Agenda

- CLER – THANK YOU ALL!!
- Medical License CA
- MedHub Prepopulated Hours
- Program Director Retreat
- Milestone Reporting
- ACGME Surveys
- Coordinator’s Travel Fund
- GME House Staff Survey
THANK YOU for all your help!
New California Physician License Requirements

- Senate Bill 798 effective 1/1/2020
- MD applicants must complete 3 years of ACGME before obtaining a full unrestricted license
- US or international medical school graduates
- Training must include 4 months of general medicine (pediatrics, Ob/Gyn, family medicine, etc.)
- Must complete 24 consecutive months of training in the same program
2020 Changes to CA MD Licensing

- All residents must obtain a Postgraduate Training License (PTL) to participate in ACGME training in CA.
- Must be obtained within 180 days after enrollment in the program.
- Does not need renewal.
- For unlicensed residents currently in Ca programs-must have the PTL by June 30, 2020.
What medical schools are acceptable?

To be eligible for licensure in California, you must have received all of your medical school education from and graduated from a:

- U.S. or Canadian medical school accredited by the Liaison Committee for Medical Education (LCME), the Committee on Accreditation of Canadian Medical Schools; or

- The foreign medical school which has been evaluated by the Educational Commission for Foreign Medical Graduates (ECFMG), the foreign medical school is listed on the World Federation for Medical Education (WFME), the Foundation for Advancement of International Medical Education and Research (FAIMER) World Directory of Medical Schools joint directory, or the World Directory of Medical Schools; or

- A foreign medical school that has been approved by the Medical Board of California (Board).
Cost of the Training License

- There are two fees involved in the licensing process. The first fee is the application fee, which is $491 and includes the $49 non-refundable fingerprint processing fee.
Postgraduate Training License (PTL) Checklist

- Can apply online
  - PTL1-5 application—all 5 pages (can be completed online: https://www.mbc.ca.gov/Forms/)
  - Have application notarized (GME has free notary service)
  - Application fee which includes the fingerprinting fee (can be paid online but be sure to obtain a receipt)
  - Live Scan fingerprinting form or cards (from the MBC website). Must be mailed to MBC
  - USMLE (or Canadian LMCC) scores. (Parts 1 and 2)
  - ECFMG Certification status (IMGs only)
  - Certificate of Medical Education (Form Med-sent directly from the Medical School)
  - Official Medical School Transcript (sent directly from the Medical School)
  - Certified Medical School Diploma (sent directly from the Medical School)
  - Certification of any previous ACGME training (Form PTA-PTB) (example internship from out of CA)
  - Postgraduate Training License Enrollment Form (Form EF) (sent directly from the program to MBC)
Timeline of activities (Form TOA) – if applicant graduated from medical school more than 6 months prior

Explanation of Application Question (Form EXP) – used to provide detailed explanations of any questions on the application

License verification - official verification of any MD licenses. Sent directly from the licensing agencies to MBC. Verification of other training licenses is NOT required.
Program Requirements

- MBC must be notified within 30 days of the following (FormPSU1-PSU2):
  - Transfers to other CA residencies
  - Terminations
  - Resignations
  - Leaves of absence
Process

- Incoming interns and residents who have not completed 3 years of ACGME training must – as soon as they receive a contract from SHC
  - Apply for the PTL on line (https://www.mbc.ca.gov/Forms/)
  - Have the application notarized (GME will do this for free but does not reimburse for outside notaries)
  - Download the LiveScan fingerprint forms or cards. Complete and mail to MBC.
  - Keep receipts for MBC application, fingerprinting fee, and Notary services.
  - GME will reimburse after the start of internship/residency after receipts are presented.

- PTL must be received within 180 of start of ACGME training.
MedHub Prepopulated Hours

- GME will remove the feature of “prepopulate work hours” from program’s page starting Jan 11 (Saturday).

- All trainees will must log work hours.
Program Director Retreat

- January 27\textsuperscript{th} (Monday) 8am – 12 pm at Assembly Hall in 500P

- Speakers:
  - Kelly Skeff, MD PhD (Professor in Medicine)
  - Nicole Ofiesh, PhD (Executive Director of Stanford Schwab Learning Center)

- Theme: Diversity of Learning in Graduate Medical Education
Milestone Reporting

- CCC and semi-evaluation should be completed by now
- Report milestone ratings of all trainees to ACGME by Jan 10.
ACGME Surveys

3 cohorts:

- **1/13-2/16**

<table>
<thead>
<tr>
<th>Field</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult cardiothoracic anesthesiology</td>
<td>Maternal-fetal medicine</td>
</tr>
<tr>
<td>Allergy and immunology</td>
<td>Medical biochemical genetics</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>Medical genetics and genomics</td>
</tr>
<tr>
<td>Child neurology</td>
<td>Molecular genetic pathology (multidisciplinary)</td>
</tr>
<tr>
<td>Clinical neurophysiology</td>
<td>Neurology</td>
</tr>
<tr>
<td>Critical care medicine (Anesthesiology)</td>
<td>Neuromuscular medicine (Neurology)</td>
</tr>
<tr>
<td>Dermatology</td>
<td>Neurology</td>
</tr>
<tr>
<td>Dermatopathology (multidisciplinary)</td>
<td>Obstetric anesthesiology</td>
</tr>
<tr>
<td>Emergency medical services</td>
<td>Obstetrics and gynecology</td>
</tr>
<tr>
<td>Emergency medicine</td>
<td>Otolaryngology - Head and Neck Surgery</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>Pediatric anesthesiology</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>Pediatric emergency medicine (Emergency medicine)</td>
</tr>
<tr>
<td>Family medicine</td>
<td>Pediatric otolaryngology</td>
</tr>
<tr>
<td>Gynecologic oncology</td>
<td>Plastic Surgery - Integrated</td>
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<tr>
<td>Hand surgery (Plastic surgery)</td>
<td>Regional anesthesiology and acute pain medicine</td>
</tr>
<tr>
<td>Hospice and palliative medicine (multidisciplinary)</td>
<td>Reproductive endocrinology and infertility</td>
</tr>
<tr>
<td>Interventional radiology - integrated</td>
<td>Sports medicine (Family medicine)</td>
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<tr>
<td></td>
<td>Vascular neurology</td>
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</tbody>
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- **2/10-3/15**
- **3/9-4/12**
Coordinator’s Travel Fund for ACGME Conference

- Call for applications for the 2020 Stanford GME Coordinator’s Travel Fund for the ACGME Conference

- One funding recipient, $1500

- Eligibility:
  - Must be able to attend the ACGME Conference in San Diego, CA Feb 27-29
  - Has been a program coordinator for a residency or a fellowship program for at least 2 years
  - Has never attended the ACGME conference
  - Willing to share what was learned to the group by giving a 15-minute presentation at the March 12th Coordinator Meeting
GME House Staff Survey

- Oct 24 – Dec 2
- 674 out of 1410 responded (48%)
- Reports generated for 41 programs
  - Sent to Program Directors and Program Coordinators
  - Uploaded in MedHub → Program Accreditation → APE → under “File Attachments”
- Poster of the institutional report was presented at the December’s house staff breakfast session and is displayed in GME lounge
<table>
<thead>
<tr>
<th>Question</th>
<th>2019-2020</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how satisfied are you with the training you have received in your current program at Stanford?</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>I would recommend my training program here at Stanford to others.</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>I have an adequate amount of &quot;protected time&quot; to focus on my educational needs.</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>My program appropriately balances the need to fulfill service obligations with clinical education.</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>My program is organized to meet my educational needs.</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>The variety of patients I see is sufficient for meeting my educational needs.</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>My overall patient load for meeting my educational needs is:</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>My program prepares me to manage patient's behavioral health issues (e.g., mental health issues, chronic disease management etc.).</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Faculty are successful teachers.</td>
<td>69%</td>
<td>60%</td>
</tr>
<tr>
<td>Faculty spend sufficient time supervising the trainees in the program.</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>I can ask questions to program faculty on a regular basis.</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>I can be open and honest with my program faculty.</td>
<td>87%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Institutional Report: Education 2

<table>
<thead>
<tr>
<th>Question</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your own definition of burnout and select the option best describing your current state</td>
<td>68%</td>
<td>23%</td>
</tr>
<tr>
<td>Have you personally been mistreated in your Stanford residency/fellowship training?</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Have you had an opportunity to participate in any projects related to QI during your current training at Stanford?</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Will you have the opportunity to participate in any projects related to QI during your current training at Stanford?</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Institutional Report: Feedback

<table>
<thead>
<tr>
<th>Feedback Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful Feedback</td>
<td>75%</td>
</tr>
<tr>
<td>Timely Feedback</td>
<td>69%</td>
</tr>
<tr>
<td>Case-based Feedback</td>
<td>67%</td>
</tr>
<tr>
<td>Feedback Based on a Specific Skill, Knowledge or Attitude</td>
<td>73%</td>
</tr>
<tr>
<td>Informative Feedback in Terms of What Was Done Well</td>
<td>77%</td>
</tr>
<tr>
<td>Informative Feedback in Terms of What Can Be Improved</td>
<td>69%</td>
</tr>
<tr>
<td>Feedback With Actionable Suggestions</td>
<td>63%</td>
</tr>
</tbody>
</table>

The feedback I received from my attendings during clinical encounters and debriefs in the past 6 months were in general...
Institutional Report: Mentorship

How Important is an Effective Mentorship to Your Success in the Following Area?

- Do you currently have a mentor?
  - Yes: 17%
  - No: 83%

- Clinical Skill Enhancement
  - 12%

- Post Training Career Planning
  - 23%

- Networking to increase opportunities for professional development
  - 90%

- Sponsorship and advocacy for you during training
  - 87%

- Research productivity
  - 85%

- Mentoring on handling sensitive or challenging situations
  - 69%
GME House Staff Survey – Next Step

- An early warning system
- Share with your trainees
- Identify weak areas and generate an improvement plan … and get ready for the ACGME Surveys
Questions?
Program Director Orientation

- **Current Format:**
  - Three 1-hour consecutive sessions on 3 days
  - Video recorded

- **Problems:**
  - Very low attendance
  - Overwhelming

- **Alternatives:**
  - Online learning modules?
  - An (or two) session(s) with focuses on resources and timelines?
  - Individual orientation?
  - Get oriented along the way?
  - Other ideas?