

SES106

Using the self-study to further GME institutional integration: From notification to implementation!

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SPEAKERS:

- Ann Dohn, MA, DIO & GME Director (virtual)
- Pedro Tanaka, MD, PhD, Associate DIO & Associate Dean of Faculty Affairs
- Trey Huynh-Ngo, MBA, GME Program Manager & Education Specialist

Disclosure

None of the speakers for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Session Agenda

- Overview of institutional self-study
- Our work plan (with a focus on integration)
 - Team members
 - Mission statement
 - SWOT
 - Aims
 - Action plans
- Monitoring, lessons learned, and current stage
- Discussion and Q&A

Session Objectives



Define an institutional aim



Identify areas for improvement
aligned with the sponsoring
institution mission



Create an action plan for the
sponsoring institution.

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What brought you to this session?

OVERVIEW OF INSTITUTIONAL SELF STUDY

ACGME Institutional Self-Study

- The Self-Study is an **objective and comprehensive evaluation** of the GME within a sponsoring institution with the aim of improving it. The self study committee is charged with:
 - **Analyzing GME performance** by:
 - Reviewing the Annual Institutional Reports from the last 5 years
 - Completing a SWOT analysis
 - Developing and implementing **a strategic plan**, involving:
 - A GME institutional mission
 - Three to five discrete aims
 - Action plans to achieve each aim over the next three to five years

- Completed by Institutional Self-Study Committee
- Submitted to ACGME

Question 1: Institutional Self-Study Team

Who was included in the Institutional Self-Study team and why? List by name, role, and title. (Maximum 300 words.)

Question 2: Sponsoring Institution Mission

State the Sponsoring Institution's graduate medical education (GME) mission. (Maximum 250 words.)

Question 3: Opportunities for the Sponsoring Institution

Describe important opportunities for the Sponsoring Institution. (Include information gathered for the Institutional Self-Study, and the Institutional Self-Study team's analysis of institutional performance, to discuss the Sponsoring Institution's environmental context. Maximum 250 words.)

Question 4: Threats Facing the Sponsoring Institution

Describe real or potential challenges that may affect the Sponsoring Institution's ability to achieve its aims. (Maximum 250 words.)

Question 5: Sponsoring Institution Aims

Describe three to five aims related to the Sponsoring Institution's GME mission, and informed by the Institutional Self-Study team's analysis. (Maximum 150 words.)

Question 6: Aims Linked to National Learning Community for Sponsoring Institutions

If applicable, identify any institutional aims that are aligned with the work of the ACGME's national learning community for Sponsoring Institutions. (Maximum 200 words.)

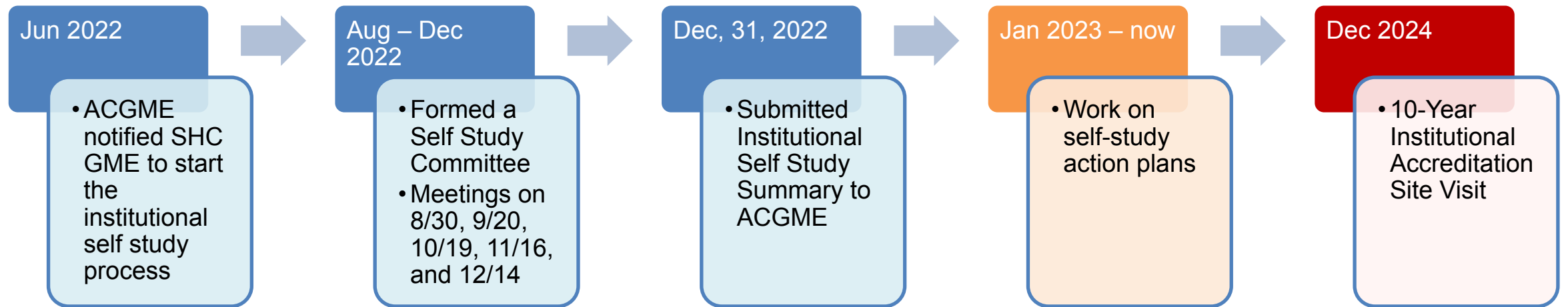
Question 7: Advancing the Aims

Describe current resources, processes, activities, and/or policies that contribute to advancing these aims. (Maximum 250 words.)

Question 8: Sponsoring Institution Actions

Describe actions that the Sponsoring Institution will take over the next three to five years to achieve each aim. (Maximum 350 words)

Timeline of SHC Institutional Self-Study



WORK PLAN

GME Department

- DIO
- Associate DIO
- 3 GME Program Managers
- GME Associate Dean
- Assistant Dean for GME Well-Being
- Assistant Dean for GME Diversity

GME Community


- SHC CEO & CMO
- 3 Core Program Director
- 1 Fellowship Program Director
- 1 Chief Resident representative
- 1 Program Coordinator representative

Key Stakeholders (From Institution & Affiliates)

- 1 Affiliate Department Chair
- 1 Affiliate Program Director (LPCH)
- Major affiliate representative – CMO
- Vice President of patient experience at SHC

Key Focus - Integration

- Program Directors
 - Program Coordinators
 - Chief Residents
 - Faculty
 - Former Program Directors
 - Vice Chairs for Education
 - Department Finance Administrators
 - Information Technology
 - Advanced Practice Providers
 - Patient Experience
-
- Nursing
 - School of Medicine Educational Leadership

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**Who would you include in your
self-study committee?**

**TASK #1:
GME MISSION STATEMENT**

Current Mission Statement

GME

- Stanford Health Care is dedicated to pursuing the highest quality of patient care and graduate medical education.

SHC

- Healing humanity through science and compassion, one patient at a time.

SOM

- To educate and inspire a diverse group of leaders in medicine and science who will improve human health through discovery, innovation, scholarship, education, and the delivery of outstanding patient-centered care.

Mission Statement – Ideas

1. “Cultivating the next generation of leaders through a commitment to clinical excellence, an inclusive learning environment, and promotion of scholarship.” +8
 2. “Empower the next generation of leaders in education, clinical care, science, innovation, and advocacy through excellence in delivering compassionate clinical care, teaching and learning in a person-centered and inclusive premier education, and advancing knowledge with scholarly discovery.” +11
 3. “Stanford GME’s mission is to empower the next generation of leaders to advance the field of medicine through providing a premier education in delivering exceptional clinical care and scholarly pursuits.” +5
- Other suggested mission statements provided by program directors:
4. “Educating future medical leaders who will advance the field of medicine through clinical excellence, scholarship, and education.”
 5. “Train the next generation of educators, clinicians, scientists through Innovation and inclusivity”
 6. “Cultivating the next generation of PHYSICIAN leaders through a commitment to clinical excellence, an inclusive learning environment, and promotion of scholarship.”
 7. “Stanford's GME mission is to educate and empower the next generation of leaders in medicine by providing premier training in clinical care, scholarship, teaching, and advocacy.”

Stanford's GME mission is to educate and empower the next generation of leaders in medicine by providing premier training in clinical care, scholarship, teaching, and advocacy in a diverse and inclusive learning environment

**TASK #2:
SWOT**

Data, Data,...

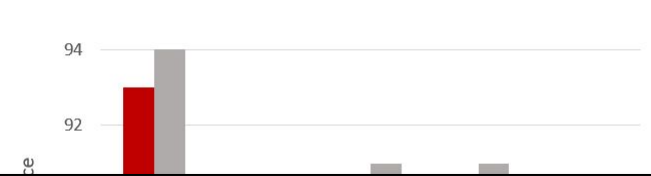
Ethnicity



MedHub Work Hour Report



ACGME 80 Hrs Compliance



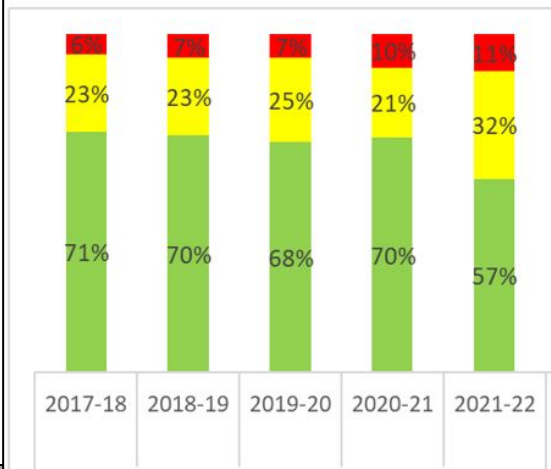
ACGME Resident Wellness Survey

Institutional 10-Year Scorecard

5-Year Trend on Selected Metrics

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
82%	87%	84%	87%	79%	83%	77%

Average of Domains by Year



Overall, how satisfied are you with the training you have received in your program?



And More Data ...

House Staff Benefits

Resident +

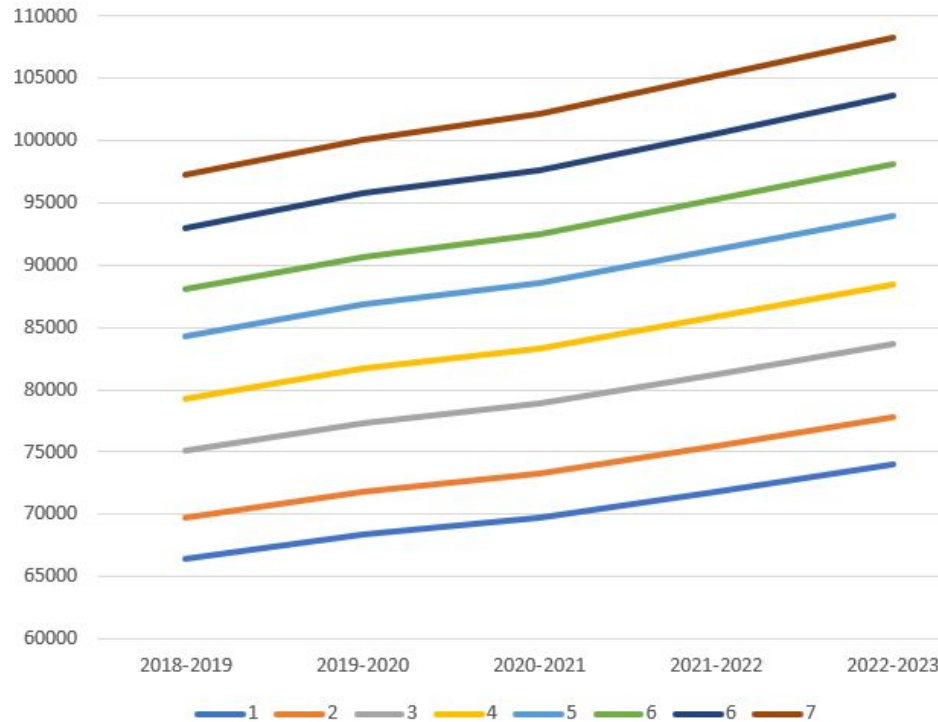
Family (Resident,

Benefit

Annually unless otherwise stated

Moving Allowance (one time for new hires - not annual)
Housing Allowance
CA MD training License--also reimburses Part II (\$416.50)
Full CA MD License (PGY IV and above)
CA MD License (renewals during SHC training)
DEA (initial and renewals during SHC training)
USMLE III (PGY I, II, or III)
1% Quality Improvement Bonus* Regardless of Family Status
Annual educational allowance *
Cell phone allowance
Food allowance
Medical/Vision (Aetna PPO and VSP)
Dental (Basic PPO)
Basic Life (\$50,000 coverage)
Long Term Disability
Health Reimbursement Account (HRA) **
Employee Assistance (EAP)
Retirement as of 1/1/22 2% with possible 2% SUB - TOTAL (Annual)
GRAND - TOTAL (Annual)

Annual Stipend by PGY



Cost of living

Single on-campus*

Living Costs

 Full Year (12 Months)
 Autumn, Winter, Spring,
 Summer

Campus housing/rent

\$21,710

Food

\$8,900

Personal

\$9,120

Transportation

\$2,180

Books/supplies

\$1,380

Campus Health Service Fee

\$964

Cardinal Care Health Insurance †

\$6,768

Total Living Allowance*

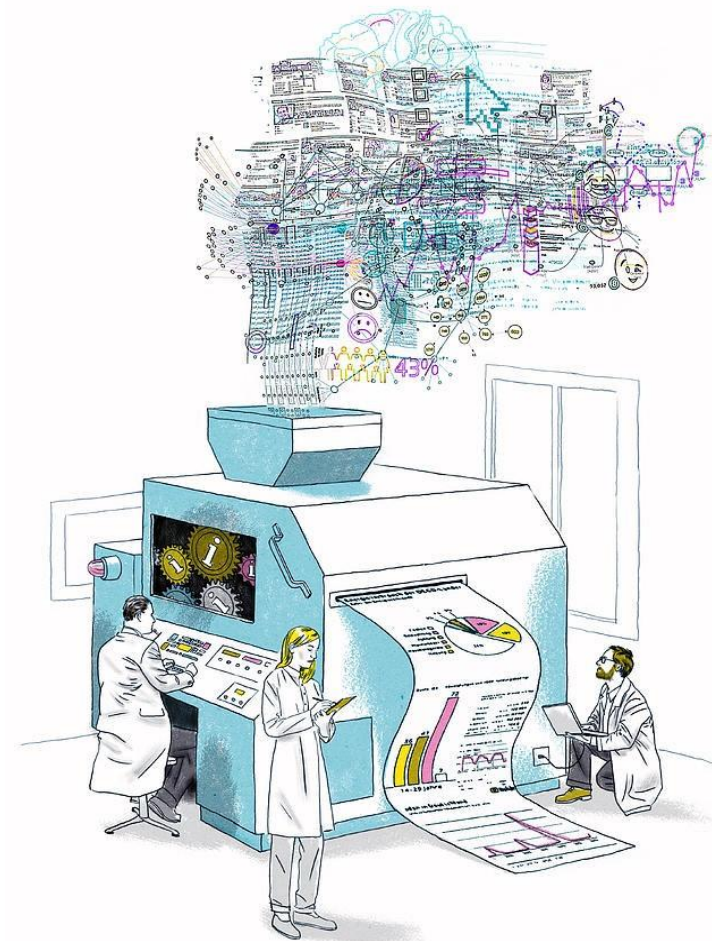
\$51,022

	2021-2022	2022-2023
Single on-campus*	1864	74027.2
Living Costs	5504	77771.2
Campus housing/rent	1224	83657.6
Food	20.8	88400
Personal	1208	93953.6
Transportation	43.2	98092.8
Books/supplies	88.8	103604.8
Campus Health Service Fee	64.8	108326.4
Cardinal Care Health Insurance †		
Total Living Allowance*		

SWOT Analysis

<u>Qualitative Data Sources</u>			
Source Name	Timeframe	Participants	N
Pulse Surveys	2021	Program Directors Program Coordinators	52 44
House Staff Survey	2017-2021	Residents/Fellows	Avg 657/year
Program Evaluations	2020-2022	Residents/Fellows Faculty	140-180 reports/year
Focus Groups	2022	Residents/Fellows Faculty Chief Residents Program Directors Program Coordinators	1 4 14 40~ 40~

Ongoing Data Collection and Analysis



SWOT – Weaknesses and Threats

- Imbalance of service over education
- Limited protected time for education for faculty and trainees
- Balancing business of medicine with needs of training within medicine
- Not enough support staff (APPs, nurses, administrative positions, social workers, case managers), causes delay in cases and non-physician tasks eating into education
- Poor quality of feedback for house staff
- Challenges around confidentiality and completion of evaluations
- Lack of formal training on working with other health providers

- Sustained surge volumes in hospital
- Lack of capacity and appropriate staffing
- Burnout in residents and fellows
- High turnover for faculty, support staff, and program leadership
- Under-resourced FTE for program leadership workload
- Parking, meal benefits
- Call rooms and workspace
- Faculty burnout may be passed down to trainees
- Inability to hire non-housestaff providers due to poor applicant pool

- Health disparities, challenges serving patients with limited resources
- Recruitment and retention of diverse/UIM candidates
- Impacts of listed threats on vulnerable members of GME community (UIM, PCs, women)

- No resident space at 500P
- Lack of transparency/communication
- Lack of trainee voice/involvement in decisions
- Disconnects between different bodies (SHC, LPCH, SOM, etc.)
- Conflicting interests, policies, deadlines, bureaucracies of ACGME and Stanford
- Need for streamlined communication and partnership between GME office, program administration and academic departments
- Lack of PD/faculty voice/involvement in decisions
- Decisions on resources are not made with transparency

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**What challenges do you face integrating
GME in your institution?**

TASK #3
Institutional Aims

Institutional Aims

- Institutional aims are key expectations for the institution that are relevant to the institutional mission.
 - How does my institution differentiate itself from others?
 - Take a longer-term strategic view

- Examples
 - Strengthening our quality improvement culture by launching interprofessional initiatives
 - Advancing diversity, inclusion, and health equity

- Institutional self study requires the committee to generate 3-5 discrete institutional aims for next 3-5 years

□ Pulse Survey: administered to Program Directors and Program Coordinators

Q: Which of the following issues should be the highest priority to Stanford GME?

- Cost of living (n=58) 11%
- Not enough support staff (n=49) 9%
- Burden of administrative/bureaucratic work (n=48) 9%
- Burnout (n=45) 8%
- Lack of accessible and affordable childcare (n=37) 7%
- Limited protected time for education for faculty and trainees (n=35) 6%
- High turnover for faculty, support staff, and program leadership (n=35) 6%
- Limited resident/fellow call rooms and workspace (n=28) 5%
- High patient volume (n=27) 5%
- Commutes and parking (n=26) 5%

Proposed Institutional Aims



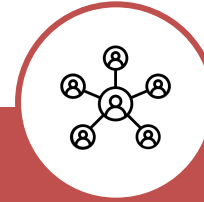
Educational Experience

Enhance educational quality in clinical care, scholarship, teaching, and advocacy



Well-Being

Create a sustained focus on wellness and wellness-related issues



Diversity/Equity/Inclusion/Belonging

Foster a diverse and inclusive learning environment that provides equitable training & patient care



GME Community/ Collaboration

Strengthen GME integration within the institution using transparency, voice, representation, and partnership.

Finalized Institutional Aims



Educational Experience

Enhance educational quality in clinical care, scholarship, teaching, and advocacy through institutional support



Well-Being

Promote a culture of well-being and belonging for residents and fellows, program educators, and program administrators



Diversity/Equity/Inclusion/Belonging

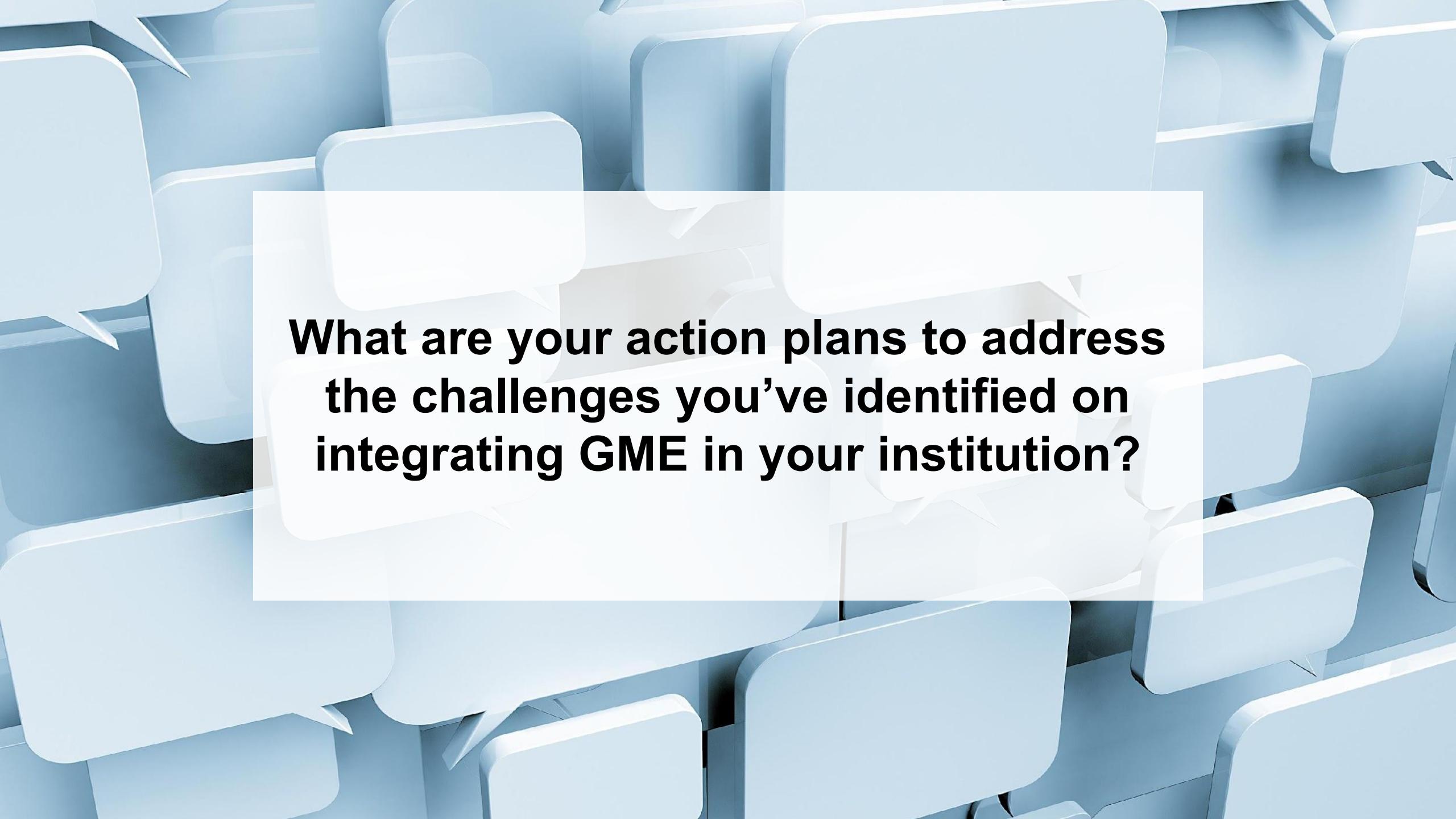
Foster a diverse and inclusive environment that provides equitable learning & working experiences



GME Community/ Collaboration

Strengthen GME integration within the institution using transparency, voice, representation, & partnership

TASK #4:
Action Items

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What are your action plans to address the challenges you've identified on integrating GME in your institution?

Action Item Process

- Identify Current Resources, Initiatives, and Policies for each aim
- Gather Input on Actions from GME Community
- Create Proposed Actions

Planning (2022)

Implementation (2023 & 2024)

AIM	Issue	Supporting Data Source	Proposed Actions	Person(s) Responsible	Due Date(s)	KPI Metric	Monitoring Frequency	Reporting & Communication Plan

Selection Process for the Action Items






- Institutional based vs program based
- Institutional data from past 5 years
- Information from the focus groups
- Connections between the 4 aims
- Existing resources and initiatives

Action Plan – Educational Experience



Aim	Issue	Proposed Actions	KPI Metric	Progress
Educational Experience	Low scores on feedback & evaluation	Explore existing data (milestones, MedHub evals, ITEs, USMLE)	~Identify at least 2 strategies to recognize and mitigate bias & disseminate broadly in the GME website ~Collect data on ranges, comments, and feedback from faculty from 2 residencies and 2 fellowship with the lowest score on feedback ~List current barriers (3-5) to implement a well-functioning evaluation system for resident rotations in one department	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div>
		Develop new tools & leverage existing resources (Assessment course, ACGME modules)	~Implement one new tool for inclusive pedagogy in one department	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div>
		Faculty/resident development/program outreach	~Provide one presentation for 2 departments with the lowest score on feedback	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div>
		Measurement of progress/success	~Measure current rate of evaluation completions by faculties for resident rotations in 2 residencies and 2 fellowship programs ~Define criteria capturing best practice process for feedback and assessment ~Implement new evaluation process of the 3 resident rotations with the lowest rate of completion based on best practice process and track response rates in one residency/fellowship program	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">●</div> <div>Complete</div> </div>

Aim	Issue	Proposed Actions	KPI Metric	Progress
Well-Being	Mistreatment & Toxic culture causing to fragmented community	Cultivate a sense of community among trainees, program leadership, faculty, and staff	~In-person GME orientation ~Grab-n-go breakfast and trainee social events ~At least one program director retreat will be held in AY 2023 and/or AY2024. ~At least one program coordinator retreat will be held in AY 2023 and/or AY2024.	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>● Complete</div> <div>● Complete</div> <div>● Complete</div> <div>● Complete</div> </div>
		Engage Mistreatment Committee to review episodes of resident and fellow mistreatment and provide guidance regarding strategies for addressing these situations	<ul style="list-style-type: none"> - Develop and publicize a process for trainees to submit concerns about mistreatment - Develop an institutional protocol to review mistreatment concerns from trainees 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>● In Progress</div> <div>● In Progress</div> </div>
		Promote processes for helping trainees access mental health services	~Develop best practices for scheduling mental health appointments and ways of decreasing stigma	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>● Complete</div> </div>
		Enhance processes for leaves of absence	~Hire dedicated HR person to handle trainee leaves of absence ~Highlight leaves of absence resources on GME website	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>● Complete</div> <div>● Complete</div> </div>

Aim	Issue	Proposed Actions	KPI Metric	Progress
Diversity Equity Inclusion & Belonging	Trainees do not feel connected and have a sense of belonging	Enhance specificity of UIM GME data collection	~Define standard rubric for collecting demographic data (GME & UIM recruitment, SCORE application, Medhub, retention from GME trainee to faculty) through working with GME, SHC, and SOM for more specificity and consistency	 In Progress
		Measure inclusion & belonging in training programs and across GME	~Develop DEIB questions for internal surveys and evaluations of faculty and trainees	 Complete
		Provide education to the GME community on fostering inclusive learning environments	~Create online resource page on ODME website (cross link with GME) ~Launch GME-ODME-OFDD partnership to host quarterly educational sessions for GME community and broader faculty	 Complete  Complete
		Evaluate our GME data for training completion rates (timing, attrition) and milestones (known national disparities for women and UIM trainees)	Analyze data (in partnership with Educational Experience AIM) and identify programs with disparities and at least two structural strategies that can be adopted by programs to reduce bias in assessment.	 In Progress

Aim	Issue	Proposed Actions	KPI Metric	Progress
GME Community/Collaboration	GMEC does not feel empowered and GME communication within institution is disconnected	Review GMEC structures & practices	~Re-define the GMEC's charge and structure ~Evaluate membership ~Publicize the meeting minutes	<ul style="list-style-type: none"> ● Complete ● Complete ● Complete
		Create/define regular opportunities for partnership with stakeholders	~Participate in routine stakeholder meetings: ~OCMO huddle (quarterly) ~DFA meeting (semi-annually) ~Chairs' Advisory Committee (monthly) ~Council of Clinical Chairs (semi-annually)	<ul style="list-style-type: none"> ● Complete & Ongoing
		Enhance communication strategies for GME	~Pilot various communication methods and channels (e.g., GME monthly newsletter)	<ul style="list-style-type: none"> ● Complete

Monitoring Frequency & Reporting Plan

Monitoring Frequency: Quarterly



Educational Experience

AIR

Dashboard

Self-study focus group

self-study committee

PD, PC, and GMEC



Well-Being

GMEC

Self-study focus group

Self-study committee



Diversity/Equity/ Inclusion/Belonging

Self-study committee

PD, PC, and GMEC



GME Community/ Collaboration

GMEC

Self-study focus group

self-study committee

Lessons learned

- Impact of hospital expansion with no communication with GME
- Relationship & working environment with nurses and advanced practice providers
- Perception of power dynamic among entities (affiliates)
- Role of GMEC within the institution

Implementation & Monitoring Stage

- Ongoing dialogue with C-suite leadership
- Example: Restructured GMEC to be more inclusive & integrative
- Dissemination of Self-Study in process



Pedro Tanaka, MD, PhD, Associate DIO

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Questions? cme@acgme.org



Thank You!

