



Early Brain
and Biological
Development and
Addiction, UME

Podcast Series:

INTRODUCTION

- 1 The Neuro-Developmental Pathway Origins of Addiction

CORE CONCEPTS OF EARLY CHILD DEVELOPMENT

- 2 Brain Architecture and Development
- 3 Early Experiences and Gene Expression
- 4 Building Cognitive Emotional and Social Capacities
- 5 Positive, Tolerable and Toxic Stress
- 6 Brain Plasticity and Behavioural Change
- 7 Intervention and Treatment in Children's Mental Health

ADDICTION

- 8 Different Kinds of Addiction
- 9 Prevention, Intervention and Treatment of Addiction
- 10 Early Trauma in Addiction
- 11 Chronic Disease Management Model of Addiction Treatment: A Healthcare System Response
- 12 **Quality Improvement Strategies and Evaluation for Addiction Treatment Programs**
- 13 Process Improvements in Healthcare Programs to Support Addiction Treatment

PODCAST 12: Quality Improvement Strategies and Evaluation for Addiction Treatment Programs

STUDY GUIDE | Run time 16:19, Released September 2012

Podcast 12, *Quality Improvement Strategies and Evaluation for Addiction Treatment Programs*, highlights the differences between effectiveness, performance and quality in addiction treatment. The podcast describes the significance of understanding which elements of a program need to be measured and how to measure them in the evaluation process. It also addresses the importance of creating a solid link between expectations and evaluation, in order to produce practical outcomes for a program. The podcast series has been designed to offer a quick introduction to the subject of early brain and biological development and its connection to addiction. In 10 to 15 minutes, each podcast links specific medical learning objectives with emerging research. Several podcasts also follow the story of Dr. Ray Baker, a physician who has struggled with addiction, to help illustrate the key concepts addressed.

The Association of Faculties of Medicine of Canada (AFMC) created the podcast series based on lectures from the Alberta Family Wellness Initiative, a knowledge mobilization initiative designed to translate scientific research into policy and practice. The lectures have been repurposed, with permission, for undergraduate medical education. Supplementary resources, including virtual patients and a Primer on the Neurobiology of Addiction, are also available on www.afmc.ca.

Learning Objectives:

Once you have listened to this podcast, you should be able to:

- Define and compare the differences between effectiveness, performance and quality in addiction treatment
- Explain the difference between effective and quality care and identify a high-performance system
- Identify the significance of understanding which elements of a program need to be measured and how to measure them in the evaluation process
- Recognize the importance of creating a solid link between expectations and evaluation, in order to produce practical outcomes

Featured Subject Matter Experts:

This podcast features excerpts from the following lectures:

- [Effectiveness, Quality and Performance](#)
Dr. Thomas McLellan, Director, Center on Substance Abuse Solutions, University of Pennsylvania
- [Effectiveness, Quality and Performance: Part 2](#)
Dr. Thomas McLellan, Director, Center on Substance Abuse Solutions, University of Pennsylvania

Listeners are encouraged to learn more about the subject matter through their interactions with patients, research and by checking out the AFWI lecture series available at www.albertafamilywellness.org.

Listen to this Podcast
on AFMC.ca



EVALUATION, Quality Improvement Strategy, effectiveness, QUALITY, performance, Treatment, ADDICTION, care, Performance Measures, Assessments, healthcare, Health, CARE



Key Learning Points:

- Quality is a combination of effectiveness and performance; quality is the most comprehensive measure of a program's success or failure
- While effective care produces favourable outcomes, quality care—through its use of evidence-based methods, accreditation and licensing—leads to high-performance systems
- It is critical to identify which elements of a program need to be measured and how to measure them in the evaluation process
- A solid link must always be created between expectations and evaluation, in order to produce practical outcomes

Reflective Questions:

1. In your understanding of quality improvement strategies and evaluation, how significant is what you have just learned?
2. In your role as a medical student or practising physician, have you seen an example of distinct addiction treatment services or encountered care providers who are well connected and provide a continuum of care and can be evaluated as a cohesive program?
3. How could effective care become quality care in your program or practice?

Acknowledgements

DEVELOPED BY:

The Association of Faculties of Medicine of Canada

PRODUCED BY:

Hugh Kellam, PhD Candidate, Instructional Designer, University of Ottawa

Colla MacDonald, PhD, Project Manager & Education Expert, University of Ottawa

SPONSORED BY:

The Norlien Foundation

ADVISORY COMMITTEE:

Niloofer Baria, MD, CCFP, Addiction Medicine Program Committee, College of Family Physicians of Canada

Nancy Brager, MD, FRCPC, Associate Professor, University of Calgary

Peter Butt, MD, CCFP, FCFP, Addiction Medicine Program Committee, College of Family Physicians of Canada

Gary Hnatko, MD, FRCPC, FCPA, Professor, University of Alberta

Lucie Rochefort, MD, MSc., CCMF, FCMF, Addiction Medicine Program Committee, College of Family Physicians of Canada

Nicole Sherrin, PhD, Scientific Director & Program Officer, Norlien Foundation

Pamela Weatherbee, Medical Student, University of Calgary

Jonathan White, MD, PhD, FRCSC, MSc, Assistant Professor, University of Alberta

Preparing for your exams...

Medical Council of Canada (MCC) Objectives for the Qualifying Examination (excerpt):

78-4 ADMINISTRATION OF EFFECTIVE HEALTH PROGRAMS AT THE POPULATION LEVEL:

POPULATION HEALTH Rationale: Knowing the organization of the health care and public health systems in Canada as well as how to determine the most cost-effective interventions are becoming key elements of clinical practice. Physicians also must work well in multidisciplinary teams within the current system in order to achieve the maximum health benefit for all patients and residents.

Enabling objectives: Define the concepts of efficacy, effectiveness, efficiency, coverage and compliance and discuss their relationship to the overall effectiveness of a population health program. Be able to recognize the need to adjust programs in order to meet the needs of special populations such as new immigrants or persons at increased risk. Participate effectively in and with health organizations, ranging from individual clinical practices to provincial organizations, exerting a positive influence on clinical practice and policy-making. (Source: [MCC Objectives for the Qualifying Examination: 78-4 Administration of Effective Health Programs at the Population Level: Population Health](#))

Other relevant objectives:

[103 ADDICTIONS/SUBSTANCE ABUSE](#)

CanMEDS-FMU Undergraduate Competencies from a Family Medicine Perspective

(excerpt):

1. THE FAMILY MEDICINE EXPERT

1.7. The learner will be able to identify what health-promotion and disease-prevention activities are appropriate to particular populations using evidence-based guidelines. (Source: *CanMEDS-FMU Undergraduate Competencies from a Family Medicine Perspective: 1. The Family Medicine Expert*)

5. THE FAMILY MEDICINE HEALTH ADVOCATE

5.2. The learner will understand that the patient is part of a network that can be drawn upon (e.g. family, community, workplace) but also recognizes that stressors related to these networks can limit advocacy and care. (Source: *CanMEDS-FMU Undergraduate Competencies from a Family Medicine Perspective: 5. The Family Medicine Health Advocate*)