Stanford HEALTH CARE

SES:BR07
APES to Self-Studies - Seamlessly Putting the Accreditation Puzzle Pieces Together

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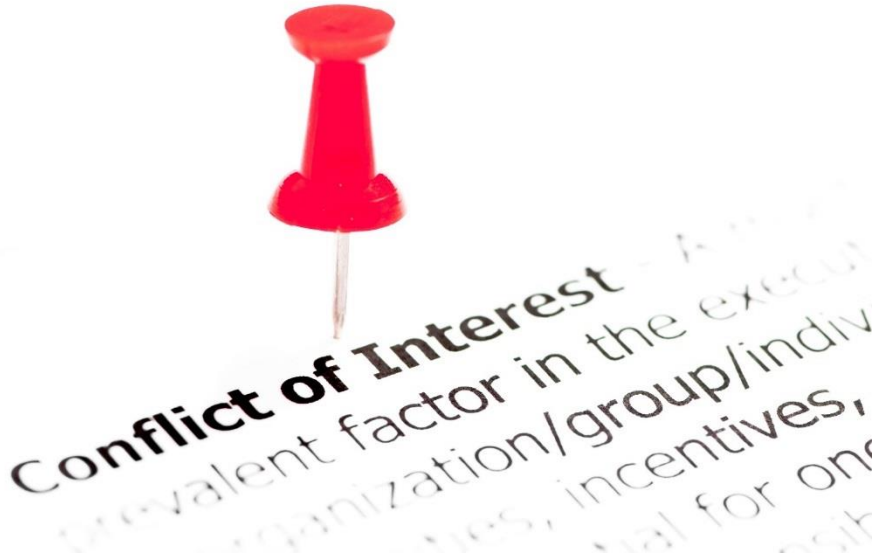
Stanford HEALTH CARE

- SPEAKERS: Ann Dohn & Nancy Piro



Neither of the above speakers have any conflicts of interest to report.

Learning Objectives

1. Understand how to use the new Stanford instrument **(Guidebook 2.0)** that quickly defines the data sets needed for the APE and Self-Study

2. Understand how to leverage the APE Data for Self-Study Reuse

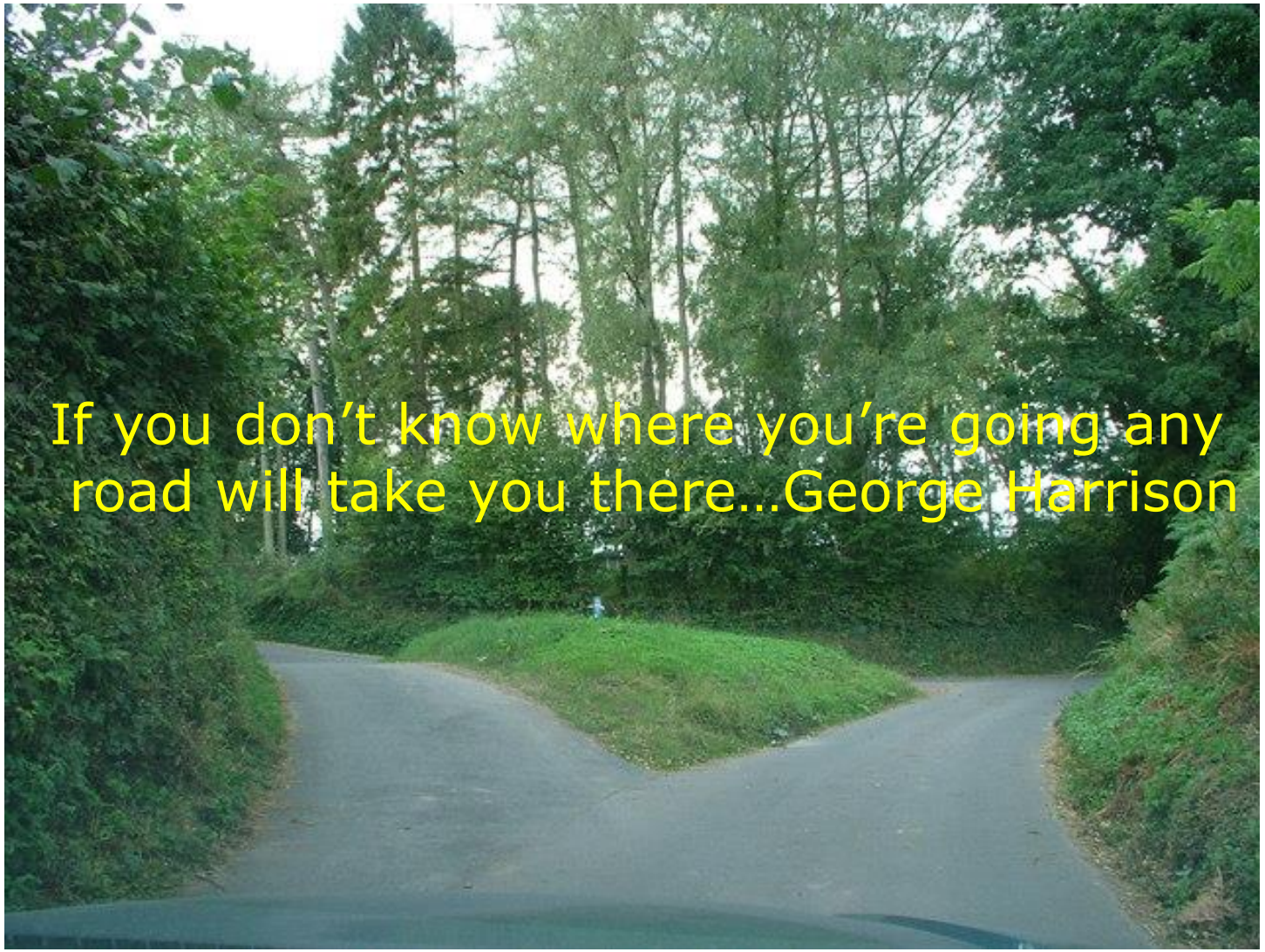
3. Learn how to use the new tool that identifies dropped or unresolved action plan items from Program APEs

4. Learn how to painlessly complete the Self-Study documents and take home an electronic workbook that seamlessly integrates these tools for use at the coordinators' home institutions

Agenda

- **Development of the Self – Study**
- **Guidebook 2.0** – Description
  - Leveraging the Data for Self-Study Reuse
  - APE Action Item Tracker
- **Guidebook 2.0** – Discussion

Begin with the End in Mind…Steven Covey

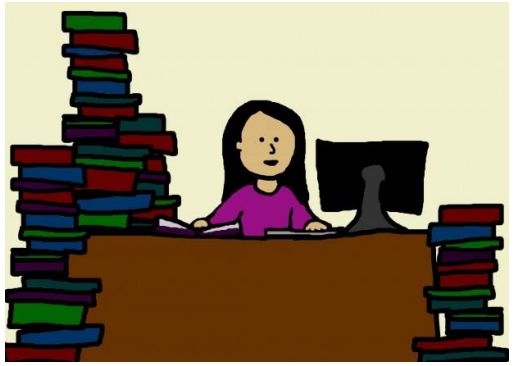


Self-Studies – What are they?

A look *back*…
and a look *forward*

- The Self-Study is an objective, comprehensive evaluation of your residency or fellowship program, with the aim of improving it.
  - longitudinal evaluation of the program and its learning environment, facilitated through your APE using the GME Guidebook.
    - Five year “look” backward and forward
    - Emphasis on program strengths and “self-identified” areas for improvement (SWOT)
      - “self-identified” vs RRC identified
    - Six months before the self-study is due, ACGME Requests Core & Subspecialties to Initiate Self-Study

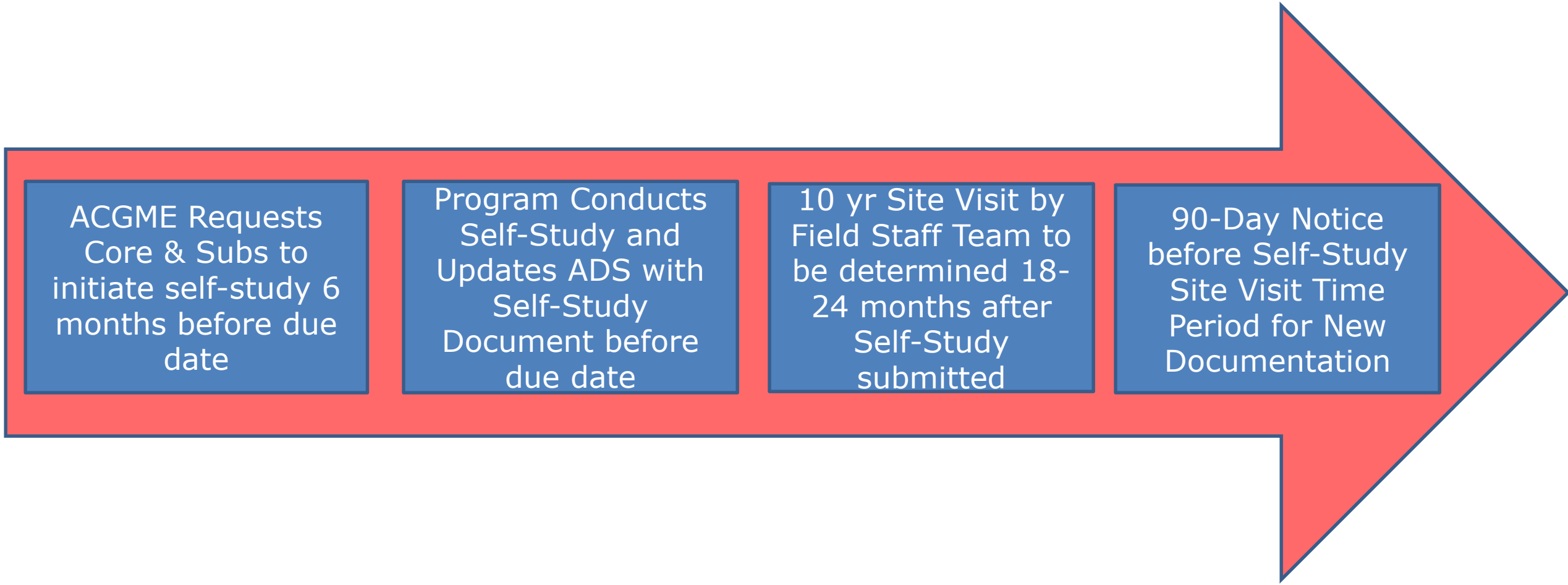
Self-Studies – What are they?



- To offer context for the Self-Study, there are two new concepts:
  1. exploration of program AIMS
  2. assessment of the program's institutional, local and, regional environment.

- The focus on AIMS and the program's environmental context is to:
  1. enhance the relevance and usefulness of the program evaluation
  2. support improvement that goes beyond compliance with the requirements.

Self-Study Process Steps – Part 1



Self-Study Visit Format

- Core Residency Site Visits = One Day
- Subspecialties = ½ Day each
- Site Visit Team will be 2 - 3 Site Visitors
  - Multiple site visits will be going on at the same time

ACGME Self-Study Overview

- The ACGME has placed added responsibility for oversight of subspecialty programs on the **core program** and **sponsoring institution.**
  - The self-study group for the core program should coordinate activities with the self-study groups for any dependent subspecialty programs to:
    - take advantage of common dimensions
    - explore potential synergies
    - reduce the burden that may be associated with conducting an independent self-assessment.

ACGME INITIAL SELF-STUDY STEPS (Part 1)

Step 1. Assemble the Self-Study Group

Step 2: Engage Program Leader and Constituents in a Discussion of Program Aims

Step 3: Aggregate and Analyze Data from your APES and the Self-Study to Create a Longitudinal Assessment of Program Strengths and Areas for Improvement (Weaknesses)

Step 4: Examine the Program's Environment for Opportunities and Threats

Step 5: Obtain Stakeholder Input on SWOT to Prioritize Actions

Step 6: Interpret the Data and Aggregate Self-Study Findings

Step 7: Discuss and Validate the Findings with Stakeholders

Step 8: Develop a Succinct Self-Study Document for Use in Further Program Improvement and as Documentation for the Program's 10 Year Site Visit

Step 1. Assemble the Self Study Group

- **Membership:** The members of the Program Evaluation Committee (PEC) are the ideal core foundation for your self-study group.
  - They are familiar with the Annual Program Evaluation process and the resulting action plans and improvement efforts.
  - Including the program coordinator is also recommended.
  - **CCC representative:** It may be beneficial to include a member of the Clinical Competency Committee (CCC) with the focus on educational outcomes.

Step 2: Discuss Program Aims

Aims:

- are the program's and institutional leaders' views of key expectations for the program
- how your program is unique from other programs in the country
- may focus on the types of trainees recruited into the program, training for particular careers (clinical practice, academics, research, primary/generalist care), and other objectives, such as care for underserved patients, health policy or advocacy, population health, or generating new knowledge.
- **should generally take a longer-term strategic view**, but they also may change over time, in response to factors such as local or national demand for a resident workforce with certain capabilities, or new opportunities to train residents and fellows in a different setting.

Step 3a: Create a Longitudinal Assessment of Program Improvement

Aggregate and Analyze Data to Generate a Longitudinal Assessment of the Program's Strengths and Weaknesses (Areas for Improvement)

What Is A SWOT Analysis?

Aim
It is a way to differentiate programs.
The self-study will ultimately evaluate program effectiveness in meeting the aim.
Moves beyond improvement solely based on compliance with minimum standards.

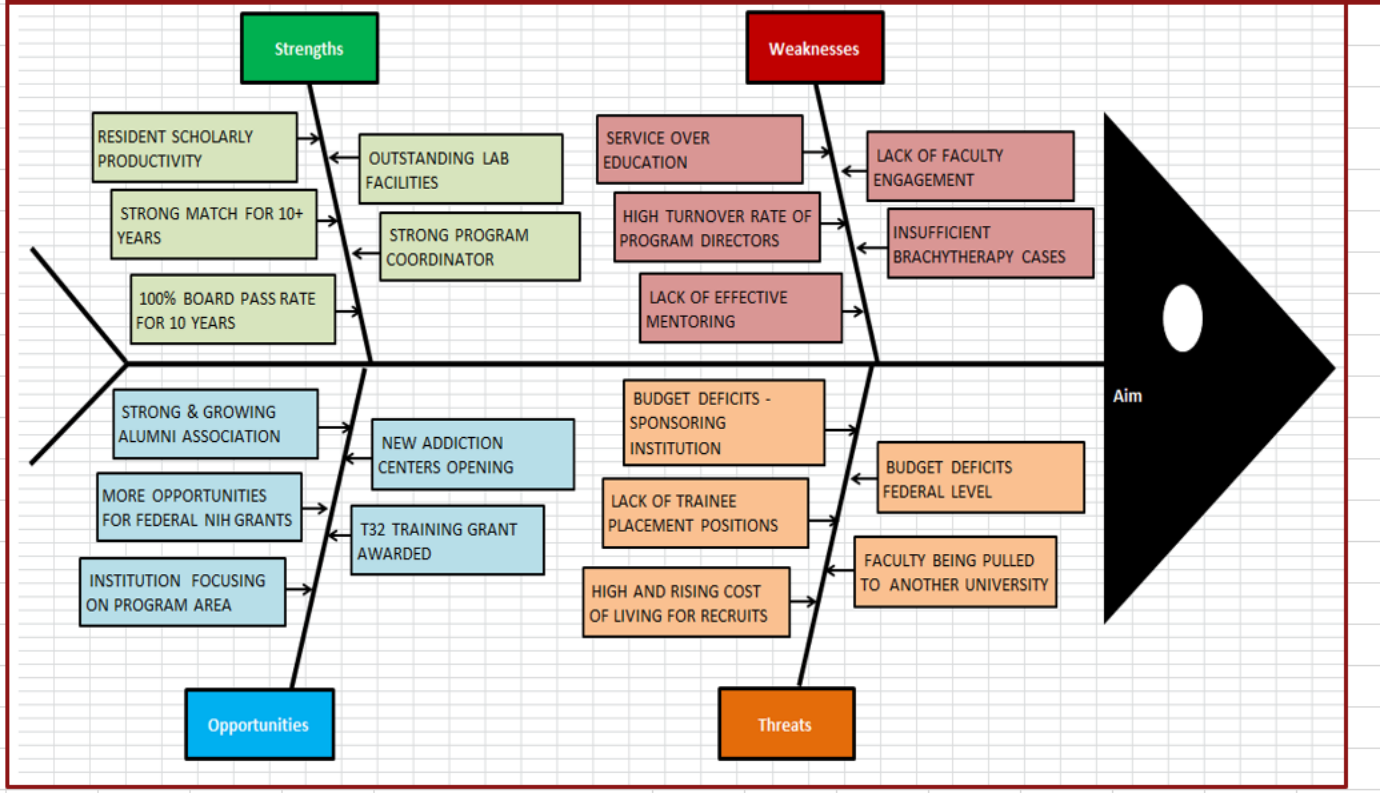
Strengths
It is important to acknowledge and celebrate positive aspects of the program.
What should definitely be continued (important question in an environment of limited resources)?

Weaknesses
Look for citations, areas for improvement, and other information from ACGME.
Identify in the Annual Program Evaluation and other program/institutional data sources.

Opportunities
They are external attractive factors that will contribute to the program flourishing, if acted upon.
- What are capabilities for the future involving the program, and how can the program capitalize on them?
- Has there been a recent change in the program's context that creates an opportunity?
- Are these opportunities ongoing, or is there a narrow window for them? How critical is the timing?

Threats
Are there external factors that affect the program and may place it at risk?
While the program cannot fully control its threats, it's beneficial to have plans to mitigate their effect:
- What are changes in resident's specialty choice, regulation, financing, or other factors that may affect the future success of the program?
- Are there challenges or unfavorable trends in the immediate context that may affect the program?

An Example of Cause-Effect Diagram



Guidbook Directions (1/3)

ACGME INITIAL SELF STUDY Meeting

Step 3a: Longitudinal Assessment: Possible Data Sources

Annual Program Evaluation Checklist – Last Updated January 2019			
ALL ITEMS listed below should be discussed during the APE meeting. Items proceeded with * may be skipped if not applicable to your program. Items proceeded with ** may not be available for your program due to low responses (< 4).			
Resident Performance	☐ **Milestone achievements/evaluations**	MedHub	"Reports" tab > "Milestone Summary by Level" under "Evaluation Reports"
	☐ **Faculty evaluations (of trainees)**	MedHub	"Reports" tab > "Resident/Faculty/Service Ranking" under "Evaluation Reports" > Select "Resident" > Select "Faculty of resident"
	☐ **Semi-annual review with program director**	Program	Manual retrieval and/or data entry by program
	☐ **Self-assessment**	MedHub	"Reports" tab > "Aggregated Evaluation Report" > Select "Resident Self Evaluation" >
	☐ **Quality improvement and safety projects**	Program	Manual retrieval and/or data entry by program or MedHub > "Residents" tab > "Resident Learning Portfolios"
	☐ **Didactic/conference attendance**	MedHub	MedHub > "Reports" tab > "Conference Attendance by Resident" under "Conference Reports"
	☐ **Duty hour compliance**	MedHub	Home > "Resident Duty Hours" > "Duty Hour Statistics"
	☐ **Scholarly activities of residents**	Web ADS	Web ADS Update (https://apps.acgme.org/connect/login) > "Resident Scholarly Activity"
	☐ **Resident Files / Summative Evaluations**	MedHub	MedHub> https://stanford.medhub.com/u/a/users_residents_view
	☐ ***Case experience and procedures logs**	Program	Varies for programs
	☐ ***In-training examination results**	Program	Manual retrieval and/or data entry by program
	☐ ***Objective Structured Clinical Examinations)**	Program	Manual retrieval and/or data entry by program
Faculty Development	☐ **Mentoring**	Program	Manual retrieval and/or data entry by program
	☐ **Trainee evaluation of faculty**	MedHub	"Reports" > "Aggregate Evaluation Report" > "Resident evaluation of faculty member"
	☐ **ABMS certification status**	Program	Board Certification Verification Websites
	☐ **Faculty attendance in grand rounds & conferenc**	MedHub	"Reports" tab > "Faculty Conference Attendance"
	☐ **Faculty professional development courses**	Program	Manual retrieval and/or data entry by program
	☐ **Scholarly activity of faculty**	Web ADS	Web ADS Update (https://apps.acgme.org/connect/login) > "Faculty Scholarly Activity"
Graduate Performance	☐ **Graduate placement**	Program	Manual retrieval and/or data entry by program or Alumni Survey (see below)
	☐ ****Alumni survey**	MedHub	Manual retrieval and/or data entry by program
	☐ ***Board scores/pass rates: Current/5 year averag**	Program	Manual retrieval and/or data entry by program
Program Quality	☐ **Last year's action plan**	MedHub	Home > "Program Accreditation" > "APE" tab > Select last AY > Scroll down to "File Attachments"
	☐ **ACGME faculty survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐ **ACGME citations and/or letters of notification**	GME	Home > "Program Accreditation" > "Correspondence" tab > Select "ACGME Initiated"
	☐ **Resident / Faculty program evaluations**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐ **Overview of the curriculum and rotations**	MedHub	Home > "Curriculum Objectives/Goals"
	☐ **Exit summative evaluation/interview**	MedHub	Home > "Residents" tab > "Forms/Files" or Manual retrieval by program
	☐ ****Resident/fellow program evaluations**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐ ****ACGME resident/fellow survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐ ****GME House Staff Survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐ **ADS Update / Recent Changes**	Program	Web ADS Update (https://apps.acgme.org/connect/login) > "Recent Changes / Improvements"
	☐ **PLAs – Affiliate Contributions to Educations**	Program	MedHub > "Accreditation tab "> "PLAs
	☐ ****Most Updated Trend Analysis**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"

Step 3b: Strengths and Weaknesses (SWOT)

3b. Examine Strengths and Weaknesses (Internal) – Inside YOUR Program

- **Strengths** Program factors that are likely to have a positive effect on (or be an enabler to) achieving your program's aims are **strengths.**
  - Important to acknowledge and celebrate
  - What should definitely be continued (important question in an environment of limited resources)

- **Weaknesses (Areas for Improvement)**
  - Program factors that are likely to have a negative effect on (or be a barrier to) achieving your program's objectives are **weaknesses**
    - Citations, areas for improvement and other information from ACGME
    - The Annual Program Evaluation and other program/institutional data sources

Step 4: Opportunities and Threats (SWOT)

4. Examine Opportunities (External) - Outside YOUR Program

- **Opportunities -** Factors that favor the program, that the program may take advantage of and leverage
  - External Factors that are likely to have a positive effect on achieving or exceeding your program's objectives not previously considered are called **opportunities**.
    - What are capabilities for further evolving the program; how can the program capitalize on them?
    - Has there been recent change in the program's context that that creates an opportunity?
    - Are these opportunities ongoing, or is there a narrow window for them? How critical is the timing?

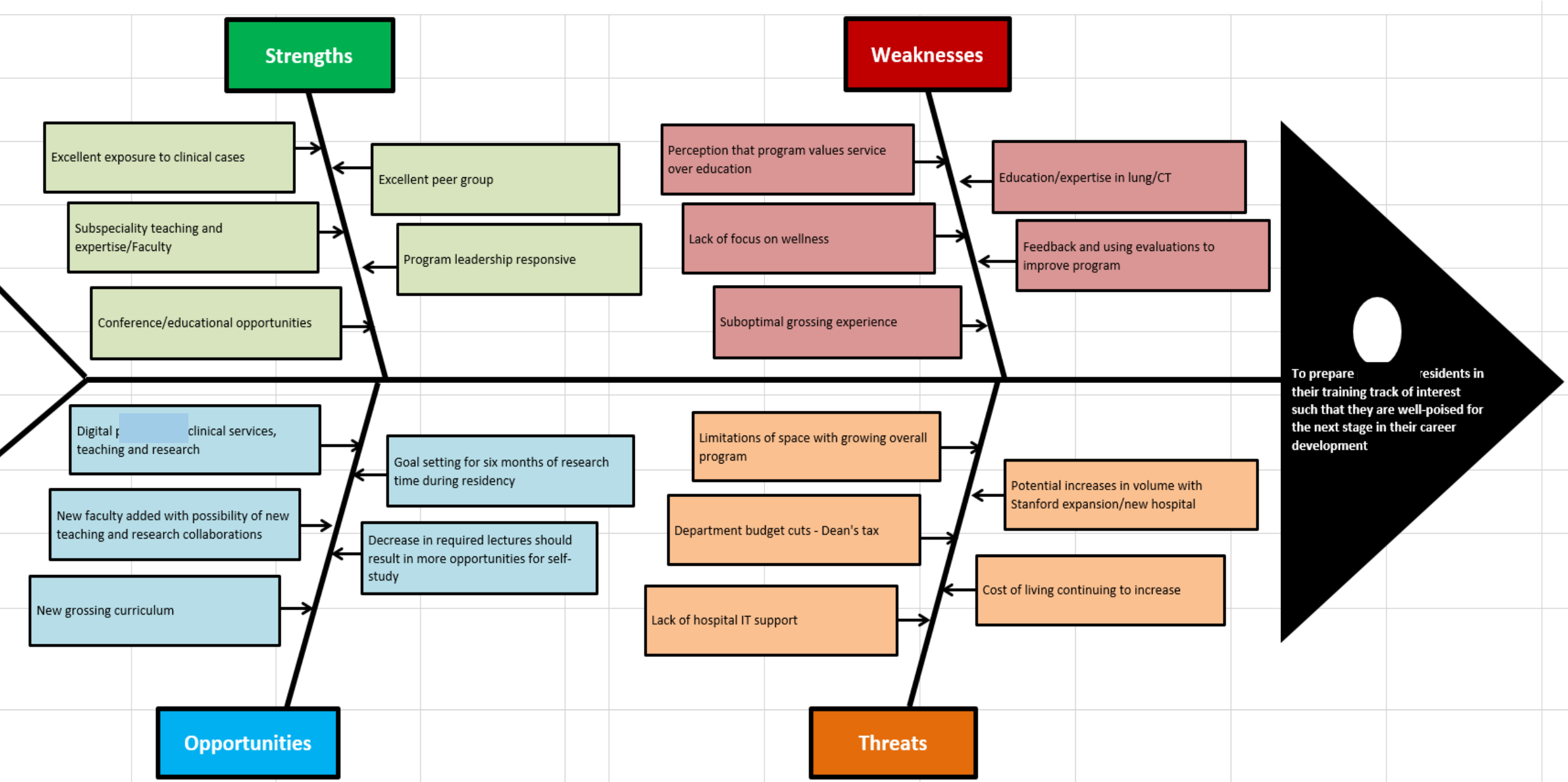
Step 4: Strengths, Weaknesses, Opportunities and Threats (SWOT)

4. Examine Threats (External) - Outside YOUR Program

- **Threats**
  - also are largely beyond the control of the program, and like opportunities, come in many forms.
  - could result from a change in support for education at the national level, changing priorities at the institutional or state levels, or from local factors, such as erosion of a primary ambulatory system based on voluntary faculty.

- **The benefit of assessing program threats is that plans can be developed to mitigate their effect(s).**

ACGME INITIAL SELF STUDY Meeting: Step 4 – SWOT



Step 5: Obtain Stakeholder Input on SWOT

Obtain stakeholder input

- The data should be confirmed and augmented by information from program stakeholders (residents/fellows, faculty members, others as relevant).
- For some programs, important information may include the perceptions of representatives from other specialties who interact with the residents or fellows.
- To collect this information, the program may use surveys, meetings with residents/fellows, or a retreat.
- Feedback from recent graduates could also provide useful data on the program's educational effectiveness.

Step 6: Interpret the Data and Aggregate Self-Study Findings

Interpret the data and aggregate the self-study findings

- The next step is to interpret the aggregated data from the self-study.
- Specific elements of the self-study findings will include:
  - establishing a working set of program aims
  - listing key program strengths
  - prioritizing among the self-identified areas for improvement to select those for active follow-up, and define the specific improvement activities
  - discussing opportunities that may enhance the program, and develop plans to take advantage of them
  - discussing threats identified in the self-study, and develop plans to mitigate their impact

Step 7: Discuss and Validate the Findings with Stakeholders

Discuss the findings with stakeholders

- The self-study findings from Step 6 should be shared with faculty members and residents/fellows.
- This step should validate the findings and improvement priorities chosen by the self-study group with these key stakeholders.

Step 8:

Develop a succinct self-study document for use in further program improvement and as documentation for the program's 10-year site visit

Program Description and Aims

Describe the program and its aims, using information gathered during the Self-Study.

Question 1: Program Description

Provide a brief description of the residency/fellowship program, as you would to an applicant or a prospective faculty member. Discuss any notable information about the program. (Maximum 250 words)

Question 2: Program Aims

Describe the program's aims. (Maximum 150 words)

Question 3: Program activities to advance the aims

Describe current activities that have been, or are being, initiated to promote or further these aims. (Maximum 250 words)

Environmental Context

Summarize the information on the program's environmental context that was gathered and discussed during the Self-Study.

Question 4: Opportunities for the program

Describe important opportunities for the program. (Maximum 250 words)

Question 5: Threats facing the program

Describe any real or potential significant threats facing the program. (Maximum 250 words)

Significant Changes and Plans for the Future

Question 6a: Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)

Question 6b: Project your vision and plans for the program for the coming five years. What will take this program to "the next level"? (Maximum 350 words) *Note: In your response, discuss what the "next level" will look like, the envisioned steps and activities to achieve it, and the resources needed.*

Self-Study Process

Question 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. (Maximum 300 words)

Who was involved in the Self-Study (by role/title)?	
How were areas for improvement prioritized?	

Question 7b: Describe the core program's role in the Self-Study(ies) of its dependent subspecialty program(s). (Maximum 150 words)

Note: If this is an individual core program without associated subspecialty programs or a dependent freestanding subspecialty program, skip to Question 8.

Question 8: Describe learning that occurred during the Self-Study. This information will be used to identify potential best practices for dissemination. (Maximum 200 words)

Step 8: Develop a succinct self-study document for use in further program improvement and as documentation for the program's 10-year site visit: Program Description and Aims

- **Question 1: Program Description**
  - Provide a brief description of the residency/fellowship, as you would to an applicant or prospective faculty member. Discuss any notable information about the program. (Maximum 250 words)
- **Question 2: Program Aims**
  - Describe the program's aims (Maximum 150 words)
- **Question 3: Program Activities to Advance the Aims**
  - Describe current activities that have been or are being initiated to promote or further these aims. (Maximum 250 words)

Step 8: Develop a succinct self-study document for use in further program improvement and as documentation for the program's 10-year site visit: Environmental Context

- **Question 4: Opportunities for the Program**
  - Describe important opportunities for the program (Maximum 250 words)
- **Question 5: Threats Facing the Program**
  - Describe any real or potential significant threats facing the program. (Maximum 250 words)

Step 8: Develop a succinct self-study document for use in further program improvement and as documentation for the program's 10-year site visit: Significant changes and plans for the future

- **Question 6a:** Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)
- **Question 6b:** Project your vision and plans for the program for the coming five years. What will take this program to the "next level" ? (Maximum 350 words)
  - Note: In your response, discuss what the "next level" will look like, the envisioned steps and activities to achieve it and the resources needed.

Step 8: Develop a succinct self-study document for use in further program improvement and as documentation for the program's 10-year site visit: Self-Study Process

- **Question 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. (Maximum 300 words)
  - *Note: Who was involved in the self –study (by role/title)? How were areas of improvement prioritized?*
- **Question 7b:** Describe the core program's role in the Self-study of its dependent subspecialty program(s) (Maximum 150 words)
  - *Note: If this is an Individual core program without associated subspecialties or a dependent free-standing subspecialty program, skip to Question 8)*
- **Question 8:** Describe learning that occurred during the Self-Study. This information will be used to identify potential best practices for dissemination. (Maximum 200 words)

Self Study Updated Summary Document: Submitted to ACGME Before the 10-Year Accreditation Site Visit

- The updated summary must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days before the date of the 10-Year Accreditation Site Visit.

Use this template to update information in the Self-Study Summary submitted to the ACGME.

Before the 10-Year Accreditation Site Visit

The Self-Study Summary Update is optional and should be used to provide new information for the 10-Year Accreditation Site Visit.

Two types of updates can be made: 1) to identify changes in the program since the Self-Study Summary was submitted; and 2) to provide information on new dimensions of the Self-Study that were added in April 2017.

The Self-Study Summary Update is completed and uploaded through the Accreditation Data System a minimum of 12 days before the date of the 10-Year Accreditation Site Visit.

Programs must also complete the Self-Study Summary of Achievements.

Self Study Summary Document: Update to the Self-Study Summary

ACGME

Self-Study Summary Update
Department of Field Activities

Use this template to update information in the Self-Study Summary submitted to the ACGME.

Before the 10-Year Accreditation Site Visit

The updated summary must be completed and uploaded through the Accreditation Data System (ADS) a minimum of 12 days before the date of the 10-Year Site Visit.

Two types of updates can be made: 1) to identify changes in the program since the Self-Study Summary was submitted; and 2) to provide information on new dimensions of the Self-Study that were added in April 2017.

Programs must also complete the Self-Study Summary of Achievements.

Note:
The updated information will be used to assess the program's aims and environmental context, as well as the process used for the Self-Study and how this facilitates program improvement.

Update to the Self-Study Summary
If the Self-Study Summary was submitted prior to April 2017, use this part of the form to provide information for areas that were added to the Self-Study Summary.

Significant Changes and Plans for the Future

Describe significant changes and improvements made in the program over the past five years. (Maximum 250 words)

Describe your vision and plans for the program for the next five years. (Maximum 250 words)

Based on the plans described in the response to the previous question, what will "take this to the next level"? (Maximum 250 words)

Note: In answering this question, please discuss what the "next level" will look like, the envisioned steps and activities to achieve it, and the resources needed.

Updates and Changes to Information Provided in the Original Self-Study Summary
Use this part of the form to describe any ***changes or updates*** to the information that was submitted in the original Self-Study Summary.

Describe any changes to the program description. (Maximum 200 words)

Describe any changes to the program's aims. (Maximum 150 words)

Describe any ***changes*** in the program's environmental context since the self-study was conducted.

Describe any changes in opportunities for the program. (Maximum 250 words)

Describe any changes in threats facing the program. (Maximum 250 words)

Self Study Summary Document: Update to the Self-Study Summary

- The **top part** of the form is used to provided to questions added since 4/17
  - Describe significant changes and improvements made over the past 5 years (Maximum 250 words)
  - Describe your vision and plans for your program int the next 5 years (Maximum 250 words)
  - Based on your plans, what will take this to “the next level”? (Maximum 250 words)
- Use the **lower part** of the form to describe any changes or updates to the information that was submitted in the original Self-Study Summary.
  - Describe any changes to the program description. (Maximum 200 words)
  - Describe any changes to the program’s aims. (Maximum 150 words)
  - Describe any changes in opportunities for the program. (Maximum 250 words)
  - Describe any changes in threats facing the program. (Maximum 250 words)

The Self-Study Summary of Achievements

Program Strengths

Question 1: List the key strengths identified during the Self-Study. (Maximum 250 words)

Question 2: Discuss how these strengths relate to the program's aims and context. (Maximum 300 words)

Achievements in Program's Self-Identified Areas for Improvement

Question 3: Describe improvements in critical areas identified during the Self-Study that have already been achieved. (Maximum 250 words)

Question 4: Discuss how these improvements relate to the program's aims and context. (Maximum 300 words)

Question 5: Summarize what was used to track progress and to assess the improved outcomes. (Maximum 250 words)

Question 6: If this is a core program with two or more dependent subspecialty programs, did the Self-Study process for the dependent subspecialty programs identify common strengths, areas for improvement, opportunities, and/or threats across programs? *(If not a core with dependent subspecialties, skip to Question 7).*

___ Yes ___ No

If Yes, please summarize common areas identified during the Self-Study where improvements have been made. (Maximum 200 words)

Question 7: Discuss how program leadership coordinates aims and improvement priorities for the program with the priorities of the program's clinical department/division and those of the sponsoring institution. (Maximum 250 words)

Question 8: Discuss whether and how the Self-Study and 10-Year Accreditation Site Visit added value, and summarize any learning that occurred during this process. (Maximum 250 words)

End of document

Programs must also complete the Self-Study Summary of Achievements

Program Strengths

- Question 1: List the program's key strengths identified during the Self-Study. (Maximum 250 words)
- Question 2: Discuss how these strengths relate to the program's aims and context. (Maximum 300 words)

Achievements in Program's Self-Identified Areas for Improvement

- Question 3: Describe improvements in critical areas identified during the Self-Study that have already been achieved. (Maximum 250 words)
- Question 4: Discuss how these improvements relate to the program's aims and context. (Maximum 250 words)

Self-Study Summary of Achievements

- Question 5: Summarize what was used to track progress and to assess the improved outcomes. (Maximum 250 words)

- Question 6: If this is a core program with two or more dependent subspecialty programs, did the Self-Study process for the dependent subspecialty programs identify strengths, areas for improvement, opportunities and/or threats across programs? ___ Yes ___ No.
  - If Yes, please summarize common areas identified during the Self-Study where improvements have been made. (Maximum 200 words)

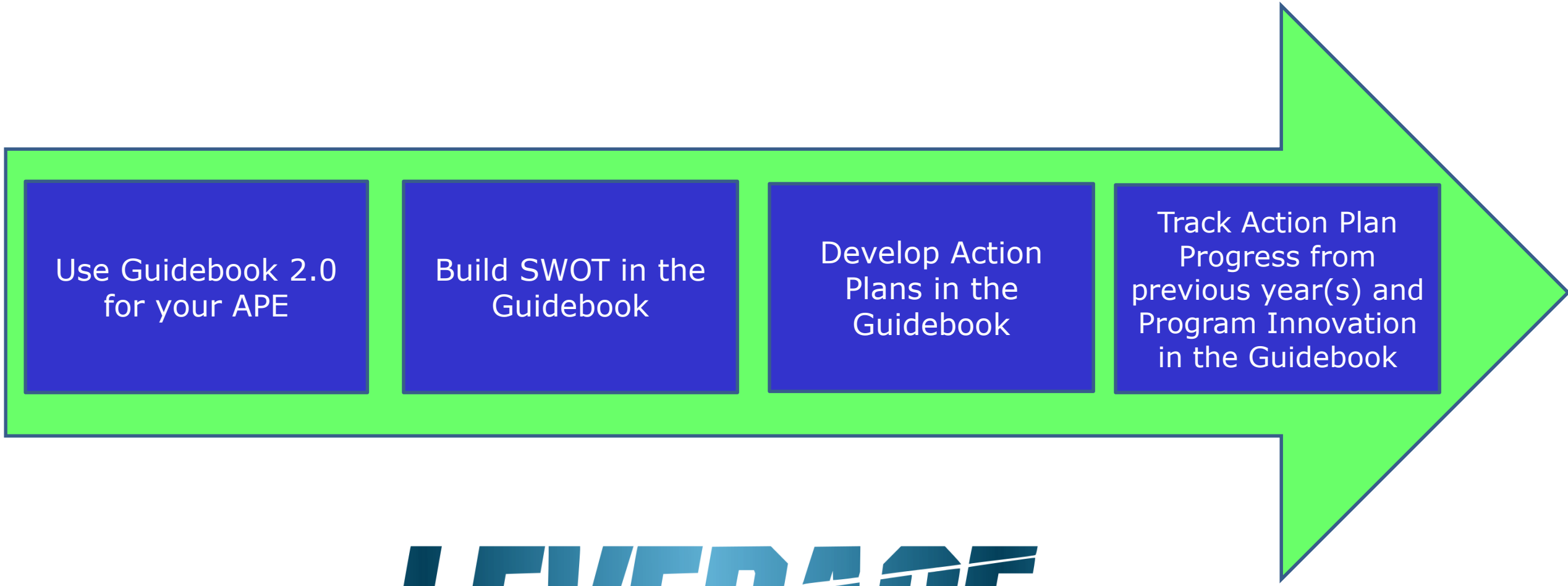
- Question 7: Discuss how program leadership coordinates aims and improvement priorities for the program with the priorities of the program's clinical department/division and those of the sponsoring institution. (Maximum 250 words)

- Question 8: Discuss whether and how the Self-Study and 10 year Accreditation Site Visit added value and summarize any learning that occurred in the process. (Maximum 250 words)

Getting Ready for the Self Study Site Visit

- Gentle Words of ‘Wisdom’
  - Print out/review your Core and Specialty Requirements –
    - Suggest each program makes your own list placing each requirement in a “Requirements” Column
      - Use a second Column to state how you are meeting them
  - Complete your SWOT diagram now with your Self Study Input
    - Align the weaknesses/opportunities etc. with your Action Plan
    - Detail the progress you have made since your Self-Study
  - Review previous Annual Program Evaluations (APES)

Understanding How to Leverage the APE Data for Self-Study Reuse



LEVERAGE

How Guidebook 2.0 Streamlines Longitudinal Assessment of Program Improvement

Guidebook 2.0 is designed to make it easier!!

Guidebook 2.0

Annual Program Evaluation Checklist – Last Updated January 2019

ALL ITEMS listed below should be discussed during the APE meeting. Items proceeded with * may be skipped if not applicable to your program. Items proceeded with ** may not be available for your program due to low responses (< 4).

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	☐	**Faculty evaluations (of trainees)**	MedHub	"Reports" tab > "Resident/Faculty/Service Ranking" under "Evaluation Reports" > Select "Resident" > Select "Faculty of resident"
	☐	**Semi-annual review with program dir**	Program	Manual retrieval and/or data entry by program
	☐	**Self-assessment**	MedHub	"Reports" tab > "Aggregated Evaluation Report" > Select "Resident Self Evaluation" >
	☐	**Quality improvement and safety proje**	Program	Manual retrieval and/or data entry by program or MedHub > "Residents" tab > "Resident Learning Portfolios"
	☐	**Didactic/conference attendance**	MedHub	Medhub > "Reports" tab > "Conference Attendance by Resident" under "Conference Reports"
	☐	**Duty hour compliance**	MedHub	Home > "Resident Duty Hours" > "Duty Hour Statistics"
	☐	**Scholarly activities of residents**	Web ADS	Web ADS Update (https://apps.acgme.org/connect/login) > "Resident Scholarly Activity"
	☐	**Resident Files / Summative Evaluatio**	MedHub	MedHub> https://stanford.medhub.com/ui/a/users_residents_view
	☐	***Case experience and procedures lo**	Program	Varies for programs
	☐	***In-training examination results**	Program	Manual retrieval and/or data entry by program
	☐	***Objective Structured Clinical Exami**	Program	Manual retrieval and/or data entry by program
Faculty Development	☐	**Mentoring**	Program	Manual retrieval and/or data entry by program
	☐	**Trainee evaluation of faculty**	MedHub	"Reports" > "Aggregate Evaluation Report" > "Resident evaluation of faculty member"
	☐	**ABMS certification status**	Program	Board Certification Verification Websites
	☐	**Faculty attendance in grand rounds**	MedHub	"Reports" tab > "Faculty Conference Attendance"
	☐	**Faculty professional development co**	Program	Manual retrieval and/or data entry by program
	☐	**Scholarly activity of faculty**	Web ADS	Web ADS Update (https://apps.acgme.org/connect/login) > "Faculty Scholarly Activity"
Graduate Performance	☐	**Graduate placement**	Program	Manual retrieval and/or data entry by program or Alumni Survey (see below)
	☐	****Alumni survey**	MedHub	Manual retrieval and/or data entry by program
	☐	***Board scores/pass rates: Current/5**	Program	Manual retrieval and/or data entry by program
Program Quality	☐	**Last year's action plan**	MedHub	Home > "Program Accreditation" > "APE" tab > Select last AY > Scroll down to "File Attachments"
	☐	**ACGME faculty survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐	**ACGME citations and/or letters of no**	GME	Home > "Program Accreditation" > "Correspondence" tab > Select "ACGME Initiated"
	☐	**Resident / Faculty program evaluatio**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐	**Overview of the curriculum and rotati**	MedHub	Home > "Curriculum Objectives/Goals"
	☐	**Exit summative evaluation/interview**	MedHub	Home > "Residents" tab > "Forms/Files" or Manual retrieval by program
	☐	****Resident/fellow program evaluatior**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐	****ACGME resident/fellow survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐	****GME House Staff Survey**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"
	☐	**ADS Update / Recent Changes**	Program	Web ADS Update (https://apps.acgme.org/connect/login) > "Recent Changes / Improvements"
	☐	**PLAs – Affiliate Contributions to Edu**	Program	MedHub > "Accreditation tab "> "PLAs
	☐	****Most Updated Trend Analysis**	GME	Home > "Program Accreditation" > "APE" tab > Select the current AY > Scroll down to "File Attachments"

... | 2014-2015 APE | 2015-2016 APE | 2016-2017 APE | 2017-2018 APE | 2018-2019 APE | 2019-2020 APE | 5 year aggregate

Guidebook 2.0

During the APE Meeting
1. **Review the Action Plan from the prior year** (by selecting the tab of the prior year) and update the last two columns in the action plan (**Actual Outcome and Resolve Y/N**)
2. Move any **Unresolved Issues** from the prior year's Action Plan to the current year's (simply do so by copying and pasting the cells)
3. Review:
Resident/Fellow Performance
Faculty Development
Graduate Performance
Program Quality
4. Complete the **Outcome** of the meeting:
4.1 In the current year's tab, fill in the **SWOT Analysis** tables.
4.2 Complete the Action Plan.
4.3 The Cause-Effect Diagram (fishbone) will auto-populate content based on the entry in the SWOT Analysis tables.
5. **Save** the Guidebook.

Guidebook 2.0

Till Next Year...

1. **Download** the Guidebook from prior year's APE tab
2. **Update** the Guidebook for the current year's APE.
3. **Upload** the Guidebook to the current year's APE tab

What Is A SWOT Analysis?

Aim

It is a way to differentiate programs.
The self-study will ultimately evaluate program effectiveness in meeting the aim.
Moves beyond improvement solely based on compliance with minimum standards.

Strengths

It is important to acknowledge and celebrate positive aspects of the program.
What should definitely be continued (important question in an environment of limited resources)?

Weaknesses

Look for citations, areas for improvement, and other information from ACGME.
Identify in the Annual Program Evaluation and other program/institutional data sources.

Opportunities

They are external attractive factors that will contribute to the program flourishing, if acted upon.

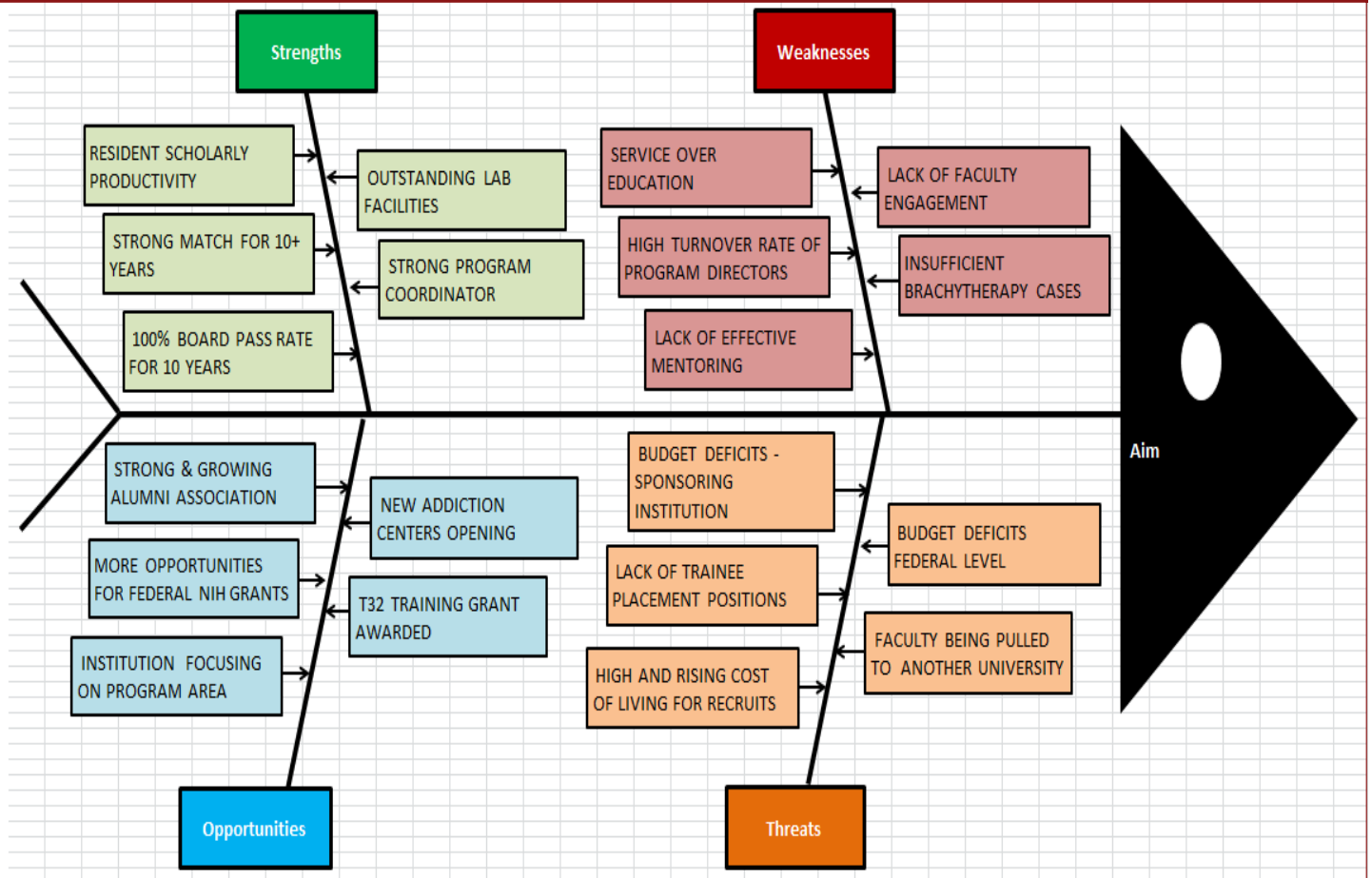
- What are capabilities for the future involving the program, and how can the program capitalize on them?
- Has there been a recent change in the program's context that creates an opportunity?
- Are these opportunities ongoing, or is there a narrow window for them? How critical is the timing?

Threats

Are there external factors that affect the program and may place it at risk?
While the program cannot fully control its threats, it's beneficial to have plans to mitigate their effect:

- What are changes in resident's specialty choice, regulation, financing, or other factors that may affect the future success of the program?
- Are there challenges or unfavorable trends in the immediate context that may affect the program?

An Example of Cause-Effect Diagram



Guidebook 2.0

Directions

This guidebook has been updated to seamlessly integrate between years and will automatically accumulate issues into a 5 year aggregate report

1. Enter information for Date, Program, and Aim

2. Enter information for Strengths, Weaknesses & Citations, Opportunities, and Threats. *Inputted informaiton will also be collected into Fishbone Diagram*

- **All citations must be inputted into "Weaknesses & Citations" and are high priority**

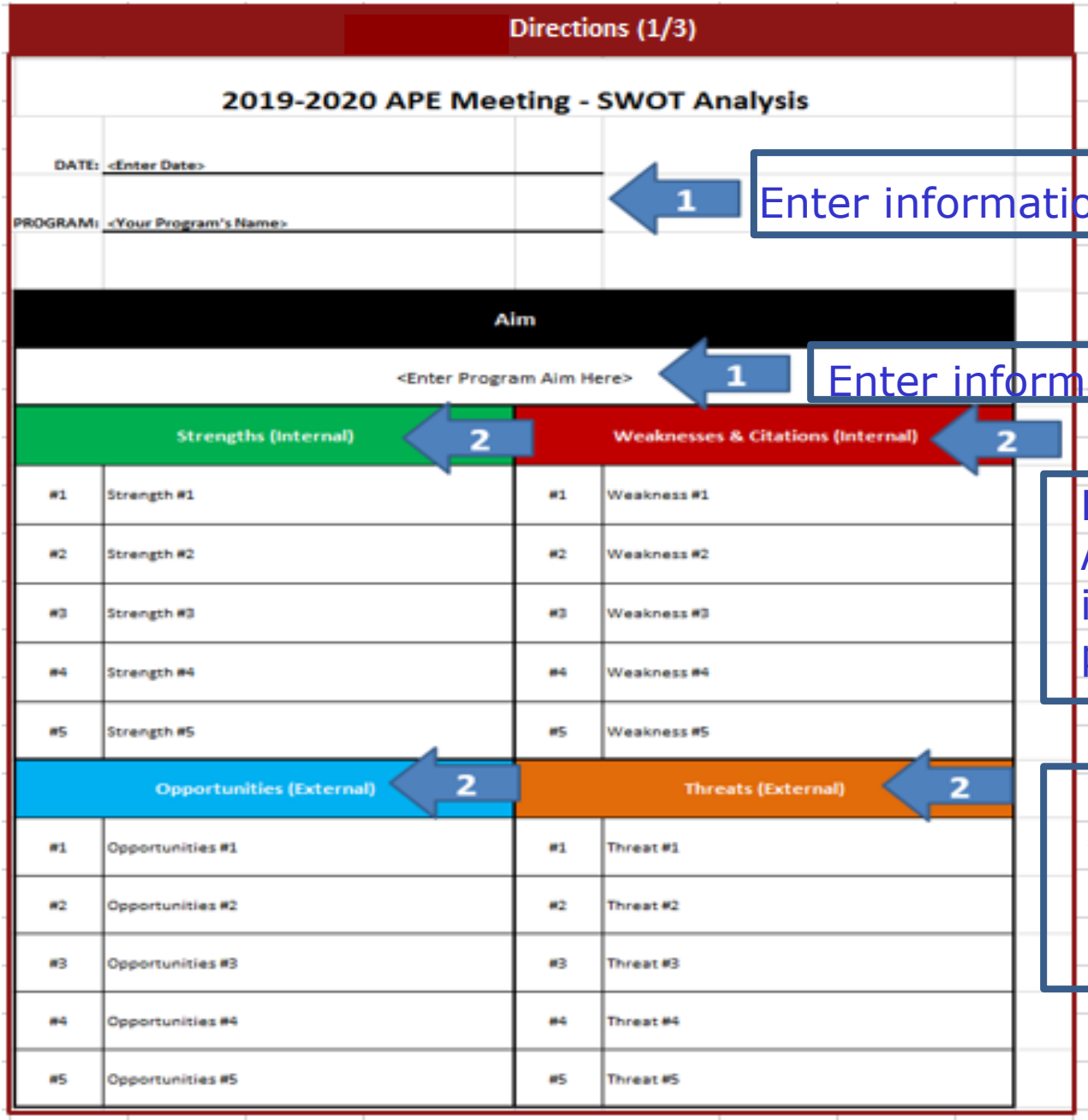
3. Issues from previous years will be transferred over to "Last Years Issues" column. Update issues marked as continuing in "Last Year's Continuing Issues" column and use drop-down box to mark issue as "Resolved", "Continuing", and "To Be Dropped" . Update "Last Year's Dropped Issues" table with reason for dropping issue.

4. Issues for "Current Year's Issues" column is collected from "Weaknesses & Citations (Internal)". Continue to fill out the remaining columns of information (e.g. Description, Proposed Actions, etc.). Use drop-down box for marking issue as "Resolved", "Continuing", and "To Be Dropped"

5. All issues from the past 5 years will be aggregated into "5 Year Aggregate" sheet. For "Continuing Issues" table, please fill out "Final outcome" (using drop-down box) and "Description". Verify aggregate report with issues from each year to ensure all data have transferred correctly

6. Cummulative report on top will count how many issues were marked as "Resolved", "Continuing", and "To Be Dropped"

Guidebook 2.0



Directions (1/3)

2019-2020 APE Meeting - SWOT Analysis

DATE: <Enter Date>

PROGRAM: <Your Program's Name>

1 Enter information for Date & Program

Aim
<Enter Program Aim Here>

1 Enter information for Program Aim

	Strengths (Internal)		Weaknesses & Citations (Internal)
#1	Strength #1	#1	Weakness #1
#2	Strength #2	#2	Weakness #2
#3	Strength #3	#3	Weakness #3
#4	Strength #4	#4	Weakness #4
#5	Strength #5	#5	Weakness #5

2 2

Enter information SWOT
All citations must be included as weakness and prioritized FIRST

	Opportunities (External)		Threats (External)
#1	Opportunities #1	#1	Threat #1
#2	Opportunities #2	#2	Threat #2
#3	Opportunities #3	#3	Threat #3
#4	Opportunities #4	#4	Threat #4
#5	Opportunities #5	#5	Threat #5

2 2

All weaknesses entered will transfer directly to the SWOT Fishbone

Guidebook 2.0

Directions (2/3)

		Used For Current Year's Meeting			Used For Next Year's Meeting	
	Issue Synopsis	Description	Proposed Actions	Person(s) Responsible/Targeted Outcome/Due Date	Action Completed? Actual Outcome	Resolved/To Be Dropped/ Continuing
Last Year's Issues	Weakness #1					
	Weakness #2					
	Weakness #3					
	Weakness #4					
	Weakness #5					
Last Year's Continuing Issues	3					
Current Year's Issues	Weakness #1					
	Weakness #2					
	Weakness #3					
	Weakness #4					
	Weakness #5					
	4					

Issues from previous years will be transferred over to "Last Year's Issues" column.

Update issues marked as continuing in "Last Year's Continuing Issues" column and use the drop down box to mark as "Resolved", "Continuing" or "To be Dropped"

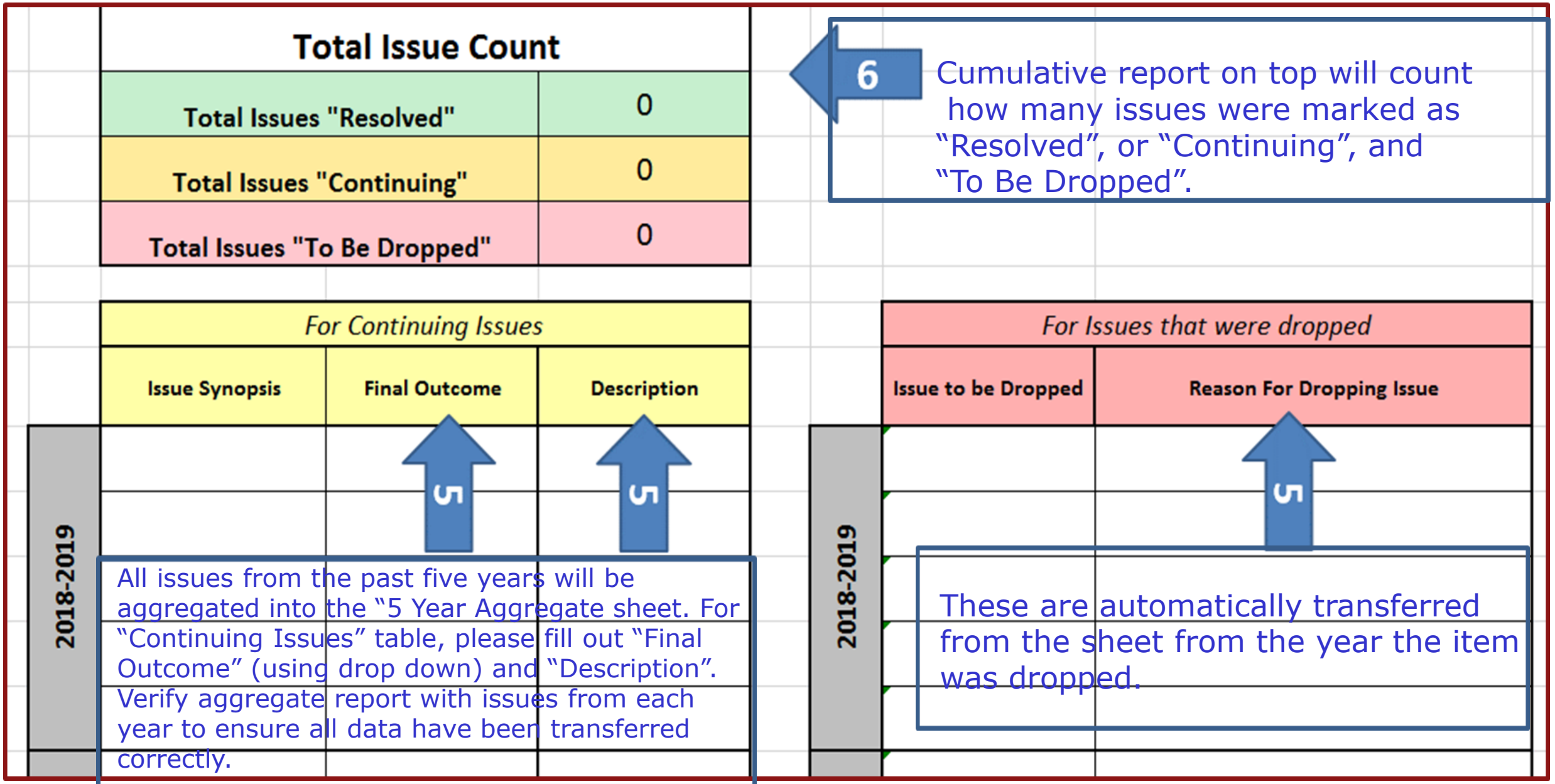
Issues for "Current Year's Issues" column is collected from "Weaknesses & Citations (Internal) Continue to fill out the remaining columns of information (Description, Proposed Actions). Use the drop down box to mark as "Resolved", "Continuing" or "To be Dropped"

Last Year's Dropped Issues	3
Issue to be Dropped	Reason For Dropping Issue

Drop-down List

Update "Last Year's Dropped Issues" table with reason for dropping

Guidebook 2.0 - APE Action Item Tracker



2018-2019 Example

2018-2019 APE Meeting - SWOT Analysis

DATE: <Enter Date>

PROGRAM: <Your Program's Name>

PROGRAM DESCRIPTION: <Your Program's Description>

Aim
<Enter Program Aim Here>

	Strengths (Internal)		Weaknesses & Citations (Internal)
#1	Clinical Volume	#1	Feedback/Evaluation Process
#2	Faculty	#2	Service over Education
#3	Research Opportunities	#3	Lack of staff
#4	Drop in ACGME Citations	#4	Broken Equipment
#5	Teaching Assistant-Sharing Best Practices	#5	

	Opportunities (External)		Threats (External)
#1	SMC Board Attention to Housing	#1	High Cost of Living
#2	Increase in Local Job Market	#2	Cost/Lack of Housing
#3		#3	Excessive Clinical Volume
#4		#4	
#5		#5	

2018-2019 APE Meeting - Action Plan for Next Year

DATE: <Enter Date>

PROGRAM: <Your Program's Name>

PROGRAM DESCRIPTION: <Your Program's Description>

		Used For Current Year's Meeting				*Used For Next Year's Meeting*	
		Issue Synopsis	Description	Proposed Actions	Person(s) Responsible/Targeted Outcome/Due Date	Action Completed? Actual Outcome	Resolved/To Be Dropped/ Continuing
Last Year's Issues		Feedback/Evaluation Process	Residents are perceiving inadequate feedback	GME to initiate Focus Groups with Residents	Ann Dahn	Identify targeted areas to teach Faculty f 6/2018	Resolved
		Service over Education	Residents are not given enough time for education	Focus groups with residents	Ann Dahn	Identify targeted areas to teach Faculty f 6/2018	Continuing
Last Year's Continuing Issues							
		Service over Education	Update	Update	Update	Update	
Current Year's Issues		Feedback/Evaluation Process	Residents are perceiving inadequate feedback	GME to initiate Focus Groups with Residents	Ann Dahn		
		Service over Education	Residents are not given enough time for education	Focus groups with residents	Ann Dahn		
		Lack of staff	Not enough Residents	Discuss plan with DIO	Program Director		
		Broken Equipment	Medical Equipment are not fixed in timely manner	Discuss plan with Program Director	Program Coordinator		

Last Year's Dropped Issues

Issue To Be Dropped	Reason For Dropping Issue

2013-2014 APE | 2014-2015 APE | 2015-2016 APE | 2016-2017 APE | 2017-2018 APE | 2018-2019 APE | 2019-2020 APE | 5 year aggregate

What the new guidebook gives you …

- Program Description
- Program Aim
- Program Activities to enhance the AIM
- Opportunities for your program
- Threats facing your program
- Description of significant changes and improvements in your program over the past five years
- Project your vison and plans for the next five years
- Based on your plans described in the previous item, what will “take you to the next level”
- Describe elements of the Self Study
  - Who was involved?
  - How were the data analyzed and conclusions reached?
  - How were areas of improvement prioritized?
  - Describe the Core Program’s role (for Core Programs only)
  - Describe the learning that occurred during the Self-Study

What do you need for your initial SELF STUDY?

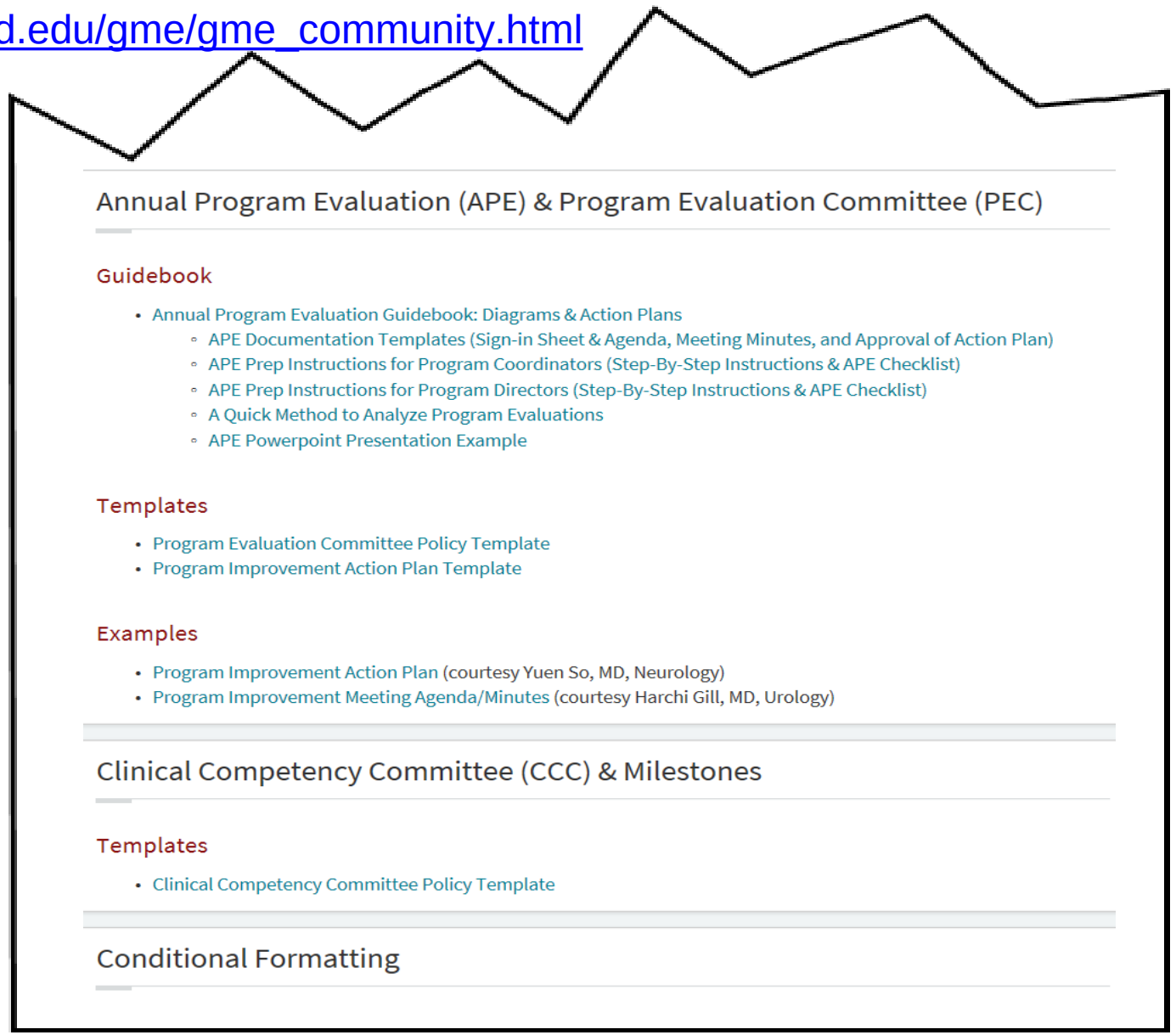
- Program Description
- Program Aim ☑
- Program Activities to enhance the AIM ☑
- Opportunities for your program ☑
- Threats facing your program ☑
- Description of significant changes and improvements in your program over the past five years ☑
- Project your vison and plans for the next five years
- Based on your plans described in the previous item, what will “take you to the next level”
- Describe elements of the Self Study
  - Who was involved?
  - How were the data analyzed and conclusions reached?
  - How were areas of improvement prioritized?
  - Describe the Core Program’s role (for Core Programs only)
  - Describe the learning that occurred during the Self-Study

What do you need for your Self-Study for your 10 year Site Visit?

- Describe significant changes and improvements made to the program over the past five years. ☑
- Describe your vision and plans for the program for the next five years. ☑
- Based on the plans described in response to the previous question, what will “take this to the next level”?
- Describe any changes to the Program Description.
- Describe any changes to the program’s aim. ☑
- Describe any changes in opportunities for the program. ☑
- Describe any changes in threats facing the program. ☑

Link to Stanford Resources

- http://med.stanford.edu/gme/gme_community.html



Annual Program Evaluation (APE) & Program Evaluation Committee (PEC)

Guidebook

- Annual Program Evaluation Guidebook: Diagrams & Action Plans
  - APE Documentation Templates (Sign-in Sheet & Agenda, Meeting Minutes, and Approval of Action Plan)
  - APE Prep Instructions for Program Coordinators (Step-By-Step Instructions & APE Checklist)
  - APE Prep Instructions for Program Directors (Step-By-Step Instructions & APE Checklist)
  - A Quick Method to Analyze Program Evaluations
  - APE Powerpoint Presentation Example

Templates

- Program Evaluation Committee Policy Template
- Program Improvement Action Plan Template

Examples

- Program Improvement Action Plan (courtesy Yuen So, MD, Neurology)
- Program Improvement Meeting Agenda/Minutes (courtesy Harchi Gill, MD, Urology)

Clinical Competency Committee (CCC) & Milestones

Templates

- Clinical Competency Committee Policy Template

Conditional Formatting

QUESTIONS?

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Nancy Piro npiro@Stanford.edu