Graduate Medical Education
New PC Orientation Series 3 of 6

March 3, 2022
Objectives

- Prepare for GME’s Program Evaluation forms
- Know the significance of the Program Evaluation Committee
- Recall your role in preparing for the Annual Program Evaluation
Agenda

- Re-cap of Last Session
- Overview of Program Evaluation Process
  - Program Evaluation Forms by Trainees and Faculty
  - Program Evaluation Committee & Annual Program Evaluation (Guidebook)
- Work hours & Schedule Rotations
- MedHub Features
- Coordinators Resources
Review From January’s Orientation
Program Major Responsibilities

**Program Evaluation**
- GME Housestaff Survey
- ACGME Surveys
- Program Evaluation
- Faculty Evaluation
- Program Evaluation Committee (Annual Program Evaluation)
- Annual WebADS Updates
- Work Hours Logging

**Trainee Evaluation**
- Ongoing Evaluation
- Clinical Competency Committee
- Semi-annual & Summative Evaluation
- Milestone Reporting
- Final Evaluation
- Case Log Recording

**Operations**
- Recruitment
- Interview/Hiring
- Continuing Trainees
- Scheduling
- Rotations
- Reimbursement
- Medical License

**MedHub**
- ALL Tasks
Overview of Program Quality Evaluation Process

- **Oct-Nov**: GME Housestaff Survey
- **Feb-Mar**: ACGME Survey by Residents and Faculty
- **Apr**: GME Program Evaluations by Residents and Faculty
- **May-Jun**: Program Evaluation Committee (PEC)
- **Jun-Jul**: Annual Program Evaluation (APE)
- **Aug-Sept**: Annual WebADS Updates

Program Quality Indices

Program Improvement Planning

Report Plan to ACGME
Two Major Surveys

- GME Survey

- ACGME Survey
  - Get your trainees (70% completion) and faculty (60% completion) to respond
  - Survey Activation Date: 2/28/2022 – 4/17/2022
Any Questions So Far?
Program Major Responsibilities

**Program Evaluation**
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- Program Evaluation
- Faculty Evaluation
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**Operations**
- Recruitment
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- Rotations
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- Medical License

**MedHub**
- ALL Tasks
GME Program Evaluations, Program Evaluation Committee (PEC) & Annual Program Evaluation (APE)
Overview of Program Quality Evaluation Process

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**Program Quality Indices**

**Program Improvement Planning**

**Report Plan to ACGME**
GME Program Evaluations – Program Coordinator Role

**Purpose:**
- Annual evaluate program from both trainee and faculty perspective.
- More narrative questions

**Delivery & Reporting:**
- GME distributes (via MedHub), aggregates, and generates reports for your program

**Your Role:**
- Create faculty evaluation group
- Remind faculty and trainees to complete the evaluations
How to Create a Faculty Group in Medhub

Instructions: MedHub → Evaluations (tab) → Evaluation Groups (sidebar)

1. Log on to MedHub and click on “Evaluations” tab

2. Click on Evaluation Groups under Evaluation Functions sidebar

3. Click on Add Evaluation Group, name your faculty group “2021 [YourProgramName] Program Evaluation by Faculty”, add your faculty, and select Faculty Group.
To facilitate the evaluation and continual improvement of your program, we ask that you please answer the following questions. Your responses are confidential.

Thank you.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>Avg</th>
<th>Std</th>
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</thead>
<tbody>
<tr>
<td>1. The educational resources available to the training program are adequate.</td>
<td>12.50%</td>
<td>87.50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.88</td>
<td>0.3</td>
</tr>
<tr>
<td>2. The administrative support available to the training program is adequate.</td>
<td></td>
<td></td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.4</td>
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<tr>
<td>3. The program allows me to maintain an educational environment conducive to educating residents in each of the ACGME Core Competency areas.</td>
<td></td>
<td></td>
<td>12.50%</td>
<td>87.50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.88</td>
<td>0.3</td>
</tr>
<tr>
<td>4. I have sufficient time allotted to me to fulfill my supervisory responsibilities.</td>
<td></td>
<td></td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>5. I have sufficient time allotted to me to fulfill my teaching responsibilities.</td>
<td></td>
<td></td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>6. I am able to regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.</td>
<td>12.50%</td>
<td>87.50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.7</td>
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<tr>
<td>7. The program allows me to maintain an environment of inquiry and scholarship with an active research component.</td>
<td></td>
<td></td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.4</td>
</tr>
<tr>
<td>8. There are a sufficient number of faculty with appropriate qualifications to supervise all the residents in the program.</td>
<td></td>
<td></td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.75</td>
<td>0.4</td>
</tr>
</tbody>
</table>
### Usage of GME Program Evaluations

- Reviewed and discussed in your Annual Program Evaluation (APE) meeting
- Incorporated in the 5-year program scorecard generated by GME

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sufficient Supervision Survey</td>
<td>ACGME % COMPLIANT</td>
<td>97%</td>
<td>85%</td>
<td>90%</td>
<td>98%</td>
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<tr>
<td>Sufficient Instruction Survey</td>
<td>ACGME % COMPLIANT</td>
<td>88%</td>
<td>64%</td>
<td>69%</td>
<td>68%</td>
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<tr>
<td>Faculty/Staff Create Environment of Inquiry Survey</td>
<td>ACGME % COMPLIANT</td>
<td>80%</td>
<td>60%</td>
<td>72%</td>
<td>70%</td>
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<tr>
<td>Satisfied with Process for Problems and Concerns Survey</td>
<td>ACGME % COMPLIANT</td>
<td>86%</td>
<td>63%</td>
<td>62%</td>
<td>53%</td>
<td></td>
<td></td>
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<tr>
<td>Climate Where Residents Can Raise Concerns Without Fear Survey</td>
<td>ACGME % COMPLIANT</td>
<td>83%</td>
<td>71%</td>
<td>75%</td>
<td>58%</td>
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<tr>
<td>Overall Eval of the Program Survey</td>
<td>ACGME % COMPLIANT</td>
<td>89%</td>
<td>83%</td>
<td>85%</td>
<td>83%</td>
<td></td>
<td></td>
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<tr>
<td>Current Number of ACGME Citations PROGRAM</td>
<td>ACGME</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Board Pass Rates ABMS</td>
<td>93%</td>
<td>83%</td>
<td>Pending</td>
<td>Pending</td>
<td></td>
<td></td>
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<tr>
<td>Overall Satisfaction with Program RESIDENT</td>
<td>GME-Survey</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>81%</td>
<td>83%</td>
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<tr>
<td>Program Organized to Meet Educational Needs RESIDENT</td>
<td>GME-Survey</td>
<td>77%</td>
<td>73%</td>
<td>65%</td>
<td>70%</td>
<td>83%</td>
<td></td>
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<tr>
<td>Service Over Education RESIDENT</td>
<td>GME-Survey</td>
<td>71%</td>
<td>69%</td>
<td>69%</td>
<td>52%</td>
<td>90%</td>
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<tr>
<td>Encouraged to Ask Questions on a Regular Basis RESIDENT</td>
<td>GME-Survey</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Resident Will Be Open and Honest with Faculty RESIDENT</td>
<td>GME-Survey</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>83%</td>
<td>97%</td>
<td></td>
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<tr>
<td>Residents Would Recommend Program RESIDENT</td>
<td>GME-Survey</td>
<td>96%</td>
<td>86%</td>
<td>88%</td>
<td>90%</td>
<td>79%</td>
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<tr>
<td>Faculty Overall Evaluation Program FACULTY</td>
<td>Pgm Eval Mean Score/10</td>
<td>8.73</td>
<td>7.72</td>
<td>7.78</td>
<td>9.09</td>
<td>pending</td>
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<tr>
<td>Resident Overall Program Evaluation RESIDENT</td>
<td>Pgm Eval Mean Score/10</td>
<td>8.39</td>
<td>7.51</td>
<td>8.18</td>
<td>8.46</td>
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<tr>
<td>Days Violations / AY PROGRAM</td>
<td>Duty Periods by PD / AY</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<tr>
<td>Unreviewed Duty Periods by PD / AY PROGRAM</td>
<td>Detailed Rpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Key**
- Strong (STRENGTH)
- Weak (WEAKNESS)
Your Role in the GME Program Evaluations

1. Create Faculty Groups in MedHub
2. Remind and encourage trainees and faculty to complete survey
3. Share & disseminate GME Program Evaluation report
Any Questions So Far?
Overview of Program Quality Evaluation Process

- Oct-Nov: GME Housestaff Survey
- Feb-Mar: ACGME Survey by Residents and Faculty
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Program Quality Indices

Program Improvement
What do you see when you look into the mirror?

Applicable and important for both ACGME and non-ACGME programs
**Program Evaluation Committee**

**Preparation Work**

- Form the committee and schedule the APE meeting
- Compile program quality indices (see data checklist), distribute prior to meeting
- Help PD analyze the information gathered

Data gathering checklist found inside GME APE Guidebook

[https://med.stanford.edu/gme/program_portal/program/ape_pec.html](https://med.stanford.edu/gme/program_portal/program/ape_pec.html)
Annual Program Evaluation

**Actual Meeting**

- Attend meeting, take meeting minutes
- Contribute to the discussion
- Get PD and core faculty approval for action plan and guidebook
- Documentation

APE Guidebook will help track SWOT analysis and action plans for each year
[https://med.stanford.edu/gme/program_portal/program/ape_pec.html](https://med.stanford.edu/gme/program_portal/program/ape_pec.html)
Prep Work (May – June)

- Logistics
- Data
1. Logistics

1) Form a Program Evaluation Committee (PEC):

   Program director, associate program director(s), program manager or coordinator, site director, (at least one) core faculty member, (at least one) faculty member, division chief, director of education, department chair, (at least one) trainee.

   Think of it as a Program Retreat!

2) Set up a meeting time:

   - Reserve enough time for the meeting
   - Send out calendar invites as early as possible!
2. Data

1) Facilitate in data gathering

- **Trainee**
  - Milestone
  - In-training exam
  - Scholarly activity
  - Recruitment & retention
  - Well-being
  - Diversity
  - Quality improvement & patient safety

- **Faculty**
  - Scholarly activities
  - Recruitment & retention
  - Well-being
  - Diversity
  - Quality improvement & patient safety
  - Professional development

- **Graduates**
  - Board pass rate
  - Employment

- **Program**
  - GME survey
  - ACGME surveys
  - ACGME well-being surveys
  - GME Program evaluations
  - ACGME citations or areas of concern
## Prep work – GME APE Data Checklist

### Pre-Meeting Preparation

| Milestone achievements/evaluations | MedHub > “Milestones” tab > “Milestones Summary by Level” under “Evaluation Reports” |
| Faculty evaluations (of trainees) | MedHub > “Faculty Evaluation” tab > “Faculty Evaluation” > “Faculty Evaluation” > “Faculty of resident” |
| Semi-annual review with program director | Program Manual retrieval and/or data entry by program |
| Quality improvement and safety projects | Program Manual retrieval and/or data entry by program hoặc MedHub > “Residents” tab > “Resident Learning Portfolio” |
| Didactic/conference attendance | MedHub > “Conferences” tab > “Conference Attendance” under “Conference Reports” |
| Duty hour compliance | MedHub > “Resident Duty Hours” tab > “Duty Hour Statistics” |
| Scholarly activities of residents | Web AOS > Web AOS Update (https://apps.acs.org/connect/topics/ “Resident Scholarly Activity”) |
| Resident Files / Summative Evaluations | MedHub > https://stanford.medhub.com/ia/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 |

### Resident Performance

| Mentoring | Program Manual retrieval and/or data entry by program |
| Trainee evaluation of faculty | MedHub > “Reports” tab > “Resident Evaluation” > “Resident Evaluation of Faculty” |
| ABMS certification status | Program Board Certification Verification Websites |
| Faculty attendance in grand rounds & conferences | MedHub > “Reports” tab > “Faculty Conference Attendance” |
| Faculty professional development courses | Program Manual retrieval and/or data entry by program |
| Scholarly activity of faculty | Web AOS > Web AOS Update (https://apps.acs.org/connect/topics/ “Faculty Scholarly Activity”) |

### Graduate Program Information

| Graduate placement | Program Manual retrieval and/or data entry by program hoặc Alumni Survey (see below) |
| ** Alumni survey | MedHub > “Alumni Survey” tab > “Alumni Survey” |
| * Board scores/pass rates: Current/5 year average | Program Manual retrieval and/or data entry by program |

### Program Quality

| Last year’s action plan | MedHub > “Program Accreditation” tab > “APE” tab > “Select last AY” > “Select last AY” > “Program Accreditation” |
| ACGME faculty survey | GME > “Program Accreditation” tab > “Select the current AY” > “Select the current AY” > “Program Accreditation” |
| ACGME citations and/or letters of notification | GME > “Program Accreditation” tab > “Program Accreditation” > “Program Accreditation” > “Program Accreditation” |
| Resident / Faculty program evaluations | GME > “Program Accreditation” tab > “Select the current AY” > “Select the current AY” > “Program Accreditation” |
| Overview of the curriculum and rotations | MedHub > “Curriculum Objectives/Goals” |
| Exit summative evaluation/interview | MedHub > “Residencies” tab > “Summative Evaluation” or Manual retrieval by program |
| ** Resident/fellow program evaluations | GME > “Program Accreditation” tab > “APE” tab > “Select the current AY” > “Select the current AY” > “Resident/fellow program evaluations” |
| ** ACGME resident/fellow survey | GME > “Program Accreditation” tab > “APE” tab > “Select the current AY” > “Select the current AY” > “Resident/fellow program evaluations” |
| ** ACGME house staff survey | GME > “Program Accreditation” tab > “APE” tab > “Select the current AY” > “Select the current AY” > “Resident/fellow program evaluations” |
| AOS Update / Recent Changes | Program Web AOS Update (https://apps.acs.org/connect/topics/ “Recent Changes / Improvements”) |
| PAs – Affiliate Contributions to Educations | Program MedHub > “Affiliation” tab > “PAAs” |
| ** Most Updated Trend Analysis | GME > “Program Accreditation” tab > “APE” tab > “Select the current AY” > “Select the current AY” > “Program Accreditation” |

### Resources

https://med.stanford.edu/gme/program_portal/program/ape_pec.html
Prep Work (May – June)

2. Data

1) Facilitate in data gathering

2) Facilitate in data reviewing:
   Best practice: 1) PD (or the lead of PEC) prepares a presentation summarizing all key data points; 2) share the data with the committee before the meeting

- Trainee
- Faculty
- Graduates
- Program

- Action plan from the previous year
- Current program curriculum
APE Meeting (June – July)

Based on the data provided, meeting content should cover:

- Outcomes from prior APE
- Program’s mission and aims
- SWOT analysis
- Curriculum
- Programmatic issues (such as scores lower than 80%)
- A new action plan

Your role:

- Contribute to the discussion. Consider yourself as part of the program leadership!
- Collect signatures for attendance
- Meeting minutes
  - What was the issue? Who raised the issue? Who contributed to the discussion? How was the issue being discussed? Was there a decision or action plan made regarding the issue?
- Send out action plan to teaching faculty and trainees for approval
Documentation (July – early August)

- Upload revised Curriculum to MedHub (program accreditation -> Policies)
- Upload attendance sheet, meeting minutes, and presentation slides to MedHub (program accreditation -> APE)
- Use the GME APE Guidebook to document:
  - Outcomes from prior APE
  - Program’s mission and aims
  - SWOT analysis
  - Programmatic issues (such as scores lower than 80%)
  - An action plan
- Upload the GME APE guidebook to MedHub (program accreditation -> APE)

- GME staff and Ann Dohn (DIO and GME Director) review all APEs every year and provide comments and feedback.
### 2020-2021 APE Meeting - SWOT Analysis

#### SWOT Analysis

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
<th>Weaknesses</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strong faculty</td>
<td>1. New funding opportunities</td>
<td>1. Limited resources</td>
<td>1. Competition</td>
</tr>
<tr>
<td>2. Robust curriculum</td>
<td>2. Innovative projects</td>
<td>2. Staff burnout</td>
<td>2. Economic downturn</td>
</tr>
<tr>
<td>5. Successful partnerships</td>
<td>5. Unique program offerings</td>
<td>5. Staff turnover</td>
<td>5. Natural disasters</td>
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### 2020-2021 APE Meeting - Action Plan for Next Year

#### SWOT Analysis

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<td>5. Natural disasters</td>
</tr>
</tbody>
</table>

### Goals for Current Year Meeting

- Increase enrollment by 10%
- Expand research collaborations
- Improve faculty development programs

### Goals for Next Year Meeting

- Implement new curriculum changes
- Expand international partnerships
- Enhance student support services

### Action Plan

- Increase faculty development initiatives
- Explore new funding opportunities
- Expand international partnerships

### Action Status

- All initiatives in current year are to be completed by next year.

### Action Plan for Next Year

- Develop new curriculum changes by Q1 of next year.
- Explore partnerships with at least 3 new institutions.
- Enhance student support services by Q2 of next year.

### Action Status

- All initiatives for next year are to be completed by Q4 of next year.

### SWOT Analysis

<table>
<thead>
<tr>
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<th>Opportunities</th>
<th>Weaknesses</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competition</td>
<td>1. New funding opportunities</td>
<td>1. Limited resources</td>
<td>1. Strong faculty</td>
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<td>2. Economic downturn</td>
<td>2. Unique program offerings</td>
<td>2. Staff turnover</td>
<td>2. Robust curriculum</td>
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APE Toolbox

(http://med.stanford.edu/gme/program_portal/program/ape_pec.html)

Form a PEC & Collect Data

APE 1-Page Instruction & Data Checklist

Conduct APE

APE Documentation Templates
  - Sign-in Sheet & Meeting Minutes
  - Approval of Action Plan

Document APE

APE Guidebook
  - Program Aim, Action plan & SWOT
Any Questions So Far?
Review Work Hours & Rotation Schedule Error
Work Hour Logging

- Work Hour Monitoring

![Work Hour Logging Diagram](image)

- **Non-compliant:** 0 / 4
- **Avg. Hours/Week:** 21.4
- **Avg. Days Off/Week:** 5.3
- **24+4 Hr Max Violations:** 0
- **14hr Break/24hr Call Violations:** 0

![Resident Status Table](image)
Rotation Schedules

All trainees need be assigned a rotation schedule on MedHub with no gaps/breaks between rotations.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Block 1: 7/1-7/25</td>
<td>Block 2: 7/26-8/22</td>
<td>Block 3: 8/23-9/19</td>
</tr>
<tr>
<td>Resident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HP</td>
<td>TS</td>
<td>MV</td>
</tr>
<tr>
<td></td>
<td>SP_GU (7/1-7/4), GROSS (7/5-7/11), SP_ENT_CT (7/12-7/18), SP_CYTO (7/19-7/25)</td>
<td>SP_CYTO (7/26-8/1), MOL (8/2-8/8), SP_GU (8/9-8/15), SP_GYN (8/16-8/22)</td>
<td>SP_FS (8/23-8/29), SP_BR (8/30-9/5), SP_GISM (9/6-9/12), SP_ENT_CT (9/13-9/19)</td>
</tr>
</tbody>
</table>
On the last Monday of each month, GME will send out email reminders for PCs to check MedHub rotation schedules and fix scheduling errors.

Most common errors:
- Empty days in a resident schedule (including weekends)
- One service & rotation per day
- Vacations not overlapping existing rotation

All scheduling errors need to be fixed by the end of the month.

Reach out to your GME Program manager if you have questions.
Error Messages:

Day(s) of undefined activities

Overlapping activities

Vacation not on top of a service
What are the key tasks you’ve used MedHub for?
Put it in the chat
What other topic would you like discussed in future orientation sessions?
Program Coordinator Orientation Series – Curriculum

- **2nd Wednesday** of Mar, May, July, Sept, Nov and Jan @1-2pm

**January:**
- ACGME Surveys
- ACGME and GME websites
- Self-study and site visits
- MedHub

**March:**
- Annual Program Evaluation
- Self-Study and self-study visit
- Program Evaluation by Trainees and by Faculty
- MedHub

**May:**
- CCC, milestones, and semi-annual evaluations
- Special review
- Final evaluations
- MedHub

**July:**
- WebADS Update
- Resident Evaluations
- Program Expansion and Funding
- MedHub

**September:**
- Operational processes
- MedHub
Welcome Packet

- GME office staff and roles
- GME Yearly Calendar/Timeline
- Directions to GME offices
- ACGME “Alphabet Soup”
- GME Evaluations and Survey requirements
- ACGME Common Program Requirements
- Commonly used forms
Essential Resources

- GME’s Welcome Packet
- Coordinator Monthly Meeting:
  - 2nd Thursday of each month 1-2pm via Zoom
- Coordinator email list (gme_program_coordinators@lists.Stanford.edu)
- ACGME’s Common Program Requirements (CPR)
  - Read your program’s specific program requirements
- MedHub’s Help Portal
- GME Website:
  - Program Portal -> Forms, Templates, & Examples
- Review recording at
  - https://med.stanford.edu/gme/program_portal/pc/orientation.html
- Feel free to contact GME Office anytime you have questions!
- Your Mentor and Peers!
GME Program Manager Contact

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Feedback Time

1. The orientation today prepared me for my role in the upcoming months
   - Not at all prepared
   - Somewhat prepared
   - Moderately Prepared
   - Very Prepared
   - Completely Prepared

2. The amount of information presented is…
   - too short
   - just right
   - too much

3. This session of orientation is…
   - Very helpful
   - Helpful
   - I don’t know
   - Not helpful
   - Not helpful at all