

Redesigning Education To Accelerate Change In Healthcare

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Innovations Identified

Teachers of Quality Academy (TQA) Faculty Development Program:

Designed to increase capacity of faculty to practice and teach the principles of QI/PS and advance the culture of quality and safety across the campus and health system.

Leaders in Innovative Care (LINC) Scholars:

Develop a cohort of 10 medical students per class as LINC Scholars, who will graduate with advanced level training and applied experience in health system science (HSS) competencies.

Longitudinal Core Curriculum (LCC):

Implement longitudinal integrated curricular changes to prepare all medical school graduates to enter residency with basic level knowledge, skills, and attitudes in HSS competencies



Resources Needed and Potential Barriers

Resources Needed:

TQA—curriculum for faculty development in health systems science, leadership, and adult education principles; support for faculty time to participate in internal professional development program; data and health system staff support for QI efforts

LINC— advanced curriculum for medical students in HSS; experiential opportunities in improvement initiatives in health care settings; available mentors; time and support for summer immersion training

LCC— buy-in and approval of curriculum time; faculty to develop curricular activities and assessments; sequencing and tracking of integrated activities throughout four year curriculum

Potential Barriers: Insufficient time for interested faculty to participate in curriculum development, teaching and assessment, IT support for TQA faculty working on QI projects, health system support for activities

Need/Gap Addressed

Each innovation addresses the substantial gap that exists between what physicians have been taught in the past and what they need to know to provide safer, higher quality patient care. To accomplish this, we recognized the need to have trained faculty and student cohorts to create the necessary learning laboratory for medical students to acquire and educators to teach these new competencies.

Implications for UME and GME:

- Faculty who are better able to teach students and residents the principles of QI/PS.
- Medical school graduates who have advanced training, practice, and skills in HSS competencies.
- Medical school graduates who are better prepared to enter they physician workforce with the knowledge and skills to address the goals of the Quadruple Aim.

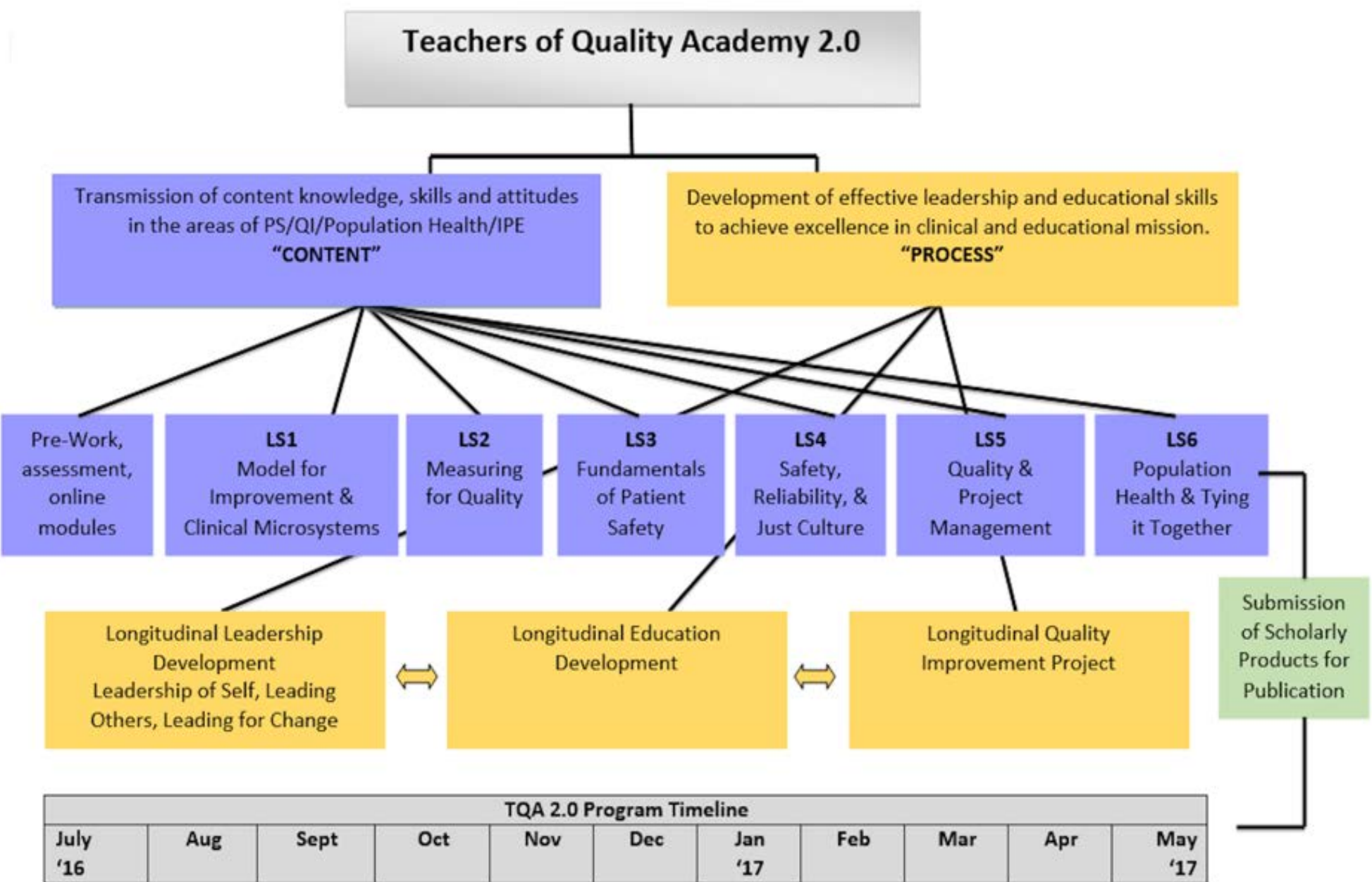
Timeline Proposed

Preparation for the Teachers of Quality Academy and the LINC Scholars Program each required six months for planning, faculty recruitment, and curriculum development.

TQA lasts for 12 months, with six face-to-face sessions and asynchronous assignments in between.

The LINC Scholars summer immersion course is an 8 week intensive training program between the M1 and M2 year, following which students meet periodically with mentors and quarterly as a group; they also have an M4 month-long Capstone experience.

The longitudinal curriculum has evolved over a three year time period and is integrated into the core curricular courses and clerkships.



Stakeholder Input

"TQA has changed the way that I look at my work every day in the health care system." —**Tim Fitzgerald, MD, FACS, TQA Graduate**

"The LINC scholars program has exposed me to aspects of medicine I had no idea existed. I now feel more prepared and empowered to impact change in the field." —**Ismail Kassim, LINC Scholar, 2015 Cohort**



"It exposes you to various aspects of healthcare systems many students and providers wouldn't otherwise learn until residency or beyond. The experiences we have through LINC are going to make us better and more prepared medical students, colleagues, and future physicians." —**Anna Laughman, LINC Scholar, 2016 Cohort**

"Seeing patient care experiences through a new set of eyes – our students – was energizing. . . . We got so much out of hearing these observations and will use the feedback to improve." —**Joan Wynn PhD, RN, Chief Quality Officer, Vidant Medical Center**

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