Program Directors’ Meeting
February 8, 2018
AGENDA

• Announcements
  – ACGME Surveys – First Round Status
    • Resident Surveys
    • Faculty Surveys
  – New/Continuing Residents
    • Contracts
    • Match
    • Orientation Dates

• ACGME Self-Studies
ACGME Surveys: **Due 2/18/18** – **Incomplete as of 2-8-2018** - 6:30 AM

**Resident Surveys – Incomplete**
70% Response Rate - Required

- Allergy & Immunology
- Anesthesiology
- Emergency Medicine
- Pediatric Emergency Medicine
- Family Medicine-Sports Medicine
- Neurology
- Child Neurology
- Otolaryngology
- Peds Otolaryngology
- Plastic Surgery - Integrated

**Faculty Surveys – Incomplete**
60% Response Rate - Required

- Allergy & Immunology
- OB Anesthesia
- Critical Care Anesthesia
- Regional Anesthesia and Pain Medicine
- Emergency Medicine
- Pediatric Emergency Medicine
- Family Medicine
- Neurology
- Neuromuscular Medicine
- Nuclear Medicine
- Otolaryngology
- Neurotology
- Peds Otolaryngology
- Hospice & Palliative Medicine
Contracts – Match - Orientation Dates

• Contracts
  – Please ensure that you sign them in Med Hub

• NRMP – Main Match Week 3/12/18
  – 8:00 AM- Pacific
    • Program “Did My Program Fill?” information available (by email and R3 system)

• Orientation Dates
  – June 22nd
  – June 29th
  – July 5th
  – July 31st
ACGME Self-Studies
Where we were before Self-Studies...

Remember PIFs and Accreditation Site Visits every 1 - 5 years?
“Intelligence” From the National DIO group:

- ACGME is currently “projecting” 10 year site visits to be 18-24 months after the self study initial due date.
- ACGME will give 90 days notice.
- For large departments, ACGME will “reach out” to the core PD to propose dates that can be shared with the fellowship PD’s.
- ACGME would probably still visit if a fellowship PD or 2 could not be present, either by allowing an APD (or equivalent) or by allowing the PD to phone in.
“More Intelligence” From the National DIO group:

- Core Residency Site Visits = One Day
- Subspecialties = $\frac{1}{2}$ Day each

- Site Visit Team will be 2 - 3 Site Visitors
  - Multiple site visits going on at the same time
Self-Studies – What are they?

• The Self-Study is an objective, comprehensive evaluation of your residency or fellowship program, with the aim of improving it.
  – Longitudinal evaluation of the program and its learning environment, facilitated through your APE using the GME Guidebook.
  • Five year “look” backward and forward
  • Emphasis on program strengths and “self-identified” areas for improvement (SWOT)
    – “self-identified” vs RRC identified

A look back…

and a look forward
To offer context for the Self-Study, there are two new concepts:

1. exploration of program AIMS
2. assessment of the program’s institutional, local and, regional environment.

The focus on AIMS and the program’s environmental context is to:

1. enhance the relevance and usefulness of the program evaluation
2. support improvement that goes beyond compliance with the requirements.
The ACGME has placed added responsibility for oversight of subspecialty programs on the **core program** and **sponsoring institution**.

The self-study group for the core program should coordinate activities with the self-study groups for any dependent subspecialty programs to:

- take advantage of common dimensions
- explore potential synergies
- reduce the burden that may be associated with conducting an independent self-assessment.
Self Studies – Good News!

• **No need** to complete the Annual Program Evaluation (APE) in the year that the Self Study is completed.
  – Six months before the self-study is due, ACGME Requests Core & Subspecialties to Initiate Self-Study
March 27, 2017

Gordon Lee, MD
Program Director
Stanford University Program
Sent Via Electronic Mail

Dear Dr. Lee:

Please read this letter carefully, follow the instructions, and references below to conduct your self-study, and submit the self-study summary to the ACGME.

In the new accreditation system each program will undergo a self-study every 10 years, followed by the full 10-year accreditation site visit. The target date for the first self-study and the 10-year site visit (12 to 18 months after the self-study date) was set by the Accreditation Council for Graduate Medical Education, in collaboration with the Residency Review Committee. This is the “self-study” date which appears on your program’s ADS home page.

It is time to begin the self-study for the following program:

Program No.: 3620531013
Plastic Surgery Integrated Program
Self-Study Summary due date: October 31, 2017
10 Year Site Visit date (approximate): October 2018 – April 2019

Initiating the Self-Study

Approximate date to begin the self-study: March 27, 2017
Self-Study Process Steps – Part 1

ACGME Requests Core & Subspecialties to Initiate Self-Study six months before Due to be Uploaded to ADS

Program Conducts Self-Study & Updates ADS with Self-Study Document Before Due Date
Where is Stanford in the Process?
Programs with Completed Initial Self-Studies:

- **Psychiatry** - Due: 4/30/17 - Site Visit: 10/1/18
  - Child Psychiatry
  - Geriatric Psychiatry
  - Psychosomatic Psychiatry
  - Sleep Medicine
- **Neurology** - Due: 5/31/17 - Site Visit: 11/1/18
  - Child Neurology
  - Clinical Neurophysiology
  - Epilepsy
  - Neuromuscular Disorders
  - Vascular Neurology
- **Plastic Surgery** – Due: 10/31/17 - Site Visit: 4/1/19
  - Plastic Hand Surgery
- **Ortho Surgery** - Due: 1/31/18 – Site Visit 7/1/19
  - Ortho Sports
  - Hand Surgery
- **Internal Medicine** - Due: 1/31/18 – Site Visit 7/1/19
  - Advanced Heart Failure and Transplant Cardiology
  - Cardiac Electrophysiology
  - Cardiology
  - Critical Care
  - Endocrine/Metabolism
  - Gastroenterology
  - Hematology
  - Hospice & Palliative Medicine
  - Infectious Diseases
  - Interventional Cardiology
  - Nephrology
  - Oncology
  - Pulmonary Critical Care
  - Rheumatology
- **Otolaryngology** - Due: 2/28/18 – Site Visit 8/1/19
  - Neurotology
  - Pediatric Otolaryngology
Step 1: Assemble the Self Study Group
Step 2: Discuss Program Aims
Step 3: Create A Longitudinal Assessment of Program Improvement
Step 4: Strengths, Weaknesses, Opportunities and Threats (SWOT)
Step 5: Obtain Stakeholder Input on SWOT
Step 6: Interpret the Data and Aggregate Self-Study Findings
Step 7: Discuss and Validate the Findings with Stakeholders
Step 8: Develop a Self-Study Document
ACGME INITIAL SELF STUDY STEPS
STEP 1. Assemble the self-study group

• **Membership:** The members of the Program Evaluation Committee (PEC) are the ideal core foundation for the self-study group.
  – They are familiar with the Annual Program Evaluation process and the resulting action plans and improvement efforts.
  – Including the program coordinator is also recommended.

• **CCC representative:** It may be beneficial to include a member of the Clinical Competency Committee (CCC) on the self-study group, due to the focus on educational outcomes, which makes data on residents’/fellows’ Milestone performance an important component in self-study discussions.
Initiate a discussion of program aims:

- **Aims:**
  - are the program’s and institutional leaders’ views of key expectations for the program
  - how your program is unique from other programs in the country?
  - may focus on the types of trainees recruited into the program, training for particular careers (clinical practice, academics, research, primary/generalist care), and other objectives, such as care for underserved patients, health policy or advocacy, population health, or generating new knowledge.
  - should generally take a longer-term strategic view, but they also may change over time, in response to factors such as local or national demand for a resident workforce with certain capabilities, or new opportunities to train residents and fellows in a different setting.
### ACGME INITIAL SELF STUDY Meeting:
#### Step 3: Longitudinal Assessment

#### Possible Data Sources

<table>
<thead>
<tr>
<th>Resident Performance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone achievements/evaluations</strong></td>
<td>MedHub</td>
<td>&quot;Reports&quot; tab &gt; &quot;Milestone Summary by Level&quot; under &quot;Evaluation Reports&quot;</td>
</tr>
<tr>
<td><strong>Faculty evaluations (of trainees)</strong></td>
<td>MedHub</td>
<td>&quot;Reports&quot; tab &gt; &quot;Resident/Faculty/Service Ranking&quot; under &quot;Evaluation Reports&quot; &gt; Select &quot;Resident&quot; &gt; Select &quot;Faculty of resident&quot;</td>
</tr>
<tr>
<td><strong>Semi-annual review with program director</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
<tr>
<td><strong>Self-assessment</strong></td>
<td>MedHub</td>
<td>&quot;Reports&quot; tab &gt; &quot;Aggregated Evaluation Report&quot; &gt; Select &quot;Resident Self Evaluation&quot; &gt; Select the form(s) for Self-Evaluation &gt; Customize Other Settings</td>
</tr>
<tr>
<td><strong>Quality improvement and safety projects</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program or MedHub &gt; &quot;Residents&quot; tab &gt; &quot;Resident Learning Portfolios&quot;</td>
</tr>
<tr>
<td><strong>Didactic/conference attendance</strong></td>
<td>MedHub</td>
<td>MedHub &gt; &quot;Reports&quot; tab &gt; &quot;Conference Attendance by Resident&quot; under &quot;Conference Reports&quot;</td>
</tr>
<tr>
<td><strong>Duty hour compliance</strong></td>
<td>MedHub</td>
<td>Home &gt; &quot;Resident Duty Hours&quot; &gt; &quot;Duty Hour Statistics&quot;</td>
</tr>
<tr>
<td><strong>Scholarly activities of residents</strong></td>
<td>Web ADS</td>
<td>Web ADS Update <a href="https://apps.acgme.org/connect/login">https://apps.acgme.org/connect/login</a> &gt; &quot;Resident Scholarly Activity&quot;</td>
</tr>
<tr>
<td><strong>Case experience and procedures logs</strong></td>
<td>Program</td>
<td>Varies for programs</td>
</tr>
<tr>
<td><strong>In-training examination results</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
<tr>
<td><strong>Objective Structured Clinical Examinations (OSCE)</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Development</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentoring</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
<tr>
<td><strong>Trainee evaluation of faculty</strong></td>
<td>MedHub</td>
<td>&quot;Reports&quot; &gt; &quot;Aggregate Evaluation Report&quot; &gt; &quot;Resident evaluation of faculty member&quot;</td>
</tr>
<tr>
<td><strong>ABMS certification status</strong></td>
<td>Program</td>
<td>Board Certification Verification Websites</td>
</tr>
<tr>
<td><strong>Faculty attendance in grand rounds &amp; conferences</strong></td>
<td>MedHub</td>
<td>&quot;Reports&quot; tab &gt; &quot;Faculty Conference Attendance&quot;</td>
</tr>
<tr>
<td><strong>Faculty professional development courses</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
<tr>
<td><strong>Scholarly activity of faculty</strong></td>
<td>Web ADS</td>
<td>Web ADS Update <a href="https://apps.acgme.org/connect/login">https://apps.acgme.org/connect/login</a> &gt; &quot;Faculty Scholarly Activity&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Performance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate placement</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program or Alumni Survey (see below)</td>
</tr>
<tr>
<td><strong>Alumni survey</strong></td>
<td>MedHub</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
<tr>
<td><strong>Board scores/pass rates (most recent year or aggregated over 5 years)</strong></td>
<td>Program</td>
<td>Manual retrieval and/or data entry by program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Quality</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last year’s action plan</strong></td>
<td>MedHub</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select last AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>ACGME faculty survey</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>ACGME citations and/or letters of notification</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;Correspondence&quot; tab &gt; Select &quot;ACGME Initiated&quot;</td>
</tr>
<tr>
<td><strong>Faculty program evaluations</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>Overview of the curriculum and rotations</strong></td>
<td>MedHub</td>
<td>Home &gt; &quot;Curriculum Objectives/Goals&quot;</td>
</tr>
<tr>
<td><strong>Exit summative evaluation/interview</strong></td>
<td>MedHub</td>
<td>Home &gt; &quot;Residents&quot; tab &gt; &quot;Forms/Files&quot; or Manual retrieval by program</td>
</tr>
<tr>
<td><strong>Resident/fellow program evaluations</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>ACGME resident/fellow survey</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>GME House Staff Survey</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
<tr>
<td><strong>Most Updated Trend Analysis</strong></td>
<td>GME</td>
<td>Home &gt; &quot;Program Accreditation&quot; &gt; &quot;APE&quot; tab &gt; Select the current AY &gt; Scroll down to &quot;File Attachments&quot;</td>
</tr>
</tbody>
</table>
Step 3: Create A Longitudinal Assessment of Program Improvement

Aggregate and analyze data to generate a longitudinal assessment of the program’s improvement.
Step 4: Strengths, Weaknesses, Opportunities and Threats (SWOT)

Examine Strengths and Weaknesses (Internal)

• **Strengths**
  • Program factors that are likely to have a positive effect on (or be an enabler to) achieving your program’s aims are **strengths**.
  • Important to acknowledge and celebrate
  • What should definitely be continued (important question in an environment of limited resources)

• **Weaknesses**
  • Program factors that are likely to have a negative effect on (or be a barrier to) achieving your program’s objectives are **weaknesses**.
    • Citations, areas for improvement and other information from ACGME
    • The Annual Program Evaluation and other program/institutional data sources
Examine Opportunities and Threats (External)

- **Opportunities** - Factors that favor the program, that the program may take advantage of / leverage
  - External Factors that are likely to have a positive effect on achieving or exceeding your program’s objectives not previously considered are called *opportunities*.
    - What are capabilities for further evolving the program; how can the program capitalize on them?
    - Has there been recent change in the program’s context that creates an opportunity?
    - Are these opportunities ongoing, or is there a narrow window for them? How critical is the timing?
Examine Opportunities and Threats (External)

- Threats
  - also are largely beyond the control of the program, and like opportunities, come in many forms.
  - could result from a change in support for education at the national level, changing priorities at the institutional or state levels, or from local factors, such as erosion of a primary ambulatory system based on voluntary faculty.

- The benefit of assessing program threats is that plans can be developed to mitigate their effect(s).
Obtain stakeholder input

– The data should be confirmed and augmented by information from program stakeholders (residents/fellows, faculty members, others as relevant).

– For some programs, important information may include the perceptions of representatives from other specialties who interact with the residents or fellows.

– To collect this information, the program may use surveys, meetings with residents/fellows, or a retreat.

– Feedback from recent graduates could also provide useful data on the program’s educational effectiveness.
Interpret the data and aggregate the self-study findings

The next step is to interpret the aggregated data from the self-study.

Specific elements of the self-study findings will include:

- establishing a working set of program aims;
- listing key program strengths;
- prioritizing among the self-identified areas for improvement to select those for active follow-up, and define the specific improvement activities;
- discussing opportunities that may enhance the program, and develop plans to take advantage of them; and,
- discussing threats identified in the self-study, and develop plans to mitigate their impact.
Step 7: Discuss and Validate the Findings with Stakeholders

Discuss the findings with stakeholders

– The self-study findings from Step 6 should be shared with faculty members and residents/fellows.

– This step should validate the findings and improvement priorities chosen by the self-study group with these key stakeholders.
Develop a succinct self-study document for use in further program improvement and as documentation for the program’s 10-year site visit (Core)

Program Description and Aims
Describe the program and its aims, using information gathered during the Self-Study.

Item 1: Program description
Provide a brief description of the residency/fellowship program, as you would to an applicant or a prospective faculty member. Discuss any notable information about the program. (Maximum 250 words)

Item 2: Program Aims
Based on information gathered and discussed during the Self-Study, describe the program’s aims. (Maximum 150 words)

Item 3: Program activities to advance the aims
Describe current activities that have been, or are being, initiated to promote or further these aims. (Maximum 250 words)

Environmental Contact
Summarize the information on the program’s environmental context that was gathered and discussed during the Self-Study.

Item 4: Opportunities for the program
Based on the information gathered and discussions during the Self-Study, describe important opportunities for the program. (Maximum 250 words)

Item 5: Threats facing the program
Based on the information gathered and discussions during the Self-Study, describe any real or potential significant threats facing the program. (Maximum 250 words)

Significant Changes and Plans for the Future
Item 6a: Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)

Item 6b: Project your vision and plans for the program for the coming five years. (Maximum 250 words)

Note: In your response, discuss what the “next level” will look like, the envisioned steps and activities to achieve it, and the resources needed.
Develop a succinct self-study document for use in further program improvement and as documentation for the program’s 10-year site visit (Small Subspecialties)
Self-Study Process Steps

Part 1a: ACGME Requests Core & Subspecialties to Initiate Self-Study

Part 1b: Program Updates ADS and Uploads Summary of Self-Study Achievements

Part 2a: 90 Day Notice before 10 year Self Study Site VISIT by FIELD STAFF (FS) Team
To be determined on a date 18-24 months after Self Study Summary Submitted

Part 2b: Self-Study Summary of Achievements
Due: > 12 days before FS Visit
Part 2: Self Study Summary Document - Submitted to ACGME Before the 10-Year Accreditation Site Visit

- The updated summary must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days before the date of the 10-Year Site Visit.

- There are two types of updates:
  - For Programs who started their Self Studies prior to April 2017 (Neurology and Psychiatry and their Subspecialties)
    - provide information on new dimensions of the Self-Study that were added in April 2017. (Document #1)
    - identify changes in the program since the Self-Study Summary was submitted. (Document #2)
  - For Programs who started their Self Studies after April (2017)
    - identify changes in the program since the Self-Study Summary was submitted (Document #2 ONLY)
If the Self-Study Summary was submitted prior to April 2017, this form is used to provide information for areas that were added to the Self-Study Summary.

- Significant Changes and Plans for the Future
- Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)
- Describe your vision and plans for the program for the next five years. (Maximum 250 words)
- Based on the plans described in the response to the previous question, what will “take this to the next level”? (Maximum 250 words)
  - Note: In answering this question, please discuss what the “next level” will look like, the envisioned steps and activities to achieve it, and the resources needed.
Self Study Summary Update
Department of Field Activities

Use this template to update information in the Self-Study Summary submitted to the ACGME.

**Before the 10-Year Accreditation Site Visit**
The updated summary must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days before the date of the 10-Year Site Visit.

Two types of updates can be made: 1) to identify changes in the program since the Self-Study Summary was submitted; and 2) to provide information on new dimensions of the Self-Study that were added in April 2017.

Programs must also complete the Self-Study Summary of Achievements.

**Update to the Self-Study Summary**
If the Self-Study Summary was submitted prior to April 2017, use this part of the form to provide information for areas that were added to the Self-Study Summary.

**Significant Changes and Plans for the Future**
Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)

Describe your vision and plans for the program for the next five years. (Maximum 250 words)

Based on the plans described in the response to the previous question, what will “take this to the next level”? (Maximum 250 words)

*Note: In answering this question, please discuss what the “next level” will look like, the envisioned steps and activities to achieve it, and the resources needed.*

**Updates and Changes to Information Provided in the Original Self-Study Summary**
Use this part of the form to describe any changes or updates to the information that was submitted in the original Self-Study Summary.

Describe any changes to the program description. (Maximum 200 words)

Describe any changes to the program's aims. (Maximum 150 words)

Describe any changes in the program's environmental context since the self-study was conducted.

Describe any changes in opportunities for the program. (Maximum 250 words)

Describe any changes in threats facing the program. (Maximum 250 words)

**Note:** The updated information will be used to assess the program's aims and environmental context, as well as the process used for the Self-Study and how this facilitates program improvement.
• The Summary of Achievements must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days prior to the 10-year accreditation site visit date.

  — Self-Study Summary of Achievements.
The Self-Study Summary of Achievements

Self-Study Summary of Achievements
Department of Field Activities

Use this template to describe the strengths of the program and the improvement outcomes that were achieved in areas identified during the Self-Study 12 to 18 months ago.

Please answer narrative Questions 1 to 9.

The Summary of Achievements must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days prior to the 10-year accreditation site visit date.

Programs with changes in information related to aims or environmental context (opportunities and threats facing the program) may also submit a Self-Study Summary Update before the 10-year accreditation site visit.

Note:
The updated information will be used to assess the effectiveness of the program’s Self-Study in promoting achievement in areas important to the program’s aims and environmental context.

Program Name: ________________________________
Program Number: ________________________________
Self-Study Date (Month, Year): ________________________________

Program Strengths

Question 1: List the program’s key strengths identified during the Self-Study. (Maximum 250 words)

Question 2: Discuss how these strengths relate to the program’s aims. (Maximum 200 words)

Question 3: Discuss how these strengths relate to the program’s context (i.e., how do they capitalize on program opportunities or mitigate threats facing the program). (Maximum 200 words)

Achievements in Program’s Self-Identified Areas for Improvement

Question 4: Describe improvements in critical areas identified during the Self-Study. (Maximum 250 words)

Question 5: Discuss how these improvements relate to the program’s aims. (Maximum 250 words)

Question 6: Discuss how these improvements relate to the program’s context (i.e., how do they capitalize on program opportunities or mitigate threats facing the program). (Maximum 250 words)

Question 7: Summarize the process for how the program made these improvements, and what information was used to track progress and to assess the improved outcomes. (Maximum 250 words)

Question 8: If this is a core program with two or more dependent subspecialty programs, did the Self-Study process for the dependent subspecialty programs identify strengths, areas for improvement, opportunities and/or threats that were shared among all or some of these programs? ___ Yes ___ No.

If Yes, please summarize common areas identified during the Self-Study where improvements have been made. (Maximum 200 words)

Question 9: Summarize any learning that occurred during the process of making improvements in areas identified during the Self-Study. (Maximum 200 words)
Program Strengths

• **Question 1:** List the program’s key strengths identified during the Self-Study. (Maximum 250 words)

• **Question 2:** Discuss how these strengths relate to the program’s aims. (Maximum 200 words)

• **Question 3:** Discuss how these strengths relate to the program’s context (i.e., how do they capitalize on program opportunities or mitigate threats facing the program). (Maximum 200 words)

Achievements in Program’s Self-Identified Areas for Improvement

• **Question 4:** Describe improvements in critical areas identified during the Self-Study. (Maximum 250 words)

• **Question 5:** Discuss how these improvements relate to the program’s aims. (Maximum 250 words)
Self-Study Summary of Achievements – Document #2

• Question 6: Discuss how these improvements relate to the program’s context (i.e., how do they capitalize on program opportunities or mitigate threats facing the program). (Maximum 250 words)

• Question 7: Summarize the process for how the program made these improvements, and what information was used to track progress and to assess the improved outcomes. (Maximum 250 words)

• Question 8: If this is a core program with two or more dependent subspecialty programs, did the Self-Study process for the dependent subspecialty programs identify strengths, areas for improvement, opportunities and/or threats that were shared among all or some of these programs?  ___ Yes  ___ No.
  – If Yes, please summarize common areas identified during the Self-Study where improvements have been made. (Maximum 200 words)

• Question 9: Summarize any learning that occurred during the process of making improvements in areas identified during the Self-Study. (Maximum 200 words)
Updates and Changes to Information Provided in the Original Self-Study Summary

Use this part of the form to describe any changes or updates to the information that was submitted in the original Self-Study Summary.

Describe any changes to the program description. (Maximum 200 words)

Describe any changes to the program’s aims. (Maximum 150 words)

Describe any changes in the program’s environmental context since the self-study was conducted.

Describe any changes in opportunities for the program. (Maximum 250 words)

Describe any changes in threats facing the program. (Maximum 250 words)
Getting Ready for the Self Study Site Visit

• Gentle Words of ‘Wisdom’
  – Print out/review your Core and Specialty Requirements –
    • Suggest each program makes their own list placing each requirement in a “Requirements” Column
    – Use a second Column to state how you are meeting them
  – Complete your SWOT diagram now with your Self Study Input
    • Align the weaknesses/opportunities etc. with your Action Plan
    • Detail the progress you have made since your 2017 Self-Study
  – Review 2017 and previous Annual Program Evaluations (APES)
  – Continue to do an outstanding job on your 2018 APE
  – Use the Guidebook!!

Words of Wisdom
For More Self-Study Information and Documents

http://www.acgme.org/What-We-Do/Accreditation/Self-Study

Accreditation Council for Graduate Medical Education

Self-Study

Eight Steps for Conducting The ACGME Program Self-Study

The suggested eight-step sequence described here is intended to offer guidance to programs conducting their first Self-Study.

The Self-Study is an objective, comprehensive evaluation of the residency or fellowship program, with the aim of improving it. Underlying the Self-Study is a longitudinal evaluation of the program and its learning environment, facilitated through sequential annual program evaluations that focus on the desired components, with an emphasis on program strengths and "self-identified" areas for improvement ("self-identified" is used to distinguish this dimension of program strengths from areas for improvement the Review Committee Identifies during accreditation reviews).

To offer context for the Self-Study, there are two new concepts: 1) an exploration of program aims; and 2) an assessment of the program's institutional, local and, as applicable, regional environment. Both are discussed in detail below. The focus on aims and the program's environmental context is to enhance the relevance and usefulness of the program evaluation, and support improvement that goes beyond compliance with the requirements.

Additional Notes

Conducting the Self-Study for a dependent subspecialty program

The ACGME has placed added responsibility for oversight of subspecialty programs on the core program and sponsoring Institution.

The Self-Study group for the core program should try to coordinate activities with the Self-study groups for any dependent subspecialty programs, to take advantage of common dimensions, explore potential synergies, and reduce the burden that may be associated with conducting an independent self-assessment.

The 10-year site visits for subspecialty programs will be coordinated with the visit of their respective core program.

1. Assemble the Self-Study Group
2. Engage Program Leaders and Constituents in a Discussion of Program Aims

Quick Links

- Accreditation Field Representatives
- Site Visit
- The ACGME and the Accreditation Process
- Evaluation of Your Recent Accreditation Site Visit
- Site Visit FAQs
- Self Study
- Self-Study Tools

Self-Study Documents

- Self-Study Summary
- Self-Study Summary Short Form
- Self-Study Summary Update
That's All Folks! Any Questions?