



# The Teachers of Quality Academy: Preparing Faculty to Teach Health System Science

**Jason D. Higginson, MD MA FAAP**

**Chair Department of Pediatrics**

**Brody School of Medicine at East Carolina University**

**September 7, 2018**

# Need for Educational Change



- Medical School teaching is deficient in:

## Health Systems Science

- Systems-based practice
- Utilization data/indicators
- Understanding variation
- Working within teams
- Response to errors



# ECU's REACH Initiative

Redesigning Education to Accelerate Change in Healthcare



AMA's Accelerating Change in Medical Education

([www.changemeded.org](http://www.changemeded.org))

To make substantial, innovative changes in medical school curriculum to better prepare graduates to work in today's healthcare delivery system



# Our Hypothesis



# ECU's REACH Initiative

Redesigning Education to Accelerate Change in Healthcare



- Components:
  - “Teachers of Quality Academy” (TQA)
    - Faculty Focused Curriculum
    - Imbed HSS in the learning environment
  - New Longitudinal Core Curriculum in HSS
  - LINC Scholars (Leaders in INnovative Care) program
    - Distinction tract for small group of medical students
    - Longitudinal mentored/structured HSS experience

# A Limiting Factor for Change...



Clinical teachers face complex challenges not previously encountered: **teaching while** simultaneously **learning** about redesigning clinical delivery systems **while** simultaneously **delivering care** within them, and working more closely in expanded interprofessional teams.

Clay MA, Sikon AL, Lypson ML, et.al. Teaching While Learning While Practicing: Reframing Faculty Development for the Patient Centered Medical Home. Acad Med. 2013;88:00–00.

# Recommended Adaptations



1. Faculty and learners learn together while practicing in the workplace
  - Abandoning tradition of “learn first, then teach”
2. Expand the definition of faculty
  - Broaden to include entire clinical team
3. Support interprofessional and intraprofessional development simultaneously
4. Managing change and uncertainty
  - Using positive, asset-based approaches to develop adaptability skills

**Teachers of Quality Academy 2.0**

Transmission of content knowledge, skills and attitudes in the areas of PS/QI/Population Health/IPE  
**"CONTENT"**

Development of effective leadership and educational program planning skills to achieve excellence in clinical and educational mission.  
**"PROCESS"**

- Pre-Work, assessment, online modules
- LS1**  
Model for Quality Improvement
- LS2**  
Measuring Quality
- LS3**  
Fundamentals of Patient Safety
- LS4**  
Safety, Reliability, & Just Culture
- LS5**  
Quality & Project Management
- LS6**  
Population Health & Tying it Together

Longitudinal Leadership Development  
Leadership of Self, Leading Others, Leading for Change

Longitudinal Education Development

Longitudinal Quality Improvement Project

Submission of Scholarly Products for Publication

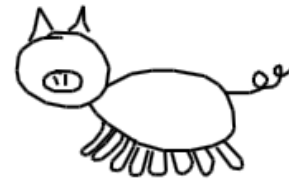
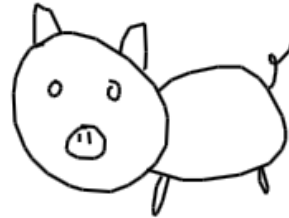
| TQA 2.0 Program Timeline |     |      |     |     |     |         |     |     |     |         |
|--------------------------|-----|------|-----|-----|-----|---------|-----|-----|-----|---------|
| July '16                 | Aug | Sept | Oct | Nov | Dec | Jan '17 | Feb | Mar | Apr | May '17 |



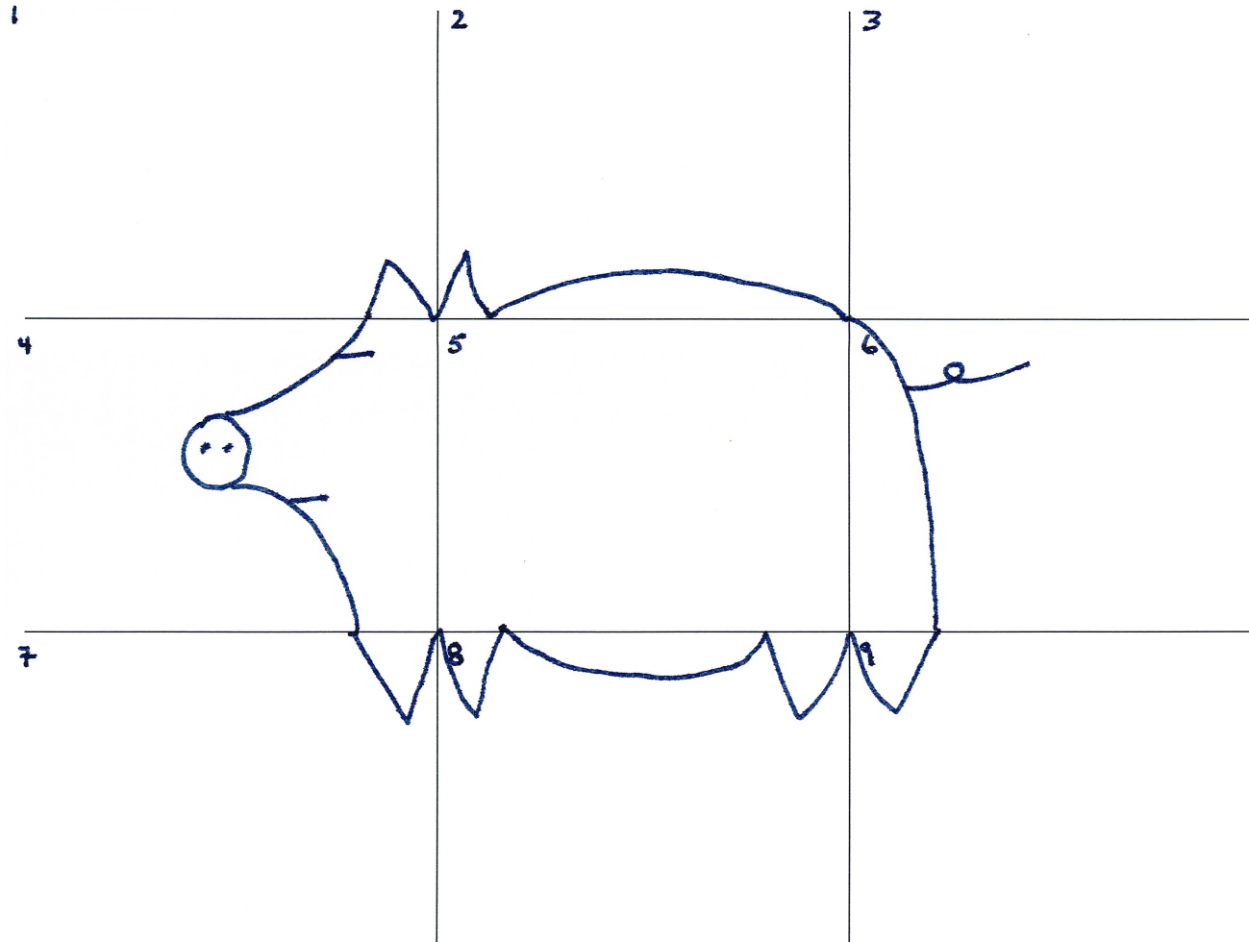
# Why is TQA Essential to Curricular Transformation at ECU?

- Exercise—
- Draw a Pig- No instructions
- Draw a Pig- Follow the instructions

# Why The Pig?



# Why The Pig?



# Why The Pig?



# Why The Pig?



- Hidden Curriculum
  - Complex curricular changes occur more than just in the class room
  - We need faculty who know when the standard pig is desirable and when the artistic rendering should be encouraged