Quality Improvement for EPAC Cohort Students Syllabus

Academic Year 2020-2021

Contact Information

Course Director

Name	Field	Phone	email
Meghan O'Connor, MD	Pediatrics	801-581-2205	meghan.oconnor@hsc.utah.edu

Coordinator

Ashley Boyington 801-662-5712

Please see the Appendix for all faculty involved in the unit

Course Information

Brief Description of Course

The Quality Improvement (QI) for EPAC Cohort Students course is intended to provide students already selected into the Education in Pediatrics Across the Continuum (EPAC) Cohort with an introduction to quality improvement concepts. Students will learn the basics of QI terminology and methodology, as well as complete a QI project during Phase III and IV of their medical school curriculum. Students will be mentored and supervised by an EPAC clinic preceptor for the duration of this course.

Course Goals- As a result of completing Quality Improvement for EPAC Cohort Students:

1. Students will define basic QI terminology and methodology after attending an introductory didactic.
2. Students will investigate current QI projects in the pediatric clinic setting.
3. Students will identify a current QI project with an established leader to participate in or will initiate a new project with the help of an identified faculty mentor.
4. Students will apply knowledge from the didactic sessions to PDSA cycles and data collection as an active QI team member.

5. Students will attend meetings or conference calls for the QI project as their clerkship schedules permit or will listen to recordings of meetings if they are unable to attend.
6. Students will present their work on the QI project to EPAC faculty by December of their MS IV year. At the time of this presentation, the student and an EPAC faculty member will complete the UCSF QI Assessment Form to assess the student's performance in the project.

Course Format/Schedule

Timeline

Quality Improvement for EPAC students is a longitudinal course that will span both the Phase III and Phase IV curricula for students selected into the EPAC Cohort. The timeline will vary based on which QI project the student selects. Introductory concepts will be taught in didactic format. Students will participate in online modules, webinars, conference calls, and in-person team meetings as the individual project dictates. Students will also spend time in independent review and organization of data, as well as presentation and assessment of their final project. Students' acquisition of knowledge of QI principles will be assessed using the Quality Improvement Knowledge Application Tool Revised (QIKAT-R) at two points during the course. An improvement log, which contains self-reflection of each individual student's participation in his/her QI project, will be assessed using the Mayo Evaluation of Reflection on Improvement Tool (MERIT) assessment at two points throughout the curriculum. The final project will be assessed using the UCSF QI Project Assessment Tool.

List of educational/instructional modalities

Modality	% of Unit Time
Didactics	5%
Team meetings and discussion	20%
Webinars or conference calls	20%
Online modules	10%
Independent review and organization of data, preparation for presentation	45%

Assessments

The assessments for this course are detailed below and include: the QIKAT-R, MERIT, and UCSF QI Project Assessment tool. More information about the assessments for this course can be found on the EPAC: COHORT Canvas site https://learn-uu.uen.org/. Canvas is linked to Equella, which is a searchable site (https: eq.utah.edu).

Resources

Resource	Author/Publisher/Edition	Appx Cost
www.ihi.org	Institute for Healthcare Improvement	Free
www.ahrq.gov	Agency for Healthcare Research and Quality	Free

Assessment and Grading

Course Assessments

Quality Improvement for EPAC Cohort Students is a credit/no-credit course. Students who attend the didactics, participate in their QI project, complete all assignments, and give a presentation of their final project will receive 2 credits for this course. Students will be assessed using the QIKAT-R prior to the course and at the completion of the course. They will also complete an improvement log, which will contain self-reflection of their participation in the QI project, at two time points, and will be assessed using the MERIT assessment tool. Final projects and presentations will be assessed using the UCSF QI Project Assessment tool.

Course Assignments

Students will be expected to complete the QIKAT-R at two time points throughout their course. They will complete two self-reflection essays which will highlight their involvement and lessons learned from participation in their respective QI projects. These essays will be reviewed by a faculty member and assessed using the MERIT tool. They will also be expected to give a presentation on their QI project to EPAC faculty at the completion of the course.

List of assignments	**Due Date**
1. QIKAT-R #1	December, Phase III
2. First improvement log and MERIT #1	June, Phase IV
3. QIKAT-R #2	September, Phase IV
4. Second improvement log and MERIT #2	November, Phase IV
5. Final Presentation of QI Project	December, Phase IV
6. UCSF QI Assessment of Final Project Presentation	December, Phase IV

Students must complete all assignments and receive a passing score on each to receive credit for this course. Students are expected to review didactic materials independently if they are unable to attend the didactic in person. The assessment tools used for this course will be included in the appendix.

Final exam times and format

There are no final examinations in Quality Improvement for EPAC Cohort Students.

Grading System

You will receive a unit grade of credit (c) or no-credit.

What to do if you are not performing well

Contact your course director(s) as soon as possible. They cannot help you if you wait until the course is over. Tutors are available for those students who are having difficulty. This is a service of the Dean's Office — contact Mr. Rob Rainey (Robert.Rainey@hsc.utah.edu) for details.

Student Feedback

Student feedback is important and helps identify opportunities to improve the course.

Summative Feedback: All students will evaluate the overall effectiveness of the course with an end-of-course survey.

On-the-Fly Feedback: Students may provide feedback at any time for particular lecturers or activities by completing an on-the-fly evaluation.

Standard Policies

See the Student Handbook
http://medicine.utah.edu/studentaffairs/studenthandbooknew.pdf

Accommodations: p. 22

Attendance policy: p.13

Dress Code: p. 80

Examination and Grading Policies: p. 10

Grade or Score Appeal: p. 11

Professionalism, Roles & Responsibilities: p. 13, 17, 18

Mistreatment: p.18

Disability services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability Services (CDS) provides accommodations and support for the educational development of medical students with disabilities.

Medical students with a documented disability are required to meet with the CDS Director for recommended accommodations. The CDS will work closely with eligible students and the Associate Dean of Professionalism, Accountability and Assessment to make arrangements for approved accommodations. The School of Medicine and CDS maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Contact Carol Stevens (carol.stevens@hsc.utah.edu) for details

Or:

University of Utah Center for Disability Services
Olpin Student Union Building, Room 162
Phone (Voice/TDD): (801) 581-5020 Email: info@disability.utah.edu
http://disability.utah.edu

Appendix 1

Faculty Involved in Quality Improvement for EPAC Students

Facilitator

Name	Field	Email
Meghan O'Connor, MD	Pediatric- General Pediatrics	Meghan.oconnor@hsc.utah.edu

Teaching Faculty

Name	Field	Email
Diane Liu, MD	Pediatrics-General Medicine	Diane.Liu@hsc.utah.edu
Laura Brown, MD	Pediatrics-General Pediatrics	laura.l.brown@hsc.utah.edu