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

Presenter Information*

<table>
<thead>
<tr>
<th>Presenter Name</th>
<th>APPIC Member Program Name</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liza Bonin, Ph.D.</td>
<td>Baylor College of Medicine - Pediatrics / Texas Children’s Hospital Psychology Internship</td>
<td>Houston</td>
<td>Texas</td>
</tr>
</tbody>
</table>

First Author Contact Email Address* labonin@texaschildrens.org

Choose one of the Following Options for Your Submission:* Consider for Either Oral or Poster Presentation

Attach CV(s)
http://www.appic.org/Portals/0/DynamicForms_Uploads/6af75b1c-5bef-4d98-90f6-21d3ca0794b9.docx

Abstract* In 2001, the Institute of Medicine (IOM) issued its seminal “Quality Chasm” report on the quality and safety of healthcare in the United States. The IOM called for fundamental and transformational change in healthcare 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.

IMPORTANT! All oral presentations (CE Credit) must meet the requirements as identified in the link to the CE document provided by APA (http://www.apa.org/ed/sponsor/resources/objectives.pdf). Please confirm that you agree to review and submit learning objectives based on this document. Yes

Learning Objective #1* At the conclusion of the current presentation, each participant will be able to: (1) Describe key principles and processes of quality improvement

Learning Objective #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

Learning Objective #3* (3) Identify how your training programs, training faculty/supervisors, and trainees can develop QI competencies (including where to learn more about QI).
Describe how this presentation offers opportunities for interaction with or among the participants.* Plan to engage audience in interaction / discussion about the role of quality in their work, conceptions about QI, and how they have tried to incorporate quality concepts in training.

Please describe how this presentation will address diversity issues* A key IOM aim (and thus objective of quality work) is to ensure that quality of care is equitable across diverse groups. QI is an important mechanism for improving the quality of health care to groups that are underserved and/or would benefit from individualized/more patient centered care.


