

## **271: TRAINING FOR QUALITY IN ARGENTINA - RESULTS OF A TRAINING COURSE FOR QUALITY EVALUATORS**

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### **Objective:**

To present the experience gained in a training course for quality evaluators in health care framed in the Collaborative Step-by-step Self-Assessment Process (*Autoevaluación Participativa Estructurada para la Calidad -APEC*) in health care centers.

### **Methods:**

The course was designed and implemented by the Interinstitutional Commission for Medical Care Quality Development (*Comisión Interinstitucional para el Desarrollo de la Calidad de la Atención Médica- CIDCAM*) with the technical advice of the INUS Center. Its purposes were:

1. To train an advisory body of professionals to support and participate in self-assessment activities.
2. To integrate a working team to cooperate in future accreditation and quality support activities.
3. To review, within the educational process, the self-assessing tools to propose updating and adjustments.

The course was organized in 20 sessions (total: 100 hours), with theoretical-practical classes and workshops where self-assessing exercises were performed on cases from APEC. Final evaluation consisted in an individual objective test with group correction and the presentation of a review paper on the existing assessment guides. The methods applied were also evaluated.

### **Results:**

The 58 attendants (75% men, 84% physicians) to the course came from different institutions and Health Centers of the Province of Buenos Aires. 58% of them practised in different specialties and 38 % were working in health care management.

Attendants intensely participated in the activities carried out and agreed on the topics approached. The topics they were most interested in were: nursery, laboratory, maintenance, hospital-acquired infection, quality and management. Thirty five per cent of them considered workshops strengthened the teaching-learning process and the relationships among colleagues (38%). They regarded field work and topics such as evaluation of financiers and research methodology as pending activities.

Contents evaluation showed good individual performance that grew substantially better in group correction. Only 2 attendants gave up the course.

As to the impact, 6 public hospitals started their self-assessment process and 48 private clinics started or consolidated their process.

### **Conclusion:**

The results from the attendants' performance and their active participation and motivation allow us to infer there is a latent need of training in quality evaluation that arises from implementing the self-assessment process. Besides, the support to institutions through the support to course participants was motivating for the starting point and consolidation of the self-assessment process.