BLUEPRINT FOR COORDINATOR SUCCESS

Staying one Step Ahead of Your Program Director

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Timeline provides an overview of the Coordinator’s responsibilities

- Customize to specialty specific program coordinator & structure of GME
- Coordinator’s general responsibilities with ACGME requirements
- Broad perspective of requirements
- Resources for additional information
HIGHLIGHTS

- ACGME
  - Common Program Requirements, Institutional Requirements, Specialty Requirements
  - WebADS
  - Resident Surveys
- NRMP
- Evaluations
  - Appointment/Reappointment
  - Annual Program Review
- Internal Reviews
- External Reviews/Site Visits
TYPES OF REQUIREMENTS

- Common Program Requirements
  - Common Program Requirements for One-Year Fellowships
- Specialty-Specific Program Requirements
- Institutional Requirements
TYPES OF REQUIREMENTS

- Be familiar with institutional requirements
- Know Common Program Requirements
- Know Specialty-specific Program Requirements
- Be aware of requirement revisions
  - RRC distributes revisions for review and comments
Knowledge of Program Requirements

- Remain current on changing requirements and trends
  - Join listserve for your specialty if available
  - Network with friends in the same or other specialties
  - Attend national meetings to learn about the GME issues
ACGME Database Applications

- Resident Case Log System (web-based)
  - Resident experience/case/procedure data
- Accreditation Data System (WebADS)
  - Annual data collection
  - Change notification
  - Site visit preparation
  - Resident survey
ACGME WebADS

- Verify information annually
- Submit changes
  - Resident complement
  - Change in curriculum
  - Program Director change
  - Change in participating institution
- Update site visit materials
- Administer resident survey
ACGME RESIDENT SURVEY

- Administered between January and May
- Core programs and subspecialties [4 + residents]
- Administered annually
- 70% compliance
- Programs must monitor residents’ completion
ACGME RESIDENT SURVEY

- Areas with significant percentage of noncompliance – immediate attention

- Define “significant noncompliance”

- Important source of information during site visit
NATIONAL RESIDENT MATCHING PROGRAM (NRMP)
Know the match commitment:

- “The listing of an applicant by a program on its certified rank order list or of a program by an applicant on the applicant’s certified rank order list establishes a binding commitment to offer or to accept an appointment if a match results.

- Failure to honor this commitment by either party participating in a match will be a breach of this Agreement and may result in penalties to the breaching program or applicant…”
EVALUATIONS
EVALUATIONS

- Formative evaluations of residents - completion of each rotation \([CPR \, V.A.1.a]\)
- Evaluations showing multiple evaluators - faculty, peers, patients, nurses, and other professionals \([CPR \, V.A.1.b(2)]\)
- Documentation of competency-based semi-annual evaluations with feedback \([CPR \, II.A.4.g]\)
Evaluation process is important
- Determine whether resident satisfied competencies and should be promoted

Timing of the semi-annual appointments vary by programs. Consideration in timeline:
- 1st semi-annual = September-October
  - Detect potential problems
- 2nd semi-annual = March-April
  - Allows time for remediation
EVALUATIONS

- Final summative evaluation - ‘verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision’
  Effective July 1, 2007 [CPR V.A.2]
- Annual written confidential evaluations of faculty by residents [CPR V.B.3]
- Annual written confidential evaluations of program by residents [CPR V.C.1.d.(1)]
- Annual written evaluations of program by faculty [CPR V.C.1.d.(1)]
1. The program must document formal, systematic evaluation of the curriculum at least annually. Monitor and track:

   a) resident performance;
   b) faculty development;
   c) graduate performance; and,
   d) program quality. Specifically:

   (1) Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually, and

   (2) The program must use the results of residents’ assessments of the program together with other program evaluation results to improve the program.
EDUCATIONAL COMMITTEE: Getting Started

Set up an Educational Committee Meeting

- Educational Committee - held at least annually
- Include key teaching faculty from major rotations and off-site rotations
- Include at least one house staff member (suggest more for larger programs)
EDUCATIONAL COMMITTEE:

The purpose of the meeting:

- Provides an opportunity to gain insight from house staff and faculty on common problems
- Provides an opportunity for house staff to assist in the structure of their education
- Helps to educate house staff and teaching faculty on accreditation requirements
  - duty hours compliance
  - general competencies
  - needs for procedural information
  - standard program specific policies
  - use of evaluation tools
  - faculty development
ANNUAL PROGRAM REVIEW

- Demonstrate continuous quality educational improvement
- “Dress rehearsal” for your RRC site visit
  - Review of written documentation
  - Honest analysis
  - Compare against what’s required
  - Action plans
- Learn common citations in your specialty
What is the “outcome of the review?”

- If deficiencies are found
  - approved by the faculty
  - documented in the minutes
- If deficiencies aren’t found
  - 1 or 2 Continuous educational quality improvements
INTERNAL REVIEW
INTERNAL REVIEW

- Required by ACGME of Sponsoring Institution
- GME Committee is responsible to develop, implement & oversee internal review process.
- Conducted at midpoint between last accreditation visit and next RRC site visit
- Not department annual review
INTERNAL REVIEW

- Compliance with requirements
- Educational objectives and effectiveness
- Educational and financial resources
- Effectiveness in addressing areas of non-compliance
- Concerns in previous ACGME accreditation letters/prior internal reviews
INTERNAL REVIEW

- Effectiveness of evaluation tools and outcome measures
- Annual program improvement in:
  - Resident performance
  - Faculty development
  - Graduate performance including performance of program grads on exams
  - Program quality
Use the information provided from the internal review to critically assess your program

- Develop a plan to address each of the concerns raised by the review
- Report progress to program education committee
EXTERNAL REVIEW/SITE VISIT
EXTERNAL REVIEW/ SITE VISIT: ‘a continuous process’

- Knowledge of program requirements
- Annual program review
- Review internal mid-cycle review
- Involve faculty and residents
- Update PIF regularly
Site Visit Notification Letter

What to do when you receive the letter?

- Receive email notification @ 110 days out
- Confirm with your DIO, Division chief, chair
- Celebrate..you have a great program..your chance to shine!
- Set a timeline…working back from the date of the site visit
- Assess who you will need, especially any extra staff
- Pull RRC requirements and make sure all know it
- Know common citations, your specialty, your institution
- Pull last site visit, last internal review
- Program Information Form (PIF)
  - You should already be familiar
  - Review the last one
  - If not, start! One person to “touch”
PREPARE AN ACCURATE PIF

- Form a working group shortly after notification of the site visit
  - Divide the PIF into pieces and assign each part to an individual member
  - Choose each person for his/her expertise
PREPARE AN ACCURATE PIF

- Review the PIF and program requirements
- Responses should address the requirements
  - Use the narrative sections to explain areas not addressed in the structured format of the PIF
  - Avoid making the narrative redundant
PREPARE AN ACCURATE PIF

- Schedule periodic meetings of the working group
- Have someone read the document for internal consistency and to ensure clarity
- The program director is ultimately responsible for producing an accurate narrative of the program
SET UP A TIMELINE: About 11 weeks left

- Convene a meeting of all principles
- Discuss with residents, faculty
- Decide what you will delegate (if you will)
  - If yes, timelines, clear area of responsibility
- Review all program documentation
- Review all program files
- Refer to handout: Program Documentation for Site Visit
  - Organize documentation according to the Program requirement sections
- Continue working on PIF
Inform the faculty and residents of the upcoming site visit

- They must be available
- Must understand the importance
- Be honest with the site reviewer, but not the appropriate venue to voice minor concerns
Meet with residents and faculty to remind them of the important elements of the program.

Not appropriate to debate the merits of a program requirement with the site visitor; the site visitor is not the right person to speak to regarding this issue.
Enlist Ongoing Help of Faculty and Residents

- Use feedback from ongoing meetings with residents and faculty to help keep program in compliance at all times
  - Program is responsive to residents needs
  - Maintain consistency among all groups
TIMELINE: About 10 weeks left

- Begin organizing documentation according to the Program requirement
- Continue working on PIF
  - Use short paragraphs, headings, bullets
  - Paginate correctly
  - Check grammar and spelling
- Try to fill in holes (if possible)
TIMELINE: 6 weeks

- Continue working on PIF & documentation
- Review ACGME survey of your residents
- Call or get in touch with site visitor (if you have not yet heard from him/her)
- Confirm agenda of the day (their agenda, not yours!)
  - Who they want to talk with
  - How many, which residents?
  - Which faculty?
  - Any others? DIO?
  - Will they wish to tour hospital? Call rooms? Go to clinics? Visit an off site location?
  - Plans to pick up, meet etc.
  - Be prompt
TIMELINE: 4 weeks left

- Make sure you reserve conference room for the entire day – no interruptions
- The Site Visitor wants to stay put – bring the faculty, residents, etc. to him/her
- If he/she hasn’t already, DIO should proof your PIF
  - Confirm deadline for this review in advance
- Confirm lunch, order simple, confirm numbers (usually likes to eat with the residents – but ask)
TIMELINE: 3 weeks

- Obtain all required signatures
TIMELINE: 2 weeks

- Send PIF, right number of copies, follow instructions “on time” (send to site visitor’s address – not ACGME – “no signature required”)
- Send confirmed agenda to site visitor, map/directions and parking instructions
- Confirm anyone who is supposed to meet with site visitor will be available
- No pagers, cell phones etc.
Gather all supporting documents and organize by category

Last minute issues, questions etc.
TIMELINE: Day before

- Clean conference room
- Bring in all supporting documentation
- Get a good night’s sleep
SITE VISIT DAY

- Have directions clearly written for the site visitor so he/she may locate you easily
- Have someone meet the site visitor at the door if possible
- Maintain a constructive and positive demeanor with the site reviewer
SITE VISIT DAY

- Ensure that all requested information is available
- Have a designated room available for the entire day if possible; it is better to have the faculty and residents come to the reviewer than to have the reviewer move around all day
SITE VISIT DAY

- Have someone available to retrieve additional information which might be requested by the visitor
SITE VISIT REPORT [ACGME conference 2008]

- Review of program history
- Review of previous citations & actions taken to correct
- Review of institutional issues/citations
- Clarification/verification of PIF
  - Based on interview with faculty, residents, program director and others
- Clarification of resident complaints (if any submitted) to ACGME
- Clarification of residents’ response to ACGME survey
summary
SUMMARY

- Keep calendar of residency related events
- Review ACGME webpage regularly
- Update your PIF regularly
  - Verify information in WebADS
- Monthly meetings with your Program Director
- Network with other Program Coordinators within your institution and in your specialty
- Attend national GME conferences
REFERENCE SOURCES

● AAMC - www.aamc.org
  ● Roadmap to Residency: From Application to the Match and Beyond, 2nd Edition

● ACGME – www.acgme.org
  ● Common program requirements, institutional and specialty-specific requirements, WebADS, etc.

● AHME – www.ahme.org

● For additional reference sources consult handout: Program Coordinator Responsibility Timeline