

CLiQS Submission for the Ted Freedman Award for Innovation in Education

Project Name: Clinical Leadership in Quality and Safety (CLiQS)

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The Innovation:

The Australasian College of Health Service Management (ACHSM), La Trobe University, Qualityworks Pty Ltd and the Australian Centre for Leadership Development collaborated to develop, provide and evaluate an Innovation in education project funded through the Victorian Quality Council (VQC) of the Victorian Government Department of Health (Australia). The aim of the Innovation was to increase the skills of clinical leaders in quality and safety, including a range of health professionals across metropolitan, rural and regional acute, community, long term care and primary care settings.

The Innovation was designed based on findings of a comprehensive literature review and focus groups (see Supporting Information). The curriculum comprised a simulation and a workplace project, supported by online materials, face-to-face workshops and regular communication with their learning set colleagues and the program faculty (see CLiQS Learning Guide). The simulation was undertaken using three enquiries (hypothetical scenarios) within team learning sets. The enquiries were based on realistic scenarios in a hypothetical web-based community known as Keelbundoora. The enquiries were supported by a structured series of online learning modules including printed resources, such as journal articles, book chapters, quality and safety tools and frameworks, and a variety of rich media, such as online videos and webinars, and other resources. These were organized to provide a 'just in time' resource to assist the learning sets in researching and solving the three enquiries. Notably the participants were provided with both robust and questionable resources and were required to evaluate the evidence they used, often leading them to search for more reliable sources.

The workplace project required the participants to identify, plan, implement and evaluate a quality or safety initiative in their workplace. The final workshop required the participants to present their projects in a scenario revolving around a 'Minute' with the Minister of Health.

The value of the Innovation as an agent of change:

The 24 participants were invited to a formal dinner with the State Minister of Health (where the Minute with the Minister scenario took on great importance) and senior bureaucrats. Two participants (an anaesthetist and a nurse) were invited to make a presentation of the experience. The points they made related to the structure of the Innovation that allowed them to work together and learn from each other across the State (a large geographic area) and that for the first time in their training they focused on how to lead change (not just the theory, but the development and testing of the necessary skills). Both the presenting and non-presenting participants remarked that they would not have had the skills, knowledge or confidence to interact with the Minister of Health prior to their participation in CLiQS.

The evidence to substantiate the Innovation:

Evaluation of the program, its process, the design and development of the curriculum and the impact on participants was conducted throughout the course and at course completion (see Supporting Information). The methods included quantitative validated questionnaires to track changes in self-assessed leadership skills and quality and safety knowledge and skills among the participants, regular satisfaction questionnaires, interviews

with the participants and sponsors and other staff from their organisations, and a formal exercise of validation of the curriculum by independent academics.

The curriculum was assessed by the independent reviewers as meeting the desired learning outcomes to a high standard. The overall course was considered soundly structured, the theoretical frameworks on which the curriculum was based were well chosen and the approach was seen as thoroughly researched and evaluated. It was also noted that the educational approach had built on and improved previous learning models (see Supporting Information).

The outcomes to substantiate the Innovation:

The CLIQS participants reported significant improvement in the Leadership Practices Self-Inventory scale (Posner and Kouzes, 1988), suggesting they were more aware of and possibly more able to practice recognised leadership activities at the conclusion of the program. Improvement was also noted for Emotional Intelligence (Schutte et al., 1998) in items related to recognising emotion in others and having control over one's own emotions. The tests of patient safety knowledge and skills (Price Kerfoot et al., 2007, Madigosky et al., 2006) demonstrated understanding of patient safety factors and skills areas such as risk reporting and communication.

Most importantly the organisational sponsors and other contacts reported a visible change in how these clinical leaders went about their work, resulting in measurable improvements in the achievement of organisational strategies to improve quality and safety.

References

- Madigosky, W. S., Headrick, L. A., Nelson, K., Cox, K. R. & T., A. 2006. Changing and sustaining medical students' knowledge, skills, and attitudes about patient safety and medical fallibility. *Academic Medicine*, 81, 94-101.
- Posner, B. Z. & Kouzes, J. M. 1988. Development and Validation of the Leadership Practices Inventory *Educational and Psychological Measurement* 48, 483-96.
- Price Kerfoot, B., Conlin, P. R., Trivison, T. & McMahon, G. T. 2007. Patient safety knowledge and its determinants in medical trainees *Society of General Internal Medicine*, 22.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J. & Dornheim, L. 1998. Development and validity of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-77.