

Supporting Programs to Implement HCT Curricular Activities

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Abstract

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Background

- Program directors are required to document competencies for trainees as programs implement Health Care Transition (HCT) curricula.
- Program directors will need a mechanism to evaluate their residents.

Methods

12 med-peds program directors/transition champions agreed to participate in monthly, hour-long technical assistance calls (webinar) from August 2018-February 2019. During each month of participation, each program was assigned to complete a PDSA cycle with the overall goal of progressing their baseline state of establishing HCT curriculum. In effort to display any effects of establishing the curriculum, each program completed a self-assessment each month.

Data

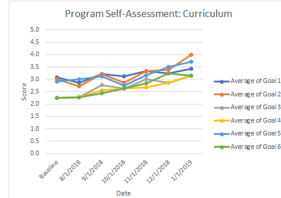
Table 1 displays the number of TA Calls, attendance at TA calls, number of PDSA's submitted, and number of reminders needed.

Table 2 displays the six goals and goal descriptions in which each program assessed their ability to achieve said goals.

Graph 1 displays program self-assessment scores according to reaching each of the 6 goals outlined in achieving competency in HCT curriculum.

	Expected	Actual
# Technical Assistance Calls (webinar)	7 calls	7 calls
# Participants each call	12 per call	Average 4-7 per call (1 program dropped out in OCT due to schedule conflicts)
# PDSA's Submitted	Total PDSA's: 84 7 per month	Total PDSA's: 38 Avg 5 per month
# Reminders Needed	1 reminder (email week before scheduled TA call)	Avg of 3 per month (email + phone calls before scheduled TA call)

Table 1. Monthly Administration Counts



Graph 1. Program Self-Assessment of Goals over 7 months

Lessons Learned

1. Program directors have schedules that can often coincide with one another and are difficult to navigate
2. Increased need to manage responsiveness as protected time was limited, if any, to implement planned actions.
3. Future learning collaboratives should account for longer for lead time – this collaborative had a lead time of about 6 months
4. Need to create QI culture in MPPDA, which will cut down on lead time since programs will be able anticipate time commitment

Goal	Description
1	Residents are able to demonstrate knowledge and skills of the issues around the transition from pediatric to adult care for YSHCN.
2	Residents understand the development and psychosocial aspects of transitioning to adulthood for YSHCN.
3	Residents understand how YSHCN and their families are impacted by insurance policies and social services as they age from childhood to adulthood.
4	Residents understand and address the educational and vocational needs of YSHCN.
5	Residents are able to apply knowledge of health care systems to their practice environment and beyond to improve patient care for YSHCN.
6	Residents are able to apply knowledge of health care systems to their practice environment and beyond to improve transition policies for YSHCN.

Table 2. HCT Curriculum Goals

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