

SES124

**Polish In Action :
Form The Best APE and Make It Shine!**

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Disclosure

SPEAKERS:

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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.

Agenda

- 1. Introduction**
- 2. What makes a good APE?**
 - Small group discussion
- 3. Our approach**
 - Small group discussion
- 4. Summary, next steps, and Q&A**
- 5. Handouts**


Learning Objectives

- **Understand the importance of APE in continuous programmatic improvement cycle**
- **Recall at least 2 characteristics of an exemplary APE**
- **Brainstorm 2 actionable changes to implement**

1. Introduction





 Kiwi Landing Pad

Silicon Valley

YouTube

ORACLE

facebook

Genentech

STANFORD UNIVERSITY

HP's founding garage

165 University Avenue

Steve Jobs' Family Home

Google

YAHOO!



intel

CISCO

ebay



Who are We?

Stanford Health Care

- Over 120 ACGME programs
- Over 1,500 residents and fellows
- GME Department
 - Educational Team
 - Operations Team



What is an APE?

Just kidding....

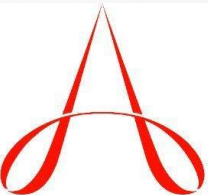


What is an APE (Annual Program Evaluation)?

- “In order to achieve its mission and train quality physicians, a program must evaluate its performance and plan for improvement in the Annual Program Evaluation.”
- “Performance of residents and faculty members is a reflection of program quality, and can use metrics that reflect the goals that a program has set for itself. The Program Evaluation Committee utilizes outcome parameters and other data to assess the program’s progress toward achievement of its goals and aims.”

From ACGME Common Program Requirements:

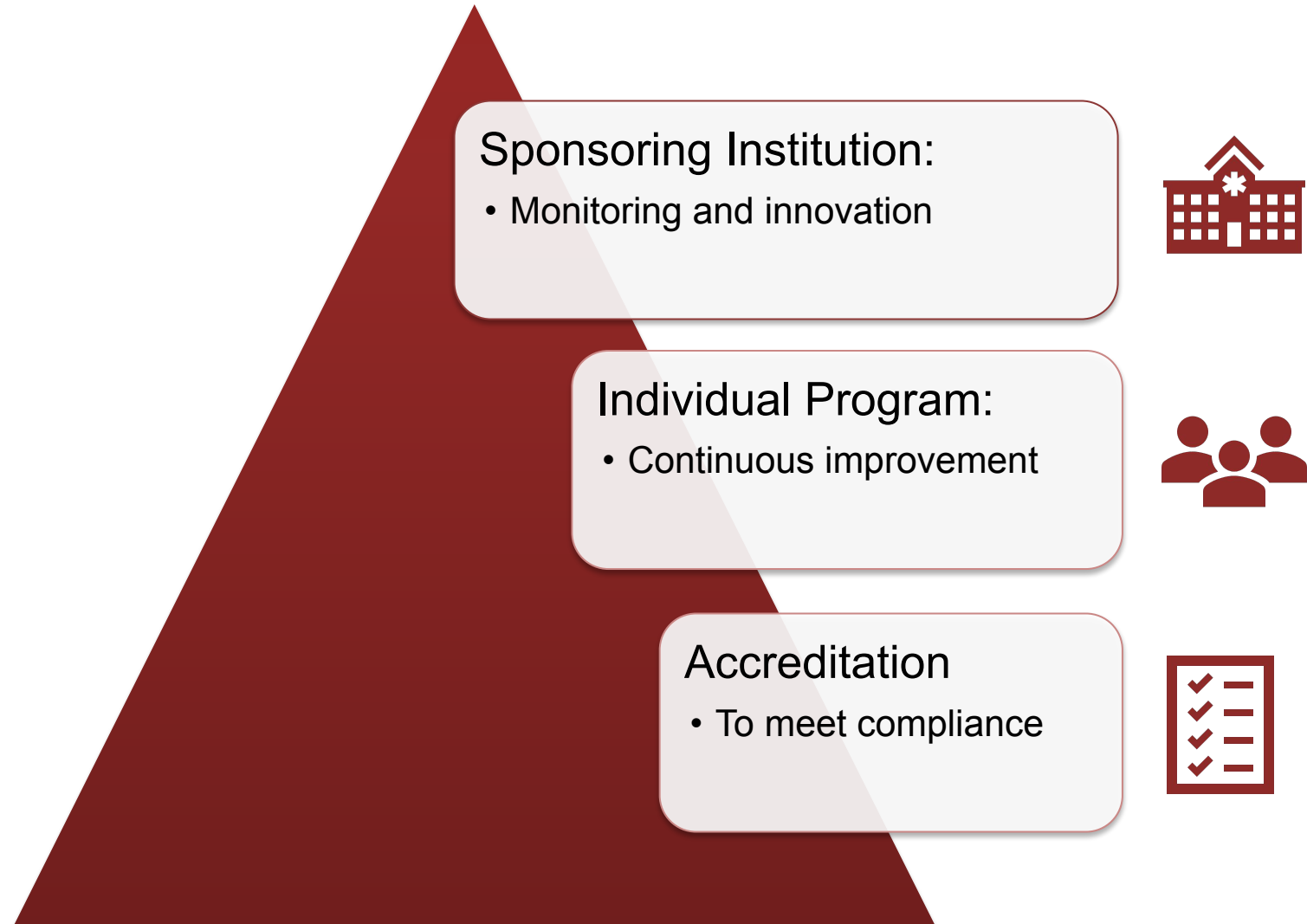
https://www.acgme.org/globalassets/PFAssets/ProgramRequirements/CPRResidency_2022v2.pdf



**Look in the
Mirror...
What do You See
in Yourself?**



Why are APEs Important?



What is Your Role in APEs? What are the Challenges of APEs?

Feel free to speak up

or

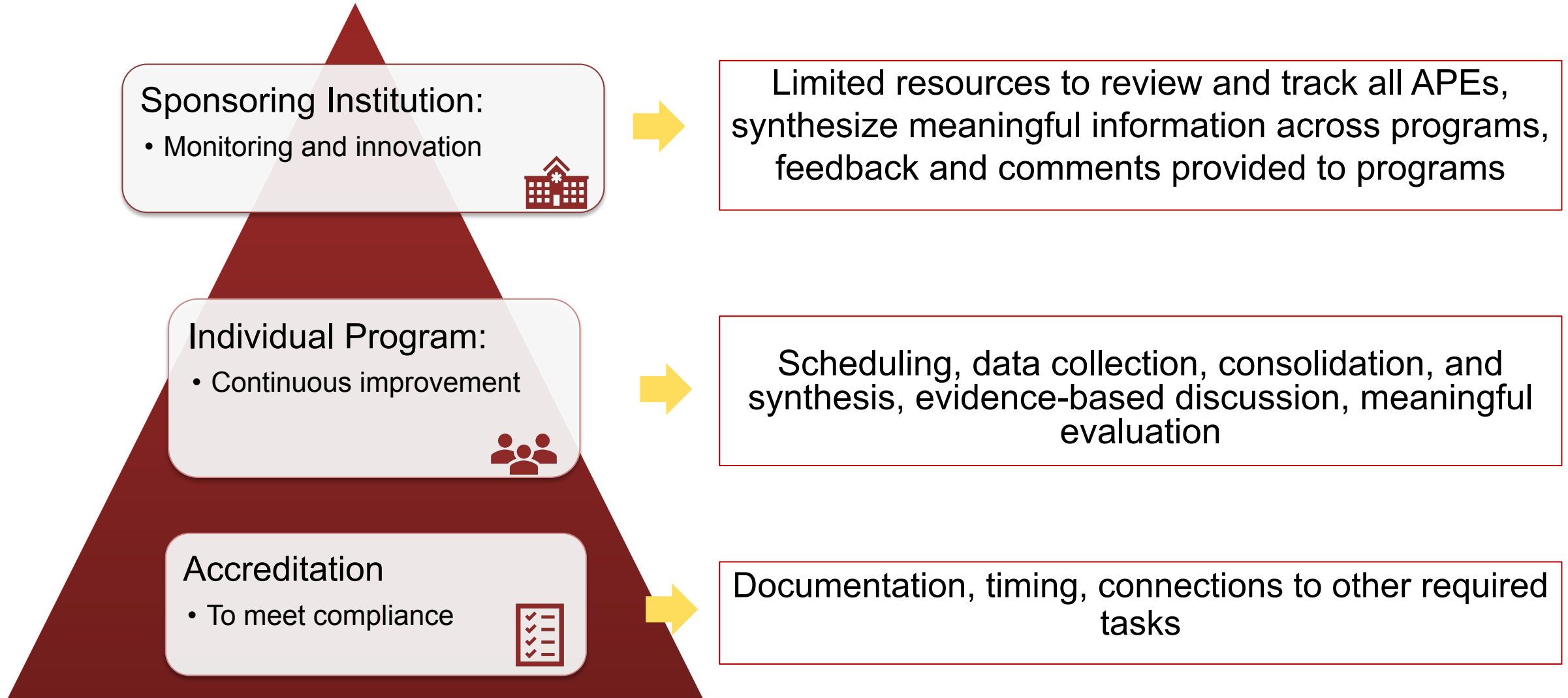
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What are the Challenges of APEs?

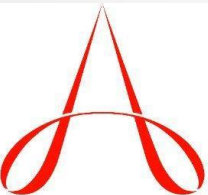


2. What Makes a Good APE?







What Should be the Functions of APEs?

- Program Evaluation Committee responsibilities must include:
 - acting as an advisor to the program director, through program oversight;
 - review of the program’s self-determined goals and progress toward meeting them;
 - guiding ongoing program improvement, including development of new goals, based upon outcomes; and,
 - review of the current operating environment to identify strengths, challenges, opportunities, and threats as related to the program’s mission and aims.

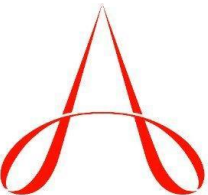


What Should be the Elements of APEs?

 Trainee	 Faculty	 Graduates	 Program
<ul style="list-style-type: none"> • Well-being • Recruitment & retention • Diversity • Quality improvement & patient safety • Scholarly activity • Achievement of Milestone • In-training exam 	<ul style="list-style-type: none"> • Well-being • Recruitment & retention • Diversity • Quality improvement & patient safety • Scholarly activities • Evaluation • Professional development 	<ul style="list-style-type: none"> • Board pass and certification rates • Graduate performance 	<ul style="list-style-type: none"> • Workforce diversity • Program aim • SWOT analysis • ACGME surveys • ACGME well-being surveys • GME Program evaluations • ACGME letters of notification, including citations, areas for improvement, and comment
Outcome from prior APE			
Program curriculum			

From ACGME Common Program Requirements:

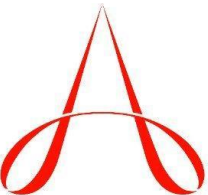
https://www.acgme.org/globalassets/PFAssets/ProgramRequirements/CPRResidency_2022v2.pdf



Who Should be the Stakeholders of APEs?

- The Program Evaluation Committee must be composed of at least two program faculty members, at least one of whom is a core faculty member, and at least one resident.

- The annual review, including the action plan, must:
 - be distributed to and discussed with the members of the teaching faculty and the residents; and,
 - be submitted to the DIO.



Think about the Traits of an Exemplary APE



What Makes a Good APE?

Functions

Elements

Stakeholders

Feel free to speak up

or

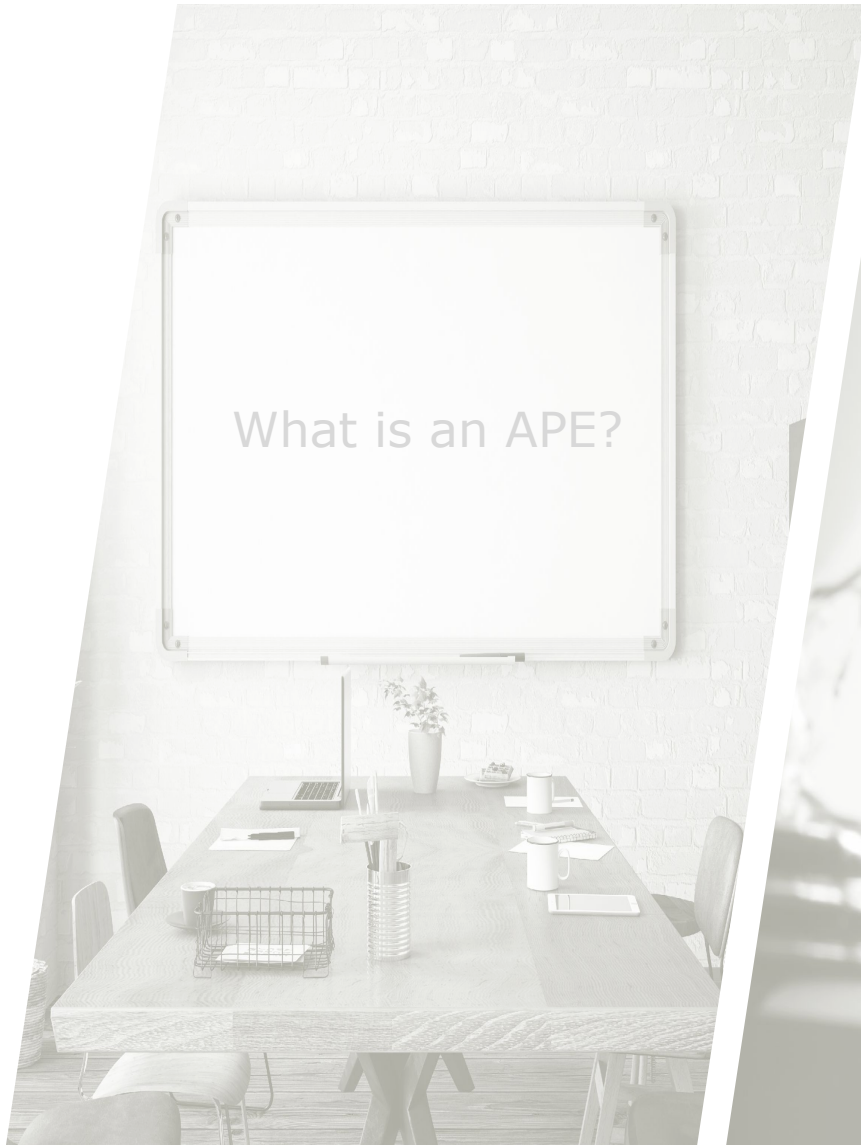
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3. Our Approach



Where we started from

- Required: APE Guidebook (Excel) and attendance is uploaded to RMS
- Results:
 - Inconsistent APE review in our RMS
 - High number of programs not meeting APE requirements



GME scoring system

Green = full compliance and good standing

Yellow = Concerning program and missing some documents

Red = Incomplete and/or needs intervention

What Did We Hear?



- GME observed 6 program APE meetings
- Focus groups with program directors (PD) and program coordinators (PC)
- Feedback session with PD and PC at monthly meetings
- First-hand experience from reviewing all ACGME program APEs every year
 - GME PM & DIOs

We asked ourselves
“What makes a good APE?”



“Data don't make any sense,
we will have to resort to statistics.”

□ Challenges

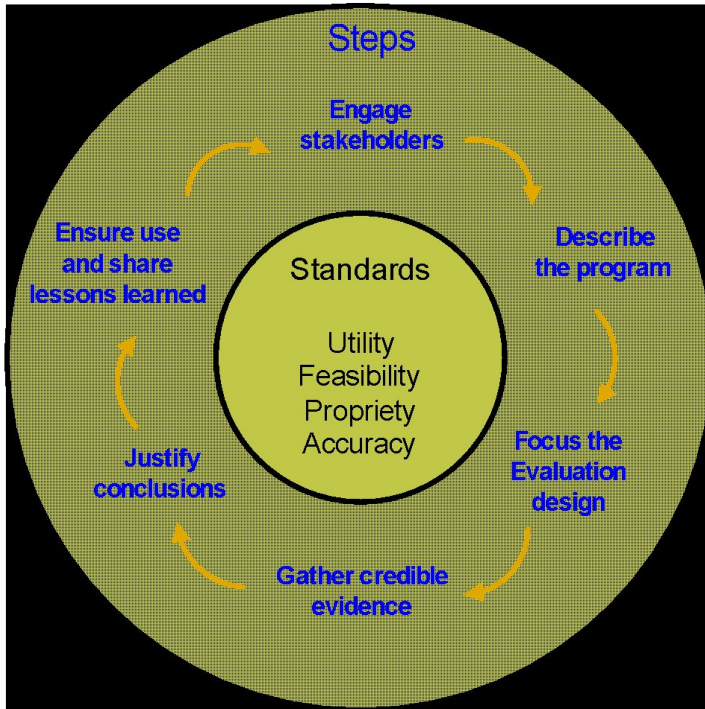
- Disconnect between PD & PC
- Essential “elements” of an APE
- Time & availability for APE
- Gathering meaningful data

Did your program conduct an APE last year? (Yes/No)	How impactful do you think the APE was for making changes and improvements in your program? (extremely impactful, impactful, not impactful, not at all impactful)	Were you satisfied with the way the APE was conducted in your program? (very satisfied, satisfied, unsatisfied, very unsatisfied)	Was the APE action plan from last year generated by the meeting attendees as a group during the meeting? (Yes/No)	Did the APE action plan from last year reflect and address the issues in your program revealed by relevant surveys, evaluations and assessments? (yes, somewhat, no)
Anonymous 3yr Yes	Anonymous 3yr impactful	Anonymous 3yr satisfied	Anonymous 3yr yes	Anonymous 3yr yes
Anonymous 3yr Yes	Anonymous 3yr impactful	Anonymous 3yr very satisfied	Anonymous 3yr Yes	Anonymous 3yr yes
Anonymous 3yr Yes	Anonymous 3yr impactful	Anonymous 3yr very satisfied	Anonymous 3yr yes	Anonymous 3yr Yes
Anonymous 3yr Yes		Anonymous 3yr very satisfied		

□ Programs needed from GME:

- Guidelines
- Templates
- Structure

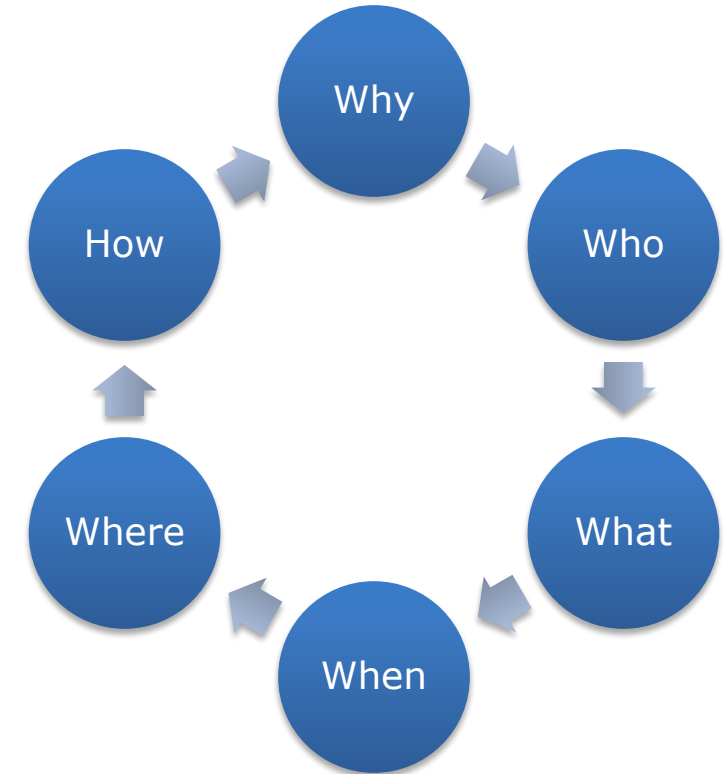
Reference Frameworks



CDC Conceptual Framework



Five Categories of Standards

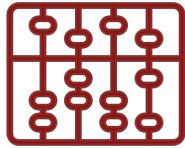


Components of an Evaluation Plan

Goals of Our APE Changes

	Accreditation	Program	Institution
Function	Completion of program review in accordance with ACGME	Meaningful and progressive improvement, insight, and innovation	Close monitoring of trends, strengths, and weaknesses; Identification and dissemination of best practices
Elements	Effective and comprehensive collection and synthesis of APE data; Accurate and timely documentation	Establishment of connections between APE and other accreditation tasks, e.g., ADS updates, CCC	Indicator of accreditation performance and benchmark. Data summarized at Annual Institution Review
Stakeholders	Engagement of PEC members; Obtaining buy-ins from teaching faculty	Structure of PEC to be best representative of program	Coordinated efforts between GMEC and GME. Interfacing between GME and institutional stakeholders at C-suite executives

Overview of Our Changes



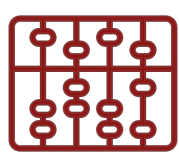
Improved APE metrics



Utilized the Resident Management System (RMS) to facilitate and document APEs



Enhanced APE communications between GME office and individual programs



Improved APE metrics

□ Revised APE Metrics in RMS

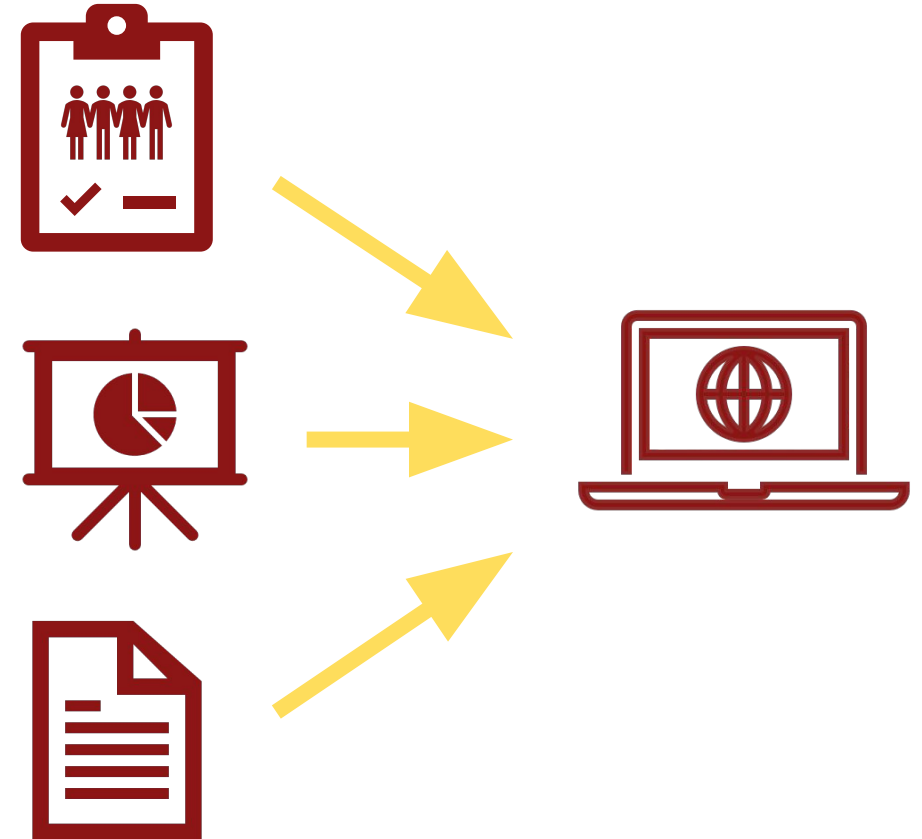
1. Essential metrics and force programs to focus on institutional weaknesses
2. Required response to low survey score
3. Connection from APE to ADS
4. Review letters and citation

Trainee Performance		Faculty Development	
Measure	Value	Measure	Value
Quality projects This is a measure of the percentage of residents that have logged a portfolio entry with type of QI <i>Last calculated on 6/2/2023</i>	N/A	Mentoring This is a measure of the percentage of faculty that are also mentors in MedHub	0.0% [Override] [Recalc]
Graduate Performance		Faculty program evaluations	
Measure	Value	Measure	Value
Board scores/pass rates This is the board score and pass rate of the program	100%	Faculty program evaluations This is a measure of the average of all aggregate performance across all faculty evaluations of program (all scales normalized to 10 points)	 [Override] [Recalc]

Revised APE metric will be provided at the end

□ APE elements were integrated into RMS:

- SWOT
- Action Plan
- Response to citations & low ACGME survey scores
- Work Hour Compliance



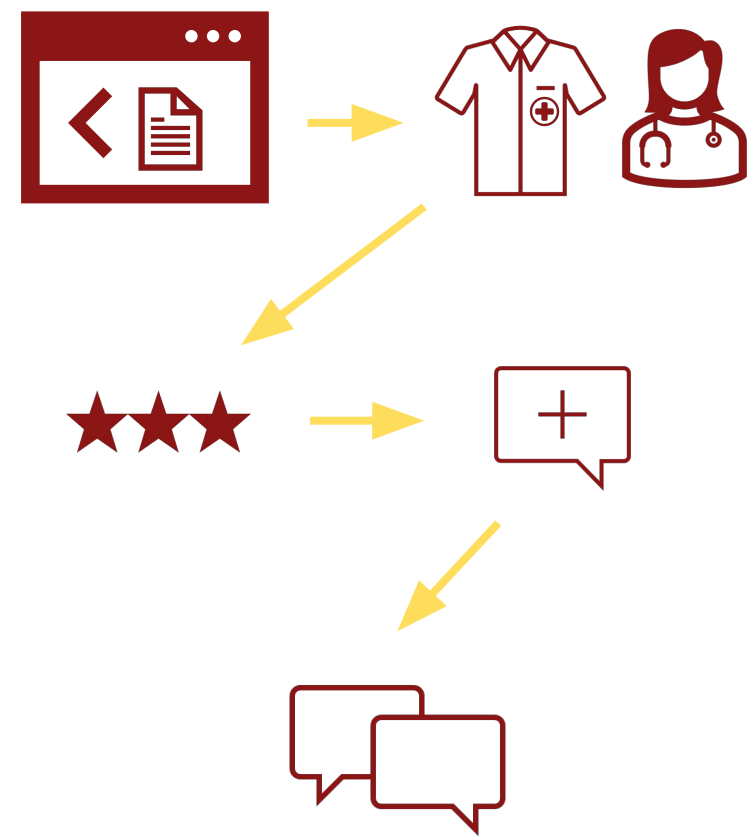


Our APE Changes – Communications

- GME’s communication to programs changed from top down to dialogue driven (2-way)
- Project management tool was used to communicate and notify when APEs were ready for GME review

Program	ACGME or Non-ACGME	GME PM	DIO	Trigger Email - Request APE update from program	Trigger Email - Return incomplete APE back	APE Status	APE PM Review Date	RYG Score [PM complete]	APE DIO Review Date	RYG Score [DIO complete]	Concerns & Comments
Allergy and Immunology	ACGME	Lizzie	Pedro	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	GME Review Complete	10/25/23	Green	10/25/23	Green	
Anesthesiology	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GME Review Complete	10/18/23	Yellow	10/19/23	Yellow	Action plan uploaded in attach
- Pediatric Anesthesiology	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GME Review Complete	10/18/23	Green	10/19/23	Green	
- Cardiac Anesthesia	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GME Review Complete	10/18/23	Green	10/19/23	Green	Good documentation
- Critical Care Anesthesia	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GME Review Complete	10/18/23	Green	10/19/23	Yellow	Good documentation
- OB Anesthesia	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pending DIO Review (PM Review Complete)				Red	
- Pain Management	ACGME	Jie	Ann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	GME Review Complete	10/18/23	Yellow	10/19/23	Yellow	Missing last year's APE Guideb

GME Program (PD & PC)



Brainstorm One Change You Can Make to Yours or Our APE



Results from APE Changes

Before the changes...



- Improved working relationship between the program (PCs and PDs) resulting from the coordinated efforts of inclusion
- Quality improvement on ADS question “Major changes and other updates”

After the changes...



GME scoring system

Green = full compliance and good standing

Yellow = Concerning program and missing some documents

Red = Incomplete and/or needs intervention

Next Steps

Monitoring & Controlling

- Continue to work with programs that are in the red
- Monitor programs that are in the yellow

Guidance

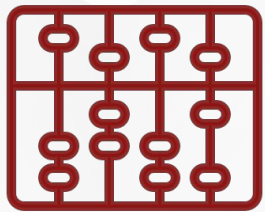
- Provide guidance on how to run RMS reports relevant to completing the RMS APE metric
- Clarify how to complete the APE page, specifically the SWOT and Action Plan panel

Trends

- Review evaluation completion rate on trainee and faculty – Current Project!

Summary

Revised APE Metric



Integrated RMS



Dialogue Focused
Communication



"When solving problems, dig at the roots instead of just hacking at the leaves."

-Anthony J. D'Angelo



Handouts & Resource



APE Metrics & Summary (New)

*PDF containing new APE revision
metrics and detailed notes*

<https://shorturl.at/lzLV8>



APE Guidebook Excel (Former)

*Excel workbook to track action
items and SWOT analysis*

<https://shorturl.at/lxz08>



GME APE Webpage



GME Contact Page



Claim your CME today!

Complete the Evaluation for CME or Certificate of Completion!

The evaluation can be found in the mobile app and a link will be sent post-conference by email to attendees.

Evaluations are tied to your registered sessions.

Register/un-register sessions in the mobile app.

Deadline – April 9, 2024

Questions? cme@acgme.org

References

Accreditation Council for Graduate Medical Education (ACGME). (2022). Common Program Requirements for Residency Programs (Version 2) [PDF]. Retrieved from:https://www.acgme.org/globalassets/PFAssets/ProgramRequirements/CPRResidency_2022v2.pdf

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[https://www.cdc.gov/evaluation/framework/index.htmFive%20Categories%20of%20Standards\](https://www.cdc.gov/evaluation/framework/index.htmFive%20Categories%20of%20Standards)