

Quality Improvement Practicum Program: One Year Later

Institute for Healthcare Improvement Open School: University of British Columbia Chapter

Authors: Melissa M. Wan, MD Candidate, BSc; Hiu Kan Cheung, MHA Candidate, BMLSc,
Andrea Jones, MD/PhD Candidate, BSc; Jenna Smith-Forrester, MD Candidate, MSc

Faculty advisors: Andrew Wray, MHA; D. Douglas Cochrane, MD; Dr. Malcolm Maclure, ScD

What are we trying to accomplish?



Aim

Engage 20 students and introduce the importance of QI in education, to help integrate QI into the student curriculum.

How will we know that a change is an improvement?



- No. of students:
 - participating in the Practicum Program,
 - completing the IHI Basic Certificate and/or the QI101, 102, and 103 courses.
- Student and staff feedback.

What change can we make that will result in improvement?



1. Streamline application and interview process.
2. Expansion of the Practicum Program.
3. Decrease scheduling effort.

P-D-S-A Cycle

2016/17

Relevance

QI education and training is experiencing rapid growth. Students are interested in obtaining hands on experience with real-world applications of QI tools and resources.

Recommendations

- Focus on maintaining IHI UBC's mission
- Restructure practicum and the role of directors: facilitators vs. managers?

Future Plans

- Restructure into streams for General QI Projects and those that are specifically PDSA oriented.
- Introduce templates for standardized interim and completion reporting.
- Post progress on IHI UBC website.

Pilot 2015

Background

- The Practicum Program was piloted in spring 2015.
- Challenges:
 - Breaking down initial barriers,
 - Student scheduling,
 - Meeting the demand for more projects.

Our Mission

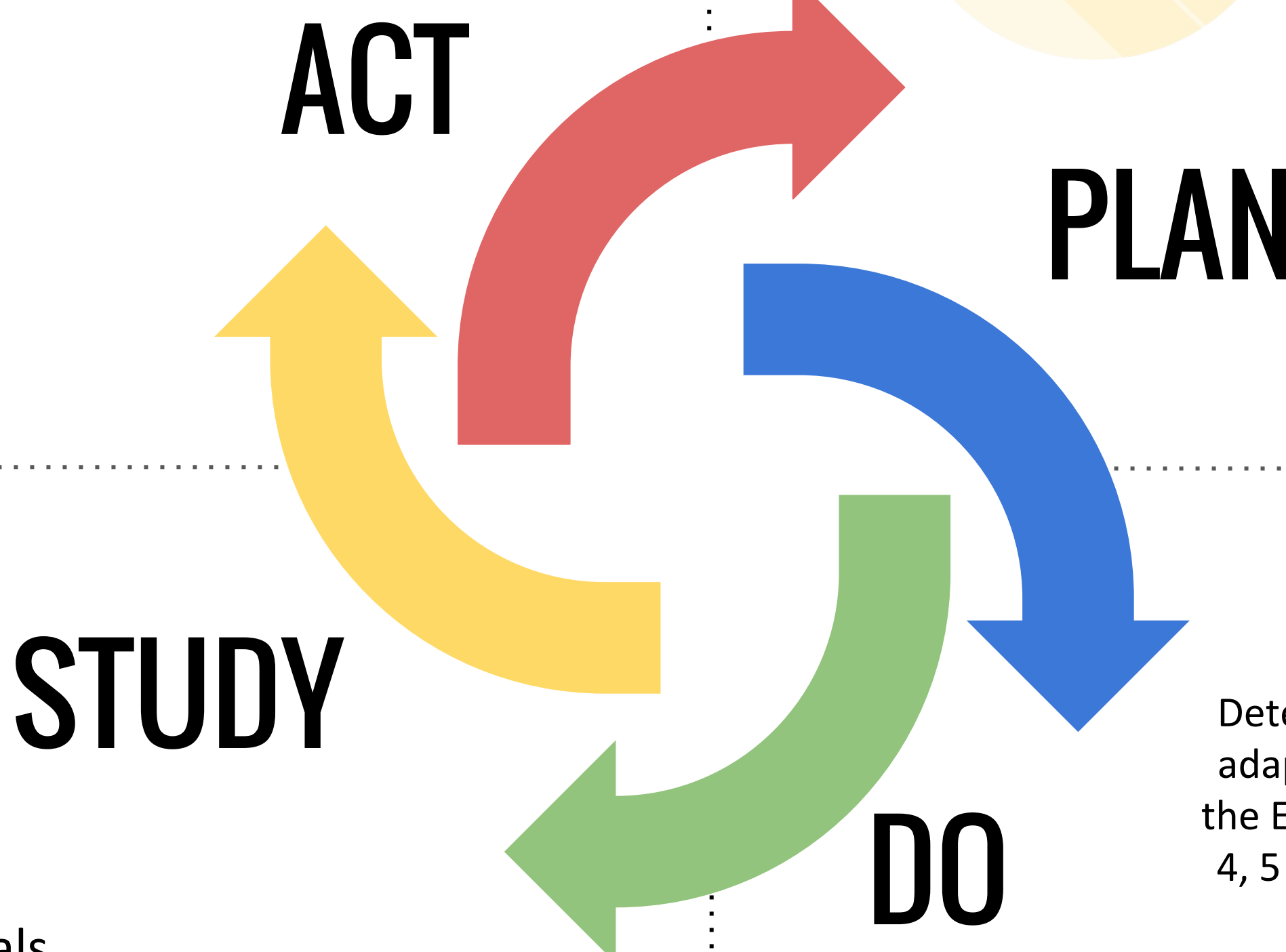
To provide both short-term and long-term practical opportunities for UBC students to learn from and contribute to the work of QI health care professionals in the Metro Vancouver area.

Changes Made

1. Develop standardized framework* to evaluate applicants.
2. A. Diversify projects,
B. Increase No. of projects,
C. Increase total No. of students.
3. Decrease student team** size to 1-2.

*Evaluation Framework:	
Criteria	Weighting
Experience(s) in QI(patient safety (e.g. Projects, experiences as a patient)	/10
Relevant background knowledge (e.g. working with specific populations, research)	/10
Written communication skills	/10
Past or present involvement with IHI, IHI UBC	0 (up to 2 points)
Total	/30

**Student team selection process:
-Interprofessional
-Range of experience(s)



↑ED Flow

Determine effectiveness and challenges of adapting to the new design and process of the ED. Explore why the supertrack for CTAS 4, 5 patients are not effectively decreasing wait times.

MHA, RN BSc Pharmacy

↑Hand Hygiene

Understand/determine contributing factors to poor hand hygiene compliance to decrease MRSA, VRE, and C. Diff rates and sustain the compliance rates

MHA, BSc BSc Pharmacy

↓Adverse Events

In the PICU and post-partum wards, interact with patients and discuss adverse events/errors they have witnessed or were concerned about during their stay.

MHA, BSc Pharmacy BA Sociology
BSc Biochemistry BSc Pharmacy

↑Emotional Support

What are the factors in the emotional support of cancer patients? How can we assess these factors?

BA Sociology



↓Hospital Admissions

Decrease admissions to hospital by 1/day for the population >70 years old, by administering LACE tool, increase home support care, and communication with community GPs.

MD MSc Neuroscience, MSc, RN
BSc Integrated Science MHA, BSc

↑Transparency

Tracking the effect of the implementation of a QI Initiative Visual Board in an acute mental health setting. Recommendations to the project team.

BSc Physiology

↑Patient Care Experience

Develop focus groups and administer a survey to improve care for the IDC patient population in accordance to the accreditation standards that apply to the patient care experience..

MHA, BSc Biochemistry BSc Integrated Science



"I gained mentorship and learnt from this interprofessional experience."



Student Feedback

"I would have liked an opportunity to conduct changes (PDSA cycles) in addition to recommending them."

Evolution of projects, goals, and priorities over time.

Scheduling.

Challenges

Less face time with students and professionals.

Research projects vs. QI practicums?

Meeting student demand.

Successes

Established 9 projects.

Increase No. of students involved from 12 (2015) to 16.

Formed new partnerships with PHSA and PHC.

Lessons Learned

Student Projects

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Better health.

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