RATIONALE/NEED

The ACGME requires that residents be trained in quality improvement (QI) methodology and learn about and participate in patient safety (PS) systems.

Existing QI and PS Training:
- All GME trainees complete IHI Basic Certification prior to matriculation.
- Pediatric and Med-Peds residents also:
  - participate in group QI projects during each year of training
  - identify, report, and discuss PS events
  - lead a group analysis of a PS event or system
  - may participate in root cause analyses when they occur
- Some faculty have advanced training and/or experience in QI / PS.

Perceived Gaps:
- Individual hands-on practice with QI and PS tools and processes
- Faculty development in QI and PS systems

RESULTS

Gaps identified:
1) Awareness of institution's PS / QI agenda
2) Manipulation, presentation of data
3) Performance of Root Cause Analysis
4) Turning PS / QI into scholarship
5) Faculty expertise for mentorship

CURRICULUM DESIGN

- Delivery methods: lecture, mentored small group practice, and group discussion
- Settings: resident core lecture series, Grand Rounds and faculty meetings
- Evaluation: directly observed practice, post-session surveys

CURRICULUM DELIVERY

- Launched with a Grand Rounds describing Department's quality and safety agenda
- Subsequent didactic sessions:
  - review of QI basics
  - data management, presentation
  - tips for turning QI / PS into scholarship
  - faculty tips for teaching use of QI tools
- Hands-on practice sessions:
  - crafting a SMART aim statement
  - performance of a simulated root cause analysis
  - implementation of SQUIRE 2.0 criteria.

EVALUATION PLAN

Session feedback:
- Initial resident session (QI Basics / Aim statement practice)
  - 28 / 29 residents (97%) rated the content as "Outstanding," the highest selection on a 4-point Likert rating scale
- Grand Rounds (Department QI / PS agenda)
  - 33 / 38 (87%) indicated an "Intent to Change Practice"
  - 43 / 45 (96%) thought the presentation "Evidence-Based/Scientifically Sound."

IMPACT/LESSONS LEARNED

This pilot of an enhanced PS/QI curriculum has been well received. It has accomplished the goals of engaging residents in more hands-on educational opportunities and introducing more faculty to basic QI / PS principles.

Next steps are to develop methods to more formally analyze the impact of the curriculum on the knowledge, self-efficacy, and behaviors of pediatric trainees.