

<p>OPERATIONS MANAGEMENT <i>The ability to apply key operations concepts to the disability health care arena including scheduling and control, facilities, job design, technology use, materials management and quality management.</i></p>	<p><i>DATE COMPLETED</i></p>
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COMPETENCY OBJECTIVES	✓	SUGGESTED LEARNING ACTIVITIES	COMMENTS
<p><u>Objective A:</u> All trainees can describe the components of operations in the health care environment</p>			
<p>1. Competency: All trainees will be able to list examples of operational aspects related to clinic function.</p>		<p>All trainees will be exposed to aspects of operations via class lectures and case discussions.</p>	

Objective B: All trainees can describe the role of operations analysis in interdisciplinary clinical environments when serving children with special health needs

<p>1. Competency: All trainees have an awareness of the complexity of needs to be addressed within the array of special needs children.</p>		<p>All trainees read <i>Meeting the Needs of the Developmentally Disabled: How Doctors Offer Treatment</i>. View article at http://www.ama-assn.org/amednews/2004/08/02/hlsa0802.htm</p> <p>All trainees will be able to identify clinic operations needing special accommodations for persons with disabilities</p>	
<p>2. Competency: All trainees will be able to identify the environmental factors that challenge providing adequate and safe access to specialty clinical care for children with special health needs when complying with ADA access regulations. OR Competency: Ability to consider patient convenience and safety when complying with ADA access regulations.</p>		<p>All trainees will be able to identify clinic operations needing special accommodations for persons with disabilities</p>	
		<p>All trainees will be exposed to ADA Training on building access and full access to services delivered within a business via class lectures.</p>	

Objective C: All trainees will be able to assist a LEND clinic/program/organization in the design of an operations analysis to improve quality.

<p>1. Competency: All trainees will know principles of evidence-based medicine and best practices and how to retrieve information on diagnosis and treatment guidelines for children with neurodevelopmental disabilities.</p>		<p>Critique literature on evidenced-based practices for children with neurodevelopmental disabilities and present in class. See www.ahrq.gov/chttoolbx for guidelines.</p>	
<p>2. Competency: All trainees will be able to describe principles and methods of various approaches to continuous performance improvement.</p>		<p>Given a case discussion all trainees will be able to suggest appropriate CQI methods. See www.ahrq.gov/chttoolbx</p>	<p>Examples include root cause analysis, rapid cycle quality improvement, total quality management.</p>
<p>3. Competency: All trainees will be able to list measurement and monitoring techniques for care processes and outcomes related to quality improvement efforts in neurodevelopmental clinics.</p>		<p>Given a case discussion all trainees will be able to suggest outcomes and design tools to measure outcomes (or use validated measures) that address both patient and provider goals of quality improvement efforts.</p>	<p>Examples of outcomes include patient satisfaction, patient quality of life, patient functional status, provider satisfaction and provider efficiency measures.</p>