Program Directors’ Meeting

April 13, 2017
Reminder:
Resident/Fellow Quality Improvement & Patient Safety Symposium

Visit the website
Abstract Extension Deadline: Friday, 4/28/2017
Agenda

- NRMP
- CLER Visit
- ACGME Conference
- APEs
- Self-studies
NRMP – Post Match Surveys

• You **may** survey applicants post Match and
  – ask questions to assess applicant experiences interviewing with your program or general interviewing experiences

• You may **not** ask:
  – questions pertaining to other programs, interviews, or ranking preferences (even for your own program).
  – to which programs applicants applied, interviewed, or ranked.
CLER Visit April 4-6th

• An enormous THANK YOU to all of you helped!
Take Aways:

1. Patient Safety Programs
2. Quality Improvement Programs
   Reduction of Disparities in Health Care Delivery
3. Supervision
4. Transitions in Care
5. Duty hours policy, fatigue management and mitigation
6. Professionalism (including Honest and Accurate Reporting of Information, Scientific Integrity and Issues of Mistreatment)
   – Report to follow in six weeks ...
• Stanford Health Care’s Community Health Needs Assessment Report ([View the report](#))

• Stanford Children’s Health Community Health Needs Assessment Report ([View the report](#))
• Stanford presented four sessions and one poster

• Kelley Skeff: Keynote Address
  – “Current Medical Issues for Reflection”
  – Kelley was awesome!!
  – Asked to do webinar

• Ann & Nancy:
  – “Using Data Strategically to Streamline Coordinator Work Products and Maximize Program Outcomes”

• Diane, Jim Lau & Sarah Williams:
  – “Scaling Up Competency-Based Professional Development for Clinical Teachers and Scholars”

• Doug Fredrick, Ann & Nancy:
  – “The Academic Microbiome: Sustaining a Culture of Learning in a Gut wrenching Medical Economic Environment”

• Megan Christofferson & Charlene Rotandi:
  – “Collaboration Drives Innovation: Why Teamwork is Critical in the New Era of NAS”

• Tom Caruso:
  – “Training for the future Poster”: A randomized trial of an experiential mentorship curriculum for resident physicians, comparing in-person to tele-mentorship of medical students”
Annual Program Evaluation (APE): Toolbox

- APE Prep Instructions
  - 1-page Instruction & Data Checklist

Instructions on Annual Program Review (APE) for Program Directors

- Appoint the Program Evaluation Committee (must include at least 2 faculty members and 1 trainee)
- Download the APE Checklist from: gme.stanford.edu -> GME Community -> “APE Prep Instruction” 2nd page
- Collect & Review Data on ALL Applicable Metrics from the APE Checklist
- Review last year’s GME Review Comments in MedHub (Home -> Program Accreditation -> APE -> select last AV)

Program Director summarizes all the data reviewed and delivers a presentation at the APE meeting

1. Re-visit Last Year’s Action Plan
   Q: Actual outcome? Issues resolved? If not, what now?
   2. Review current curriculum and update if needed
   3. Lead Discussions on ALL Applicable Metrics from the APE Checklist, 4 Key Areas:
      - Resident Performance
      - Faculty Development
      - Graduate Program
      - Program Quality
   4. Brainstorm for Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis
   5. Generate an Action Plan. Action Items SHOULD address:
      - Weaknesses from the SWOT Analysis
      - Low scores (<80%) on ACGME Surveys and Program Evaluations
      - ACGME citations or Areas of Concern
      - Other concerning issues raised in the APE meeting

Take the APE as an opportunity for a Program Retreat. Encourage and facilitate an open and deep discussion on all aspects of the program.

- Get approval of the Action Plan from all Core Teaching Faculty in your program by presenting it at the next regular Faculty Meeting
- Start working based on the Action Plan
- Review GME’s Comments on your APE in MedHub

Annual Program Evaluation Checklist

ALL ITEMS listed below should be discussed during the APE meeting. Items proceeded with * may be skipped if not applicable to your program. Items proceeded with ** may not be available for your program due to low responses (< 4).

- Milestone achievements/evaluations
  MedHub “Reports” tab -> “Resident Summary by Level” under “Evaluation Reports”
- Faculty evaluations (of trainees)
  MedHub “Reports” tab -> “Faculty/Trainees/Program” under “Evaluation Reports” > Select “Resident” > Select “Faculty of resident”
- Semi-annual review with program director
  Program Manual (not entered or data entry by program)
- Self-assessment
  MedHub “Reports” tab -> “Resident/Faculty/Resident” under “Evaluation Reports” > Select “Resident” > Select “Resident of resident” (has to select the form(s) for Self Evaluation)
- Quality improvement and safety projects
  Program Manual (not entered or data entry by program or MedHub) > “Resident” tab -> “Resident Learning Environment”
- Didactic/conference attendance
  MedHub “Reports” tab -> “Conference/Didactic by Resident” under “Conference Reports”
- Duty hour compliance
  MedHub “Home” > “Resident Duty Hours” > “Duty Hour Statement”
- Scholarly activities of residents
  Web: AOS Web Sites (e.g., https://aosp.gmea.org/vasos.html) > “Resident Scholarly Activity”
- *Case experience and procedures logs
  Program Manual (not entered or data entry by program)
- *In-training examination results
  Program Manual (not entered or data entry by program)
- *Objective Structured Clinical Examinations (OSCE)
  Program Manual (not entered or data entry by program)
- Mentoring
  Program Manual (not entered or data entry by program)
- Trainee evaluation of faculty
  MedHub “Reports” tab -> “Supervisor Evaluation Report” > “Resident’s evaluation of faculty member”
- ACGME certification status
  Program Manual (not entered or data entry by program)
- Faculty attendance in grand rounds & conferences
  MedHub “Reports” tab -> “Faculty Conference Attendance”
- Faculty professional development courses
  Program Manual (not entered or data entry by program)
- Scholarship activity of faculty
  Web: AOS Web Sites (https://aosp.gmea.org/vasos.html) > “Faculty Scholarly Activities”
- Graduate placement
  Program Manual (not entered or data entry by program or Alumni Survey, below)
- **Alumni survey
  MedHub “Home” > “Resident” > “Resident’s” tab -> “Form/Pages” or Manual entry by program
- **Last year’s action plan
  MedHub “Home” > “Program Accreditation” > “APE” tab -> Select last AV > Scroll down to “File Attachments”
- **ACGME faculty survey
  GME “Home” > “Program Accreditation” > “APE” tab -> Select the current AV > Scroll down to “File Attachments”
- **ACGME citations and/or letters of notification
  GME “Home” > “Program Accreditation” > “Letters/Notifications” tab -> Select ACGME Cite
- **Overview of the curriculum and rotations
  MedHub “Home” > “Curriculum/Didactics/Didactic”
- **Exit summative evaluation/interview
  MedHub “Home” > “Resident” > “Resident’s” tab -> “Form/Pages” or Manual entry by program
- **Resident/fellow program evaluations
  GME “Home” > “Program Accreditation” > “APE” tab -> Select the current AV > Scroll down to “File Attachments”
- **ACGME resident/fellow survey
  GME “Home” > “Program Accreditation” > “APE” tab -> Select the current AV > Scroll down to “File Attachments”
- **GME house staff survey
  GME “Home” > “Program Accreditation” > “APE” tab -> Select the current AV > Scroll down to “File Attachments”
- **Most Updated Trend Analysis
  GME “Home” > “Program Accreditation” > “APE” tab -> Select the current AV > Scroll down to “File Attachments”
Annual Program Evaluation (APE): Toolbox

- APE Prep Instructions
  - 1-page Instruction & Data Checklist
- APE Guidebook
  - Action plan & SWOT
Annual Program Evaluation (APE): Toolbox

- APE Prep Instructions
  - 1-page Instruction & Data Checklist
- APE Guidebook
  - Action plan & SWOT
- APE Documentation Templates
  - Sign-in Sheet & Agenda, Meeting Minutes
  - Approval of Action Plan
Annual Program Evaluation (APE): Toolbox

**NEW!** APE Prep Instructions
- 1-page Instruction & Data Checklist
- **APE Guidebook**
  - Action plan & SWOT

**NEW!** APE Documentation Templates
- Sign-in Sheet & Agenda, Meeting Minutes,
- Approval of Action Plan

[http://med.stanford.edu/gme/GME_Community.html](http://med.stanford.edu/gme/GME_Community.html)

**MedHub** > Resources/Documents (left bottom of page) > 02 Forms, Templates, & Examples > Annual Program Evaluation (APE) & Program Evaluation Committee (PEC)
Annual Program Evaluation (APE): Pre-APE

Appoint the Program Evaluation Committee
- (must include at least 2 faculty member and 1 trainee)
  • Download APE Data Checklist ([http://med.stanford.edu/gme/GME_Community.html](http://med.stanford.edu/gme/GME_Community.html))
  • Collect and review data on all applicable metrics
  • Review GME’s comments on your last year’s APE in MedHub

Program Director may summarize all the data reviewed and deliver a presentation at the APE meeting
Annual Program Evaluation (APE): Meeting Agenda

- Re-visit last year’s action plan
  - Q: Outcome? Resolved? What now?
- Curriculum review
- Discuss on:
  - Resident performance
  - Graduate performance
  - Faculty development
  - Program quality
- SWOT analysis & Program Aim
- Develop an action plan:
  - Weaknesses from SWOT
  - < 80% on ACGME surveys, GME survey, and Program Evaluations
  - ACGME citations & areas of concern
  - Other issues raised in the discussion

Encourage and facilitate an open and thorough discussion
• Get approval from all Core Teaching faculty on the APE Action Plan.
• Start working on the action plan!

PC: record the approval of action plan, complete the APE Guidebook, uploading in Medhub
Annual Program Evaluation (APE): Documentation!

• Documentation is key!
  – Keep detailed records
  – Basis for longitudinal ACGME self-studies
Annual Program Evaluation (APE): Documentation!

- Signed attendance list
- Review of previous year’s action plan
- Documentation in all 4 required areas
- New action plan
- SWOT and Program Aim
- Documentation of faculty approval for new action plan

APE Guidebook
APE Documentation Templates
APE Prep Instructions

Available at: [http://med.stanford.edu/gme/GME_Community.html](http://med.stanford.edu/gme/GME_Community.html) or MedHub -> Resources
What's the Main Difference Between a Self-Study and an APE?

- The APE is a review of the past year...
- The Self-Study is a review of all the past year’s since the move to the NAS (Could be ten years...)
ACGME SELF-STUDY

**STEPS:**

1. Assemble the Self-Study Group
2. Engage Program Leaders and Constituents in a Discussion of Program Aims.
3. Examine the program’s opportunities and threats to provide context.
4. Aggregate data from the Self-Study to generate a longitudinal analysis of program improvement.
5. Discuss the self-study findings with stakeholders.
6. Develop a succinct Self-Study Form as documentation for the program’s 10-year site visit to further improve the program.
Stanford Programs Which Have Been Notified of Self-Studies (as of April 13, 2017)

• Psychiatry
  – Child and Adolescent Psychiatry
  – Geriatric Psychiatry
  – Psychosomatic Medicine
  – Sleep Medicine

• Neurology
  – Child Neurology
  – Epilepsy
  – Neuromuscular
  – Neurophysiology
  – Vascular Neurology

• Plastic Surgery
  – Hand Surgery (Plastic)

• Ophthalmology Self-Study Pilot Visit (April 27, 2017)
Self-Study Events (Neurology Example)

ACGME requests Core & Subspecialties to Initiate Self-Study

Program updates ADS and Uploads Summary of Self-Study Achievements

10 Year Site Self-Study Visit Date:
To be determined on a date between May 2018 and October 2018

December 14, 2016
December 14th - May 31, 2017
Self-Study Findings (12-18 months after submission of the Self-Study Summary) will include:

- **Program Aims**
- **Opportunities** that may enhance the program and plans to take advantage of them
- **Threats** in the external environment and plans to mitigate their impact.
- **Key Program Strengths**
- **Self-Identified Areas for Program Improvement** related to the program’s aims, opportunities and threats that go beyond compliance.
- **Prioritized Areas for Program Improvement**,
  - Include action items that have been implemented and actively followed up
- **Assessment of whether interventions** have been effective
Questions