ABSTRACT #13

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Title: Improving content addressing diversity, equity and inclusion in Pediatric Grand Rounds
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Background: Addressing racism and structural inequality within medical education is critical to developing equitable care. Grand Rounds (GR) serves as a cornerstone of academic departments. Increasing diversity, equity, and inclusion (DEI) content of GR presentations has great potential for sustainably reaching this goal and enhancing the educational climate.

Methods: We implemented quality improvement methodology, following the Model for Improvement to reach our aim of a shift in practice with 6 consecutive scores ≥ 4. We formed a multidisciplinary team including pediatric residents and members of the Offices of Education, DEI and Quality Improvement. We retrospectively applied our novel scoring tool to previous GR presentations to determine a baseline period (10/23/19-5/27/20) and then prospectively scored presentations weekly at GR. We subsequently developed key drivers and 5 interventions (Figure 2), which included 1) creating 4 GR per year dedicated specifically to DEI topics, 2) revising our GR mission statement to include DEI objectives, 3) sharing goals and expectations to include DEI content with upcoming speakers, 4) seeking feedback from GR speakers, and 5) providing resource materials to them to enhance their ability to address DEI. We performed PDSA cycles on these interventions, incorporating feedback from speakers and our team to adopt, adapt or abandon interventions. We tracked our outcome data using a statistical process control chart and compared average scores between the baseline periods to after implementing interventions using a two-tailed t-test.

Results: Our run chart demonstrates a shift (5/12/21) from the baseline period, and there have been 13 points ≥ 5 after beginning interventions compared to 0 in the baseline period (Figure 3). The average baseline score was 1.2 (CI0.71.7) and the average score with interventions increased to 3.8 (CI2.25.4, p = < 0.001). Feedback from speakers further demonstrates the impact of the resources provided on developing GR presentations.

Conclusion: By using a QI approach, we were able to increase the content addressing DEI in Pediatric GR. Providing clear goals, expectations and resource materials to speakers appears to positively impact the DEI content of Pediatric GR.

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