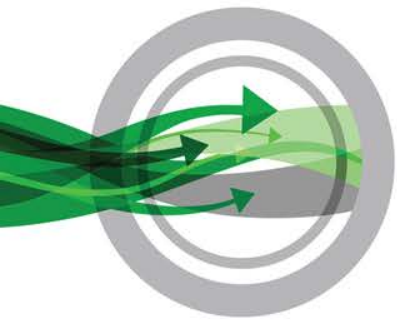
The background features a large, light gray circle with several green arrows of varying thicknesses and colors (from light to dark green) pointing in various directions, some overlapping the circle. The text is set against a dark green rectangular background on the right side of the slide.

Self-Study: Who, What, When, Why, How?

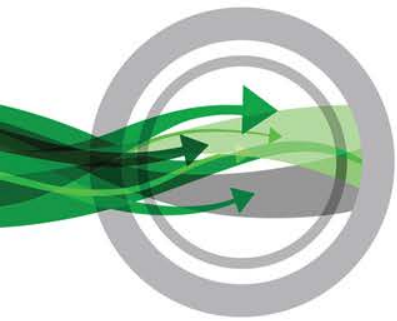
Presented by: Christine Redovan, MBA
GME Consultant



Goals and Objectives

- Understand the rationale behind self-study
- Develop a comprehensive self-study process
- Analyze and implement self-study findings

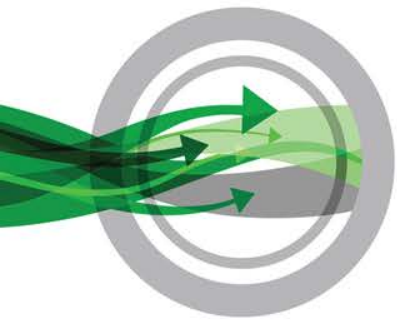




Why Do a Self-study?

- Promote improvement
- Analyze community needs
- Comprehensive, longitudinal review of program
- Set aspirational goals
- Recognition of meeting requirements
- Raise the bar beyond minimum standards

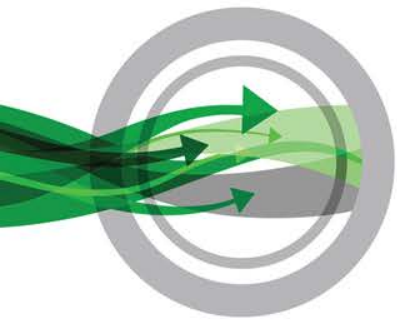




Components of self-study

- Assign core self-study committee
- Determine timeline
 - Work backwards from self-study date
 - Large programs w/subs longer time than smaller programs
- Determine who (stakeholders)
- SWOT
- Data Collection
- Analysis/Report
- Self-study summary document

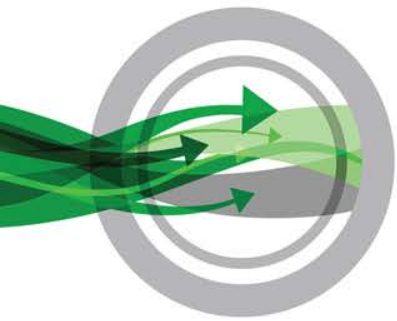




Sample time line

- Self-study date June 1, 2017
 - August 2016 – recruit stakeholders; finalize APE; form self-study committee
 - September 2016 – educate on self-study process; finalize timeline; develop surveys; determine meetings; create list of data points
 - November 2016 – send surveys; collect data
 - December 2016/January 2017– SWOT; program aims
 - February 2017 – Meetings with survey groups
 - March/April 2017 – Analysis; confirm with stakeholders
 - May 2017 - Complete self-study summary
 - June 2017 – Submit summary document to ACGME

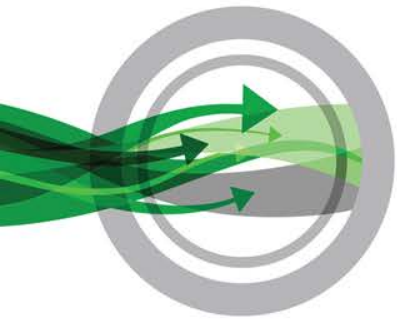




SWOT

- Strengths, Weaknesses, Opportunities, Threats
 - Weakness = areas for improvement
 - No right or wrong answers
 - Non-punitive
 - Group effort



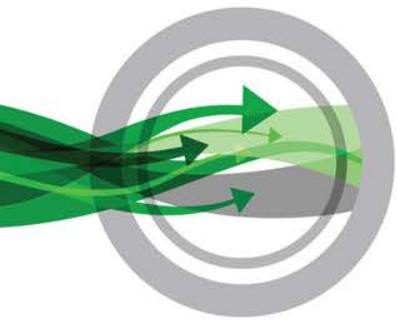


SWOT ANALYSIS



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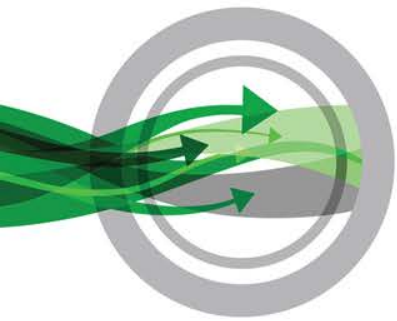




SWOT

- Opportunities are external factors that are *not* in your control.
 - What external changes will bring you opportunities?
 - What are the current ongoing trends? Positive or negative?
 - What are the social and economic conditions?
 - What real opportunities are present today?
 - Is there anything that is going on around you that may be useful?
 - What are some best practices that you can incorporate?
 - What can you do today that is not being done?
 - Who can support you and how?

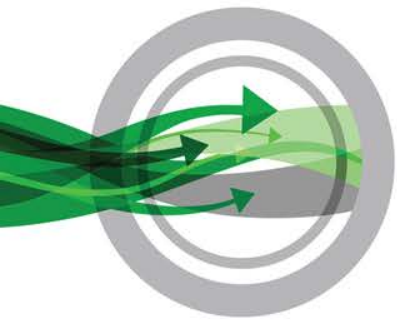




SWOT

- Threats are external factors that are *not* in your control.
 - What are the negative aspects in the current market?
 - Are your key staff members and workers satisfied with their wages and other benefits?
 - Do you see them being poached by your rivals?
 - Do you see a change in resident recruitment?
 - Are any new government regulations going to affect you?
 - What are the chances of a natural disaster affecting your program?
 - Will political instability hurt you?
 - What might cause you problems in the future and how?
 - What is your competition doing that might cause difficulties for you?
 - Do your residents stay in the organization or do they work elsewhere?

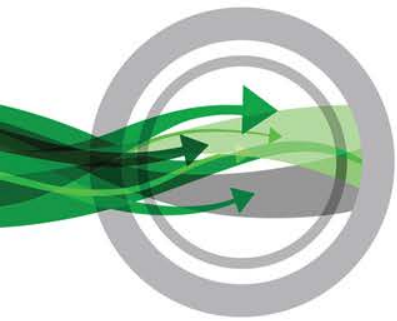




Program Aims

- Aims are general statements
 - Provide shape & direction to the more specific actions designed to achieve some product or behavior.
 - Starting points that suggest some ideal or inspirational vision for the good.
 - Reflect value judgments and value-laden statements.
 - Provide guides for the educational or training process.
- Educational aims
 - Relevant to the times (present and the future)
 - Have direction that matches community need
 - Do not have to be static

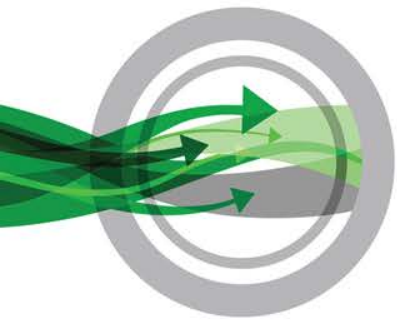




Writing Program Aims

- Broad goal (objectives get you to the goal)
 - Train individuals to be community physicians and experts in community medicine.
 - Train individuals to be physician-scientists.
 - Train individuals to be experts in population health and practice in medically underserved areas.
 - Train individuals to be academic physicians that practice in large teaching hospitals.
 - Train individuals to be physician leaders.

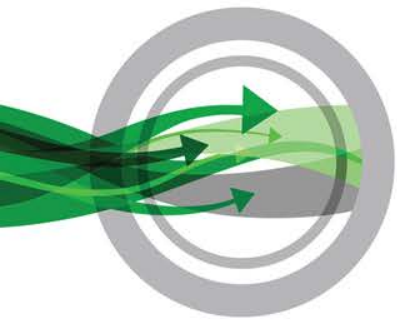




Writing Program Aims

- Who is being trained?
 - Resident demographics
- What do graduates do after graduation?
 - Where they practice
- What populations does the program serve?
 - Community demographics

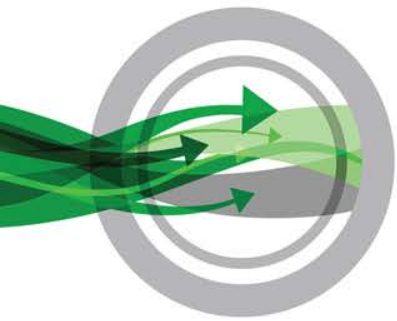




Data

- Data Collection
 - Survey
 - Who to survey?
 - What to ask?
 - Focus group/Meetings
 - Who to meet?
 - What to ask?
- Frame around aim and educational environment

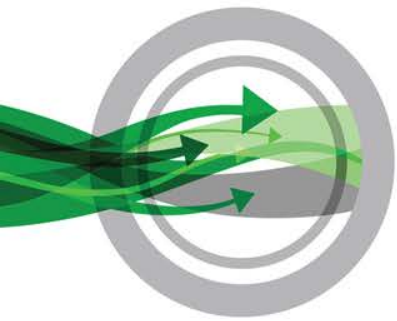




Additional data points

- APE(s)– including action plan(s)
- ADS information
- Letters of notification
- Survey results (ACGME & internal)
- Program, institution, area specific information
 - i.e. new hospital, new residency in area, changing demographics, mergers, etc.

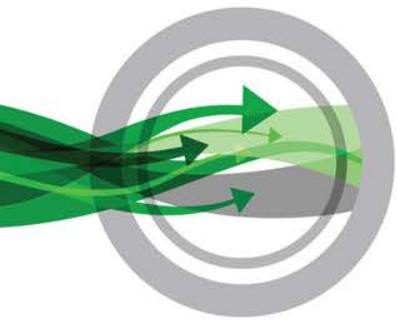




Analyze

- Core Self-study group
- Pick key areas
- Prepare self-study summary
- Action plan
 - Focus on getting to your aim
 - Focus on improvement

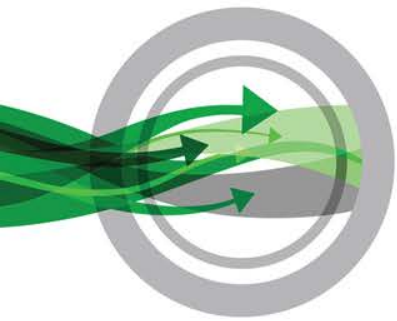




Self-study summary

- On ACGME website
 - Core
 - Subspecialty
- Only 8 questions
- Due by the end of the month of assigned self-study date. Example:
 - Self-study date of June 2017, the summary must be uploaded by June 30, 2017.
- DIO/GMEC review

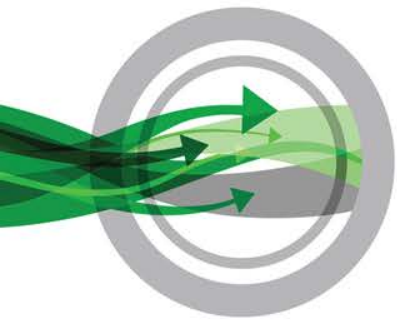




Self-study summary

- Q1: Program description
 - Describe as would to an applicant
 - 250 word maximum
- Q2: Program aims
 - 150 word maximum
- Q3: Program activities to advance aims
 - Current or initiated activities
 - 250 word maximum
- Q4: Opportunities
 - 250 word maximum

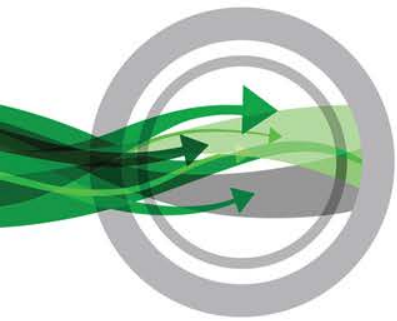




Self-study summary

- Q5: Threats
 - 250 word maximum
- Q6: APE process
 - Aggregation of information; tracking of action plans
 - 250 word maximum
- Q7: Self-study process
 - Who, data used, how analyzed, prioritization of improvement areas, other information
 - 450 word maximum
- Q8: Learning that occurred during self study
 - Optional (but recommended)
 - 250 word maximum



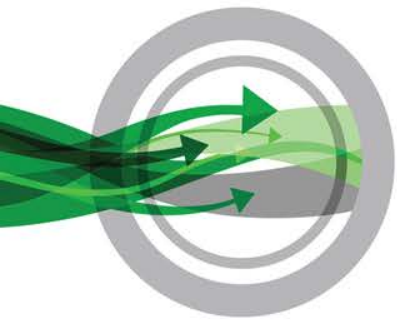


Implement

- Action plan

AY 2015-2016	Item or Intervention	Date & Responsible Person	Expectations Outcomes & date	Status & date

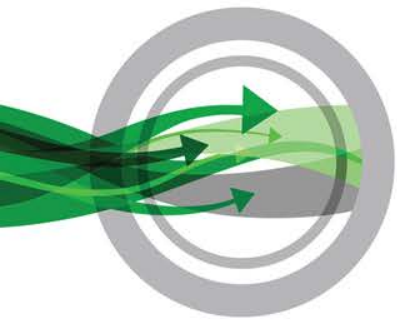




Lessons learned so far...

- Set deadlines
- Start early
- Integrate with APE process
- Opens discussion
- Not punitive
- Faculty development opportunity

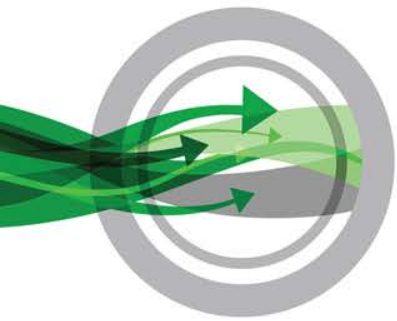




Effective Self-study for Programs

Action	Do use for...	Don't use for...
Purpose	Quality improvement	Defense or justification
Focus	Program	Department
Report	Analysis & evaluation	Description of program
Data	Assessment of SWOT	Attached raw data
Authorship	All inclusive	PD only exercise





Resources

- ACGME self-study website: <http://www.acgme.org/What-We-Do/Accreditation/Self-Study-and-Site-Visit>
- Guralnick, S., Hernandez, T., Corapi, M., Yedowitz-Freeman, J., Klek, S., Rodriguez, J., Berbari, N., Bruno, K., Scalice, K., & Wade, L. (2015). The ACGME self-study—an opportunity, not a burden. *Journal of Graduate Medical Education*, 7(3), 502-505. doi: <http://dx.doi.org/10.4300/JGME-D-15-00241.1>
- Sathidevi.V.K., & Sividas.M.G. (2013). SWOT analysis of medical education and training in government medical college, Kerala, India. *International Journal of Scientific and Research Publications*, 3(3), 170-175. Available at <http://www.ijsrp.org/research-paper-0313/ijsrp-p1532.pdf>.





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12:00pm – 1:00pm EST

A Proactive Approach to Supervising Residents Improves Patient Safety

Tuesday, May 3, 2016
12:00pm – 1:00pm EST

New Institutional Accreditation: Let's Get Started!

Thursday, May 12, 2016
12:00pm – 1:00pm EST

Dealing Effectively with the Struggling Medical Learner

Tuesday, May 31, 2016
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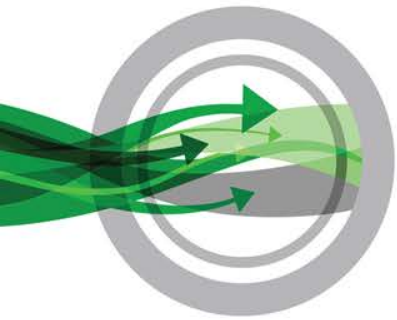
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