ABSTRACT BODY:

Short Description: Training the physician workforce of tomorrow on quality and patient safety will require a knowledgeable, competent, and highly skilled cadre of faculty to teach quality improvement and patient safety (QI/PS). This session will review the drivers and barriers for QI/PS education across the continuum, provide case studies and tested solutions to overcome common barriers and how to evaluate faculty to teach QI/PS, and discuss the challenges of scaling up and sustainment of new models.

Abstract: Topic
Recent changes to GME accreditation requirements are – in part – driving increased attention on health care quality and patient safety in our nation’s medical schools and teaching hospitals. To train the physician workforce of tomorrow, a knowledgeable, competent, and highly skilled cadre of faculty to teach quality improvement and patient safety is needed today.

AAMC has been a leader in preparing faculty through its Educating for Quality (E4Q) initiative. To date, AAMC has spurred faculty development efforts in quality and patient safety at over 60 institutions since 2012 through a customized, consultative approach. As a result of this work, organizations have implemented structural changes to better align clinical and educational efforts, better connected continuing professional development to improvement efforts, and instituted quality improvement and patient safety (QI/PS) curricula across the continuum. Teaching for Quality, a program within the E4Q service, specifically aims at on-site faculty development in QI/PS and QI/PS curriculum development. AMCs and teaching hospitals can then quickly and efficiently develop the critical mass of faculty to engage in this work and move the QI/PS culture forward. Over the brief life of this new initiative, many organizations have learned valuable lessons on how to get the most out of this engagement as well as long-term sustainment of the work begun during the on-site training. With a series of case examples, during the session we will review the drivers of, barriers to, and a variety of innovative approaches from the field to address the QI/PS imperative we all face. The presenters will engage with the audience through small group work to discuss emerging solutions and resources that could apply to their organization toward achieving the important goal of a critical mass of faculty in 5 years.

Conceptual Viewpoints
The past decade has seen remarkable shifts in health care delivery, from an increased recognition of the need for quality improvement and patient safety (QI/PS), changes in payment and governmental oversight, and new regulations and accreditation requirements. These shifts have resulted in a need for innovations in QI/PS education among U.S. medical schools and teaching hospitals, fostered in part by Integrating Quality, an initiative of the AAMC. To further support faculty development in QI/PS, the 2013 AAMC report “Teaching for Quality” articulated a broad vision for health care delivery and offered a strategy to increase faculty capacity. Throughout, the report emphasized that teaching is conceived of as a broad concept—including curriculum design, competency assessment, experiential learning, and aspects of the hidden curriculum such as role modeling.

The Educating for Quality faculty development program was designed to meet the challenge posed by the 2013 report, including creating a critical mass of faculty that is able, willing, and ready to lead, design, implement, and assess curriculum in quality and safety.

During this session we will review the drivers and barriers for QI/PS and QI/PS education across the continuum. Through the use of case examples, we will also review methods to overcome common barriers and for organizations to evaluate whether or not they have faculty prepared to teach QI/PS, including the unique challenges of scaling up
and sustainment of new models.

**Session Plan**

10 minutes  
**Introductions**

15 minutes  
**Drivers for QI/PS work and educational alignment.** Attendees will also be asked to give input into their specific drivers and challenges.

10 minutes  
**Literature review: what the research shows AMCs and teaching hospitals need to do this work effectively.**

20 minutes  
**Case examples: three AMCs will share their experience of working to develop critical mass of faculty, including how they overcame common barriers.**

20 minutes  
**Small group work: Attendees will be given a worksheet to help diagnose their strengths, weaknesses, opportunities, and threats.**

10 minutes  
**Debrief small group work, develop themes, and resources to address them.**

5 minutes  
**Conclusions/next steps.**

**Outcomes**

a) Disseminate papers – Academic Medicine; AAMC communication channels.

b) Develop next phase for Educating for Quality (E4Q) with a workplan for the AAMC community. Share high-level workplan (goals, strategies) publicly, and especially with AAMC constituents most interested teaching quality improvement and patient safety.

c) The imperatives, barriers, and best practices identified by the session attendees, as well as the background drivers and literature review from the initial sections of the session, will be synthesized into a short report that will be posted on the Integrating Quality and Educating for Quality sub-webpages on AAMC. It will also be posted on the E4Q Jam site (under final development). Links to both of these items will be sent out in the recurrent IQLink, CE News and E4Q emails.

**Level of Audience:** Mid-career

**Focus of Presentation:** Continuum

**References:**


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