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QUALITY IMPROVEMENT FOR PROGRAM DIRECTORS

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Quality Improvement for Program Directors

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Learning Objectives

- Articulate the mission and rationale for fellows-in-training to engage in Quality Improvement
- Learn ACGME Common Program Requirements for QI
- Propose New Methods to “Satisfy” CPR for QI/PS



The QI Mission:

Inspire & Empower trainees to improve the quality of their current and future healthcare system



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Real-World QI

I wonder if our PD knows about this issue?

!%#@#

Agreed

Yes

Totally



PresenterMedia

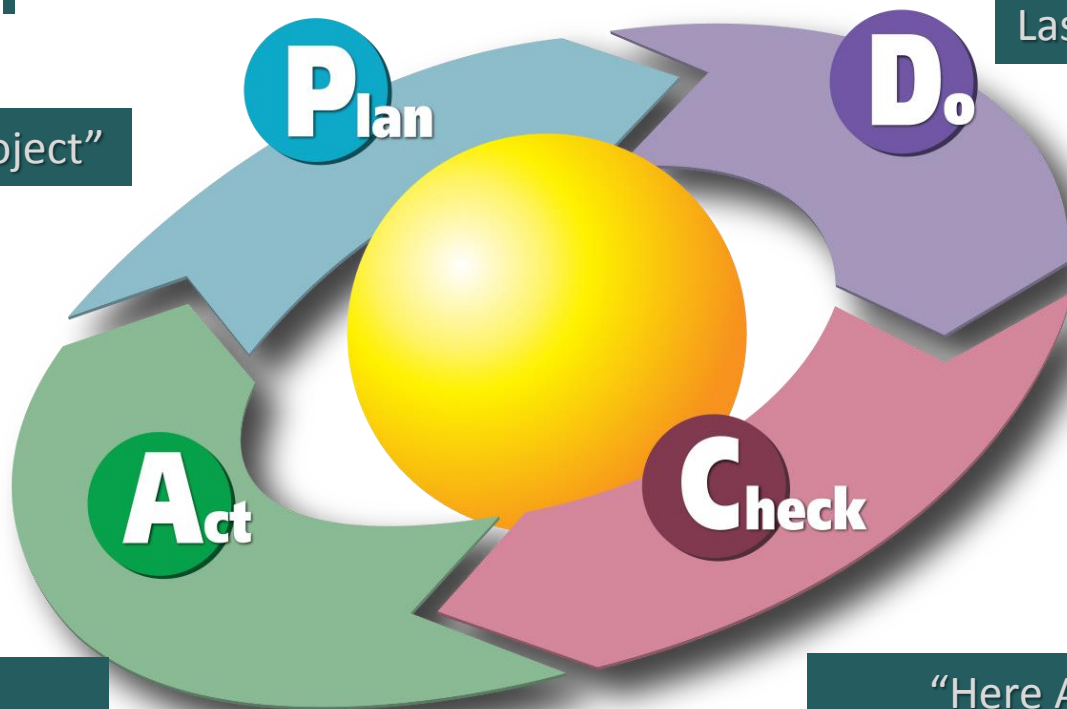


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Real-World QI

Intervention
Lasts 1-4 Weeks

“I need a QI Project”



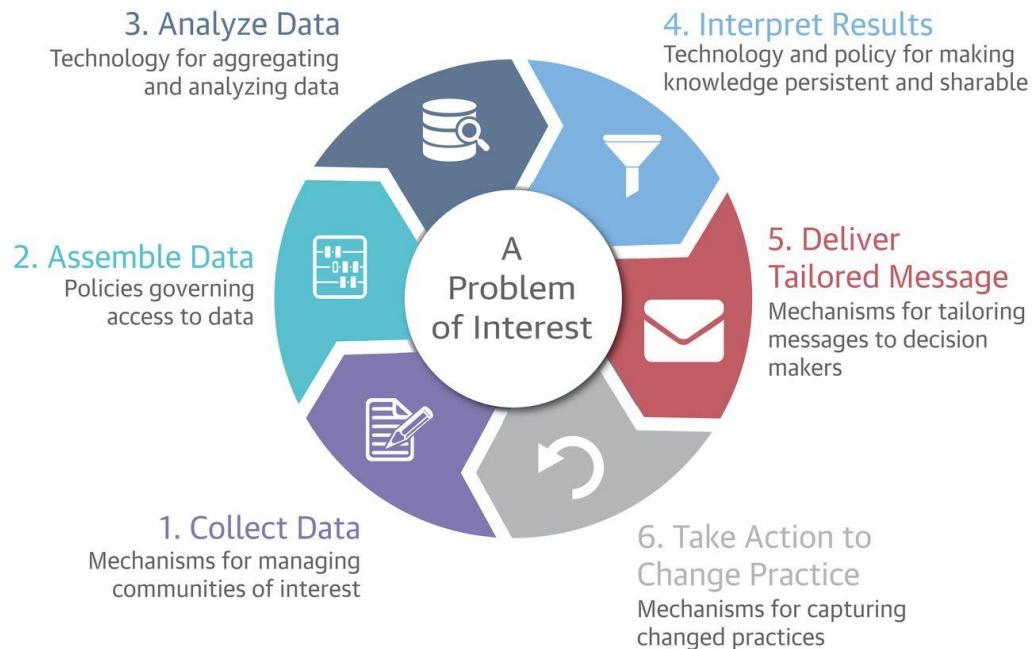
“Follow-Up? Why?
I’ve Completed My QI Project!”

“Here Are
My (Survey) Results”



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Learning Healthcare System



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Ankur Kalra, James E. Tchong, Srinath Adusumalli and Shashank S. Sinha. JACC 2017



Clinicians

Researchers

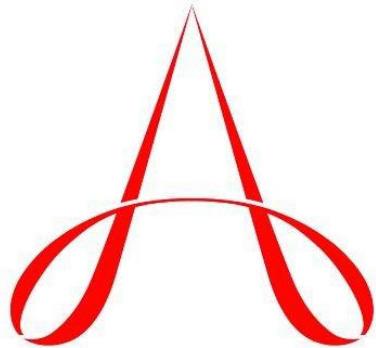
Provide Care

Study



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ACGME Common Program Requirements



ACGME®

- ACGME CPR VI.A : trainees must engage in meaningful QI/PS education/work
 - Didactic training
 - Engage in QI/PS Activities
 - Examination of quality metrics
 - Perform a QI Project



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Education in QI Processes

- Lean
- Six-Sigma
- PDSA
- IHI Model for Improvement
- Kaizen: Total Quality Control
- A3
- Ishikawa
- Run-Charts
- Process Charts (Shewart)
- Process Mapping
- Stakeholder Analyses
- Baldrige Self-Assessment



Start Small

Case Preparation w/FIT:



Root Cause Analysis
Multidisciplinary Input
Systems-Based Issues

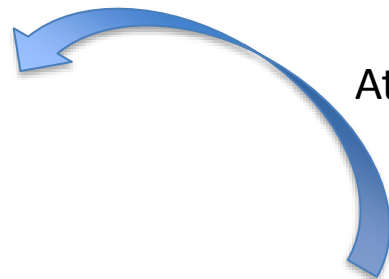
Cardiology
Morbidity and Mortality



FITs: Drive Case Selection,
Presentation & Discussion

Embed Quality/Safety Mission

Discuss
At Next M&M



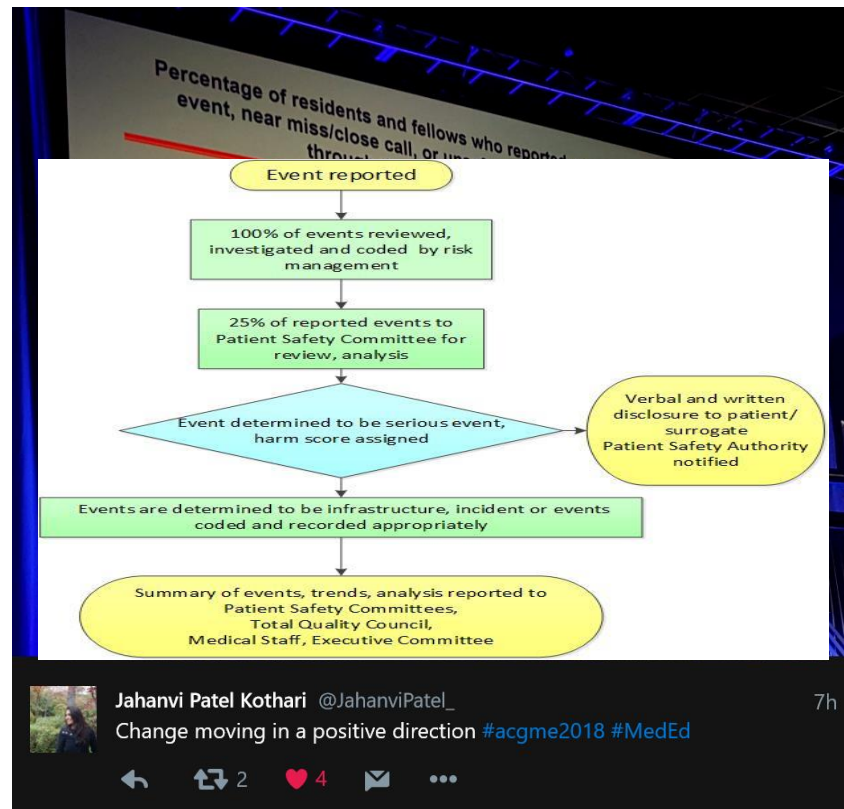
M&M Follow-Up



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Start Small

- Teach FITs how use to hospital clinical reporting system
- Expose FITs Clinical Event Report Cycle



Expose FITs to Peer Review Process

- Hospital-Wide Peer Review Committees
- Trainee-Driven, Faculty-Supported RCA
- Put FITs in same room as hospital/administrative leadership



Engagement in Interprofessional Activities

- Send FITs to Committees
 - Medical Emergency Response Improvement Team
 - Multidisciplinary Code Review
 - Hospital-Wide Peer Review
 - GME Sub-Committees

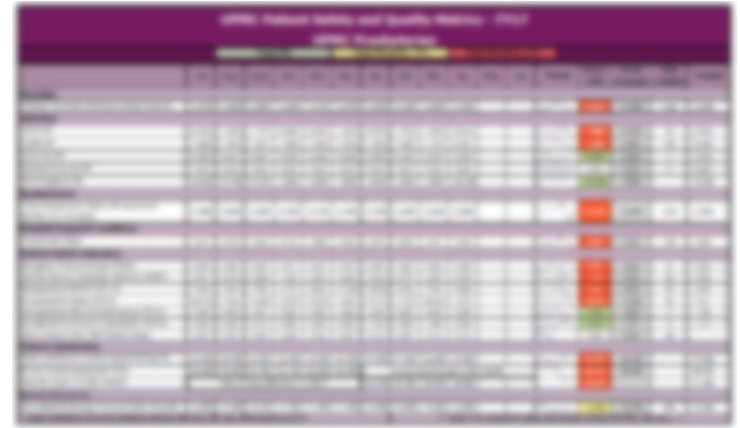
Use FITs as Proxies for Attendings



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Quality Metrics

- Start With:
 - Division/ Hospital-Wide Data
- Goal:
 - Fellow-Specific, Cardiology-Specific Metrics
- Include Benchmarks



This image shows a large, blurred screenshot of a data dashboard. It appears to be a complex table or grid with multiple columns and rows, likely representing a wide range of quality metrics across different departments or time periods. The colors are muted, and the text is illegible due to the blur.



This image displays a grid of six smaller dashboard panels, each showing specific quality metrics for different patient populations and clinical areas. Each panel includes a title, a brief description of the metric, and a table of data points with color-coded indicators (green, yellow, red) representing performance levels. The panels are:

- CHF Population:** Focuses on heart failure metrics.
- AKI Population:** Focuses on acute kidney injury metrics.
- CHF Patients Splectic/Chronic:** Focuses on chronic heart failure metrics.
- CHF Patients Splectic/Chronic:** Focuses on chronic heart failure metrics.
- CHF Patients Splectic/Chronic:** Focuses on chronic heart failure metrics.
- CHF Patients Splectic/Chronic:** Focuses on chronic heart failure metrics.



QI Projects - Team-Based

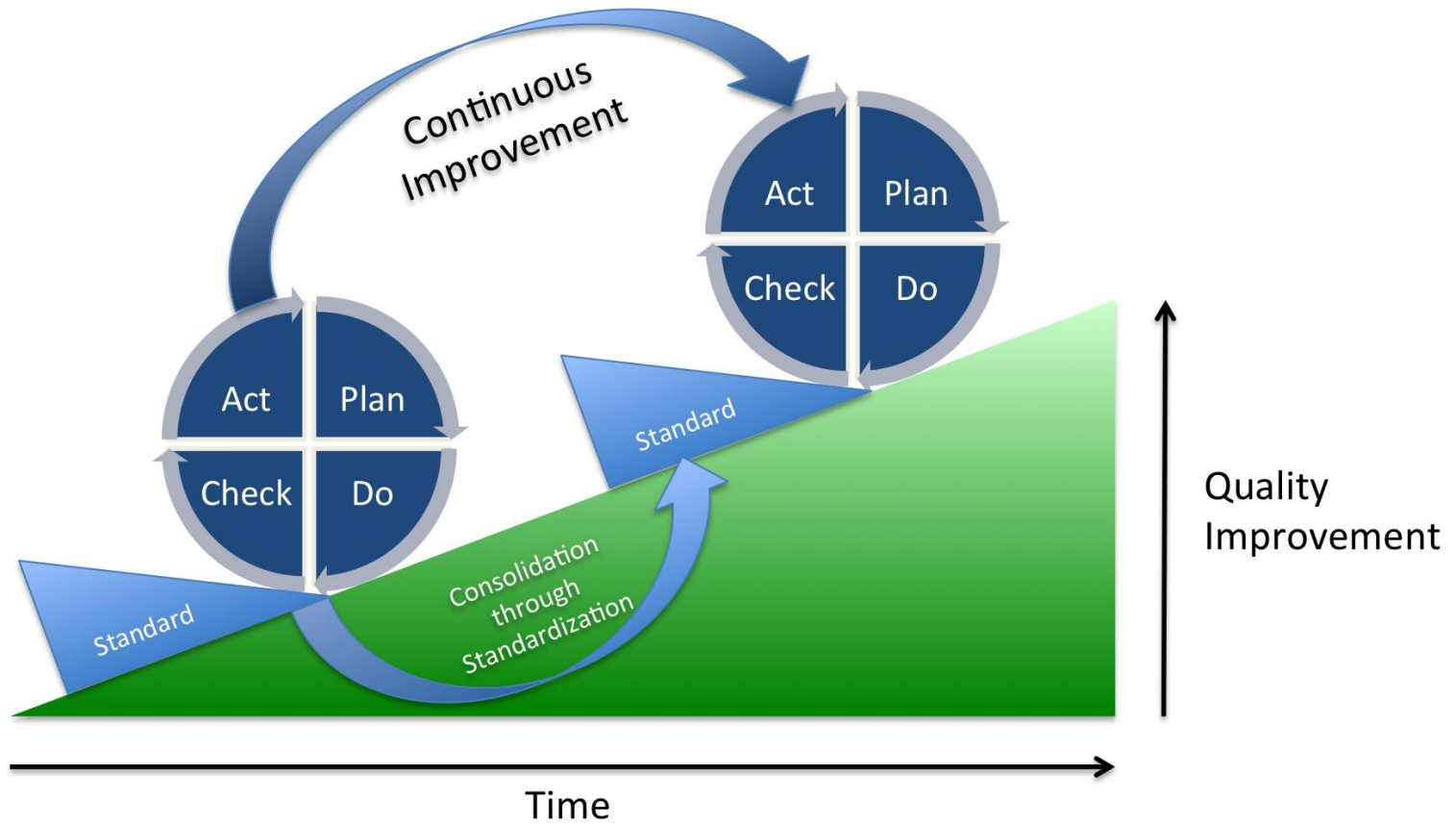
- 1-2 Fellows Serve as Identified Team Leader
- Create A Shared sense of purpose
- Multidisciplinary –
 - include nurses, techs, administrators, noncardiologists



A3 – Structure Your QI Process

A3 No. and Name	Team members (name & role)	Stakeholders (name & role)	Department	Organisation objective						
	1. 2. 3. 4.	1. 2. 3. 4.								
Team Leader (name & 'phone ext)				Start date & planned duration						
1. Clarify the problem	4. Analyse the Root Cause			7. Monitor Results & Process						
Is: Is not: Problem statement:										
2. Breakdown the problem					5. Develop Countermeasures			8. Standardise & Share Success		
	<table border="1"> <thead> <tr> <th data-bbox="792 722 1151 746">Countermeasure</th> <th data-bbox="1174 722 1534 746">Impact on target</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 755 1151 779">1</td> <td></td> </tr> <tr> <td data-bbox="792 781 1151 805">2</td> <td></td> </tr> </tbody> </table>			Countermeasure	Impact on target	1		2		
	Countermeasure	Impact on target								
1										
2										
3. Set the Target	6. Implement Countermeasure									
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1										
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Thank You

Don't hesitate to contact me:

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- levensonje2@upmc.edu
- [@jelevenson](#)



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Quality Improvement

- VI.A.1.b).(1) Education in Quality Improvement : A cohesive model of health care includes quality-related goals, tools, and techniques that are necessary in order for health care professionals to achieve quality improvement goals.
- VI.A.1.b).(1).(a) Residents must receive training and experience in quality improvement processes, including an understanding of health care disparities. (Core)
- VI.A.1.b).(2). (a) Residents and faculty members must receive data on quality metrics and benchmarks related to their patient populations. (Core)
- VI.A.1.b).(3) Engagement in Quality Improvement Activities : Experiential learning is essential to developing the ability to identify and institute sustainable systems-based changes to improve patient care.
- VI.A.1.b).(3).(a) Residents must have the opportunity to participate in interprofessional quality improvement activities. (Core)
- VI.A.1.b).(3).(a).(i) This should include activities aimed at reducing health care disparities. (Detail)

