SUCCESS STORIES OF TEACHING QUALITY IMPROVEMENT AND PATIENT SAFETY

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SETTING THE STAGE
THE AGENDA

- Understanding the generational impact
- Teaching across generation strategies
- Understanding the teaching objectives
- Innovative teaching strategies
- Incorporating health reform
- Disruptive teaching strategies
- A visit to the future present
UNDERSTANDING THE GENERATIONS

 Never before have we had at least 3 generations in our educational system
 Never before have we had such a diverse group of students in race, gender and ethnicity
 Never before have we faced such unique learning styles that will impact our strategies
 They all will bring their unique generational attitudes
## WHO ARE THEY AND WHAT INFLUENCES THEIR LEARNING?

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>Self-reliance</td>
<td>Life-long learning</td>
</tr>
<tr>
<td>Workaholics</td>
<td>Focused on skills portfolio</td>
<td>Intellectual curiosity</td>
</tr>
<tr>
<td>Goal attainment</td>
<td>Work to live, don’t live to work</td>
<td>Team work</td>
</tr>
<tr>
<td>Desire to please</td>
<td>Tech savvy</td>
<td>Uninhibited communication</td>
</tr>
<tr>
<td>Social consciousness</td>
<td></td>
<td>Technology dependent</td>
</tr>
<tr>
<td></td>
<td>Learning Characteristics</td>
<td></td>
</tr>
<tr>
<td>Interactive</td>
<td>Enjoy role-playing</td>
<td>Less comfortable working</td>
</tr>
<tr>
<td>Interested in problem-solving</td>
<td>Enhanced computer skills</td>
<td>independently</td>
</tr>
<tr>
<td>Written materials</td>
<td>Written material with</td>
<td>Peer opinion is very important</td>
</tr>
<tr>
<td></td>
<td>bullets, graphics, quotes</td>
<td>More risk-adverse</td>
</tr>
</tbody>
</table>

MILLENNIALS: THE MASTERS OF THE DIGITAL AGE

- Three-Quarters have created a social networking profile
- One-in-five have posted a video of themselves on-line
- Struggling to find jobs in this recession
- They are 61% white and 39% non-white
- They are on the path to become the most educated generation in American history
SUCCESSFUL TEACHING STRATEGIES FOR GENERATION Y

“Flip learning strategies”

- Short narrated power points
- Hands-on-teaching with simulations
- Group discussions & Peer-to-Peer experiences
- Use of Second life
- Use of Digital clinical Experience (DCES)
- Use of the Cloud to have the student create a Google personal EMR & assess QI & Safety
TEACHING STRATEGIES FOR WHAT PURPOSE?

- To understand how to achieve the goals of the Triple Aims IOM Six Aims
- To understand how to improve care for a population of patients/individuals
- To understand how to use Change & Complexity Theory
- To understand how to use the tools of QI & Systems Theory: PDSA, Lean & Six Sigma,
INNOVATIVE STRATEGIES

Patient Safety
- Simulation to teach patient safety in the outpatient setting
- Role play to negotiate an organizational change to enhance patient safety in a specific setting

Learner Level
- Masters and above
- Students analyze potential points of failure (FMEA) & develop an implementation plan using a QI process (PDSA)

Setting
- Face to face
- On-line in “virtual world using e.g. “Shadow Health, Inc”
INNOVATIVE STRATEGIES

QI & Patient Safety
- Identify a QIA problem
- Use the NCQA QIA template
- Incorporate the QSEN &/or QI Safety competency

Learner Level
- Masters and above

Setting
- On-line
- Students submit the QIA sections in sequence to allow for faculty feedback
NCQA QIA TEMPLATE (WWW.NCQA.ORG)

The QIA form is divided into five sections:

- **Section I**  Activity Selection and Methodology
- **Section II**  Data/Results Table
- **Section III**  Analysis [Cycle]
- **Section IV**  Interventions Table
- **Section V**  Chart or Graph

Used to indicate an activity such as “decreasing the risk of Congestive Heart Failure”
THE SACRED COW TEACHING STRATEGY

- Have students identify what is the most traditional or least logical or most time consuming practice they see in their clinical area.
- Have them then search for the best evidence base practice.
- Have them develop a QIA effort using change theory to introduce the new practice.
QI & SAFETY ASSESSMENTS

- Have students field one of the safety surveys*
- Have students field the Neilson Microsystem Assessment tool*
- Students analyze the result and develop a QI effort to address the findings
- Students present their plan to either the class (PPT) or to the Healthcare Leader of the facility

(see handout material)
The Driving National Initiatives to improve Quality and Safety
## DRIVING NATIONAL INITIATIVES

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Program</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leapfrog Group</td>
<td>Safety Scores</td>
<td>Public release of hospital single safety score index</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Teaching Strategy: Have students research the scores within their own community comparing to national benchmarks and recommend strategies to increase scores.</em></td>
</tr>
</tbody>
</table>
## DRIVING NATIONAL INITIATIVES

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</tr>
</thead>
<tbody>
<tr>
<td>CMS Commercial Payers (Health Plans)</td>
<td>Never Event Denied Payments</td>
<td>Certain conditions considered avoidable such as HAI, pressure ulcers and retained surgical objects payment denied</td>
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</table>

*Teaching Strategy:*
*Have students assess the current related performance measures and develop a quality improvement effort.*
## DRIVING CONSUMER INITIATIVES

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Program</th>
<th>Implications</th>
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</thead>
</table>
| Partnership for Patient/Healthcare.gov | Public private partnership goals:  
  • Reduction of preventable hospital-acquired conditions by 40% compared to 2010.  
  • Reduction of all hospital readmissions by 20% compared to 2010. | Public campaigns  
Public education  
Transparency of information  
Provider and consumer education and resources  

*Teaching strategy*:  
*Have students research some aspect of this effort and apply them to their own practice setting by identifying the actions that will contribute to increased outcomes* |
SOURCES OF ERROR

People
Technology
Human-HIT interface
Organizational Process/Workflow

Teamwork & Communication
Transitions of Care
Hand-offs

Surgical Medication
Diagnostic Omission

IPEC
Interprofessional Education Collaborative
Connecting health professions for better care
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IOM: “HEALTH IT AND PATIENT SAFETY”
<table>
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<tr>
<th>HIT</th>
<th>Benefits</th>
<th>Potential Safety Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Monitoring Equipment</td>
<td>Reduction in readmissions, Patient engagement &amp; activation, Increase access to care</td>
<td>Tremendous variability in functionality and quality of devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Teaching strategy:</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Have students develop an educational program for patients with X chronic condition on the safe use of the related home equipment</em></td>
</tr>
</tbody>
</table>
WEB QUESTS

SUGGESTED WEB SITES

- www.ihi.org
- www.qualityforum.org
- www.ahrq.gov
- www.qsen.org

VALUE

- Open school on-line courses interprofessional
- Nationally endorsed QI & Patient Safety measures
- Numerous Patient safety programs and culture assessment surveys
- QI & Safety competencies, case studies & resources
“HOT OFF THE PRESS”

To engage students in discovering and sharing new resources and research findings.

- www.cwf.org or www.whynotthebest.org
- www.nccmerp.org
- www.kff.org
- www.rwjf.org
- www.npsf.org
- www.jointcommission.org
- www.ihi.org
CASE STUDY

- Medium size team practice:
  MDs, NPs, PAs, MAs, Reception, Lab & X-ray staff
- Practice meeting concerns heard from pts long waiting times.....flu season is approaching
- CVS down the street and open 24/7
- QI effort required that will result in achieving the Triple Aims
THE FUTURE IS NOW

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www.pharm.monash.edu.au
REFERENCES

- Ginsbury, Diane. *Teaching Across the Generations: Challenges and Opportunities for Preceptors*. University of Texas at Austin.


REFERENCES

