



Quality Improvement (QI) Seminar Series

Overview for the Class of 2022-2023

Background

Why is quality improvement a component of the Postgraduate Training Programs?

The Quality Improvement (QI) Seminar Series is based on Community Health Center (CHC), Inc.'s quality improvement model. This model is a comprehensive organizational strategy to build a culture of continuous improvement across departments and improve quality in all domains of performance. The Weitzman Institute engages staff at CHC in QI initiatives. In addition, expert faculty from the Weitzman Institute provide QI training and formal consultation to health centers and health professionals around the country. Although the organizational infrastructure for QI may be different at other health centers participating in the QI Seminar Series, those health centers are all trying to achieve excellence in providing high quality, team-based, person-centered care.

There is a major movement underway in healthcare nationally to develop ways to improve the results of care and make care safer for patients and families. These issues have been the subject of many reports by the Institute of Medicine and are being discussed in all health professional disciplines (nursing, medicine, behavioral health, pharmacy, health administration, and others). In addition to the agreement that we must improve care, there is broad support for enhancing the learning of health professionals to include topics and experiences that will prepare health professionals to lead the changes that will result in a better system. The professions of nursing, medicine, behavioral health, and health administration are now commonly requiring that QI training become part of the experience of these professionals. Finally, feedback from former residents, postdocs, and fellows indicates they appreciated the opportunity to engage in quality improvement during their training.

What are the QI Seminars seeking to accomplish?

The QI Seminar Series is designed to provide trainees with an opportunity to develop the knowledge and skills to improve care. The series offers multiple tools and ways to use them

that trainees will be able to try in their own work, and then explore using further in their work after residency training. We believe that residents, postdocs and fellows who are able to demonstrate their knowledge and skills in improving care and changing systems will be highly attractive to employers who wish to bring on new providers to lead their organization into the future.

QI Seminar Series

What are the sessions in the QI Seminar Series?

Here we provide the outline of the topics that we cover in this series. The topics are meant to begin with broad examples and progress into more specific areas of quality improvement. For each topic, there are a number of specific areas we could cover during a session. We have selected specific examples from the many possible areas to discuss in each session. Thus, the series is not meant to be a complete summary of what one needs to know to work to improve care, but rather an initial overview on which we hope postdocs, residents, and fellows will build over time.

The topics planned for 2022-2023 are:

- An overview of Quality Improvement (10/13/22)
- Care Observations & Stakeholder Considerations (10/27/22)
- Organizing your Improvement Project (11/10/22)
- Global Aim and Fishbone Diagram (12/8/22)
- Process Mapping (Flowcharts) (12/22/22)
- Measurement to Inform Change (1/12/23 & 1/26/23)
- An Approach to Testing a Change (2/9/23)
- Communication about your Improvement Effort (2/23/23)
- Stakeholder Analysis & Conflict Management (3/9/23)
- Managing Up and Gaining Leadership Buy-In (3/23/23)
- Negotiation (4/13/23)
- Negotiation and More About Cycles of Change (4/27/23)
- Sustaining your Improvement Effort (5/11/23)
- Resident Presentations (5/25/23, 6/8/23, 6/22/23)

How do we approach the learning in each session?

Our belief is that learning to change and improve systems cannot be a passive effort. Such an endeavor requires knowledge and skills as well as some accumulated experience. Our goal in each session is to design in aspects of experiential learning. These activities give the resident, postdoc, or fellow a chance to try things out in real settings and see what happens.

In an ideal world, such an effort could take on the shape of a project that each group or residents (team) begins and completes during the year using all of the knowledge and tools to which they have been exposed. However, we realize that such a goal may not be possible for all teams given the many things in the site environment that are outside of the residents' and our control. Thus, we design the sessions to be inclusive of people carrying a project through the series, but not expecting that that will happen the same way for all teams.

Projects from 2021-2022 Teams

What did the resident/postdoc teams in the Class of 2021-2022 present at the end of the year sessions?

There were thirteen teams that participated in the Seminar Series in 2021-2022. The residents, postdocs and fellows on each of the teams engaged in a quality improvement project. At the end of the seminar series, all teams presented on their projects.

The presentation topics were as follows:

- CHC Hartford (5/26/22)
 - Haley Bates, Samantha Gay, Rachel Vadney
 - Topic: WHO's in Hartford
 - Link: <https://vimeo.com/724562113/78f0072c7c>
- CHC New Britain - A (5/26/22)
 - Amy Bopp, Emma Watkins
 - Topic: Quality Improvement Project: Continuity of Care
 - Link: <https://vimeo.com/724563887/9c1533a453>
- CHC New Britain – B (5/26/22)
 - Bani Singh, Pramela Singson
 - Topic: Screening for Pregnancy Complications
 - Link: <https://vimeo.com/724564353/c84703f0c5>
- CHC Lower Fairfield (5/26/22)
 - Kerri Merritt, Mary Elizabeth Pioli, Adam Rosen, Anna-Lee Stafford,
 - Topic: Identifying Provider Burnout: A Quality Improvement Project
 - Link: <https://vimeo.com/724562658/1a68e2db6c>
- CHC Meriden & Middletown (6/9/22)
 - Elizabeth Anders, Lucy Ehrenfeld, Carol Odom, Elena Villar-Leeman, Alison White
 - Topic: Evaluating Transition from Psychiatric Hospitalization to PCP: A Quality Improvement Project
 - Link: <https://vimeo.com/724563147/a6f79c7829>

- Holyoke Health Center (6/9/22)
 - Nicole Phalen, Rose Preston, Faith Woodside
 - Topic: Holyoke Health Center: Intimate Partner Violence
 - Link: <https://vimeo.com/724564712/d1625671bc>
- Open Door Health Center (6/9/22)
 - Han Ding, Stephanie Randall
 - Topic: After Visit Summary Quality Improvement
 - Link: <https://vimeo.com/724565573/672b6b10dd>
- CHC Middletown & Postdocs (6/9/22)
 - Courtney Clark, Alyson Faires, Phil Imholte, Alanna Sade-Milberg, Elizabeth Williams
 - Topic: Experiences from a Quality Improvement Effort: Warm Handoffs
 - Link: <https://vimeo.com/724563474/98e4b602ab>
- CA Corrections HCS
 - Mary Angelle-Cargill, Amanda Eckrich-Gaub
 - Topic: Diabetes Self-Management and Education in Correctional Health
 - Link: <https://vimeo.com/730006242/beaa90b5da>
- CHC New London
 - Perry Gast, Lewis Head
 - Topic: CHC New London QI Project: Understanding Patient No-Shows
 - Link: <https://vimeo.com/730006991/3d3ef2023e>
- Thundermist PMH
 - Alice Jacob, Niki Traub
 - Topic: Adverse Childhood Experiences (ACEs) Needs Assessment
 - Link: <https://vimeo.com/730013372/532643238e>
- HealthLinc
 - Monica Gomez, Jeremy Michaelis
 - Topic: Diabetes Education
 - Link: <https://vimeo.com/730008455/8f0b430cc3>
- Thundermist FNP
 - Madeline Carrellis, Alexandra Kugler, Ana Wiedner
 - Topic: Experiences from a Quality Improvement Effort: Screening for Adverse Childhood Experiences
 - Link: <https://vimeo.com/730009672/bbc4348f18>

What opportunities exist related to the project work of the Class of 2021-2022?

There are several opportunities we suggest you consider related to the QI projects completed by the team this past year. These ideas include but are not limited to the following:

- Review one or more projects to understand what the result of your project work could look like at the end of the year

- Talk with the resident/postdoc members of a team to better understand their experience
- Consider selecting a topic and building a team related to a previous project or build on a previous project to create a new effort for your team

Link to Competencies

What competencies do we believe the QI Seminar Series covers?

We are aware that all the postgraduate training programs use competencies to inform their understanding of the development of resident knowledge, skills, and attitudes during their training. In this section, we list the competencies for each residency that relate to the QI Seminar Series. Thus, we have used the NNPRFTC competencies as a framework for how we are thinking about this issue in the QI Seminar Series. We believe the following competencies are included at various levels during the sessions of the seminar series:

Postdoc Residency Program

Domain 7: Quality Improvement

- **7A:** Demonstrates knowledge of quality improvement processes and relevant healthcare innovations within an integrated healthcare service system.
- **7B:** Systematically analyzes and utilizes appropriate tools to measure quality and impact of changes within an integrated healthcare service system.
- **7C:** Contributes to performance improvement by identifying areas for change (e.g., issues related to clinical workflow) and uses appropriate quality improvement procedures to facilitate the change process.

Nurse Practitioner Residency Programs

The programs follow the NNPRFTC competencies. Each relevant domain is presented below.

Domain: Practice-Based Learning and Improvement - *Demonstrate the ability to evaluate one's own practice and improve outcomes of patient care based on best available evidence, constant self-evaluation and life-long learning*

Post graduate trainees must develop skills and habits to be able to meet the following goals:

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.4 Systematically analyze practice using quality improvement methods, measures, and processes, and implement and assess impact of changes with the goal of practice improvement
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients (panel management), or communities from which patients are drawn to improve care

3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

Domain: Systems-Based Practice - *Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care*

Post graduate trainees must demonstrate that they are able to:

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions
- 6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

Domain: Inter-professional Collaboration - *Demonstrate the ability to practice within an inter-professional team in a manner that optimizes safe, effective patient and population-centered care*

Post graduate trainees must demonstrate that they are able to:

- 7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.4 Participate in different team roles to establish, develop, and continuously enhance Inter-professional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

Domain: Personal and Professional Development - *Demonstrate qualities required to sustain lifelong growth as healthcare professional and leader*

Post graduate Trainees must demonstrate that they are able to:

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitation to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.6 Provide leadership skills that enhance team functioning; the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the healthcare team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty
- 8.9 Demonstrate the capacity to obtain feedback and/or peer review on an aspect of their learning and develop this into a product that can be shared in the residency community or submitted as a scholarly product