

IHI Open School for Health Professionals – Online Courses

Introduction

In an effort to build quality improvement knowledge and capacity, Improvement Facilitators (IFs) participating in the TOP IF training will have access to the Institute for Healthcare Improvement (IHI) Open School.

While these courses are not a mandatory component of the IF training, we do hope you will take advantage of this valuable resource to enhance your learning and development.

The IHI Open School offers a range of online courses in improvement capability, patient safety, triple aim for populations, person- and family-centered care, leadership, and quality, cost, and value. On page 4, we have provided you with a list of recommended courses, as well as recommendations on when during your training to complete these courses. This is to enhance and supplement the content that will be delivered by TOP.

Each course takes roughly one to two hours to complete, and consists of several lessons taking 15-30 minutes each. You will take a quiz at the end of each lesson. To pass, you need to answer at least 75% of the questions correctly. At the successful completion of each course, you have the opportunity to print off a certificate of completion. For those IFs who belong to a professional association (e.g. CARNA), you may be able to apply the certificates toward your continuing education requirements.

The subscription to IHI Open School was initially purchased for the ASaP Initiative through Toward Optimized Practice (TOP). The license is valid until March 31, 2016, so you may complete as many of the courses as you wish up until this time. Please note that under this subscription, TOP can see which courses you have completed and related quiz scores. This information will not be used for IF evaluation, but may be used to determine uptake of this resource.

If you have any questions, please contact your TOP IA (Improvement Advisor).

How to Register & Begin IHI Open School Courses

How to register and begin IHI Open School courses.

Step 1: Select [Toward Optimized Practice](#) as your organization.

- Go to www.IHI.org/RegisterFull to register.
 - If you are already registered, go to www.IHI.org/EditProfile to update your existing profile
- Fill out the registration form. Mandatory fields are marked with an asterisk (*).
- Once you reach "Your Organization" click the link as seen here.

Your Organization* [Please click here to select your organization](#)

- Search for **Toward Optimized Practice** by entering the search criteria exactly as pictured below. Enter "Edmonton" for City/Town even if you are located elsewhere. Click *Next*.

Your organization may already be in our database. Enter the information below and we can help you find your organization.

(*) required field.

Organization / Employer / School *

Toward Optimized Practice

Organization Location

Country *

Canada

State / Province / Region *

Alberta

City / Town *

Edmonton

- If you are prompted to select an organization, select **Toward Optimized Practice** and click *Next*.
- You will notice that your organization has changed on the original form.

Your Organization* [Toward Optimized Practice](#)

- Complete the remainder of the form and save your registration.

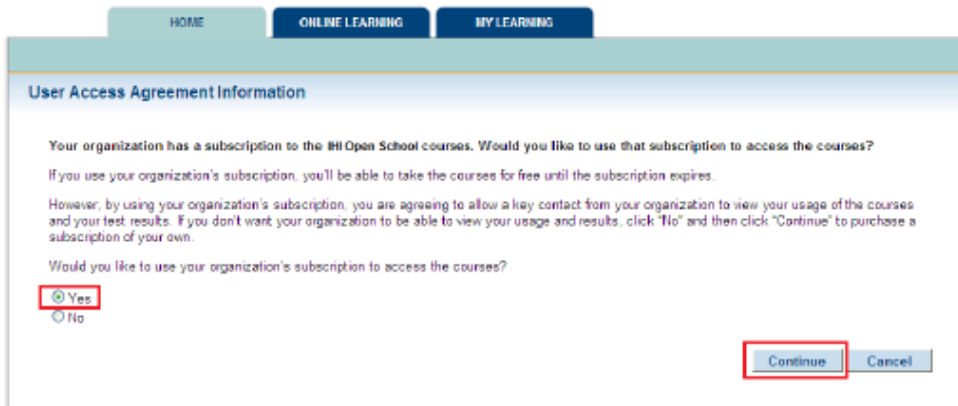
You are now registered under the correct organization.

Step 2: Opt-In to the subscription and begin a lesson

- Go to the Course Homepage at the following link: www.IHI.org/ProfessionalCourses
- Click the online learning tab and select the lesson you wish to start.



- The next screen will describe the lesson you have selected. Click the *Begin Lesson* link.
- You will be prompted to opt-in to the subscription. Select *yes* and click *continue*.



You will now be sent to the beginning of your lesson. Enjoy!

Recommended Courses

The following is a list of courses recommended by TOP to compliment the Improvement Facilitator curriculum. TOP has also made recommendations on when the courses best compliment the content in the training sessions to assist you in prioritizing your course selections. This is only for guidance and is not mandatory.

Suggested Courses for Before or After Training Days 1 & 2:		
Course Name		Approximate Time
L 101	Becoming a Leader in Health Care	1.5 Hours
TA 101	Introduction to Population Health	1.5 Hours
QI 102	The Model for Improvement: Your Engine for Change	1.5 Hours
QI 103	Measuring for Improvement	1 Hour
QI 104	The Life Cycle of a Quality Improvement Project	1.5 Hours
QI106	Mastering PDSA Cycles and Run Charts	2 Hours

Suggested Courses for Before or After Training Days 3 & 4:		
Course Name		Approximate Time
PS 103	Teamwork and Communication	1 Hour
QI 105	The Human Side of Quality Improvement	1.5 Hours
QI 202	Quality Improvement in Action: Stories from the Field	1 Hour

Full IHI Open School Course Outline

Improvement Capability

QI 101: Fundamentals of Improvement

Lesson 1: Errors Can Happen Anywhere—and to Anyone

Lesson 2: Health Care Today

Lesson 3: The Institute of Medicine's Aims for Improvement

Lesson 4: How to Get from Here to There: Changing Systems

QI 102: The Model for Improvement: Your Engine for Change

Lesson 1: An Overview of the Model for Improvement

Lesson 2: Setting an Aim

Lesson 3: Measuring for Improvement

Lesson 4: Developing Changes

Lesson 5: Testing Changes

QI 103: Measuring for Improvement

Lesson 1: Measurement Fundamentals

Lesson 2: Displaying Data

Lesson 3: Learning from Measures

QI 104: The Life Cycle of a Quality Improvement Project

Lesson 1: The Four Phases of a Quality Improvement Project

Lesson 2: Spreading Changes

Lesson 3: Case Study in Spreading Innovations: Transforming Care at the Bedside

QI 105: The Human Side of Quality Improvement

Lesson 1: Overcoming Resistance to Change

Lesson 2: What Motivates People to Change

Lesson 3: Culture Change Versus Process Change

QI 106: Mastering PDSA Cycles and Run Charts

Lesson 1: Using a PDSA Template for Tests of Change

Lesson 2: A Deeper Dive into PDSA

Lesson 3: Using a Run Chart Template to Display Data

Lesson 4: A Deeper Dive into Run Charts

QI 201: Guide to the IHI Open School Quality Improvement Practicum

Lesson 1: Putting Quality Improvement into Practice

Lesson 2: Starting Your Project

Lesson 3: Looking for Changes? Try Cause and Effect Diagrams

Lesson 4: Spell Improvement with P-D-S-A

Lesson 5: Data: Collect and Display

Lesson 6: Summarizing Your Project

QI 202: Quality Improvement in Action: Stories from the Field

Lesson 1: The Challenges of Quality Improvement

Lesson 2: Strategies to Sustain Your Quality Improvement Journey

Lesson 3: Stories of Improvement Success

Patient Safety

PS 100: Introduction to Patient Safety

Lesson 1: Understanding Medical Error and Patient Safety

Lesson 2: Understanding Unsafe Acts

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

PS 101: Fundamentals of Patient Safety

Lesson 1: To Err Is Human

Lesson 2: Responding to Error

Lesson 3: Identifying and Reporting Errors

Lesson 4: Error versus Harm

PS 102: Human Factors and Safety

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

PS 103: Teamwork and Communication

Lesson 1: Why Are Teamwork and Communication Important?

Lesson 2: Basic Tools and Techniques

Lesson 3: Communication During Times of Transition

Lesson 4: Developing and Executing Effective Plans

PS 104: Root Cause and Systems Analysis

Lesson 1: Root Cause Analysis Helps Us Learn from Errors

Lesson 2: How a Root Cause Analysis Works

Lesson 3: How Root Cause Analysis Can Help Improve Health Care

PS 105: Communicating with Patients after Adverse Events

Lesson 1: The Importance of Communication When Things Go Wrong

Lesson 2: Responding to an Adverse Event: A Step-by-Step Approach

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

Lesson 4: The Apology

Lesson 5: To Communicate or Not to Communicate

PS 106: Introduction to the Culture of Safety

Lesson 1: The Power of Speaking Up

Lesson 2: What Is a Culture of Safety?

Lesson 3: How Can You Contribute to a Culture of Safety?

PS 201: Partnering to Heal: Teaming Up Against Healthcare-Associated Infections

PS 202: Preventing Pressure Ulcers

Lesson 1: Why Work on Preventing Pressure Ulcers?

Lesson 2: Assessing Patients

Lesson 3: Responding to Patients

Lesson 4: How to Implement a Pressure Ulcer Prevention Program

Leadership

- L 101: Becoming a Leader in Health Care
 - Lesson 1: Taking the Leadership Stance
 - Lesson 2: The Leadership Stance Is Not a Pose
 - Lesson 3: Influence, Persuasion, and Leadership
 - Lesson 4: Measuring Leadership

Person- and Family-Centered Care

- PFC 101: Dignity and Respect
 - Lesson 1: An Introduction to Patient- and Family-Centered Care
 - Lesson 2: First Impressions
 - Lesson 3: Privacy and Confidentiality
 - Lesson 4: Culture and Belief Systems
 - Lesson 5: Creating a Restful and Healing Environment
- PFC 102: A Guide to Shadowing: Seeing Care Through the Eyes of Patients and Families
- PFC 103: Having the Conversation: Basic Skills for Conversations about End-of-Life Care
 - Lesson 1: Conversation: An Essential Element of Good End-of-Life Care
 - Lesson 2: The Conversation Begins with You
 - Lesson 3: Understanding and Respecting Your Patients' Wishes
 - Lesson 4: Changing the Culture: Better Ways to Care for Patients Nearing the End of Life

Quality Cost and Value

- QCV 100: An Introduction to Quality, Cost and Value in Health Care
- QCV 101: Achieving Breakthrough Quality, Access, and Affordability
 - Lesson 1: Two Mustangs
 - Lesson 2: How to Make Complex Systems Fail
 - Lesson 3: Solving Problems in Complex Systems

Triple Aim for Populations

- TA 101: Introduction to Population Health
 - Lesson 1: What is Population Health?
 - Lesson 2: The Small (But Powerful!) Impact of Health Care
 - Lesson 3: Population Health in Action
- TA 102: Improving Health Equity
 - Lesson 1: Understanding Health Disparities
 - Lesson 2: Initiatives to Improve Health Equity
 - Lesson 3: Your Role in Improving Health Equity



Graduate Medical

GME 1: Why Engage Trainees in Quality and Safety?

GME 2: A Guide to the Clinical Learning Environment Review (CLER) Program

GME 3: The Faculty Role: Understanding & Modeling Fundamentals of Quality & Safety

GME 4: The Role of Didactic Learning in Quality Improvement

GME 5: A Roadmap for Facilitating Experiential Learning in Quality Improvement

GME 6: Aligning Graduate Medical Education with Organizational Quality & Safety Goals

GME 7: Faculty Advisor Guide to the IHI Open School Quality Improvement Practicum