IHI Graduate Medical Education
Focusing on Quality and Safety in a Clinical Learning Environment

Putting It All Together
It is all about relationships

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Objectives

- Upon completion of this presentation, attendees will be able to:
  - Identify successful strategies for integrating residents into patient safety/quality improvement initiatives within the clinical learning environment
  - Identify successful strategies for integrating nursing staff into the culture of academic medicine through professional development programs
  - Identify a methodology for increasing the “buy-in” of program directors and residents into institutional oversight of CLER and NAS

EVMS and Sentara

CLER Focus Area Findings

- Patient Safety
- Healthcare Quality
- Supervision
- Transitions of Care
- Duty Hours and Fatigue Mitigation
- Professionalism
EVMS/Sentara CLER Executive Committee

Debriefing Action Plans

- Quick Interventions
  - Unsafe practice/incident reporting
  - Bedside technical procedures documentation

- Vertically Integrated Curriculum

- Nursing Professional Development

- Program Director Engagement

Vertically Integrated Curriculum
Vertically Integrated Curriculum

Planned Progression

- Didactics & Experiential Activities
  - Build theoretical knowledge base
  - Institutional committees
  - Conscious participation in hospital initiatives

- GME Patient Safety & Quality Council
  - Resident/fellow managed
  - Active participation in hospital initiatives

- Patient Safety/Quality Improvement Project
  - Identify unsafe practice
  - Develop innovations/interventions

Vertically Integrated Curriculum

Theoretical Base - Didactics

- Creating a Culture of Safety
- Root Cause Analysis of Events
- Core Measures/ Hospital Acquired Infections
- Value Based Purchasing/Customer Service
- Accreditation and Regulatory Requirements
- Alignment of Clinical Documentation/Coding
Vertically Integrated Curriculum

Update

- Orientation Simulated Root Cause Analysis
- IHI Open School Modules
- Specialty Specific Focused Didactics
- Quarterly Town Hall with SNGH VPMA
- GME Interdisciplinary Patient Safety/Quality Rounds
- Patient Safety/Quality Improvement Day

Vertically Integrated Curriculum

GME Patient Safety & Quality Council

- Resident/Fellow Managed
- Co-Chairs
  - Internal Medicine & Surgery
- Membership
  - Multidisciplinary
  - Junior and senior from each program
- Council Mentors
  - EVMS Director GME
  - SNGH Vice President for Medical Affairs
  - SNGH Safety/Quality Officers
Vertically Integrated Curriculum

GME Patient Safety & Quality Council

To provide a formal venue for:

- Formal discussion of hospital initiatives
- Identification and discussion of unsafe practices
- Identification and discussion of improvement options
- Align resident/fellow projects with hospital initiatives

GME Patient Safety & Quality Council

Sample Projects

- Improving Central Line Management through Annual Competency Training for Internal Medicine and Surgery Residents
- Enhancing Management of Heart Failure Patients in the Ambulatory Care Center
- Enhancing Teamwork through Participation of Residents with Nursing Staff in Annual Mock Code Training
- Routine Ocular Emergencies Training for Emergency Medicine Physicians and Residents
GME Patient Safety & Quality Council

Sub-Committees

- Projects Oversight
  - Ensure align with hospital initiatives
  - Ensure non-aligned unsafe practices are addressed

- Goals/Long Range Planning
  - How push information to other residents
    - Social media
    - Dedicated didactics time
  - How ensure other residents involved in projects
    - Social media
    - Discuss during didactics time

Ask Me!
Resident\Fellow Patient Safety & Quality Improvement Council
Vertically Integrated Curriculum

Health Care Disparities

- EVMS GME Orientation Presentation
  - What are the disparities in our community?
  - How do these compare with other communities?
  - What contributes to these disparities?
  - Discussion on infant mortality rate
- EVMS GME Orientation Simulation
  - Patient encounter awareness

Health Care Disparities

- How do we:
  - Define health care disparities?
  - Create culturally competent health systems?
  - Eliminate disparities and improve access to health care?
  - Reduce illness, injury, death among the most vulnerable?
  - Use evidence based medicine to improve health care?
  - Improve health care outcomes through research?
  - Transform research into practice?
Nursing Professional Development

- Post-CLER Debriefing of Nursing Staff
  - Engagement in academic mission

- Professional Development
  - Professional education of physicians
  - Nursing role in the education of physicians
  - Nursing role in developing team culture in medicine

Nursing Professional Development

Culture of Academic Medicine

- Curriculum Development
  - EVMS Director, Graduate Medical Education
  - SNGH Nurse educators and leadership

- Co-presenters: Director, GME and residents
  - SNGH Nursing Intern Orientation
  - SNGH Clinical II Leadership Series

- GME ward orientation
### Program Director Engagement

#### GMEC Sub-Committees

- Annual Institutional Review
- Annual Program Evaluation
- Clinical Competency
- Clinical Learning Environment
- Evaluation and Milestones
- Fatigue
- Personal Responsibility
- Resident Work Environment
- Special Review
- Supervision
- Transitions of Care

### Sub-Committee

#### Annual Institutional Review

**Charge**

- Develop an Annual Institutional Review Policy in compliance with the ACGME Requirements (I.B.4 and I.B.5). Include submission date for data, method of review (sub-committee, peer, etc.), guidelines for determining need for corrective action and process for review of corrective action reports.

**Performance Indicators**

- Identify the Institutional Responsibility Performance Indicators and benchmarks for success. Devise a rating scale (i.e. Meets or exceeds benchmarks, Acceptable with monitoring, Corrective action required)
Ownership and Buy-In
GMEC Sub-Committees

- Three Month Progress Report
  - November GMEC
    - 3-5 minutes
    - 5 power point slides