

**Title:** Making Quality Improvement and Patient Safety “SEQSSC”

**Background:** In April 2016, the University of North Carolina School of Medicine started the “Students Engaged in Quality and Safety Scholarly Concentration” (SEQSSC) for fourth year medical students. Prerequisites included: IHI Open School basic certificate; participation in a one-day quality improvement course highlighting the safety and quality challenges facing healthcare and physicians’ role as leaders in improvement work; completion and submission of a PDSA cycle in the ambulatory medicine rotation.

**Program Description:** Eight students were paired with a physician mentor and ongoing hospital QI project with two primary goals: provide students with robust, hands-on education in QI best practices, and provide hospital QI teams with a resource to drive these initiatives. Students attended a monthly class featuring leaders of hospital quality and safety initiatives, didactics on quality and safety best practices, and project updates.

**Program Evaluation:** The medical students made significant impact on their respective projects. Four students presented their work at national meetings and all eight presented at a UNC-hosted QI symposium. Projects included: five outpatient, two inpatient, and one transitions of care. Student evaluations were overall positive; feedback suggests the experience was a significant topic of discussion at residency interviews.

**Discussion:** The UNC QI curriculum has expanded to a competitive application process, with thirteen students chosen to participate in the second year of the scholarly concentration. Additionally, two students from the original cohort chose to serve as peer mentors. Upon completion of the program, each student gained a strong foundation in quality improvement: an area of growing importance in medical education and practice.

**Conclusion:** Students appreciate and participate actively in quality improvement when given the opportunity, becoming valuable resources to inpatient and outpatient QI teams. Future directions include requirements for scholarly output, creating a competitive selection process for mentors, and responding to student feedback for curricular content.