



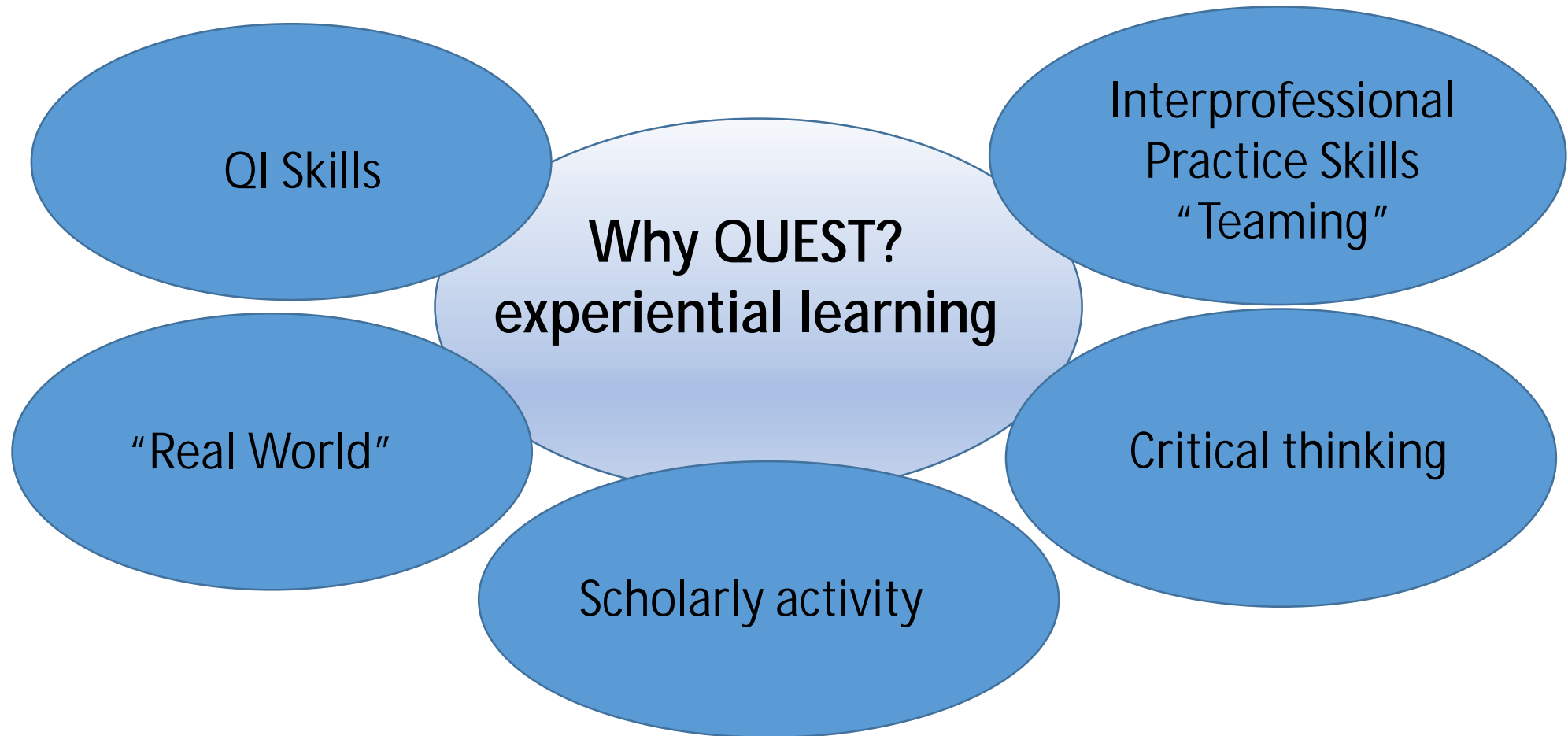
Quality Education & Systems Training

UofSC Columbia Strategic Planning Committee Meeting

February 17, 2022

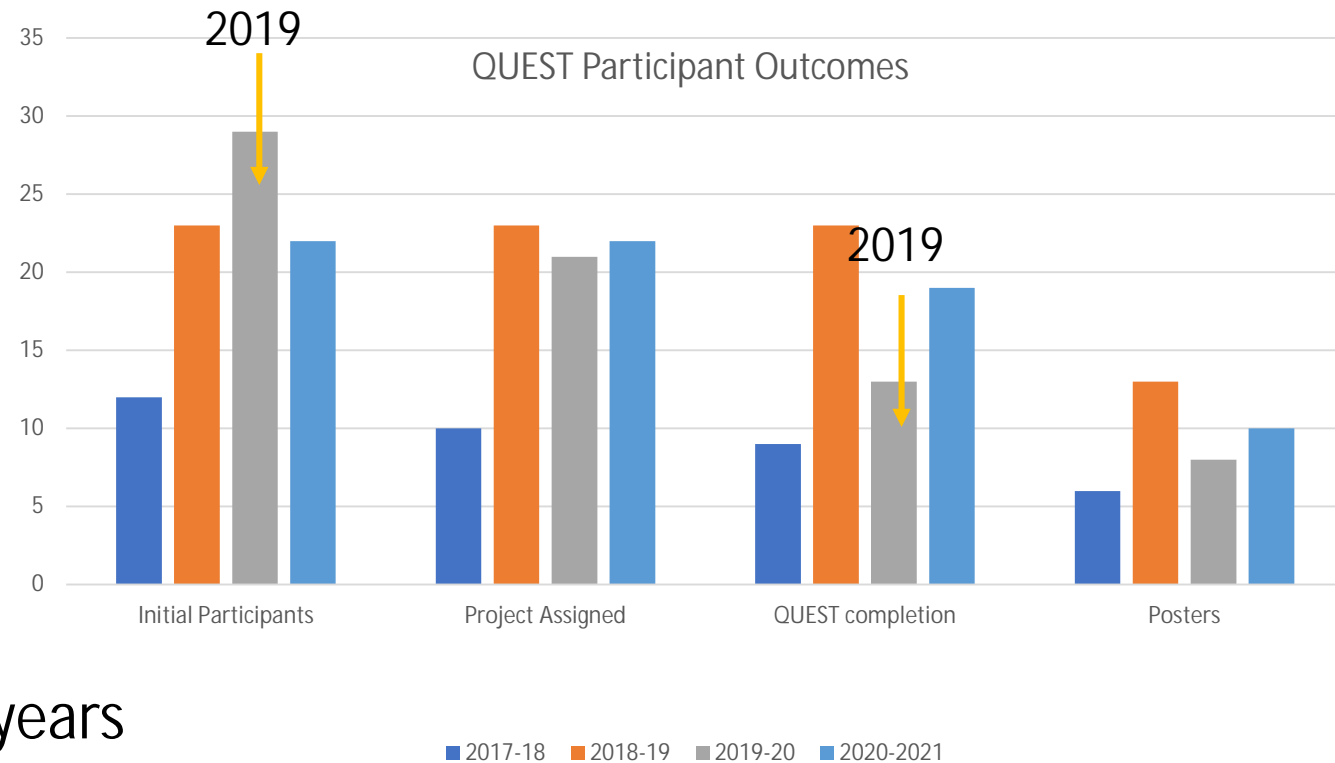
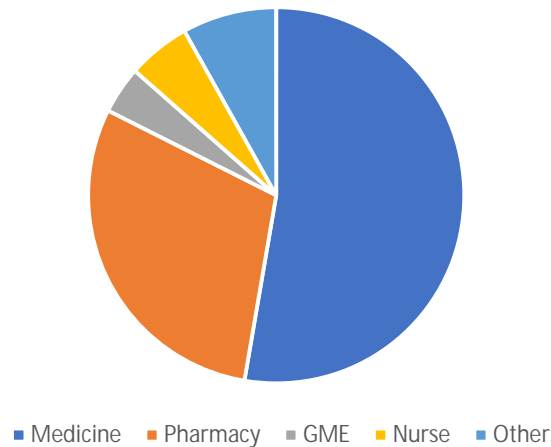
Christopher Goodman, MD and Donna Ray MD

<https://uscmcd.sc.libguides.com/quest>



QUEST Participants

QUEST Participants: 2017-2021



- 74 total participants over 4 years
- Intentional scaling impacted by COVID
- Pool of 10-15 interprofessional mentors – started with the willing!

QUEST Outcomes

- Improved QI knowledge
- Interprofessional readiness
- Personal growth

Ongoing measurement

Table 2. QIKAT-R and ISVS-9B scores for all participants in QUEST with pretesting at the kickoff and post-testing after completion QUEST collaborative. QIKAT-R is a 9-point scale and ISVS-9B a 7-point scale.

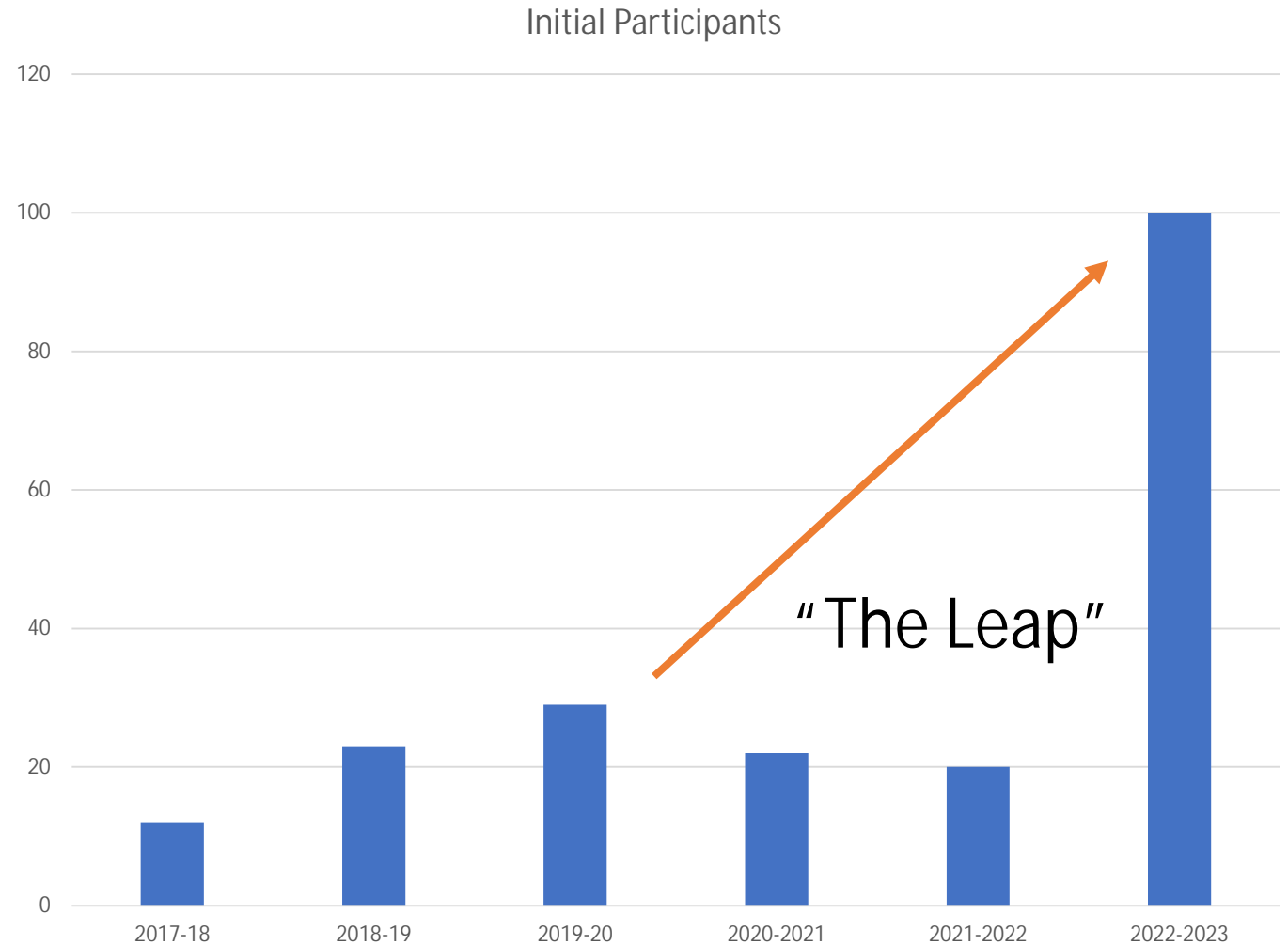
		Pre-QUEST		Post-QUEST	
		Score	n	Score	n
ISVS-9B	2017–2018	5.39	8	5.79	7
	2018–2019	5.18	20	6.34*	16
	2019–2020	5.27	24	6.32*	13
	Overall	5.25	52	6.23*	36
QIKAT-R	2017–2018	5.63	8	6.05	7
	2018–2019	5.13	20	5.74	16
	2019–2020	5.74	22	7.31*	12
	Overall	5.48	50	6.34*	35

*Statistically significant, defined as $p < 0.05$.

Goodman CW, Justo J, Merrow C, Ramsey E, Prest P, Ray D. An experiential learning collaborative on quality improvement for interprofessional learners. *Journal of Interprofessional Care*. Published online May 18, 2021. <https://doi.org/10.1080/13561820.2021.1901673>

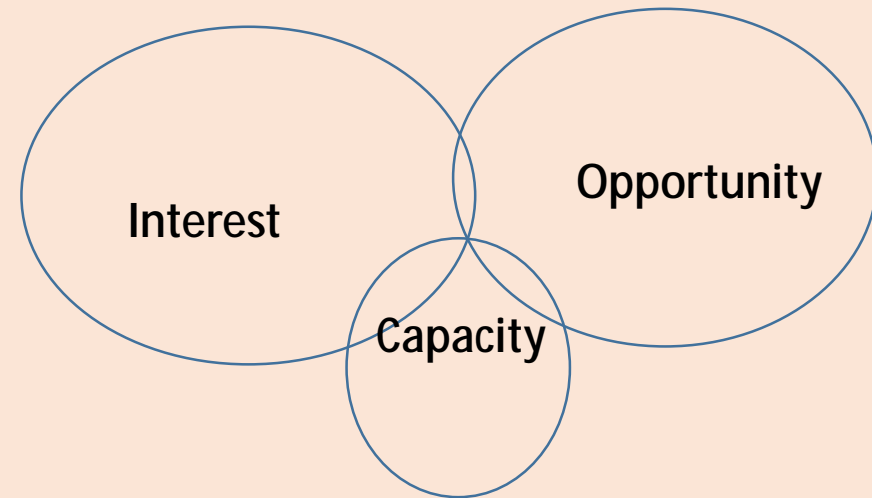
Scaling barriers experienced

- Mentors + QI teams
- System CQI Framing/Connection
- Administrative support
- Interprofessionalism



Potential Drivers of QI and QUEST

- Confluence of factors
 - Internally – GME, MOC, PICME, Certification
 - Externally – ACGME, ABMS
- Each can be modified
- Takes intentional effort
- Maintaining interprofessional connections

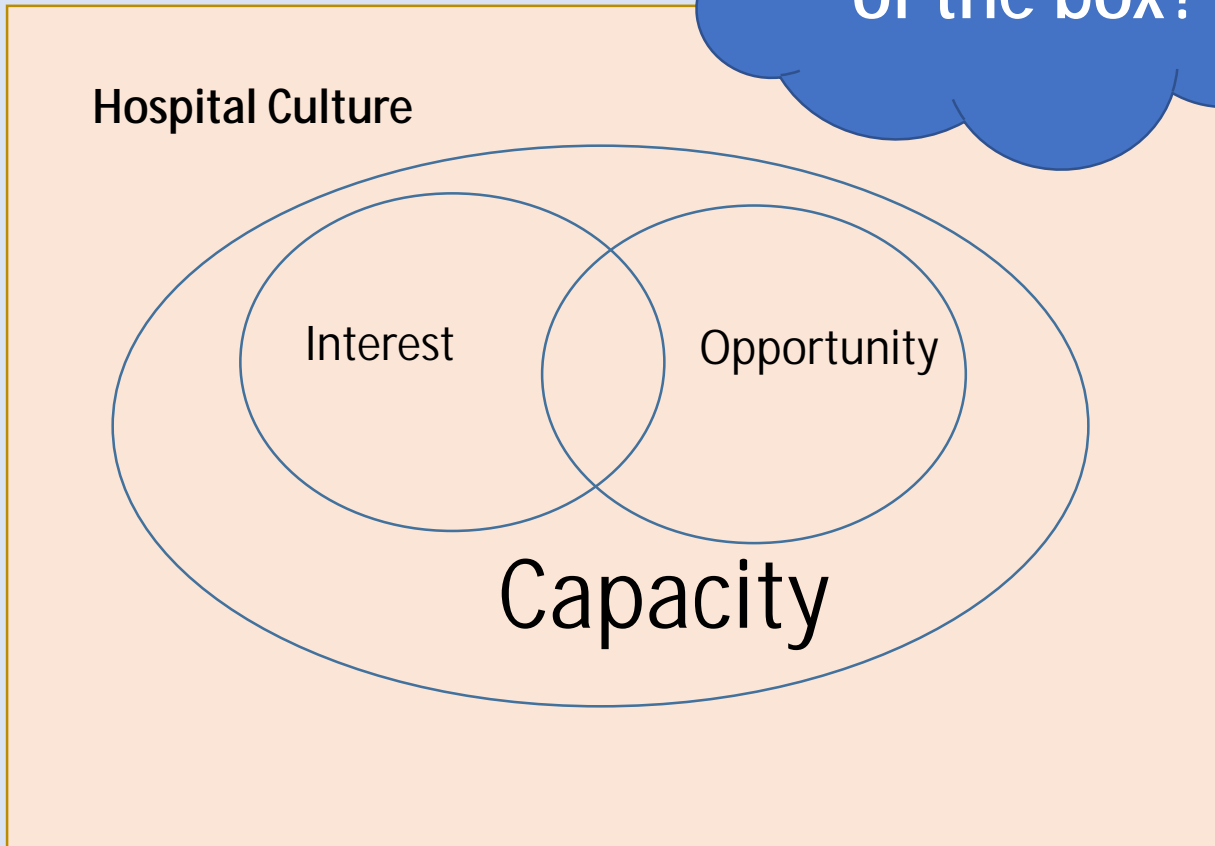


Context: Hospital Culture & approaches to QI Work Residencies and Fellowship Requirements

System CQI – Capacity Building

What if we think outside of the box?

- Historically has been top-down
- Multiple target metrics at once
- Access – no “easy button”



Key Needs Identified by QUEST Lead Team

1. Clear strategic goal – What do we want the program to do/be?
2. Administrative support
3. Keep same model?

Other Options ?

Variations

Increase capacity

- Scale from 15 to 40 mentors
- Mentor development plan (SOM + Prisma)
- Health professional school partners (if IPE desired): mentors, plans

- Elective – narrower scope, outcome
- Semester-based – improved volume capacity but mentors need greater capacity (training, time)
- Integrated to M2 course – narrower scope, outcome

Pilot this Summer – QUEST Sprints

- Two strong mentors
 - Melanie Blackburn, MD – Pediatrics
 - Chris Gainey, MD – Emergency Medicine
- Two teams, weekly check-ins/coaching
- Test of placing 3 students together
- Timeline aligns with SOAR
- Paid positions for students
- All are medical students



Can we reach them all?



University of South Carolina
School of Medicine
White Coat Ceremony 2021

QUESTIONS?



<https://uscmed.sc.libguides.com/quest>

Discussion – What would it take...

For all SOM health professional students to participate in experiential learning opportunities in team-based healthcare improvement?

Considering the 6 M's

1. Manpower
2. Methods
3. "Machines"
4. Materials
5. Metrics/Money
6. Minutes (Time)

