

## ABSTRACT

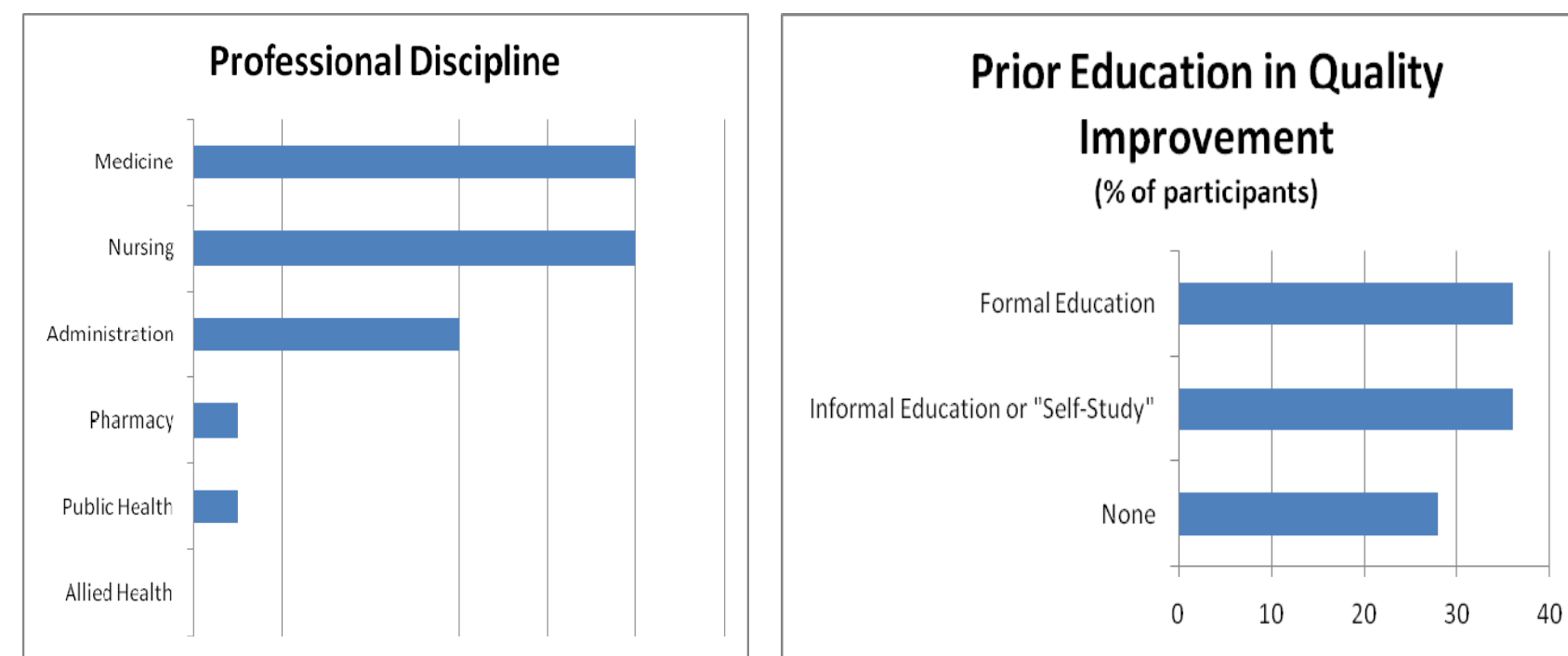
In renewing the commitment of our Academic Health Center to Quality and Performance Improvement, we discovered that few physician members of our Quality Leadership Team had received any formal education in Quality Improvement. To address this concern, we have developed a formal educational program in Quality and Performance Improvement for our medical center leadership.

Thirty members of our leadership team from various medical and other health disciplines have volunteered to participate in the program and complete a quality improvement project. Mid-course survey data indicates that participants are very satisfied with the program so far.

## BACKGROUND

The UAMS Medical Center is a 400 bed tertiary academic health center affiliated with the UAMS College of Medicine. The Medical Center maintains a formal Quality Management Department as well as several quality officers in individual hospital programs. A recent initiative involved the recruitment of a quality liaison physician from each College of Medicine clinical department to serve as a champion for quality improvement activities. It was quickly realized that formal education in quality improvement was uncommon, and an educational program in quality improvement would benefit both individual quality liaison physicians and the institution as a whole.

## PARTICIPANTS



## COURSE OBJECTIVES

- Participants will be able to describe the basic principles of quality improvement.
- Participants will be able to describe the importance of quality improvement programs on the local level as well as a matter of national and state health policy.
- Participants will be able to describe examples of the use of certain quality assurance methods, including TQM, Six Sigma, and Lean.
- Participants will demonstrate the ability to plan a quality improvement intervention using the Plan – Do – Check – Act methodology.
- Participants will demonstrate skill in the use of quality reporting tools, such as run charts, control charts, histograms and Pareto charts.
- Participants will design, analyze, conduct and report on a quality improvement project relevant to their role at UAMS
- Participants will be prepared for the CMQ or CPHQ quality certification examinations as appropriate.

## METHODS

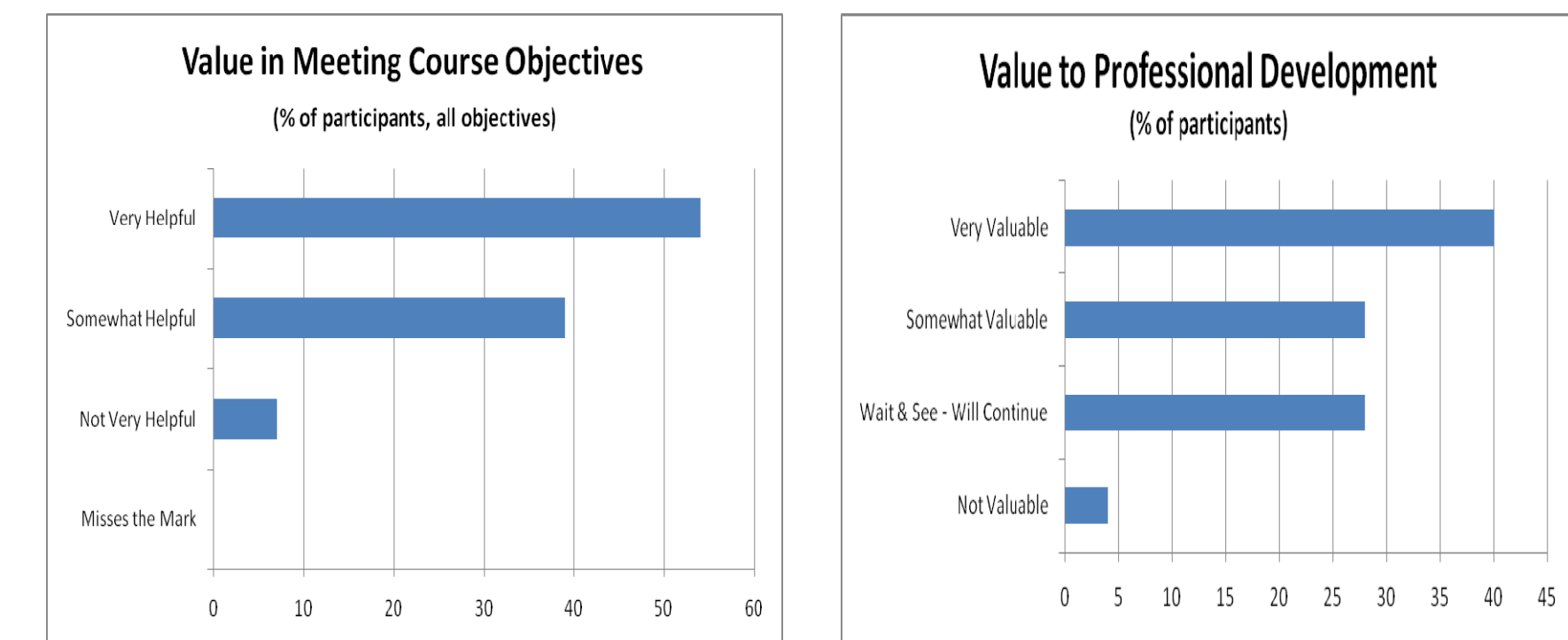
A formal academic program in Quality Improvement was developed by faculty members of the UAMS College of Public Health in conjunction with the UAMS Medical Center. This program was originally intended to serve as a training course for quality liaison physicians of clinical departments, but was made available to other quality leaders on request. The course consists of eight formal presentations, assigned readings and small group quality improvement projects. The course is approximately half completed at the time of this presentation, and a mid-course survey has been completed and analyzed.

## PROJECTS IN PROGRESS

Project	Indicator
Reduce Denial of Transports of High Risk OB Patients to Labor and Delivery	Rate of Denials
Improving the Check-In Process at Joint Oncology Clinic to Start Clinic On Time	Clinic Start Time
Sunrise (Inpatient Electronic Medical Record) Work Around	Accurate Information
Compliance with Joint Commission Policy on Syringe Management by Anesthesia Personnel in the OR	Pre-labeled empty syringes
Adapting Tracer Methodology to Identify Meaningful Trends of Compliance Risk	Inpatient and Outpatient Compliance Trends
EMR Decision Support for the Assignment of Observation vs. Inpatient Status at Hospital Admission	Decreased "24 Hour or less" inpatient hospital admissions

## MID-COURSE SURVEY RESULTS

- Nearly all participants report that the program is "Very Helpful" or "Somewhat Helpful" in achieving course objectives
- The lecture series, QI small groups and networking opportunities were deemed the most valuable components of the course
- The textbook and suggested reading assignments were rated as less valuable
- All participants reported the course to be of value



## CONCLUSIONS

- Formal education in Quality Improvement is not a universal component of the education of health professionals
- Formal Education in Quality Improvement is effective and valuable to individual professionals and the institution
- A lecture series with small group QI projects and networking opportunities is an effective format for a Quality Improvement course.

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