

**VA Advanced Geriatrics Fellowship Program Information and
Standard Operating Procedures - 2023**

Orientation will be in person at VA GRECC Large Conference Room
HSR WIP is in person (4th floor Suite 450 Grand conference room and via Teams) PRESENTER
SHOULD BE IN PERSON

Center for Quality Implementation Science Scholarly Series will be via Teams—

Monday July 10th noon to 1PM large conference room or noon

Introductions (20 minutes);
Overview/Infrastructure Roumie (20 minutes);
Welcome and expectations from Bob Dittus (10 min)
Questions (10 minutes)

Wednesday July 12th 10 AM (VA GRECC Large Conf room)

Topic: Mentorship/ Menteeship; Time management and productivity (30 minutes)-Roumie

Monday July 19 9am (VA GRECC Large Conf room)

Michael Matheny data resources for use within VA

July 21nd Noon Large Conference room Hayly Schmidt and Michelle Chatoney

Topic: Getting stuff done at the VA, Timecards, training

July 21nd 1PM Large Conference room Meet with IRB staff at VA training and overview

July 25th Noon

Lunch visit with Amy Kilbourne—Networking and discussion of projects

Monday August 7 3 PM

Topic: Joint Meeting with Executive Leadership & Office of Quality, Safety and Value
Time: August 7, 2023 @ 3:00 PM Central Time (US and Canada)
Location: Executive Conference Room (ECR) 1st Floor Executive Suite
Fellows will provide a brief PPT presentation and ELT/Quality Leaders will speak to facility priorities

Summer institute planning and review (GRECC Small)

July 27 at 1pm
August 1 at 8am
August 7 at 1pm
August 10 at 8 am

Summer Institute August 14-18 2023 Houston In person event

Tuesdays, 12 -1 pm September-December ? 19: Work in Progress Sessions Each 2nd year QS Fellow will present 1 time per year; many first years can present if you would like the opportunity

Some Advanced Geriatrics Fellows will participate alongside the VA Quality Scholars in preparation for a career in scholarship and/or leadership in quality improvement, implementation science, health services research and/or clinical epidemiology. For such fellows the following information related to the VA Quality Scholars program is relevant.

VA National Quality Scholars (VAQS) Fellowship Program Fact Sheet

VAQS Purpose

The Mission of this fellowship program is to develop leaders, researchers, and educators who can:

- Apply knowledge and methods of health care improvement for the care of Veterans
- Innovate and continually improve healthcare within and outside of VA
- Teach health professionals about quality improvement and patient safety
- Perform scholarly activities that contribute new knowledge to the quality and value of healthcare

Program Overview

The program includes eight NQSFP sites linked together with a hub site and the Office of Academic Affiliations (OAA). Sites are linked electronically and by two-way interactive videoconference for learning, information sharing, and the development of a national quality improvement laboratory. Each site collaborates closely with its academic affiliate. Site locations include VA facilities and their medical school affiliates:

1. Atlanta, GA
2. Birmingham, AL
3. Charleston, SC
4. Cleveland, OH
5. Durham, NC
6. Iowa City, IA
7. Los Angeles, CA
8. Minneapolis
9. Nashville, TN
10. San Francisco, CA
11. White River Junction, VT
12. Toronto, Canada

Hub Site: Houston VA

The curriculum includes research and clinical training in quality improvement, healthcare measurement, and systems theory. Fellows spend approximately 80 percent of their time in quality improvement research and education and approximately 20 percent in clinical activities.

OAA administers the program.

All Fellowship participants serve as trainees on a temporary, full-time employment basis at one of the sites for the duration of the appointment period. Each appointee receives a per annum stipend related as closely as possible to local affiliate fellowship stipend levels. The highest postgraduate level attained through previous Accreditation Council for Graduate Medical Education (ACGME) residency training plus experience in nationally recognized Fellowships sponsored by NIMH, NIA, or similar agencies determine the stipend levels.

See VAQS website for contact information of program leaders at other sites

Nashville VA Advanced Geriatrics Fellowship Program Faculty

Robert Dittus, MD, MPH, Program Director and Director, GRECC
Harvey Murff, MD, MPH; Associate Director
Mariu Duggan, MD, MPH; Geriatric Medicine Fellowship Director
Sumi Misra, MD, MPH: GRECC Associate Director for Education/Evaluation

Nashville VA Quality Scholars Faculty

Robert Dittus, MD, MPH Director and Senior Physician Scholar
Deonni Stolldorf PhD, RN Senior Nursing Scholar
Sandra Simmons, PhD, MA Senior Psychology Scholar
Christianne L. Roumie, MD, MPH Deputy Director
Carol Callaway-Lane, DNP, ACNP-BC Associate Director for Quality Improvement Projects and Training
Sunil Kripalani, MD, MSc Associate Director for Quality Research/ Implementation Science Training
Michael Matheny, MD, MS, MPH Associate Director for Informatics Research, Health Data and Analytics

Support Staff

- Hayly Schmidt: Administrative Officer for the GRECC
- Michelle Chatoney: 873-7707 Administrative support
- Larry Underwood: Medical Media- to print your posters. Submit a leaf
- Unique Williams-- In Research (last office down the back hallway) Can help with ordering certain supplies and monetary issues related to purchasing

Some Nuts and Bolts about working at the VA

- VA ORIENTATION
 - Should have done training
 - Sign out and Get keys to office/ File cabinets
 - insurance etc.
 - Vacation requests/ time cards or travel please see Michelle to manage these requests—all vacation requests through VATAS system (New system coming)
 - She can help you to post your vacation/ travel time in VATAS
- There is a small amount of money which usually comes in between March and June for VAQS use.
 - We have no idea how much it is because the amount varies from year to year.
 - There are multiple restrictions on what you can use the money for
 - In general books, publication fees, continuing education are OK
 - CANNOT USE for travel or any IT funds (hardware, computers or software—this typically has also excluded eBooks)
 - Send email to Unique Williams use the purchase order form and cc Hayly and Roumie for approval (YOU CANNOT BE REIMBURSED) please talk to me before spending your own \$\$
- Medical Media- to print your posters. Have in power point format.
 - Usually require 24 hours prior to needed date.
 - Poster requires the VA seal and this statement by all QS" **This material is based upon work supported by the Office of Academic Affiliations, Department of Veterans Affairs. VA National Quality Scholars Program and with use of facilities at VA Tennessee Valley Healthcare System, Nashville Tennessee "**
 - Submit request through the LEAF system
https://leaf.va.gov/VISN9/626/PA_Request_Template_TN_Valley/ Tag Roumie or Dittus as Supervisor for approval

Tennessee Valley /Nashville VAMC important people

- Daniel Düker MSS, M.Ed Medical Center Director
- Michael Renfrow, MPS, MA- Deputy Executive Director (York)
- Ken Turner MBA—Associate Director (Nashville)
- Edward Payton MHS—Associate Director (York)
- John Nadeau, MD Chief of Staff
- Amanda G. Davis- (Interim) Chief Experience Officer
- Stokes Peebles, MD- Associate Chief of Staff Research and Development
- Sam Sells, MD- Associate Chief of Staff for Education
- Brian Christman, MD- Chief of Medicine
- Phillip Perdue MD MPH – Chief of Surgical Services
- Colleen Kiernan, MD MPH- Chief of General Surgery
- Nicole Salloum, MD – Chief of Staff for Primary Care
- Jacob Hathaway MD MPH- Chief Quality Officer, Primary Care
- Jennifer Robles, MD, MPH- Chief Quality Officer, Surgical Service
- Kelly Sopko, MD- Chief Quality Officer/Deputy Chief of Medicine
- Michelle McKenzie, RN, BS, MSN, CPHQ - Chief, Quality, Safety, and Value
- Ruby Hernandez, Systems Redesign Coordinator
- Jonathan Oravsky- Systems Redesign Program Specialist
- Timothy Anderson, Systems Redesign Program Specialist (timothy.anderson8@va.gov)
- Kristen Mattox, MSN, MPH, RN- Patient Safety Specialist
- Mary-Beth Baney, MSN, RN, PSM- Patient Safety Manager
- Anna Hopper Patient Safety Specialist
- Mary Shannon Baker Patient Safety Specialist
- Michael Conde Systems Redesign Specialist
- Daniel McCullom Systems Redesign Specialist

Nashville VAMC IRB and R and D

Register on IRBnet. <https://gov.irbnet.org/release/index.html>

upload all your training documents and also include a copy of your medical/ professional license. This is an essential if you want to do any VA work.

If you are going to conduct any research at the VA, first submission to go to VA IRB

Chair of IRB- Dr. Jeff Smith

Chair of R and D – Dr. Jin Chen

After approval of study by IRB the study is then turned over to the R&D committee and to both the safety review and potentially to the privacy board for further review.

Any VA material submitted for publication—please note that a copy of manuscript must be given to the R&D office (after acceptance); Uploaded into IRB net label as a manuscript and the R&D committee will review—They basically want to make sure that you are acknowledging the VA.

- **This material is based upon work supported by the Office of Academic Affiliations, Department of Veterans Affairs. VA National Quality Scholars Program and with use of facilities at VA Tennessee Valley Healthcare System, Nashville Tennessee**
- Reference attached Publication handbook ([VHA Directive 1200.19](#)). If questions can talk to Christianne.

Either

- VA IRB review and R and D review
- VA QI review and R and D review (Need approval through QSV)
- Vandy IRB / QI review

Ethics/ IRB training and requirements

- Here are links to the VA mandatory training:
<https://www.citiprogram.org/default.asp> - register as a **VA employee** and click on the training
- VA Research Data Security and Privacy; Cybersecurity and Privacy Policy (these are separate classes) Should do them all and also if considered a PT physician then complete training for PT physicians
- Register through TMS--After all training complete then all training documents are uploaded to the IRBnet along with CV.

Expectations: Education, Research and Clinical

Learning is based on adult learning theory and designed to be active rather than passive. Fellows are expected to be responsible for their own learning and are encouraged to assess and review their progress regularly with program faculty. As a result, fellows should build a portfolio of knowledge, skills and attitudes during their fellowship experience. The outcome of this work should be the development of competencies needed to promote the scholarship, research and teaching of the improvement of health care. The competencies and some examples of how to achieve them during the National VAQS program are:

Domains	Competencies
<p>Interprofessional Collaboration and Teamwork</p> <p>Apply relationship-building values and the science of teamwork to plan, deliver, and evaluate practice change, health programs, research, and policies.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of one’s own role and those of other disciplines to advance the health of populations 2. Maintain a climate of mutual respect and shared values when working with individuals from other professions 3. Use effective communication and team-based strategies to facilitate interactions that enhance team function and encourage others to share ideas and opinions 4. Perform effectively on teams, in different team roles, and in a variety of settings.
<p>Improvement and Implementation Science</p> <p>Demonstrate a working knowledge of theories of quality improvement and implementation science and how these processes underpin the delivery of safe, timely, patient-centered, efficient, effective and equitable care.</p>	<ol style="list-style-type: none"> 1. Design, implement, evaluate, sustain, and disseminate a healthcare practice change that incorporates systems thinking and relevant contextual factors to improve one or more domains of quality (Safe, Effective, Efficient, Patient Centered, Timely, Equitable) 2. Describe the state of the science in healthcare improvement, innovation, and implementation science 3. Use health care information systems to support healthcare improvement, innovation, and implementation 4. Apply ethical principles in the engagement of health systems, patients, and their families for improvement and research

<p>Organization and System Leadership</p> <p>Use individual influence to lead practice change, health programs, and policies.</p>	<ol style="list-style-type: none"> 1. Use organizational theories to explain and guide the interactions within and between health system components 2. Persuasively communicate the value of change to diverse stakeholders and consumers of healthcare improvement information 3. Demonstrate leadership (i.e. influencing, motivating and developing individuals and teams) to work together to achieve a common goal 4. Demonstrate the financial and policy implications of healthcare improvement 5. Develop an approach to setting and achieving personal learning goals that anticipate emerging professional needs of one's self and others and support life-long learning
<p>Methodological Skills and Analytic Techniques for Improvement and Research</p> <p>Utilize appropriate methods to rigorously measure, analyze, and interpret phenomena under study and disseminate findings and conclusions.</p>	<ol style="list-style-type: none"> 1. Demonstrate ability to conceptually and operationally define measures (process, outcome, and balancing) that are aligned with aims and change ideas (interventions/exposures) 2. Demonstrate ability to develop, implement, and evaluate data collection plans 3. Understand and apply appropriate statistical approaches to analyze data from healthcare improvement and research 4. Demonstrate a foundational knowledge of the quantitative and qualitative skills needed to read and interpret literature 5. Develop skills of scientific communication including writing and editing papers, policy briefs, and technical reports for dissemination, reviewing and critiquing health care literature, and writing grants and project proposals for funding 6. Demonstrate knowledge of what differentiates research from healthcare improvement activities and seek appropriate oversight for each
<p>Teaching and Coaching</p> <p>Utilize effective strategies to build local capacity to deliver care that is safe, timely, patient-centered, efficient, effective, and equitable.</p>	<ol style="list-style-type: none"> 1. Use learning theories to plan, implement, and evaluate educational sessions in healthcare improvement 2. Support and build capacity for healthcare improvement initiatives by coaching, facilitating, or teaching 3. Apply the state of the science for teaching healthcare improvement in health professions education

• **QS Curriculum**

WIP (Work in Progress): Tuesdays 12-1pm.

Fellows present at the WIP sessions. First year and second year QS fellows will present 1 time per year in general. These are informal sessions designed for fellows to get critical feedback on planned research or on a QI project. It is designed to be a sharing of ideas and a way to promote critical/ analytical thinking.

CCQIR (Center for Quality and Implementation Research) Fridays 12- 1pm;

Typically, second year fellows will lead one or 2 presentations per year as a journal club. This can include a presentation of scholarly improvement work or a journal club/ methods review.

TWIV (Two Way Interactive Video): Every Friday 1-2pm.

These are educational sessions in Quality Improvement that take place via Teleconference with all sites. An agenda with assignments for readings and presentations are typically sent via email by mid-week of each session. Everyone will get the assignment from the Chief Fellow (Jasmine Berry)

Program Meetings:

1. Summer Institute—In person
2. Vanderbilt Learning Health Symposium (May 2024?)
3. We encourage fellows to submit an abstract to at least 1 or preferably 2 meetings in order to have many opportunities to present in National forums
4. We recognize the value in your attending your specialty/ society meetings. Funding is tight please check with your department and senior scholar to assure that they will cover your travel costs. VA travel through education department is limited to ~\$500.

VA Quality Improvement Project

Planning and implementing a **VA health care improvement project** is a major part of the VAQS Curriculum.

- There are many available opportunities
- Discuss potential projects that are already available with Carol
- If none of the existing projects are aligned with your clinical knowledge and QI skills there may be other opportunities available with the VA Systems Redesign team and the Office of Quality, Safety and Value
- Contacts made at the joint meeting with local QI leaders will also be a good referral source for potential projects.
- Be sure to alert Carol when submitting QI projects to the IRB in order to prevent any issues between IRB and the office of Quality, Safety, and Value (QSV)- often there is also a presentation to QSV.

Geriatric Scholars Program Quality Improvement Workshop and Practicum: Teaching and Coaching QI to VA Clinical Providers

- Every fellow will coach at least one QI Scholar each semester they are in the program
- TVHS GRECC directs the QI portion of an interprofessional Geriatric Scholars Program. VAQS fellows will coach geriatric scholars through a quality improvement project after the scholars have attended a one-day quality improvement workshop. The goal is for each fellow to attend at least one of the workshops (ideally in your first year). Fellows are encouraged to teach a segment of the workshop at some point during the fellowship (typically 2nd year). Each coach will have between 1-3 scholars each semester of their fellowship to 'coach' through a quality improvement project which they will conduct in their local CBOC (community-based outpatient clinic) or rural VAMC
 - Participating scholars consist of DO's, pharmacists, social workers, OT and PT providers, Psychologists, Psychiatrists, and MD's, PA's, NP's working in Primary Care within the VA.
- Workshop attendance: (Virtual)
 - Experience the training along side your scholars
 - Assist with on-line break-out groups as needed
- Coaches are responsible for the following
 - Scheduled communication with your scholars- see table below for details
 - Weekly emails for the first month, every other week thereafter
 - Occasional telephone contact- as deemed necessary by the individual coach (sometimes voice communication accomplishes much more than an email)
 - Utilization of Microsoft Office/TEAMS Communicator- Shared desktop/live meeting also an option
 - Track the progress of your scholars and alert faculty when you are concerned about a scholar's progress or lack thereof. (via REDCap)
 - Excel tracking form provided
 - Assisting the scholars with each step of their QI projects
 - Preview Scholars work to be certain they are planning/implementing quality improvement and not original research
 - Being available to your scholars for assistance or clarifications

Commitment:

- **Attend the coach's virtual training session (meeting TBD in August)**

- **Attend a QI Workshop (Virtual Training- 4 hour Intro Session)**
- **Coach Geriatric Scholar each semester through QI projects over 6 months**
 - One hour per week with an additional 2 hours per month of time commitment
 - Weekly to Bi-weekly email contact (template e-mails will be provided for the coaches)
 - Reviewing scholars' QI reports and offering feedback
 - Working with scholars to complete a poster presentation of their project
- **Collaborate with QI Coach and program coordinator for tracking the progress of the scholar's project completion**
- **Resources to Support Your Effort**
 - Coach's Guidebook with detailed instructions about coaching and communication schedule
 - Project support for the use of the informatics tools (REDCap database system)
 - Geriatric Scholars SharePoint resource
 - Administrative support for project management, tracking scholar progress, and poster development
 - Coaching support from the full-time coach and QI program director
 - Full time coach- Shari Wingard, PT, CMTC, SSBB shari.wingard@va.gov

Academic Programs

The Master of Public Health (MPH) program is a two-year program offered by the School of Medicine for physicians and other health care professionals. The primary objective of the program is to provide training for clinical and patient-oriented researchers who will conduct non-experimental studies or clinical trials. The MPH includes didactic course work, public health practicum and mentored research, the latter resulting in a thesis.

Didactic Courses

The MPH program includes courses in epidemiology, biostatistics, clinical trials, research study design, program and policy evaluation, clinical economics and decision analysis, environmental health, research ethics, and scientific communication. Classes meet five days a week and considerable preparation is required.

Public Health Practicum (Quality Scholars have the option to conduct their Practicum at the VA— Population based healthcare improvement)

Each student will participate in a public health practicum which will provide students with opportunities to develop practical skills and competencies in public health practice settings. There are a number of projects which would be eligible as BOTH an MPH practicum and a QS QI project.

Some Advanced Geriatrics fellows will pursue a MPH degree while in fellowship training.

Master's Project

All M.P.H. candidates must complete a culminating experience project, typically a thesis which is a substantive written scholarly work that results in a manuscript suitable for submission to the refereed biomedical literature. The research may either comprise collection of original data, novel analysis of extant data, or structured synthesis of previously reported research (e.g., meta-analysis). Each participant will identify a topic, conduct a literature review, write a protocol, collect and analyze data when appropriate, and prepare a manuscript. Students will identify advisors to serve as Thesis Committee members. The Thesis Committee will assist the student and monitor projects.

Nurse Scholars www.nursing.vanderbilt.edu

Doctor of Nursing Practice (DNP)/PhD in Nursing or Post-Doctoral DNP Program

- 2-year program depending on the coursework- classes are held each semester
- Block classes meet the 1st week of each semester required attendance otherwise coursework is on line

- All DNP students are required to complete a Scholarly Project as part of their educational training. Much like to MPH project, this project will be focused on a clinical question in the field of study. The research should be comprised of original data, novel analysis of extant data, or structured synthesis of previously reported research (e.g., meta-analysis). Each participant will identify a topic, conduct a literature review, write a protocol, collect and analyze data when appropriate, and prepare a manuscript. Students will identify advisors to serve as Scholarly Project Review Board members. The Review Board will assist the student and monitor projects.
- Variable depending on participant
- Coursework every semester for 2 years- followed by research/dissertation work
- Block classes meet the 1st week of each semester required attendance otherwise coursework is on line

FOR ALL SCHOLARS

Research/ Improvement and Publications

- Ideally fellows should plan to perform 1-3 projects (QI, research or education) over the 2 year fellowship
- It is recommended that at least 1 project should include research
 - Should be easily completed within the 2-year fellowship
 - Goal to **present minimum** 1 abstract at a national meeting (poster or oral) per year
 - Goal to **submit minimum** 1 manuscript by the end of the fellowship—Should aim for 2-3
- At least 1 project should focus specifically on quality improvement (preferably the VA project)
- QI project may result in multiple other acceptable deliverables including:
 - Summary reports for patient newsletters or web posting—designed to provide patient education, or provider support
 - Briefing papers regarding project results for leaders and directors of VA
 - Toolkit development for patients', providers, or leaders within VA;
 - Presentation of results to Executive leadership TVHS.
- The study of QI and the advancement of QI methods is of paramount importance. Even if your plans are to be a leading expert in operational QI and in the actual implementation and management of improvements in healthcare systems, it is important to advance those methods **write up your work and spread it to the world.**
- Goal to begin planning for a grant submission at the end of fellowship if research career desired.

Clinical

- Most fellows will spend some time performing clinical responsibilities. For many fellows this will include: 1-2 clinics per week, and 1-2 months as a Medicine Ward attending (as applicable).
- APN (advanced practice nurse) clinical assignments vary depending on their field of practice and clinical association (VA vs non-VA)
- All clinical responsibilities should have been determined at the start of the academic year
- **If your clinical time is outside of the VA you need to specifically exclude that from your VA work hours (more on timekeeping)**

Program Overview meetings

We expect each fellow to complete a self-assessment tool once every 4-6 months and send to all core QS faculty for review. This will be reviewed at joint sessions between you and Drs. Dittus, Stollendorf and Simmons. This program review will be designed to review your progress throughout the fellowship and assure that you are getting the support that you need. It will also help determine if there are any gaps in your fellowship education. This is your time to review any overall gaps, problems or to determine if there are additional educational opportunities which could be provided to you to improve your fellowship experience.

Due Process

The Advanced Geriatrics Fellowship Director has office hours daily from noon-1pm available for the Quality Scholars to discuss any issue or concern. He is also available evenings and weekends by cell phone. Additional appointments can be made through Hayly Schmidt and time can be found within 48 hours unless out of the country. The other program faculty are also available in a timely manner.

Mentorship Issues: If a problem or concern arises between the fellow and his/her mentor or mentorship team, please bring this concern to the director or deputy director for discussion and resolution. If a fellow is dissatisfied with this resolution, the fellow may bring the concern to the director of the VAQS national coordinating center and/or the TVHS ACOS for Education and the TVHS Chief of Staff.

Education Issues: If a problem or concern arises related to classwork taken by the fellows at the affiliate, please bring this concern to the director and the deputy director who is also the director of the MPH program, within which the relevant courses are hosted. If a fellow is dissatisfied with this resolution, the fellow may discuss the concern with the graduate school within the affiliate, which has procedures for addressing relevant concerns. Please also notify the TVHS ACOS for Education who can assist in problem resolution.

Research project issues: If a problem or concern arises related to the conduct of a fellow's research project, please bring this concern to the director or deputy director and they will engage the ACOS for Research or other leaders as appropriate for issue resolution.

Quality Improvement Project Issues: If a problem or concern arises related to the conduct of a fellow's quality improvement project, please bring this concern to the director, deputy director, or associate director for quality improvement training and they will engage the Quality and Patient Safety Committee and/or other leaders as appropriate for issue resolution.

At any time, if a fellow is concerned about resolution of any issue related to the fellowship program after discussions with the program director, please bring this concern to the attention of the director of the VAQS fellowship coordinating center and/or the TVHS ACOS for Education and/or the TVHS chief of staff.

VA Quality Scholars Summer Institute 2023- 1st year Project

Goals

1. Work with your co-fellows as an interprofessional team.
2. Understand the organizational structure at your local facility.
3. Meet leaders at your local facility to gain an understanding of institutional priorities for toxic exposure screenings as part of the PACT Act
4. Create a fishbone diagram to demonstrate barriers/facilitators (including financial ones) at your local facility for implementing toxic exposure screenings (consider using people, process, equipment, materials, management, environment)
5. Understand how your individual sites deploy toxic exposure screenings
6. Determine what actions sites take on toxic exposure screening guidance as part of the PACT Act
7. Make recommendations for implementing toxic exposure screenings at each site
8. Describe how toxic exposure screening implementation is impacted by institutional financial priorities
9. Present your findings as a poster at the VA Quality Scholars Summer Institute.

Assignment

First year fellows should interview key stakeholders to determine if and how sites are implementing toxic exposure screenings. Create a fishbone diagram to discuss barriers and facilitators for implementing these screenings and make recommendations to the individual sites as needed. Consider the Consolidated Framework for Implementation Research (<https://cfirguide.org/>) as you move through the project. You will also have more exposure to this framework during a TWIV session.

Consider using the Primary Care Clinic as a starting point in your projects.

Questions to consider during your interviews:

1. How do sites define toxic exposures?
2. How are sites learning about the PACT Act requirements?
3. What initiatives are in place to support Veterans needing screening?
 - a. How are staff educated about these programs or initiatives related to toxic exposures?
4. How do mandated quality improvement initiatives align with institutional financial priorities?
 - a. How does your site finance the implementation of these screenings?
5. Are there certain professions/staff that complete screenings more than others?
6. Do sites have a goal? How do sites know they are meeting their goals regarding screenings? Do they have measures?
7. What are the barriers to the implementation of toxic exposure screenings?
8. What are the facilitators to the implementation of toxic exposure screenings?

Fellows should work with Senior and Faculty Scholars along with returning fellows at their site to identify clinicians and leaders to be interviewed and set up interviews. We recommend that returning fellows are included in the actual interviews, if possible. While key stakeholders may vary by site, some suggestions include:

- Executive Leadership Team (i.e. Chief Financial Officer)
- Care Line Leadership (i.e. Primary Care, Environmental Health)
- Section Chiefs
- Unit Nurse Managers
- Support staff
- Frontline providers in different types of specialty care

Fellows should work together at each site **to create a fishbone diagram** to highlight the barriers and facilitators of implementing toxic exposure screenings. Each site should identify your sites definition of employee wellness, identify types of initiatives the sites are implementing, barriers and facilitators to implementing these initiatives, consider how to operationalize employee wellness feedback from surveys, discuss the findings, and provide recommendations for potential improvement.

All fellows will present their findings (one presentation per site) during a moderated session at Summer Institute. You will receive a poster template prior to the conference. The template will be for a virtual poster;

you do not need to print this poster. Fellows should work together on the preparation and presentation. Slides should be sent to VAQS@va.gov by COB August 11, 202

VAQS Session Schedule 2023-2024		
Date	Session Name	Speaker
7/7/2023	Intro and Welcome	Kyler Godwin
7/14/2023	Theory I: Theories Models and Frameworks	Tony Ecker
7/18/2023	QI 101 Module 1	Corrine Abraham
7/20/2023	QI 101 Module 2	Elise Dasinger
7/21/2023	Healthcare Finance	Pam Jones
7/25/2023	QI 101 Module 3	Molly Horstman
7/27/2023	QI 101 Module 4	Kyler Godwin
7/28/2023	AI in Healthcare	John Halamka
8/4/2023	Elevator Pitches	Karin Daniels
8/11/2023	Emerging Topic	Gary Garfield
8/18/2023	Summer Institute	Summer Institute
8/25/2023	Intro Writing	Marilyn Oermann
9/1/2023	Safety	Nader Massarweh
9/8/2023	Methods I: Variable SPC	Methods Faculty
9/15/2023	Observation	Bo Kim, Megan McCullough
9/22/2023	Theory II	Kyler Godwin
9/29/2023	Interviewing	Erin Finley (Tent.)
10/6/2023	Methods II: Attribute SPC	Methods Faculty
10/13/2023	Patient Centered	GROVE
10/20/2023	Theory III	Kelley Arredondo
10/27/2023	IDPs	Jessica Eng, Ellie McConnell
11/3/2023	Methods III: Rare Events	Methods Faculty
11/10/2023	Holiday	Holiday
11/17/2023	Theory IV	Sylvia Hysong
11/24/2023	Holiday	Holiday
12/1/2023	Methods IV: Fixed/Split Limits	Methods Faculty
12/8/2023	Fellows Forum 1	ATL, TOR Mod: CLE
12/15/2023	Theory V	Molly Horstman
12/22/2023	Holiday	Holiday
12/29/2023	Holiday	Holiday
1/5/2024	Fellows Forum 2	BHAM, NASH Mod: MPLS
1/12/2024	Evaluation: Individual Assessment	TBA
1/19/2024	Informatics	Alvin Jeffery (Tent.)
1/26/2024	Human Centered Design	Brynn Cole (Tent.)
2/2/2024	Performance Measurement	Krysta Johnson-Martinez (Tent.)
2/9/2024	Fellows Forum 3	IC/RS, MPLS Mod: SF
2/16/2024	Equity	TBA
2/23/2024	Study Design	TBA
3/1/2024	Ethics	TBA
3/8/2024	Delegation and Boundary Setting	Ache Lytle
3/15/2024	Fellows Forum 4	CLE, SF Mod: CHS
3/22/2024	Policy	TBA
3/29/2024	No Session	No Session
4/5/2024	Teaching QI	TBA
4/12/2024	Reviewing Manuscripts	TBA
4/19/2024	Fellows Forum 5	CHS, DHAM Mod: IC/RS

4/26/2024	TBA	TBA
5/3/2024	Implementation Outcomes	TBA
5/10/2024	Branding	TBA
5/17/2024	TBA	TBA
5/24/2024	Graduation	Graduation