"Stop Rushing the Slide & Swing:
Using a Resident "Crew" to Impact Quality

Kristina Guldstrom, MD, MSCR, FAAP
Medical Director, MUSC Pediatric Primary Care
Associate Program Director, MUSC Pediatric Residency
January 24, 2013

Objectives

• Understand the current American Board of Pediatrics Maintenance of Certification (ABP MOC) requirements
• Review the Accreditation Council for Graduate Medical Education (ACGME) residency program and resident milestones requirements for participating in quality improvement (QI)
• Outline the current QI curricula at the South Carolina Pediatric Residency Programs
• Discuss how to promote the QI agenda using resident projects

Why Learn about Quality Improvement?

• Professional duty of physicians to provide high quality of care
• Review Committee (RC) requires it
• ACGME Core Competencies
  – Practice-Based Learning and Improvement
  – Systems-Based Practice
• ABP Maintenance of Certification (MOC) Requirement
• Pay for Performance
American Board of Pediatrics
Maintenance of Certification (ABP MOC)

- Pediatricians participating in MOC learn how to measure quality of care & effectively fill gaps in their own practice
- Physician must demonstrate 6 core competencies, assessed during medical training & throughout his career:
  - Patient Care
  - Medical Knowledge
  - Practice-based Learning and Improvement
  - Interpersonal and Communication Skills
  - Professionalism
  - Systems-based Practice

  Each of 4 parts of MOC addresses ≥ 1 core competency

Part 4 of MOC

- Professional Standing (Part 1)
- Lifelong Learning & Self-Assessment (Part 2)
- Cognitive Expertise - Secure Exam (Part 3)
- Performance in Practice (Part 4)
  - Demonstrate competence in systematic measurement & improvement in patient care
  - ABP approves wide range of established & web-based practice improvement:
    - Collaborative Quality Improvement Projects
    - QI Projects Initiated In the Workplace
    - Web-Based Improvement Activities
    - QI Articles or Posters

ABP Performance Improvement Modules (PIMS) & QTIP-Approved Projects

<table>
<thead>
<tr>
<th>PIMS</th>
<th>QTIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 projects</td>
<td>11 projects</td>
</tr>
<tr>
<td>- Access</td>
<td></td>
</tr>
<tr>
<td>- Asthma</td>
<td></td>
</tr>
<tr>
<td>- Developmental Screening</td>
<td></td>
</tr>
<tr>
<td>- Family Centered Care</td>
<td></td>
</tr>
<tr>
<td>- Well Child Visits</td>
<td></td>
</tr>
<tr>
<td>- ADHD</td>
<td></td>
</tr>
<tr>
<td>- Behavioral Health Services</td>
<td></td>
</tr>
<tr>
<td>- Emergency Department Use</td>
<td></td>
</tr>
<tr>
<td>- Oral Health Disease</td>
<td></td>
</tr>
<tr>
<td>- Obesity</td>
<td></td>
</tr>
<tr>
<td>- Adolescent Health &amp; Sexuality</td>
<td></td>
</tr>
</tbody>
</table>
ACGME Common Requirements

IV.A.S. ACGME Competencies

IV.A.S.c. Practice-based Learning and Improvement

- Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- Residents are expected to develop skills and habits to be able to meet the following goals:
  - IV.A.S.c.4. systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement (Outcome)

V. Resident Duty Hours in the Learning and Working Environment

- VI.A. Professionalism, Personal Responsibility, and Patient Safety
  - VI.A.3. The program director must ensure that residents are integrated and actively participate in interdisciplinary clinical quality improvement and patient safety programs. (Core)

Continuous Quality Improvement (CQI): Practice-Based Learning & Improvement (PBLI3)


Systems-Based Practice (SBP2)
SBP3: Inter-professional Teams

Residency Experience
- All 3 residency programs are set-up similarly:
  - Primary Goals
    - Fulfill requirement that residents learn QI methods & participate in a QI project
    - Training that enables residents to address quality of care issues during their training & future careers
  - Curriculum
    - Institutional Review Board (IRB)
    - Basic Methods of QI
      - Plan-Do-Study-Act (PDSA) cycles
      - IMPROVE model
      - Process map
      - Fishbone diagram

Residency Experience: QI Project
- Timing
  - Participate in ≥ 1 QI project
    - Complete this under the guidance & supervision of a faculty mentor
  - Basic steps of a QI project:
    - Identify area, problem, or opportunity for improvement
    - Assemble appropriate QI project team
    - Develop an AIM/Goal (SMART) statement
    - Identify measurable goals
    - Test & Implement system changes using PDSA cycles

QI Project Choice

- Menu of potential or on-going QI projects
- Alignment of
  - QTIP
  - CHIPRA measures
  - NCOA PCMH standards
  - Faculty
  - Staff
  - Residents

QI Project Dissemination

- Poster workshop
- Presentations
  - Local
  - State
  - National/International

Thank You