

Table. Overview of some quality improvement courses in the United States for caregivers who have completed training.

Course	Target Population	Goals	Curriculum	Outcomes & Additional Comments
University of Texas Clinical Safety and Effectiveness Course	A broad variety of caregivers, and administrators. Target population varies slightly among campuses (e.g., focus on physicians in some sites and interprofessional teams at other sites).	<ol style="list-style-type: none"> 1. To provide clinicians and leaders the concepts and tools to lead breakthrough change initiatives. 2. Develop a UT System-wide program that encourages adoption of best practices for QI and collaboration across campuses. 3. To facilitate career development for faculty by giving them the skills to be quality improvement leaders and educators. 	<p><u>Duration</u> varies among campuses, up to 9 months; Course is 8 days, plus time for a QI project; <u>Content</u> : standard, evidenced-based quality theory and techniques including:</p> <ol style="list-style-type: none"> 1. impact of variation 2. guideline/protocol development and implementation 3. outcome measurement 4. health services research 5. health policy and economics 6. quality vs. research 7. severity of illness measurement and application 8. History of Total Quality Management/Continuous Quality Improvement 9. teams and teamwork 10. Data Management 	<ol style="list-style-type: none"> 1. 608 graduates 2. Courses created at 4 of 6 UT System health campus with slight variations at each site based upon local strengths and need. 3. 260 QI projects completed. 4. All graduates and other leaders can attend an annual UT System conference to present projects and learn from each other and national experts. 5. Course graduates lead ongoing QI and efforts to introduce quality concepts into health professional education.

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Veterans Affairs National Quality Scholars Fellowship Program ⁶	Post-residency physicians	<ol style="list-style-type: none"> 1. To apply knowledge of QI to care 2. Innovate and improve health care 3. Teach health care professionals about QI 4. Research & develop new knowledge for QI 5. Enrich VHA clinical workforce with experts in research & application of QI skills 	<p><u>Duration:</u> 2 years Course requires</p> <ol style="list-style-type: none"> 1. face-to-face meetings yearly (4 day summer institute, 1 day IHI meeting, 1 day @ VA Health Services Research and Development meeting) 2. 2 hr video conferences every 2 weeks of didactic sessions, presentations of work, live exercises, and assigned reading 3. Research and QI projects <p><u>Course content</u> includes (but not limited to): systems failure and medical errors, process and outcomes thinking, change concepts, variation and statistical process control, research design, and benchmarking.</p>	<ol style="list-style-type: none"> 1. 75 physicians trained since 1999 2. 33 graduates have faculty positions at VA program sites 3. Alumni have published more than 300 articles in peer-reviewed journals
Baylor Accelerating Best Care ⁷⁻⁹	Change leaders (physicians, nursing and administrative leaders)	<ol style="list-style-type: none"> 1. Engage leadership in outcomes improvement 2. Align clinical process champions 3. Align incentives and transparency 4. Use technology to facilitate outcomes improvement and monitoring 5. Provide assistance in evaluating the impact of interventions in CQI framework and designing additional or new interventions 	<p><u>Duration:</u> 6 days Course includes didactic instruction and design, implementation, and evaluation of a QI project</p> <p><u>Course content:</u></p> <ol style="list-style-type: none"> 1. QI methods to improve care 2. data monitoring 3. patient outcomes 4. evidence-based medicine 5. quality indicators 6. consumerism and the patient perspective 7. QI and cost 	Implemented ABC program in 16 Texas rural hospitals and 2 Pennsylvania rural hospitals;

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Intermountain Advanced Training Program ^{10,11}	Executives and QI leaders	<p>1. To give participants the understanding and tools necessary to conduct state-of-the-art clinical practice improvement projects, use quality improvement methods to manage and integrate non-clinical processes, implement quality improvement programs, and conduct internal quality improvement training.</p> <p>2. Allow participants the opportunity to join a national/international network that provides ongoing support and information sharing for future collaborations.</p>	<p><u>Duration:</u> 20 days Course includes lectures from national experts and completion and reporting of a QI project.</p> <p><u>Course content:</u></p> <ol style="list-style-type: none"> 1. guideline/protocol development and implementation 2. outcome measurement 3. health services research 4. health policy and economics 5. cost-based accounting 6. medical informatics 7. severity of illness measurement and application 8. Total Quality Management/Continuous Quality Improvement 9. teams and teamwork 	1250 medical leaders have participated in ATP since 1992 (affiliated with 330 organizations)

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U Mass Physician Quality Officers ¹²	Physician leaders	<ol style="list-style-type: none"> 1. Build institutional strength for QI mission 2. Engage department chairs and leaders in QI projects early 3. Select physicians with leadership skills and compensate them for their time 4. Include physician and nonphysician leaders in recruitment, selection, and training of new quality officers 5. Centralize physician quality officers as part of administration to align the work of PQOs with hospital goals 6. Enhance PQOs careers with training in safety science, support to attend meetings, and bonuses for good performance 	<p><u>Duration:</u> 8 hours Program includes:</p> <ol style="list-style-type: none"> 1. Quality College (“boot camp”) 2. Participation in ongoing projects, reflecting on successes and failures with chief quality officer 3. Direction of improvement projects with reflection on successes and failures with chief quality officer and the PQOs <p><u>Course content:</u></p> <ol style="list-style-type: none"> 1. quality improvement science 2. opportunities for improvement and clinical decision support 3. patient safety, patient experience, and systems analysis 4. project management, process redesign, Plan-Do-Study-Act model 	Trained 7 PQOs, which benefitted from 1) QI experience and training, 2) Institutional and peer recognition, and 3) Financial reward for achieving objectives