Building Knowledge about Education in Quality Improvement and Patient Safety through Interprofessional and Health System Partnerships

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Goal

Create a continuum of learning about quality and safety for medical students in a way that will advance our understanding of quality & safety education in the core professional development of physicians.
Teaching for Quality (Te4Q)

Embed quality improvement & patient safety across the continuum of medical education

www.aamc.org/te4q
Educate physicians to provide effective patient-centered care for the people of Missouri and beyond
Key Characteristics of MU Grads

- Able to deliver effective patient-centered care
- Honest with high ethical standards
- Knowledgeable in biomedical sciences, EBM, and social/cultural issues
- Critical thinkers; problem-solvers
- Able to communicate
- Able to collaborate
- Committed to improving quality and safety
- Committed to life-long learning and professional formation
Committed to Improving Quality and Safety

- Work as members of the health care team, striving for excellence in quality of care & safety
- Assess the results of current practice, analyze the literature to determine best practice, & take action to close any gaps
- Recognize their own limitations & acknowledge the potential hazards in delivering health care
- Problem solve; reconcile errors & near misses
- Be committed to proactive systems improvement
Continuum of Education in Quality and Safety

- Beginning Medical Student
  - Foundation Concepts, Skills & Values
- Medical School Graduate
  - Applications
- Resident
  - Demonstrated Basic Competency
- Faculty
  - Integration/Role Modeling
Integrated new learning experiences (including interprofessional) into the core curriculum

- Engaged local experts
- Developed new faculty leaders
- Accessed the clinical simulation center
- Attracted internal and external resources
Integrated New Learning Experiences into the Core Curriculum

- Created a laboratory for building and testing innovative educational experiences in quality improvement and patient safety (QI/PS)
- Built interprofessional educational experiences through relationships with leaders in MU’s other health professional training programs
Engaged Local Experts

- Center for Health Care Quality (CHCQ) leaders who are experts in QI/PS application and research
- Office of Medical Education experts in medical education research
- QI/PS faculty and staff throughout the academic health center
Developed New Faculty Leaders

- Modest funding
- Mentoring from education and QI/PS experts
- Focus on developing capacity to design and evaluate education innovations in a way that led to scholarly products
Increased the authenticity and experiential aspects of the new learning experiences
Attracted Internal and External Resources

- Internal resources: Included those already dedicated to core curricular activities
- External resources: multi-site collaborations
  - Robert Wood Johnson Foundation Achieving Competence Today
  - Josiah Macy Jr. Foundation
    - Retooling for Quality and Safety
    - Faculty Development in Interprofessional Team Based Care
MU SOM Continuum in Quality and Safety

Year 1
- White Coat Ceremony
- Partners in Education – Partners in Care

Year 2
- Interprofessional Quality & Safety

Year 3
- Patient Safety Conferences
- TIIPS (Internal Medicine clerkship)

Year 4
- ACT Curriculum
- Quality/Safety Electives
Effectiveness of patient safety training in equipping medical students to recognise safety hazards and propose robust interventions

L W Hall, S D Scott, K R Cox, et al.

Qual Saf Health Care 2010 19: 3-8
doi: 10.1136/qshc.2008.031781
M3 Patient Safety Curriculum

Other Results: Learning and Patient Care
• Improvements in orthopedic order sets
• Improvements in multi-disciplinary rounding process
• Improvement in student comfort identifying patient safety issues and analyzing issues to find a cause
• Student suggestions more robust than hospital staff regarding similar events

Hall, L. et.al  Quality and Safety in Healthcare, 2010
Accelerated Faculty and Staff Development in QI/PS

2005
- SOM & MUHC leaders attend Intermountain Health Care ATP courses

2007
- ATP “daughter” course: Process Improvement Leadership Development

2013
- MUHC Clinical Leaders QI Program
Impact to Date

- QI/PS part of the core curriculum for over 800 MU SOM graduates, 2003-2013
- Formal QI/PS education for > 480 faculty and staff at MU SOM and MUHC
- Multiple improvements in clinical care
- QI modeled in medical education
Impact to Date

- 9 peer-reviewed publications from MU, plus 5 from multi-site collaborations
- 5 invited papers, book chapters and policy papers
- 48 peer-reviewed posters and presentations
- 45 invited presentations at national and international meetings
Facilitators

- Clear aim
- Committed leaders at multiple levels
- Engaged faculty
- Clinical QI/PS expertise
- Expertise in education QI
- Mentors for education innovation, evaluation & scholarship
- Core curricular resources
- Collaborations across the academic health center
Remaining Challenges

- Meaningful clinical improvement experiences for all learners
- Clinical faculty members all practicing and teaching QI/PS in the context of everyday work
- Medical educators all demonstrably modeling QI in education
Bibliography