The Value of a QI and CME Collaboration in the MOC Portfolio Program

BACKGROUND

- Beginning in 2012, Boston Medical Center (BMC) and Boston University School of Medicine Continuing Medical Education Office (BUSM CME) established a partnership to manage, provide CME and obtain MOC credit for quality improvement projects in Pediatrics and Geriatrics. These projects served as a tangible example of the benefits of collaboration between Quality Improvement and CME.
- BMC’s Associate Chief Quality Officer, five faculty leaders from across the hospital with QI expertise.
- The BUSM CME office has managed PI-CME activities since 2004 with successful results and two publications in education and clinical journals.
- Under the current Chief Quality Officer Leadership, engagement in QI has become a priority. The CQOs recognized the BUSM CME office as a strategic partner to achieve quality goals.

PROGRAM STRUCTURE

MOC Committee

- BMC’s Associate Chief Quality Officer, five faculty leaders from across the hospital with QI expertise and CME staff with QI and project management experience.

Application Process

Use of MOCAM online application tool:

Prospective Applications

- Offered mentoring guidance for success, and PI-CME credit

Meaningful Participation Standards

- Resident Participation Physician, Project Leader, Faculty Mentor
- Engage intervention in at least 50% of all available opportunities
- Review data at least 3 times
- Attend at least 4 project meetings
- Meeting topics can include review of group performance data, discussion of ideas on new solutions to test and implement, QI education component
- Complete QI Education Component: Grand Rounds, IHI Modules, BMC Portfolio program QI Skills Internet Activity
- Discussion of ideas on new solutions to test and implement; QI Education Component
- Attend at least 4 project meetings
- Attend at least 4 project meetings
- Resident participation in QI
- Improving quality of mentors through training and structure of Portfolio Program

Tier 1

- Managed by BUSM CME
- PI-CME and MOC credit

Institutional Goals

- High impact outcome measures for BMC
- Initiatives spanning departments or organizations

Tier 2

- Managed by Local Leader

Departmental Goals

- Initiatives developed according to local needs

Tier 3

- Resident Driven, Faculty Mentors
- Helps Meet ACGME Clinical Learning Environment Review (CLER) Requirements

CME Goals

- Resident participation in QI
- Improving quality of mentors through training and structure of Portfolio Program

SAMPLE TIER 1 PROJECTS UNDER REVIEW BY BMC PORTFOLIO PROGRAM

VTE Prophylaxis in OB/GYN

- % of Patients with VTE Risk on Problem List
- % of patients seen at BMC OB/GYN who had VTE Risk (High or Low) Documented on the Problem List

I-PASS Patient Handoff Implementation Initiative

- Handoffs adhering to the standardized I-PASS Format for Giver of Handoff
- Composite measure: Percentage of observed handoffs in which the Giver usually or always included all 5 elements of the I-PASS mnemonic: (Illness Severity, Patient Summary, Action List, Situational Awareness, Ensures Synthesis by Receiver)

RESULTS

- * as of May 1, 2016

- BMC Portfolio Program secured increased funding for second year after initial year of planning, implementation and relationship building.

CONCLUSIONS

- Continuing Medical Education (CME) providers support QI goals in local environments by maintaining Portfolio status, managing QI projects, assisting with outreach and relationship building across the organization and offering CME credit.
- Development of a CME accredited multi-purpose QI Skills activity accessible online or as live curriculum.
- Collaboration and relationship building is essential to gain institutional support for the Portfolio Program.
- Physicians perceive PI-CME Credit (a.k.a. JAMA-PRA (Category 1 Credit™) to maintain a state license (MDL) to be equally as valuable as MOC Part IV credit to maintain their certification.

RECOMMENDATIONS

- Establish sustainability plan/fee structure that secures program’s longevity without imposing a burden on participation.
- Develop a ‘train the trainer’ educational program which provides BMC faculty with QI experience the tools to teach their sections QI principles.

NEXT STEPS

- Establish sustainability plan/fee structure that secures program’s longevity without imposing a burden on participation.
- Develop a ‘train the trainer’ educational program which provides BMC faculty with QI experience the tools to teach their sections QI principles.

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