Designing the Documentation of Part IV MOC Projects to Teach QI
Harrison, RV, PhD; Greenberg, GM, MD, MA, MHSA; Pihalja, CA, BA

OBJECTIVE
Use required participation in quality improvement (QI) projects for Maintenance of Certification© (MOC) to help UMHS physicians learn and apply structured, systematic processes to improve the quality and safety of patient care.

BACKGROUND
ABMS Multi-specialty Part IV MOC Portfolio Program
ABMS (24 specialty certifying Boards) MOC requires documentation of practice self-assessment and improvement (Part IV)
Part IV Program is an option that 19 Boards accept
Approves organizations to act on behalf of ABMS verifying:
• Appropriate QI activities
• Adequate participation of individual physicians
ABMS Program approved UMHS to act for boards

Initial Focus: Align Physician’s and UMHS’s QI Activities
For physicians: maintain certification through work already doing
For UMHS: advance strategic priorities and support physician workforce

PROBLEM
Physicians need to understand, utilize, and communicate using basic QI concepts to plan and document QI Projects for Part IV MOC.

SPECIFIC AIMS
Identify basic QI concepts in ABMS Program requirements.
Elaborate those concepts within the QI framework used within UMHS.
Teach leaders of QI projects basic QI concepts for use and documentation.
Introduce participants to QI concepts and their application within the project.

METHODS
Identify QI Concepts in ABMS Program Requirements
Sources for ABMS Program requirements:
• Standards and Guidelines for the Program
• Form summarizing each approved project
• Audit form to report project details
Examples of QI concepts and expectations for projects
• Prospective, repetitive data collection to assess impact
• Interventions and how they are to improve care
Minimum Part IV requirements for individuals
• Participate in key stages of the project (minimum 2 cycles)
• Reflect on the QI activity and describe the change and effects

Elaborate Concepts within UMHS QI Framework
Met with UMHS Leadership in QI and Patient Safety
General Approach to Elaboration
• Plan-Do-Check-Adjust (PDCA) cycle framework
• Structured Problem Solving” for the planning stage
• Use terms that are commonly taught/used at UMHS QI

Teach QI Project Leaders
Develop form for “QI Project Application/Report for Part IV”
• Documents requirements using UMHS QI concepts and language
Develop tools to introduce language and concepts, e.g.:
• Linked cycles of improvement
• Systematic problem-solving framework
• Worksheet to draft project activities and timeline
Provide online access to information and materials
Individual consultations tailored to project stage
Cycles of trial and improvement for teaching project leaders

RESULTS
Documentation Required by ABMS
Documentation reliably collected and approved through ABMS audits
UMHS QI Framework Embedded in Materials
Institutional information about QI utilized and reinforced
Teaching QI Project Leads
Improved understanding of QI process and its documentation for reporting
Improved design and conduct of QI activities
Able initiate and document subsequent project with little help

Introduce Concepts to Project Participants
Able to reflect on their roles, changes made, and impact on personal practice

FUTURE PLANS
Project Leader’s Ability to Teach QI Participants
Assemble materials to help leaders explain project activities to participants
Utilize Experienced QI/Part IV Faculty as Consultants
Develop list of experienced project/Part IV leaders as local resources
Enhance Institutional Coordination of QI Training
Work with groups involved in QI training to share evolving ideas & resources.

Introduce Concepts to Project Participants
Project leaders explain activities to participants
Participate in discussions to review data, consider causes, and determine interventions using ≥ 3 sets of sequential data involving ≥ 2 interventions
Review full Application/Report of project and reflect on participation

Identify QI Concepts in ABMS Program Requirements
Sources for ABMS Program requirements:
• Standards and Guidelines for the Program
• Form summarizing each approved project
• Audit form to report project details
Examples of QI concepts and expectations for projects
• Prospective, repetitive data collection to assess impact
• Interventions and how they are to improve care
Minimum Part IV requirements for individuals
• Participate in key stages of the project (minimum 2 cycles)
• Reflect on the QI activity and describe the change and effects

Elaborate Concepts within UMHS QI Framework
Met with UMHS Leadership in QI and Patient Safety
General Approach to Elaboration
• Plan-Do-Check-Adjust (PDCA) cycle framework
• Structured Problem Solving” for the planning stage
• Use terms that are commonly taught/used at UMHS QI

Teach QI Project Leaders
Develop form for “QI Project Application/Report for Part IV”
• Documents requirements using UMHS QI concepts and language
Develop tools to introduce language and concepts, e.g.:
• Linked cycles of improvement
• Systematic problem-solving framework
• Worksheet to draft project activities and timeline
Provide online access to information and materials
Individual consultations tailored to project stage
Cycles of trial and improvement for teaching project leaders

RESULTS
Documentation Required by ABMS
Documentation reliably collected and approved through ABMS audits
UMHS QI Framework Embedded in Materials
Institutional information about QI utilized and reinforced
Teaching QI Project Leads
Improved understanding of QI process and its documentation for reporting
Improved design and conduct of QI activities
Able initiate and document subsequent project with little help

Introduce Concepts to Project Participants
Able to reflect on their roles, changes made, and impact on personal practice

FUTURE PLANS
Project Leader’s Ability to Teach QI Participants
Assemble materials to help leaders explain project activities to participants
Utilize Experienced QI/Part IV Faculty as Consultants
Develop list of experienced project/Part IV leaders as local resources
Enhance Institutional Coordination of QI Training
Work with groups involved in QI training to share evolving ideas & resources.