



**Department of Medicine
Internal Medicine Residency Program**

Stanford University School of Medicine

***Elective in Quality Improvement, Patient
Safety, and Organizational Change***

**Syllabus and Reader
2009-2010**

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PART I: GUIDELINES AND REQUIREMENTS FOR THE ELECTIVE

About the Elective in QI, Patient Safety & Organizational Change

This elective is a 4-week training and mentorship experience at Stanford University Hospitals and Clinics. **The overarching goal of the elective is to provide mentored practice and growth in residents' knowledge, skills, and attitudes in quality improvement, patient safety, and organizational change.** The resident will engage in directed readings in quality, patient safety, and organizational change, attend sessions with experienced "QI Champions", learn about quality improvement projects and processes at Stanford University, participate in ongoing quality and patient safety activities within the Department of Medicine and Stanford Hospital & Clinics, and design and begin a quality improvement /patient safety/organizational change project. Residents should receive regular verbal feedback.

The quality improvement elective is also designed to allow the resident to develop a mentoring relationship with a "QI Champion" who will serve as a role model, mentor and educator.

Goals of the quality improvement elective

At the end of the quality improvement elective, residents should be able to see increases in:

- Knowledge of key components of reflective practice
- Skill in applying reflective practice
- Knowledge in the definition of quality improvement (QI)
- Knowledge of key steps in a QI project
- Knowledge of criteria for selecting a QI project team
- Knowledge of practice-based learning and improvement
- Knowledge of systems-based practice
- Familiarity with QIPS infrastructure at Stanford Hospital and Clinics
- Familiarity with publicly reported core measures, national data on quality/patient safety
- Appreciation of QI as part of the physician's professional role
- Confidence in participating in a QI project
- Ability to communicate with peers about QI principles, as well as specific projects and resources at Stanford
- Ability to synthesize QI concepts from key readings
- Ability to apply knowledge to a QI project at Stanford

Contacts for the quality improvement elective

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Roles and responsibilities

What are the responsibilities of the resident?

- Learn and follow all guidelines in this syllabus.
- Satisfactorily complete of **all** quality improvement elective requirements:
 - Complete required readings
 - Attend departmental and hospital QI/PS meetings
 - Meet regularly with the rotation director
 - Complete a project plan and mid- and end-rotation status reports
- Meet with the following QI leaders, including but not limited to:
 - Patrick Gibbons, MD
 - Kerin Bashaw, RN, MPH
 - Paul Helgerson, MD
 - Joe Hopkins, MD
 - Sridhar Seshadri (or other Planning and Process Excellence leadership)
 - Kevin Tabb, MD
 - Other individuals as relevant to project area
- Seek ongoing evaluative feedback and incorporate suggestions for improvement into ongoing assignments and projects.
- Adhere to academic and professional standards.
- Contact the rotation director if there are concerns about resident responsibilities.

What are the responsibilities of the QI elective staff?

- Orient and instruct the resident regarding QI elective academic program requirements, professional behavior and evaluation procedures.
- Be available to the resident on a formal or informal basis to facilitate the progress of the resident.

Required activities

During the elective, residents should perform the following activities:

Readings

For the first day of the rotation, residents should come prepared to discuss:

Involving Residents in Quality Improvement: Contrasting “Top-Down” and “Bottom-Up” Approaches (ACGME, 2008).

Physicians’ Professional Responsibility to Improve the Quality of Care (AMJ 2002). Throughout the rotation, the resident will select at least one reading to discuss each week with the QI mentor.

Project Plan

The project plan is the product of each resident’s reflection on areas of quality improvement, patient safety, or organizational change on which they are interested to work. The project plan should be completed and reviewed with rotation director during the first week of the elective. During this review, the project plan can be modified, and key contact identified.

Mid-rotation Status Report

Half way through the elective, residents and their mentors should meet face-to-face to discuss and complete the mid-rotation status report. During this mid-rotation session, mentors should review the resident’s progress and identify areas residents should focus on during the second half of the elective experience. Residents will be expected to include their impressions of QI meetings and reflections of key readings in this report. Residents will also be expected to revise their project plan based on their discussion with their mentor.

End-rotation Status Report and Presentation

- At the end of the rotation, the resident should complete an end-rotation status report. This is intended to summarize progress to date and outline steps to keep the initiative going, even in the resident’s absence. The report should include specific resources needed for ongoing data monitoring and evaluation.
- At the end of the rotation, the resident should present their project and/or key learning from their rotation experience to colleagues through at least one of the following:
 - A journal club presentation to facilitate discussion with peers or QI champion group about selected QI literature and application at Stanford
 - M&M presentation to apply QI tools or frameworks in analyzing a medical case
 - Morning Report presentation to communicate with peers about QI principles, as well as specific projects and resources at Stanford

ELECTIVE IN QI, PATIENT SAFETY, AND ORGANIZATIONAL CHANGE
PROJECT PLAN

Resident: _____ **Date:** _____

Instructions:

The purpose of this project plan is to help identify a project in quality, patient safety, or organizational change.

Project Summary:

Clinical area for improvement:

Team members: *Who should be involved in planning for change?*

Possible improvements: *What things can/should you change first?*

Metrics: *How should you measure progress?*

Next steps for project planning:

Initial plans for QI presentation:

Selected reading for discussion with QI mentor:

Rotation director comments:

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Proposed contacts:

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MID- ROTATION STATUS REPORT PLAN

Resident: _____ Date: _____

Status Report:

Progress to date:

- *Impressions of meetings attended*

- *Key readings utilized*

Successes:

Challenges:

Changes/Next steps:

Potential date for QI presentation:

Selected reading for discussion with QI mentor:

Mentor comments:

END- ROTATION STATUS REPORT PLAN

Resident: _____ Date: _____

Status Report:

Progress to date:

- *Impressions of meetings attended*

- *Key readings utilized*

Successes:

Challenges:

Changes/Next steps:

Confirmed date for presentation:

Final selected reading for discussion with QI mentor:

Mentor comments: