

Texas Children's Hospital
Global HOPE Learning Academy
Quality Improvement in Health Care

Title: Quality Improvement in Health Care

Description

This Dissemination and Implementation Science fundamentals course teaches the principles of Quality Improvement (QI). It is designed to provide health care providers with essential skills that influence quality improvement. The QI fundamentals course focuses on increasing awareness of evidence-based practice and the Institute of Medicine's definition of quality that includes healthcare that is safe, effective, patient-centered, timely, efficient, and equitable. The course provides a foundation for understanding quality improvement as an interdisciplinary approach to improving care. Essential components that support a clinical culture of excellence are emphasized including using the evidence-based practice process. Quality metrics, data collection, and analytic techniques are discussed in relation to QI initiatives.

Course Objectives

1. Review essential attributes of quality improvement and its role in healthcare systems.
2. Explore QI designs to improve care for a cancer/hematologic problem.
3. Learn how to write SMART specific aims.
4. Evaluate ways to influence change to improve care quality (how to move change).
5. Define key components for measuring practice change.
6. Study the RE-AIM framework for evaluating QI effectiveness.

Faculty

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Lecturer

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Module 1: Creating a Vision for Quality Improvement

Objectives

1. Explore essential attributes of the quality Improvement (QI) process.
2. Analyze clinical issues that exemplify quality outcome based care.
3. Evaluate key steps of the PDSA cycle used in the QI process.

Optional Readings

Jones B, Vaux E, Olsson-Brown A. (2019). How to get started in quality improvement, *BMJ*. 364:k5408 doi:10.1136/bmj.k5437

Batalden, P. B., Davidoff, F. (2007). What is "quality improvement" and how can it transform healthcare? *Quality & Safety in Health Care*. 16(1): 2-3.

Hockenberry, MJ, et al. (2007). Creating an Evidence-Based Practice Environment, *Journal of Nursing Care Quality*. 22(3): 232-233.

Mitchell, S. A., & Chambers, D. A. (2017). Leveraging Implementation Science to Improve Cancer Care Delivery and Patient Outcomes. *Journal of oncology practice*, 13(8), 523–529.

Lectures

- Quality Improvement: Where to Begin?
- The Quality Improvement Environment
- Videoclip: Our Iceberg is Melting by John Kotter

Assignments

- Complete Module 1 Quiz
- Draft a Fishbone diagram using IHI Toolkit Template-

NOTE: this is for your learning experience and not part of the requirements to complete the course.

Module 2: The Quality Improvement Process: Evidence into Action

Objectives

1. Explore critical evidence to improve care for children with cancer and hematologic disorders.
2. Review how to write a SMART specific aim.
3. Explore quality improvement designs.
4. Evaluate ways to influence change (how to move change).

Optional Readings

Hockenberry MJ, McCarthy KS, Taylor OA, et al. (2012). Using improvement science to promote evidence-based practice in a childhood cancer and hematology center, *J Pediatr Oncol Nurs*. 29(1):5-13.

Varkey P, Reller K, Resar RK. (2007). Basics of Quality Improvement in Health Care, *Mayo Clin Proc*. 83(6):735-739.

Lectures

- The Model for Improvement

Assignment

- Complete Module 2 quiz

NOTE: the assignment below will not be turned in as requirements to complete this online course. However, we encourage you to complete a workplan during the course and use it to implement a Qi project at your site.

- Begin QI workplan- Complete PLAN Section.

Module 3: Measuring Practice Change

Objectives

1. Define key components for measuring successful practice change.
2. Describe specific outcome measures used in quality Improvement.
3. Explore strategies for measuring change and assuring sustainability in a clinical setting.

Optional Readings

Randolph, G., Esporas, M., Provost, L., et al. (2009). Model for improvement - Part Two: Measurement and feedback for quality improvement efforts. *Pediatric Clinics of North America*. 56(4), 779-798.

Maitland, K., Olupot-Olupot, P., Kiguli, S., Chagaluka, G., Alaroker, F., Opoka, R. O., Mpoya, A., Engoru, C., Nteziyaremye, J., Mallewa, M., Kennedy, N., Nakuya, M., Namayanja, C., Kayaga, J., Uyoga, S., Kyeyune Byabazaire, D., M'baya, B., Wabwire, B., Frost, G., Bates, I., ... TRACT Group (2019). Transfusion Volume for Children with Severe Anemia in Africa. *The New England journal of medicine*, 381(5), 420–431.

Lectures

- Making Sense of Quality Measurement
- Measuring Practice Change
- Basic QI Statistics

Assignment

- Complete Module 3 quiz

Note: the assignments below will not be turned in as requirements to complete this online course. However, we encourage you to complete a workplan during the course and use it to implement a Qi project at your site.

- Complete the Case Scenario in Review Questions section
- Continuing working on the QI Work Plan. Complete the Do and Study Sections.

Module 4: Considerations for QI Implementation

Objectives

1. Review regulations for research and non-research projects.
2. Discuss whether QI should be submitted to an Institutional Review Board.
3. Explore the RE-AIM Framework for QI project evaluation.

Recommended Readings

Questions to Ask about RE-AIM Dimensions When Evaluating Health Promotion Programs and Policies. Tools and Resources. RE-AIM.org

Lectures

- Using the RE-AIM Framework to Develop an Evaluation Plan
- Quality Improvement and the Institutional Review Board

Assignment

- Complete Module 4 quiz

Note: the assignments below will not be turned in as requirements to complete this online course. However, we encourage you to complete a workplan during the course and use it to implement a Qi project at your site.

- Complete the QI Work Plan.
- Outline in the QI Work Plan how the RE-AIM Model will be used to guide an evaluation plan for the project.
- Complete the Privacy, Data Storage & Confidentiality section of the workplan.

