



# Implementing Peer Learning? Get Expert Opinions on How to Approach Your Challenges

**Moderator:** Jennifer Broder, MD

## **Panelists:**

Olga Brook, MD

Lane Donnelly, MD

Shlomit Goldberg-Stein, MD

Gloria Hwang, MD, FSIR

Mara Kunst, MD

Andy Moriarity, MD

Jay K. Pahade, MD

Richard E. Sharpe Jr., MD, MBA

Nelly Tan, MD

## Session Goal

- To provide an overview and answer your questions about transitioning score-based peer review to peer learning

## Webinar Agenda

- Background
- Panelist discussion of your questions
- Q & A

Please enter any questions in the Q&A Box

# Panelists



## **Jennifer Broder, MD**

Vice-Chair, ACR Commission on Quality and Safety, Vice Chair of Quality and Safety, Lahey Hospital and Medical Center Department of Radiology



## **Olga R. Brook, MD**

Associate Professor of Radiology, Harvard Medical School, and Clinical Director of CT, Beth Israel Deaconess Medical Center



## **Lane Donnelly, MD**

Professor of Radiology and Pediatrics and Chief Quality Officer, Lucile Salter Packard Children's Hospital, Stanford



## **Gloria Hwang, MD, FSIR**

Clinical Associate Professor of Interventional Radiology, Associate Chair of Performance Improvement, Associate Program Director, Radiology Residency, Stanford School of Medicine



## **Shlomit Goldberg-Stein, MD**

Associate Professor of Radiology at Einstein Medical School, Director of Operational Improvement and Director of MSK Intervention, Montefiore Medical Center



## **Mara Kunst, MD**

Clinical Assistant Professor, Tufts Medical School, Section Head of Neuroradiology, Department of Radiology, Lahey Hospital and Medical Center



## **Andy Moriarity, MD**

Assistant Professor, Division of Radiology and Biomedical Imaging, College of Human Medicine, Michigan State University, Quality Committee Chair, Advanced Radiology Services, PC



## **Jay K. Pahade, MD**

Vice Chair of Quality and Safety, Yale Department of Radiology and Biomedical Imaging, Radiology Medical Director for Quality and Safety, Yale New Haven Health Associate Professor of Abdominal Imaging and Ultrasound



## **Richard E. Sharpe Jr., MD, MBA**

Senior Associate Consultant, Mayo Clinic Arizona



## **Nelly Tan, MD**

Assistant Professor, Mayo Clinic Arizona

# Scored peer review has significant shortcomings

- Tension
- Distrust
- Bias
- Career concerns
- Limited participation
- Underreporting
- Judgement orientation
- Minimally useful (99% concordant)
- Little evidence of positive impact



2016

## Peer Feedback, Learning, and Improvement: Answering the Call of the Institute of Medicine Report on Diagnostic Error<sup>1</sup>

David B. Larson, MD, MBA  
 Lane F. Donnelly, MD  
 Daniel J. Podberesky, MD  
 Arnold C. Merrow, MD  
 Richard E. Sharpe, Jr, MD  
 Jonathan B. Kruskal, MD, PhD

### The Emotional Toll of Scoring-based Peer Review

organizations seek to identify incompetent professionals and when peers are used as the vehicle to identify the outliers, relationships between professionals are compromised, since peers are placed in an adversarial position relative to each other as they render judgments that are used to determine professional competency. To preserve these relationships, professionals often do not fully cooperate with the instructions to rate their peers' performance.

Another element that is rarely discussed is the emotional toll that the scoring-based peer review model exacts on radiologists. Those who claim that a scoring-based model is “nonpunitive” generally do not include in their definition of “punitive” less tangible aspects that are inherently associated with medical error, such as feelings of anxiety, shame, and humiliation. Even the threat of such negative experiences can have an extremely powerful negative effect on professionals whose personal identities are often tightly linked to their professional performance (43).

Published Online: Sep 27 2016 <https://doi.org/10.1148/radiol.2016161254>

# Peer Learning Concepts

- Focus on individual and group learning
- Provide feedback without judgement
- Designed to build community and improve teamwork
- Supports physician well-being



# Current State of Peer Learning

- Increasing awareness of peer learning
- Adoption across diverse practices
  - Academic and private practice
  - Diagnostic and interventional radiologists
  - Residency programs
- Sufficient evidence now exists that peer learning improves upon the limitations of peer review
  - Can be implemented across a range of practices
  - Engages team
  - Results in system improvement
- Peer learning, where implemented appropriately, is a superior alternative and replacement to scored peer review.

# ACR Annual Quality & Safety Meeting 2019

## Pre-conference Peer Learning Workshop



**Olga Brook**  
@olgabrook

Nearly full room (it is a huge room) at [#peerlearning](#) workshop [#ACRQS19](#)! Despite all the [#snow](#)! Thank you to fantastic speakers [@JCBroderMD](#) [@RichSharpeJr](#) [@ShlomitGStein](#) [@BettinaSiewert](#) Bill Moore Brian Haas and all participants! [@RadiologyACR](#) - thank you for putting us together!



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National Radiology Peer Learning Summit  
January 10, 2020, 8am – Noon

**National Radiology Peer Learning Summit**

January 10, 2020, 8am – Noon

- 200 + online registrants
- 50 people in the room
- Many flying in from across the country for a half-day meeting
- Significant presence of department leaders & industry representatives
- 1633 views in 10 weeks after summit

This free, four-hour virtual summit sponsored by the ACR convened invited experts and thought leaders to define the concept and parameters of peer learning. The proceedings will result in a white paper to document the current state of programs and recommendations for implementing effective peer-learning practices for all radiologists in the U.S.

No two peer learning programs will be the same.



# Fundamentals

## Practical Suggestions on How to Move From Peer Review to Peer Learning

Lane F. Donnelly<sup>1,2</sup>  
David B. Larson<sup>2</sup>  
Richard E. Heller III<sup>3</sup>  
Jonathan B. Kruskal<sup>4</sup>

**OBJECTIVE.** The purpose of this article is to outline practical steps that a department can take to transition to a peer learning model.

**CONCLUSION.** The 2015 Institute of Medicine report on improving diagnosis emphasized that organizations and industries that embrace error as an opportunity to learn tend to outperform those that do not. To meet this charge, radiology must transition from a peer review to a peer learning approach.

1. Sequester learning & improvement activities from performance evaluation
2. Move from random sampling of cases to active inclusion
3. Replace numeric scores with qualitative descriptors
4. Set expectations for educational non-judgmental feedback & sharing of cases



## Variables

- Who participates
- Submission method
- General or subspecialty
- Submitting radiologist anonymity
- Extent of case disclosure to individual radiologists
- Method of sharing cases
- Interpreting radiologist anonymity in conference
- Conference records
- CME
- Continuation of peer-review
- Incentives

Which brings us to today.

This is a hard task.

Our experts are here to help you get started....

[Home](#) / [Lifelong Learning and CME](#) / [Meeting & Course Calendar](#) / [Peer Learning Webinar](#)

## Peer Learning Webinar

Implementing Peer Learning? Get Expert Opinions on How to Approach Your Challenges

[Register](#) ↗

June 16 | Noon ET



# Panel Topics

- PEER LEARNING IS COMPLIANT WITH TJC AND ACR ACCREDITATION
- ESTABLISHING STAKEHOLDER BUY-IN IS A KEY EARLY STEP
- SUCCESS REQUIRES PEER LEARNING LEADERS TO SUPPORT CULTURE CHANGE WITHIN THE PRACTICE
- THERE ARE VARIOUS STYLES OF MANAGING LEARNING SUBMISSIONS
- PEER LEARNING CAN SUCCEED IN PRIVATE PRACTICE
- PEER LEARNING DRIVES SYSTEMS IMPROVEMENTS

**ACCREDITATION:  
Is peer learning compliant with The Joint Commission  
and ACR accreditation?**



**Lane Donnelly, MD**

Professor of Radiology and Pediatrics and Chief Quality Officer,  
Lucile Salter Packard Children's Hospital, Stanford

## ACCREDITATION:

**What OPPE metrics do practices use if they are not using scored peer review data anymore?**



### **Jay K. Pahade, MD**

Vice Chair of Quality and Safety, Yale Department of Radiology and Biomedical Imaging, Radiology Medical Director for Quality and Safety, Yale New Haven Health Associate Professor of Abdominal Imaging and Ultrasound



## ESTABLISHING HOSPITAL/SYSTEM SUPPORT:

**What are strategies to convince your leaders to support transitioning from score-based peer review to peer learning? What alternatives do we offer them for how we will manage quality in our department?**



### **Mara Kunst, MD**

Clinical Assistant Professor, Tufts Medical School, Section Head of Neuroradiology, Department of Radiology, Lahey Hospital and Medical Center

**SUCCESS REQUIRES PEER LEARNING LEADERS TO SUPPORT CULTURE CHANGE WITHIN THE PRACTICE:**  
**We know that peer learning cases will help the practice grow, and will not result in punishment. But how do we convince our colleagues?**



**Shlomit Goldberg-Stein,  
MD**

Associate Professor of Radiology at Einstein Medical School, Director of Operational Improvement and Director of MSK Intervention, Montefiore Medical Center



**Gloria Hwang, MD, FSIR**

Clinical Associate Professor of Interventional Radiology, Associate Chair of Performance Improvement, Associate Program Director, Radiology Residency, Stanford School of Medicine

## MANAGING LEARNING SUBMISSIONS:

**How do we manage peer learning submissions on a shoestring budget? What higher investment strategies (eg. software) or other methods exist?**



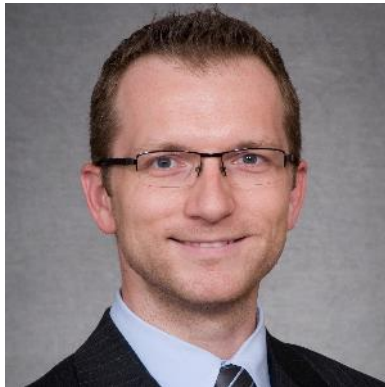
**Nelly Tan, MD**  
Assistant Professor, Mayo Clinic  
Arizona



**Richard E. Sharpe Jr., MD,  
MBA**  
Senior Associate Consultant, Mayo  
Clinic Arizona

PEER LEARNING CAN SUCCEED IN PRIVATE  
PRACTICE:

**What are strategies to ensure success of peer learning  
in private practice?**



**Andy Moriarity, MD**

Assistant Professor, Division of Radiology and  
Biomedical Imaging, College of Human Medicine,  
Michigan State University, Quality Committee Chair,  
Advanced Radiology Services, PC

**PEER LEARNING DRIVES SYSTEMS IMPROVEMENTS:  
How do we convert the learning from individual cases  
into systems improvements?**



**Olga R. Brook, MD**

Associate Professor of Radiology, Harvard Medical School, and Clinical Director of CT, Beth Israel Deaconess Medical Center

# Q&A

Please submit additional questions using the “Ask the Expert” Submission opportunity available on the ACR Website:

<https://www.acr.org/Lifelong-Learning-and-CME/Meetings-and-Course-Calendar/Peer-Learning-Webinar>

## Additional Resources

For additional presentations on peer learning, please visit:

<https://www.acr.org/Lifelong-Learning-and-CME/Meetings-and-Course-Calendar/Peer-Learning-Summit>

# ACR Virtual Annual Conference on Quality and Safety

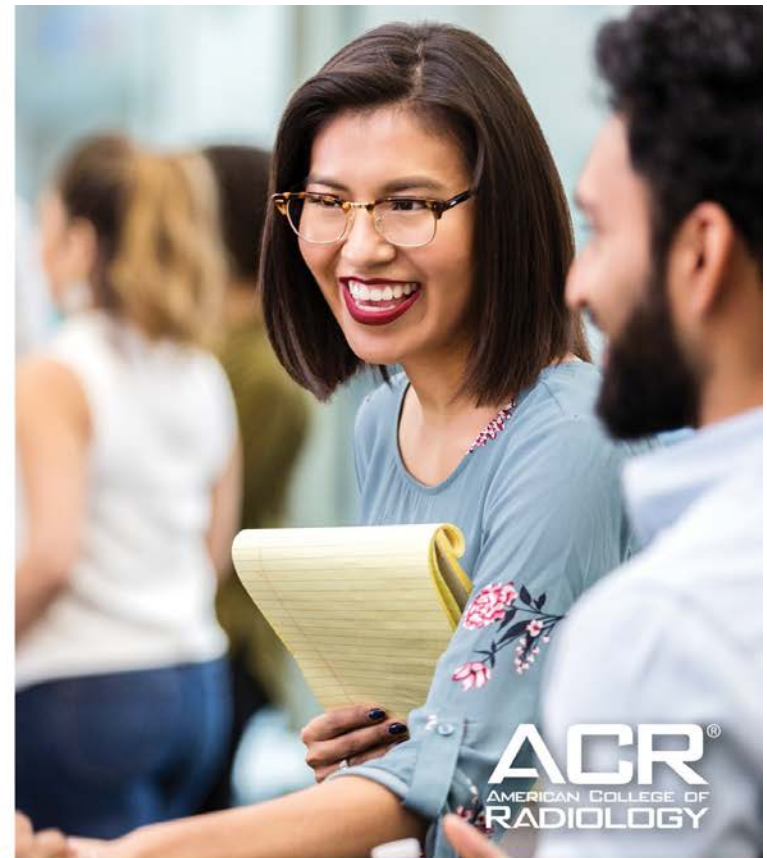
**A TWO-DAY ONLINE EVENT**  
OCTOBER 22–23, 2020

**Breathe new life into your quality improvement efforts:**

- Improve communication in your practice
- Discover new ways to improve patient satisfaction and enhance quality metrics
- Explore new informatics and decision support solutions for optimal reporting and patient outcomes
- Adapt to shifting patient expectations and achieve quality excellence
- Connect with like-minded colleagues across the quality community

**Register early for best rates!**

[acr.org/qualityconference](https://acr.org/qualityconference)



**“SEEING THE LEVEL OF ENTHUSIASM AND DEDICATION AMONG COLLEAGUES TOWARD IMPROVING AND SHAPING OUR FIELD WAS A HIGHLIGHT OF THE CONFERENCE.”**