

University of Chicago
Graduate Medical Education Quality Improvement and Patient Safety Curriculum (QSC)
2016-17

<u>Education Leaders</u> Faculty (Internal Medicine) Faculty (Gen Surg) Fellow (Pediatrics) Faculty (Internal Medicine) Resident (Gen Surg)	<u>Hospital Quality Leaders</u> Vice President Risk, Patient Safety and Compliance & Chief Compliance Officer Director, Risk Management & Patient Safety Chief Quality Officer Chief Medical Officer & Vice President for Clinical Effectiveness Executive Director- Analytics, Improvement and Insight
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Course Description

The overall goal of this curriculum is to give PGY1 residents across specialties an introduction to quality improvement and patient safety. The course will focus on the knowledge necessary to assess and improve quality of care in healthcare settings. This is a foundational course intended to introduce the concepts of quality improvement and patient safety at a basic level to use as a building block for future quality and safety educational experiences during graduate medical education (GME). Residents will have the opportunity to review quality data collected from both inpatient and outpatient settings at the University of Chicago Medicine (UCM). Residents will review hospital quality data on hospitalcompare.gov. Residents will interact with quality leaders from across the medical center.

Course Objectives

1. Residents will learn basic principles of Quality Improvement (QI)
2. Resident will learn basic principles of Patient Safety (PS)
3. Residents will understand
 - a. System Based Practice (SBP) milestones
 - b. Practiced Based Learning and Improvement (PBLI) Milestones
4. Resident will be introduced to the Clinical Learning Environment (CLER)
5. Residents will identify seminal papers in healthcare quality and safety
6. Residents will review hospital level clinical quality data and be able to identify areas to target for improvement
7. Residents will learn the Institute for Healthcare Improvement (IHI) model for improvement
8. Residents will identify and interact with quality leaders at UCM
9. Residents will identify patient safety issues in the hospital and learn to use event reporting
10. Residents will identify near miss and adverse events and learn Ishikawa Fishbone technique to evaluate system issues surround these events
11. Residents will review methods in proactive risk assessment in quality and safety

Course Location

Each lecture will be given 3 times (open to all residents, but convenient for one group)

1. Medicine location – Wednesdays at 12:15
2. Pediatrics location - Wednesdays at 8am
3. Surgery location - Thursdays at 5pm

Course Website

Most lecture materials and selected course materials will be available on the MedHub website.

Course Overview

	<u>Location</u>	<u>Lecturer</u>	<u>Date/Time</u>	<u>Topic/Lecture</u>	<u>Task</u>
1	IM-	IM faculty/ VP or Director Risk Management	October 12, 2016, 12:15pm	Patient Safety	Fishbone
1	Peds	IM faculty/ VP or Director Risk Management	October 6, 2016, 8am	Patient Safety	Fishbone
1	Surgery	IM faculty/ VP or Director Risk Management	Sept 22, 2016, 5:15pm	Patient Safety	Fishbone
2	IM-	Peds fellow/ Chief Quality Officer	January 18, 2017, 12:15pm	Quality Assessment	HospitalCompare
2	Peds –	Peds fellow/ Chief Quality Officer	January 12, 2017, 8:00am	Quality Assessment	HospitalCompare and USNWR
2	Surgery	Peds fellow/ Chief Quality Officer	January 12, 2017, 5:00pm	Quality Assessment	HospitalCompare
3	IM-	Surgery Resident/Chief Medical Officer	May 3, 2017, 12:15pm	Quality Improvement	PDSA worksheet
3	Peds	Surgery Resident/Chief Medical Officer	April 26, 2017, 8:00am	Quality Improvement	PDSA worksheet
3	Surgery	Surgery Resident/Chief Medical Officer	May 11, 2017, 5:00 pm	Quality Improvement	PDSA worksheet

Lecture 1 - Patient Safety

Topic: Pre Test (should be completed on Med Hub prior but will give 10 Min)

Introduction to Patient Safety and Risk Management (10 min)

Introduction to Root Cause Analysis (RCA) (10 min)

Introduction to Adverse Event/Near Miss Event and Ishikawa Fishbone Diagram (15min)

Residents watch video of Adverse Event and Start Ishikawa Diagram (15min)

Objectives:

1. Resident will be able to name leaders and purpose of UCM Department of Risk Management
2. Resident will describe difference between adverse and near miss events
3. Resident will explain principles of Root Cause Analysis (RCA)
4. Resident will regularly perform event reporting at UCM
5. Resident will demonstrate competency in completing Ishikawa Fishbone diagram to evaluate an adverse event

For Reference Only:

- a. https://www.youtube.com/watch?v=zo_-AsAMMQ0

During class assignment: Residents will recall near miss/adverse event that they experienced during clinical care (or watch safety video). They will complete Ishikawa Fishbone diagrams of systems issues involved in the near miss/adverse event. These diagrams will be completed and turned in.

Lecture 2 – Quality Assessment

Topic:

Introduction to UCM Center for Quality and quality analytics (-10min)

Introduction to UCM Quality metrics and goals (-10min)

Residents will review the Institute for Medicine (IOM) 6 aims for improvement and discuss concepts of good quality measures (-10 min)

Resident will review publically available hospital comparison data on UCM and surrounding hospitals (10 min)

Residents will chose 3 measures relevant to their specialty and write brief paragraph about how they anticipate this will affect them over their training (10 min)

Objectives:

1. Residents will name leaders and purpose of UCM Center for Quality
2. Resident will know how to access UCM external QI metrics publically available
3. Resident will understand UCM Quality Analytics – Center for Quality structure
4. Resident will demonstrate knowledge of IOM 6 aims for improvement – STEEP
5. Residents will demonstrate knowledge of structure/process/outcome measurement types
6. Resident will demonstrate ability to access Hospitalcompare.gov website (pediatric session will also include USNWR website)
7. Resident will demonstrate ability to access Center of Quality data on the Hospital Website

For Reference Only:

1. http://intranet.uchicago.edu/quality/SCIP_files/page0001.htm
2. <http://www.healthcarereportcard.illinois.gov/hospitals/view/101195>
3. <http://site.acsnsqip.org/program-specifics/nsqip-history/>
4. <http://www.cdc.gov/stltpublichealth/performance/Definitions.html>
5. <http://home.uchospitals.edu/portal/dt?JSPTabContainer.setSelected=TabQualitySafety&last=false&TabQualitySafety.setSelected=hiddenPageQualitySafety>

During class assignment:

1. Review the hospital compare website data.
2. Choose 2 measures relevant to your specialty
3. For each measure you chose – write how you anticipate this will impact you over your residency

Lecture 3 –Quality Improvement

Topic:

UChicago Quality Improvement– structure, development and implementation of annual goals (- 20 min)

CLER and Milestones quality-related objectives (5 min)

Introduction to AIM and PDSA (10 min)

Small Group Activity: PDSA worksheet to address a dashboard measure needing improvement (10 min)

Post test (10 min)

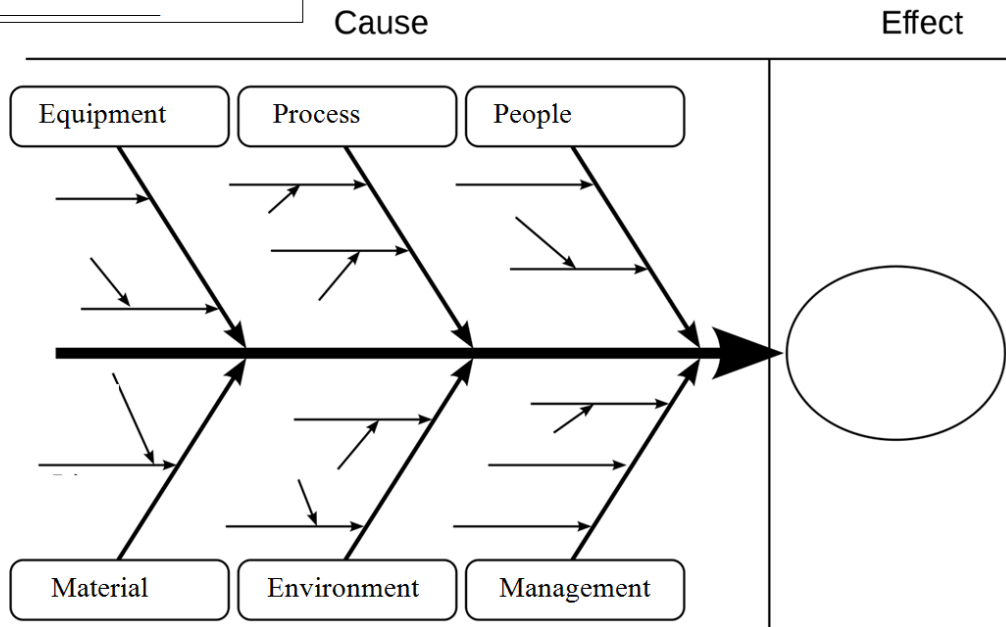
Objectives: By the end of the session, residents will be able to:

1. Describe how institutional quality goals are developed and who is involved in that process.
2. Describe the role of the Chief Medical Officer as it relates to Quality.
3. Name at least three of UCMC's quality goals for this fiscal year.
4. Provide examples of quality related objectives defined by the CLER and the Milestones projects of the ACGME.
5. Describe the components of a well written AIM statement.
6. Define the four steps of a PDSA cycle and what continuous improvement means.
7. Discuss a specific example of a PDSA cycle that has been implemented at UCMC in the past fiscal year.
8. Review a current quality dashboard and complete a PDSA worksheet to address an area requiring improvement.

For Reference Only:

During Class assignment: Complete IHI model for improvement PDSA worksheet for one theoretical QI project using data from UCM Quality Priorities

GME QI/PS Curriculum Homework #1
Name: _____
Specialty: _____
Year in Training: _____
Date: _____



GME QI/PS Curriculum Homework #2 Name: _____ Specialty: _____ Year in Training: _____ Date: _____

Graduate Medical Education Quality Improvement and Patient Safety Lecture 2 – Quality Assessment

During class assignment:

1. Review <https://www.medicare.gov/hospitalcompare/search.html>
2. Choose 3 hospitals to compare. Which 3 hospitals did you compare?
 - a. Hospital 1 = _____
 - b. Hospital 2 = _____
 - c. Hospital 3 = _____
3. Chose 3 measures relevant to your specialty.
4. Measure #1
 - a. List measure and the results of the comparison

 - b. How will this measure impact you over your training?

 - c. What type of measure did you chose? Structure/Process/Outcome (Circle one)
 - d. Does this measure fall into one of the 6 IOM categories (Circle One)
Safe Timely Effective Efficient Equitable Patient-centered
5. Measure #2
 - a. List measure and the results of the comparison

 - b. How will this measure impact you over your training?

 - c. What type of measure did you chose? Structure/Process/Outcome (Circle one)
 - d. Does this measure fall into one of the 6 IOM categories (Circle One)
Safe Timely Effective Efficient Equitable Patient-centered

GME QI/PS Curriculum Homework #3
Names: _____, _____, _____
Specialty: _____
Year in Training: _____
Date: _____



PDSA Worksheet

Please pick one measurement from the Hospital Scorecard to answer the first three questions on the worksheet.

- 1. AIM** - What are we trying to accomplish? SSMART aim: Specific, Stretch, Measurable, Achievable, Relevant, and Timely.

- 2. Measures** – How will we know that a change is an improvement?

- 3. Propose interventions** – What changes can we make to improve this process?
What do you expect to see as a result?

Team Members: Who do you need to be part of the intervention?

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| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

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