

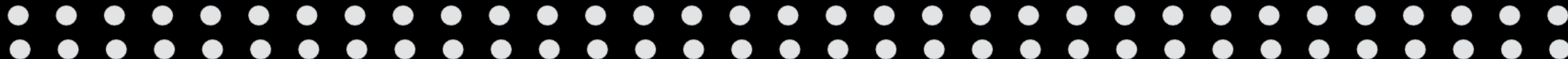


Peer Learning Program Metrics: A Pediatric Neuroradiology Example

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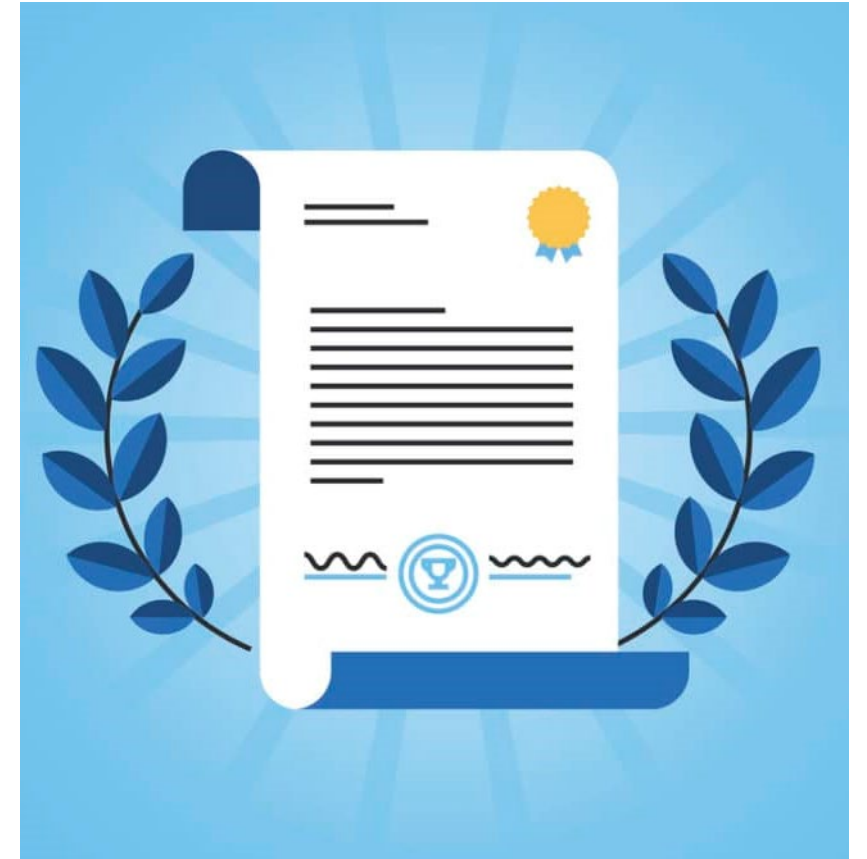
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Background

The American College of Radiology (ACR) is now offering an accreditation pathway for programs that use Peer Learning (PL). To qualify, a PL program should have:

1. A PL policy
2. Explicit program targets
3. Annual documentation of program metrics, e.g.
 - ❖ Total number of case submissions to the PL program
 - ❖ Number and percent of radiologists meeting local targets
 - ❖ A determination of whether PL activities met the minimum standard as defined by the facility practice policy
 - ❖ A summary of related quality improvement efforts and accomplishments



Purpose

- To determine feasibility and outcomes from a pilot PL program in a pediatric neuroradiology section that in its design follows the ACR PL accreditation pathway criteria
- Setting:
 - ❖ Freestanding academic pediatric hospital with nearly 300,000 exams annually
 - ❖ Five full-time pediatric neuroradiologists participated
 - ❖ 1-year study period (January 1, 2021 through December 31, 2021)
 - ❖ A total of 24,724 neuroradiology exam reports were issued during this time period



PL Program Governance

- ❖ We developed a written policy following the ACR accreditation checklist for PL
- ❖ Section chief defined the program targets as follows:
 - ❖ PL conferences to occur monthly
 - ❖ 100% faculty attendance
 - ❖ 5 PL cases submitted each month per pediatric neuroradiologist
- ❖ The annual documentation of our PL program metrics includes:
 - ❖ A statement of commitment to sequestering PL from performance evaluations
 - ❖ The total number of case submissions to the PL program
 - ❖ The number and percent of radiologists meeting targets as defined in the facility practice policy
 - ❖ A determination of whether PL activities met the minimum standard as defined by the facility practice policy
 - ❖ A summary of related quality improvement efforts and accomplishments

PL Conferences

- ❖ Occur monthly throughout the calendar year
- ❖ Are recorded for asynchronous viewing
- ❖ The meetings occur between 12-1 pm and they last for 1 hour
- ❖ There are two dedicated faculty members who alternate monthly in selecting and presenting cases
- ❖ During the study period, we reviewed only discrepancies of perception, interpretation, or communication, as well as interesting cases
- ❖ Each month, cases submitted during the previous month were reviewed
- ❖ Cases were presented as anonymized power point slides
- ❖ The case discussion was documented for each case on a case review form, along with any learning points and improvement actions.
- ❖ During the study period, any improvement actions were immediately assigned to a faculty volunteer who set themselves a deadline; they were followed to conclusion at the beginning of subsequent PL meetings.



Data Collection

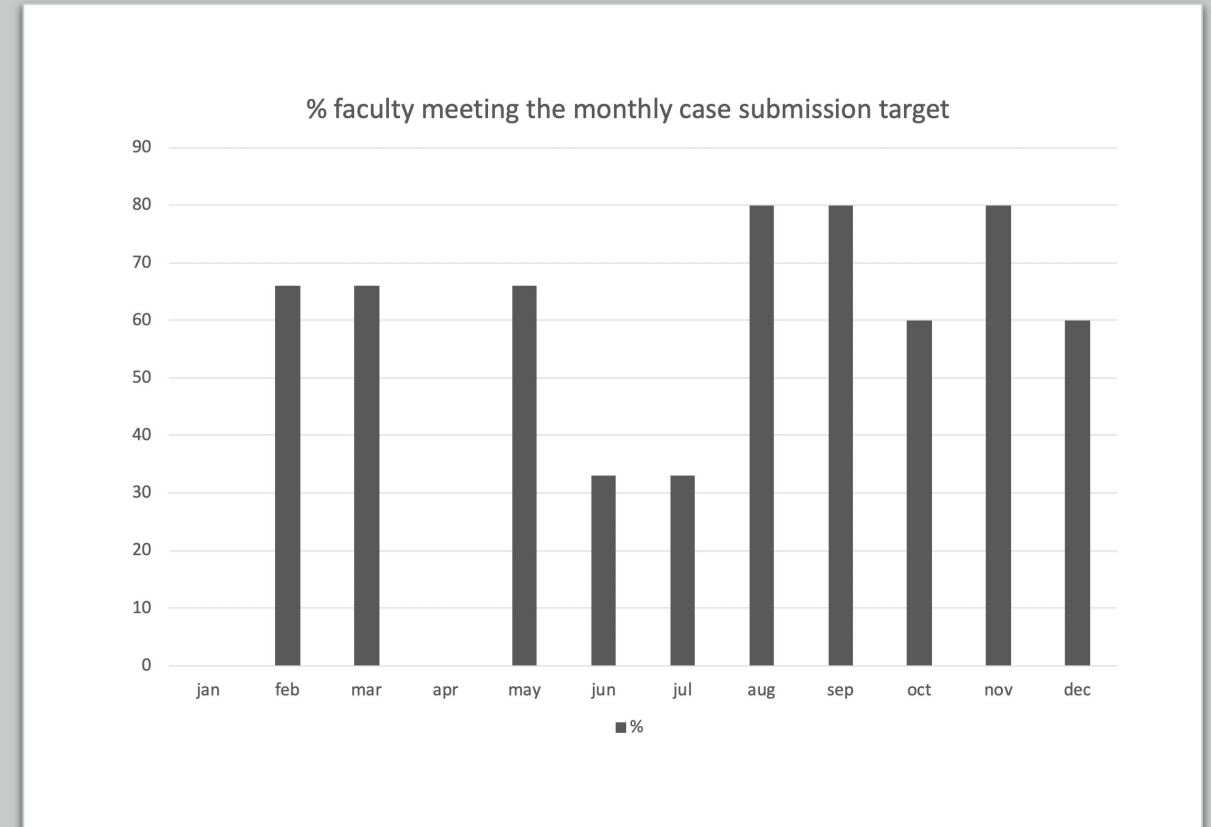
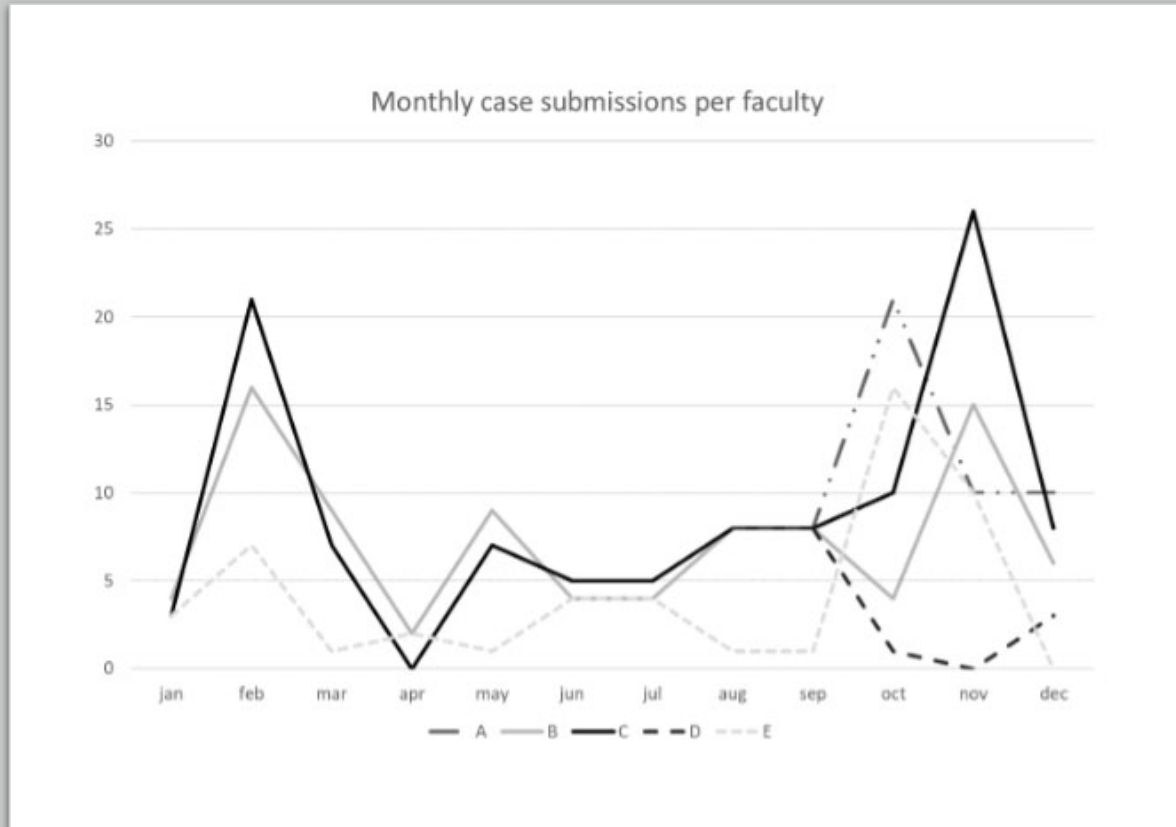
We analyzed the following items that were collected monthly:

- (1) The number of cases submitted per faculty per month
- (2) Percentage of radiologists meeting PL program targets for case submissions (5 per month per faculty)
- (3) Monthly faculty PL attendance (target of 100% live attendance or asynchronous viewing of session recordings)
- (4) Number of cases reviewed during the PL session
- (5) Number and nature of learning points
- (6) Number and nature of improvement actions with assigned faculty volunteer and documented completion

Results: Case Submission Targets

The number of cases submitted per faculty per month varied (range: 0-26)

There was never a month when all section members met the target (submit 5 cases/month/faculty)



Participation Target

Monthly faculty PL attendance met the target of 100% live attendance or asynchronous viewing of session recordings

100%



Learning Points

Number and nature of learning points

There were 22 learning points throughout the year

Lessons learned included recognizing the importance of accurate use of overnight agree/disagree statements, identifying potential pitfalls in image interpretation, importance of report proofreading, identifying instances when it is appropriate to reference normative values for measurements, and identifying imaging signs of rare diagnoses.



Conclusions

- We show feasibility of a PL program that follows the ACR PL accreditation pathway
- Program targets have been adjusted to help faculty meet targets while assuring enough submitted cases for engaging PL sessions
- We are currently working on a RedCap tool to facilitate case reporting, case feedback, data collection, and annual reporting
- We have trained administrative staff to administer CME credits for this program, document attendance, and assist with other PL session documentation

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