FOURTH YEAR ELECTIVE TITLE
LEAN Process Improvement:
Why Providers need to know about efficiency in Healthcare

COURSE NUMBER
MED 9045

LOCATION
RWJUH / New Brunswick

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BLOCKS AVAILABLE
#6, 7, & 10

DURATION/WEEKS
MIN: 2    MAX: 4

HOURS PER WEEK
35

STUDENTS
MAX: 5

LECTURES/SEMINARS
YES (1 DAY/WEEK)

OUTPATIENT
No

INPATIENT
N/A

HOUSESTAFF
No

NIGHT CALL
No

WEEKENDS
No

LAB
No

EXAM REQUIRED
No

OVERALL EDUCATIONAL GOAL OF ELECTIVE

I. Patient Care

II. Medical Knowledge

III. Practice-Based Learning and Improvement
   A. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information.
      1. Students will critically appraise academic literature as well as current events applicable to the study of quality improvement
         Evaluation: Faculty observations & feedback; seminar participation
   B. Facilitate the learning of other students and health care professionals.
      1. Students will work collaboratively with other health care professionals to implement process improvement and improve the efficiency and safety of patient care.
      2. Students will actively participate in conferences and seminars
         Evaluation: Faculty observations; seminar participation; interaction on personal project

IV. Interpersonal and Communication Skills
   A. Work effectively with others as members of a health care team, including peers, residents, faculty and other health care professionals.
      1. Students will participate effectively with an interdisciplinary health care team
      2. Students will provide concise information to a faculty member and peer, prioritizing the most significant information to achieve goals in efficient delivery of health care.
      3. Students will establish effective communication among members of LEAN Process Improvement Group
         Evaluation: Faculty observations and Feedback; seminar participation
V. Professionalism
   A. Demonstrate respect, compassion, and integrity in interactions with peers and other health professionals.
      1. Students will demonstrate preparedness for meetings and other activities.
      2. Students will convey information honestly and tactfully; will engage in truthful interactions with peers, and in professional work.
      3. Students will act and dress in a professional manner.
      4. Students will maintain appropriate boundaries in work/learning/situations.
      Evaluation: Faculty observations and feedback; seminar participation
   B. Demonstrate accountability to society and the profession, and a commitment to excellence and on-going professional development.
      1. Students will maintain good attendance and punctuality for scheduled activities and appointments.
      2. Students will demonstrate initiative in fulfilling responsibilities to others on the team.
      3. Students will perform tasks independently as appropriate.
      Evaluation: Faculty observations and feedback
   C. Recognize and address personal limitations, attributes or behaviors that might influence their effectiveness as a physician.
      1. Students will seek help at appropriate times.
      2. Students will admit to errors of omission and commission and assume responsibility; inform a supervisor when mistakes occur.
      3. Students will maintain responsibility for the physical and mental health of themselves and their peers.
      4. Students will accept constructive criticism in an appropriate manner.
      5. Students will recognize areas that need improvement, seek advice, and demonstrate that they are able to incorporate feedback in order to make changes in behavior.
      6. Students will maintain composure during difficult interactions.
      Evaluation: Faculty observations and feedback

VI. Systems-Based Practice
   A. Demonstrate effective involvement in a health care team and be able to recognize how their involvement in patient care may affect other members of the health care profession.
      1. Students will participate effectively in groups with peers, attending, and other healthcare administration professionals.
      Evaluation: Faculty observations and feedback
   B. Know how types of medical practice and delivery systems differ from one another, including their methods of controlling health care costs and allocating resources.
      1. Students will recognize that participation in patient care in the tertiary academic/community hospital settings has unique priorities, opportunities and constraints that may affect health care delivery.
      2. Students will describe how the changing health care environment influences the delivery of health care by tertiary providers.
      3. Students will describe the LEAN process improvement methodology and its goals for improving the efficiency and safety of patient care.
      Evaluation: Faculty observations and feedback; seminar participation
   C. Describe the principles of cost-effective health care and resource allocation that does not compromise quality of care.
      1. Students will identify and analyze LEAN process improvement efficiency opportunities. (2 and 4 WEEK ELECTIVE
      Students will implement LEAN PI strategy based on analysis (4 WEEK ELECTIVE ONLY)
      Evaluation: Faculty observations and feedback; completion of personal project
   D. Be aware of how to partner with health care managers and health care providers to assess, coordinate, and improve health care and know how these activities can affect system performance.
      1. Students will outline strategies for effective LEAN PI, including partnership with other health care managers/providers and the utilization of information.
      Evaluation: Faculty observations and feedback; completion of personal program

BRIEF DESCRIPTION OF ACTIVITIES -
This health administrative elective will begin with a one-day activity-filled lecture covering the importance of Process Improvement for providers as we as provide Lean Process Improvement
basics. At the end of the lecture, each student will be given an assignment regarding a process improvement opportunity. Over the course of the following 2 weeks to 4 weeks each student will collect data about the opportunity (system data, manual data, chart reviews, etc.), define the problem using data and lean tools (observations, interviews, etc.), and analyze the problem based on Lean tools, best practices, etc. Depending on the length of the elective (2 or 4 weeks) students will be expected to define a problem and devise a LEAN process improvement plan (2 weeks and 4 weeks) as well as be actively involved in implementing the plan and evaluating the outcomes (4 weeks only)

METHOD OF STUDENT EVALUATION
Upon elective completion, students will need to hand-in their process improvement opportunity, data, thorough analysis and recommended improvement plan.

Are there any prerequisites for this elective?  No  X  Yes

Is this elective available to third year medical students as well?  No  Yes  X