In support of the Partnership for Patients’ aim of making care safer for patients in US hospitals, the ILF will build skills in leading improvement among Hospital Engagement Network (HEN) hospital leaders. The ILF provides multi-faceted resources to support self-guided and peer-to-peer learning on improvement methods and tools, led by Institute for Healthcare Improvement faculty through a blend of on-site networking events and live-streamed webinars.
What is the Improvement Leader Fellowship (ILF)?
In support of the Partnership for Patients’ (PfP) aim of making care safer for patients in US hospitals, the ILF builds skills in leading improvement among AHA/HRET Hospital Engagement Network (HEN) hospital leaders. The ILF provides multi-faceted resources to support self-guided and peer-to-peer learning on improvement methods and tools, led by the Institute for Healthcare Improvement (IHI) faculty through a blend of on-site networking events and live-streamed webinars.

Who Should Participate?
Now in its third year, the AHA/HRET HEN ILF has benefited over 1,200 hospital improvement leaders of all disciplines. Quality improvement teams, nurses, physicians, pharmacists and other frontline staff have learned key concepts related to the Science of Improvement to drive change within their organizations. You are encouraged to participate with members from your hospital who are driving improvement in your organization.

Why You Should Participate!
Improvement leaders with robust skills are the key to success for hospitals’ reduction of harm. The ILF is designed to build the skills of new improvement team members (Junior Fellows), enhance skills of experienced improvement leaders (Senior Fellows) and challenge improvement leaders who manage a portfolio of projects and mentor others (Champion Fellows).

There is no fee for hospitals in the AHA/HRET HEN to participate.

Each month we will focus on cross-cutting improvement concepts to help participants lead hospital-based quality improvement initiatives. In 2014, all Fellows will be introduced to the overall strategy of Eliminating “Harm Across the Board,” (HAB) as well as gaining experience using a tool for tracking and communicating progress with staff and senior leaders.

How Does It Work?
• Participants will complete on-line learning modules through the IHI Open School, attend seven monthly virtual meetings and one regional in-person meeting and participate in LISTSERV® discussions.
• Guidance on selecting Fellowship levels is outlined below:

<table>
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<th>FELLOW</th>
<th>JUNIOR</th>
<th>SENIOR</th>
<th>CHAMPION</th>
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<td><strong>Suggested Criteria</strong></td>
<td>New to the AHA/HRET HEN, quality improvement role and/or the ILF</td>
<td>Previous participation in ILF Track 1 or 2</td>
<td>Previous participation in ILF Track 2</td>
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<td><strong>Expectations</strong></td>
<td>Applies basics of Science of Improvement</td>
<td>Core understanding of the Science of Improvement</td>
<td>Strong skills in Science of Improvement</td>
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<td>Works as a team member on larger improvement teams</td>
<td>Working on 1 or 2 improvement projects</td>
<td>Organization-wide management of multiple projects.</td>
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<td>Complete and update monthly the Eliminating HAB template</td>
<td>Manages local, focused projects</td>
<td>Lead improvement projects and teams</td>
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<td>Works with Champion to lead organization-wide work</td>
<td>Mentor and coach Junior/Senior Fellows</td>
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<td>Serve as a “voice from the field” during ILF meetings</td>
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How Do I Participate?

• Review the full content of this ILF description document, and the enclosed Leadership and Fellow Commitment Letters.

• Discuss the ILF description document, and the enclosed Leadership and Fellow Commitment Letters, with your leader(s), State Hospital Association (SHA) and our national team (as applicable).

• Discuss your Fellowship level with your leader(s), SHA and our national team (as applicable), and select a level.

• Submit the letters (confirming your leadership and Fellow commitment and level) to your SHA.

• Visit our website (www.hret-hen.org) and go to the “Events” page to register for upcoming events and view agendas.

• Visit our website, log into the private side of the website and review ILF resources and materials, etc.

• Save the date for the upcoming virtual or regional meetings, to be held 1:00 – 3:00 PM CST. Please note – these dates and times are subject to change if conflicts arise. The national AHA/HRET HEN team will apprise you of any schedule changes as applicable and as soon as possible:
  — Wednesday, March 19
  — Wednesday, April 16
  — Thursday, May 29
  — Wednesday, June 25
  — Wednesday, July 30
  — Wednesday, August 20
  — Wednesday, September 17
  — Wednesday, October 15
  — Wednesday, November 19

• Access the IHI Open School at www.ihi.org/education/IHIOpenSchool/Pages/default.aspx for on-line learning modules focusing on quality improvement. Please note – another bonus of being a part of the ILF is that you have a one-year, all-access subscription to all IHI Open School courses.

• Complete pre-work assignments prior to the monthly meetings, including working with your project team, SHA and or our national team to update your monthly Eliminating HAB template.
How Do I Register for IHI Open School?
1. Visit www.ihi.org/HRETILF.
2. On the middle of the page, you will find: “Click here to enroll.”
3. Follow the enrollment steps. You will receive a confirmation number.

* Once enrolled, please return to www.ihi.org/HRETILF and bookmark this page. You must always use this link when accessing the IHI Open School modules. If you do not, you will be prompted to purchase a subscription.

What Professional Development Credit Do I Earn?
• Continuing education (CE) credits will be provided for physicians, nurses and pharmacists for each in-person and virtual meeting.
• A certificate of completion of the 2014 AHA/HRET Improvement Leader Fellowship will be awarded to all participants who attend at least one in-person meeting, seven virtual meetings and complete the IHI Open School courses outlined below for each Fellowship Level.

<table>
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<tr>
<th>IHI OPEN SCHOOL MODULES FOR JUNIOR FELLOWS</th>
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<td>• Improvement Capability 101, 102, 103</td>
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<td>• Patient Safety 100, 101, 102, 103</td>
<td>• Person- and Family-Centered Care 101</td>
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• An IHI Open School Basic Certificate of Completion will be awarded to Fellows who complete all of the modules listed above regardless of Fellowship level. Once completed you may visit the www.IHI.org “My Certificates” page (http://app.ihi.org/ims/mycertificateprogramssl.aspx) to generate an IHI Open School Basic Certificate of Completion. The full list of required courses is below:
— Improvement Capability 101, 102, 103, 104, 105, 106
— Patient Safety 100, 101, 102, 103, 104, 105, 106
— Leadership 101
— Person- and Family-Centered Care 101
— Quality, Cost, and Value 101

Questions? Please email hen@aha.org or call (312) 422-2651.
Junior Fellow Curriculum Requirements:

- Apply basic concepts of the Science of Improvement
- Work as a team member on larger improvement teams
- Complete and update monthly the Eliminating HAB template
- Complete on-line learning modules through IHI Open School outlined below, attend eight monthly virtual meetings and one regional in-person meeting, and participate in LISTSERV® discussions

IHI OPEN SCHOOL COURSES SUGGESTED COMPLETION SCHEDULE 2014*

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*It is recommended that the coursework be completed prior to the monthly virtual meeting

IHI Open School Modules – Junior Fellow Level - ILF

QI 101 FUNDAMENTALS OF IMPROVEMENT

*(Estimated time of completion 1 hour 15 minutes)*

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

After completing this course, you will be able to:

1. List constructive approaches to responding to errors.
2. Compare the US health care system to those of other countries with respect to quality, equity, and cost.
3. List the six dimensions of health care, and the aims for each, outlined by the Institute for Medicine.
4. Give examples of how specific organizations have made significant improvements in care by pursuing each of the IOM aims.
5. Explain that most errors are ultimately caused by system-related problems.
QI 102: THE MODEL FOR IMPROVEMENT: YOUR ENGINE FOR CHANGE
(Estimated time of completion 1 hour 30 minutes)

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

After completing this course, you will be able to:
1. Use the Model for Improvement to plan and execute your own personal improvement project.
2. Identify the key elements of an effective aim statement.
3. Identify three kinds of measures: process measures, outcome measures, and balancing measures.
4. Explain how to use change concepts to come up with good ideas to test.
5. Develop tests of change on a small scale, using the Plan-Do-Study-Act (PDSA) Cycle.

QI 103: MEASURING FOR IMPROVEMENT
(Estimated time of completion 1 hour)

Lesson 1: Measurement Fundamentals
Lesson 2: Displaying Data
Lesson 3: Learning from Measures

After completing this course, you will be able to:
1. List some of the key differences between measurement for improvement, measurement for accountability, and measurement for research.
2. State the value of plotting data over time.
3. Interpret and identify the basic elements of a run chart.
4. Explain the basics of sampling: why and how
Senior Fellow Curriculum Requirements:

- Manage local, focused projects
- Work with Champion to lead organization-wide work
- Complete and update monthly the Eliminating HAB template
- Complete on-line learning modules through IHI Open School outlined below, attend eight monthly virtual meetings and one regional in-person meeting, and participate in LISTSERV® discussions

| IHI OPEN SCHOOL COURSES SUGGESTED COMPLETION SCHEDULE 2014* |
|-------------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                   | MAR  | APR  | MAY  | JUN  | JUL  | AUG  | SEP  | OCT  | NOV  |
| Junior            | QI 101 | QI 102 | QI 103 |       |       |       |       |       |       |
| Senior            | QI 104 | QI 105 | QI 106 | PS 100 | PS 101 | PS 102 | PS 103 |       |       |
| Champion          | L 101  | PFC 101 | QCV 101 | PS 104 | PS 105 | PS 106 |       |       |       |

*It is recommended that the coursework be completed prior to the monthly virtual meeting

IHI Open School Modules – Senior Fellow Level – ILF

**QI 104: THE LIFECYCLE OF A QUALITY IMPROVEMENT PROJECT**
*(Estimated time of completion 1 hour 10 minutes)*

**Lesson 1:** The Four Phases of a Quality Improvement Project

**Lesson 2:** Spreading Changes

**Lesson 3:** Case Study: Reducing Waiting Times Throughout the Veterans Health Administration

*After completing this course, you will be able to:*

1. Describe the four phases of an improvement project.
2. Explain how an improvement project moves through each one of these phases.
3. List sociologist Everett Roger’s five attributes of innovations that spread, and apply them to an improvement project.
4. Identify and describe the components of IHI’s Framework for Spread.
5. Use the Framework for Spread to plan a simple spread project.
QI 105: THE HUMAN SIDE OF QUALITY IMPROVEMENT  
*(Estimated Time of Completion: 90 minutes)*

**Lesson 1:** Overcoming Resistance to Change  
**Lesson 2:** What Motivates People to Change  
**Lesson 3:** Culture Change Versus Process Change

*After completing this course, you will be able to:*  
1. Identify three common barriers to change.  
2. List Everett Rogers’ five stages of diffusion of innovations.  
3. Describe how to leverage differences among people for positive outcomes.  
4. Define the concepts of intrinsic and extrinsic motivation, and evaluate the relative effectiveness of each.  
5. Describe how activities related to improving processes can influence the culture of an organization.

QI 106: LEVEL 100 TOOLS  
*(Estimated time of completion: 3 hours)*

**Lesson 1:** Using Plan-Do-Study-(PDSA) Cycles (Part 1)  
**Lesson 2:** Using Plan-Do-Study-(PDSA) Cycles (Part 2)  
**Lesson 3:** Using a Measurement Planning Form  
**Lesson 4:** Run Charts (Part 1)  
**Lesson 5:** Run Charts (Part 2)

*After completing this course, you will be able to:*  
1. Plan a set of PDSA cycles to enable sequential building of knowledge.  
2. Complete the fields of a measurement planning form.  
3. Create a run chart using an Excel-based template.  
4. Determine whether sample run charts show performance improvement.

PS 100: INTRODUCTION TO PATIENT SAFETY  
*(Estimated Time of Completion: 1 hour 30 minutes)*

**Lesson 1:** Understanding Medical Error and Patient Safety  
**Lesson 2:** Understanding Unsafe Acts  
**Lesson 3:** A Call to Action – What YOU Can Do

*After completing this course, you will be able to:*  
1. Summarize the scope of medical errors and unintended harm to patients that occur in health care.  
2. Describe the impact of medical errors on patients, families, and practitioners.  
3. Explain one classification system for medical errors and harm based on the work of James Reason.  
4. Identify five behaviors that any practitioner can engage in to improve safety for patients in his or her direct care.
PS 101: FUNDAMENTALS OF PATIENT SAFETY  
*(Estimated Time of Completion: 1 hour)*

**Lesson 1:** To Err Is Human  
**Lesson 2:** Responding to Error  
**Lesson 3:** Identifying and Reporting Errors  
**Lesson 4:** Error versus Harm

*After completing this course, you will be able to:*  
1. List the main types of errors utilizing Reason’s classification system.  
2. Explain effective and ineffective strategies for responding to errors when they do occur.  
3. Discuss the value and limitations of voluntary reporting systems.  
4. Analyze the similarities and differences between error and harm.

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PS 102: HUMAN FACTORS AND SAFETY  
*(Estimated Time of Completion: 1 hour)*

**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

*After completing this course, you will be able to:*  
1. Apply the basic concepts of the science of human factors to healthcare scenarios.  
2. Describe how changes to processes can mitigate the effects of factors that contribute to error.  
3. Define the basic concepts of simplification, standardization, constraints and forcing functions, and redundancies.  
4. Define the risks and benefits of the use of technology in the creation of safe care.

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PS 103: TEAMWORK AND COMMUNICATION  
*(Estimated Time of Completion: 1 hour)*

**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

*After completing this course, you will be able to:*  
1. List the attributes of an effective team.  
2. Report why effective teamwork is important to patient safety.  
3. Define SBAR.  
4. List characteristics and behaviors of effective team leaders.  
5. Describe how to conduct an effective briefing.  
6. List at least two mechanisms to encourage safe patient care transitions.  
7. Define verbal repeat back.  
8. Identify benefits of planning in patient care.
Champion Fellow Curriculum Requirements

- Lead improvement projects and teams
- Mentor and coach Junior/Senior Fellows
- Serve as a “voice from the field” during ILF meetings
- Complete and update monthly the Eliminating HAB template
- Complete on-line learning modules through IHI Open School outlined below, attend eight monthly virtual meetings and one regional in-person meeting, and participate in LISTSERV® discussions

IH OPEN SCHOOL COURSES SUGGESTED COMPLETION SCHEDULE 2014*

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*It is recommended that the coursework be completed prior to the monthly virtual meeting

IHI Open School Modules – Champion Fellow Level – ILF

L 101: BECOMING A LEADER IN HEALTH CARE
(Estimated Time of Completion: 1 hour 30 minutes)

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

After completing this course, you will be able to:
1. Identify three ways to take a leadership stance, even if you are not in a formal leadership position.
2. List at least three reactions that followers might have when leaders initiate action – and understand what’s behind each reaction.
3. Describe three kinds of approaches leaders use to persuade others to make changes.
4. Describe how to assess the effectiveness of leaders.
**PFC 101: DIGNITY AND RESPECT**  
*Estimated time of completion: 2 hours*

| 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 |

*After completing this course, you will be able to:*

1. Explain why providing patient-and family-centered care is an essential component of safe, reliable care.
2. Describe and use specific skills for treating patients and their families with dignity and respect, especially when first meeting patients and their families.
3. Describe and use specific skills for ensuring patients’ privacy and confidentiality.
4. Describe and use specific skills for respecting patients’ and families’ cultures, languages, and belief systems.
5. Describe and use specific skills for creating a restful and healing environment for patients and families.

**QCV 101: ACHIEVING BREAKTHROUGH QUALITY, ACCESS, AND AFFORDABILITY**  
*Estimated time of completion: 1 hour 45 minutes*

| Lesson 1: Two Mustangs |
| Lesson 2: How to Make Complex Systems Fail |
| Lesson 3: Solving Problems in Complex Systems |

*After completing this course, you will be able to:*

1. Explain why system complexity requires us to take a methodical approach to system design, operation, and improvement.
2. Explain how the absence of this methodical approach will cause complex systems to fail predictably.
3. Propose specific applications of this methodical approach to the design, operation, and improvement of health care.

**PS 104: ROOT CAUSE AND SYSTEMS ANALYSIS**  
*Estimated time of completion: 1 hour 30 minutes*

| 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 |

*After completing this course, you will be able to:*

1. Explain how adverse events can be used as learning opportunities.
2. Determine which adverse events are appropriate for root cause analysis (RCA).
3. Describe how RCA works and be able to follow it at a local hospital or clinic.
4. Explain how you can use RCA to address system problems in health care.
PS 105: COMMUNICATING WITH PATIENTS AFTER ADVERSE EVENTS  
(Estimated time of completion 2 hours)

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

After completing this course, you will be able to:
1. Explain why communication is so important after an adverse event.  
2. List the steps a clinician should take after an adverse event occurs.  
3. Describe the perspective of the patient after an adverse event.  
4. Describe the impact of adverse events on providers.  
5. Explain the importance and structure of an effective apology.  
6. Summarize the debate about whether all events and errors should be communicated to patients.

PS 106: INTRODUCTION TO THE CULTURE OF SAFETY  
(Estimated time of completion 2 hours)

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?

After completing this course, you will be able to:
1. Explain the importance of speaking up about safety concerns and comment on why this is difficult.  
2. Describe the elements of a culture of safety.  
3. Give examples of ways in which a culture of safety can help improve the care you provide.  
4. Identify ways you can foster a culture of safety in your day-to-day work.

Additional resources in the form of exercises, videos, white-board instructional modules, IHI-TV topics and IHI white papers will be provided throughout the course of the fellowship as teaching tools and for use by fellows in their home organizations.