COLLEGE of AMERICAN PATHOLOGISTS

“Quality Management – Making it Meaningful”

Maximize Your Existing Quality Management System to Deliver Greater Value

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Objectives

- **Discuss quality management requirements in the CAP Laboratory Accreditation Program**
- **Suggest best practices in quality management to facilitate compliance with these requirements**
- **Recognize how a robust QMS can help a laboratory achieve benefits without compromising test results**
- **Explore how occurrence management and root cause analysis can improve operations**

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CAP Laboratory Accreditation Program – Quality Requirements

Where Do I Find Quality Management Requirements in CLIA'88?

Subpart K--Quality System for Nonwaived Testing

Sec. 493.1200 Introduction

The laboratory must have:

- **a) Written policies and procedures that implement and monitor a quality system,**
- **b) Quality assessment ensuring continuous improvement through ongoing monitoring that identifies, evaluates and resolves problems with**
- **c) Components of the quality system that are appropriate for the testing the laboratory performs, services it offers, and clients it serves**

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Current CLIA Requirements

493.1230 Condition: General laboratory systems

- Confidentiality
- Specimen integrity
- Complaint investigations
- Communications
- Personnel competency
- Proficiency testing evaluation
- General laboratory systems quality assessment

493.1240 Condition: Preanalytic systems

- Test request
- Specimen handling and referral
- Preanalytic systems quality assessment

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Current CLIA Requirements

493.1250 Condition: Analytic Systems

- Procedure manual
- Equipment, materials and supplies
- Performance specifications, maintenance and function checks
- Calibration and calibration verification
- Control procedures
- Comparison of test results
- Corrective actions
- Analytic systems quality assessment

493.1290 Condition: Postanalytic systems

- Test report
- Postanalytic systems quality assessment

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Quality Management Plan (GEN.13806 Documented QM Program)

- **The laboratory has a documented quality management (QM) program**
  - **Describe program including objectives and essential elements**
  - **Ensure quality in pre-analytic, analytic and post-analytic phases**
  - **Identify problems and opportunities of improvement**

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Quality Management Plan (GEN.16902 QM Implementation)

- **For laboratories that have been CAP accredited for more than 12 months, the QM plan is implemented as designed and is reviewed annually for effectiveness.**
  - ***This is often the weakest part of the QM plan implementation.***
  - ***Although a formal report is not required, demonstration of revisions based on the review and why these revisions were made would be necessary to show compliance***
    - ***This can be integrated into a revised annual QM plan***

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Quality Management Plan (GEN.20100 QM Extent of Coverage)

- **The QM program covers all areas of the laboratory and all beneficiaries of service**
  - QM program covers more than the monitors of performance
  - The QM plan itself can be used to outline the laboratory's approach to the CLIA Quality Systems requirements
  - A single QM plan can be used for the entire laboratory, but typically individual sections have different aspects of service and may be better served with section-specific programs

Quality Management Plan (GEN.20208 QM Patient Care Services)

- **The QM system includes a program to identify and evaluate errors, incidents and other problems that may interfere with patient care services**
  - **Organized program for documentation**
  - **Internal and external (outside) sources such as complaints**
  - **Clinical, rather than business/management issues**
  - **Root cause analysis of any unexpected event involving death or serious physical or psychological injury, or risk thereof (including “near misses” and sentinel events)**
  - **Demonstrates appropriate risk-reduction activities based on such root cause analyses**

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Quality Management Plan (GEN.20316 QM Indicators of Quality)

- **The QM program includes monitoring key indicators of quality in the pre-analytic, analytic, and post-analytic phases**
  - **Critical to patient outcome and/or affect many patients**
  - **Compare performance against available benchmarks**
  - **Number of indicators consistent with the scope of care**

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Quality Management Plan (GEN.20316 QM Indicators of Quality)

- **For a small laboratory, a single monitor (such as turnaround time or clinical correlation) may be sufficient and appropriate**
- **Although external benchmarks are desirable, historic performance may be used to determine targets of acceptable performance**
- **Consider how you set your thresholds**
  - **Meaningful**
  - **Achievable**
- **The annual review should not only assess performance, but look for ways to improve performance**
  - **Noting "continue to monitor" or "stable and adequate" is not adequate**
- **Monitors that are stable and acceptable should be evaluated for replacement**

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Quality Management - Document Control (GEN.20375)

- **The laboratory has a document control system to manage policies, procedures, and forms**
  - **All policies, procedures and forms (including quality management documents) for all processes and activities**
  - **Ensure that only current policies, procedures, and forms are in use**
  - **Any instruction found in use (or usable) in the laboratory must, at a minimum, be current and, preferably, under document control**
    - **This includes personal notes**

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Quality Management - Procedures (COM.10000 Procedure Manual)

- **A complete procedure manual is available at the workbench or in the work area**
- **There is documentation of review of all technical policies and procedures by the current laboratory director or designee at least every two years**
- **The laboratory has a defined process indicating that all personnel are knowledgeable about the contents of the policies and procedures (including changes) relevant to the scope of their testing activities**

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Process-Oriented Quality Management:
Best Practices and Benefits

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Looking at QM from a PROCESS perspective…

Building quality into our daily work means:

The right test on

The right patient at

The right time for

The right cost delivered to

The right clinician

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CLSI Quality System Essentials

1. Organization
2. Customer focus
3. Facilities and safety
4. Personnel
5. Purchasing and inventory
6. Equipment
7. Process management
8. Documents and records
9. Information management
10. Nonconforming event management
11. Assessments
12. Continual improvement

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Developing a Quality Management driven Laboratory

- **Focus on technical procedures**
- **Intense PT monitoring**
- **Rigor in competency assessment of technical staff**
- **Problem investigation or occurrence management:**
  - ✓ **Conduct in-depth root cause analysis**
  - ✓ **Focus on process, systems integration, outcomes**
  - ✓ **Evolve beyond containment into prevention**
  - ✓ **Develop effective corrective actions**

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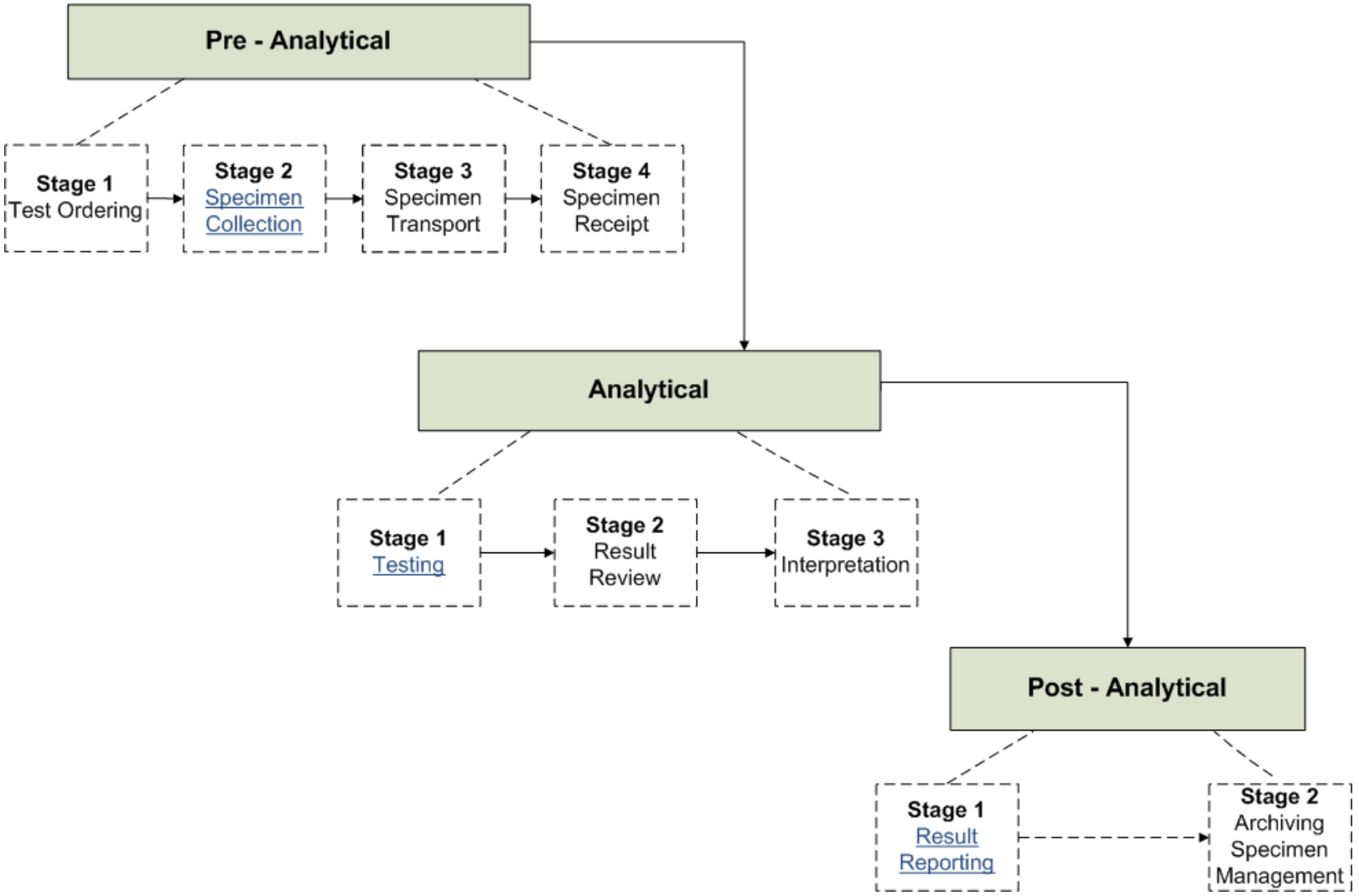
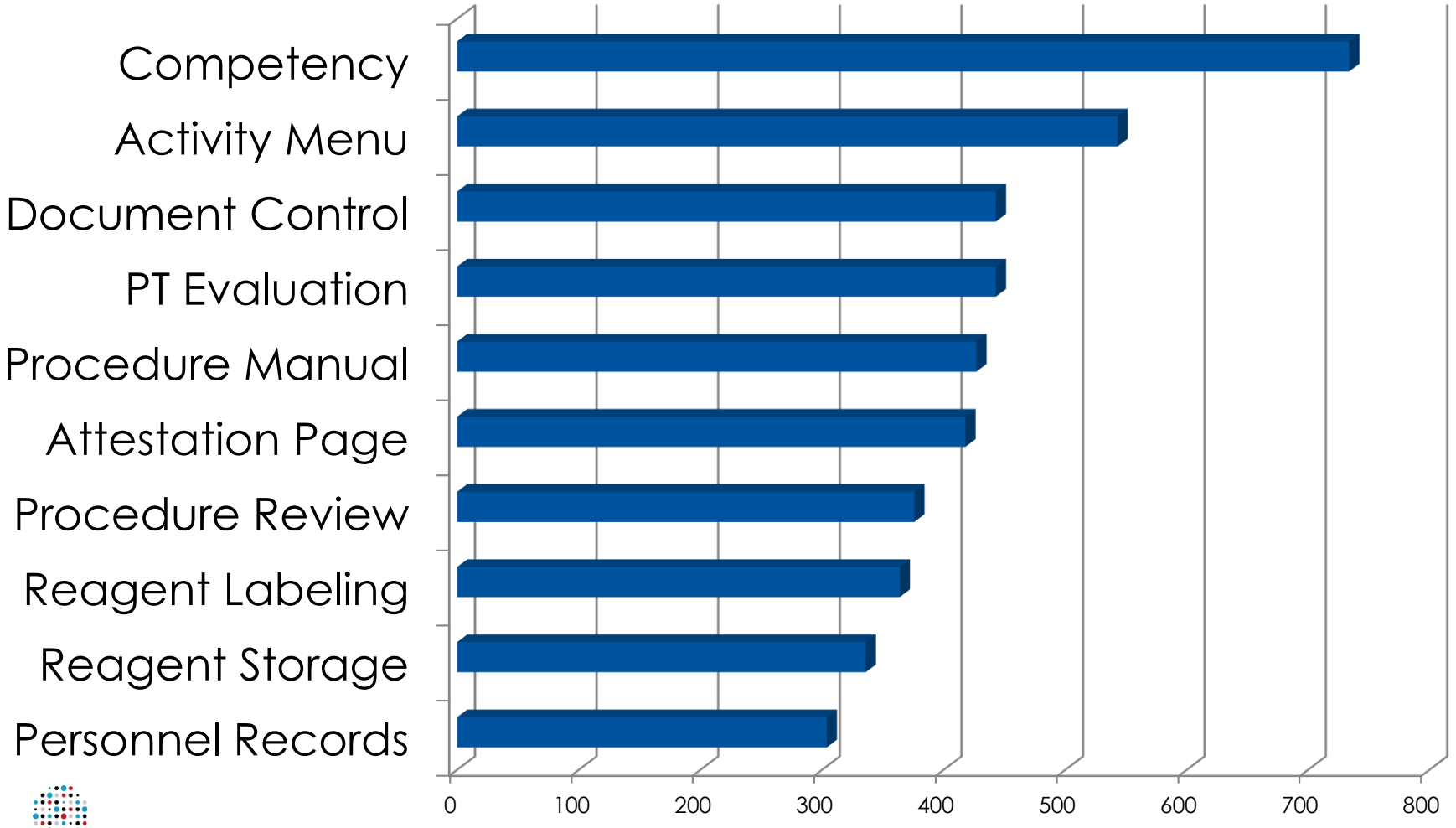
Process Focus



How can a process-oriented QMS help address common deficiencies?



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Match Them Up!

• Competency Assessment	• QSE #4 Personnel
• Activity Menu	• QSE #1 Organization
• Document Control	• QSE #8 Documents/Records
• PT Evaluation	• QSE #7 Process Management
• Procedure Manual	• QSE #8 Documents/Records
• Attestation Page	• QSE #7 Process Management
• Procedure Review	• QSE #8 Documents/Records
• Reagent Labeling	• QSE #5 Purchasing/Inventory
• Reagent Storage	• QSE #5 Purchasing/Inventory
• Personnel Records	• QSE #8 Documents/Records

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In order to correct process problems, you have to identify them

- **Use QMS elements to identify problems before they get big**
  - **Internal audits**
  - **Management review**
- **Go beyond “putting out fires”**

Internal Audit – Best Practices

- **Differentiate internal audit from self-inspection**
  - **Self-inspection**
    - **Do we satisfy the checklist requirement?**
    - **The answer is always "yes or no"**
    - **Evaluate based on number of deficiencies**
  - **Internal audit**
    - **Are we adhering to our own quality system?**
    - **Is this process effective?**
    - **Is the system as a whole effective?**
    - **Look for opportunities to improve**

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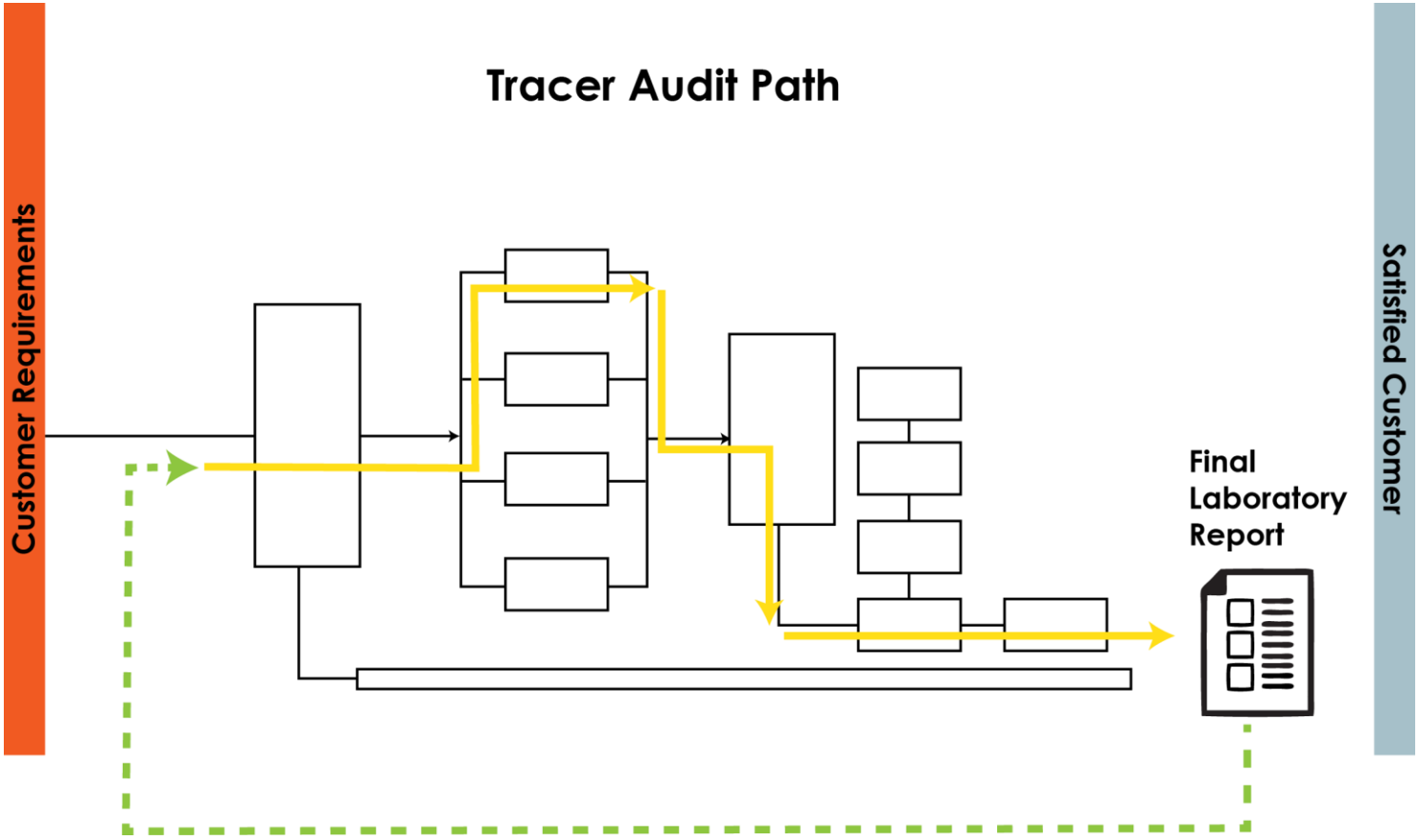
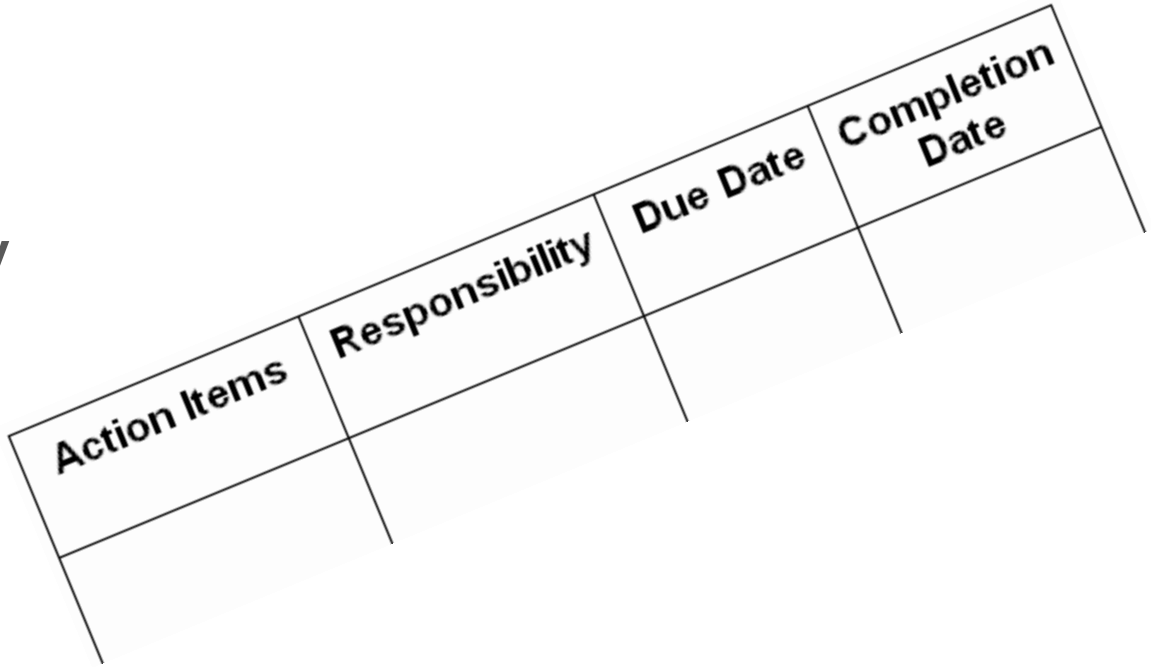
Internal Audit – Best Practices

- **Conduct your own tracer-like audits**

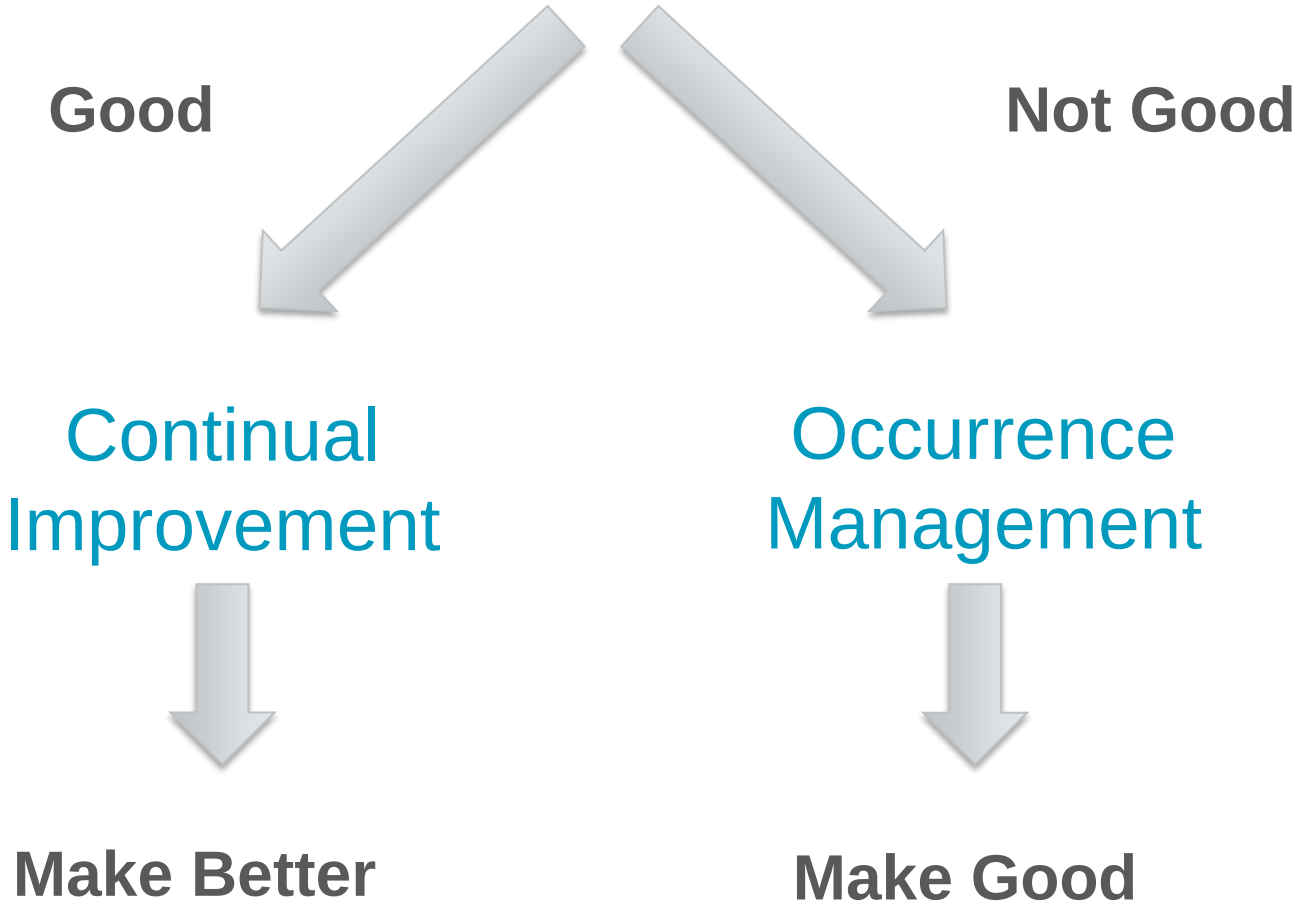


Internal Audit – Best Practices

- **Create a structure to insure follow-up on audit findings**
  - **Action Items**
  - **Responsibility**
  - **Due Date**
  - **Completion**



Results of Internal Audit



Occurrence Management – Best Practices

- **Do root cause analysis at the appropriate level for all occurrences, not just sentinel events**

Issue	Number of Errors
Pre-Analytical	
Specimen labeling errors / Recollection	232
Quantity Not Sufficient / Recollection	149
Requisition incorrect	33
Patient injured during phlebotomy	158
Patient unhappy with phlebotomy customer service	31
Incorrect tube used	66
Specimen ruined	102
Specimen lost in transport / recollection	241
Tissue sample incorrectly cut/ modification of specimen in lab	141
Specimen delayed in transport	151
Data entry error or other LIS problem	50
Analytical	
Multiple QC re-runs	48
Post-Analytical	
Results not reported	32
Delay in reporting results	101
Reporting to wrong person	199
Incorrect results because of post-analytic data entry errors	100

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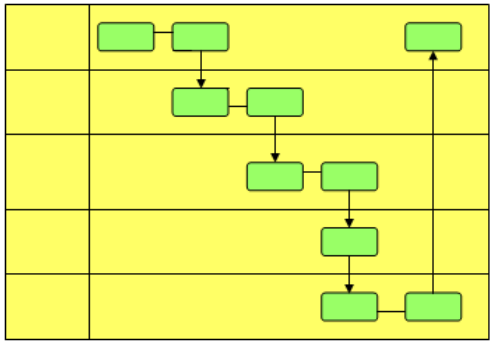
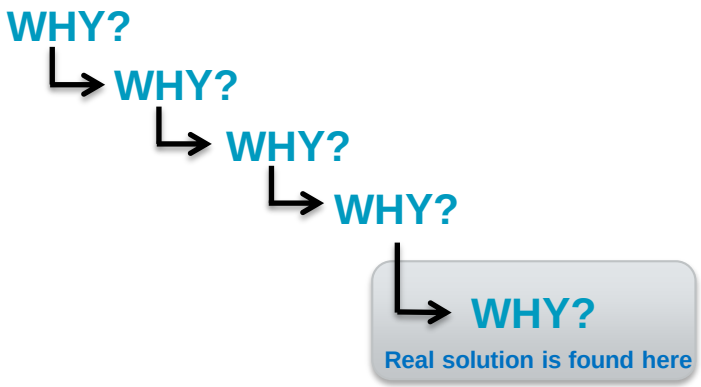
Occurrence Management – Best Practices

- **Use the right root cause analysis tool for the situation**

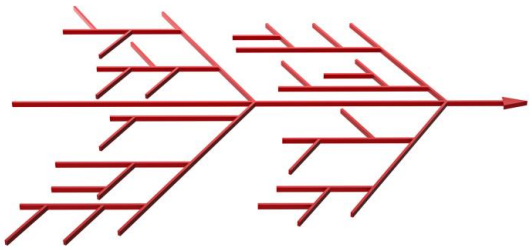
Process Mapping



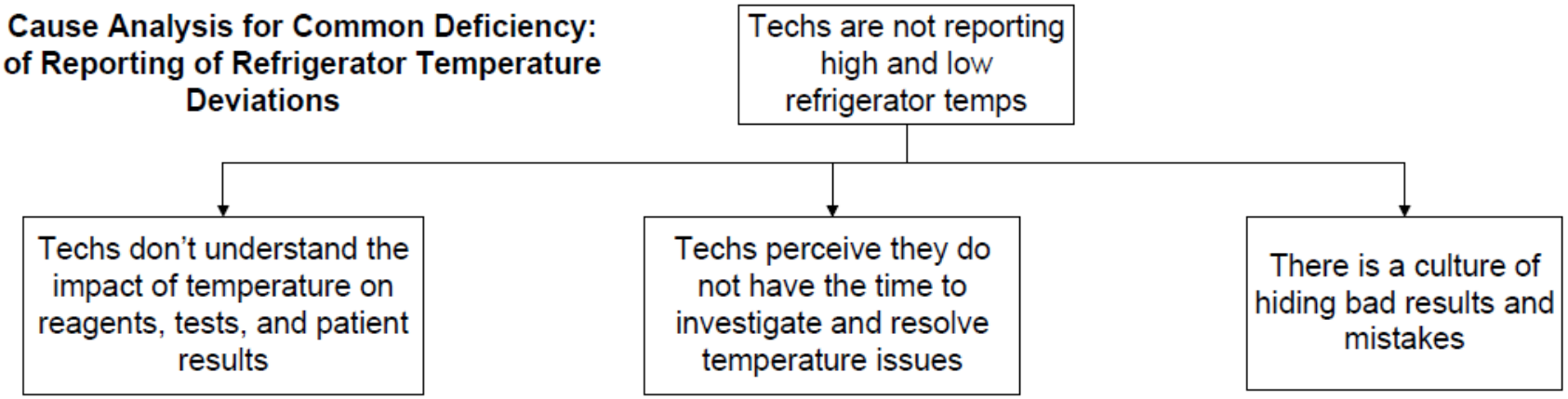
Five Why's



Fishbone Diagram



Root Cause Analysis for Common Deficiency: Lack of Reporting of Refrigerator Temperature Deviations



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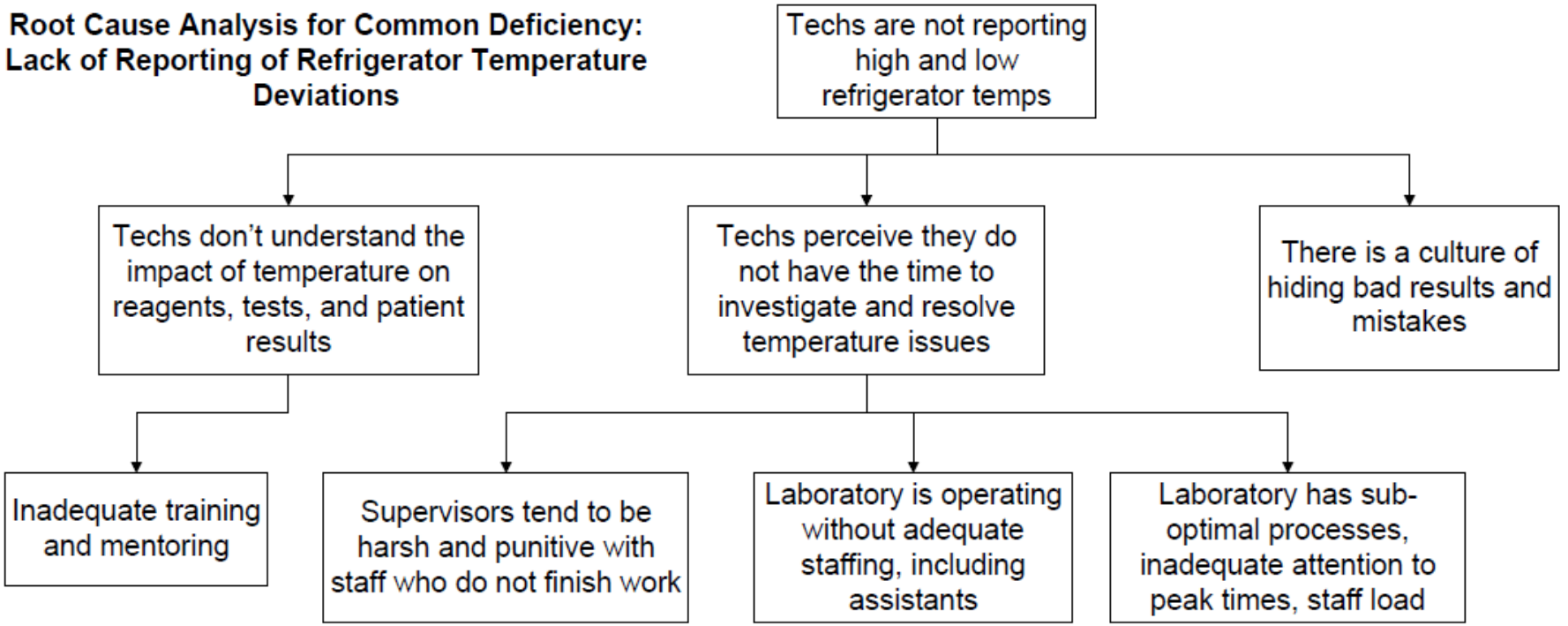

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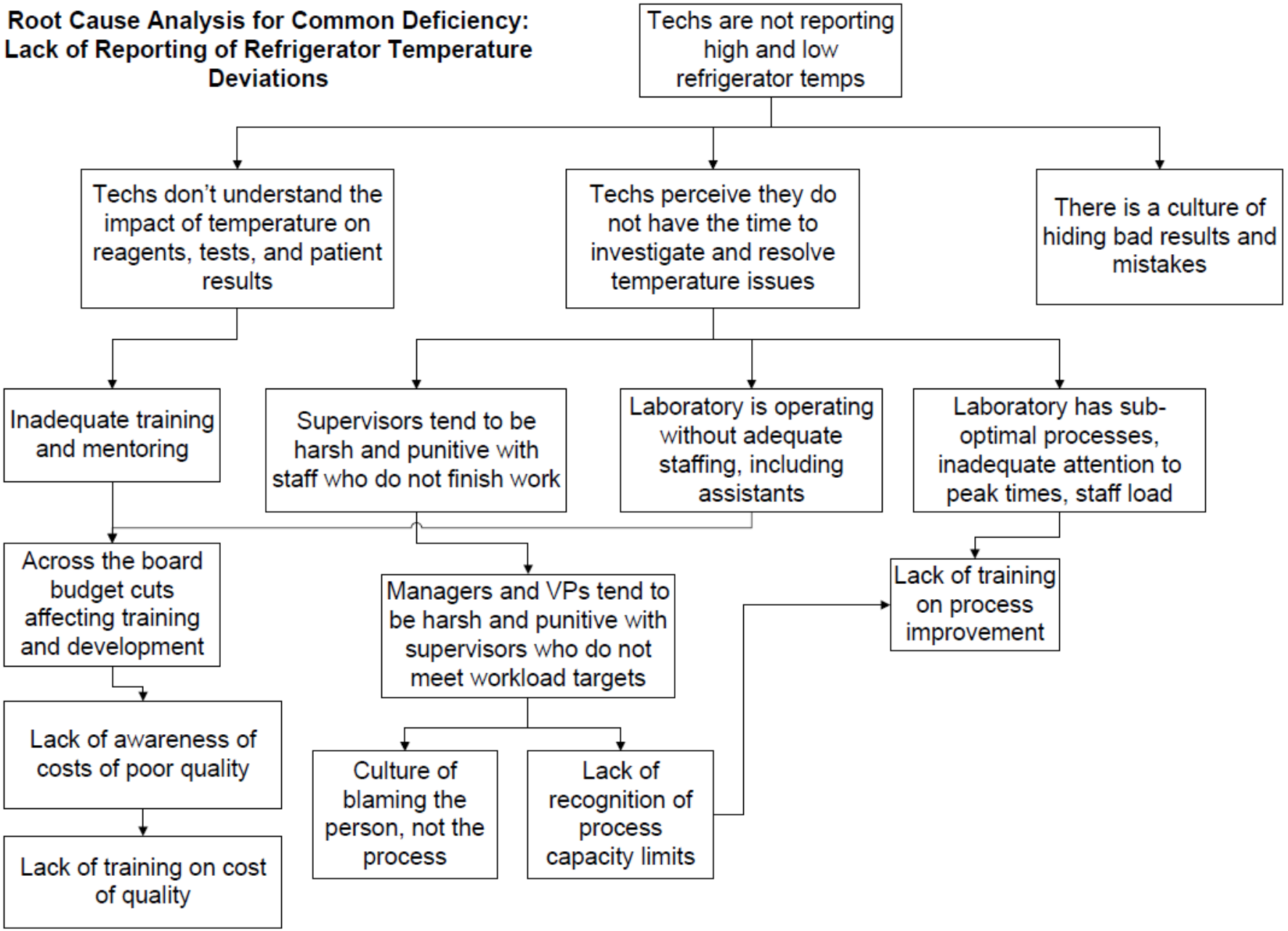

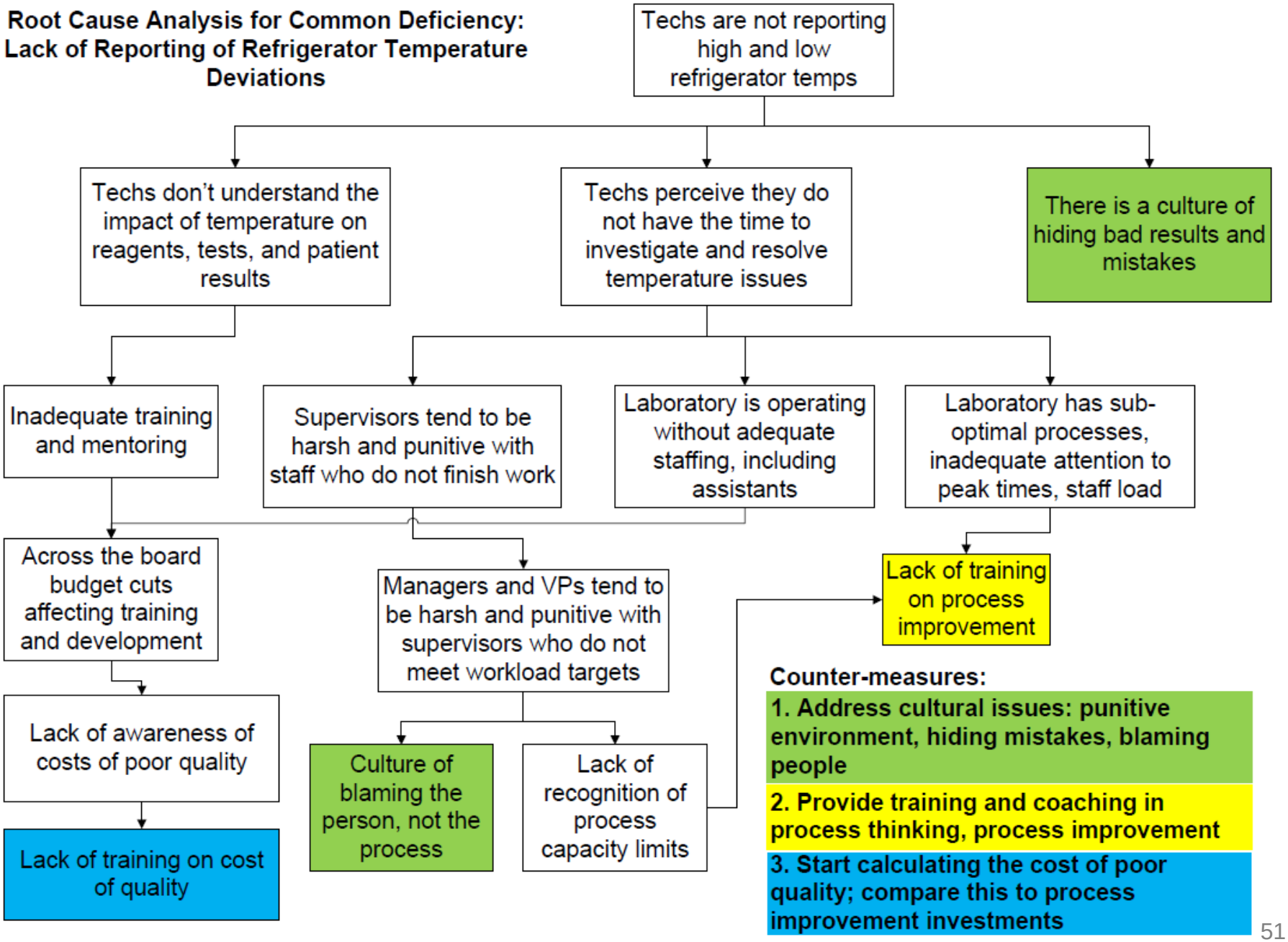
Root Cause Analysis for Common Deficiency: Lack of Reporting of Refrigerator Temperature Deviations
Techs are not reporting high and low refrigerator temps
Techs don't understand the impact of temperature on reagents, tests, and patient results
Techs perceive they do not have the time to investigate and resolve temperature issues
There is a culture of hiding bad results and mistakes
Inadequate training and mentoring
Supervisors tend to be harsh and punitive with staff who do not finish work
Laboratory is operating without adequate staffing, including assistants
Laboratory has sub-optimal processes, inadequate attention to peak times, staff load
Across the board budget cuts affecting training and development
Managers and VPs tend to be harsh and punitive with supervisors who do not meet workload targets
Lack of training on process improvement
Lack of awareness of costs of poor quality
Culture of blaming the person, not the process
Lack of recognition of process capacity limits
Lack of training on cost of quality
Counter-measures:
1. Address cultural issues: punitive environment, hiding mistakes, blaming people
2. Provide training and coaching in process thinking, process improvement
3. Start calculating the cost of poor quality; compare this to process improvement investments

Occurrence Management – Best Practices

- **Check effectiveness of corrective actions**

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What is the Intent of Quality Management?

The Intent	Not the Intent
• Create a system as failure resistant as possible • Help identify opportunities for improvement • Involve and empower staff • Instill confidence in staff that the system will catch mistakes before they become a problem • Reduce errors by doing things right the first time	• Be a tool to meet accreditation requirements • Be a “band-aid” fix for individual mistakes

The Value in Process-Oriented Quality Management:
A Client's Perspective

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Value of Meaningful Quality Management

- **Inspection Readiness**

  "the lab is the one department I don't worry about"

- **Reduce number of CAP inspection deficiencies**
- **Increase market share in competitive markets**
- **Maximize gains from LEAN processes**
- **Extend laboratory quality initiatives outside normal laboratory boundaries**
- **Engage staff in the quality process**
- **Raise the bar on service quality for all patients and customers**

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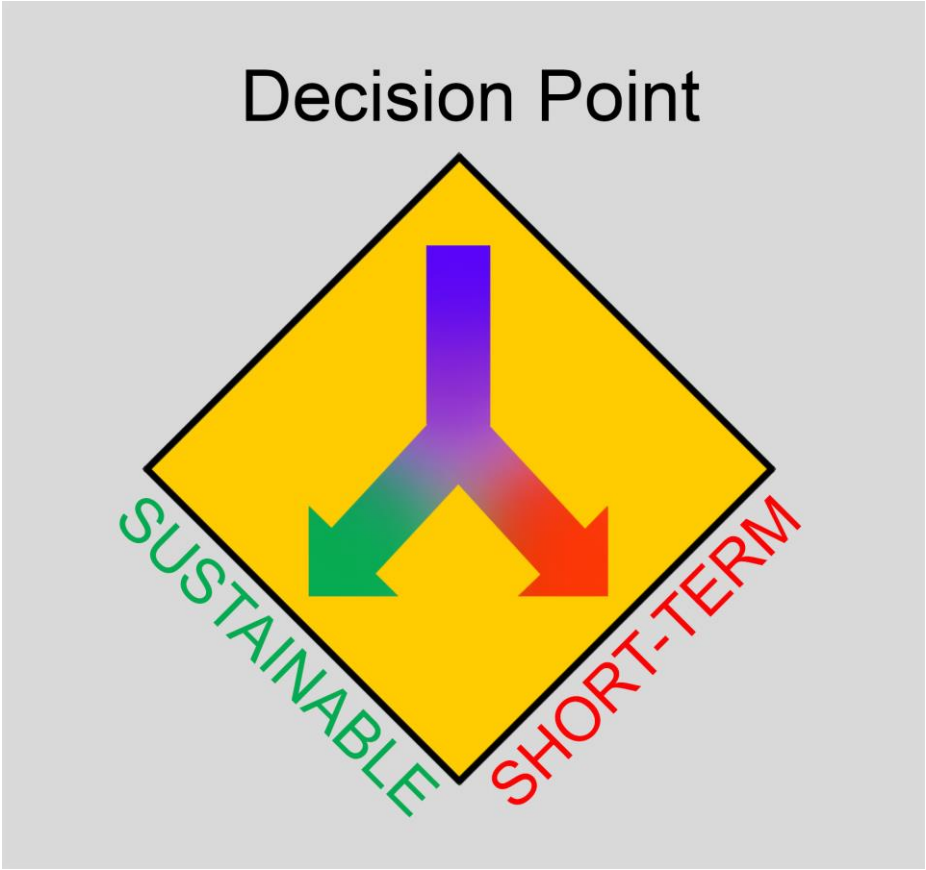
Ways to reduce costs

- **Process control**
- **Solve problems at root**
- **Prevention**
- **Quality focus**



- **Staff reductions**
- **Percentage cuts in budget across all departments**

Options for Quality Education and Accreditation Preparation

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Quality Management Education Options

- **CAP Education**
  - **Laboratory Medical Director Advanced Practical Pathology Program (LMD AP[3])**
  - **Quality Management Education Resources (QM*Ed*), eg:**
    - **Root Cause Analysis**
    - **Internal Auditing**
    - **Quality Manual Development**
    - **Management Review**

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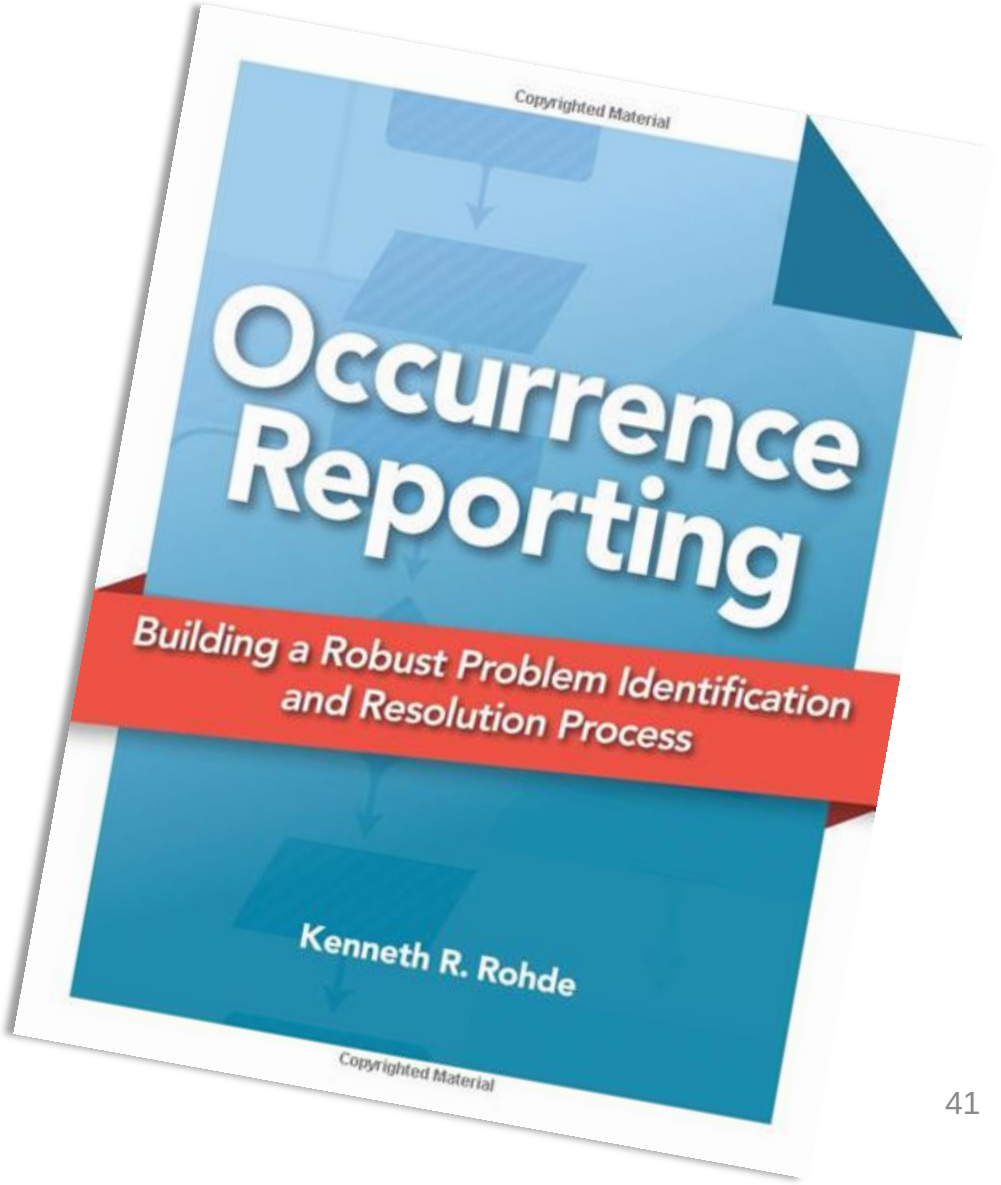
Quality Management Education Options

- **CLSI Guidelines**
  - **GP2-A5**
    - **Laboratory Documents: Development and Control**
  - **QMS20-R**
    - **Understanding the Cost of Quality in the Laboratory**
  - **QMS01-A4**
    - **Quality Management System: A Model for Laboratory Services**

Quality Management Education Options

- **HCPro, Inc., Kenneth Rohde**
  - **Occurrence Reporting: Building a Robust Problem Identification and Resolution Process**
  - **Effective Process Management: Improving Your Healthcare Delivery**



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Two things…

Do your people know what they are doing?

Does your process produce quality results?

Both answers lie within your Quality Management System!!!

Thank You!!!

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