Structured Quality Improvement Curriculum Increases Productivity of Fellows
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Background

Quality improvement (QI) looks at a problem through a different lens than that of basic science or clinical research. Its mission is not scientific discovery, but improvements in the efficiency, safety or effectiveness of healthcare delivery. As organizations and individuals are more commonly being measured on quality, it is critical for graduating fellows to have a working understanding of the QI process and the impact it can have on practice. The ACGME requires all fellows to participate in QI during their training.

The aim of this project is to deliver a QI curriculum to multiple fellowship programs over the course of the year to increase the number of fellows participating in QI and the number of fellow-driven QI projects.

Curriculum

The curriculum was developed around the FADE Model. All DOM fellowships were invited to participate in the program.

• **Session 1**: One face-to-face meeting to learn the difference between QI and Research and brainstorm problems that could be addressed with QI.
• **Session 2**: Online instruction on creating a good measure
• **Session 3**: Online instruction on determining an intervention
• **Session 4**: Information about IRB, HIPPA and Statistical Analysis along with tips on creating a poster
• **Session 5**: Poster Night to Showcase Work

Each online learning module consisted of 20 minutes of didactics. Participating fellows received individual guidance and feedback on each project stage.

Results

- 8 of the 16 DOM fellowships participated in Session 1 with 6 indicating interest in further participation:
  - 28 out of 75 DOM fellows
  - 10 faculty mentors
  - Projects ranged from 1-4 fellows per group.
- There were 17 projects across the 8 participating divisions with at least 1 project from each fellowship.
- Across the department, the number of QI projects submitted for Fellow QI Poster Night increased from 10 to 20 for a total of 30 projects presented over the 2 years the curriculum has been in place.

Conclusions

- A centralized QI curriculum with poster night spurred fulfillment of ACGME requirements
- The extent of participation in the structured online QI curriculum varied among fellows yet the total number of fellowship participants and QI projects increased over 2 years

Future Directions

DOM Education Grant Obtained
- We will revise content and create an interactive format to give feedback and enable self-paced learning.
- Develop a tracking mechanism to monitor project progress and impact of projects on UWHC.
- Continue assessing effect of curriculum on learner understanding, engagement, productivity and project impact.