

USING A LOGIC MODEL TO DESIGN AND EVALUATE A QUALITY IMPROVEMENT LEADERSHIP COURSE

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Category: Education

Background

Given the rising emphasis on quality improvement (QI) in training programs for health care professionals, there is a need for curriculum that aims to train QI leaders and equip them with the skills to implement and sustain transformations in health care practice. We utilize a logic model as a framework to develop and evaluate curriculum for teaching QI leadership skills in an interprofessional, postdoctoral fellowship in quality improvement.

Objectives

The logic model guides planning and evaluation of a QI leadership course by providing a framework to critically evaluate the necessary resources and activities that yield program outcomes, i.e. essential leadership skills. It also provides a structure to identify relevant and feasible evaluation data to assess course impact and contribute to continuous course improvement.

Methods

The eight components of the logic model framework (inputs, participants, activities, outputs, outcomes, outcome indicators, assumptions and external factors) were initially drafted based on a review of the literature and knowledge of the desired outcomes. Then the curriculum development team (approximately 10 people) utilized an iterative process to revise the logic model until consensus was reached on all components, including desirable leadership skills, the necessary resources and activities to cultivate those skills, and indicators to measure whether skills were being achieved.

Results

All components of the logic model framework were identified. Outcomes and outcome indicators were further divided into short-term and long-term. Examples of short-term outcome indicators include creation of a stakeholder matrix and number of QI projects implemented. Examples of long-term outcome indicators include number of formal health care leadership positions held and number of QI publications. Eight sessions were developed to be delivered over the course of one year. To date, five sessions have been delivered. We are currently collecting evaluation data on identified outcome indicators.

Discussion

Utilizing a logic model for planning and evaluation of an educational program is relatively novel. In this case, the logic model was used as a framework to critically assess the resources, activities and outcomes of a QI leadership course to develop curricular content. It is also useful as a QI tool by facilitating identification of outcome indicators which can be used to determine the effectiveness of the curriculum and support ongoing assessment of each of the logic model components. As we continue to collect and evaluate data, the logic model, and thus the course, will be continuously revised to incorporate these findings to improve fellow experience and ultimately program impact.