



ALLIANCE OF INDEPENDENT  
ACADEMIC MEDICAL CENTERS  
*Innovation Award Application Form*

Institution Name: **HonorHealth**  
City, State: **Scottsdale AZ**  
Web Site: <https://www.honorhealth.com/>  
Institution Contact: **Priya Radhakrishnan, MD FACP**  
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1. Describe how the nominee has developed and/or implemented *innovative approaches to medical education and/or research* by completing the following Innovation Abstract. Please limit to 500 words):

**a. Title**

Librarians Promoting Foundational Lifelong Learning: Advancement of Research and Scholarship Through the ResQIPS Framework

**b. Contributors/Authors:**

Debra Schneider, MEd, MLIS, Kevin Gosselin, PhD, Erin Davis, RN, MSN, MBA, CPHQ, Sallie Figueroa, RM, MBA, CHCP, Evonda Copeland, MLIS, Donna Egnatios, DNP, RN, NEA-BC, Rustan Sharer, MD, Melanie Brewer, DNSc, RN, FNP-BC, Andrea Darby Stewart, MD, Priya Radhakrishnan, MD, FACP

**c. Introduction/Background**

Sustained commitment to advancing research, quality improvement (QI) and patient safety (PS) is an important aspect of graduate medical education (GME). Scholarship is a core requirement of GME<sup>1</sup>; however programs often receive citations for lack of scholarly activity. Clinicians must be well-versed in research, QI and applying research findings to improve patient care. Busy clinicians often lack the training, resources or support needed to bring important clinical questions from idea to project execution. Practicing physicians also need to understand the principles of QI due to legislative changes<sup>2</sup>.

<sup>1</sup> ACGME  
[http://www.acgme.org/Portals/0/PDFs/commonguide/IVA5c\\_EducationalProgram\\_ACGMECompetencies\\_PBLI\\_Documentation.pdf](http://www.acgme.org/Portals/0/PDFs/commonguide/IVA5c_EducationalProgram_ACGMECompetencies_PBLI_Documentation.pdf)

<sup>2</sup> <https://qpp.cms.gov/mips/improvement-activities>

**d. Significance**

We developed an innovative framework and curriculum called ResQIPS (Research, Quality Improvement and Patient Safety) in 2016, linking education and support on QI/PS activities to scholarship with the intent of increasing scholarly projects and improving outcomes. The primary audience is residents and faculty.

**e. Methodology/Innovation Development and Evaluation**

A librarian-led, interprofessional (IPE) committee comprised of representatives from GME, Research, QI/PS, Nursing, Pharmacy and Library collaborated beginning in Fall 2016 to develop and implement a curriculum for scholarship which became known as "ResQIPS". Our Masters-prepared medical librarians were a unique choice to oversee this project due to their competence in research principles and experience with working across multiple disciplines on QI, research, evidence-based projects and clinical decision support. The program was rolled out in 2017.

To date, three half-day workshops have been held, with individual mentoring support offered between workshops. The projects have been supported by statistician, QI, PS, Library consultations, and assistance with Institutional Review Board submission.

Post-workshop needs assessment data has been incorporated into subsequent ResQIPS program planning, facilitating project continuity and supporting professional development. The librarians created a ResQIPS website to make presentation materials available after each workshop (<http://my.honorhealth.com/resqips/>) and provided flashdrives with resource materials to support participants' ongoing work on their projects between workshops.

**f. Outcomes/Impact**

Participants (n=63 in 2017; n=141 in 2018) report high levels of satisfaction with instructional approach, curriculum and delivery model and increased understanding of key research principles. Resident scholarship significantly improved ( Fig1). Residency programs reported a 28% increase in projects due to organizational efforts including the ResQIPS series and framework. QI/Research projects including care transition projects, CLABSI prevention, midnight rounding and opioids management were showcased to the organization in Spring of 2018. The program was focused predominantly on residents. Faculty improvement and uptake was not significant (Fig2). The series is now accredited for continuing medical education, ACPE (pharmacy education) and ANCC (nursing), which creates a truly IPE learning environment.

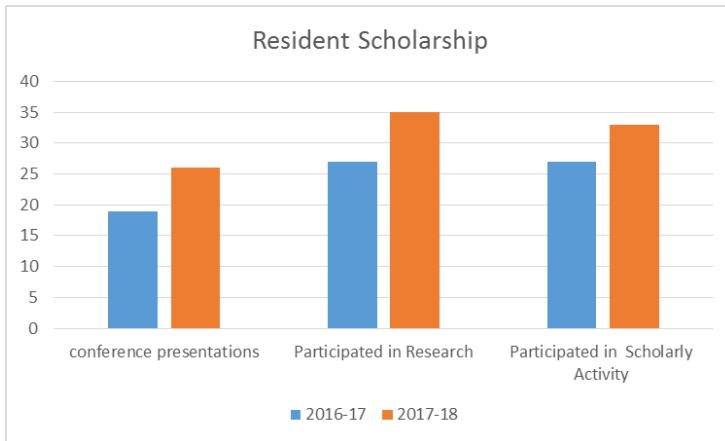


Fig 1- Improvement in Resident Scholarship

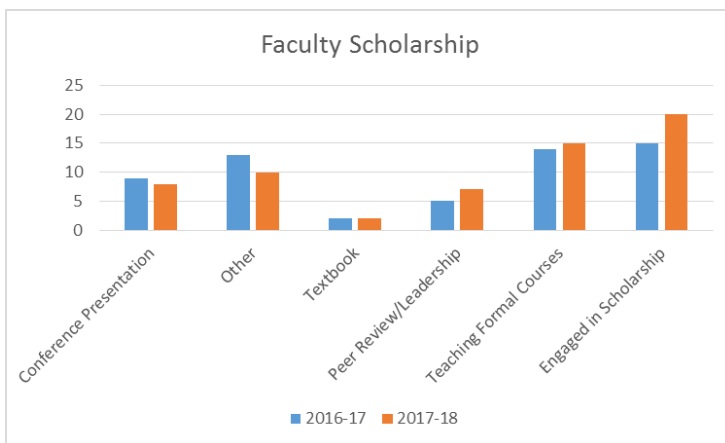


Fig 2 Faculty Scholarship

**g. Discussion/Conclusions**

The ResQIPS program has made a significant impact on resident scholarship. In addition to changing the culture towards a spirit of “inquiry”, project contributions, especially those of organizational importance (Bundle compliance, Opioids, CLABSI) have been recognized by the C-suite. Our focus is now on faculty and the IP team. We have received a 2-year, \$220,000 grant funding to scale the educational program for the network. Other goals in 2019 include integrating more hands-on “case-based” learning for participants and identification of better measurement tools to capture and quantify the success of the program, linking to institutional goals.

2. Has the nominee received national recognition for innovative medical education and/or research contributions?

Yes

No

If yes, please describe:

3. If chosen for this award, will the nominee be present at the AIAMC 2019 Annual Meeting, to be held March 28<sup>th</sup> – 30<sup>th</sup> at the Loews Ventana Canyon Resort in Tucson, Arizona? The winner will make a brief presentation at the March 28<sup>th</sup> Town Hall Meeting and will be presented with the award at the March 29<sup>th</sup> Awards Dinner. *(Please note the institution should ideally be represented by its CEO & CAO)*

Yes

No

Not Sure

***Please send this completed form to  
Kimberly Pierce-Boggs, Executive Director,  
by e-mailing [Kimberly@aiamc.org](mailto:Kimberly@aiamc.org) or faxing 888-AIAMC11 (888-242-6211)  
NO LATER THAN NOVEMBER 15, 2018***