Competencies for Teaching SusQI: a self-assessment tool for educators

This self-assessment tool functions as a competencies ‘checklist’ in two main domains; 1) SusQI knowledge, 2) teaching and learning skills. It is based on: (1) [Academy of Medical Educators Professional Standards](https://www.medicaleducators.org/write/MediaManager/Documents/AoME_Professional_Standards_4th_edition_1.0_%28web_full_single_page_spreads%29.pdf) for medical, dental and veterinary educators, the (2)[American Medical Colleges Quality Improvement and Patient Safety Competencies across the learning continuum guidance](https://store.aamc.org/downloadable/download/sample/sample_id/302/) and the (3) [assessment criteria](https://c390df0b-5eec-423d-978a-d16f2c4a124a.filesusr.com/ugd/f57abc_efb9cbae055d4ca2a9d3bddf534278e0.pdf) developed by the CSH SusQI Education project based on the SQUIRE reporting guidelines. The ‘tips for your workshop’ section helps ensure that you have everything you need for your SusQI teaching session.

SusQI Knowledge

It is important to be very comfortable with sustainable quality improvement concepts and principles. Use this checklist to identify areas you already feel confident to teach, and areas where you might need to revisit your learning. For each domain, you should work toward the ‘I feel confident to teach this to others’ box. This means that you understand it yourself, and feel able to explain this to other healthcare professionals regardless of their area of work or background in sustainability, QI or SusQI.

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| **SusQI knowledge: background, principles and concepts** | **I feel confident to teach this to others** | **I understand this, but do not yet feel confident to teach others** | **I need to revisit this learning before teaching others** |
| Sustainability in the wider context, including UN climate change goals (e.g. Paris Agreement) and NHS Net Zero targets |  |  |  |
| The environmental impact of the healthcare system, including carbon hotspots |  |  |  |
| Definition of carbon footprint, including Scopes 1-3 |  |  |  |
| The definition of sustainability and how it applies to healthcare |  |  |  |
| The four principles of sustainable healthcare including examples of each |  |  |  |
| The triple bottom line including how to apply it to one example |  |  |  |
| Sustainability as a domain of quality |  |  |  |
| The four steps of the QI framework, including examples of how sustainability adds value at each step  |  |  |  |
| SusQI in practice: real case studies |  |  |  |
|  |
| **SusQI knowledge: skills needed for SusQI steps** | **I feel confident to teach this to others** | **I understand this, but do not yet feel confident to teach others** | **I need to revisit this learning before teaching others** |
| Setting Goals: identification and definition of a problem (eg. ABCD approach) |  |  |  |
| Studying the System * The process map in SusQI: identifying social, environmental and financial resource use in a pathway
* Conducting a calculation of a simple carbon footprint, including how to collect and identify data (eg. carbon emissions, units of healthcare activity)
* Identifying the social impacts of a process of pathway on patients & their relatives, staff, the wider community and vulnerable groups
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| Design the Improvement * Methods for generating ideas for improvement, including the driver diagram of the principles of sustainable healthcare
* Describing how addressing various social determinants of health can generate a high-impact intervention
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| Measuring impact * Approach to collecting baseline and post-intervention data for social, environmental and financial outcomes
* Use the triple bottom line to summarise or present intervention outcomes
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If you have answered **“I understand this, but do not yet feel confident to teach others”** OR **“I need to revisit this learning before teaching others”** for any of the above:

* Re-visit the online SusQI course materials
* Revise notes taken during the SusQI course
* Use the ‘step-by-step guide’ and resources on www.susqi.org
* Contact the SusQI Education team
* If not already done, book onto the CSH SusQI and Teaching SusQI courses.

Teaching and Learning Skills

In order to lead or facilitate a SusQI workshop, a few key teaching and learning skills are required. Use this checklist to identify skills you already feel confident about, and those you would like to improve on. For each domain, you should work toward the ‘I feel confident to do this’ box.

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| **Key skills for facilitating** | **I feel confident to do this** | **I need to work on this** |
| Create a safe learning environment |  |  |
| Encourage active participation and learner engagement  |  |  |
| Manage group interaction, including encouraging inclusive participation and responding to moments of tension or conflict |  |  |
| Build relationships with participants, including awareness of different personality or communication types (eg. those who dominate conversations) |  |  |
| Facilitate discussion and other exchanges, including: * + Clarifying questions
	+ Opening, linking or broadening discussion inputs
	+ Probing or challenging when appropriate
	+ Closing down discussion
	+ Summarising learned points
 |  |  |

If you have answered **“I need to work on this”**for any of the above:

* Use our Facilitators Guide to learn more about what is expected as a SusQI facilitator
* Contact the SusQI Education team

Preparing for your workshop

Use this checklist to prepare for your SusQI teaching session.

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| **Prepare thoroughly for the session, making sure you:** | **Complete/Not complete** |
| * Organise your slides, and adapt them to your audience (eg. example of hospital Green plan, or local SusQI/sustainability initiatives)
* Organise the resources required for your interactive/ small group activities, including briefing all facilitators
* Know how to use relevant technology (eg. breakout rooms, jamboards)
* Know how to signpost to susqi.org resources including:
	+ Scanning for Waste table
	+ Recognising Resource use table
	+ Scanning for Social impact table
	+ Scanning for Social Determinants table
	+ Environmental outcomes: carbon footprinting for healthcare guide

**NB: The educational materials used may be your own, or from the SusQI Educator Pack on** [**susqi.org**](https://www.susqi.org/) |  |