QUALITY IMPROVEMENT AND PATIENT SAFETY RESOURCES VIRTUAL TOUR

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Faculty Development Resources

Quality Improvement and Patient Safety (QI/PS)

Courses for Developing Competence in QI/PS

- Patient Safety Leadership Training®, Patient Safety Center, Duke University Health System
- Quality and Safety Leadership in Academic Medicine (QSLAM)®, Institute for Quality and Patient Safety, University of Virginia
- Advanced Training Program and miniAdvanced Training Program®, Institute for Health Care Delivery Research, Intermountain Healthcare
- Intermediate Improvement Science Series (I2S2)®, Cincinnati Children’s Hospital
- Advanced Improvement Methods (AIM) Course®, Cincinnati Children’s Hospital
- IHI Knowledge Center on Improvement

https://www.aamc.org/initiatives/cei/te4q/267686/general.html
Workshops and e-Learning

The Armstrong Institute hosts training opportunities throughout the year targeted to a wide range of health care professionals, from frontline staff to executives. We also offer an Online Patient Safety Certificate, which delivers core concepts in patient safety to health care professionals everywhere.

Join our email list to receive notices of upcoming programs.

Note for JHM Employees: Please email us at ALearning@jhmi.edu to indicate the workshop that you would like to attend. The Institute’s Learning and Development team will respond to your request. Other training and educational opportunities can be found at Safety and Quality Programs for the Johns Hopkins Community.

Workshops

- Patient Safety Certificate Program
Online Courses for Developing Competence in QI/PS

- Mayo Clinic Continuous Professional Development QI/PS Online Courses
- Duke Patient Safety - Quality Improvement Online Modules
- Open School, Institute for Healthcare Improvement

Courses for Developing Educators in QI/PS

- Faculty Development Program in Healthcare Quality and Patient Safety, Northwestern University Feinberg School of Medicine
- Leading Change to Improve Quality and Patient Safety - A Practical Workshop for Clinicians and Educators, Tufts Health Care Institute
- Quality and Safety Educators Academy (QSEA), Society of Hospital Medicine and Alliance for Academic Internal Medicine
- Interprofessional Education Institute, Interprofessional Education Collaborative (IPEC)

https://www.aamc.org/initiatives/cei/te4q/267686/general.html
Q1 PATIENT SAFETY - QUALITY IMPROVEMENT

A. What is Quality Improvement

B. The How’s and Why’s of Chart Audits

C. Culture of Safety

D. The Evolution of Quality and Safety in Healthcare

E. Anatomy of an Error

F. Mistake Proofing Care
IHI Resources: CMS Partnership for Patients
Check out the numerous free IHI resources on Partnership for Patients topics, such as How-to Guides and Mentor Hospitals.

Next on WIHI: IHI’s Free Audio Program
Pioneering ACOs: What Do We Know So Far?
September 27 | 2:00-3:00 PM ET
Enroll | Listen to previous shows

Also in the Spotlight
- IHI partners in South Africa receive prestigious Impumelelo Award for innovative approach to managing HIV patients on antiretrovirals
- IHI CEO Maureen Bisognano, IHI Board Members Gary Kaplan and Mike Dowling named to Modern Healthcare 2012 "100 Most Influential People in Healthcare"
- Read the New York Times editorial on Bellin Health, inspired by the Pursuing the Triple Aim book

Quick Links
- IHI Extranet
- IHI TV
- Improvement Map
- IHI Open School

Upcoming IHI Offerings
- IHI Triple Aim Improvement Community
  Begins September | Accepting new teams to participate
  Use the assessment tool to test your readiness for the Triple Aim.

Asia Pacific Forum on Quality Improvement in Health Care
The IHI Open School for
2013 Student Quality Leadership Academy
June 13-14, 2013 | Cambridge, MA | Learn more.

The Spread of the IHI Open School Courses
Universities and health organizations around the world are integrating IHI Open School courses into curricula and training programs. Explore and join the list.

What We’re Reading
- Harvard Business Review: How to Deliver Patient-Centered Care: Learn from Service Industries
- American Medical News: 10 Ways to Improve Patient Safety Now
- 1,000 Lives Plus Blog: Students Are More Than the Workforce of the Future: They are Making a Difference Right Now!
- CNN Money: Medical Students Confront a Residency Black Hole
- Lean Blog: Tips for Shadowing in Healthcare

Ask Berwick
Dr. Don Berwick, President Emeritus and Senior Fellow at IHI and Former Administrator of the Centers for Medicare and Medicaid Services, answers questions on video in our new blog series, “Ask Berwick.”
 Courses & Certificates

The IHI Open School offers a range of online courses in patient safety, improvement capability, quality, cost, and value, person- and family-centered care, triple aim for populations, and leadership.

Click here to get started.

Available Courses

**Patient Safety**
- PS 100: Introduction to Patient Safety
- PS 101: Fundamentals of Patient Safety
- PS 102: Human Factors and Safety
- PS 103: Teamwork and Communication
- PS 104: Root Cause and Systems Analysis
- PS 105: Communicating with Patients after Adverse Events
- PS 106: Introduction to the Culture of Safety
- PS 201: Partnering to Heal: Teaming Up Against Healthcare-Associated Infections
- PS 202: Preventing Pressure Ulcers (professional catalog only)

**Improvement Capability**
- QI 101: Fundamentals of Improvement
- QI 102: The Model for Improvement: Your Engine for Change
- QI 103: Measuring for Improvement
- QI 104: Putting It All Together
- QI 105: The Human Side of Quality Improvement
- QI 106: Level 100 Tools
- QI 201: Guide to the IHI Open School QI Practicum (BETA) (student catalog only)
- QI 202: Quality Improvement in Action: Stories from the Field

**Quality, Cost, and Value**
- QCV 101: Achieving Breakthrough Quality, Access, and Affordability

**Person- and Family-Centered Care**
- PFC 101: Dignity and Respect
- PFC 102: A Guide to Shadowing: Seeing Care Through the Eyes of Patients and Families
Online Courses for Developing Competence in QI/PS

- Mayo Clinic Continuous Professional Development QI/PS Online Courses
- Duke Patient Safety - Quality Improvement Online Modules
- Open School, Institute for Healthcare Improvement

Courses for Developing Educators in QI/PS

- Faculty Development Program in Healthcare Quality and Patient Safety, Northwestern University Feinberg School of Medicine
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https://www.aamc.org/initiatives/cei/te4q/267686/general.html
The demand for training in healthcare quality and patient safety for both medical students and residents has never been higher. The Quality and Safety Educators Academy responds to that demand by providing medical educators with the knowledge and tools to integrate quality improvement and safety concepts into their curricula.

The Quality and Safety Educators Academy is a 2½ day academy designed as a faculty development program and sponsored by the Society of Hospital Medicine (SHM) and the Alliance for Academic Internal Medicine (AAIM).

WHO SHOULD ATTEND:

- Program directors or assistant program directors interested in acquiring new curricular ideas to help them meet the ACGME requirements which require residency programs to integrate quality and safety into their curriculum
- Medical school leaders or clerkship directors developing quality and safety curricula for students
- Faculty who are beginning a new role or expanding an existing role in quality and safety education
- Quality and safety leaders who wish to extend their influence and effectiveness by learning strategies to teach and engage trainees

Meet the Sponsors

The Quality and Safety Educators Academy is brought to you through collaboration between SHM and AAIM. To learn more about these organizations, click on the links below.

- Society of Hospital Medicine
- Alliance for Academic Internal Medicine

The Quality and Safety Educators Academy is co-sponsored by

[SHM Logo] [AAIM Logo]
Masters Programs/Fellowships

- Master of Science in Healthcare Quality and Patient Safety, Northwestern University Feinberg School of Medicine
- Master of Science in Healthcare Quality and Safety, Jefferson School of Population Health, Thomas Jefferson University
- Master of Science in Health Care Quality, George Washington University School of Medicine
- Master of Science in Patient Safety Leadership, University of Illinois at Chicago College of Medicine
- Fellowship in Patient Safety and Quality, Harvard Medical School
- VA Quality Scholars Fellowship Program, U.S. Department of Veterans Affairs
- VA Chief Residency in Quality and Patient Safety (CQRS) Program, U.S. Department of Veterans Affairs
- VA Interprofessional Fellowship Program in Patient Safety, U.S. Department of Veterans Affairs

https://www.aamc.org/initiatives/cei/te4q/267686/general.html
VA Quality Scholars Fellowship Program

Purpose

The purpose of VA's National Quality Scholars Fellowship Program (NQSF) is to provide a fellowship program in healthcare quality improvement for physician and nurse scholars. In this two-year, post-residency fellowship for physicians and pre-doctoral and post-doctoral fellowship for nurses, participants learn to develop and apply new knowledge for the ongoing improvement of healthcare services for VA and the nation. At the conclusion of training, fellows will be able to demonstrate the following:

1. Knowledge and ability to design, implement, manage, and monitor quality improvement (QI) systems.
2. Competence in designing, conducting, and facilitating quality improvement (QI) research studies that build upon validated clinical or health services research and development studies.
3. Working skills and knowledge in healthcare informatics, particularly the Veterans Integrated Systems Technology Architecture (VISTA).

Program Overview

The program includes eight NQSF sites linked together with a hub site and the Office of Academic Affiliations (OAA). Sites are linked electronically and by two-way interactive videconference for learning, information sharing, and the development of a national quality improvement laboratory. Each site collaborates closely with its academic affiliate. Site locations include VA facilities and their partners.

Although I had wide-ranging experience in quality improvement work in several acute care facilities, I wanted to develop competencies as a researcher in improvement science when I entered the VA Quality Scholars Program. The VAQs program offers an advanced curriculum covering a wide range of content including theory, models, methods, teamwork and leadership for improvement. Yet each fellow individualizes the program to meet their professional needs. I was able to accomplish my planned professional goals, but I was surprised to find myself in the best interprofessional training program in the country. There is a lot of talk about the need for interprofessional education, but the VAQs fellowship...
Clinical Microsystems

The Place That Works
patients, families, and careteams

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Feedback
SQUIRE Guidelines

The guidelines are available in several formats.

- SQUIRE Guidelines is an online resource for authors, reviewers, and editors that provides an overview of the items in the SQUIRE checklist.

- SQUIRE Guidelines checklist in PDF is available for downloading.

- SQUIRE Explanation and Elaboration (E&E) is a series of web pages for authors, editors, and reviewers that provides one or more example(s) for each of the items in the SQUIRE checklist. Each example from existing literature is accompanied by a detailed explanation of how that item may be addressed in a manuscript.

- Explanation and Elaboration (E&E) in PDF is available for downloading from Quality and Safety in Healthcare.

SQUIRE at IHI National Forum 2013

15 NOV, 2013

The SQUIRE faculty will be teaching a learning lab at the IHI National Forum in Orlando, FL, on December 8, 2013. This session advances participants’ writing skills with the goal of moving their healthcare improvement efforts to scholarly publication. Participants will bring their own improvement work—at any stage of development—for use in hands-on writing exercises. Faculty will employ a new draft version of the SQUIRE publication guidelines for reporting healthcare improvement to help participants prepare their work for publication.
Literature Review

- Quality Improvement in Medical Education: Current State and Future Directions
- Addressing the Challenges in Teaching Quality Improvement
- Teaching Quality Improvement and Patient Safety to Trainees: A Systematic Review
- Characteristics of Quality and Patient Safety Curricula in Major Teaching Hospitals
- Effectiveness of Teaching Quality Improvement to Clinicians: A Systematic Review
- More Te4Q Literature PDF

Other Resources

- Quality Academy Education Resources, Mayo Clinic
- Program in Education, Innovation, and Improvement, Center for Health Care Quality, University of Missouri
- IHI Tips for Setting Aims

General

- Centre for Evidence-based Medicine (CEBM)
- Clinical Information, Agency for Healthcare Research and Quality (Evidence-based Practice, Outcomes & Effectiveness, Clinical Practice Guidelines)
- Research and Development Resource Base (RDRB)
- International Guideline Library, Guidelines International Network

https://www.aamc.org/initiatives/cei/te4q/267686/general.html
Teaching for Quality

Teaching for Quality (Te4Q) is an initiative to support the AAMC/UHC Best Practices for Better Care campaign.

While BPBC specifically focuses on three clinical areas — ensuring safer surgeries, reducing central line infections, and cutting hospital readmissions — the broader goal of BPBC is to establish a strong culture of safety within the institutions that train our new doctors. In response to this commitment, the AAMC has developed a program titled Teaching for Quality (Te4Q).

Te4Q seeks to facilitate the integration of quality improvement and patient safety into medical education across the continuum, ensuring that quality and safety are part of medical education from day one. Specifically, Te4Q will establish interdisciplinary teaching resources for quality and safety curriculum development and act as a catalyst to "train the trainer."

Results from the BPBC Educational Leadership Survey PDF and PDF PDF.

Teaching for Quality: Integrating Quality Improvement and Patient Safety across the Continuum of Medical Education

The Teaching for Quality Steering Committee has completed their report, which includes competencies, the current state, and recommendations for teaching healthcare quality improvement and patient safety across the continuum of medical education. The executive summary PDF is also available.

Although still in development, the Te4Q Competencies in Quality Improvement and Patient Safety PDF are also available and open for review. We would appreciate your feedback! If you have revisions, concerns, additions, or other thoughts about the document, please contact us. 
Interprofessional Education

Interprofessional Education Materials

Quality and Safety Education for Nurses

MedEdPORTAL Interprofessional Portal
QUALITY & SAFETY EDUCATION FOR NURSES

- COMPETENCIES
  - Patient-centered care
  - Teamwork & Collaboration
  - Evidence-based Practice
  - Quality Improvement
  - Safety
  - Informatics

***pre-licensure and advanced practice nursing
QSEN Institute

Comprehensive, competency based resources to empower nurses with knowledge, skills, & attitudes to improve quality & safety across healthcare system

Find out more about QSEN >
AACN WORKSHOP MODULES

AACN has launched the Quality and Safety Education for Nurses (QSEN) learning module series, a free faculty development resource for nurse educators teaching in undergraduate programs. Between 2010 and 2011, AACN led a faculty development effort linked to the national QSEN initiative funded by the Robert Wood Johnson Foundation. To build on AACN’s commitment to further disseminate the QSEN teaching strategies, AACN has launched six web-based learning modules focused on six core competencies:

- Patient-centered care
- Teamwork and collaboration
- Evidence-based practice (EBP)
- Quality improvement (QI)
- Safety
- Informatics

These cutting edge, interactive learning modules are available to all nurse faculty in entry-level registered nursing programs and can be accessed through AACN’s collaboration community. Faculty will have the opportunity to earn American Nurses Credentialing Center contact hours for each QSEN competency learning module.
Quality & Safety Education for Nurses (QSEN) Learning Modules

INSTRUCTIONS: In order to complete the QSEN modules, please begin by reading the state of the science paper for an introduction to the QSEN competency. After reviewing the state of the science paper you can begin watching the learning module. At the completion of the module, you will be instructed to take the self-assessment to further test your knowledge. Once you complete the self-assessment you will be directed to complete a program evaluation. Completion of the program evaluation is necessary to be awarded contact hours. The program evaluation should only be completed after you have watched the QSEN competency presentation and completed the self-assessment questions.

Safety
Presented by:
Jane H. Barnsteiner, PhD, RN, FAAN

Key Message: Safe, effective delivery of patient care requires understanding of the complexity of care delivery, the limits of human factors, safety design principles,

State of the Science Paper

Click to view presentation:

Self-Assessment test

Evaluation

IPEC® Interprofessional Education Collaborative Connecting health professions for better care
Other Sites

Center for Health Science Interprofessional Education, Research and Practice

Tools and Curricula

Error Disclosure Toolkit

Helpful resources to teach the process of error disclosure in an interprofessional setting

The purposes of this online Error Disclosure faculty toolkit are:

1. To be an aid for helping faculty and instructors learn how to teach health professional students the fundamental process for disclosing errors to patients.

2. To provide a packaged interprofessional team training session using error disclosure simulation/role-play as the vector by which health professional students can learn together to develop and improve team and communication skills.
TEAM BASED LEARNING

2013 Regional Workshops
Registration is now Open for the Fall 2013 Regional Workshop in Atlanta. Date: September 28, 2013

TBL in other Languages
Resources in Arabic, Chinese, German, Korean, Japanese and Spanish

What is TBL?
Take a look at this excellent 12 minute video that succinctly captures "What is TBL?" and "Why is it so Powerful?" If you are new to TBL, it should be the
Interventions to Improve Clinical Care

Specific Clinical Areas

Handoffs

End of Life Care

Glucose Management

Pediatrics

Asthma

Inflammatory Bowel Disease

Diabetic Ketoacidosis Screening, Prevention, and Management

Glycemic Control

Obstetrical Events

https://www.aamc.org/initiatives/cei/te4q/357042/te4qinterventionstoimprovecare.html
Handoffs

Bibliography

Avoiding Handover Fumbles: A Controlled Trial of a Structured Handover Tool Versus Traditional Handover Methods

The Handover Toolbox: A Knowledge Exchange and Training Platform for Improving Patient Care

Handover Training: Does One Size Fit All? The Merits of Mass Customization

Lost in Translation: Challenges and Opportunities in Physician-to-physician Communication During Patient Handoffs

Educational Strategies to Reduce Diagnostic Error: Can You Teach This Stuff?

Teaching Resources

AMA Patient Handoffs Resource
Resources for Improving Patient Handoffs

Web-based Tools:
Educational Interventions

Often, ‘CME’ is interpreted as comprising a series of passive lectures, printed materials, or on-line learning resources. Instead of using this interpretation, this page encourages the reader to utilize active and effective educational methods, tools, and strategies to promote change or optimize the performance of health professionals.

Education Methods

Pre-Intervention Planning

- Chart Audits — Duke University Medical Center
- Using Quality Measures
- Performance Improvement Activity Planning Document PDF - Boston University School of Medicine

Active Educational Methods, Tools and Strategies

- ae4Q Podcast: Morbidity, Mortality, and Improvement Conferences PDF

M&M, or morbidity and mortality sessions, provide an excellent opportunity for CME providers, faculty, and staff to attend to issues of quality and patient safety in the context of formal, accredited, continuing education activities.

https://www.aamc.org/initiatives/cei/ae4q/181956/educational_interventions.html
Overview

This module is designed to help health professionals understand and use chart audits in quality improvement efforts.

The module will cover:

1. The definition of a medical audit as a means of measuring some component of performance.
2. The purposes of an audit and how it functions in the cyclic model of quality improvement or provides the basis of further research.
3. How to conduct an audit following eight sequential steps.

Click here if you’d like to see the list of formal objectives.

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To Quality and Safety and Beyond...

TEAMWORK

UBUNTU

MOMENTUM