Fellowship Quality Improvement (QI) Curriculum

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Background
- Subspecialists in training (fellows) need to learn massive amounts of new information and learn new procedures
- Yet, they also need to develop skills in quality improvement (QI) to meet ACGME practice- and systems-based competencies and to prepare for their future careers

Aims
- Develop a multipronged training program in QI for fellows in training
- Assess the impact of a formalized QI fellows curriculum in Hematology/Oncology

Curriculum

Required:
- Do monthly Journal Club presentations
- Participate in QOPI
- Develop or participate in QI project

Optional:
- Do IHI curriculum modules
- Mentor medical students at UAMS IHI chapter
- Train at CAVHS workshops

Assessment
- Survey using 8 questions with a 5 level Likert scoring system
- Open ended questions on survey
- Focus groups

Survey
As part of the fellowship quality improvement meeting:
1. has your knowledge on quality improvement increased?
2. has your interest on quality improvement increased?
3. do you believe that you are able to develop and implement a QI project?
4. are you confident to initiate and implement changes in the system around you?
5. are you confident to initiate and implement changes in your practice?
6. Do you feel confident participating in QOPI?
7. Has the fellowship QI meeting been an overall helpful to your education and practice experience?
8. Do you feel that you will stay involved in QI projects after your graduation?

Results
- 3 key faculty were involved in the development of the curriculum
- 10 faculty were involved in QI initiative
- 12 hematology/oncology fellows participated and 11 completed the survey (91.6%)
- 50% of participants were male and 50% female
- 83.3% were foreign medical graduates
- 16.6% were U.S. medical graduates

Selected Journal Club Presentations

Selected individuals QI projects
- Palliative care training for hematology oncology fellows to improve inpatient training in palliative care for Heme/Onc fellows
- Bone marrow biopsy (BMB) workshop using cadavers to train fellows in BMB procedures.
- Communication workshop using standardized patients to improve communication for the first year Heme/Onc fellows

Representative QOPI Response Relating to Pain

Pain assessed by second affect visit

Time Period: Spring 2013; Site: University of Arkansas for Medical Sciences Hematology/Oncology Fellowship Program

Lessons Learned
- A formal curriculum in QI can prepare subspecialists in training for ACGME competencies and for future career
- Trainees are interested in staying involved in QI work
- An optimal curriculum in QI is needed
- More formal and large scale evaluation is needed

Fellows’ Satisfaction Scores with QI Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Moderate</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge improvement</td>
<td>0% (0)</td>
<td>18.2% (2)</td>
<td>50.0% (2)</td>
<td>18.2% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Interest improvement</td>
<td>0% (0)</td>
<td>18.2% (2)</td>
<td>45.4% (5)</td>
<td>27.3% (3)</td>
<td>9.1% (1)</td>
</tr>
<tr>
<td>Ability to develop and implement QI project</td>
<td>0% (0)</td>
<td>27.3% (3)</td>
<td>63.6% (7)</td>
<td>9.1% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Confidence to initiate changes in the system</td>
<td>18.2% (2)</td>
<td>18.2% (2)</td>
<td>45.4% (5)</td>
<td>18.2% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Confidence to initiate changes in own practice</td>
<td>0% (0)</td>
<td>18.1% (2)</td>
<td>9.1% (1)</td>
<td>36.4% (4)</td>
<td>36.4% (4)</td>
</tr>
<tr>
<td>The curriculum overall helpful</td>
<td>27.3% (3)</td>
<td>18.1% (2)</td>
<td>27.3% (3)</td>
<td>27.3% (3)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>I will stay involved after graduation in QI</td>
<td>0% (0)</td>
<td>45.4% (5)</td>
<td>54.6% (6)</td>
<td>0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL RESPONDERS = 11

Fellows’ Scores on QI Program Usefulness

<table>
<thead>
<tr>
<th>Item</th>
<th>mean±SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge improvement</td>
<td>3.27 ± 0.24</td>
</tr>
<tr>
<td>Interest improvement</td>
<td>3.27 ± 0.24</td>
</tr>
<tr>
<td>Ability to develop and implement QI project</td>
<td>2.82 ± 0.18</td>
</tr>
<tr>
<td>Confidence to initiate changes in the system</td>
<td>2.64 ± 0.31</td>
</tr>
<tr>
<td>Confidence to initiate changes in own practice</td>
<td>2.64 ± 0.31</td>
</tr>
<tr>
<td>Confidence in national oncology initiatives (QOPI)</td>
<td>3.91 ± 0.34</td>
</tr>
<tr>
<td>The curriculum overall helpful</td>
<td>3.55 ± 0.37</td>
</tr>
<tr>
<td>I will stay involved after graduation in QI</td>
<td>3.55 ± 0.16</td>
</tr>
</tbody>
</table>

Each item was rated from 1 to 5 (Not at all->Extremely)