

#appd2021



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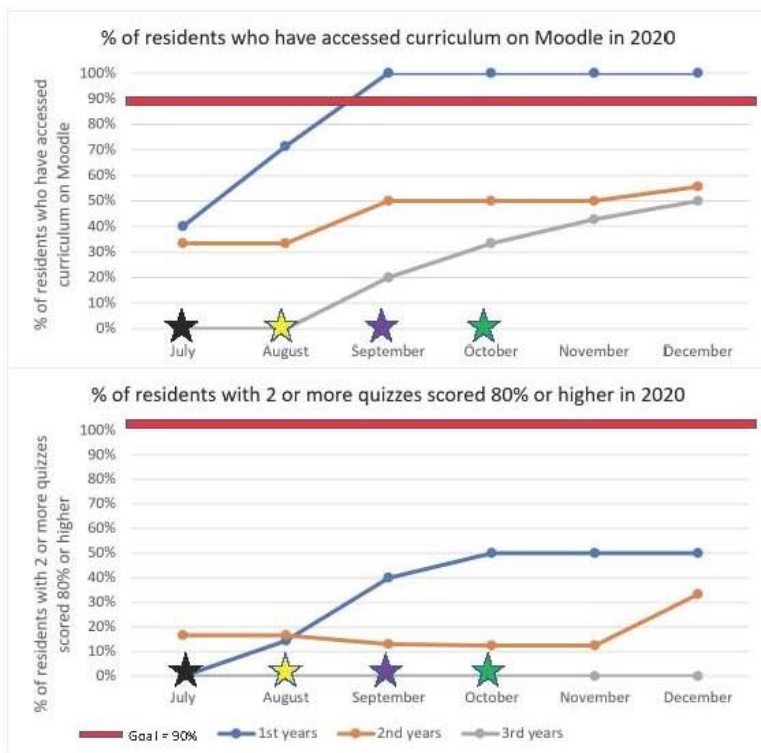
Distant & Still Together



APPD Spring 2021 Virtual Meeting Quality Improvement Award: Chien-Rong Chen, DO

INCREASING UTILIZATION OF THE PEDIATRIC WARDS CURRICULUM TO STANDARDIZE RESIDENT EDUCATION

Chien-Rong Chen DO, Bora Buyuktimkin MD, Kevin Basiago DO, Sarah Gustafson MD, Los Angeles County-Harbor UCLA Medical Center, Torrance, CA



- ★ Wards Curriculum Poster posted to track intern completion of topics: 6/23/20
- ★ First emails from chief residents to announce curriculum and encourage use: 8/17/20
- ★ Key Driver Diagrams and Run Chart posted prominently in resident workroom: 9/4/20
- ★ Bi-monthly reminders to seniors to utilize Moodle and promote teaching: 10/9/20

Background Factors including variable clinical exposure, resident stress, and interest in education affect the development of resident inpatient clinical proficiency. Curriculum resources to standardize inpatient education are available at our institution via an online portal (Moodle); however, there is currently low usage by residents. Aim Statement Our aim is to increase resident utilization of Moodle to >90% by the end of the 2020-2021 academic year. A secondary aim is >90% of residents completing 2 online quizzes scored >80%. Interventions We created a key driver diagram and tested interventions using PDSA cycles. Interventions included: posting a pediatric wards curriculum 30-topic poster for interns to track and compare their educational progress with their colleagues; posting run-charts monthly to advertise usage rates of Moodle; creating one-page topic summaries uploaded to Moodle throughout the

project; and emailing to raise awareness of Moodle and to encourage senior residents to take an active educational role in their team. Measures Usage of Moodle and quiz completion rates on Moodle were tracked monthly for residents who had completed >2 weeks of ward time in the 2020-2021 academic year. The primary outcome measure was use of the ward curriculum on Moodle. Results Prior to our intervention, 70% of interns, 50% of 2nd years, 50% of seniors accessed Moodle within the past 12 months. Since our intervention, resident access to Moodle in the first 6 months of the academic year has reached 100%, 50%, and 40% for the intern, second-year, and third-year classes, respectively. Residents who took at least 2 online topic quizzes and scored >80% reached 50%, 10%, and 0% for each respective class. Conclusions and Next Steps Based on the trajectory of increased usage, we anticipate reaching our aim of 90% usage of the pediatric wards curriculum on Moodle by the end of the academic year. Future interventions include emails to attendings to remind them to promote the use of the curriculum and re-assessing barriers for senior residents. Factors that may lead to greater access to the resources in the intern class may include: increased motivation and energy compared to the senior residents, decreased clinical experience, and the focus of the topic poster on the interns. The high utilization of Moodle by the current intern class will likely translate to the incoming intern class, leading to a cultural shift as Moodle is accepted as a reliable educational tool.