

**Faculty Guide: Society of Hospital Medicine
Quality and Safety Educators Academy 2013**

Session: Quality Methods: What an Instructor Needs to Know
Key Faculty: Erin Stucky Fisher
Time: 75 minutes

Goal: Review methods and tools used in performance of quality projects and discuss strategies for instructing learners on their use

Specific Learning Objectives:

- 1) Describe the importance of defining a QI strategy prior to engaging in or teaching QI
- 2) Compare and contrast the two commonly used QI methods and explain the value of each
- 3) Demonstrate basic skills in educating learners on the use and creation of a SMART aim and flowchart

Methods: 1) Didactic teaching (Lean, PDSA, SMART Aim, Tools)
2) Table work 1: **SMART Aim Exercise**. The exercise example given includes a number of errors. Participants will critique the sample SMART aim to discuss how to teach residents how to create an accurate SMART aim and the importance of this. Participants should demonstrate ability to complete a SMART aim (knows, knows how, shows how). NOTE: on the facilitator version, “participant” refers to those attending QSEA and “learner” refers to their learners.
3) Table work 2: **Flowchart Exercise**. Participants will use the sample flowchart to teach residents to describe a flowchart (knows); state how to use a flowchart (knows how); and if time, demonstrate ability to complete a flowchart (shows how).

Facilitator notes: Encourage participants to discern between delivery of content knowledge through didactic presentation (as just done in the first part of this session) and the need to use the tool interactively. Use terms “knows, knows how, shows how” in only a general manner in this Day 1 session. Help participants discuss use of group and 1:1 teaching, on line learning, and testing of learner competency.

Toolkit Items: 1) Common Tools Matrix (handout)
2) SMART Aim and Flowchart examples (2)
3) Journal articles on quality methods, tools, and project layout (see reference list)

General Principles and Flow of Session:

30 minutes Didactic presentation (objectives 1 and 2)

40 minutes	Table Exercises 1 and 2 (objective 3)
5 minutes	Report out of best practices and lessons learned