Development of Performance Improvement-CME as a novel educational strategy in physician assistant postgraduate training

Kate Doerksen, MSPAS, PA-C
Mentor: Ms. Maura Polansky, MS, MHPE, PA-C
Setting

Postgraduate PA Program in Oncology

- The University of Texas MD Anderson Cancer Center
- Mission: “Develop the next generation of adult oncology clinicians with the skills necessary to provide outstanding patient care.”
Curriculum Needs Assessment

Telephone survey of graduates

- Quality improvement (QI)
- Performance improvement (PI)
- Clinical teaching
Goals & Objectives

• Prepare PAs for leadership positions in oncology to improve patient care through QI & PI

Learning objectives

1. Describe key terms & concepts related to quality & performance improvement
2. Recognize importance of ongoing QI & PI for all practices and healthcare systems
3. Identify, plan, and implement PI activity
4. Confident in ability to participate in and/or lead initiatives
Educational Strategies

QI & PI curriculum

• Online coursework
  • “Fundamentals of Quality Improvement”

• Self-directed research

• Direct mentorship

• Serve on QI committee

• Development of PI-CME activity
Implementation

Pilot Project

- Assess development of PI-CME activity as a means of learning
Implementation

• Completed online coursework
• Self-directed research
• Direct mentorship
• Served on QI committee
  • Not compatible with clinical schedule
• PI-CME activity development
PI-CME

Three Stages

A. Performance assessment
   • Specified quality measures
   • Identify opportunities for improvement

B. Improvement plan
   • Develop improvement plan
   • Apply to current practice

C. Evaluation of PI-CME effort
   • Repeat assessment after implementation of plan
   • Assess for measurable improvement
Steps of activity development

• Assigned journal article by mentor
• Gained thorough understanding of article
• Researched guidelines, PI-CME further
• Chose area of focus after ~6 months of clinical training
• Selected 8 quality measures
• Developed activity objectives
PI-CME Development

Steps of activity development continued

• Developed activity instructions & worksheet
• Created data-capture form as tool to measure performance
• Met with mentor every 1-2 months for feedback
• Initiated institutional CME application
### Data Capture Form

**INSTRUCTIONS | SECTION 1:** Type "1" into YES or NO column for each inclusion criteria. Points in the YES columns will automatically be added across each row to assess compliance in meeting each inclusion criteria. **SECTION 2:** Type "1" into YES or NO column for each recommended guideline. Points in the YES columns will automatically be added together across each row, calculating the total YES points for each individual guideline. Averages will automatically be calculated to assess compliance for each guideline.

<table>
<thead>
<tr>
<th></th>
<th>Patient #1</th>
<th>Patient #2</th>
<th>Patient #3</th>
<th>Patient #4</th>
<th>Patient #5</th>
<th>Patient #6</th>
<th>Patient #7</th>
<th>Patient #8</th>
<th>Patient #9</th>
<th>Patient #10</th>
<th>TOTAL of YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Changes in patient medications reviewed by practitioner on same day of patient's visit</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>5 Performance Status</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>6 Treatment-related Toxicities</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>7 Toxicities documented using standard definition or criteria selected by practice/institution, e.g.: NCI Common Terminology Criteria</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>8 Patients psychosocial concerns and need for support</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

- Quality measures
- 10 patient encounters
- Tool to assess performance & identify lowest performing areas
Evaluation & Feedback

Assessment of learning

- Direct observation of skills & competencies by mentor
- Self-assessment surveys
- Future graduate surveys
## Quarterly Mentor Evaluation

**Scale:** Exceeds Expectations; Meets Expectations; Needs Improvement

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>
Pre & Post-Assessment Surveys

Self-Assessed Level of Awareness or Confidence

- IOM Aims
- QI Team Member
- Identify/Lead QI Initiative
- Participate in PI-CME
- Develop PI-CME

Extensive 3
Moderate 2
Minimal 1
None 0

Pre-Assessment: Yellow
Post-Assessment: Red
Quarterly Self-Assessment Surveys

Self-Assessed Knowledge or Skill regarding QI & PI

- Extensive
- Moderate
- Minimal
- None

Baseline
1st Q
2nd Q
3rd Q
4th Q

QI
PI
Learning Outcomes

• QI & PI learning objectives achieved
• Deeper understanding of quality movement
• Co-presentation at Texas Academy of PAs conference
• Manuscript development with plans to submit for publication
Long-Term Impact

- Marketable skill to potential employers
- Tool to enhance patient care
- Opportunity to participate at TAPA conference
- Opportunity to develop manuscript suitable for publication
- Enhance clinical teaching skills in proper documentation and role of evidence-based guidelines
Future Directions

• Current PA Fellow
  • Piloting current PI-CME activity

• Incoming PA Fellows
  • To complete current PI-CME activity
  • To develop new PI-CME activity as a team

• Complete application to obtain approval for CME credit institution-wide
References

