2019 SUO|AADO|OPDO Combined Meeting

What to expect when you’re being self studied!

Linda B Andrews, MD
Senior Vice President, Field Activities
November 22, 2019
Disclosure

Dr. Andrews works for the ACGME and does not have anything else to disclose.
Introductions

• Program director, DIO, RC member and chair, accreditation field representative, SVP department of field activities

• I have seen the ACGME!

• Show of hands for job (PD, Chair, other) and time on job (< 1 year, 1-5 years, > 5 years)
Objectives

• Review Department of Field Activities (DFA) roles and responsibilities
• Update Self-Study and 10-year accreditation site visit
• Anticipate the impact of ACGME changes and trends in GME
DFA Staff Summary

End November 2019: 40 site visitors @ 20.85 FTE; majority 0.5 FTE

- 29 MD, 3 DO, 8 PhD
- Five MPH, five MBA, one JD, one DMD
- Among physicians, 16 surgical (two otolaryngology), 14 medical, 2 hospital-based
Next Accreditation System (NAS) (2013)

- Help produce physicians for 21st century
- Free good programs to innovate
- Assist poor programs to improve
- Realize the promise of outcomes – accredit programs based on outcomes (sequel to competencies)
- Provide public accountability for outcomes
- Reduce administrative burden of accreditation
- Allow programs to individualize within requirements
NAS design

NAS is based on these concepts/working assumptions:

• Each program submits accurate data annually
• Each Review Committee (RC) conducts annual review of all program data in ADS
• Data points reviewed by RC are “true” reflection of programs
• RC annual review identifies programs below compliance
• System aims to promote continuous cycle of improvement
NAS Update

Pre NAS: ~9,000 programs; 80% 3-5 year cycle; 2% probation

Post-NAS: Academic Year 2018-2019

~11,700 ACGME-accredited residency and fellowship programs, 181 specialties and subspecialties, ~850 Sponsoring Institutions, 140,500 active full- and part-time residents and fellows; 85% Continued Accreditation; 1.3% CA with warning; 0.17% probation
Accreditation Site Visit

The accreditation process for Sponsoring Institutions and programs includes on-site visits to assess compliance with Institutional, Common and Program Requirements, as applicable.

Show of hands – who has participated in any type of site visit? 10-year accreditation site visit?
Accreditation Site Visit

Accreditation Field Representatives (also referred to as site visitors) are the “eyes and ears” of ACGME and the Review Committees (RC).

The goal for site visitors is to conduct a site visit and provide an objective, detailed, narrative report that describes the program and its efforts to be compliant with requirements.
Accreditation Site Visit

Reviewer Materials: Collected from data in ADS

Due Date for ADS Updates and Uploads: 10/11/2018 11:59 pm Central Time
(Changes made after that time will not be reflected in the materials used for the site visit and accreditation review.)

ACGME Review Committee for Peer Review accreditation decision
10-year Accreditation Site Visit Summary

2019: 19% (293/1,518 total so far)
2018: 21% (279/1,354)
2017: 16% (187/1,147)

- Non-10-year, priority site visits include Applications; Data-prompted, probationary accreditation, complaint, egregious; Initial Accreditation; Osteopathic Recognition
Anatomy of a Site Visit

Total time = 20 hours

- Preparation 3-5 hours
- Site visit 4-6 hours
- Report writing 5-8 hours
- Travel 3-5 hours

Typical assignment schedule – three site visits per week
Anatomy of a Site Visit

- Interview of Program Director, Associate Program Director(s) and Program Coordinator.
- Interview of Residents/Fellows.
- Interview of Faculty.
- Interview Departmental/Institutional Leadership.
- Concluding meeting with Program Director – questions, clarifications, feedback.
Anatomy of a Site Visit

• Review of ADS information.
• Review of ACGME Resident and Faculty Surveys.
• Review of documents listed in site visit announcement letter.
• Review Resident and Faculty consensus lists of strengths and areas for improvement
• Review of Self-Study documents during 10-year accreditation site visits.
Anatomy of a Site Visit

• PD & PC may get “homework” during break for additional information for clarification/verification

• Site visitor may append revised, additional documents to end of site visit report

• “I do not speak for the RC and cannot predict their decisions on accreditation & citations”
1. PLAs
2. Resident files
3. Goals and objectives
4. Annual conference schedule
5. Evaluations of Faculty
6. Written description of CCC
7. Written description of PEC
8. Program specific supervision policy
9. Duty hour compliance data
10. Resident participation in Patient Safety/QI
11. Annual Program Evaluations
Self-Study and 10-Year Accreditation Site Visit

2013: NAS transition to facilitate program improvement

• Self-Study created and designed (aims, environmental assessment, improvement priorities; five year look back and forward): Improvement NOT accreditation

2015: Self-Study dates assigned in ADS (April); Pilot 2015 – 2017

2017: 10-year Accreditation Site Visits began (February)

• Link Annual Program Evaluation, Self-Study and 10-year Accreditation Site Visit
Self-Study

The Self-Study is an objective, comprehensive evaluation of the residency or fellowship program; a tool to facilitate program self-reflection and strategic planning. It requires that a program completes a review of its mission, aims and the environment in which it operates, and an analysis of its strengths, weaknesses, opportunities, threats, and plans for improvement.
Self-Study and 10-year Accreditation Site Visit

Standard full accreditation site visit **PLUS**

• Review Self-Study documents during preparation
• Discuss Self-Study with program director during site visit
• Provide feedback on Self-Study during site visit
• Encourage program to link Self-Study to future program improvement processes (PEC/APE)
• Verify/Document that Self-Study was completed within site visitor report (CPR)
Self-Study and 10-year Accreditation Site Visit

• The Self-Study provides context for the accreditation portion of the 10-year site visit
• Feedback on the Self-Study focuses on:
  o Link to Aim and Context
  o **Completing the Plan-Do-Study-Act (PDSA) Cycle**
  o Managing Improvement Action Plans and Data
  o Stakeholder involvement and engagement
  o Coordination between different (program, departmental, and institutional) aims and priorities
Self-Study and 10-year Accreditation Site Visit

- Programs complete Self-Study and upload Self-Study documents to ADS (three documents; two required, one optional))

- Core specialty and subspecialty program Self-Study and 10-year Accreditation Site Visit sequences occur together (n= one specialty program; n=core plus all subspecialty programs)

- For larger sequences, team of site visitors (n=1-6 site visitors; n=1-3 days)
10-year Accreditation Site Visit

- On final day of site visits, primary site visitor(s) may hold closing meeting with stakeholders in all programs

- Session is an opportunity to discuss common strengths, areas for improvement, opportunities and threats across programs

- Session provides time for collaborative dialogue with program stakeholders and site visitor(s)
Approaching the Self-Study

It’s a Strategic Plan:

• Mission/Aims
• SWOT Analysis
• Strategies/Action Plans
Approaching the Self-Study

- Where have we been?
- Where are we now?
- Where are we going?
Self-Study and Strategic Planning

Strategic Planning is a team effort:

• Sets your **direction and priorities**
• Gets everyone on the same page
• **Simplifies decision making**
• **Aligns** activities and priorities
• Communicates your mission/aims
An Improvement Model

- What are you trying to accomplish?
- How will we measure the outcome?
- What change do we need to make?

  Define current state.
  
  Review literature.
  
  Talk to other programs.
Study

- Data/Metrics
- Leading Indicators
- Surveys (Internal, ACGME)
# Self-Study

Under the Program Tab in ADS

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Total Approved Resident Positions: 8
Total Filled Resident Positions*: 8

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Self-Study

8 Steps to Conducting your Self-Study

• Complete the **Self-Study Summary**

• Upload the document into ADS by the last day of the month of the Self-Study date
Starting the Process

• Form the Self-Study group
• Think beyond the usual suspects
• Use a facilitator?
• Consider a kick-off retreat with follow-up
• Include trainees throughout the process
8 Steps

1. Assemble the self-study group

2. Engage program leadership and constituents in discussion of AIMS

3. Aggregate and analyze APE data to create a longitudinal assessment of program strengths and areas for improvement

4. Examine environment for opportunities and threats
8 Steps

5. Obtain stakeholder input

6. Interpret data and aggregate findings

7. Discuss and validate findings with stakeholders

8. Develop a succinct self-study document for further use in program improvement and 10-year site visit preparation
Self Study Questions

Program Description and Aims:

• **Item 1:** Program description (Use website description or recruitment letters as reference) (Max 250 words)

• **Item 2:** Program Aims (Max 150 words)

• **Item 3:** Program activities to advance the aims (Max 250 words)
Aims

“In addition, the program is expected to define its specific program aims consistent with the overall mission of its Sponsoring Institution, the needs of the community it serves and that its graduates will serve, and the distinctive capabilities of physicians it intends to graduate.”

Common Program Requirements July 2019
Aims

Who are your graduates?

What makes you different from other programs?

Who are your customers?

Are your aims in sync with the department, institution, community, nation?

Aims may change over time.

Share your aims.

Measure your aims.
Common Program Requirements: July 2019

IV.A. The curriculum must contain the following educational components:

IV.A.1. a set of **program aims** consistent with the Sponsoring Institution’s mission, the needs of the community it serves, and the desired distinctive capabilities of its graduates;

IV.A.1.a) The program’s aims must be made available to program applicants, residents, and faculty members.
Self Study Questions

Environmental Context:

• **Item 4:** Opportunities for the program (Max 250 words)
• **Item 5:** Threats facing the program (Max 250 words)
SWOT Analysis

- Strengths
- Weaknesses
- Opportunities
- Threats
- Strategies
Opportunities

- Welcome ideas from several sources
- Be open to new ways of approaching issues
- Junior faculty, residents, non-physician staff, colleagues from other specialties often have valuable ideas
Opportunities

• Untapped physical and human resources
• New collaborations
• New training sites
• New equipment
• New teachers/faculty
• New patient populations
Threats: Internal and External

- Threats to accreditation
- Loss of resources or personnel
- Hospital ownership change
- Patient utilization/referrals
- Competition for trainees
- Workforce needs within the specialty
- Clinical workload
Common Program Requirements: July 2019

V.C.1.b) The Program Evaluation Committee responsibilities include:

• review of program’s self-determined goals and progress toward meeting them

• guiding ongoing program improvement, including development of new goals, based upon outcomes

• review of current operating environment to identify **strengths, challenges, opportunities, and threats** as related to the program’s mission and aims
V.C.1.c) The Program Evaluation Committee should consider the following elements in assessment of program curriculum:

**outcomes from prior APE(s);** ACGME citations, areas for improvement; quality and safety of patient care; aggregate resident and faculty well-being; workforce diversity; engagement in QI/PS; scholarly activity: ACGME Surveys; written evaluations of program
Common Program Requirements: July 2019

V.C.1.b).(4) Review of the current operating environment to identify strengths, challenges, opportunities, and threats as related to the program’s mission and aims.

V.C.1.d) The Program Evaluation Committee must evaluate the program’s mission and aims, strengths, areas for improvement, and threats.

V.C.2. The program must complete a Self-Study prior to its 10 - Year Accreditation Site Visit.
Self Study Questions

Significant Changes and Plans for the Future

• **Item 6a:** Describe significant changes and improvements made in the program over the past five years. (Max 250 words)

• **Item 6b:** Project your vision and plans for the program for the coming five years. Based on the plans described in the previous item, describe what will “take this to the next level.” (Max 350 words)
Outcomes of the documented APE can be integrated into the 10-year Self-Study process.
Grass Roots vs. The Big Picture

Self-Study

Annual Program Evaluation
Self-Study

• Self-Study = **Internal** review of your program.

• ACGME Site Visit = **External** review of your program.
Self Study Questions

- Item 7a: Describe elements of the Self-Study process for your program.
- Provide information on your program’s Self-Study, including who was involved, how data were collected and assessed, how conclusions were reached, and any other relevant information.
Self Study Questions

• **Item 7b**: Describe the core program’s role in the Self-Study(ies) of all dependent subspecialty program(s). (Max 150 words) *Note: If this is an individual core program without associated subspecialty programs or a dependent freestanding subspecialty program, skip to Question 8.*

• **Item 8**: Learning that occurred during the Self-Study (Max 200)
24-Months or more later…
10-Year Accreditation Site Visit

8 Steps to Prepare for the 10-Year Accreditation Site Visit

- Complete the Summary of Achievements
- Complete the Self-Study Update (optional)
- Prepare for a full accreditation site visit
8 Steps

1. Reassemble APE/self-study group to gather data
2. Discuss improvements made
3. Reassess AIMS and SWOT
4. Discuss AIMS, SWOT and improvements with stakeholders
8 Steps

5. Complete and submit Summary of Achievements

6. Update ADS in preparation for the 10-year accreditation site visit

7. Ensure timely submission of additional ADS data

8. Set and confirm logistics of 10-year accreditation site visit
10-Year Accreditation Site Visit

- A time lag to allow programs to make improvements
- The program communicates these improvements to the accreditation field representative and the Review Committee at the time of the 10-year site visit using the **Summary of Achievements**
Site Visit Preparation

Copy of the current Block Diagram and Educational Conference Schedule for x-date to x-date; all other ADS updates

Contact information for the PD & PC with a cell phone # if an urgent need to contact the program arises

Check with residents/fellows that they have sent their respective lists of program strengths and areas for improvement

Check with faculty members that they have sent their list of program strengths and areas for improvement
Most Common ADS Site Visit Errors

ADS uploads, especially watch with new CPR uploads (10-13 documents to upload)

ADS attachments (most common ‘corrections’ attached to SVR)

- Block diagram, Faculty roster, CVs, Scholarly activity, Program-specific supervision policy
ACGME Changes

- New Common Program Requirements and ADS updates (July 2019)
- New Resident and Faculty Survey (2020)
- Milestones 2.0 (2020, 2021)
- New CAO, Chief diversity and inclusion officer, CIO (2019, 2020)
ACGME Focus Areas (some new)

- Well-being
- Faculty development
- Graduated responsibility and autonomy to independent practice
- Mission and aims
- Diversity and inclusion
- Zero tolerance 80-hours duty hours requirement
ACGME More New

- **Pain management education** (Effective July 1, 2019, the ACGME requires that all programs “provide instruction and experience in pain management if applicable for the specialty including recognition of the signs of addiction.” (Common Program Requirement IV.C.2.))
- **Interprofessional training “teaming”** (CLER focus area change and sub protocols on operative and procedural areas and patient experience)
- **ACGME accreditation for non-MD GME programs** (ABMGG laboratory fellowships in clinical biochemical genetics and laboratory genetics and genomics)
ACGME More, More New

- Parental leave
- Technology/Artificial intelligence
- Telemedicine (supervision)
- Full educational continuum efforts (UME, GME, ABMS/AOA, CME)
- For-profit health care/education partnerships (HCA)
- Learning from Hahnemann University Hospital (insurance)
Thank you! Questions?

- Updated FAQs for site visits on the ACGME webpage, with more information about the Self-Study and 10-Year Site Visit
- Self-Study web page (Added information on Aims, SWOT Analysis, Plan-Do-Study-Act (PDSA) cycle, Program Evaluation, 8 Steps document)
- 10-Year Site Visit web page (8 Steps document)
- Self-Study e-mail for questions, feedback: self-study@acgme.org
- landrews@acgme.org