

Teaching QM in Health Care – Experiences from Germany

Carsten Leffmann, MD

Secretary of the German (speaking) Society for Quality Management in Healthcare (GQMG)

Member of the Board of the European Society for Quality in Health Care (ESQH)

Executive officer Hamburg Medical Council / Board of Physicians



ÄRZTEKAMMER
HAMBURG
Körperschaft des öffentlichen Rechts

Background Information

Approx. **2.100 Hospitals** in Germany...

- Obligatory Benchmarking projects, “external quality comparisons” (Law enacted in 1989)
- Obligatory Implementation of an internal Quality Management System (Law enacted in 2000)
- Obligatory Quality Reports every two years (2nd published in 2007; 3rd due in 2009)



Background Information

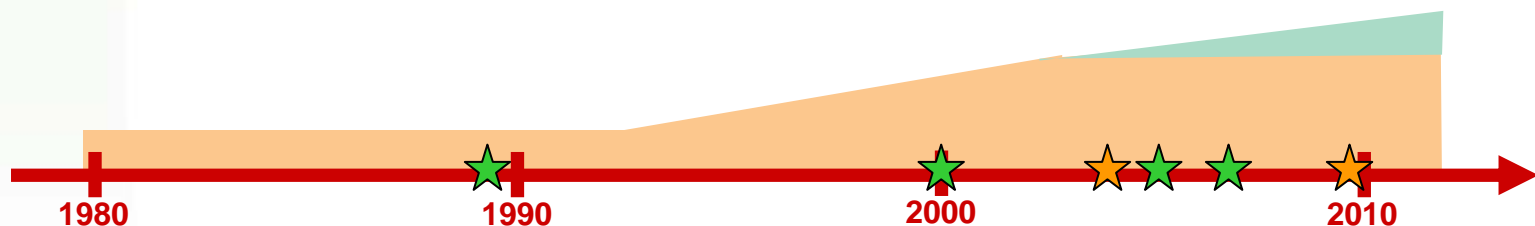
Approx. **120.000 MDs** of all specialties in own practices in Germany... (49% GP)

- Obligatory Implementation of an internal Quality Management System (Law enacted in 2004)
- Obligatory Benchmarking projects, due in 2009/10



QM Skills in Health Care

- **80s:** few convinced experts trained outside Germany or by auto didactical learning
- **Since ~1990:** demand-driven training of “quality-workers”
- **Beginning of the Century:** “Safety movement”





200 h Curriculum QM in Health Care

4th revised Edition 2007
(first Edition 1996)

General Medical Council,
Association of Statutory
Health Insurance Physicians,
Association of the Scientific
Medical Societies

Working group of all Course-
Tutors in Germany

Contents

Basics

- Ethics
- Legal aspects
- Organisations, management and leadership
- Professional self understanding
- Different concepts for patient autonomy

Methodology

- Terminology
- Statistics
- Evidence based medicine
- Outcome measurement
- Quality assurance
- Group dynamics, working in teams
- Process management
- Patient safety, risk management
- Information, CME
- Guidelines



Contents

Quality Management

- Multi-professional teamwork
- Leadership for quality
- Management approaches
- Organisational aspects
- Self assessments
- Certified quality
- Quality reporting
- Legal framework
- Benefit for patients, professions, institutions, society...

Health Economics

- Basics
- Financing health care
- Cost-effect / benefit analysis

Implementation of quality systems

- Prioritisation
- Responsibilities
- Planning
- Implementation
- Documentation
- Presentation



Organisational Details

- **Advanced training course**
- **Entry requirements:** Completed professional training (any health care profession) and at least two years of working-experience in patient care
- **e.g. 5 x 1 week** (over a period)
- **Project thesis** with oral presentation



Dr. med. Hans Meyer
Specialist in Internal Medicine
Gastroenterology
Quality Management

Week 1

MO

Introduction
(basics)

TU

Flow-
Charts

Legal
aspects

WE

Ethics

TH

7 tools,
Group
dynamics,
working
with teams
(1)

FR

Statistics

Week 2

MO

7 tools,
Group
dynamics,
working
with teams
(2)

TU

EbM /
Guidelines

KTQ*

WE

KTQ

EFQM-
Introduction

TH

ISO 1

FR

ISO 2

*Kooperation für Transparenz und Qualität im Gesundheitswesen, www.ktq.de

Week 3

MO

7 tools,
Group
dynamics,
working
with teams
(3)

TU

EFQM-
Training

WE

EFQM-
Training

TH

Quality
Indicators
/
Bench-
marking

FR

Patient-,
Employee-,
Partner-
Surveys
/
Complaints
management

Week 4

MO

Risk-
management
and
patient-
safety

TU

Risk-
management
and
patient-
safety

WE

Balanced
Scorecard

TH

communication

FR

communication

Week 5

MO

Presentation
of own
projects

Quality-
reports,
Public
relations

TU

Macro-
economics

WE

Presentation
of own
projects

Special
subjects

TH

Quality and
Costs
/
Micro-
economics

FR

Presentation
of own
projects

Final
discussion

12 years of training for quality ...

- Course completed: **~300** in Hamburg
- **>4.000** throughout Germany
- ~60% MDs, ~40% other Health professions (mostly from hospitals or large organisations)
- Costs: 3.800 - 4.500 €



12 years of training for quality ...

- > 1/2 would prefer (even) more “hands on training” (about 50% already!)
- More economics¹
- More management
- More risk management and patient safety²
- More leadership²

¹impossible (200 h!),

²new separate curricula (40 h / 80 h)





**Fortbildungskonzept
„Patientensicherheit“**

Fehlerquellen erkennen
Unerwünschte Ereignisse vermeiden
Folgen korrigieren

- aus Fehlern lernen -

Herausgeber:



Ärztliches Zentrum für Qualität in der Medizin (ÄZQ)
(Gemeinsames Institut der Bundesärztekammer
und der Kassenzentralen Bundesvereinigung)

Expertenkreis Patientensicherheit des ÄZQ

40 h Curriculum Patient Safety

1st Edition 2007

General Medical Council,
Association of Statutory
Health Insurance Physicians

Contents

Basics

- Terms and definitions
- Type of adverse events
- Case studies
- Implementation of Safety strategies and initiatives
- Legal aspects

Methodology

- Emergence of adverse events
- Theoretical aspects
- Psychology of adverse events
- Safety in organisations
- Safety culture
- Communication
- Interprofessional teamwork
- Learning from adverse events
- Incident reporting
- Root cause analysis
- Assessment and audits
- Simulations



Organisational Details

- **Advanced training course**
- **No** specific entry requirements
- **Modular** concept
 - 4 h** information for everybody
 - 16 h** implementation training
 - 20 h** advanced training for multipliers



Parallel developments...

- Ever since 1993: government↓, competition↑
- Late 90s: upcoming QM research demand, the academic world slowly becomes interested
- Management (economics) and leadership vs. QM
- Healthcare research demand↑

... so what do we actually need?

QM and Safety personell

- **lots:** facilitators
- **many:** heads of “quality and safety departments”
- **some:** researchers
- **few:** university teachers

- **more:** integration of QM and safety know-how in our regular course of studies (all professions)

Management and leadership personell

- **lots:** chief executives (leaders) with some QM/PS know-how
- **many:** university teachers
- **some:** researchers

- **more:** integration of QM and safety know-how in our regular course of studies (all professions)

Integration of QM + PS know-how...

- **Nursing schools:** Quality issues integrated in most curricula
- **medical schools:** Teaching assignments slowly coming up, otherwise “good luck”
- **No** specific QM + PS professorship in Health Care yet
- **Most degree programs for MBAs** in Health Care contain substantial QM teaching modules

Aims

- **Integration in basic study courses** of all affiliated professions
- **Faculties** for Quality Management, Patient Safety and Health Care Research as an own academic specialty
- **More publicity**

Answers (German point of view...)

Do we need separate curriculums for quality and safety?

no!

Who should be taught?

all health care professionals (basics)

Answers (German point of view...)

How?

modern mix

When?

undergraduates!

A faint, light green stethoscope is visible in the upper left corner of the slide, partially overlapping the blue header bar.

Thank you very much for listening!