Going From Good to Better: Painless Program Improvement

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Disclosures

Drs. Ferrell and Pallant have no relevant financial relationships to disclose nor conflicts of interest to resolve.
Objectives for the Presentation

• Review ACGME Program Requirements regarding Program Evaluation and Program Improvement.

• Review models and strategies used in program evaluation

• Share examples and lessons learned
Outline

- Overview of purpose of program evaluation
- Describe current requirements
- Review potential sources of outcome
- True confessions
Why do Program Evaluation?

Survey Says.....

1. Because they said so!
2. It strengthens character and helps your program grow
3. It contributes to “buy-in” and credibility amongst stakeholders
4. It sets an example about self improvement for all
5. It may actually make things better
6. It’s the right thing to do!
It’s The Journey- Not the Destination!

- Where do I begin?
- What are the rules?
- What should I expect of myself?
- What should I expect of others?
- How might I feel about this?

Every journey begins with the first step.
Get to Know The ACGME!

Peruse the program requirements

• Common/ Institutional
• Pediatric

Learn how to use the PDF search box!
The PEC and the APE
New ACGME requirements in 2013
Program Requirement

PD Translation
What is a PEC?

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

- must be composed of at least two program faculty members and should include at least one resident; (Core)
- must have a written description of its responsibilities; (Core)

Members - minimum
- 2 faculty
- 1 resident

Documentation
- Committee charter
Duties of the PEC

- planning, developing, implementing, and evaluating educational activities of the program;
- reviewing and making recommendations for revision of competency-based curriculum goals and objectives;
- Oversee all educational activities
- Review and revise program curriculum
• addressing areas of non-compliance with ACGME standards; and,

• reviewing the program annually using evaluations of faculty, residents, and others, as specified below.

• Fix areas not compliant with requirements

• Conduct program review annually AKA Annual Program Evaluation (APE)
From PEC to APE

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 (APE). (Core)
The program must monitor and track each of the following areas:

- resident performance; (Core)
- faculty development; (Core)
- graduate performance, including performance of program graduates on the certification examination; (Core)
- program quality; (Core)
Residents and faculty MUST have the opportunity to evaluate the program confidentially and in writing at least annually, and

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
The PEC must prepare a written plan of action to document initiatives to improve performance in one or more of the areas listed in section V.C.2., as well as delineate how they will be measured and monitored. (Core)

The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes. (Detail)
Likely High Stakes?

The program must monitor and track progress on the previous year’s action plan(s). (Core)

WEBADS in the future?
PD Translation of APE

- Annually review
  - Performance of residents and graduates
  - Faculty development
  - Quality of program
- Obtain and use to review your program
  - Confidential resident and faculty evals of program
- Document
  - Keep minutes of meetings
  - Keep a record of reviews and action plans
  - Share with faculty
Using program requirements to improve your program

This is why you have the PEC and the APE!
What the????

- Take a Deep Breath...think of what you’re already doing!
- You get to choose how, where, when, and what YOU want to do!
- Don’t let the perfect get in the way of the good!
What do you already do?

Do you survey anyone?
  Residents, faculty, applicants, graduates...

Do you have a curriculum committee?

Do you speak at faculty meetings?

Do you work with an advisory group?

Do you teach your advisors how to advise?

Do you get feedback about your program?

Has your program ever had a problem that you have tried to fix???
Draw on the wisdom and energy of others to assist you

Wisdom of the ages...

• When someone has a problem - ASK THEM TO HELP TO FIX IT!
• Residents often know best how to solve problems that impact them directly!
• Forgive yourself when the best laid plans do not work!
“Describe the approach used for program evaluation.”

- Survey
- Electronic Feedback
- Board Scores
- Patient, nurse feedback
- Written evaluations
- Consultant
- Internal Reviews
- Other ideas???
Describe the improvement efforts...currently undertaken in the program based on feedback from the ACGME resident survey.
Data driven program improvements

Where do you get your data to drive your program’s improvement?
Sources of outcome data

General

- Current ACGME citations
- Procedural skill documentation
- Scholarly productivity of faculty
- Patient volume, variety of diagnoses
- In-training exam scores
- Conference attendance data
- Duty hours logs
- Board take and pass rates
- ACGME Resident / Faculty Survey
Sources of outcome data

Semiannual reviews with residents/fellows

- Feedback from trainee
- Completion of core curriculum, other assignments
- Individual learning plan needs
- Quality improvement activities
- Fatigue, burnout, professionalism
- Moonlighting
- Career plans
Sources of outcome data

Evaluations

• Trainee of faculty (required annually)
• Trainee of program (required annually)
• Faculty of trainee
• Faculty of program (required annually)
• Others of trainee (360, multisource feedback)
• Graduates of program
Sources of outcome data

Scholarship oversight committee

• Membership, meeting frequency
• Scholarly work product of fellow
  • Identification of a mentor
  • Progress on project
  • Quality of project
  • Presentation of work
• Grant funding
• Publication
Let’s look at some examples
Medical Knowledge

2013 ITE exam scores

Review at PEC meeting

Screen applicants, mandate attendance, update curriculum

Review rotation curriculum for problem areas

Review USMLE scores, review noon conf attendance

< 50%ile
Research success - fellowship

- SOC reports
- Send all fellows to HIP program
- Monitor grants and # publications
- < 50%ile
- Review SOC, prev experience with research, grant applications
- Review annually at fellowship committee mtg
ChIRRP

- Comprehensive Internal Review of Rotations in Pediatrics
- Use _individual_ information from pieces of a program for overall curricular evaluation
- Modeled after GMEC internal review process
Comprehensive Internal Review of Rotations in Pediatrics (ChIRRP)

- Rotation evaluations
- Evaluations of faculty
- Curriculum review
- Summary by Rotation Directors committee reviewer
- Review by PEC
- Review by Rotation Directors committee
- CHIRRP Reports: Action plan available for rotation director, PEC, and annual review report
ChIRRP provides

- Review and revision of rotation curricula
- Review of faculty teaching
- Comparison of teaching among rotations
- Faculty development
## Action Plan for Pediatric Residency Program Improvement

<table>
<thead>
<tr>
<th>Identified problem requiring action</th>
<th>Action requested</th>
<th>Timeline for result or report back to PD</th>
<th>Responsible party for response/action/reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough surgical specialty education</td>
<td>Create subspecialty surgical rotation, with emphasis on ped surg, urology, ENT</td>
<td>3 months to establish new rotation with curriculum, evaluation tool and learning activities specified</td>
<td>APDs with Chief of Surgery or his designee (Dr. Hicks to initiate request)</td>
</tr>
</tbody>
</table>
## Annual Pediatric Residency Program Review
### 2012 - 2013 Academic Year
**Date of summary review: scheduled for August 14, 2013**

<table>
<thead>
<tr>
<th>Date last reviewed</th>
<th>Data Reviewed</th>
<th>Issues Identified</th>
<th>Action Plan</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Completion status</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/14/2012</td>
<td>2012 Annual Graduate Evaluation of Program</td>
<td>Cross-cover call on subspecialty rotations decreasing educational experience</td>
<td>Remove last amount x-cover call and only have for weekends when necessary</td>
<td>2012-2013 academic year</td>
<td>Program</td>
<td>Done</td>
</tr>
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<td></td>
<td></td>
<td>Too many heart patients for each resident in PICU</td>
<td>As residents increase in PICU, assure even/fair distribution of CV patients relative to training year</td>
<td>2013-2014 academic year</td>
<td>Program</td>
<td>Done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General peds experience: increase gen peds experience, add community sites, consider primary care tracks</td>
<td>Create standing relationships with community practices, create opportunities in IC rotations</td>
<td>2013-2014 academic year</td>
<td>Cindy Ferrell</td>
<td>Done</td>
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<tr>
<td></td>
<td></td>
<td>Need more sports med/ortho</td>
<td>Discuss with Kaiser (discussed and added a session with Ron Turker while on Kaier outpatient rotation)</td>
<td>By end of calendar year</td>
<td>Cindy Ferrell</td>
<td>Done</td>
</tr>
<tr>
<td>11/13/2012</td>
<td>ITE scores</td>
<td>2 interns in high-risk zone</td>
<td>ARPC to review, create plans, and notify each resident</td>
<td>Oct 15, 2012</td>
<td>Megan Aylor</td>
<td>Done</td>
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<tr>
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<td>No PL2 in high-risk zone</td>
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<td>No PL3 in high-risk zone</td>
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</table>
“Not everything that counts can be counted and not everything that can be counted counts”

- Albert Einstein
Lessons Learned through Program Review
Adam’s True Confessions

![Feedback Value-faculty](image)
2007-2008 supervision

Northstar
Rainbow
Now that we have told you what you can learn, let’s talk about some strategies
Summary

• Look at program evaluation as an opportunity to improve your program, not just something you have to do for the ACGME

• Start with existing data, then add to it

• Document the process, plans, outcomes!
Questions and Practical Answers
Resources to Learn More about Program Evaluation