

Department of Pediatrics Fellowships
Quality Assurance / Quality Improvement (QA/QI) Project

QA/QI Project

As part of the ABP credentialing requirements, all fellows must complete at least one QA/QI project during their subspecialty training. The QA/QI project, also called the practice-based learning and improvement (PBLI) project, focuses the trainee's critical awareness on the systems in which they work, as well as self-awareness of their own practice. The skills acquired through this process provide the trainee with useful tools he/she can use throughout his/her career. The QA/QI project should be selected through discussion between the fellow, a faculty mentor, and the program director. When the project is completed, the fellow will provide the director with a written summary of the project for his/her permanent file in addition to one completed form.

Attach a separate sheet if necessary

Trainee Name: Gracielle Bahia

Date Submitted: Initiated 6/28/18
QA/QI Time Period:
6/28/18 – 1/3/19

Project Title: Revising the Pediatric Gastroenterology Core Curriculum:
Improving the Educational Experience of Rotating Pediatric GI Residents and Fellows

Project Aim / Goals:

- Improve SITE examination scores and Pediatric Gastroenterology Board Pass Rate by focusing several lectures throughout the 2018-2019 Pediatric GI Core Curriculum sessions on high-yield topics for the Pediatric Gastroenterology examination
- Rotating pediatric GI residents would present pediatric GI topics that are also overlapped with high-yield topics that is helpful in preparation for their General Pediatrics Initial Certifying Exam – this would also be helpful to pediatric GI fellows as well who are taking the General Pediatrics Initial Certifying Exam during the 2018 year.
- These presentations were intended to provide more teaching and education to rotating pediatric GI residents through:
 - (1) Preparation of evidence-based presentations using the literature that is provided; these materials are current and frequently referenced by Pediatric Gastroenterologists and given at the start of their rotation
 - (2) Dynamic engagement with pediatric GI attendings and fellows about the topic's clinical relevance and current practice
 - (3) Learning more about processing Board questions by working through board prep questions that were provided to the resident
- Pediatric Gastroenterology Fellows would have an opportunity to improve their teaching skills when working with the pediatric resident beforehand in preparation of the presentation
- Lecture materials would be kept in the pediatric GI fellows office in paper form in a designated filing cabinet and also electronically in the Pediatric GI shared drive so that these topics and materials can be easily accessed and given to future incoming residents

How has completing this project influenced your insight on your current practice?

From this project, I learned about the importance of creating a reliable resource collection that myself and others can easily access; as I have often spent a great deal of time searching through literature in the past, this collection can allow pediatric GI providers to also save time during literature searches for patient cases and can apply this knowledge with confidence. I was able to reflect on my critical review of articles when preparing the material that would be given to the residents. By gathering, preparing, and reviewing these materials beforehand, I also increased my knowledge base and can easily access and reference them as needed. I also was able to learn about different ways to best optimize the fellows' learning experience during the dedicated learning time in the Pediatric GI Core Curriculum. I was able to appreciate and learn about the art of resident

teaching and about different learning environments, and I gained insight into ways that enhance their learning experience while giving them appropriate expectations that allow them to grow as a physician.

How will you enhance your practice with the information gleaned from this project?

Completing this project has allowed me to create readily accessible, current, and evidence-based materials to give to residents for teaching purposes, and I will be able to readily give reliable references to residents and fellows in the future.

As I have also learned ways to optimize the allocated educational time for pediatric GI fellows, in the future I will be able to schedule and encourage lectures that will also give CME credit to speakers who are experts in their field. Instead of presenting during the Pediatric GI core curriculum time slot, residents would be encouraged to give their presentations during their inpatient time on the floor to the inpatient attending/pediatric GI fellow and other housestaff. This would improve the learning experience for the inpatient GI team as well. The rotating pediatric GI resident would still be given lecture materials and guidance beforehand in preparation of the presentation, and residents would be presenting in a safe environment and to an audience that would most benefit from their lecture while also receiving education and feedback from the pediatric GI attending and fellow.

Fellow's Signature

Date

Mentor's Signature

Date

Program Director's Signature

Date