

Other Trainings

Implementing Quality: Comment & Critique	Workshop Title	Writing for Publication: Polish & Publish
Those with experience in conducting a QA/QI study, a QA/QI trainer	Pre-requisite	Those who had completed a QA/QI project
A training that teaches / polishes the trainers' skills on appraising a QA/QI project	Learning Objective	A session to guide and assist participants in preparing their manuscripts for QA/QI projects to be published in Q Bulletin
Guide on mark allocation for a QA/QI project presented at the National QA Convention	Training Module & Content	Q Bulletin Guideline for Authors
Combination of short sharing experience sessions and small group works on appraising a particular QA/QI project and reporting back sessions	Training Approach	Combination of short lectures related to writing a QI manuscript and individual/small group writing sessions followed by rounds of individual/small group manuscript's review sessions
1 day	Course Span	2 ½ to 3 days with virtual follow up sessions until manuscripts are ready to be published
1. 31 Oct 2018 2. 1 Nov 2018 3. 18 & 19 March 2019	Dates Conducted	1. 16 – 18 May 2017 2. 27-29 Aug 2018 3. 2-4 Oct 2018 4. 25-27 Feb 2019 5. 23-25 Oct 2019 6. 25-27 Feb 2020 7. 11-13 Aug 2020



What the QI Learning has taught us?

<p>Continued trainings over time are important to find new champions to compensate for retired, resigned or inactive trainers.</p>	<p>Continuous update of the module content to be parallel with international standards</p>	<p>Be innovative in designing the training to suit the current needs</p>	<p>Challenge ourselves to experiment a new/different training approach and learn which approach is more effective, acceptable and successful</p>
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MOVING FORWARD

<p>Expansion of Training</p> <p>Promoting QI as a core competency that is essential for health professionals, through continuous training sessions with multiple target audiences within and beyond the MOH, including but not limited to:</p> <ol style="list-style-type: none"> Focus on a more targeted group of audience, for example by professionals' categories such as clinicians and allied health practitioners Expanding training beyond MOH through smart partnerships to promote and encourage implementation of QA/QI beyond MOH facilities Organising regular short webinars on selected QI topics Providing short consultancies upon request; informal teaching sessions, one-to-one coaching 	<p>Up-to-date Content</p> <ol style="list-style-type: none"> Periodically review the existing training module(s) Continuous upgrading of online module to make it more comprehensive; <ol style="list-style-type: none"> inclusion of active/interactive learning components where participants put QI into practice in the form of assignments to work on as an individual or as a small group project and present in the following session follow up sessions to ensure participants embark and complete a QA/QI project Inclusion of exercises and activities to complete before, during and after the session
<p>Impact Evaluation</p> <p>Examining the impact of training in terms of the ability to develop trainers' competency.</p>	<p>Reward & Appreciation</p> <p>Strengthening the reward and appreciation mechanism for active QI trainers and champions</p>

References:

- Batalden P, Davidoff F. Teaching Quality Improvement: The Devil Is in the Details. JAMA [Internet]. 2007 Sep 5;298(9):1059–61. Available from: <https://doi.org/10.1001/jama.298.9.1059>
- Health Foundation. Evidence Scan: Quality improvement training for healthcare professionals [Internet]. 2012 [cited 2021 Apr 19]. Available from: <https://www.health.org.uk/sites/default/files/QualityImprovementTrainingForHealthcareProfessionals.pdf>
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QA/QI HIGHLIGHT

MOH QA/QI PROGRAMME SECRETARIAT

The Institute for Health Systems Research provides scientific evidence to policy makers and health managers at every level, to enable them to make evidence-based decision making on health matters.

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Tale of A Journey: Healthcare Quality Improvement Training in Malaysia

'Not all changes are improvements but all improvements involve change. Changing the systems that deliver care has thus become the cornerstone of the movement that is now referred to as medical quality improvement' (1).

Introduction

Current healthcare faces significant challenges with rising population size, aging issues, lifestyle-related emerging diseases, high demand for health care exceeding staffing and scarcity of financial resources which may impact the quality of care to the patient (2). These require more systematic, organised and sustainable strategies to continuously improve healthcare systems in order to ensure higher quality, easier access and better value for money, for the people.

Building capacity and capability in quality improvement of health care workers, among others, play a role in facilitating changes in the processes and systems which can contribute to improvement. In response to this need, Quality Improvement (QI) training programmes have been designed to teach quality improvement methods to healthcare workers, which can serve as an important lever in improving the quality of healthcare.

The QI training programme is not new in Malaysia. The first training module was developed in 1990 as a training package aimed at enhancing participants' skills in conducting QI studies. Over the years, the training modules have been revised and training sessions have been refined.

Aim:
Sharing our journey, experience and future plan in providing QI training programme to healthcare workers

Quality Improvement Training

<p>Quality improvement (QI)</p>	Systematical and proactive actions taken to continuously improve the processes involved in the delivery of care, based on data, to achieve the highest possible rather than reaching a predefined level of quality. Processes, rather than individuals are at the centre of QI, intrinsically focused on preventing errors rather than placing blame (3).
<p>QI Training</p>	<ul style="list-style-type: none"> Is any activity organised that specifically intends to teach qualified healthcare workers on methods that could be used to analyse and improve the quality of healthcare services at all levels. includes courses on the QI concept and techniques, appraising a QI project and writing workshop for a QI project publication. Is part of the Continuous Professional Development (CPD).
<p>Aims of QI Training</p>	<p>Develop the knowledge and skills needed for healthcare workers to:</p> <ul style="list-style-type: none"> assess the performance of healthcare to understand the gaps between the current activities and best practices to have tool and develop strategies to reduce the gap based on data which ultimately improve the quality of healthcare delivered.
<p>Approaches in QI Training</p>	Direct learning such as short workshops, on-the-job training and indirect facilitated training via online modules, distance learning and printed resources.
<p>Participants of QI Training</p>	Healthcare workers from multidisciplinary and multi professional background representing diverse healthcare facility in the MOH.

Quality Improvement Learning Module(s)

1

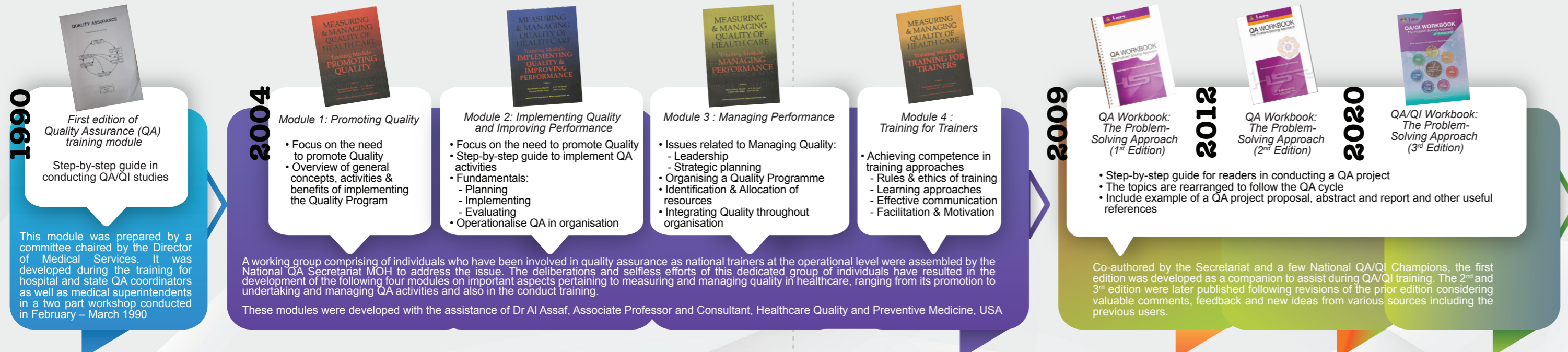
To guide participants/learners on the topics covered

2

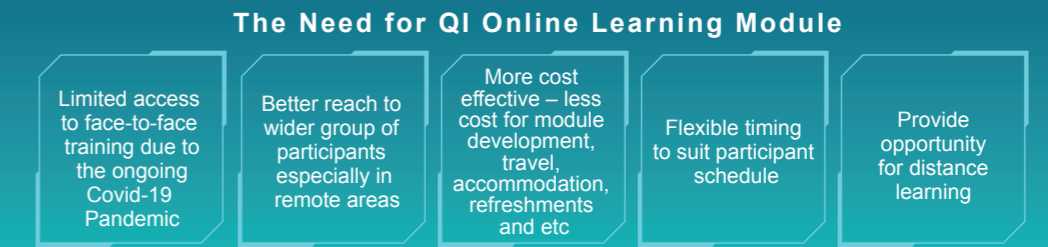
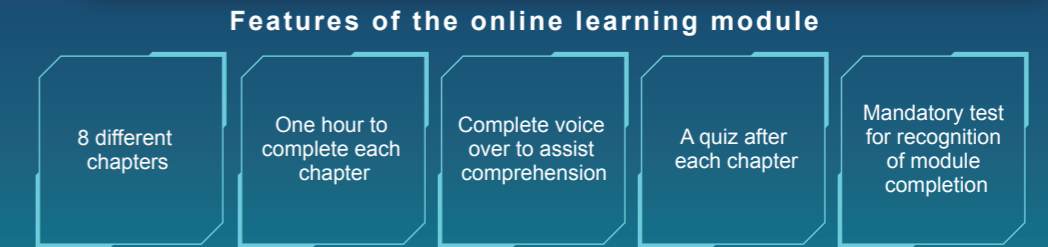
To provide a learning content where each item is designed to teach a specific topic

3

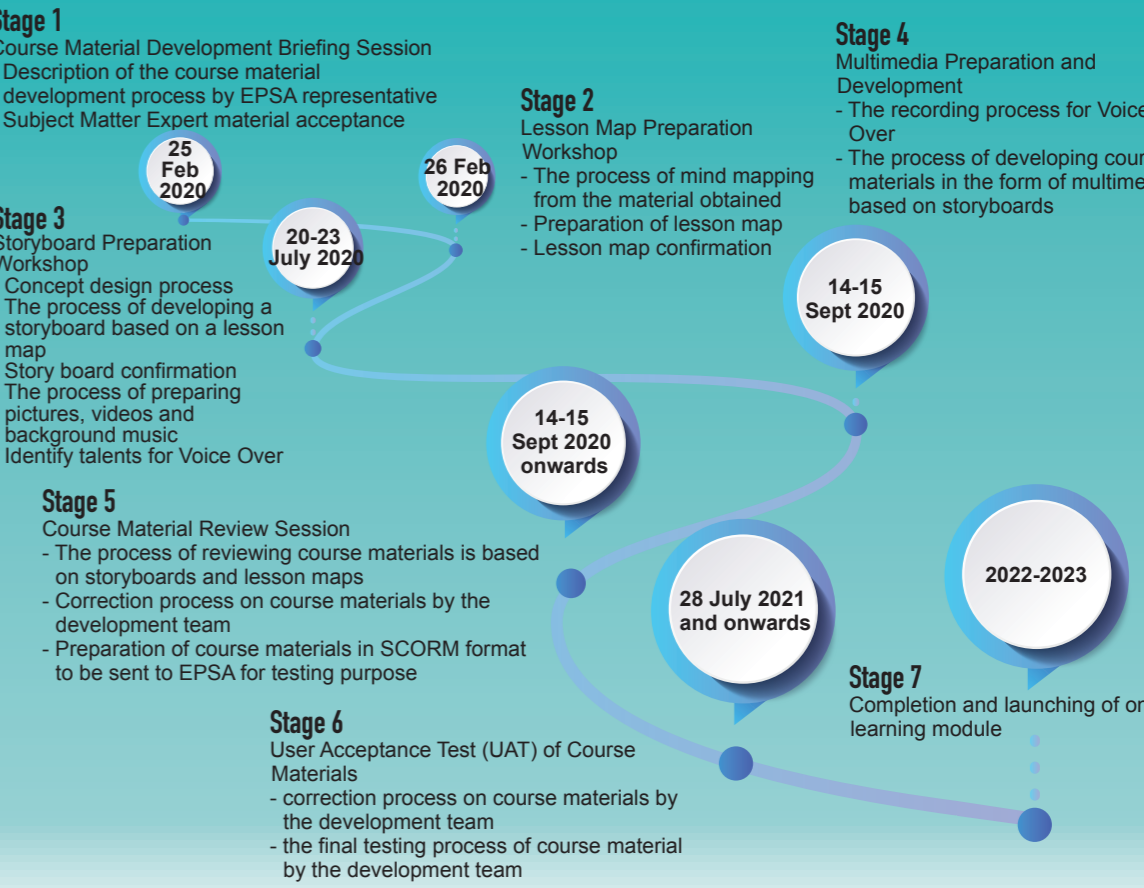
To provide a step-by-step learning of the QA/QI



The Future: Virtual Learning Platform



Developing an Online Learning Module: The Steps

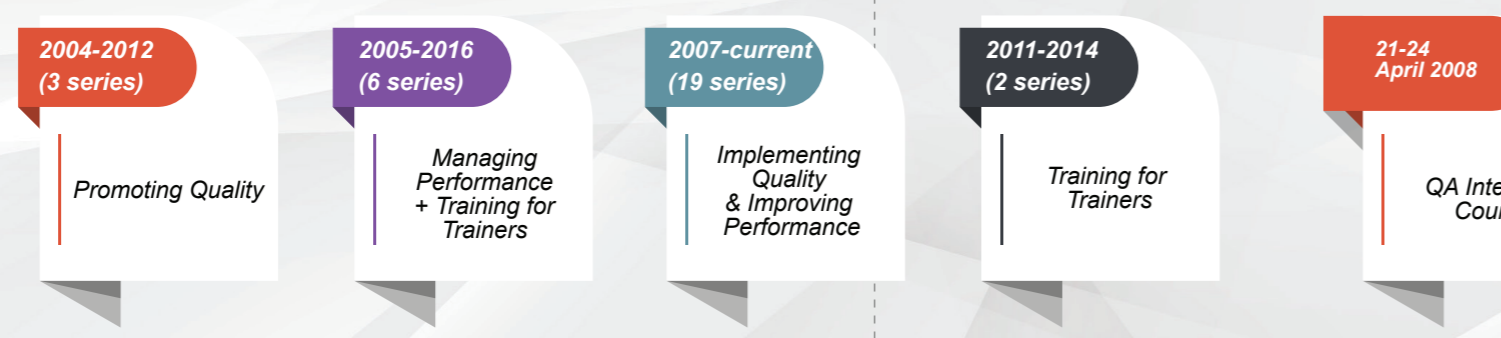


Challenges in Developing QI Online Learning Module:

- Content Development; Translating existing content module to an online module
- Technical (IT) aspect of the module development
- Monitoring the effectiveness of the training session; how to assess learning outcomes



2a. Trainings throughout the decades: Cohort-based Approach



2b. Trainings throughout the decades: New (non-cohort) training approach

