

# Developing a structured approach to A&F for physician groups

Kelly Burak  
Tina Nicholson



Physician  
Learning  
Program



UNIVERSITY OF  
CALGARY

[www.albertaplp.ca](http://www.albertaplp.ca)

Twitter: @AlbertaPLP | Email: [plp@ucalgary.ca](mailto:plp@ucalgary.ca)

## Vision

To focus and customize  
physician professional  
development to achieve the best  
possible outcomes for Albertans



Physician  
Learning  
Program

## Objectives

- Describe our group facilitated feedback model and the evidence used to create it
- Demonstrate how the model is being pragmatically used in different physician populations



## Funding and Operations



**UNIVERSITY OF CALGARY**  
CUMMING SCHOOL OF MEDICINE



**UNIVERSITY OF ALBERTA**  
FACULTY OF MEDICINE & DENTISTRY



# Strategic Partnerships



Strategic Clinical Networks (SCNs)  
AHS' engines for innovation.



Strategic Clinical Networks (SCNs)  
AHS' engines for innovation.



# Resources

## Project Development

- Assistant Dean**
- Operations Director**
- 3 Medical Directors**
  - Specialty medicine
  - Primary care

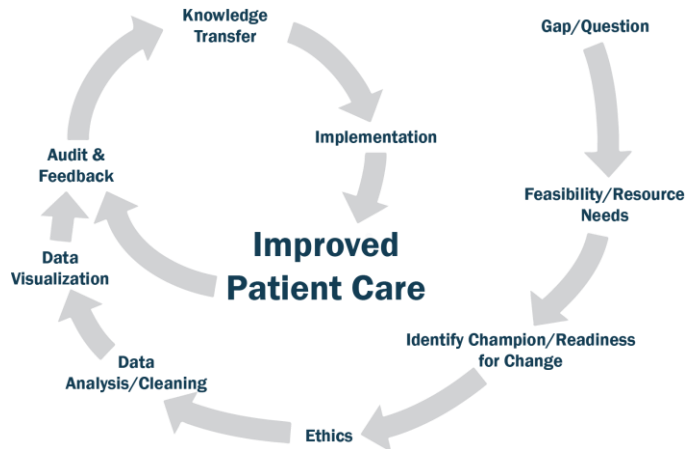
## Gap Identification

- 4 Project Managers**
- 2.5 Data Analysts** (Analytics)
- Data Analysts** (AH)
- Biostatistician**
- Data Visualization**



# PLP Process

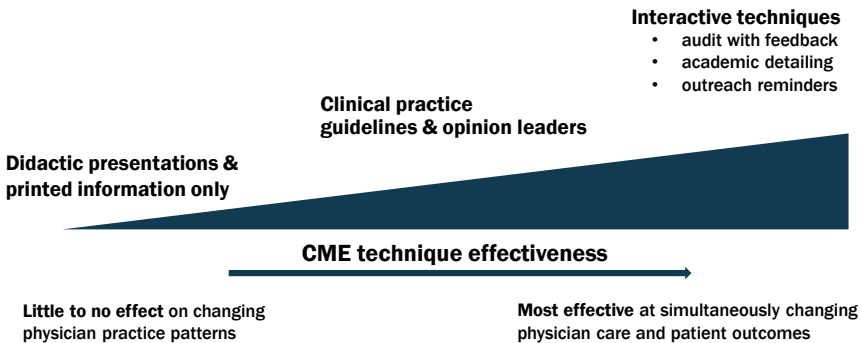
Supports Physician Learning & Improved Patient Care



# CME Techniques

Evaluated CME techniques to determine the spectrum from most to least-effective

(formal meta-analysis or other systematic reviews N=26)



Bloom B. Intl J Tech Assess Health Care 2005; 21 (3): 380-385

# Evidence-Informed Feedback Model



Ivers N, Jamtvedt G, Flottorp S, Young JM, Odgaard-Jensen J, French SD, O'Brien MA, Johansen M, Grimshaw J, Oxman AD.  
 Audit and feedback: effects on professional practice and healthcare outcomes.  
*Cochrane Database of Systematic Reviews* 2012, Issue 6. Art. No.: CD000259.  
 DOI: 10.1002/14651858.CD000259.pub3.

## Facilitated Reflective Performance Feedback: Developing an Evidence- and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2)

*Acad Med.* 2015;90:1698–1706.  
 First published online July 21, 2015

Joan Sargeant, PhD, Jocelyn Lockyer, PhD, Karen Mann, PhD, Eric Holmboe, MD,  
 Ivan Silver, MD, MEd, FRCPC, Heather Armonson, MD, Erik Driessen, PhD,  
 Tanya MacLeod, MSc, Wendy Yen, MA, Kathryn Ross, MSc, and Mary Power, MBA

*Annals of Internal Medicine*

ACADEMIA AND THE PROFESSION

## Practice Feedback Interventions: 15 Suggestions for Optimizing Effectiveness

Jamie C. Brehaut, PhD; Heather L. Colquhoun, PhD; Kevin W. Eva, PhD; Kelly Carroll, MA; Anne Sales, PhD; Susan Michie, PhD;  
 Noah Ivers, MD, PhD; and Jeremy M. Grimshaw, MD, PhD

*Ann Intern Med.* 2016;164:435-441. doi:10.7326/M15-2248 [www.annals.org](http://www.annals.org)



# What makes PLP unique?

## The Data

- Physician's practice specific data
- Aggregate data to allow comparison to peers

## The Approach

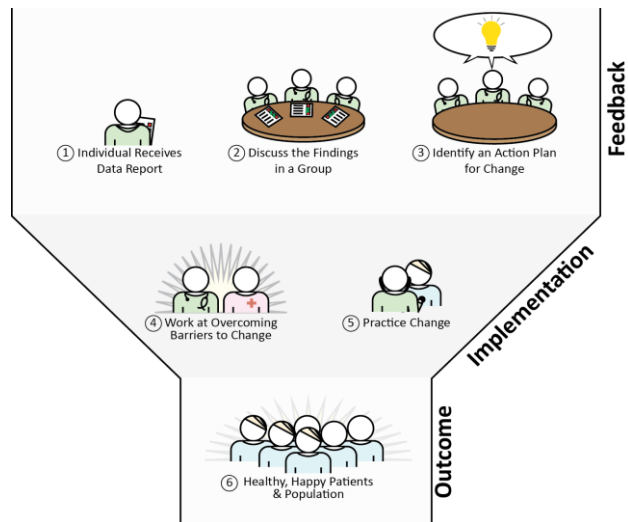
- Driven by physicians
- Supported by PLP resources
- Confidential & non-judgmental
- Includes facilitated A&F in groups
- Commitment to change with defined action plans
- Eligible for self-directed CPD credits



# So what does this look like in reality?



## Audit & Feedback Interventions



## Pragmatic tips for a Feedback Session

### Preparation

- Identify local champions (2-3)
- Choose clinical questions where there is the strong evidence and the greatest room for improvement/achievable benchmarks

### Explore Reactions & Content

- Normalize reactions to data
- Acknowledge data limitations
- Safe, learning environment
- Encourage local champions to share their data/practice
- Support reflection and interpretation of data related to evidence & local context
- Coach – developing action plans and leveraging successes

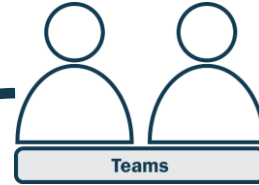
### Action Plan

- Identify successes & keys to success
- Identify opportunities for improvement & potential barriers
- Group talk/brainstorm – flipcharts, whiteboard
- Action plans supported by logic models



Physician  
Learning  
Program

## Antipsychotic Use in the Elderly



### B-Safe

Hospitalists at all four adult hospitals  
138 hospitalists, 68 consented

All patients ≥ 70 years old  
6970 patient encounters

Data sources  
Integrated EHR  
Provincial Pharmacy Information  
Network



### Seniors Health SCN

Significant pre-work to foster team  
approach

6 supported living sites, 40  
participants

Care site level aggregate data - all  
patients receiving antipsychotics  
with no diagnosis

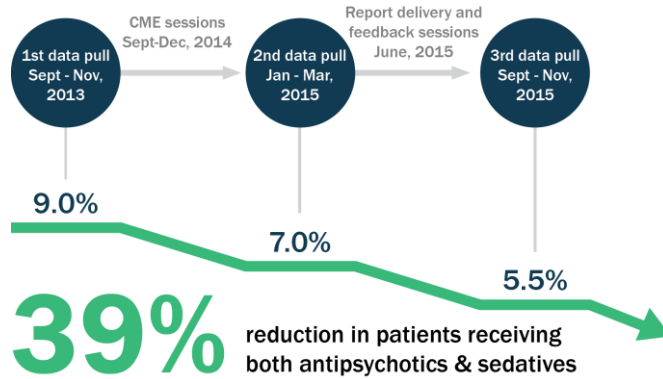
Data sources  
Provincial Pharmacy Information  
Network



Physician  
Learning  
Program

# Best Sedative and Antipsychotics For the Elderly (B-SAFE)

Percent of patients receiving both antipsychotics and sedatives



# Seniors SCN project

**Action Plan Name**

Action Step	Owner	Deadline

**Measurement Plan**

**Action Plan Owner**

**Action Plan Deadline**





## Family Physician Engagement



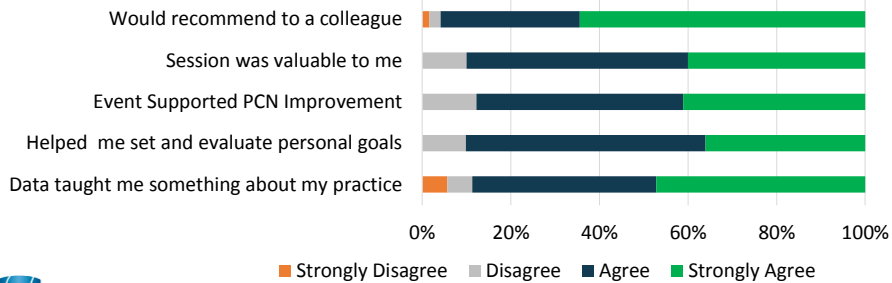
## Choosing Wisely Recommendations for the Family Physician

### Choosing Wisely Recommendations :

- Do not repeat DEXA scans less than 2 years apart
- Do not order DEXA screening on low risk patients
- Don't do imaging for lower back pain unless red flags are present
- Don't screen women with Pap smears if under 21 years of age or over 69 years of age



# Choosing Wisely Recommendations for the Family Physician



## Pearls

- Co-develop pragmatic action plans
- Align action plan with clinicians value/norms
- Repeated feedback sessions
- Repeated measurement/sustainability



## Next Steps

### Compare effectiveness and value of variations in A&F

Opioid prescribing – collaboration with College of Physicians and Surgeons of Alberta (CPSA)

Data reports alone –  
MD Snapshot  
reports from CPSA –  
mailed and  
electronically  
disseminated

Educational webinar  
- supporting release  
to walkthrough data  
reports

Traditional  
A&F

A&F with  
explanation  
of data

Workshop at a  
conference –  
participants bring  
reports and discuss  
in a small group  
setting

A&F in  
group  
setting

Audit and  
Facilitated  
Feedback

PLP's small group,  
multi-disciplinary  
team, facilitated  
feedback session

