

QUALITY IMPROVEMENT (QI) & LEADERSHIP

Sponsoring Department: Undergraduate Medical Education (UGME)

Program Director: [Dr. Marcel D'Eon](#) (Community Health & Epidemiology)
306-966-2756 or 306-292-9950
Office Location HSB E3224

General Rotation Information

Duration: Three weeks (two weeks by special permission includes one week of independent work)

Call: N/A

Vacation/Leave: Not permitted on this rotation

Rotation Description:

The main purpose of this elective is to provide students with an exceptional experience in the practice and theory of Quality Improvement (QI) together with leadership theory and personal development. This elective includes one training day in QI and LEAN, structured shadowing of QI leaders/Kaizen LEAN Specialists, participation in one Rapid Process Improvement Workshop (RPIW) within the Saskatoon Health Region (or in another health region* provided a suitable mentor can be found), and two or three one-hour meetings with a College of Medicine or University Mentor (who may be a QI or LEAN or leadership specialist from another college). LEAN is the SHR adoption of a client centred wasted reduction study and improvement process. (See both http://en.wikipedia.org/wiki/Lean_manufacturing and <http://www.saskatoonhealthregion.ca/lean/>).

Prior to the start of the RPIW, the student needs to attend a Kaizen Basics Course (a one day course offered by the health regions) and complete the following on-line courses from the Institute for Healthcare Improvement (IHI) Open School (<http://www.ihl.org/Pages/default.aspx>) about 20-30 hours of study. These can be done before the elective officially begins or early in the elective.

Modules on Quality Improvement:

- QI: 101 Lesson 1
- QI: 102 Lesson 1-5
- QI: 103: Lesson 1-3
- QI: 104: Lesson 1
- QI: 105: Lesson 1-3

Modules on Patient Safety Culture

- PS 101: Lesson 1-4
- PS 103: Lesson 1-4
- PS 104: Lesson 1-3
- PS 105: Lesson 1-5

Modules on Leadership in Health Care

- L 101 Lesson 1-4

Modules on Patient & Family Centred Care

- PFCC 101: Lesson 1-5

During the elective the student will work with the RPIW lead to assist in the preparation of the RPIW as negotiated between the student and the RPIW Lead. The student will then participate in the RPIW as a member of the team. Meaningful activities will be delegated to the student as negotiated by the team and the Lead.

The student will also listen to and review a collection of lectures/audio files on leadership (available for purchase from the Great Courses as CDs or audio files) for a total of about 15-20 hours as negotiated with the Mentor and/or Elective Coordinator. Series titles from which individual lectures may be selected include "Critical Decision Making" and "Transformational Leadership." Other series that may be available from this company or other reputable sources could be considered as suggested by the student and/or Mentor or Elective Coordinator. Listening to these leadership lectures can be accomplished during and/or in advance of the Elective as negotiated by the student and the Mentor/Elective Coordinator.

Rotation Details

In the week following the RPIW the student will prepare a 3-5 page analysis of the RPIW process using concepts and principles learned at Kaisen training, from the IHI Open School modules, and the lectures on leadership. The Elective Coordinator and the student's mentor will provide guidance on the content expectations in consultation with the student.

Elective Objectives:

Relevant U of S Med School Graduation Objectives (background)

Manager

1. integrate knowledge of the structure and function of the health care system, the role of physicians within the system, and the needs of patients, families and communities, to:
 - a. suggest more effective procedures and practices

Health Advocate

2. Integrate knowledge of communities, illness prevalence, determinants of health and other local factors with evidence to support specific interventions in order to advocate for the provision of services appropriate to the specific population/community/location

Scholar

3. apply ethical principles to the design and execution of research protocols
4. plan and/or participate in a worthwhile and feasible QI project for a practice or

study setting Specific Learning Objectives for this elective

The student will be able to

1. Analyze and critique the LEAN/QI RPIW process based on Kaizen training, IHI modules, leadership lectures, and other best practice guidelines
2. Communicate effectively with all members of the team
3. Contribute to the LEAN/QI process as assigned by the LEAN/QI RPIW project leader
4. Based on the lectures/sessions on leadership Identify and critique leadership situations and actions within the LEAN/QI RPIW process

Required Resources:

Great Courses audio book lectures as negotiated with the Elective Coordinator and/or Mentor.

Rotation Delivery:

Administration of the Elective

This three-week elective, QI and Leadership, has been developed by the University of Saskatchewan, the Saskatoon Health Region, and the Health Quality Council.

Interested candidates need to apply to the Program Director, Dr. Marcel D'Eon. The application (one page max) must contain the following:

- Personal information: name, student number, contact information

- Dates of the elective (possible dates will be provided based on the QI/LEAN activity within SHR and other regions)
- Description of any previous QI or leadership instruction and/or experience
- Rationale for applying to this elective

Vacation time is not allowed during this Elective. Sick time and personal days can be negotiated on a case by case basis as needed with the UGME office and the Elective Coordinator.

Current available dates: Week of 09 JUN 2014, 14 JUL 2014, 29 SEP 2014, 27 OCT 2014, 01 DEC 2014, 26 JAN 2015, 23 MAR 2015.

Student Assessment:

This elective experience will be marked Pass Or Fail along with plenty of helpful formative assessment. The student will produce a collection of documents suitable for inclusion in her/his CaRMS portfolio and deliver these no later than one week following the end of the Elective. The first document will describe his/her activities (1page max) and provide an overview of what was learned over the three week elective. Other documents include copies of the tests from the IHI

Open School, short summaries of and reflections on the meetings with the Mentor (each one page max), and a 3-5 page analysis of the RPIW process using concepts and principles learned (1) at Kaizen training, (2) from the IHI Open School modules, and (3) through the audio lectures on leadership. A rubric to guide the student and mentor in compiling these portfolio items and to help the Elective Coordinator with assessment is provided. The student may also wish to include the key documents produced during the RPIW (Idea forms, spaghetti diagrams, percent load charts, etc.) to demonstrate the impact of the change ideas implemented and to better describe his/her role in the process.

These documents are to be submitted to the Program Director for grading according to the rubric below. The student is encouraged to ask the Mentor to assist in the process where the Mentor may provide some coaching and gentle critique of the documents before they are submitted to the Elective Coordinator for grading.

Document Type	Description
Description of activities and summary of learnings	
IHI test print-outs	This serves only to document completion of the modules.
Mentor meeting summaries	These need only be quite brief. They serve to document meetings between the student and the Mentor and to help the student remember action items and lessons learned from the encounters
RPIW analysis	This is the major assignment that incorporates learning from Kaizen training, IHI Open School, the leadership lectures, and even insights gained from meetings with the Mentor to critique the RPIW experience.

RPIW documents (optional)	
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Unexplained absences will be treated very seriously and may result in a "Breaches of Professionalism" report to the UGME office. Ensure that you keep the Elective Coordinator aware of emergency absences. These absences may be reflected in the final grade and may constitute grounds for failure of the Elective.

Rubric for the QI and Leadership Portfolio

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Description of activities 1 page max	<ul style="list-style-type: none"> - Incomplete or trivial descriptions - Many minor and some major writing errors 	<ul style="list-style-type: none"> - Clear, concise, free of major writing errors - Highlights the most important elements 	All under "Meets" plus: <ul style="list-style-type: none"> - Error free - Elegant language - Demonstrates sophisticated understanding of events
Summary of meetings with mentor 1 page max	<ul style="list-style-type: none"> - Incomplete or trivial descriptions - Many minor and some major writing errors 	<ul style="list-style-type: none"> - Clear, concise, free of major writing errors - Highlights the most important elements 	All under "Meets" plus: <ul style="list-style-type: none"> - Error free - Elegant language - Demonstrates sophisticated understanding of events
Analysis of the RPIW 3-5 pages	<ul style="list-style-type: none"> - Superficial features of the RPIW are identified - Leadership concepts and principles are poorly matched to the features of the RPIW - The critique is incomplete or lacks insight 	<ul style="list-style-type: none"> - Identifies important elements and events of the RPIW process - Matching leadership concepts and principles to the elements and events is mostly correct - Provides a critique of the RPIW based on the analysis 	All under "Meets" plus: <ul style="list-style-type: none"> - Identifies the most important elements and events of the RPIW process - The concepts and principles are all correctly matched - The critique shows unusual insight and makes useful suggestions