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Patient Safety/Quality Improvement Scholarly Concentration

Concentration Directors: Ami S Joshi, DO; Natali Franzblau, MD
Concentration Faculty: Mike Kirchhoff, MD; Kate Ginty, MD

Introduction

Patient safety and quality improvement are crucial components of healthcare and must be a part of medical education. By emphasizing patient safety and quality improvement in medical education, future healthcare professionals are better equipped to deliver safe and effective care. They can identify and address potential risks, prevent medical errors, and improve patient outcomes and provider satisfaction. In addition, patient safety and quality improvement foster a patient-centered approach to healthcare and promote effective teamwork and collaboration among healthcare professionals.

The Patient Safety/Quality Improvement Scholarly Concentration will engage and cultivate the next generation of physician leaders in health system improvement by immersing them in the realm of healthcare quality and safety. Through a combination of education, mentoring, and experiential project work, students will begin to cultivate the skills necessary to pursue a career as healthcare leaders and innovators, ultimately contributing to changes in the healthcare system.

Goals

- To apply the fundamentals of Patient Safety and Quality Improvement
- To gain an appreciation for the importance of Patient Safety and Quality Improvement in Healthcare and aim to be a future leader in the field
- To view healthcare through a patient safety and quality Improvement lens

Logistics

- Students will apply for the Scholarly Concentration in Patient Safety/Quality Improvement (SCPS) by mid-M1 year
- Capacity is 2 students per class.
- Prior to applying, students must have successfully demonstrated the competencies outlined in Scholars Workshop with at least average grades in the course.
- Before starting the concentration, students will have acquired a solid understanding of patient safety, quality improvement, and process improvement fundamentals through Scholars Workshop.
- In fall of M4 year, students will submit all work completed and in progress to PS Scholarly Concentration leadership, who will submit a statement for their MSPE.

Process Objectives

- Students will complete selected IHI modules, separate and distinct from the M4 requirements for Scholars Workshop by the end of year 2
- Students will complete a Quality Improvement Capstone Project by the end of year 4 and submit it to a national/local meeting.
- Students will attend the annual GME Quality Improvement forum in year 2.

- Students will review at a minimum two projects and write a reflection on these projects, including identification of the different components of the PDSA cycle, process measures, problem statement.
- Students will attend a minimum of 3 Morbidity and Mortality conferences in the department or departments of their choice, including assessments on identified errors and measures used for improvement. Two of the three conferences should be attended by the end of M3.
- Students will collaborate with the patient safety department to review 5 patient safety submissions, including near miss events, reported in the Event and Activity Reporting System (EARS reports). At least two of the reviews must be completed by the end of M3.
- Students will attend at least 10 of the patient safety department meetings and/or daily EARS report reviews and reflect on the process in which EARS reports are reviewed. Students will describe the process on how a patient safety event leads to a root cause analysis.
- Students will complete the High Reliability Organization (HRO) training by the beginning of M4.
- In years 3 and 4, students will train to lead a Root Cause Analysis (RCA) by completing one RCA prework, including case analysis and interviews.
- Students will complete the Clinical Application of Health Systems Science Elective in their M4 year.

Learning Objectives

- By the end of the concentration, students will be able to describe the fundamental patient safety concepts, terminology, and principles.
- By the end of the concentration, students will be able to categorize medical errors after analyzing EARS Report Data.
- By the end of the concentration, students will be able to interpret potential safety errors and develop a Quality Improvement project.
- By the end of the concentration, students will recognize the importance of the voice of the customer in each project and the necessity of involving them in change.
- By the end of the concentration, students will be able to identify variations in clinical care compared to Guidelines/EBM.
- By the end of the concentration, students will be able to describe Quality Improvement Methodology.
- By the end of the concentration, students will be able to differentiate between Quality Improvement and Research.
- By the end of the concentration, students will be able to outline the process of how an error is identified and reviewed in a root cause analysis, and assemble the necessary multidisciplinary team needed to conduct the review.
- By the end of the concentration, Students will be able to diagram an RCA from identifying an error to creating an action plan for improvement.
- By the end of the concentration, students will be able to advocate for a culture of continuous improvement through their Quality Improvement initiatives, Morbidity/Mortality Conferences, Safety Reports.

Activity	Hours	Mandatory
Curricular		
Complete a Capstone on a topic in Quality Improvement	30	Yes
Complete the Clinical Applications of Health System Science Elective in M4 year	60	Yes
Proficient in basics tools of biostatistics learned during Scholars Workshop	0*	Yes
Critically analyze existing research articles during Scholars Workshop via Journal Club presentation	0	Yes
Complete specific IHI Modules in Scholars Workshop	0	Yes
Complete the Quality Improvement Assignment in Scholars workshop: creating an Aim Statement, Identifying measures, and identifying ideas to improve the problem	0	Yes
Completing a Fishbone diagram for a Root Cause Analysis during Scholars Workshop	0	Yes
Total curricular hours	90	
Extracurricular		
Review 5 patient safety submissions reported in the Event and Activity Reporting System	10	Yes
Complete the High Reliability Organization training	2	Yes
Complete one RCA pre-work, including case analysis and interviews	10	Yes
Review two projects from the GME Quality Improvement Forum and write a reflection on this project	6	Yes
Complete IHI Modules, distinct from the required ones in Scholars Workshop	4	Yes
Attend at a minimum of 3 morbidity and mortality conferences and identify errors and measures used in improvement	8	Yes
Attend 10 patient safety department meetings/EARS daily report and write reflection on process for error review	15	Yes
Total extracurricular hours	55	
Hours needed to complete the Concentration	145	

*Scholars Workshop activities that are required of all medical students for the MD degree, listed here for context, count as 0 additional hours toward the Scholarly Concentration.