

APPD Workshop September 29, 2017 (SUB VERSION)
Preparing for Your Program's Self-Study/10-Year Accreditation Site Visit

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PROGRAM OUTLINE (SUBSPECIALTY PROGRAM CASE STUDY)

Goals:

The goals of the workshop are to offer practical, hands-one guidance on program improvement, using a simulated program, or information on a real program attendees are encouraged to bring to the session.

Description:

This workshop demonstrates practical applications of data from multiple annual program evaluations as input into the self-study to facilitate program improvement. Participants will conduct a “simulated” self-study, using pooled data from the programs represented at the table.

Objectives:

At the conclusion of the workshop, participants should be able to:

- Discuss program aim setting, and describe how program aims, and a review of program context can serve as springboard for program improvement.
- Demonstrate aggregating and interpreting data, prioritizing area for improvements, and selecting evaluation approaches to measure the outcome of interventions.
- Describe how to determine the appropriate evaluation approach for a specific intervention or initiative.
- Articulate steps for building longitudinal evaluation data, including tracking of action plans.

Format:

Table rounds of 8 to 9 participants. Tables are organized as affinity groups for large and small core programs, and subspecialty programs.

Session Plan	Faculty	Format	Time
<i>Introduction & Orientation to Session</i>	I. Philibert	Large group	10 min.
Table Introductions	<i>Small group</i>		5 min.
The Self-Study			
Mini-Lecture #1: The Annual Program Evaluation and the Self-Study Introducing program evaluation and ACGME expectations for the annual program evaluation and self-study, including the role of program aims and context.	I. Philibert	Large group	20 min.
Mini-Lecture #2: Aims for Core and Subspecialty Programs Using concrete examples, discuss the formulation of aims for a pediatrics core program, and a group a subspecialty programs	J. Frohna	Large group	15 min.
Small Group #1: Two Case Studies: Core and Subspecialty Participants work through a mini-case study (sample case studies for core and subspecialty programs are provided). Alternatively, table groups may work through a project of their own choosing.	<i>Small group</i>		20 min.

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Mini-Lecture #2: The Self-Study Learning Community Describing the learning community of pediatrics programs with an early self-study and the learning that occurred	J. Frohna	Large group	20 min.
Program Improvement Basics			
Mini-Lecture #3: Program Improvement Basics and Improvement Priorities A walk through the Plan-Do-Study-Act (PDSA) Cycle, with a focus on the inputs-outputs-outcomes dimensions that facilitate assessment of program improvement, and improvement priorities from programs that participated in the Self-Study Pilot	I. Philibert	Large group	20 min.
Small Group #2: Making Improvements Participants brainstorm about the concrete aims and improvement activities for their case study, and how to measure the success of these efforts, using a worksheet.	<i>Small group</i>		25 min.
Break (20 min)			
Small Group #3: Barriers to Improvement Participants aggregate common barriers to improvement, both general and specific to the case study examples.	<i>Small group</i>		20 min.
Mini Lecture #4: A Pediatric Program Director's Perspective on Overcoming Barriers to Improvement	J. Frohna	Large group	20 min.
The 10-Year Site Visit			
Mini-Lecture #5: The 10-Year Accreditation Site Visit What to Expect and How to Prepare	I. Philibert	Large group	20 min.
Small Group #4: Visioning: What Will Take My Program to the Next Level Participants describe their vision for their own program, ending with making a list of concrete personal and program-level action plans (form provided).	<i>Small group</i>		25 min.
Q and A and Large Group Discussion: Lessons Learned and a few Take-Away Points	All	Large group	20 min.

Resources:

ACGME. [Eight Steps for Conducting the Program Self-Study.](#)

ACGME. [Eight Steps to Prepare for the 10-Year Accreditation Site Visit.](#)

Guralnick S, Hernandez T, Corapi M, Yedowitz-Freeman J, Klek S, Rodriguez J, Berbari N, Bruno K, Scalice K, Wade L. The ACGME Self-Study-An Opportunity, Not a Burden. J Grad Med Educ. 2015 Sep;7(3):502-5.

No Author Listed. The Annual Program Evaluation, Self-Study, and 10-Year Accreditation Site Visit: Connected Steps in Facilitating Program Improvement. J Grad Med Educ. 2017 Feb;9(1):147-149.

Philibert I, Nasca TJ. The Program Self-Study and the 10-Year Site Visit: Rationale for a New Approach. J Grad Med Educ. 2015 Jun;7(2):310-2.

Simpson D, Lypton M. The Year is Over, Now What? The Annual Program Evaluation. J Grad Med Educ. 2011 Sep;3(3):435-7.

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"DEFAULT" CASE STUDY (SUBSPECIALTY) *NOTE: PARTICIPANTS MAY USE THEIR OWN "PROJECTS"*

1. You are the **program director** of a subspecialty residency, based at a university medical center with a large research program, including translational research.
2. **Many of your fellows struggle to select and initiate (and subsequently complete) their required research projects**, despite a wide range of available projects, and the assignment of a "research mentor" to each resident at the start of training.
3. **You convene your fellows**, and they inform you that they are too busy with their rotations, patient care and clinical learning early in their training, and that they are not really aware which faculty members have open projects, or what these projects entail. They also tell you they struggle with formulating a research question, doing an IRB submission, and with methods in general.
4. **You are surprised**, as the program has offered a research-focused lecture series for the past decade, and faculty are eager to have residents on their projects.
5. **You are ready to start your self-study, and decide to make improving fellow research a priority.** You are deciding between updating the **research curriculum** (which been largely unchanged since it was initiated), and a **QI project** to help residents in selecting, defining and starting their research projects earlier in their training.

SMALL GROUP SESSION #1: GETTING STARTED

<i>Questions</i>	<i>Your Answers</i>
What is the relevant "Aim" for this initiative (frame in your own words, after discussion with your group)?	
What theory to support the Wellness Curriculum (how would you structure a literature search)? For a <i>QI projects</i> , what is the rationale to support your choice of intervention(s)?	
How would you focus a literature search (where to search and key words)?	
Are there available, relevant resources at your sponsoring institution?	
Will you need IRB approval? Why, or why not?	

SMALL GROUP #2: THE PLAN – DO – STUDY – ACT (PDSA) CYCLE

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		Questions	Your Answers
Plan		Who will be involved in this improvement cycle? (e.g., specific members of program leadership, residents, faculty, the coordinator, others) <i>Involve those who will be affected by the change.</i>	
		What change is being tested with the PDSA cycle(s)?	
		What do you predict will happen and why? Plan a small test of change.	
		How long will this change take to implement? What resources will be needed?	
		What data will be collected? <i>List the action steps and the individuals responsible and a time line.</i>	
		Questions	Your Answers
Do		Carry out the test of change on a small scale. What are the findings?	
		Document observations, including problems and unexpected findings.	
		Collect the data you identified as needed during the "Plan" stage.	
		Describe what actually happened when you ran the test.	
		Questions	Your Answers

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	<p>Study and analyze the data. Determine if the change resulted in the expected outcome.</p>	
	<p>Were there implementation lessons? Summarize what was learned. Look for: successes, failures, surprises, and unintended consequences (both good and bad)</p>	
	<p>Describe the results based on the data you collected, and how they compare to your aims and predictions.</p>	
	<i>Questions</i>	<i>Your Answers</i>
Act	<p>Based on what was learned from the test of change:</p> <ul style="list-style-type: none"> Adapt – modify the changes and repeat PDSA cycle. Adopt – consider expanding the changes to other areas, such as rotations, units, etc. Abandon – change your approach and repeat the PDSA cycle. 	
	<p>Describe what specific modifications to the plan will be made for the next cycle based on what you have learned.</p>	

NOTES:

BARRIERS AND WORKING TO OVERCOME THEM

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Take a look at your program. See what is there (think of it as “now” and “is”, not “future” and “will be”). Describe your program in words or in pictures, or both.

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ACTION ITEMS – PERSONAL AND OUR PROGRAM

A. PERSONAL, IMMEDIATELY

- ✓
- ✓
- ✓
- ✓
- ✓

B. FOR OUR PROGRAM, IMMEDIATELY

- ✓
- ✓
- ✓
- ✓
- ✓

C. FOR OUR NEXT ANNUAL PROGRAM EVALUATION

- ✓
- ✓
- ✓
- ✓
- ✓

D. FOR OUR SELF-STUDY

- ✓
- ✓
- ✓
- ✓