

One Year of Experience & Student Reflections on IHI Resource Integration within UBC's Renewed Medical Curriculum

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Background

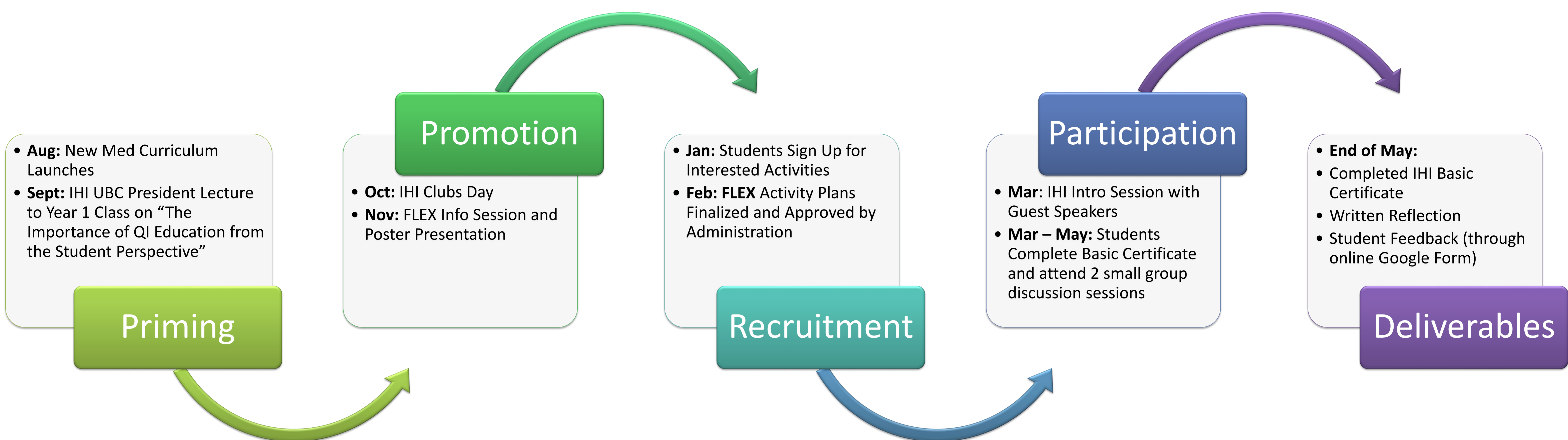
- MEDD 419: Flexible Enhanced Learning (FLEX) is UBC's innovative course allowing medical students to select scholarly activities of interest from a database of >200 approved listings
- This totals **184 hours of self directed study**
- The IHI Basic Certificate was an approved activity for introducing foundational PS & QI concepts

Aims

1. **Engage** medical students in PS & QI education prior to clerkship
2. **Supplement** online learning with small group discussions (VC'd across sites)
3. **Consolidate** and apply newly acquired QI knowledge by offering additional QI projects for students

Results

- **IHI's Basic Certificate was the most popular FLEX activity selected from over >200 options**
- 20 first year medical students (across 4 distributed sites) completed IHI's Basic Certificate and/or QI projects
- Interest continues to grow and the project was approved for another year!

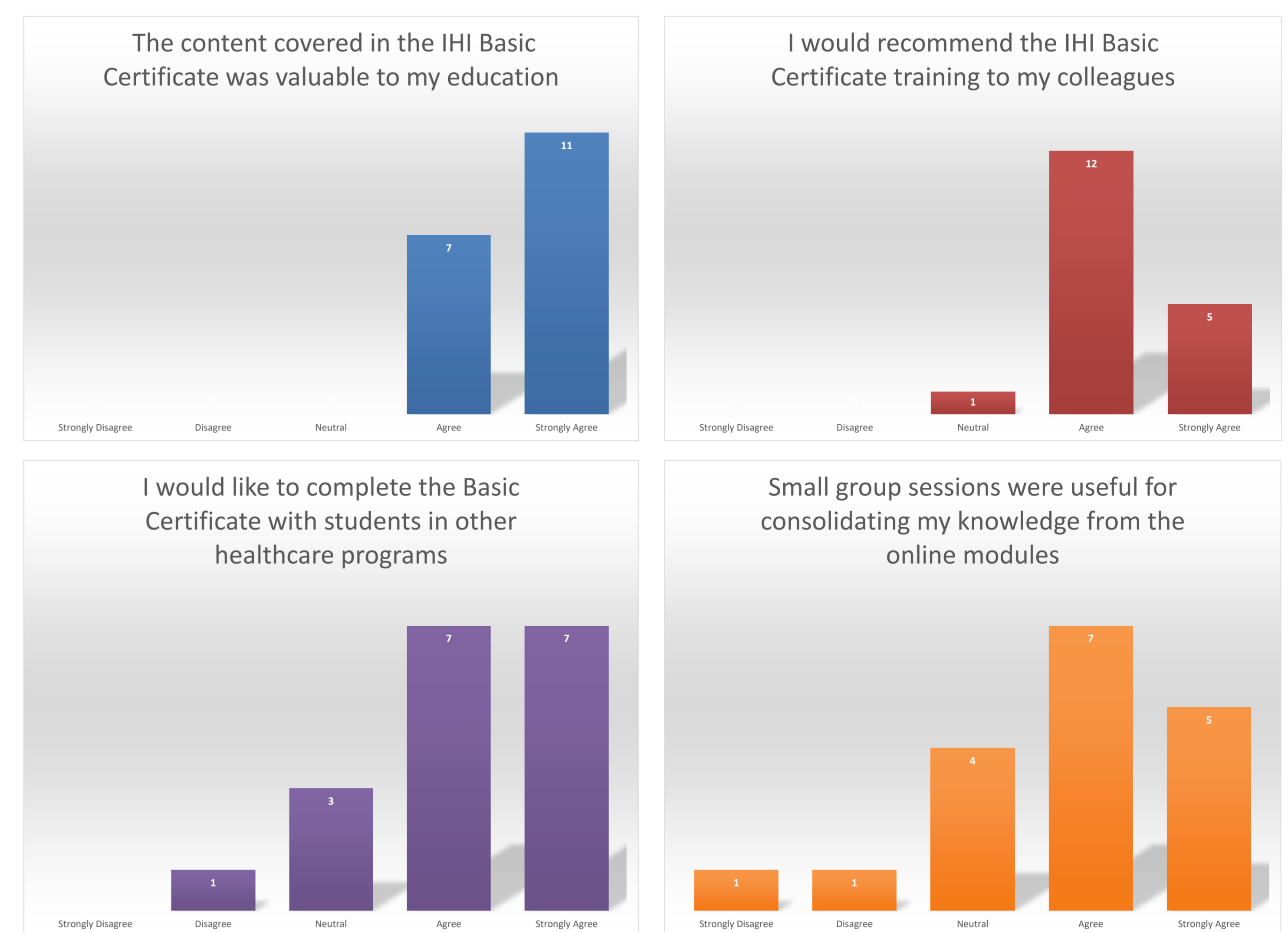


IHI Curriculum Integration

- Year 1 medical students self-selected the IHI Basic Certificate FLEX Activity. **Participation included:**
 - ✓ **16 online courses**, completed at the students convenience.
 - ✓ Attending an **Introductory Discussion Group** and 1 of 3 additional small group meetings.
 - ✓ **A written reflection.**
 - ✓ Submitting **student feedback** for program improvement.
- **Small Group Discussions** were VC'd to 4 cities, each with a local facilitator.

Site	# of Students	Facilitator
Vancouver	5	Robert Yao
Prince George	9	Jenna Smith-Forrester
Kelowna	4	Dr. Cheryl Holmes
Victoria	2	Dr. Malcolm Maclure
- **Introductory Discussion** (March 14th): Included Guest Speakers Dr. Andy Carson-Stevens (QI specialist) and Carolyn Canfield (patient advocate). The focus was on the role of medical students in QI, opportunities for engagement, and the impact on patients and providers.
- **3 Additional Meetings** (Apr 25th, May 2nd and May 16th): Discussion topics:
 - ✓ Deming's System of Profound Knowledge.
 - ✓ The Model for Improvement.
 - ✓ Real-life QI projects and considerations.
- **In the Written Reflections**, students responded to the follow questions:
 - ✓ What did I learn throughout the IHI course and how do I intend to incorporate this into the rest of my clinical training and career?
 - ✓ How did the course shape your attitude towards QI?
 - ✓ What does it mean to be a "Change Agent?"
 - ✓ What is my "audacious goal" to improve healthcare and the system in which I work?

Student Feedback



STUDENT REFLECTIONS

"[Through the courses] I learned is change is difficult. I was not disheartened by this fact, but the school puts a realistic lens to show quality improvement is not an easy task."

"Going into this course I had an entirely different idea of what errors were. I had no idea that fault could lay within the intrinsic system – or rather the solution could be in adapting the system."

"I would like to think that I my participation in this course has permanently altered my ability to perceive areas involving quality improvement and has increased my willingness to engage those issues."

Challenges and Lessons Learned

1. Inherent challenges associated with videoconferencing across 4 sites. Early planning and the role of IT support were critical to success.
2. Faculty support was necessary to connect students to local QI Champions.
3. Engaging student leaders in each location was essential for student-facilitated discussions.
4. Students showed great interest in QI content and have themselves contributed to the movement for further integration of PS & QI training into the preclinical years within UBC's renewed curriculum.

Future Directions

- The next iterations of the program will mix students from Years 1 and 2.
- Expand partnerships to include students from other Healthcare Professions into the small discussion groups.

QI Projects Conducted

1. **Evaluation of diabetes, hypertension and hypercholesterolemia Control in High Risk Outpatients -- Opportunities for Improvement**
 - Students conducted retrospective chart reviews to look at the present performance and identify areas of improvement for future QI projects.
2. **Decreasing Unnecessary Magnesium Testing in the ICU through Education and Lab Requisition Form Additions**
 - Efforts to reduce unnecessary Mg testing in the ICU through literature review, educating ICU staff, and modifying lab requisition forms.

Acknowledgements

