Program Director Education Meeting

November 8, 2018
Agenda

- JAMAevidence Resource
- Intro to new GME Team Members
- Annual Institutional Review (AIR)
- MBC Update - New Licensing Requirements
- Job Descriptions
- Launch of the 12th Annual GME Survey
- Operations Updates
JAMAevidence Resource

JAMAevidence is a rich collection of evidence based resources that includes detailed guides to critical appraisal of the literature. A powerful teaching/learning tool, JAMAevidence is an obvious adjunct to journal clubs or any course on evidence based medicine.

NOTE: To try out the customizable appraisal worksheets under “Learning Tools” you’ll need to click “Sign in” and create a Free MyAccess Profile.

Try JAMAevidence! 30 day trial (Nov 1 – 30)

Send us your feedback! Your comments are key to the decision regarding a subscription to JAMAevidence.

JAMAevidence Content

- Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice
- The Rational Clinical Examination: Evidence-Based Clinical Diagnosis
- Care at the Close of Life: Evidence and Experience
- Education Guides provide EBM-focused slide sets for teaching core concepts.
- Critical Appraisal Worksheets allow one to synthesize information from EBM readings.
- My Access Account enables fast access to recently reviewed content
New GME Team Members

- Trey Huynh-Ngo, MBA
  - Project Coordinator

- Nancy Ruddy, PhD
  - Program Manager/Education Specialist
    - Allergy & Immunology
    - Internal Medicine and Fellowships
    - Family Medicine and Family Sports Medicine
    - Medical Genetics and Genomics
    - Pediatrics and Fellowships
    - Ophthalmology
    - Radiation Oncology
2018 Annual Institutional Review (AIR)
Department of Graduate Medical Education

Ann M. Dohn, MA, DIO, Director of GME
Laurence Katznelson, MD, Associate Dean for GME
Stanford Healthcare GME Programs

- 115 ACGME accredited Residency/Fellowship programs/Tracks (4% increase from 2017)
  - All programs fully/initially accredited
  - No programs on ACGME probation
- 69 non standard (non ACGME) programs
- Three (3) pending new ACGME programs (GU Pathology, Renal Pathology, Complex General Surgical Oncology)

Trainees

- 1352 Residents/fellows (3% increase from 2017)
- 250 Visiting Residents/Fellows
GME Growth....

GME Growth Over the Past Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1350</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1300</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1250</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1200</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1150</td>
</tr>
</tbody>
</table>
GME Growth ... Since 2000
134 % Growth in Trainees
2018 Graduate Medical Education – Summary of GME Actions

- 9 Programs Reviews
- Two (2) Programs on Internal GME Probation
- > 1200 GME Educational Consultations
- GME delivered, aggregated and posted 3440 Program Evaluations for programs
- Four (4) Presentations/Workshops at the 2018 ACGME National Education Meeting in Orlando, FL
- One (1) ACGME Webinar
- Three (3) Presentations and one (1) Poster at the 2018 Group on Resident Affairs (GRA) Spring Meeting (AAMC) in Orlando, FL
Resident Safety Council
- 60 members
- 4 projects for 2018:
  - Voalte: optimize strategies to enhance MD-RN interactions
  - Patient experience: systems-based interventions geared towards improving the experience
  - Safety Culture: improve SAFE reporting Each team with nursing leadership
  - Goals of Care: improve quality of end of life discussions and decisions
- Resident Safety Champions: embedded in each department

74 Posters at the 2018 Stanford Resident/Fellow Quality Improvement and Patient Safety Symposium - Included nurses and medical students

Safety Education
- Rolled out Safety Quest for house staff onboarding, and resident education
## Institutional Scorecard: 2010 - 2018

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTERNAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient Instruction</td>
<td>83%</td>
<td>86%</td>
<td>87%</td>
<td>85%</td>
<td>83%</td>
<td>82%</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>Sufficient Supervision</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Faculty and Staff Create Environment of Inquiry</td>
<td>79%</td>
<td>84%</td>
<td>84%</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Residents Can Raise Concerns without Fear</td>
<td>78%</td>
<td>82%</td>
<td>84%</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Satisfied with Process for Problems and Concerns</td>
<td>73%</td>
<td>82%</td>
<td>81%</td>
<td>78%</td>
<td>79%</td>
<td>78%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Education Not Compromised by Service Obligations</td>
<td>58%</td>
<td>67%</td>
<td>68%</td>
<td>66%</td>
<td>61%</td>
<td>58%</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>Overall Evaluation of Program</td>
<td>89%</td>
<td>89%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Total Number of ACGME Citations - Last Site Visit</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Institutional ACGME Cycle Length</td>
<td>5yrs</td>
<td>5yrs</td>
<td>5yrs</td>
<td>13 years</td>
<td>13 years</td>
<td>13 years</td>
<td>16 years</td>
<td>16 years</td>
</tr>
<tr>
<td>NRMP Trend Analysis - 25 yrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERNAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Is Organized to Meet Educational Needs.</td>
<td>87%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>92%</td>
<td>85%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>Program Balances Service with Clinical Education</td>
<td>84%</td>
<td>86%</td>
<td>85%</td>
<td>86%</td>
<td>87%</td>
<td>84%</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Overall Satisfaction with Training in Program</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>85%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>Would Recommend Training Program</td>
<td>91%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Faculty Spend Sufficient Time Supervising Trainees</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>92%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>Faculty Are Successful Teachers</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Encouraged To Ask Questions</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>97%</td>
<td>91%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Have Not Been Personally Mistreated in Training Program</td>
<td>No Data</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>Opportunity To Participate in QI Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Overall Evaluation of Programs</td>
<td>8.76</td>
<td>8.51</td>
<td>8.24</td>
<td>8.70</td>
<td>8.76</td>
<td>8.92</td>
<td>8.95</td>
<td>9.01</td>
</tr>
<tr>
<td>Resident Overall Evaluation of Programs</td>
<td>9.09</td>
<td>9.11</td>
<td>7.92</td>
<td>8.70</td>
<td>8.94</td>
<td>8.34</td>
<td>8.86</td>
<td>8.95</td>
</tr>
</tbody>
</table>

**KEY**

- **STRENGTH**
- **WEAKNESS**
# 2018 Program Wide Institutional Report Card

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report Card Key Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE</strong></td>
<td>INT or EXT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Source</strong></td>
<td>Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sufficient Supervision
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Sufficient Instruction
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Appropriate Balance for Education
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Faculty/Staff Create Environment of Inquiry
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Satisfied with Process for Problems and Concerns
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Climate Where Residents Can Raise Concerns Without Fear
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Overall Eval of the Program
- **RESIDENT**
- **EXT**
- **Survey**
- **ACGME % COMPLIANT**

### Total Number of ACGME Citations
- **PROGRAM**
- **EXT**
- **ACGME**
- **(Resolved)**

### Board Pass Rates
- **PROGRAM**
- **EXT**
- **ABMS**
- **No Data**

### Overall Satisfaction with Program Organized to Meet Educational Needs
- **RESIDENT**
- **INT**
- **GME-Survey**
- **No Data**

### Service Over Education
- **RESIDENT**
- **INT**
- **GME-Survey**
- **No Data**

### Encouraged to Ask Questions on a Regular Basis
- **RESIDENT**
- **INT**
- **GME-Survey**
- **No Data**

### Residents Can Be Open and Honest with Faculty
- **RESIDENT**
- **INT**
- **GME-Survey**
- **No Data**

### Residents Would Recommend Program
- **RESIDENT**
- **INT**
- **GME-Survey**
- **No Data**

### Faculty Overall Evaluation Program
- **FACULTY**
- **INT**
- **Pgm Eval Mean Score/10**

### Resident Overall Program Evaluation
- **RESIDENT**
- **INT**
- **Pgm Eval Mean Score/10**

### > 80 Hr Violations / AY
- **PROGRAM**
- **INT**
- **MedHub Duty Hr Rpt**

### # Unreviewed Duty Hr Periods by PD / AY
- **PROGRAM**
- **INT**
- **MedHub Detailed Rpt**

---

### KEY

#### STRENGTHS

#### WEAKNESSES
Institutional Work Hours

Work Hours Trend Analysis 2014-2018

- **% Submitted**: Represented by orange bars.
- **Avg Hrs Worked**: Represented by grey bars.
- **80 Hour Violations**: Represented by yellow bars.
- **Avg Days Off**: Represented by blue bars.

Year-wise Data:
- **2015-16**: % Submitted - 100, Avg Hrs Worked - 55, 80 Hour Violations - 2, Avg Days Off - 2.
- **2016-17**: % Submitted - 108, Avg Hrs Worked - 58, 80 Hour Violations - 1.9, Avg Days Off - 2.
- **2017-18**: % Submitted - 95, Avg Hrs Worked - 55, 80 Hour Violations - 84, Avg Days Off - 2.
ACGME Citations: 12 Total in 2017-18

93% Reduction in Citations
Meals Report Jan – Sept 2018

On-Call Meal Expenditures

Totals YTD
SHC = $492,910
LPCH = $152,740
Grand Total = $645,650
Aug Average per FTE =
SHC – $138.78
LPCH - $ 100.17
Status of the Uber Account

Uber Usage - Six months Total Expenditure - $26,108.13

Uber Usage By Month

- April: $4,543.70
- May: $5,373.00
- June: $3,964.30
- July: $4,559.20
- August: $4,310.30
- September: $3,357.70
2018-2019 SHC Salary & Benefit Information

GME HouseStaff

2018-2019
Last Updated 9/7/2018
Effective 9/1/2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual</th>
<th>Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$66,393.60</td>
<td>$5,532.80</td>
</tr>
<tr>
<td>II</td>
<td>$69,763.20</td>
<td>$5,813.60</td>
</tr>
<tr>
<td>III</td>
<td>$75,067.20</td>
<td>$6,255.60</td>
</tr>
<tr>
<td>IV</td>
<td>$79,310.40</td>
<td>$6,609.20</td>
</tr>
<tr>
<td>V</td>
<td>$84,281.60</td>
<td>$7,023.46</td>
</tr>
<tr>
<td>VI</td>
<td>$88,025.60</td>
<td>$7,335.46</td>
</tr>
<tr>
<td>VII</td>
<td>$92,955.20</td>
<td>$7,746.26</td>
</tr>
<tr>
<td>VIII</td>
<td>$97,198.40</td>
<td>$8,099.86</td>
</tr>
</tbody>
</table>

Educational and other Business-Related Payments

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual educational allowance $2,000 *</td>
<td>Paid in November providing, all required HealthStream and EPIC/LINKS modules are completed by house staff's assigned deadline</td>
</tr>
<tr>
<td>Cell phone allowance $1,000 *</td>
<td>Automatically added to paycheck in July</td>
</tr>
<tr>
<td>Food allowance $10 per day (shifts of 12 hours or longer for clinical rotations only at SHC &amp; LPCH) *</td>
<td>Payments made on last paycheck of each month</td>
</tr>
<tr>
<td>Housing stipend $7,200 per year (paid as $600 monthly) *+</td>
<td>Automatically paid on 1st paycheck of each month</td>
</tr>
<tr>
<td>Medical, dental, vision, and long-term disability insurance provided</td>
<td>Eligible to participate on house staff’s hire date</td>
</tr>
<tr>
<td>Moving allowance (New Hires Only) $3,000 *</td>
<td>Automatically added to 2nd paycheck in August</td>
</tr>
<tr>
<td>1% annual bonus based on completion of a Quality Improvement Project*</td>
<td>Automatically paid at the end of each academic year in June</td>
</tr>
<tr>
<td>Cost of initial CA MD license and renewals.</td>
<td>Paid upon reimbursement submission for academic year expense occurrence</td>
</tr>
<tr>
<td>Initial license ($907.50) Renewal ($820.00)</td>
<td>Paid upon reimbursement submission for academic year expense occurrence</td>
</tr>
<tr>
<td>Cost of initial DEA and renewals ($731.00)</td>
<td>Paid upon reimbursement submission for academic year expense occurrence</td>
</tr>
<tr>
<td>Cost of USMLE Part III for Interns ($850.00)</td>
<td>Paid upon reimbursement submission for academic year expense occurrence</td>
</tr>
</tbody>
</table>
## AIR Action Plan - Outcomes from the 2017 Charge

### Charge from 2017

- **Faculty Development on Teaching**
  - Continue investigation of milestone feedback given to residents/fellows

- **Enhance Program Coordinator Role**

- **Expand QI**

### 2018 Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnered with the Stanford Graduate School of Education</strong></td>
<td>Pilot completed with six (6) programs, Expanded Pilot to UCLA and Kaiser, Presented results to ACGME National Conference and to the Group on Resident Affairs, Initiated interventions – Comment Quality, Central Tendency findings</td>
</tr>
<tr>
<td><strong>Innovative Mentoring Application Developed</strong></td>
<td>Completed Coordinator Education Monthly Seminar Series based on Annual Didactic Schedule and awarded 47 Certificates</td>
</tr>
<tr>
<td><strong>Completed Program Coordinator Orientation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>37 -&gt; 74 increase in QI Symposium Presentations</strong></td>
<td>Increased ACGME QI Scores</td>
</tr>
</tbody>
</table>
Graduate School of Education Milestone Project

Summary of Findings

1. Milestone evaluations are unreliable across specialties and institutions.
2. Evaluators are more predictive of milestone scores than the residents.
3. Evaluators often rate milestone competencies along one dimension.
4. Time and milestone score is a non-linear function (jump at PGY transition).
5. Evaluator characteristics do not appear to influence milestone scores.
6. Monthly milestone evaluations directly impact CCC scores for residents.
Moving Mentoring into the High Tech and the “Connected” Era

- **Winter 2018**: GME identifies an opportunity to utilize technology to foster mentorship and collaboration within Stanford School of Medicine Graduate Education.
  - ConnectEd team is formed, led by Thomas Caruso, MD and including Nicolas Prionas, MD (Radiation Oncology resident) and Tiffany Kung (medical student).

- **Summer 2018**: Proof of concept mobile application is launched on the Apple iOS app store.

- **Fall 2018**: Soft launch identified areas of opportunities needed to maximize potential.

www.bit.ly/SMSConnectEd

- Utilizes Stanford University (SUNet) login to maintain security and privacy. All data is stored on the Stanford server.

- Imports pre-existing Stanford academic profiles.

- Allows for searching across the academic spectrum – from medical students through faculty – to foster collaboration and mentorship.

- Filtering allows users to narrow their results to find those with shared interests.

- Profile page allows users to supplement their profiles with additional information not on their pre-existing Stanford profile.
2017-18 AIR SWOT Analysis

To train physician leaders in clinical care, research and academics.

**Strengths**
- Clinical Volume
- Faculty
- Research Opportunities
- SHC Board Attention to Housing
- Increase in Local Job Market
- Possible Regional Education Consortium
- Reduction in ACGME Citations
- Tearing down silos-Sharing Best Practices

**Weaknesses**
- Feedback/Evaluation Process
- Service over Education
- Lack of Resident Work and Sleep Space
- Protected time for Program Directors
- Coordinator Turnover

**Opportunities**
- SHC/LPHC Outreach
- Potential Family Practice Opportunities

**Threats**
- High Cost of Living
- Cost/Lack of Housing
- Excessive Clinical Volume
- Uncertain Federal Funding
- Immigration Policy Concerns
Questions
MBC Update

- MBC – April Alameda, Chief of Licensing was here – Oct 23rd to meet with Stanford GME stakeholders
Update on the Changes to Postgraduate Training

Effective January 1, 2020
What are the Changes?

➢ Minimum requirements for postgraduate training in California will require successful completion of thirty-six (36) months of a Board-approved program, for all applicants, regardless of whether the medical school attended was domestic or international.

➢ An applicant must successfully complete 24 consecutive months of training in the same program, to be eligible for a California Physician’s and Surgeon’s Certificate.
What are the Changes?

- A Postgraduate Training License (PTL) will be required for all residents who are participating in a California ACGME program.

- A renewal of a PTL will not be required.

- A Postgraduate Training Authorization Letter (PTAL) will no longer be required for international medical graduates.
What are the Changes?

➢ The Board will no longer recognize international medical schools, rather the Board will recognize an international medical school as meeting the educational requirements for a PTL/licensure, if the school is listed on the World Federation for Medical Education (WFME) and the Foundation for Advancement of International Medical Education (FAIMER) and Research World Directory of Medical Schools joint directory or the World Directory of Medical Schools.
PTL Requirements

- A trainee must obtain a PTL within 180 days after enrollment in a California ACGME program

- A PTL will be valid until 90 days after the trainee has successfully completed the required training

- A resident may apply for a PTL as soon as they have confirmation of acceptance into a California ACGME program
PTL Requirements

- A trainee will be issued a pocket card which will identify the holder of the PTL and the participating program

- A PTL will be displayed on the Board’s website
Moonlighting

- The holder of a PTL may engage in the practice of medicine only in connection with his or her duties as an intern or resident in a Board-approved postgraduate program, including its affiliated sites, or under those conditions as approved in writing and maintained in the file, by the director of his or her program.

- Accordingly, a holder of a PTL may moonlight with written authorization from the program director.
PTL to Licensure

After successful completion of 36 months of training, the trainee will apply to transition their PTL to a Physician’s and Surgeon’s Certificate with the Board within 90 days to continue practicing medicine in California.
The program director -- GME is asking if this can be provided by GME -- will be required to submit the Postgraduate Training License Enrollment Form for each resident participating in their program.
The program must notify the Board if the trainee transfers to another Board-approved program, resigns, or is terminated.

The Board must also be notified if the trainee’s program is extended for any reason(s), if the trainee takes a leave of absence and/or the trainee receives no credit for any rotation.
# Implementation Timeline

## Tasks

<table>
<thead>
<tr>
<th>Label</th>
<th>Start</th>
<th>End</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>July-18</td>
<td>December-18</td>
<td>Monthly Change Forums with staff</td>
</tr>
<tr>
<td>B</td>
<td>July-18</td>
<td>July-20</td>
<td>Educational forums with programs</td>
</tr>
<tr>
<td>C</td>
<td>October-18</td>
<td>July-20</td>
<td>Propose regulations</td>
</tr>
<tr>
<td>D</td>
<td>January-19</td>
<td>June-19</td>
<td>Revise procedures</td>
</tr>
<tr>
<td>E</td>
<td>January-19</td>
<td>December-19</td>
<td>Social media blasts</td>
</tr>
<tr>
<td>F</td>
<td>July-19</td>
<td>December-19</td>
<td>Staff training</td>
</tr>
<tr>
<td>G</td>
<td>January-20</td>
<td>July-20</td>
<td>Evaluate effectiveness and adjust as needed</td>
</tr>
</tbody>
</table>

## Milestones

<table>
<thead>
<tr>
<th>Label</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October-17</td>
<td>SB 798 Approved by Governor</td>
</tr>
<tr>
<td>2</td>
<td>June-18</td>
<td>Revised applications</td>
</tr>
<tr>
<td>3</td>
<td>June-18</td>
<td>Letter to Program Directors/Coordinators</td>
</tr>
<tr>
<td>4</td>
<td>June-18</td>
<td>PTL application in BreEZe</td>
</tr>
<tr>
<td>5</td>
<td>July-18</td>
<td>Podcast</td>
</tr>
<tr>
<td>6</td>
<td>August-18</td>
<td>Develop FAQs</td>
</tr>
<tr>
<td>7</td>
<td>August-18</td>
<td>Develop outreach presentation</td>
</tr>
<tr>
<td>8</td>
<td>November-18</td>
<td>Create a web page</td>
</tr>
<tr>
<td>9</td>
<td>January-19</td>
<td>Video</td>
</tr>
<tr>
<td>10</td>
<td>March-19</td>
<td>Educational flyer</td>
</tr>
<tr>
<td>11</td>
<td>July-19</td>
<td>Develop applicant notification letters</td>
</tr>
<tr>
<td>12</td>
<td>July-19</td>
<td>Regulatory hearing</td>
</tr>
<tr>
<td>13</td>
<td>July-19</td>
<td>Identify current application status</td>
</tr>
<tr>
<td>14</td>
<td>January-20</td>
<td>SB 798 Effective January 2020</td>
</tr>
</tbody>
</table>
Questions
Current Interns – PGY 1s

- Must be licensed by 1/1/2020 or face three year PTL
  - So far we only have 11 applications submitted out of 182

- GME has two (2) notaries
12th Annual GME House Staff Survey

- Launched November 7th – Runs through December 14th
- We’ll have overall results to you first week of January 2019 – prior to the start of the ACGME Survey
- 264 Responses so far …
- Focus on Wellness this year
- Please encourage your trainees to take the survey
Job Descriptions - MedHub

- We will be building all job descriptions into MedHub
- CLER and Joint Commission Requirements
- Project Will be Completed by April
- We will need your help!!

<table>
<thead>
<tr>
<th>Procedure Category</th>
<th>Level of Difficulty</th>
<th>Specific Procedure</th>
<th>Please Indicate Level of Supervision (Direct, Indirect, Oversight): Refer to key if questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to sample for examples</td>
<td>(Basic, Intermediate, Advanced)</td>
<td></td>
<td>PGY-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Direct</td>
</tr>
<tr>
<td>(more rows may be inserted if needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key
PGY: Post Graduate Year (ex: PGY-1 is a first year resident)

Levels of Supervision:
1. Direct: Staff physically present
2. Indirect supervision: Staff immediately available
3. Oversight: Staff available later to review and provide feedback
GME Operations Updates

- A bit of housing/salary history
- Continuing Form
- Transfer Form
- New Hire Form
April 3, 1969 Letter from the GME Director to the President of the Board of Trustees Stanford University

Dear Mr. Fuller:

It was recently brought to my attention that accommodation at the 740-unit Oak Creek Apartments (now under construction on Willow Road across from the Stanford University Medical Center) may not be rented by people with children under 16 years of age.

I understand that the site concerned is owned by Stanford University and is under lease to Carson Baker and Associates. Since it is so conveniently located for employees of both the Medical Center and the main campus, I feel that before leasing the land the Stanford University trustees should have taken into consideration the needs of its employees, faculty and staff. As it stands, these people will be discriminated against by the clause which disallows children.

Presently I am a resident in pediatrics at the Stanford University Medical Center. My wife is employed as an undergraduate loan counselor at Stanford University. Conveniently situated housing would be a blessing to both of us. As you are aware, Stanford University makes no provision for housing its house staff, as a result of which interns and residents frequently live some distance from the Medical Center. Now, thanks to the discriminatory housing policy of Carson Baker and Associates, some of the most conveniently located housing accommodation will be unavailable to interns and residents with families. Of course, the rent schedule at Oak Creek Apartments is prohibitive to most interns and residents, but we could hope that in the future more adequately-priced apartments would be available.

There has been much concern about the University's community image. I feel that permitting discriminatory housing policies to be practised on property owned by Stanford University cannot strengthen this image.

Sincerely,

Confia
Comparison of Stanford and Santa Clara Valley Stipends.

<table>
<thead>
<tr>
<th></th>
<th>Stanford, July 1, 1970</th>
<th>Santa Clara Valley Medical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>Intern</td>
<td>$7,500</td>
<td>$8,500</td>
</tr>
<tr>
<td>1st Year</td>
<td>8,000</td>
<td>9,000</td>
</tr>
<tr>
<td>2nd Year</td>
<td>8,500</td>
<td>9,500</td>
</tr>
<tr>
<td>3rd Year</td>
<td>9,000</td>
<td>10,000</td>
</tr>
<tr>
<td>4th Year</td>
<td>9,500</td>
<td>10,500</td>
</tr>
<tr>
<td>Intern</td>
<td>$8,445</td>
<td>$9,078</td>
</tr>
<tr>
<td>1st Year</td>
<td>9,776</td>
<td>10,500</td>
</tr>
<tr>
<td>2nd Year</td>
<td>10,420</td>
<td>11,200</td>
</tr>
<tr>
<td>3rd Year</td>
<td>11,149</td>
<td>12,000</td>
</tr>
<tr>
<td>4th Year</td>
<td>11,856</td>
<td>12,750</td>
</tr>
</tbody>
</table>

Helen Rantz
## Stanford GME List of Continuing & Graduating House Staff (Residents/Fellows) Form 2019-20

**November 2018-v2**

**Instructions:**
1. All Fellowship & Residency programs are required to complete the Continuing & Graduating forms annually.
2. Review for accuracy, verify, if necessary modify & email completed signed pdf form to Mitra Haddad mhaddad@stanfordhealthcare.org by 12-13-18.
3. Additional changes after 12-13-18, must be submitted to Mitra by using the earlier submitted form with changes highlighted, re-signed & dated.

Thank you for your time & cooperation. For questions & recommendations, contact Mitra Haddad <mhaddad@stanfordhealthcare.org>, phone: 650 723-5948.

**Department-Program:** Allergy/Immunology - Allergy/Immunology-Fellowship

**PD:** Sean McGhee - smcgee@stanford.edu  
**PC:** Wendy Cardamone - wendyc@stanford.edu

### Current Residents/Fellows

<table>
<thead>
<tr>
<th>House Staff Name</th>
<th>2018-19 PGY Level</th>
<th>Promote to Next PGY (yes, no)</th>
<th>2019-20 PGY Level</th>
<th>Promotion Date (mm/dd/yyyy)</th>
<th>Appointment Details if Applicable (off cycle, starting OPA, Program Name, PTA funded, PTA #)</th>
<th>Will Graduate in 2019 (yes, no)</th>
<th>2019 Graduation Date if applicable (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of continuing Jonas Salix</td>
<td>4</td>
<td>Yes</td>
<td>5</td>
<td>07/01/2019</td>
<td>-</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>Example of graduating Avicenna</td>
<td>6</td>
<td>No</td>
<td>-</td>
<td>-</td>
<td>Graduating</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lee, Ivan</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>06/30/2019</td>
</tr>
<tr>
<td>Lo, Rachelle</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siddiqi, Aminaa</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bashir, Muhammad</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saenz, Rebecca</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See other side →
Transfer Form – Due to GME by 12/13/2018

Interdepartmental House Staff (Residents/Fellows) Transfer Form

Instructions:
Use this form if house staff is transferring into or out of your program to another Stanford program.

1. Please complete, obtain the necessary signatures and email your completed pdf form to Mitra Haddad
   mhaddad@stanfordhealthcare.org by 12/13/18.

2. Changes after 12/13/18 must be submitted to Mitra by using the previously submitted form with changes highlighted,
   re-signed & newly dated.

3. If transferring from Stanford Health Care/GME to Stanford University/Office of Postdoctoral Affairs, indicate
   Postdoc/OPA.
   A Postdoc Appointment Checklist must be submitted in addition to this form to Mitra by 6/1/19.

Thank you for your time & cooperation. For questions & recommendations, contact Mitra Haddad.

House Staff Name

Employee ID # (5 digit # found in MedHub)

Program Name - Current

Current PGY Level

Program Name for 2019-2020

PSY Level on 2019-2020

- Program start date: □ 7/1/2019 □ 8/1/2019 □ 1/1/2020

- 2019-2020 appointment is with Stanford University/Office of Postdoctoral Affairs: □ Yes □ No

If yes, program is aware to submit Postdoc Appointment Checklist materials to Mitra by June 1, 2019.

Program Approvals:

Program Director Name

Department Chair Name

Program Director Signature (electronic signatures are not acceptable)

Department Chair Signature (electronic signatures are not acceptable)

Date PD Signed

Date Department Chair Signed

Program Coordinator Name

Program Coordinator phone

Program Coordinator email

Stanford Graduate Medical Education, 300 Pasteur Drive, Room HC435, Stanford, CA 94305, MC5207
Phone: (650) 723-5948, Fax: (650) 723-3045, gme.stanford.edu
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Abbrv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergy</td>
<td>ALLE</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>ANES</td>
</tr>
<tr>
<td>Anesthesiology - Cardiac Anesthesia</td>
<td>ANES-CA</td>
</tr>
<tr>
<td>Anesthesiology - Critical Care Anesthesia</td>
<td>ANES-CC</td>
</tr>
<tr>
<td>Anesthesiology - Non AGSME</td>
<td>ANES-NonAGSME</td>
</tr>
<tr>
<td>Advanced Clinical Anesthesia</td>
<td>AC-ANESTH</td>
</tr>
<tr>
<td>Anesthesiology - Pediatric Anesthesia</td>
<td>ANES-PEDS</td>
</tr>
<tr>
<td>Anesthesiology - Regional Anesthesia</td>
<td>REG-ANESTH</td>
</tr>
<tr>
<td>Biomedical Ethics</td>
<td>BIME</td>
</tr>
<tr>
<td>Dermatology</td>
<td>DERM</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>EM</td>
</tr>
<tr>
<td>Emergency Medicine - Adult Congenital Heart Disease</td>
<td>EM-MED-AHF</td>
</tr>
<tr>
<td>Emergency Medicine - Failure &amp; Transplant Cardiology</td>
<td>EM-MED-TC</td>
</tr>
<tr>
<td>Electrophysiology</td>
<td>MED-CELECT</td>
</tr>
<tr>
<td>Endocrinology</td>
<td>MED-ENDMET</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>FMED</td>
</tr>
<tr>
<td>Family Medicine - Cardiology</td>
<td>FMED-CARD</td>
</tr>
<tr>
<td>Family Medicine - Critical Care</td>
<td>FMED-CC</td>
</tr>
<tr>
<td>Family Medicine - Transplant</td>
<td>FMED-GASTRO</td>
</tr>
<tr>
<td>Geriatric Medicine</td>
<td>GERIATRIC</td>
</tr>
<tr>
<td>Hematology</td>
<td>MED-HEM</td>
</tr>
<tr>
<td>Hospice and Palliative Medicine</td>
<td>MED-HPM</td>
</tr>
<tr>
<td>Infectious Medicine</td>
<td>MED-ID</td>
</tr>
<tr>
<td>Interventional Radiology</td>
<td>MED-IOC</td>
</tr>
</tbody>
</table>
Questions?