

COURSE TITLE: AHEC Scholars Elective Course**COURSE DESCRIPTION**

The AHEC Scholars Elective is an interprofessional course designed to provide the student with a strong understanding of the importance of quality improvement, population health and value-based care, and highly marketable leadership skills and tools necessary to promote change within their future practices. AHEC Scholars is a national initiative proposed by the Area Health Education Centers (AHEC) Program and the Health Resources & Services Division, within the Bureau of Health Workforce of DHHS, to equip an interprofessional workforce to practice community-based primary care in rural and underserved areas. In conjunction with work and resources from the Institute for Healthcare Improvement (IHI) and the UAMS Institute for Digital Health, this course offers modules in Quality Improvement, Patient Safety, Person- and Family-Centered Care, Leadership and the Triple/Quadruple Aim. AHEC Scholars will earn their Basic Certificate in Quality & Safety from IHI as a component of this course. Following completion of required didactic material, students will conduct a 36-hour research project facilitated by Regional Programs, College of Medicine, and Office of Interprofessional Education faculty and staff.

Course Number: FMED 8449

PRE-REQUISITES

The student must be currently enrolled in the AHEC Scholars Program through UAMS Regional Programs. For information on application to this program visit <https://regionalcampuses.uams.edu/students/ahec-scholars/>

GENERAL INFORMATION

CREDITS: College of Medicine- 2 credit hours (72 contact hrs)

MEETING TIME: This is a self-paced course, so modules may be completed in consecutive days/weeks or longitudinally through a full semester. Keep in mind, there is a project associated with the course and you will need to allow yourselves 36 hours to complete it.

SEMESTER: Spring 2021

COURSE DIRECTOR

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COURSE FACULTY

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Policy for interaction: Students should contact the course faculty/project mentor via UAMS email with questions or to set an appointment.

COURSE OBJECTIVES

Upon completion of the AHEC Scholars Elective Course, the student will demonstrate enhanced skills and competence in the following core topic areas:

Quality Improvement

- Define key concepts of a healthcare quality improvement project and will discuss common challenges that healthcare systems are currently facing.
- Identify strategies for overcoming resistance to change and for working within an interprofessional team.

Patient Safety

- Recognize four essential behaviors that any health care professional can adopt to improve the safety of patients, and will examine the role of technology in patient safety.
- List steps for completing a root cause analysis and will identify appropriate members of an interprofessional team tasked with conducting an analysis.

Person- and Family- Centered Care

- Examine conditions that affect the patient-provider relationship, especially in rural or underserved areas.
- Acknowledge four skills that are critical to improving clinical interactions with patients.

Leadership in Healthcare

- Differentiate characteristics of a good leader and describe various techniques for persuading different types of people.
- Recognize the importance of unity within a team and its relation to a team's success.

Triple/Quadruple Aim

- Distinguish the responsibilities of clinicians and health care systems in optimizing health outcomes with available resources, as related to the Quadruple Aim.
- Identify population-level interventions designed to improve overall health and reduce costs of care.

Effective use of data to improve population health

- Recognize essential components of a run chart, including a baseline median, a goal line, and annotations while applying rules to identify non-random patterns of data.
- Evaluate when and how to use the following tools for understanding variation in data: histograms, Pareto charts, and scatter plots.

Value-Based Reimbursement

- Identify examples of population-level interventions designed to improve overall health and reduce costs of care.

| UAMS College of Medicine – Competencies – AHEC Scholars | | |
|--|---|--|
| Competency Trait | Competency Covered in the Course | Methods of Assessment |
| Medical Knowledge | Yes | Post-module assessment |
| Patient Care | Yes | Post-module assessment |
| Professionalism | Yes | Post-module assessment |
| Interpersonal and Communication Skills | Yes | Post-module assessment |
| Medical Informatics | No | Post-module assessment |
| Population Health and Preventive Medicine | Yes | Post-module assessment; facilitated discussion |
| Practice-Based and Systems-Based Medical Care | Yes | Post-module assessment |

ACTIVITIES – Course Assignments/Format

1. Complete 36 hours of online modules offered through IHI and Learn on Demand.
2. Participate in discussions with peers/course faculty via Blackboard.
3. Collaborate with other health professions students and/or faculty to complete 36-hour research/quality improvement project.
4. Complete presentation of research/quality improvement project in manuscript, platform (brief presentation), or poster format.

COURSE CONTENT/Self-directed Module assignments

LESSON 1: Introduction to Healthcare Improvement (5 hours 30 min)

1. Introduction to Health Care Improvement (1 hour 15 min)
 Lesson 1: Health and Health Care Today
 Lesson 2: The Institute of Medicine’s Aims for Improvement
 Lesson 3: Changing Systems with the Science of Improvement
2. How to Improve with the Model for Improvement (1 hour 30 min)

Lesson 1: An Overview of the Model for Improvement

Lesson 2: Setting an Aim

Lesson 3: Choosing Measures

Lesson 4: Developing Changes

Lesson 5: Testing Changes

3. Testing and Measuring Changes with PDSA Cycles (1 hour 15 min)

Lesson 1: How to Define Measures and Collect Data

Lesson 2: How to Use Data for Improvement

Lesson 3: How to Build Your Degree of Belief over Time

4. Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools (1 hour 30 min)

Lesson 1: How to Display Data on a Run Chart

Lesson 2: How to Learn from Run Charts and Control Charts

Lesson 3: Histograms, Pareto Charts, and Scatter Plots

LESSON 2: Leading Quality Improvement (1 hour 15 min)

1. Leading Quality Improvement

Lesson 1: The Four Phases of a Quality Improvement Project

Lesson 2: Change Psychology and the Human Side of Quality Improvement

Lesson 3: Working with Interdisciplinary Team Members

LESSON 3: Introduction to Patient Safety (6 hours 15 min)

1. Introduction to Patient Safety (1 hour 30 min)

Lesson 1: Understanding Medical Error and Patient Safety

Lesson 2: Responding to Errors and Harm

Lesson 3: A Call to Action — What YOU Can Do

2. From Error to Harm (1 hour)

Lesson 1: The Swiss Cheese Model

Lesson 2: Understanding Unsafe Acts

Lesson 3: A Closer Look at Harm

3. Human Factors and Safety (1 hour)

Lesson 1: Understanding the Science of Human Factors

Lesson 2: Changes Based on Human Factors Design Principles

Lesson 3: Using Technology to Mitigate the Impact of Error

4. Teamwork and Communication in a Culture of Safety (1 hour 15 min)

Lesson 1: Why Are Teamwork and Communication Important? [Under Revision]

Lesson 2: How Can You Contribute to a Culture of Safety?

Lesson 3: Basic Tools and Techniques for Effective Communication

5. Responding to Adverse Events (1 hour 45 min)

Lesson 1: Responding to an Adverse Event: A Step-by-Step Approach

Lesson 2: When and How to Apologize to Patients

Lesson 3: The Impact of Adverse Events on Caregivers: The Second Victim

Lesson 4: Learning From Errors Through Root Cause Analysis

LESSON 4: Leadership (1 hour 15 min)

1. Introduction to Health Care Leadership (1 hour 15 min)

Lesson 1: What Makes a Leader?

Lesson 2: Practical Skills for Leading Teams

Lesson 3: Strategies to Sustain Your Health Care Leadership Journey

LESSON 5: Person- and Family-Centered Care (1 hour 30 min)

1. Introduction to Patient-Centered Care

Lesson 1: Patient-Provider Partnerships for Health

Lesson 2: Understanding Patients as People

Lesson 3: Skills for Patient-Provider Partnerships

LESSON 6: Triple Aim for Populations (2 hours)

1. Introduction to the Triple Aim for Populations

Lesson 1: Improving Population Health

Lesson 2: Providing Better Care

Lesson 3: Lowering Costs of Care

LESSON 7: Current and Emerging Health Topics (6 hours)

1. Culinary Medicine: An Ideal Interprofessional Opportunity (1 hour)
2. Trauma and its relationship to non-adherence and risk for psychiatric conditions (1 hour)
3. Opioid pain management and pharmacology (1 hour)
4. Marijuana in the field of medicine: rules, roles and rights of the PCP (1 hour)
5. Non-opiate pain management (1 hour)
6. Medical Professionals: the front line of oral health care (1 hour)

LESSON 8: Interprofessional Education (6 hours)

1. IPE and emotional intelligence (1 hour)
2. How to run an interprofessional meeting (1 hour)
3. Evidence-based handoffs (1 hour)
4. IPE and community health advocacy (1 hour)
5. Interprofessional clinical teams (1 hour)
6. Ethics in interprofessional education (1 hour)

Lesson 9: Category: Cultural Competency (1 hour 30 min)

1. Care of LGBT patients (1 hour)
2. Caring for the Marshall Island migrants (30 min)

Lesson 10: Category: Behavioral Health Integration (3 hours)

1. Mindfulness and preventing burnout (1 hour)
2. Medication assisted treatment for opioid use disorder (1 hour)
3. Social worker's role in pain management (1 hour)

Lesson 11: Category: Practice Transformation (1 hour 45 min)

1. Primary care and oral health: can I bill for that? (45 min)
2. Pharmacy update: point of care testing in Arkansas (1 hour)

Scholarly Project (36 hours)

The purpose of this activity is for the student to develop a project proposal that addresses a problem related to the AHEC Scholars Core Topics and/or Rural/Underserved Primary Care. The student is responsible for developing the project proposal, evaluating data from the EMR (if applicable), and providing a final report in the form of either a manuscript or a poster. The AHEC Scholars Core Topics include:

- 1) Interprofessional Education
- 2) Behavioral Health Integration
- 3) Social Determinants of Health
- 4) Cultural Competency
- 5) Practice Transformation
- 6) Current and Emerging Health Issues

Step 1: Make initial contact with your Faculty Facilitator to set a time to discuss the project proposal and schedule first meeting.

Step 2: At the first project meeting, the student should: 1) Review and discuss the assigned/proposed idea; 2) define the idea to meet the project goal; 3) set a timeline to include team meetings to guide project proposal completion.

Step 3: Create your project proposal summary. The project proposal summary should be an overview of your project and should be no more than 3 pages.

Step 4: Work with Regional Programs faculty and staff to obtain and evaluate patient data from

the Regional Programs EMR.

Step 5: Summarize and report project findings in the form of either a written manuscript or a poster presentation.

Step 6: Upload the written manuscript or a PDF of the poster to the AHEC Scholars Elective course in Blackboard.

Performance Assessment

This is a pass/fail course. To pass the course, each section of the course (Independent Study modules, Comprehension/planning reflections, and Application of course content to focused work) must be completed successfully with a score of PASS.

1. Independent Study Modules: Each learning module includes a post-module assessment. Students must complete all IHI post-module assessments with a score of 80% or higher to complete the course and earn a Basic Certificate in Quality & Safety. Students must obtain a Certificate of Completion for all LOD modules. Students will submit the IHI Basic Certificate and Certificates of Completion for ALL appropriate modules into Blackboard to earn a PASS for this section. Meeting this requirement completes the expectations for content knowledge for the course.
2. Scholarly Project – Research or Quality Improvement Focus - Application of course content to focused work: Students must complete development of presentation of scholarly work in a format that is ready for submission/presentation. Format may be a written manuscript or a poster presentation/abstract. The final project presentation (poster or manuscript format) will be evaluated using the Scholarly Project grading rubric. Students must achieve a score of 75% or better to receive a PASS for this section. *See Appendix A.*

Grading Scheme:

| | |
|--|--|
| Independent Study Modules – IHI and LOD | All PASS or Certificate of Completions recorded |
| Scholarly Project | Pass for minimum score per grading rubric |
| Total grade = | PASS* |

***Any item with FAIL (does not meet pass expectations) results in FAIL for the course.**

Students should refer to their college’s Student Handbook for college policies related to Challenge to Grade, Academic dishonesty, and Incomplete grades.

Missed Exams or Assignments – All assignments are required portions of the course to pass the class and must be completed to complete the course.

“Any concerns, questions, or procedural matters related to this course should be addressed in

the following order of progression: the Instructor or Course Coordinator, Department Chair, and finally to the Dean's office."

"The course syllabus is a general plan for the course; the syllabus may be modified at any point during the semester and deviations communicated to the class via email. Students are expected to check their UAMS email regularly."

Appendix A

Scholarly Project Rubric (200 points possible)

| | Incomplete | Insufficient | Proficient | Exemplary |
|--------------------------------|--|--|---|---|
| Presentation of Project | 0 (0.00%) Did not complete presentation | 0 (0.00%) - 50 (50.00%) Learner addressed some of the required elements but presentation conveys little evidence of insight in examining the research question and constructing a project | 60 (60.00%) - 90 (90.00%) Learner addressed all of the required elements but presentation conveys little evidence of insight in examining the research question and constructing a project | 100 (100.00%) Learner answered all of the required elements and presentation conveys extensive evidence of insight in examining the research question and constructing a project |
| Spelling & Grammar | 0 (0.00%) Did not complete presentation | 0 (0.00%) - 50 (50.00%) Spelling, grammatical or punctuation errors AND/OR issues with organization and clarity of thought distract from the content of the presentation | 60 (60.00%)-90(90.00%) Some spelling, grammatical or punctuation errors AND/OR use of vocabulary and word choice may need improvement | 100 (100.00%) No spelling, grammatical or punctuation errors; high-level use of vocabulary and good word choice |