Tools to Address the Blind Spots and Develop a Self-Study Process Customized to the Program

Presented by
Graduate Medical Education Self Study Team
Case Western Reserve University
MetroHealth Medical Center, Cleveland, OH

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Who we are

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  Senior Educator
Disclosure

The following speakers have no relevant financial relationships with commercial interests to disclose

Abdulla Ghorri, MD
Denise Lesniak, MA
Introduction

• Sources of information
• Structured, flexible
• Model for resource limited
• Different approaches
• Customizable
What we are sharing today….

- A1 Meeting 1- Week 1-Create Self Study Planning Committee
- A2 Sample Letter
- A3 SS Summary Document
- A4 SSGuidelines_ACGME
- A5 Time Line
- A6 Ground Rules and Attitudes to Understand SS Process
- A7 Introducing Self Study to Stakeholders
- A8 Stakeholders Template
What we are sharing today....

A9 Areas of SS
A10 Developing Program Aims and GUF
A11 Creating Program SWOT
A12 Guidelines for Surveys
A13 Survey Tracking Grid
A14 Guidelines for Focus Group

Concluding your Self-Study efforts:

A15 Hypothetical Milestones
A16 2017.APE.Template
Objectives

1. Identify the different steps within a Self-Study process

2. Construct a time line incorporating the steps aligned to home institution
Objectives

3. Apply field-tested practical strategies to eliminate blind spots and ease the process

4. Recognize how each step affects the next step

5. Utilize the self-study as a continuous improvement process to spring the program to the next level of excellence
Week 1

- Create Self Study Planning Committee – A1
- ACGME Self Study Letter – A 2
- Review SS Summary Document – A 3
- Review SS Guidelines from ACGME – A 4
- Review Time Line – A 5
  - Edit as needed
- Review Ground Rules and Attitudes to SS – A 6
- Review Introducing Self Study – A 7
- Review Stakeholder Template – A 8
Weeks 2-5

• Develop areas of Self-Study – A9

5 minutes

Step impacts the outcome of self-study
Exercise 1

• Read the Areas of Self-Study A 9
• Prepare your own list

3 minutes.....

• What can you add to the list …?

3 minutes
Weeks 2-5 cont’d…

- Principles for developing Aims and GUF - A10
**GUF up your AIMS**

- **G**eneric – this is stating that you want to develop your trainee into world’s best all-rounded physician in the field – basically program requirements!

- **U**nique – add what is unique about your program that most other programs do not offer – Example: dedicated embedded training in population health

- **F**uture - add one AIM that you do not currently have but would like to have in your next five years. Topics to add here are the changes happening in the horizon of GME – Examples: Inter-Professional Education embedded in programs, modified curriculum to meet future needs, etc. (Qn 6.b in Summary Document–A5)

Step impacts the outcome of self-study
Example

Aim 1: Graduating Pediatricians are capable of treating patients of all ethnicities with complex medical diseases, which requires a comprehensive evaluation and appropriate use of therapy in a cost-effective manner.
Example

Aim 2:
To graduate Pediatricians who are well versed in managing behavioral and mental health issues in childhood, including psychopharmacology by way of an embedded inter-professional education with Psychology training program.

Unique

To graduate Pediatricians capable of managing pediatric problems in a resource limited setting, provide preliminary care for subspecialty disease processes, and manage codes.

To provide experiential learning in identifying patient safety vulnerabilities and developing competence to institute sustainable system changes.
Examples

Aim 3:

Develop a modified curriculum to meet the health care model projected in 2025.
Exercise 2
Practice writing AIM(s)
10 minutes

G - Generic

U - Unique

F - Future
Exercise 3
Weeks 2-5 cont’d…

• Principles of preparing a SWOT – A 11
• Work on SWOT – 15 minutes

Step impacts the outcome of self-study
## Program Aligned Surveys

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum</td>
<td>- Residents</td>
</tr>
<tr>
<td>2. Career Preparation</td>
<td>- Faculty</td>
</tr>
<tr>
<td>3. Educational Environment</td>
<td>- Chairman</td>
</tr>
<tr>
<td>4. Faculty</td>
<td>- Nurses</td>
</tr>
<tr>
<td>5. Program Administration</td>
<td>- Administrative staff</td>
</tr>
<tr>
<td>6. Resident Assessment</td>
<td>- Resp Therapist</td>
</tr>
<tr>
<td></td>
<td>- Child Life</td>
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</tbody>
</table>
Program Aligned Surveys

Focus Area

1. Curriculum
2. Career Preparation
3. Educational Environment
4. Faculty
5. Program Administration
6. Resident Assessment

Stakeholder

- Residents
- Faculty
- Chairman
- Nurses
- Administrative staff
- Resp Therapist
- Child Life
Weeks 2-5 cont’d…

• Guidelines for Surveys – A 12
• How to create a Survey Tracking Grid – A13
Examples of Strong and Weak Questions

**Strong**

- What does effective feedback look like to you?
- What does a comprehensive curriculum include?
- What are your current wellness habits?
- How do you balance life and work responsibilities?

**Weak**

- Do you receive prompt and timely feedback?
- Do you find the curriculum comprehensive?
- On a scale of 1-10, how supported do you feel?
- Do you find that you do not have enough time for outside activities?
Exercise 4
Write one survey question for each stakeholder
10 Minutes

- Identify focus area
- Identify the stakeholder(s)
- Create your question
Week 6

- Meeting with DIO/Desigee/GME
  - Review Summary Document, identify areas of help needed
  - AIMs
  - SWOT
  - Stakeholder list
  - Survey plan
  - Your plan to take program to “next level”
  - Discuss your response to Q 6.b and 6.c in Summary Document
“Next Level”

• Status quo is insufficient
• Often misinterpreted as “change”
• Innovation is the path to the “Next Level”
• Align programs with external challenges in GME
• Next Level is the future
Week 6

• GME to send surveys
  – Program to provide email IDs
  – Program to email all survey recipients to expect the survey
  – GME Director sends surveys – anonymous but mandatory
  – List a time frame for response
  – Program an automated reminder a few days before deadline
Week 7-8

• Await survey results
• Define and build focus groups – include stakeholders
Defining Focus Group Process

What

• Forum for guided dialogue on positive/negative aspects of the program

Why

• To elicit/clarify/survey results
• To brainstorm innovative solutions to perceived weaknesses, opportunities and threats

Who

• Program Stakeholders
• Facilitator (GME personnel, outside source)
How to Conduct a Focus Group

• Follow Guidelines for Focus Groups – A14
Weeks 9-10

• Conduct Focus Group Discussions

• Video
Weeks 11-12 - analyze data

1. APE and Action Plans from the start of NAS
2. Annual ACGME accreditation letters
3. Past ACGME Resident and Faculty Surveys
4. SWOT
5. Survey information from stakeholders
6. Summary from focus group discussions

Step impacts the outcome of self-study
Week 13

• Self-Study Committee meets to redefine Program Aims

• Analogous to “Self-Discovery”
## Plot your program on Hypothetical Milestones A15

<table>
<thead>
<tr>
<th>milestone of Compliance</th>
<th>Milestones of CQI</th>
<th>Milestones of Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>Meeting ACGME program requirements</td>
<td>Conduct thorough program evaluations using SWOT</td>
<td>Conduct thorough program evaluations using SWOT</td>
</tr>
<tr>
<td>Recruiting residents or fellows</td>
<td>Appropriately implements changes</td>
<td>Appropriately implements changes</td>
</tr>
<tr>
<td>Graduating residents or fellows</td>
<td>No improvements demonstrated</td>
<td>Has demonstrated improvements</td>
</tr>
</tbody>
</table>
Weeks 14-15

- Catch-up week
- Consolidate work
Weeks 16-17

Self-Study Committee:

- Draws conclusions about the program based on analyzed data

- Finalize SWOT for Self-Study Summary Document – A3
Weeks 18-19

• Prepare Self-study Summary Document
Week 20

- Finalize Self-Study Summary – A3 for submission to ACGME

- Last day to upload Summary Document is last day of the month it is due
Action Plan – 24 mos.

- Limit the number of action plans
- MUST be linked to AIMs
- Achievement process – applying a PDSA cycle
- Include metrics
- Prove investment of stakeholders
Address the Blind Spots

Personal & Professional Work

• Educate yourself about Self-Study
• Prep stakeholders
• Collaborate with other programs undergoing self-study
Address the Blind Spots

Committee Work

• Not only for PD/PC
• Assign a committee chair
• Set weekly, standing meetings
• Delegate tasks with deadlines
• Keep minutes
• Update and remind members throughout
Address the Blind Spots

GME Work

• Align Annual Program Evaluation to Self-Study Process – A16
• Coach programs to “Next Level”
• Support programs for the futuristic Aims
Thank you

- Questions now or later on email
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