The Program Self-Study and 10-Year Site Visit: Clarifying the New Timeline and Action Steps

Association of Pediatric Program Directors Meeting

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Disclosures and Objectives

Disclosures
• Employed by the ACGME
• No other items requiring

Objectives
• Describe the elements of the self-study
• Detail the sequence of self-study and 10-year site visit
• Introduce the VOLUNTARY self-study pilot visit
• List relevant information and education materials under development
Self-Study Scope

• Assesses program performance and ongoing improvement effort

• Initial period: since last accreditation review, at minimum since entry into the Next Accreditation System
  • Ultimately, a 10-year interval

• Reviews improvement activities, successes achieved, and areas in need of improvement
  • Based from successive Annual Program Evaluations, ACGME Resident and Faculty Survey data, other relevant information, and stakeholder input
Familiar Components: Strengths and Areas for Improvements

• **Strength**
  - Important to acknowledge and celebrate
  - What should definitely be continued (important question in an environment of limited resources)

• **Areas for Improvements identified by:**
  - Citations, areas for improvement and other information from ACGME
  - The Annual Program Evaluation
  - Other program/institutional data sources

• **Expected:** Longitudinal tracking of strengths and areas for improvements through successive Annual Program Evaluations
New Areas: Program Aims and Context

• Aims
  • A way to differentiate programs
  • Aims set as part of the annual program evaluation
    • Who are our residents/fellows?
    • What do we prepare them for?
    • Who are the patients/populations we care for?

• Context: Opportunities and Threats
  • External attractive factors that, if acted upon, will contribute to the program flourishing or may have a negative effect
  • While the program cannot fully control them, beneficial to have plans to mitigate their effect
Self-Study Process

• Who should conduct the self study?
  • Not defined by ACGME
  • Members of the Program Evaluation Committee (PEC) are the logical choice
  • PEC membership may be expanded

• Data Gathering
  • Many potential data sources, including ACGME Resident and Faculty Surveys and other data, program and institutional data
  • Focus on data gathering as a learning exercise
  • Reflect stakeholder (residents, faculty, and relevant others) participation, input and perspective
  • Data as evidence to support conclusions
Critical: Making and Tracking Improvements

• Design and Implement solutions
  • Identify individual or group that will be responsible
  • Identify and secure resources
  • Timeline
• Follow-up is key: ensure all issues addressed
• Documentation to facilitate ongoing tracking
  • Simple spreadsheet to record improvements achieved and ongoing priorities
  • Record improvements over multiple years
Resident Participation in the Self-Study

- Resident participation critical
  - They are the beneficiaries of the educational program
  - They have first hand knowledge of areas that need improvement
- Double benefit
  - Residents help improve their own education
  - Resident participation in “educational QI effort” can be used to meet the requirement for resident involvement in quality and safety improvement
Coordinated Self-Study for Core and Subspecialty Programs

- Coordination of curriculum and program resources
  - Needs of core and subspecialty programs taken into account
  - Subspecialties can access core resources
  - Core oversight of fellowships
- Assess common strengths, areas for improvement
  - Coordinated action plans for areas for improvement
- Increase efficiency
  - Less time and resources spent, coordinated collection and review of data
After the Self-Study: Complete the Self-Study Summary

• Brief document prepared by the program, uploaded through ADS

• ACGME Template: 2300 words (~4-5 pages) for core program, less for small subspecialty programs

• Sections: Key Self-Study dimensions
  • Aims
  • Opportunities and Threats
  • Self-study process
    • Who was involved, how were data collected and interpreted

• Omitted by design: Information on strengths and areas for improvement
NEW: Allowing 12-18 months between the Self-Study and the 10-Year Site Visit

Rationale:

• Allowing for a self-study without a concurrent site visit allows for a frank and forthright review of the program

• 12 to 18-month time lag between self-study and 10-year visit allows programs to make improvements
  • The program communicates improvements are to Review Committee for the 10-year site visit
  • At the time of the site visit, the program can provide an addendum to summary document if as needed
NEW: A Pilot of a Voluntary Self-Study Pilot Visit

• All Phase I programs with an initial 10-year site visit between April 2015 and July 2016

• Participation is voluntary; ACGME staff contacts eligible programs and asks if interested in participating

• What it entails
  • A site visit 2-3 months after the program has completed its self-study
  • Not an accreditation visit
  • Site visit team offers feedback on the self-study to further progress toward improvement and meeting aspirational goals

• Core and subspecialty programs
  • If the core volunteers, subspecialty programs can opt in or out of the self-study pilot visit
Self-Study and the Self-Study Summary (All Programs)

- The program conducts its self-study
- After the self-study, the program uploads the Self-Study Summary through ADS
  - Information on areas for improvement identified in the self-study not included in the Summary

Timing Consideration:
- Sight Delay for Programs with a very early 10-year visit
- Programs with an initial 10-year site visit date in April-June 2015 moved back to a July 2015 timeline to allow adequate time for their self-study
- All other programs expected to upload the self-study summary in the month the Review Committee indicated for their first site visit in NAS
### Time Line, Programs with April-July 2015 10-Year Visit
(Voluntary segments in shown in red)

<table>
<thead>
<tr>
<th>Time</th>
<th>ACGME</th>
<th>Program</th>
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<tbody>
<tr>
<td>March 2015</td>
<td>DFA sends notice to begin self study</td>
<td>Conducts Self Study</td>
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<td>Asks program to volunteer for self-study pilot visit</td>
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<td>By July 2015</td>
<td></td>
<td>Uploads SS summary to ADS</td>
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<td>August – October 2015</td>
<td>If program volunteers: The Self-study pilot visit</td>
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<tr>
<td>August – October 2015</td>
<td>Site visit team sends report to program</td>
<td>Program may update self-study summary if desired</td>
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<td>TBD April to September 2016</td>
<td>Sends notice of 10-year site visit (60 – 90 days notice)</td>
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<tr>
<td>12 days before 10-year visit date</td>
<td></td>
<td>Updates ADS data, uploads summary of improvements</td>
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<td>TBD July – November 2016</td>
<td>10-year site visit</td>
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<td>Winter 2016/17 meeting</td>
<td>Review Committee reviews 10-year visit and self-study</td>
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The Self-Study Pilot Visit
(Only Programs that Volunteer)

- Non-accreditation site visit based on the program’s self-study summary, ~2-3 months after uploading the self-study summary
- Site visit by specially trained team of 2 site visitors
  - Different team from the 10-year site visit
- Information on areas for improvement shared **verbally only** by program leaders during the site visit
- Team offers verbal feedback
  - Dialogue on strengths and areas/suggestions for improvement the program identified in its self-study
- Team prepares written report and shares with program
  - The report is **NOT** shared with the Review Committee
  - Program may update its self-study summary in response to the feedback

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The 10-Year Site Visit (All Programs)

- A full accreditation site visit
  - Review of all applicable requirements
- 12- to 18-month period is by design, to allow programs implement improvements
- “Summary of Achievements”
- ACGME template uploaded through ADS
- ~1200 words, describing key improvements accomplished from the self-study
  - Program provides information ONLY on the improvements that were realized from their self-study, no information on areas that have not been resolved
  - Program may provide an update to its self-study summary
Review Committee Review of the 10-Year Visit (All Programs)

- RC provides a Letter of Notification from the 10-year (Full Accreditation) Site Visit
  - Citations
  - Areas for improvement
- RC provides feedback on the self-study taking into consideration
  - Program aims and context
  - Improvements reported and verified during the 10-year visit
  - Effectiveness of the self-study, based on the improvements the program reported
- Formative feedback (no accreditation impact) for the initial RC assessment of self-study effectiveness
A Comprehensive Program Evaluation of the Benefit of the Voluntary Self-Study Pilot Visit

- **Planned**
  - Feedback from participants, site visitors, RC reviewers
  - Matched de-identified paired data
  - Under IRB approval

- **Program Evaluation Aims**
  - Learn if a “non-accreditation” site visit with feedback accelerates program self-improvement
  - Assess program dimensions associated with accelerated improvement
  - Learn about effective approaches for conducting the self-study
Information and Education Plan

- **Individual communication with programs in the Self-Study Pilot eligible group**
- **Additional Planned Webinars**
  - Self-Study Basics, PDSA, Program Evaluation
- **Article on rationale for new approach to be published in the June issue of JGME**
- **Self-study web page to go live in March**
- “Self-Study” mailbox for questions and feedback (ACGME monitors)