Implementing Change in Your Program:
A case from UCLA
APPD Chief Forum
3/20/2018

Case: UCLA Pediatric Residency Diversity Committee

Background:
• Previously, residents only participated in recruitment dinners
• No further involvement or subsequent meetings/projects in Jan-Sept
• Wanted to have more meaningful discussion at Diversity Dinners with more involvement all year

Changes Made:
• Structured dinners, to incite more meaningful discussion
• Cultivated connections with medical student groups and faculty committees
• Stimulated ongoing projects with monthly meetings
  – Formal needs assessment/evaluation
  – Patient advocacy
  – Book club

Needs Assessment

General Principles:
• Identify the change:
  – What is it that you want to change and why?
• Understand “gaps” or challenges within the current system
  – Helps identify priorities,
  – Establish specific goals, and
  – Allocate resources appropriately
• Choose a method to conduct needs assessment:
  – Surveys
  – Group meetings
  – In person discussions

The UCLA Example:
• Informally:
  – Email
  – In person discussions
• Formally:
  – Survey conducted at spring retreat
    • “What do all residents feel their gaps are in diversity training/knowledge?”
    • “What modality would be preferred?”
Identify the Stakeholders

General Principles:
• Important to identify who will be affected/impacted by this change
  – Residents, attendings, nursing staff, patients, families, medical students, etc.
  – Keep in mind different groups can be affected in different ways
• Additionally, important to identify who will affect the change
  – i.e., who will help make this happen
• When applicable, involve representatives from different stakeholder groups

The UCLA Example:
• Thought broadly about faculty, residents, medical students, patients, community members/groups
• Connected with Faculty Committee, collaborated with Patient Experience Committee, SNMA/LMSA

Secure Funding

General Principles
• Occasionally, implementing change requires financial support
  – but certainly not always!
  – PDs, APDs, etc., are great at directing you to proper venues
• Supporting data from the Needs Assessment may be (and usually is) really helpful at making the point

The UCLA Example:
• Looked at the missions of groups at my institution and asked: do any of these support projects like mine?
  – Identified the Faculty Committee, which provided financial support
• Helped create a small yearly chief resident discretionary fund

Incorporate Scholarship

General Principle
• Always think about measuring change!
• Be sure to clearly identify what you plan to measure and how best to do so
• Important to quantify the impact
  – It can help with future projects/funding
  – It can stimulate collaboration with other sites
  – It can change practices at other institutions if published
• Share your work with others!
  – Publishing about the changes you’ve made and impact you’ve had can stimulate real differences elsewhere

The UCLA Example
• Submitted an abstract to APPD
  – And presenting a poster this trip!
• Continuing to facilitate resident scholarship in addition to chief scholarship
Achieving Balance

**General Principles:**
- The risk of burnout continues into chief year...
- Not everything can be changed (or needs to be)
  - Important to identify achievable goals
  - Important to identify changes desired broadly (or really, really needed) rather than try to change everything
- Make realistic goals for yourself
- Depend on your team (chief residents, APDs, PDs, etc.)
- Work is part of life, but it does NOT define life – stay balanced!

**The UCLA Example**
- Limited to a few projects rather than tackle everything
  - Better to be more involved in a few projects than spread thin
- Delegate!
  - Don’t forget you can
  - It’s better for you, and may be best for the project