



- Who leads/facilitates the discussion?
  
- Who will be involved in the discussion/invited to M&M? Will they need advance preparation in order for this to be quality/safety focused?
  
- How will you structure the conversation?
  
- Implementation
  - What barriers must you address? Refer to the “strategies for success” in the slides.
  
  - What resources and support do you need?
  
- Participant assessment and program evaluation
  - How will you assess the benefit to participants?
  
  - How will you evaluate the impact of your new and improved M&M conference otherwise?

## Quality and Safety Educators Academy – Hot Topic Breakout Sessions

### **Redesigning your M&M to focus on Quality and Safety**

**Faculty:** Jeff Glasheen, Karyn Baum, and Kevin O'Leary

*Organizations are increasingly reworking their traditional Morbidity and Mortality conferences to more overtly focus on patient safety and quality improvement. M&M conferences are a natural fit for QI/PS education due to their case-based nature. However, there are also potential challenges facing programs working to redesign these educational events. The small amount of evidence on M&M redesign does provide some strategies for success. This workshop will review these characteristics, the published literature in this area, the work three Internal Medicine Departments are doing, and provide attendees with time to begin planning their own redesign.*

*By the end of this session participants will be able to:*

1. Define what integrating quality and safety into M&M looks like and what its goals are
2. Describe the literature behind the reasons to integrate quality and safety into M&M
3. List ideal characteristics of successful quality and safety M&Ms
4. Begin to develop a plan for integrating quality and safety into your local M&Ms

### **Handoffs and Transitions in Care**

**Faculty:** Jennifer Myers MD & Abby Spencer MD MS

*The ACGME requires that all training programs have education in the safe hand-over of patient care. Further, acquiring skills in transitions of care is both an internal medicine and pediatric milestone.*

*By the end of this session participants will be able to*

1. Describe transitions of care as an entrustable professional activity
2. Outline several different transitions of care and prioritize their local curriculum efforts
3. Develop strategies for implementing handoff/transitions curricula in residency training
4. Explore how hospital discharge transitions and interprofessional curricula can be combined

### **Milestones and EPAs: See it to believe it!**

**Faculty:** Cheryl O'Malley MD, Eric J Warm MD, Anjala Tess MD

*The ACGME has defined new modalities of assessment to support program directors in determining resident and fellow competence. By using milestones to determine progression of the learner, and entrustable professional activities to translate these milestones to observable activities in the clinical arena, programs can assess competency for graduation. How to apply these new modalities to patient safety and quality will be a critical piece of resident education in the next decade.*

*By the end of this session, participants will be able to:*

1. Define the terms milestones and entrustable professional activity as they relate to competency based medical education.
2. Understand how milestones and EPAs fit into the ACGME's Next Accreditation System
3. Apply the AAIM 3 step process for building milestone based assessments to QI or Safety related curriculum
4. Discuss pearls and pitfalls of implementing milestone based assessments into your program.