

Title of Presentation\* Developing Psychology's Capability (Competencies) in Quality Improvement

Presenter Information\*

Presenter Name	APPIC Member Program Name	City	State
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**Abstract\*** In 2001, the Institute of Medicine (IOM) issued its seminal “Quality Chasm” report on the quality and safety of health care in the United States. The IOM called for fundamental and transformational change in health care delivery to address extensive shortfalls in the quality of healthcare. Leading health care organizations have recognized that Quality Improvement (QI) capability is key to transforming healthcare - to close the gap between care as usual and best practice. In recognition of the importance of QI capability to implement system change, QI concepts and skills have been incorporated in the ACGME competencies of practice-based learning and improvement and systems-based practice as well as physician requirements for Maintenance of Certification for medical specialties. Management of health and health care is as much (if not more, in some instances) about behavior and behavioral health than medical procedures and practice. For population health and health care to improve, all health professionals, including Psychology, need become proficient in QI. To date, Psychology has lagged behind medicine and nursing in knowledge and implementation of QI methods to improve quality. QI capability involves having the knowledge and skills (and the right mindset) for how to develop and implement system changes that will yield meaningful and sustainable improvement. Preferably, QI education initiatives develop competencies through project-based learning. The current presentation will: (1) provide an overview of the IOM’s seminal report and key QI concepts and methods; and (2) demonstrate ways Psychology training programs can implement QI education and engage in QI initiatives. The presenter will provide an overview of how she and the Psychology Section at Baylor College of Medicine / Texas Children’s Hospital (BCM/TCH) have been building Psychology’s QI presence and the QI capability of our faculty and advanced trainees. Key initiatives include: Hospital-Wide Quality Education: The current author is a core member of Texas Children’s Quality Education Steering Committee – an interdisciplinary work group committed to developing and disseminating Quality Education throughout the organization. Education of Psychology Training Faculty: Psychology at BCM/TCH launched an innovative education initiative to develop Psychology faculty to lead QI projects and champion quality. Project-based learning was supported by a series of focused didactic lectures, self-guided readings, individual sessions with a QI coach, multi-project working group meetings, and planning/feedback meetings. Learners

reported achievement of key educational objectives and QI projects yielded clinical process improvements. Training Director Meeting with Interns: For the past several years, the current author has provided several didactic sessions on QI to Psychology Interns. In the future, plan to incorporate QI project work – possibly in tandem with Fellow’s College. Fellow’s College: Current author is core faculty member for BCM Pediatrics Fellows College QI Modules. Fellows College is a core professional development forum for Pediatric Medicine Fellows across subspecialties (e.g., Hem-Onc, Cardiology, Infectious Disease, Hospital Medicine, etc). This coming year Psychology Fellows will participate in Fellow’s College QI modules – yielding an interdisciplinary forum for project-based development of QI competencies.

### **Learning Objectives:**

- #1\* At the conclusion of the current presentation, each participant will be able to:  
(1) Describe key principles and processes of quality improvement
- #2\* (2) Describe why it is important to Psychology to develop the QI competencies of our trainees and how QI knowledge, skills, and attitudes fit into established competencies for Health Service Psychology
- #3\* (3) Identify how your training programs, training faculty/supervisors, and trainees can develop QI competencies (including where to learn more about QI).

### **References:**

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