

Quality Improvement *is* Education Scholarship

AHSE Education Symposium

9/14/2020



You have a great project,
now what?

Who is your audience.... Who cares?

Local

- Promotion
- Meeting Abstract
- Poster Presentation
- Accelerate
- Guideline / Protocol

Broad

- Plan before for *your* manuscript
 - Review journal guidelines
 - SQUIRE 2.0
- Journals that publish QI work

FARA Guidelines



Clinical Track Formal Reappointment and Promotion Criteria

The missions of the University of Utah School of Medicine include Investigation, Education, and Clinical Practice Advancement, which are supported by Administration / Service. These four "areas of accomplishment" are defined below for the purpose of formal faculty reviews in the School of Medicine. Clinical Track faculty members are expected to demonstrate excellence in two areas and effectiveness in the other two areas. Excellence in Clinical Practice Advancement is not required as long as excellence in two other areas and effectiveness in Clinical Practice Advancement are demonstrated. The differences between "excellence" and "effectiveness" work lie in scale, outcome, and impact. In general, effectiveness represents work that has impact within the division, department, or institution; excellence represents work that has impact outside of the division, department, or institution. Excellence in investigation specifically requires scholarship and dissemination outside the institution. Effective investigation does not require scholarship of national impact.

Areas of Accomplishment:

Clinical Practice Advancement

Clinical Practice Advancement is defined broadly to include direct patient care; development of algorithms, care process models, protocols or templates; decision support tools to improve patient care; participation in quality improvement projects or programs; and oversight of patient care. Quality improvement projects and development of protocols may be considered both Clinical Practice Advancement and application scholarship.

Excellence in Clinical Practice Advancement requires participation in Clinical Practice Advancement at an administrative, development, scholarly, or investigational level with involvement outside the division / department for promotion to Associate Professor (Clinical) and outside the institution for promotion to Professor (Clinical). Involvement could be evidenced by service on a clinical guidelines committee, service on a professional society committee, dissemination of quality improvement projects, or presentations on clinical topics. Excellence may include efforts to improve the quality of care or clinical education.

Investigation

Investigation involves efforts by the faculty member that generate or advance creation or development of new knowledge. These could include such activities as bench research, clinical trials, quality improvement, and evaluation of educational efforts. Team science, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration / service, and global health can all be areas for effective and excellent investigation.

Excellence in Investigation requires scholarship, as defined by durable dissemination outside the institution and cumulative impact. Scholarship, dissemination, and impact could include authorship on peer-reviewed original articles; peer-reviewed, durable workshops; dissemination of innovation through commercialization that leads to improvements in patient care or outcome; or other metrics that demonstrate durable dissemination and impact. Glassick's criteria for scholarship must be met for work to be considered scholarship.

Team science and collaboration are explicitly valued. Excellence in team science is defined by individual excellence and unique contributions in collaborative work, based on evidence provided in the self-assessment, in external evaluations, and evaluations by collaborators. Highly collaborative faculty who are capable of forging new collaborations as specific programs evolve and are supplanted merit promotion. Evidence of such success could include collaborations with multiple other investigators and expertise pertinent to multiple potential areas of investigation.

External funding is evidence of impact, dissemination, and a national reputation, but it is not an absolute requirement for promotion. As a measure of the ability to sustain excellence, individual departments can define external funding as a required component of excellence.

Effectiveness requires participation in investigation projects that have impact. External dissemination by the individual faculty member is not required, although external dissemination of the work (scholarship) by others involved in the project



CONNECT | IMPROVEMENT

Find the Root of the Problem to Achieve Long Term Solutions

Michael Van Tienderen, Matt O'Neal, Emily Drennan, and Cindy Spangler

3 minutes

Accelerate
<https://accelerate.uofuhealth.utah.edu>

SQUIRE 2.0 Guidelines

A framework to think about
quality improvement work

- Checklist format
- Outlines essential elements
- Useful in planning your project and writing it up

Journals that co-published SQUIRE

- Am. J. Critical Care
- Permanente Journal
- J. Surgical Research
- J. Continuing Education in Nursing
- Am. J. Medical Quality
- Canadian J. Diabetes
- J. Nursing Care Quality
- Joint Commission Journal
- J. American College of Surgeons
- BMJ Quality and Safety

Journals that publish QI reports

- Annals of Internal Medicine
- Health Affairs
- Health care: J. of Delivery Science
- Implementation Science
- International J. for Quality in Health Care
- J. for Healthcare Quality
- J. of Clinical Outcomes Mgmt
- J. of Healthcare Risk Mgmt
- J. Pediatrics
- PLoS One
- Quality Mgmt in Health Care
- J. Nursing Care Mgmt
- NEJM
- JAMA

Squire 2.0 and problem-solving table

SQUIRE 2.0 Framework	Content	Problem Solving Framework
The Challenge	Compelling introduction that outlines the problem	Project background
Introduction	Why did you Start?	Problem statement and goal statement
Methods	What did you do?	Baseline Analysis, investigation, Improvement design and implementation
Results	What did you find?	Outcome, monitoring plan
Discussion	What does it mean?	Lessons learned, barriers, what worked, what didn't work, next steps

Vascular Access Patient Project

	Content	Our Project
The challenge / Project Background	Compelling introduction that outlines the problem	
Introduction / Problem statement and goal statement	Why did you Start?	
Methods / Baseline Analysis, investigation, Improvement design and implementation	What did you do?	
Results/ Outcome and Monitoring Plan	What did you find?	
Discussion / Lessons learned, barriers, what worked, what didn't work, next steps	What does it mean?	

Writing up your work

- Why did you choose the project?
 - Audience
 - Setting
 - Problem
 - Methods
- Has anyone written this already?
 - Project locally useful but less likely to publish
 - Novel approach?
- Choose a journal.
 - Can consider this prior to starting the project to tailor your approach
- Read and understand journal criteria
 - SQUIRE 2.0
 - IRB?



Publishing
Quality
Improvement
Work is
Essential



Is Quality Improvement Work Scholarship?

