants will complete the self-assessment of QI knowledge and skills after completion of the curriculum and we will conduct pre-post comparison to check for improvements in knowledge and skills. Participants will also develop and self-evaluate an e-poster presentation of their desired curriculum. This will help participants assess and plan for their own CQI-PS curriculum.

**Formative Evaluation Strategy for the Educational Activity:**
Surveys, concept mapping and critical reflection exercises will be used to help the participants identify areas of mastery and for improvement as well as appreciating their understanding of the core content areas.

**Learning Strategies:**

- To engage the learner, the authors will describe the VA Centers of Excellence in Primary Care Education program with specific focus on the CQI-PS curriculum and related educational outcomes and lesson-learned via an on-line video stream.
- Learning will be enabled through an exploration and analysis of assessment tools, lesson plans and activities, on-line learning modules via the Institute for Healthcare Improvement and evaluation strategies that trainees have been exposed to since 2011. Additionally, virtual mentoring and coaching will be provided by existing experts?
- Reinforcement of learning will occur via the formative and summative evaluation process (Surveys, concept mapping, critical reflection exercises and e-poster) as well as ready access to the complete interprofessional CQI-PS curriculum guide.

**Strategy for maintaining and building on completed activities:**
The authors will help participants to maintain and build on completed activities via the repeated use of the Model for Improvement. The target audience will have the opportunity to identify aims and develop and study small tests of change for addressing relevant CQI-PS concerns. Lessons-learned will guide additional tests of change along with opportunities for sharing findings via e-posters.