

Introduction of a Peer-Led Didactic Series on the Transition from Pediatric to Adult Care in a Combined Med-Peds Residency Program

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Abstract

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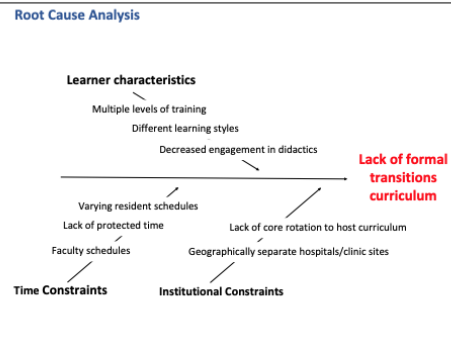
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 Facilitators: Alice Kuo, Priyanka Fernandes



Problem Statement
 The lack of a formal transitions of care curriculum leads to decreased resident knowledge of the process of transition, and therefore limits their ability to implement health care transition successfully into their clinical practice, especially for youth with special healthcare needs (YSHCN).

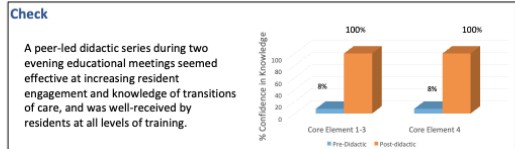
Current State
 At our institution, there is no formal curriculum or resident education regarding the health care transition from pediatric to adult providers (or to adult model of care) for YSHCN. As a result, there are gaps in resident knowledge regarding the process of transition and the psychosocial, developmental, legal, and insurance factors that play a role in the process.

Goal
 Our goal is to increase resident knowledge in the Six Core Elements of Health Care Transition (HCT) from pediatric to adult care, including knowledge of the psychosocial, developmental, legal, and insurance factors that play a role in the process.



Solutions

Root Cause	Tested Solution	Finding
Time Constraints	Evening educational meeting(s)	Excellent attendance, 14 and 13 of 16 residents attended the two sessions respectively
Different learning styles	Varied didactic sessions with lecture/power point, group discussion, role playing, and expert discussant to appeal to visual, auditory and kinesthetic learning styles	Well-received by residents with collaborative learning
Decreased engagement in didactics	Peer-taught sessions to increase engagement and attendance	Very well-attended with active participation
Institutional Constraints	Given separate geographic locations limiting defined transitions experience, will add case-based curriculum to Developmental and Behavioral Pediatrics rotation in future	In process



Goal & Metrics	Baseline	Target	Current
Goal: Increase knowledge of 6 core elements of transition	8% felt confident in knowledge of 6 core elements (1/13)	100%	
Supporting Metric: After session 1, do you feel confident in your knowledge of core elements 1,2,3?	8% (1/13)	100%	100% (13/13 respondents)
Supporting Metric 2: After session 2, do you feel confident in your knowledge of core element 4?	8% (1/13)	100%	100% (7/7 respondents)

Act
 Given the positive results of the above didactic series, we plan to continue with the third part of the series to cover core elements 5 and 6 later this year. Resident feedback was very positive regarding these sessions, and thus we will plan to repeat this didactic series every two years. For years between this series, we plan to design a supporting one to two session case-based practicum to apply the knowledge gained in the primary didactic series.