

Cardiology Program Coordinators

Update from the ACGME RC-IM

April, 2016

**James A. Arrighi, MD
Chair, RC-Internal Medicine**

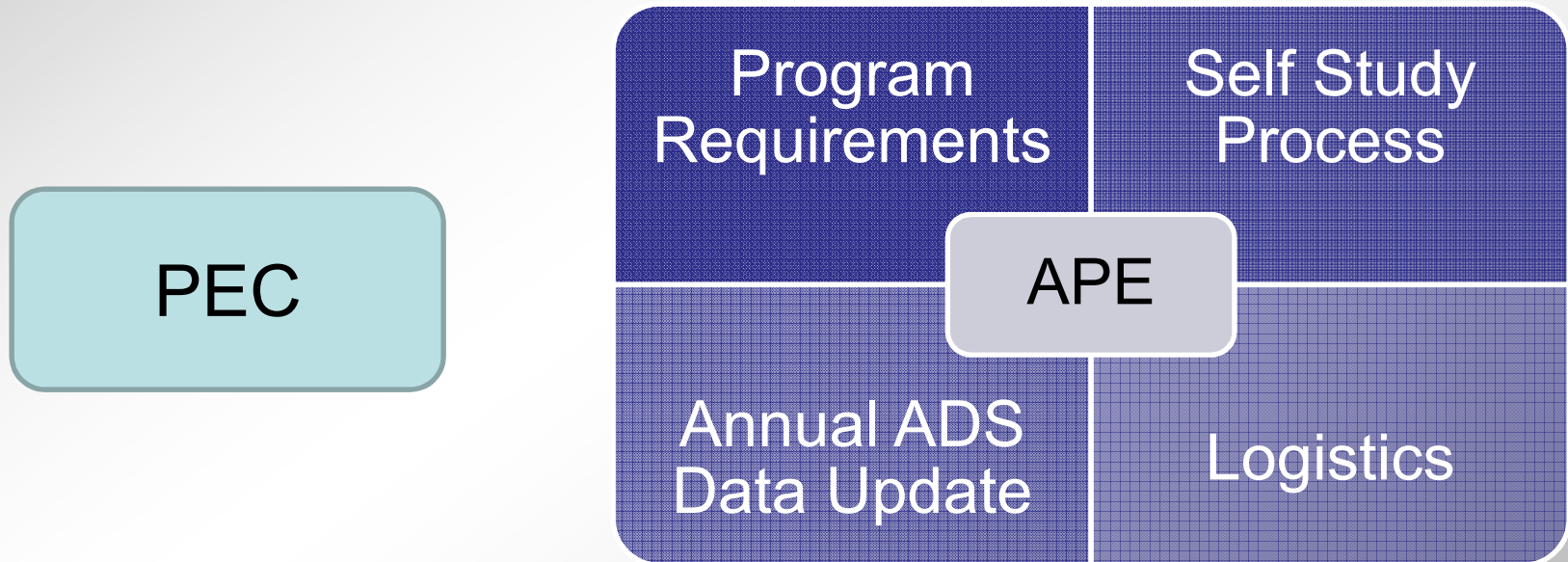


Conflict of Interest

- No conflicts to report



PEC and APE in NAS



Program Evaluation Committee

V.C.1. The program director must appoint the Program Evaluation Committee (Core)

V.C.1.a) The Program Evaluation Committee:

V.C.1.a).(1) must be composed of at least **two program faculty** members and should include at least **one resident**; (Core)

V.C.1.a).(2) must have a written description of its responsibilities; and, (Core)

Program Evaluation Committee

V.C.1.a).(3) should participate actively in:

V.C.1.a).(3).(a) planning, developing, implementing, and evaluating educational activities of the program; (Detail)

V.C.1.a).(3).(b) reviewing and making recommendations for revision of competency-based curriculum goals and objectives; (Detail)

V.C.1.a).(3).(c) addressing areas of non-compliance with ACGME standards; and, (Detail)

V.C.1.a).(3).(d) reviewing the program annually using evaluations of faculty, residents, and others, as specified below. (Detail)

ACGME Common Program Requirements

Approved: February 7, 2012; Effective: July 1, 2013

Approved focused revision: June 9, 2013; Effective: July 1, 2013



Program Evaluation Committee

V.C.2. The program, through the PEC, must document formal, systematic **evaluation** of the curriculum at least **annually**, and is responsible for rendering a written and **Annual Program Evaluation**. (Core)

Details of PEC Function

- There are no requirements on how the PEC should carry out its duties (once, regular meetings, “split” meetings)
- No requirements on “division of labor” for evaluations, improvement plans
- The work of the PEC can go beyond meeting minimum standards
- No requirements on time of year; most done at end of AY



PEC: Composition

Unofficial Tips

- Consider the elements of diversity and representation
 - Subspecialty
 - Participating sites
 - Academic rank and seniority
 - Cultural diversity
- Be pragmatic (= a functional committee)
- Look for volunteers

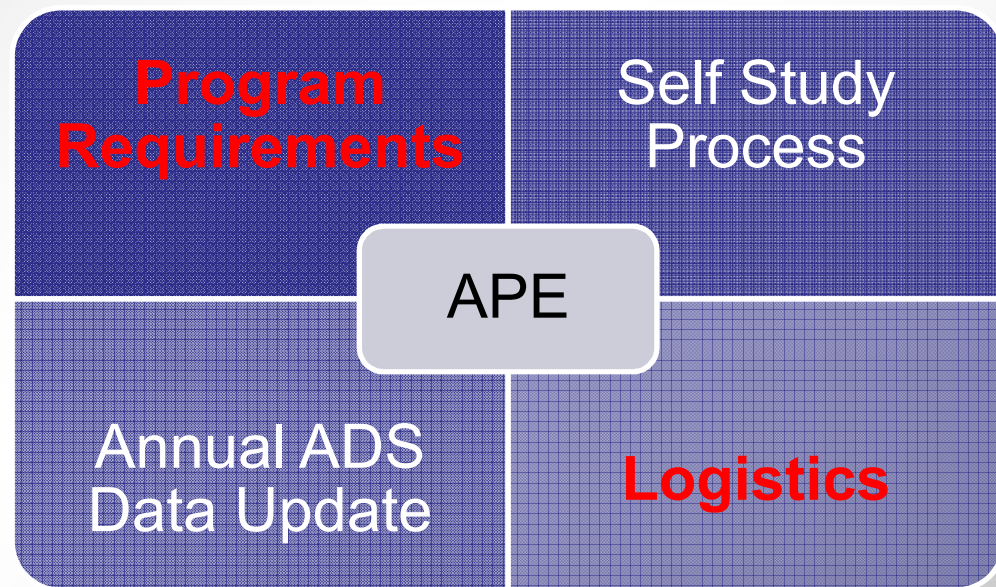
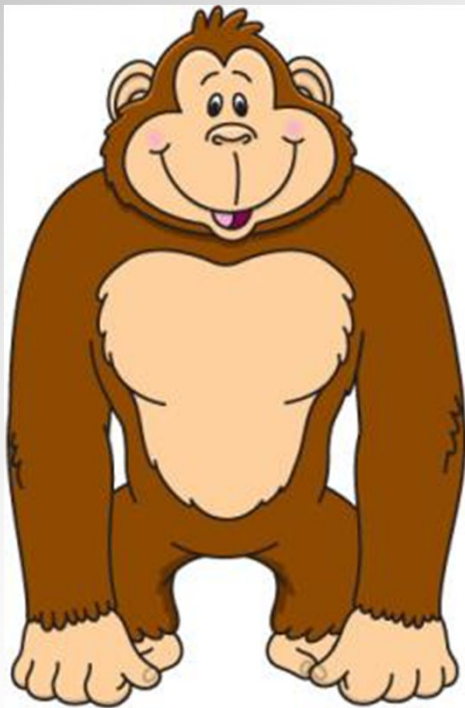


Summary

- You should review your program annually, and document such
- You cannot and should not attempt to do all this work yourself
 - Create committee
- Call the committee the “Program Evaluation Committee”
- None of these concepts is a new thing to PD’s or almost all programs



The APE



Major Elements of APE

(Core Program Requirements)

- Resident performance
 - Faculty evals, case logs, in service exams, scholarly activity, etc.
- Faculty development
 - Online, departmental, institutional, regional/national; topics covered
- Graduate performance
 - Board performance, graduate placement, surveys
- Program quality
 - Program evaluations from faculty and residents, recruitment, accreditation status, ACGME survey, institutional data and reviews



Major Elements of APE

(Core Program Requirements)

- Written action plan
 - Areas for improvement in key areas
 - Preferably with specific goals, follow up
- Progress on previous year's action plan
 - What was done?
 - What will be tabled or redirected?
- Action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes. (Detail)



Annual Program Evaluation

Related or Recommended Components

- CLER Site Visit Report
- All ACGME communications
- Action plans: based on fact
 - Ownership
 - Timeline
- Monitor progress
 - Who is responsible
 - If there is no progress – why?



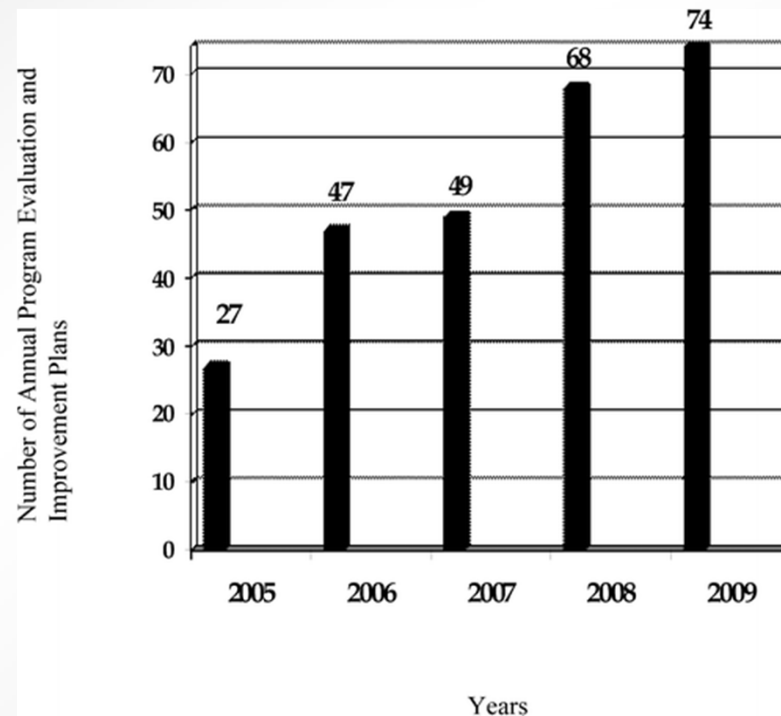
Details of Program Evaluation Process

V.C.2.d).(1) Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually, and (Detail)

V.C.2.d).(2) The program must use the results of residents' and faculty members' assessments of the program together with other program evaluation results to improve the program. (Detail)

Practical Considerations: Local GME Committees

- Determine whether your institution has institutional policies, **templates**, and other resources for Annual Program Evaluation



Andolsek et al,
JGME, 2010
(Duke)



Practical Considerations: Local GME Committees

Example of
APE
“checklist”

Annual Program Evaluation (APE) Checklist			
Item	Responsibility	Source & Path	
RESIDENT PERFORMANCE			
<input type="checkbox"/> Scholarly Activity of Residents	Program	WebADS	
<input type="checkbox"/> In-Training Exam Scores*	Program	Program Coordinator	
<input type="checkbox"/> Aggregated Resident Performance Report	Program	Medhub - Resident/Faculty/Service Ranking under Evaluation Re	
<input type="checkbox"/> Procedure Logs*	Program	Varies for each program	
<input type="checkbox"/> OSCEs (Objective Structured Clinical Examinations)*	Program	Program Coordinator	
FACULTY DEVELOPMENT			
<input type="checkbox"/> Scholarly Activity of Faculty	Program	WebADS	
<input type="checkbox"/> ABMS Certification Status	Program	Board Certification Verification Websites	
<input type="checkbox"/> Faculty Attendance in Grand Rounds & Conferences	Program	Medhub - "Reports" tab - Faculty Conference Attendance	
<input type="checkbox"/> Faculty Professional Development Courses	Program	Program Coordinator	
GRADUATE PERFORMANCE			
<input type="checkbox"/> Aggregated Board Exam Pass Rates From Each of the Past 5 Years	Program	Program Coordinator/Program Director	
<input type="checkbox"/> Alumni Survey*	Program	Program Coordinator/Program Director	
<input type="checkbox"/> Graduate Placement	Program	Program Coordinator/Program Director	
PROGRAM QUALITY			
<input type="checkbox"/> 2013-2014 Action Plan	Program	Program Coordinator/PEC	
<input type="checkbox"/> 2015 Annual Evaluation of Program by Residents/Fellows	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> 2015 Annual Evaluation of Program by Faculty	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> 2014-2015 GME House Staff Survey	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> 2015 Trend Analysis*	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> 2014 ACGME Faculty and Resident Surveys*	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> ACGME Letters of Notification and ACGME citations	GME	Medhub - "Program Accreditation" under "Site Management" in "myHome" - "Annual Prog	
<input type="checkbox"/> Overview of the Curriculum and Rotations	Program	Medhub - "Curriculum Objectives/Goals" under "Portal Managem	
<input type="checkbox"/> Exit Summative Evaluation/Interview*	Program	Program Records	
* Items in blue are included if applicable for each specific program.			

Practical Considerations: Look to the Literature

RIP OUT

The Year is Over, Now What? The Annual Program Evaluation

Deborah Simpson, PhD
Monica Lypson, MD, MHPE

The Challenge

Continuous improvement of graduate medical education programs is the objective of the Common Program Requirement¹ for an annual program evaluation. Although guidelines outlining the who, what, and how for the evaluation are included in the Common Program Requirements, there appears to be a lack of clarity about the expectations for a thorough evaluation as "Evaluation of Program" is one of the most common citations by

RIP OUT ACTION ITEMS

The Plan-Do-Study-Act Program Evaluation Cycle:

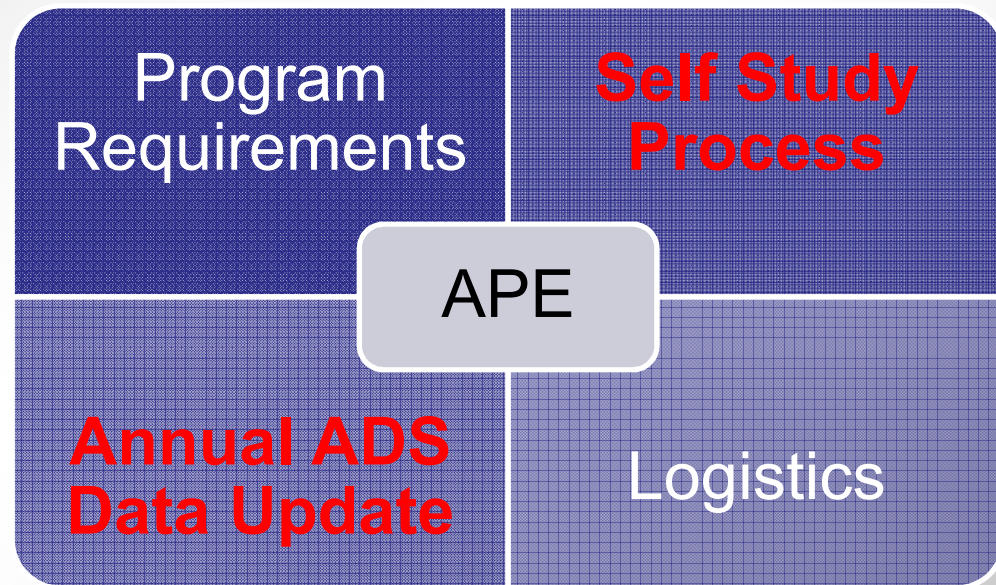
1. PLAN:

A. Identify problem areas noted by external

Common Requirements	Existing Evaluation Information by Source						
	Prior ACGME Citations/Internal Review Recommendations	Resident Feedback	Faculty and Other Stakeholder Feedback	Frequency of Data Collection, No./y	Written Documentation	Gaps	Action Plan in Place
1. Curriculum							
1.1 Rotation		✓		5	✓		
1.2 M&M		✓	✓	12	✓		
1.3 Core curriculum		✓		3	✓	✓	✓
1.4 Etc							
2. Residents' and graduates' performance							
2.1 In-service examinations		✓		1	✓		
2.2 Rotation assessments			✓	5	✓		
2.3 Advisor assessments			✓	2			
2.4 OSCEs/ simulations			✓	1			
2.5 Resident self-assessment						✓	✓
2.6 Certifying boards							

JGME, 2011

The APE



ADS: It's Important!!!

The program director must:

II.A.4.g) prepare and submit all information required and requested by the ACGME; (Core)

II.A.4.g).(1) This includes but is not limited to the program application forms and annual program resident updates to the ADS, and ensure that the information submitted is accurate and complete. (Core)



ADS Update: The Official Stuff

- Email will be sent with window open/close dates
 - Core Residencies: August –September
 - **Subspecialty programs: September – October**
- Required Information:
 - Duty Hour/Learning Environment/Evaluation Responses
 - **Major Changes**
 - **Responses to Citations**
 - Resident/Faculty Rosters
 - Resident/Faculty Scholarship (for **previous** year)
 - Sites (and Block Diagram)
- Scholarship data entry is for for *last year's* productivity. (See FAQ for more detail)
- **“Omission of Data” is a data point.**



ADS Update: The Unofficial Stuff

- You may edit most information (not rosters) anytime
- May – August time frame (after your APE), it may be prudent to:
 - Review ADS data
 - Respond to citations, informed by APE process
 - Consider brief summary of program improvement plans in “Major Changes” section, informed by APE, AFI’s

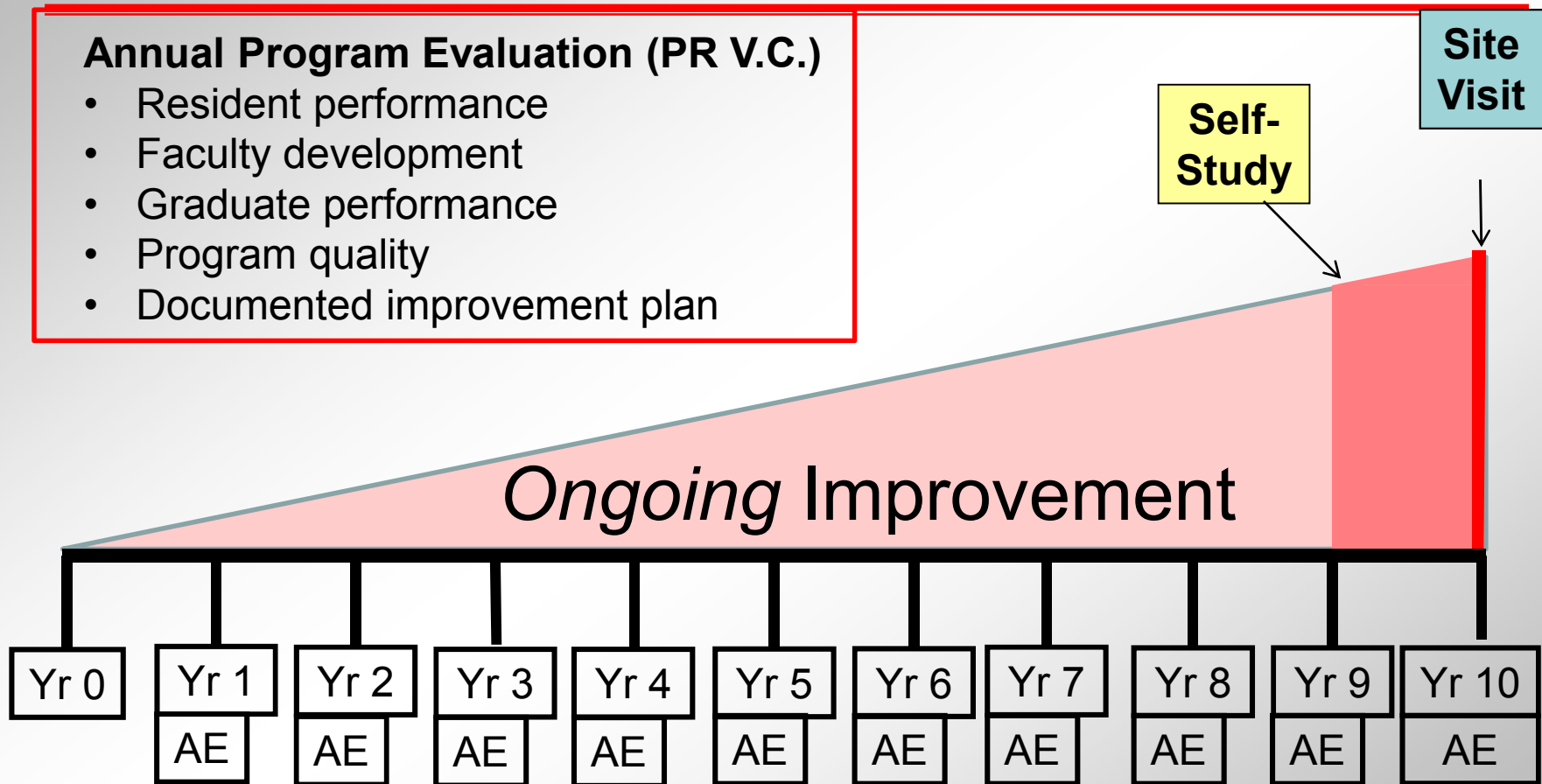


*Your last love letter to
RRC before new
review cycle!*



APE to Self Study:

Part of the Process of Ongoing Program Improvement



AE: Annual Program Evaluation



APE to Self Study

Tracking Action Plans Longitudinally

Suggested Annual Program Evaluation Action Plan and Follow-up Template

Use this template for tracking areas for improvement from the Annual Program Evaluations across multiple years. The intent is to create a summary of improvements achieved, and a working list of areas that are still in need of attention. The template is suggested and you may adapt it in any way you find useful to facilitate program improvement. You also may use attachments or appendices if additional detail is relevant to tracking a given issue. *(Note: This form should NOT be shared with the Review Committee or with ACGME site visitors during accreditation site visits).*

	Areas for Improvement (AY 2014-15)	Intervention	Date instituted/Individual responsible	Expected Resolution (outcome measures and date)	Status (resolved, partially resolved and detail, not resolved and date)
1					
2					
3					
....					
	Areas for Improvement (AY 2015-16)	Intervention	Date instituted/Individual responsible	Expected Resolution (outcome measures and date)	Status (resolved, partially resolved and detail, not resolved and date)
1					

ACGME Template



APE to Self Study

Tracking Action Plans Longitudinally

Annual Program Evaluation Improvement Plan and Follow-up Tracking Document

PROGRAM NAME: Pediatrics

Instructions: Use this form for tracking areas for improvement from the Annual Program Evaluations across multiple years. The intent is to create a summary of improvements achieved, and a working list of areas that are still in need of attention. *Indicate APE Category for each improvement: RP = Resident Performance, FD = Faculty Development, GP=Graduate Performance, PQ = Program Quality*

2014-15	2014-15 Areas for Improvement (add more rows as needed)	Indicate APE Cat.: RP, FD, GP, PQ	Intervention/Initiative	Date instituted/ Individual(s) responsible	Expected Resolution (outcome measures and date)	Status • Resolved • Partially Resolved • Not Resolved (provide details and dates to be resolved)
1	Increase faculty number of faculty members	PQ	<ul style="list-style-type: none"> The PD will work with the department Chairperson to develop a strategic plan to 1. Increase core faculty (recommend at least 2) and 2. Increase engagement of adjunct faculty and post a position for 4th year Chief 	Chairperson Senior Administrator Program Director	Addition of faculty and a 4 th year chief resident (faculty member)	NR This is a complex issue and the program has not determined optimal number of core faculty and optimal engagement of adjunct faculty. However faculty still report risk of burnout. This will remain an active issue
2	Increase faculty scholarly activity and participation in resident educational sessions	FD	<ul style="list-style-type: none"> The department needs to allot resource to accomplish increase scholarly productivity of faculty members 	Chairperson Senior Administrator Program Director	Increase faculty publications	PR This is an ongoing issue that extends beyond the scope of the program. We will continue to work with the department leadership to improve
3	Increase Board Rates	RP	<ul style="list-style-type: none"> We already have in place a very robust board improvement plan, which we monitor closely (mini ITEs on a quarterly basis) by faculty and residents. Discussed with residents 2-4 times per year. We also monitor very closely our recruitment strategy 	All PDs, faculty and residents	Most resident hitting monthly ITE targets. We have seen significant improvements in mini ITEs since going to monthly mini ITEs	NR Although trending in the right direction, Board pass rates are over the past 5 years, it will take time to resolve.

Example 1



APE to Self Study

Tracking Action Plans Longitudinally

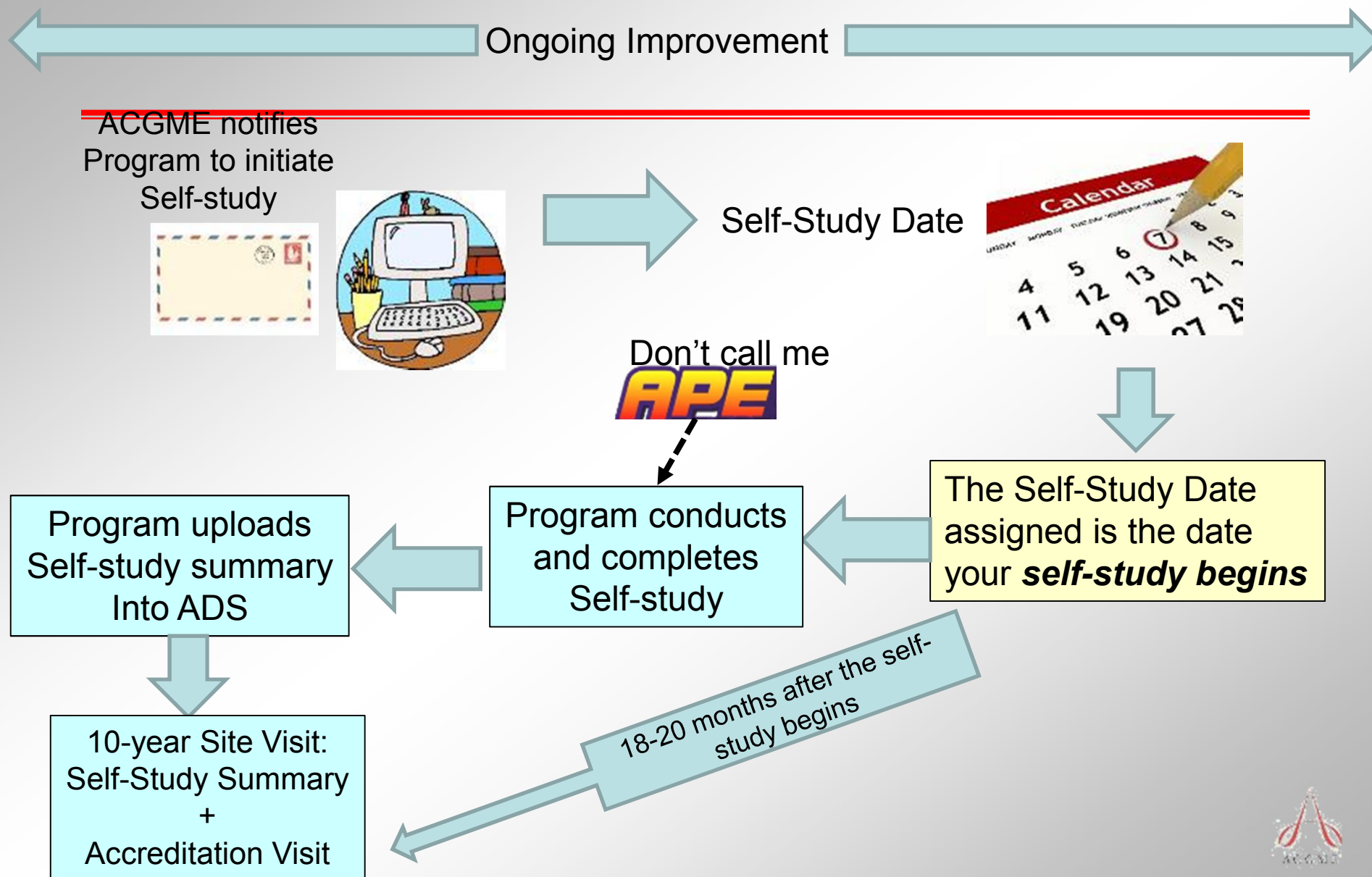
Year	Goal	Plan	What was accomplished?	Aligns with Which Aim?
AY15	Improve procedure skills	We will encourage the fellows to document all procedures, and monitor every 6 months to be sure they are meeting goals.	Procedure logs reviewed at semi-annual meetings; need to establish goals	Aim 1: Procedures
AY15	Get more evaluation data	Will send evaluations after each service month. Will also develop plan for collection of 360 evals.	Sending evals after each month; no 360s yet	Aim 1: Evaluation
AY15	Develop CCC	We will establish the Clinical Competence Committee for the Fellowship. We will have faculty complete the evaluations this fall in anticipation of the report to the ACGME that is due in January.	CCC established	Aim 5: Program Administration
AY15	Support fellow research	We will continue to support research of the fellows through regular meetings of the Scholarly Oversight Committees.	Doing this	Aim 2: Mentoring, Scholarly Activities
AY15	Improve board pass rate	Continue to support fellow attendance at the NeopREP course.	Division has agreed to fund for current residents	Aim 1: Board Pass Rate
AY15	Improve board pass rate	Ensure review of all core topics throughout fellowship, using the content specifications as a guide.	Not implemented formally	Aim 1: Board Pass Rate
AY15	Cover ABPs Scholarly Activities content	Ensure adequate review of Scholarly Activities topics by means of the monthly departmental Fellow Conference.	John and Caroline are ensuring that the core topics are covered	Aim 2: Scholarly Activities
AY15	Provide clinical support for fellows	Appoint clinical mentors for each fellow.	Discussed but not implemented	Aim 1: Mentoring
AY15	Appoint AFD from neonatology	Over this next year, identify someone to serve as associate fellowship director.	Lydia appointed as AFD	Aim 5: Program Administration
AY15	Clarify roles for fellows	Develop policies and procedures for the roles of the fellows, particularly at deliveries, with procedures, and generally caring for	Discussed	Aim 3: Curriculum

Example 2

<http://www.acgme.org/acgmeweb/tabid/473/ProgramandInstitutionalAccreditation/Self-Study.aspx>



Self-Study Timeline



Summary of PEC-APE Slides

- Program evaluation requirements are not new
- Program requirements allow considerable flexibility in operationalizing the process
- The program evaluation process is based on a 10 year cycle
 - Longitudinal tracking of program improvement activities is a new focus
- Know what are the expectations and resources of your local GME Committee
- Look to colleagues and literature for ideas

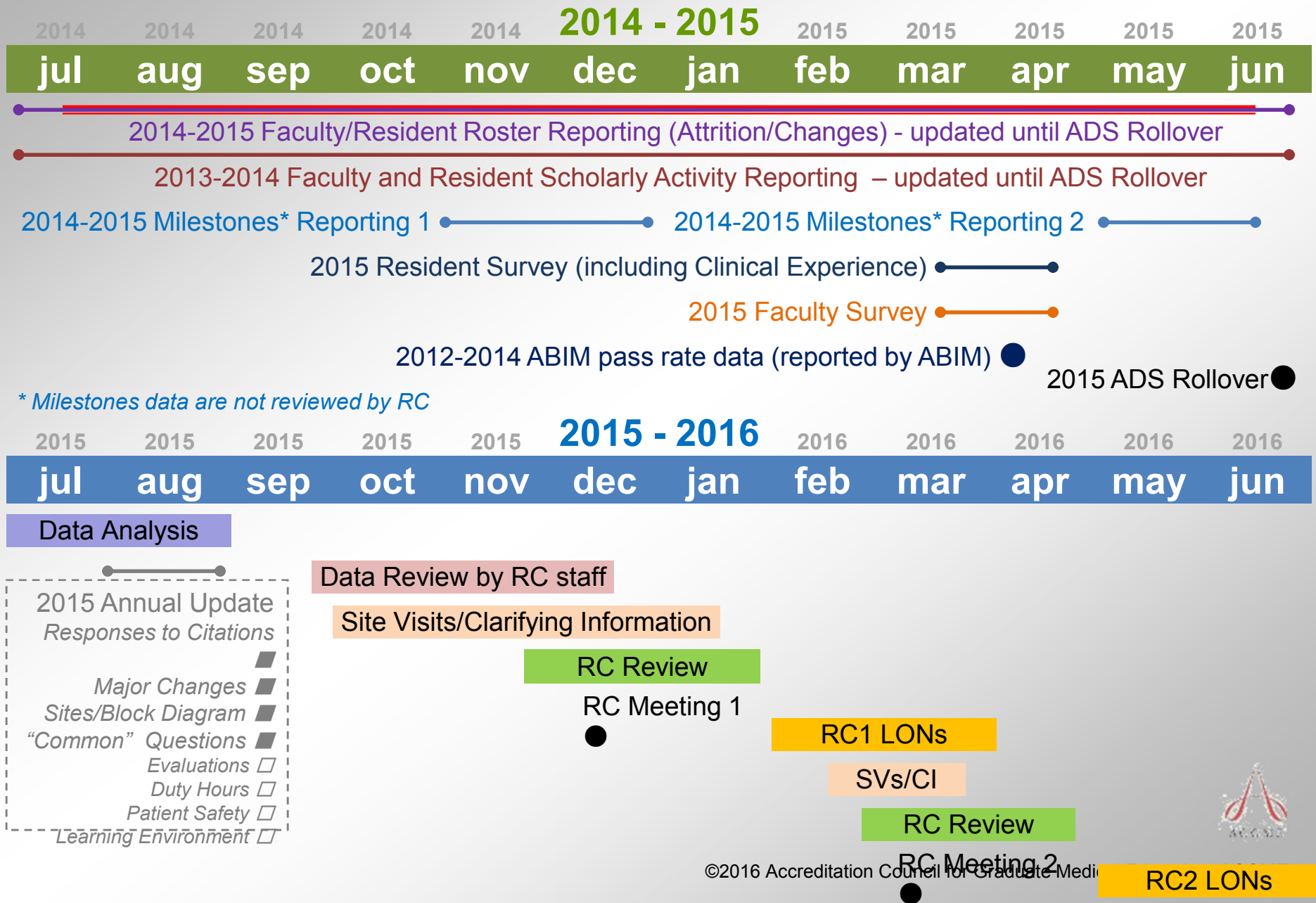


Next...

-
- Series of slides on various accreditation topics to stimulate discussion and questions
 - Annual cycle of data flow
 - What might trigger a review
 - AFI's
 - Self-study process
 - Innovation



Annual Data: Reported vs. Reviewed



Annual Data Issues →

Further
Review

QUESTION #1: Are flags real?

- ***Which*** data elements were flagged?
(Not all data elements have same weight/importance)
- ***How many*** elements were flagged?
- Are there ***trends***?
 - *Has RC cited program for this issue in the past?*
 - *Are other data elements corroborating?*

If reviewer believes the signal is real...

QUESTION #2: Is more information (clarifying information or site visit) necessary?



Scenario 1

ABIM American Board

Resident Survey

What year are you in the program?

Year	Pass Rate
Year 1	44.2%
Year 2	30.8%
Year 3	25.0%

ACGME Accreditation Council for Graduate Medical Education

Site Visit Report

March, 2012

Duty Hours AFIs

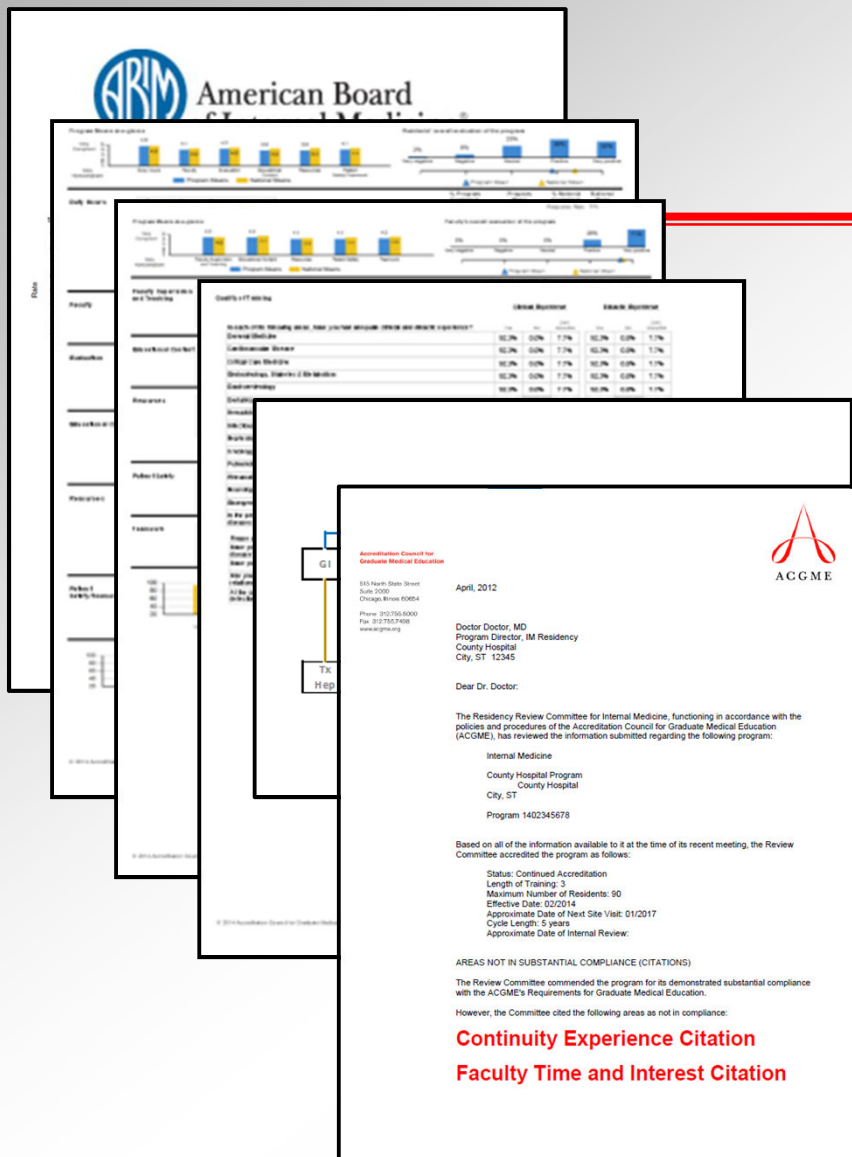
Site visit requested!

- ABIM Pass Rate
- Resident Survey
- Clinical Experience
- Pre-NAS DH Citations
- NAS Y1 DH AFIs

Site visit
requested!



Scenario 2



- ABIM Pass Rate
- ~~Resident Survey~~
- Faculty Survey
- Clinical Experience
- Subspecialty Performance
- Pre-NAS Citations
 - Continuity Experience
 - Faculty Time and Interest
- NAS YR1, no citations/AFIs

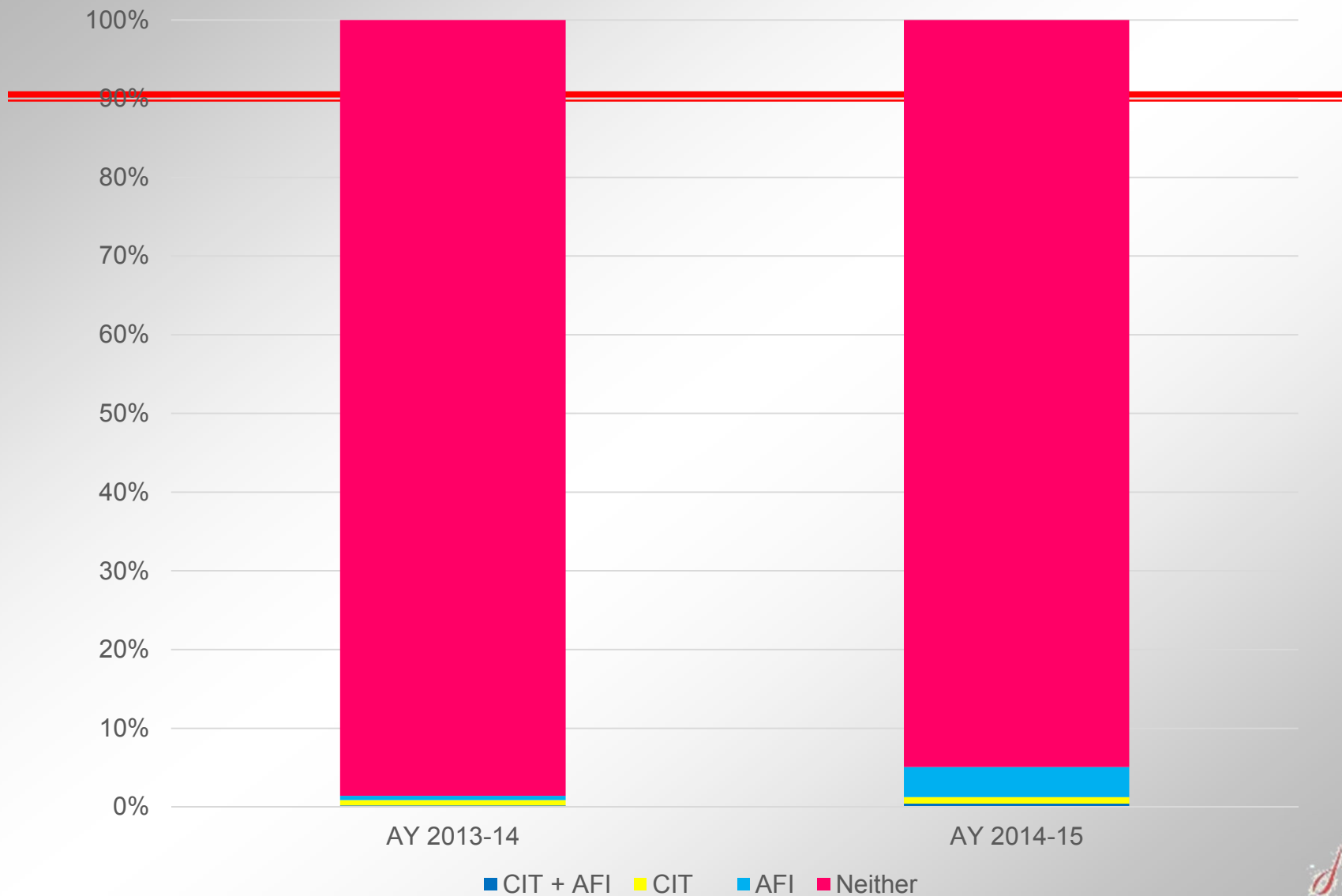
Site visit
requested!

RC-Identified “Areas for Improvement”

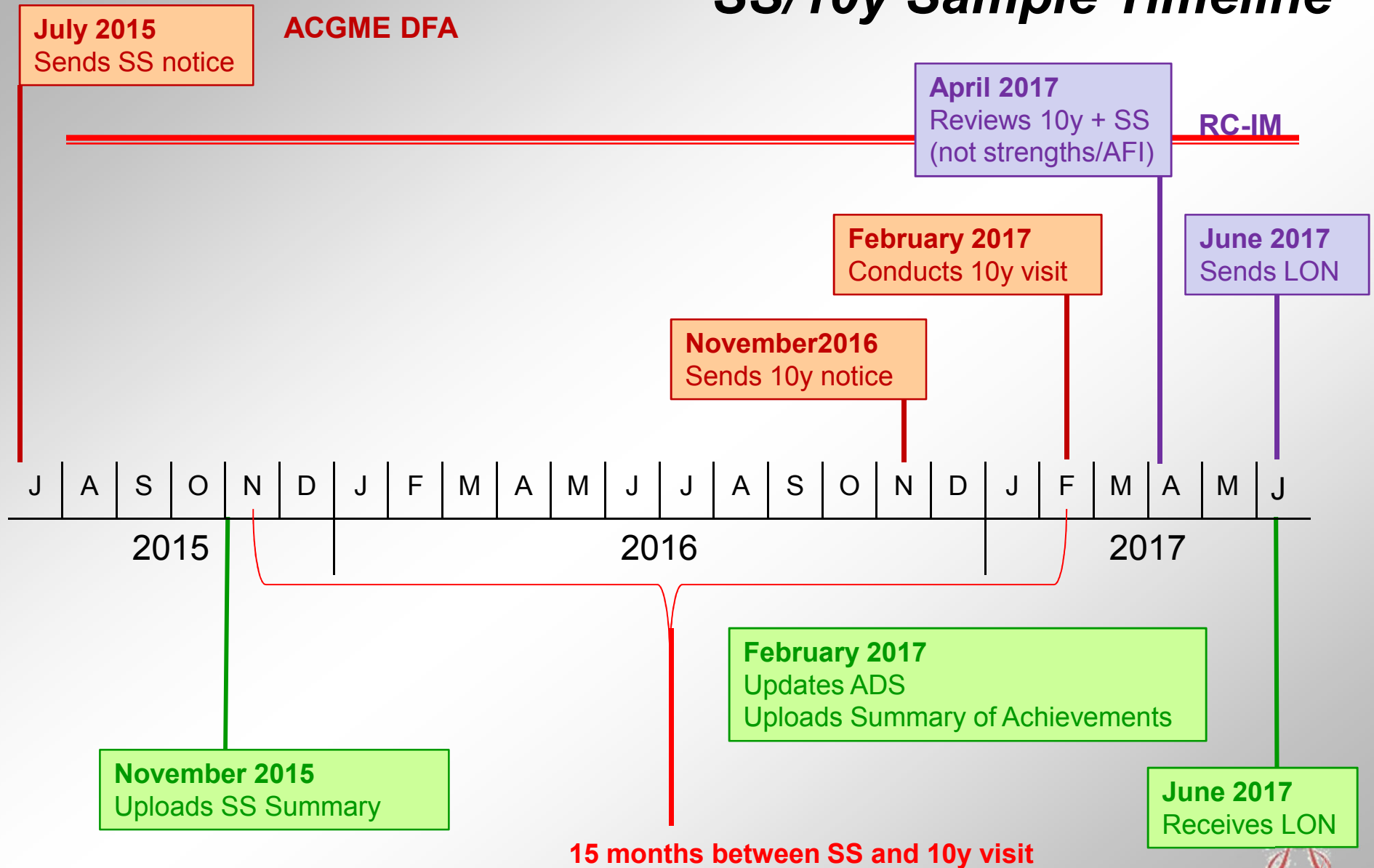
- **AFI = concerning area on review of annual data or site visit.**
 - **Why AFI? No trend, lesser “magnitude” signal**
 - **Unlike citations, AFIs do not require specific response in ADS.**
- **The RC assumes the program and institution has been and will be addressing such concerns, and they will only draw scrutiny if the trend continues**
 - ***if they are again indicated as potential areas of noncompliance during the following year’s annual review***



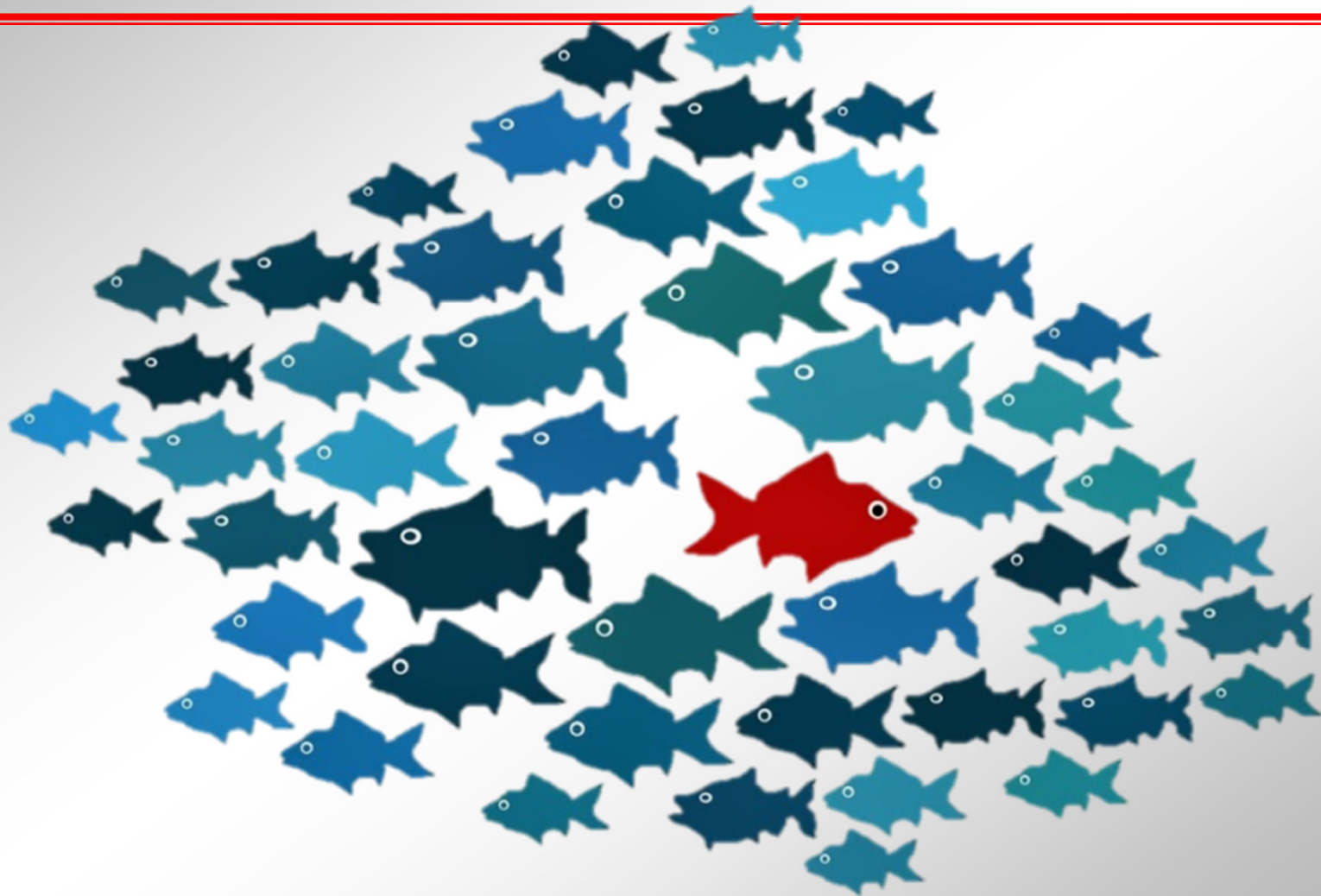
SUBs



SS/10y Sample Timeline



NAS: Encourages Innovation



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