

ROTATION SPECIFIC OBJECTIVES

*Division of Gastroenterology, Department of Medicine
University of Toronto*



**DEPARTMENT OF MEDICINE
CO-LEARNING CURRICULUM IN QUALITY IMPROVEMENT
(C-QUIPS)**

CURRICULUM OVERVIEW

This co-learning curriculum, via the DoM, is a longitudinal quality improvement (QI) and patient safety (PS) curriculum for all Gastroenterology Residents at the University of Toronto. The curriculum provides trainees the skills required to participate and lead QuiPS initiatives at their institution and in their daily practice. In designing a PS or QI project, Residents will gain the leadership and teamwork skills required for successful PS and QI collaborations.

C-QUIPS GOALS

1. **Residents and faculty are co-learners** – PGY4 and PGY5 level
Residents and faculty members (both the program director and designated faculty leads) will attend the formal teaching sessions together, and participate in group experiential learning activities to develop knowledge and skills in QI.
2. **Residents work with a faculty lead in teams to carry out their QI project** – Residents will work together on a single QI project. The team-based design allows individual team members to take a more active role during lighter clinical rotations, while handing the project off to other team members while on busier rotations. Wherever appropriate, teams should consider whether other health professionals should be included.
3. **QI projects should align with divisional quality priorities** – wherever possible, the focus of the improvement activities should align with ongoing quality initiatives. Program directors and faculty leads should engage Divisional Directors and discuss potential QI initiatives, and present project teams with several options for them to consider.

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**CANMEDS-BASED OBJECTIVES**

By the end of the curriculum, the Resident will be able to:

MEDICAL EXPERT

- Identify important quality gaps in their clinical environment as opportunities for improvement and select ideal quality problems as targets for improvement activities

COMMUNICATOR

- Clearly and effectively present the QI project in oral and/or written format (including mid-year and final project presentations)

COLLABORATOR

- Collaborate effectively with other members of QI team and faculty
- Engage relevant stakeholders effectively and appropriately

LEADER

- Employ a systems-based approach to address QI and patient safety issues
- Apply QI tools (e.g. Fishbone, process mapping, PDSA cycles) appropriately to identify gaps in patient care and develop possible solutions
- Demonstrate knowledge of the six aims of quality, demonstrate an understanding of basic QI principles, and be able to explain the differences between evaluative research and QI
- Distinguish between measurement for quality improvement as compared to evaluative research

HEALTH ADVOCATE

- Advocate for best interests of patients affected by the QI project

SCHOLAR

- Critically appraise relevant medical and QI literature

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- Use appropriate methods for data collection and analysis (i.e. gap analysis, run or control charts)
- Describe language to use and avoid when preparing a Research Ethics Board (REB) submission

PROFESSIONAL

- Contribute meaningfully to QI project and fulfill duties responsibly
- Recognize ethical issues in quality improvement and address them appropriately
- Demonstrate commitment to improving health care quality and patient safety