Applying coaching/facilitation concepts from quality improvement to inform the design of effective continuing education

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- **Presenter:** Patricia O’Brien RN MScCH

- **Relationships with financial sponsors:**
  - Grants/Research Support: None
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Quality improvement (QI) coaching/facilitation and continuing education (CE) are characterized by the mutual goals of learning and improving...

- **QI coaching/facilitation** is an approach used to support improvement in healthcare that focuses on building individual and organizational capacity for continuous improvement.

- **CE** is participation in educational activities to maintain, develop, or improve knowledge, skills, and performance of healthcare professionals.


Exploring the literature

• Practice facilitation/QI coaching (origins, purpose, impact)

• Continuing education (design, impact, integration with QI)
The opportunity...

We hypothesized that QI coaching/facilitating concepts would inform education design to synergistically facilitate improvement in knowledge, skills, behaviours, and ultimately patient and system outcomes.

Why is this relevant?
Facilitating Improvement – Facilitating Learning
Exploring the application of quality improvement coaching concepts to inform continuing education design

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Introduction

Quality improvement (QI) coaching and continuing education (CE) are characterized by the mutual goals of learning and improving.

> QI coaching is an approach used to support improvement in healthcare that focuses on building individual and organizational capacity for continuous improvement.
> CE is participation in educational activities to maintain, develop, or improve knowledge, skills, and performance of healthcare professionals.

When applied to CE, we hypothesized that QI coaching concepts would inform education design to synergistically facilitate improvement in knowledge, skills, behaviours, and ultimately patient and system outcomes.

Methods

QI coaching literature was reviewed with a goal to describe the origins, purposes, and impact of coaching in healthcare improvement, much of which is situated in primary care.

A second literature review was completed pertaining to continuing education, targeting CE design and papers focused on CE-QI integration.

A primary care CE activity—Chronic Kidney Disease—Screening and Early Detection in Primary Care: An Interprofessional Continuing Education Activity—was used as a platform to illustrate how the application of QI coaching concepts can inform CE design.

Discussion

Exploring the application of QI coaching concepts to CE design highlighted opportunities for enhancement of education strategies from a lens of impact for the learner, teams, patients, organizations and systems.

Thinking differently about design and development of needs/readyness assessment, learning objectives, education strategies, delivery platforms, interactivity, and evaluation, enhances CE products to drive improvement in learning and improvement in quality.

Reflections

CE addresses the learning needs of healthcare professionals, but also serves the needs of professional bodies, healthcare organizations and health system funders who have accountability for the delivery of quality. This reality of multiple stakeholders necessitates that CE be designed to impact quality of care beyond evaluation of learning by the healthcare participants.

Despite some anticipated challenges in requiring learners to complete pre- and post-CE activity work to demonstrate learning for system impact, effectively applying QI coaching creates a more robust CE design that is synonymous with continuous quality improvement and continuous, or lifelong, learning.

Role tailoring

Refer to the competencies of QI coaches that enable them to adapt or change to the specific context of the team; for example, resulting in a shift in role from a coach to a facilitator.

Exploring flexible education strategies in CE design that support learning through facilitation of application within the learner and their team context; support spread of learning to other team members. Importance CE design needs to allow for flexibility to adapt to participant needs.

References:


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The implications...

QI coaching/facilitation is an educator role...
  o Builds capacity for learners, teams, organizations, system
  o Guides learning about improvement for the goal of improvement
  o What additional skills/knowledge might we need if we think of ourselves as educators?

QI coaching/facilitation concepts, when applied to CE design, target impact...
  o Supports learning beyond knowledge, skills, attitude to focus on application & impact
  o Integration of concepts encourages education design that changes the focus to application
  o How do we facilitate a focus on learning as teams journey to improvement?

What do you think the implications are?
Thank you!