Improving a Quality Improvement Program:  
Enhancing the Resident Educational Experience with Quality Improvement Projects

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Background

- UCSF has a unique Housestaff Incentive Program which provides financial incentives for achieving Quality Improvement (QI) goals
- Program-specific goals are identified and implemented by resident champions within a department, and these supplement campus-wide goals shared by all housestaff
- We have not yet achieved 100% success with all program-specific initiatives in a single year, with many departments encountering similar challenges

Curriculum Development

Needs Assessment:
- An IRB-approved needs assessment was conducted by interviewing current and former Resident QI Champions
- Focus groups highlighted widespread consensus that a curriculum would be useful
- Many resident champions were familiar with the concept of QI but few had received any formal training, with large disparity amongst departments in regards to volume and quality of curriculum
- Varying amounts of Departmental support for projects
- Varying degree of buy-in from Resident Champions administering projects that had been designed by predecessors and then “inherited”

Goal:
- Provide housestaff with the appropriate support needed to ensure a successful Housestaff Incentive Program QI experience

Strategies:
- Mini-workshop consisting of an introductory lecture on QI, a panel of former Resident Champions, and project application workshop
- Structural changes intended to improve the quality of the applications were made:
  - Deadlines/timetables modified for an earlier application cycle
  - Faculty mentors were designated for each project
  - Ensuring the Resident Champion submitting the project proposal be the same resident who would administer the project for the academic year

Implementation:
- Two identical 90-minute workshops offered in evening weeknight sessions
- 22 residents from 18 specialties in attendance

Evaluation and Feedback:
- Overall rating of curriculum by workshop participants was 4.83 on a 5 point Likert scale
- Question for “most helpful” session component showed overall balanced impact between Overview of Quality Improvement (40%), Panel of prior Resident Champions (40%), and Application workshop (20%).

Discussion

- Overwhelmingly positive feedback on workshop sessions from participants
- As a result of workshops, Resident Champions now have common QI vocabulary to use and common conceptual framework for projects.
- Structural changes made with minimal disruption
- Having a designated faculty mentor for each project further engages faculty in the QI process as well as broadens departmental support

Future Work:
- Next session to take place prior to project kickoff to serve as an opportunity to review the infrastructure in place (data collection, reporting, etc.) before “going-live”
- Longitudinal evaluation of this curriculum at the completion of the projects to assess the degree to which we met our curriculum goal

Reference