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

<table>
<thead>
<tr>
<th>Internal origin (attributes of the organization)</th>
<th>Helpful to achieving the objective</th>
<th>Harmful to achieving the objective</th>
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<tbody>
<tr>
<td>Strengths</td>
<td>S</td>
<td>Weaknesses</td>
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<tr>
<td>External origin (attributes of the environment)</td>
<td>Opportunities</td>
<td>Threats</td>
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http://commons.wikimedia.org/wiki/File:SWOT_en.svg. Permission: Creative Commons Attribution-Share Alike 2.5 Generic
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?
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?
• 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

<table>
<thead>
<tr>
<th>AY 2015-2016</th>
<th>Item or Intervention</th>
<th>Date &amp; Responsible Person</th>
<th>Expectations Outcomes &amp; date</th>
<th>Status &amp; date</th>
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Lessons learned so far...

- Set deadlines
- Start early
- Integrate with APE process
- Opens discussion
- Not punitive
- Faculty development opportunity
## Effective Self-study for Programs

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<tr>
<th>Action</th>
<th>Do use for…</th>
<th>Don’t use for…</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>Quality improvement</td>
<td>Defense or justification</td>
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<tr>
<td>Focus</td>
<td>Program</td>
<td>Department</td>
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<tr>
<td>Report</td>
<td>Analysis &amp; evaluation</td>
<td>Description of program</td>
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<tr>
<td>Data</td>
<td>Assessment of SWOT</td>
<td>Attached raw data</td>
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<tr>
<td>Authorship</td>
<td>All inclusive</td>
<td>PD only exercise</td>
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• ACGME self-study website: http://www.acgme.org/What-We-Do/Accreditation/Self-Study-and-Site-Visit


Upcoming Live Webinars

GME Check-up: Is Your GME Meeting Its New Responsibilities
Thursday, April 21, 2016
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
12:00pm - 1:00pm EST

On-Demand Webinars

Self-Study Visits

Introduction to GME for New Program Coordinators

Milestones & CCCs

GME Financing – The Basics

Single Accreditation System

The IOM Report

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