Innovation Identified

Teaching interested faculty quality improvement (QI).
To enhance learning and attendance, the course format was changed in the 2nd year from half-day to evening workshops.

Course logistics:
- Small group, experiential learning format over 6 months
- Includes case-based and faculty-selected project experience
- Experienced QI coaches assigned to each team
- 6 classroom meetings (2 hrs each) for QI learning
- Additional session for project presentations
- Requirement for each project team to be inter-professional and to include learners. All team members were invited to class.
- Final project posters are submitted to an Emory-wide health sciences quality conference

Need/Gap Addressed

Needs identified:
- Expand the number of School of Medicine faculty members capable of using appropriate methods for QI, eventually building capacity to teach
- Deliver the course in a way that busy clinicians can attend
- Provide a venue for trainees, especially in small GME programs, to have authentic experiences in QI
- Build partnership with our health systems to improve quality where care is delivered by our faculty and learners
- Apply QI methods to real projects to enhance learner skill acquisition
- Supply coaching expertise in the sites of learning

Resources Needed and Potential Barriers

- Administrative support for advertisement, managing applications, communications with participants, reserving space, arranging conference call lines for course faculty meetings, and conducting evaluations.
- Digital platform/repository for course materials and administration
- Classroom space configured for team activities
- Leadership commitment for participant involvement, including physicians, nurses, administrative and education leaders
- Protected time if classes/meetings are held during usual work hours
- Protected time needed for project work and coaching
- A coach for each project, which limits # of participants.
- Budget for any food, supplies, etc.

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Stakeholder Input

Evaluations before and after the course showed improvement in confidence in all 15 domains assessed.

From a faculty participant: "Thanks, by the way, for connecting me with such great students. I wondered sometimes today during our meeting who were the "learners," given the insight and experience they provided."

Timeline Proposed

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<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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<tbody>
<tr>
<td>Call for applications</td>
<td>Notify accepted participants</td>
<td>Workshop 1</td>
<td>Workshop 2</td>
<td>Workshop 3</td>
<td>Workshop 4</td>
<td>Workshop 5</td>
<td>Workshop 6</td>
<td>Oral poster progress reports</td>
<td>Poster submission for Emory Quality Conference</td>
<td>Emory Quality Conference</td>
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Solicit student volunteers for projects needing them
Match students and coaches to projects
Each project team turn in charter with signature of executive sponsor

Institutional Contact

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