MAXIMIZING THE VALUE OF THE ACGME SELF-STUDY PROCESS FOR YOUR PROGRAM:

CREATING AIMS THAT DRIVE PROGRAM SUCCESS!

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FACILITATORS

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DISCLOSURES

No conflicts of interest to report
OBJECTIVES

By the end of this session participants will be able to:

• Explain the ACGME Self-Study Process

• Use tools to identify stakeholders and create AIMS for their program

• Describe how to use AIMS beyond the ACGME self study process
AGENDA

• Background (5 min)
• Self Study Process Basics (5 min)
• Small Group Activity-Creating AIMS (25 min)
• AIMS 2.0-Our experience (10 min)
• Small Group Activity-Applying AIMS beyond Self Study (25 min)
• Large Group Activity-Opportunities Beyond Indiv Programs
• Wrap up/reflection (10 min)
WHO ARE WE?

• Small group of pediatric program directors that started discussions about upcoming Self Study Visits and formed a collaborative

• Group founded by Dr. John Frohna

• All have completed visits and continue to use AIMS in our programs
A Practical Guide to the ACGME Self-Study

On July 1, 2014, the second group of programs accredited by the Accreditation Council for Graduate Medical Education (ACGME) entered the Next Accreditation System (NAS), and all programs are now functioning under the principles of NAS, which include continuous accreditation via annual reviews of data, lengthening the interval between scheduled accreditation visits, and a focus on educational outcomes. The aims are to reduce the burden of accreditation, contribute to ongoing program improvement, and allow high-performing programs to innovate.1 The focus on improvement calls for a new approach to self-assessment, and the model is a Self-Study undertaken by the program, producing a record of improvements and areas still being worked on, followed by Self-Study Visit (SSV). The SSV has 2 guidance is organized around 8 steps for conducting a Self-Study, shown in BOX 1.

1. The Self-Study Committee

Given its role in the Annual Program Evaluation, the Program Evaluation Committee (PEC), or a slightly expanded group with additional faculty and residents will be ideally suited to serve as the core body for the Self-Study. The members of the PEC are already involved in planning and evaluating educational activities, reviewing and revising curricula, addressing areas of noncompliance, and conducting the Annual Program Evaluation. In addition, given the focus on educational outcomes, it may be useful to have a representative from the Clinical Competency Committee on the Self-Study Committee.

Subspecialty programs will appoint their own PEC, but it is important to note that the SSV for a subspecialty program will be coordinated with that for its core program, and there may be benefit in coordinating the Self-Study. The reason for the coordinated approach is that in NAS.
CONCEPTUAL MODEL

Ten Year Self-Study: Conceptual Model

Ongoing Improvement

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TIMELINE FROM SELF-STUDY TO SITE VISIT

21 Months Before
- Initiate Self-Study

12 Months Before
- Complete Self-Study

12 Months
Identify Areas for Improvement

Time 0
- ACGME Site Visit
The ACGME Self-Study—An Opportunity, Not a Burden

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Tamika Hernandez, BS
Mark Corapi, MD
Jamie Yedowitz-Freeman, DO
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Editor’s Note: The ACGME News and Views section of JGME includes data reports, updates, and perspectives from the ACGME and its review committees. The decision to publish the article is made by the ACGME.

Introduction

In 2013, the Accreditation Council for Graduate Medical Education (ACGME) implemented the Next Accreditation System. A major goal of the new system is for program accreditation to become a continuous process of quality improvement. Accredited residency and fellowship programs report specified data annually to the ACGME. These data are then reviewed by the specialty review committees for compliance with each specialty’s requirements. The process, the less time they may have to actually perform the self-study.

The purpose of this article is to provide an example of a successful self-study process, along with a sample timeline and self-study materials. This will hopefully guide other programs through the process, and decrease the time spent on developing a new self-study process. Ultimately, this should allow more time to be spent on the performance of a rich and informative self-study.

The Self-Study Process

Programs are notified approximately 6 to 7 months prior to their self-study submission date.

The self-study process requires the key steps shown in Box 1.

Engagement of key stakeholders is essential, as is an
SELF-STUDY: GOALS AND REQUIREMENTS

- Engage Key Stakeholders in a Structured and Reflective Examination of the Program
- Longitudinal Program Review
- Define Program Aims
- SWOT Analysis
- Reflect on the Program as it Currently is, and its Vision for the Future
PROGRAM AIMS

Should align with:

- What makes you different from other programs?
- Who are your residents?
- What do you prepare them to do?
- What careers, patients, expertise, etc
SMALL GROUP ACTIVITY I
KEY STAKEHOLDERS AND AIMS
WHO ARE YOUR STAKEHOLDERS AND COLLABORATORS?
STAKEHOLDERS

Who are stakeholders in your program and resident education?

- Residents
- Faculty
- Program Staff
- Nurses, Social Work, Child Life, others…

Spend Time on this!!

Use Tools
Swot

Strengths and Weaknesses

Opportunities and Threats

• How is the Program Affected by External Factors?
• Opportunities - Factors that favor the program
• Threats - Factors that pose risks to the program
SWOT:
OPPORTUNITIES AND THREATS

• Think Broadly

• Consider issues that are…
  ▪ National
  ▪ Regional
  ▪ Local
  ▪ Institutional
THE SWOT PROCESS IS KEY

• Get input from All

• "Saturation" of themes. Ask stakeholders to prioritize top 2-3 for each

• Send out final consensus SWOT to everyone involved
In the next 30 minutes:

- Work on the APE for your program
- AIMs: Focus on what is unique about you
  - Not just what we all have to do and have in common
  - But what makes you special
- The 2 minute elevator talk about your program
USING AIMS: EXAMPLES FROM OUR PROGRAMS
SMALL GROUP ACTIVITY 2: AFTER YOU HAVE THEM, HOW DO YOU USE THEM?
• Review prior aim statements
• Brainstorm together
  • How could these be used in a residency curriculum?
  • Where in the curricula should they be mapped?
  • How could they be monitored for program improvement
LARGE GROUP ACTIVITY: COLLABORATING AROUND AIMS
OPPORTUNITIES FOR COLLABORATION

- Support group for guinea pigs!
- What’s the value of pediatric residency?
- How can we learn from sharing [data]?
- Other ideas?

Program Aims → Methods/Strategies → Outcomes
• Thank You for your time!

• Please Contact Us with any questions

• Let us know how this workshop helped you with your SSV, and more importantly in improving your program