

Evaluation Task Force Final Report

STANFORD GME

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Table of Contents

Background:	2
Developing Effective Evaluations for Training Programs	3
1. ACGME Requirements on Evaluations	3
2. Creation of Evaluation Forms	4
3. Delivery of Evaluation Forms.....	6
4. Reporting of Evaluation Forms	7
FACULTY Individualized Learning Plan (ILP)	9
Individualized Learning Plan for:	12
Individualized Learning Plan for:	17

Background:

Stanford Health Care will receive an institutional site visit from the ACGME in December 2024. During this visit, the ACGME will review institutional compliance, focusing on SHC's ability to monitor and ensure that all programs are meeting compliance requirements.

Our focus is on:

- Formative evaluation where the ongoing assessment of a trainee's performance has the primary goal of providing feedback that can be used for improvement.
- Development Over Judgment: Evaluations should prioritize the development of trainees rather than serving as a tool for judgment.
- Use of criterion referenced evaluations to ensure that evaluations are fair, objective, and aligned with the specific skills and knowledge that trainees are expected to acquire.
- Transparency involving clear communication about the evaluation criteria, methods, and the purpose of assessments

Our goals are to enhance evaluation rates (resident/fellow evaluation from faculty and faculty evaluation from resident/fellow), assist programs that have been cited by the ACGME for related issues, and establish consistent terminology for individualized learning plans (ILPs) and probation. This initiative arises in part from requests we've received from various medical boards concerning trainees' ILPs.

Task -force Members:

-	Executive Director and DIO: Ann Dohn
-	Associate DIO, Associate Dean for Academic Affairs: Pedro Tanaka
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-	Executive Director, COACHME@Stanford: Sarah R Williams
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-	Program Director, Anesthesiology Residency: Marianne Chen
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-	Clinical Informatics Fellow: Shivam Vedak
-	Surgical Education Fellow: Anaya Annada

Developing Effective Evaluations for Training Programs

Regular evaluation is essential to ensure your training program is meeting its goals and continuously improving. These guidelines offer a framework to help you assess and refine your evaluation system. Remember to tailor the details to your program's specific needs and context.

- Evaluate the current evaluation process
- Gather feedback from all stakeholders
- Revise evaluation criteria and standards
- Enhance feedback mechanisms
- Communicate changes and seek ongoing feedback
- Pilot and iterate

The GME office is available to provide individualized support and address specific concerns throughout this process.

1. ACGME Requirements on Evaluations

The ACGME **mandates** a comprehensive evaluation system to ensure the quality of each graduate medical education program. The program **must**:

Evaluation of Residents:

- *Faculty Evaluations:*
 - At the end of each rotation or every quarter (for longer than 3 months rotations).
- *Multi-Modal / Multi-Source Evaluations:*
 - Utilizing multiple assessment methods at the end of each rotation or quarter (for longer than 3 months rotations). It consists of measurement tools, usually a survey or other rating form, completed by multiple people who interact and work with a learner.
 - E.g. [ACGME Assessment Guidebook](#) (pg. 35-37)
- *Semiannual Evaluations:*
 - Formal, documented performance review with feedback every 6 months.
- *Annual Summative Evaluations:*
 - Comprehensive assessment at the end of each training year (PGY year). Please note, this does not replace or count as a semiannual evaluation.
- *Final Evaluation:*
 - Completed at the end of the program.
- *Transitions of Care Evaluation:*
 - Annually assesses competence in care transitions.
- *Sharp Training Checklist:*
 - Annual assessment of procedural skills. This module is part of Health Stream Training.
 - E.g. [Sharps Training Checklist](#)

- *Transitions of Care Evaluation:*
 - o Annually assesses faculty involvement in care transitions.

Evaluation of Faculty:

- *Resident Evaluations:*
 - o Trainees should provide feedback more frequently, with written, confidential feedback. It's essential to state in the trainee instructions that their feedback is a critical component of faculty annual reviews for the Appointment and Promotion process.

Evaluation of Program:

- *Annual Program Evaluations:*
 - o Formal, systematic review of the curriculum by both residents/fellows and faculty.
- *Rotation Evaluations:*
 - o Ongoing feedback from residents/fellows on individual rotations.

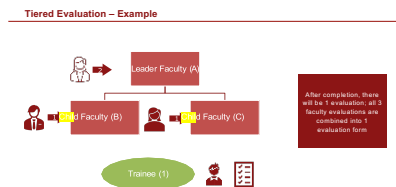
2. Creation of Evaluation Forms

Evaluation forms play a crucial role in assessing resident performance, guiding feedback, and ensuring competency achievement.

Recommendations

- *Keep it Concise for Length and Timing:*
 - o Aim for a form that can be completed in less than 10 minutes.
 - o Limit the number of questions to avoid overwhelming evaluators.
 - o Tailor the length of the form to the duration and complexity of the rotation.
 - o Consider whether evaluations should be conducted mid-rotation (highly recommended for 4 weeks rotations), at the end of the rotation, or both.
- *Align with Goals and Objectives:*
 - o Ensure the evaluation questions directly relate to the specific learning objectives of the rotation.
 - o Focus on the most essential competencies relevant to the rotation.
 - o Consider using a competency-based framework (e.g., ACGME milestones) to structure the evaluation.
- *Combine Quantitative and Qualitative Feedback:*
 - o Use a combination of rating scales for standardized assessment (Consider these being behaviorally anchored) and open-ended questions for nuanced feedback.
 - o E.g. [Levels of supervision](#)
- *Map Sub-Competencies and Milestones:*
 - o Clearly identify the sub-competencies and milestones to be evaluated during each rotation.

- Make sure the evaluation form covers all essential sub-competencies relevant to the rotation.
 - E.g. [Video Tutorial](#)
- *Foster Clear Communication:*
 - Ensure faculty, residents, and program administrators understand the purpose and process of evaluations.
- *Explore Additional Tools:*
 - Tiered Evaluation: Evaluations are delivered to multiple faculty members for completion, then sent to a tiered evaluation leader (E.g. Rotation director) to create a single composite evaluation from the multiple child evaluations completed.



- Reciprocal Evaluation: Reciprocal Evaluations hide the completed Faculty evaluation from the Trainee view until the Trainee has first completed a reciprocal evaluation of the faculty member.

Resources¹

- Video tutorial on "creation of new forms":
https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=63&userID=80516&globalID=12
- Tag sub-competencies to each evaluation question
 Video tutorial:
https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=104&userID=80517&globalID=12
- Process for Enabling Tiered Evaluations
https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=76
- Evaluation settings -
https://support.medhub.com/manual/manual_view.php?manual=1&order_a=3&order_b=4#0
- Self-Initiated Evaluation Forms -
https://support.medhub.com/manual/manual_view.php?manual=1&order_a=19&order_b=3#15
- ACGME Assessment Guidebook
<https://www.acgme.org/globalassets/pdfs/milestones/guidebooks/assessmentguidebook.pdf>
- Levels of Supervision

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3613304/pdf/i1949-8357-5-1-157.pdf>

- Tag sub-competencies to each evaluation question
https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=104&userID=80517&globalID=12

3. Delivery of Evaluation Forms

Timely and comprehensive evaluations are essential for resident development and program improvement.

Recommendations:

- *Timely MedHub Delivery:*
 - o Establish a schedule: Create a calendar for evaluation delivery that encourages evaluators to complete in time. Residents/Faculty should receive evaluation requests soon after their work together has ended. (MedHub reports in 14 days).
 - o Utilize automated reminders: Set up automatic reminders within MedHub to prompt evaluators to complete forms.
- *Ensure ACGME Compliance:*
 - o Frequency: Review ACGME requirements for the frequency of evaluations (Refer to item 1 on this document) and ensure your delivery schedule aligns.
- *Consider Automated Evaluations:*
 - o Automated scheduling and delivery can save time and reduce administrative burden. Also, ensure evaluations are sent out consistently and on time.
- *Communicate Expectations Clearly:*
 - o Educate faculty on the evaluation process, expectations for timely completion, and the importance of providing constructive feedback.
- *Enable Self-Initiated Feedback:*
 - o Allow residents to request feedback from faculty at any time throughout the rotation.

Resources¹

- Delivering Evaluations - https://support.medhub.com/manual/manual_view.php?manual=1&order_a=19&order_b=2#0
- Setting Evaluation Expiration Dates for Automated Evaluation Delivery Types - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=206&userID=85823&globalID=12
- Evaluation Delivery by Schedule Method - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=68&userID=85823&globalID=12
- GME - Adding Automated Evaluations Selecting Delivery Options - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=237&userID=85823&globalID=12

- Tiered Evaluation Delivery - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=76&userID=85823&globalID=12
- Automated Evaluation Delivery - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=103&userID=85823&globalID=12
- Resident-initiated Evaluation Delivery – 'on-the-fly' evaluations_ https://support.medhub.com/manual/manual_view.php?manual=1&order_a=19&order_b=2#8
- Faculty-initiated Evaluation Delivery - 'on-the-fly' evaluations
- https://support.medhub.com/manual/manual_view.php?manual=1&order_a=19&order_b=2#7

4. Reporting of Evaluation Forms

Accurate and timely evaluation reporting is essential for monitoring resident progress, identifying areas for improvement, and ensuring ACGME compliance.

Recommendations

- *Track Completion Rates:*
 - MedHub Dashboard: Utilize the Evaluation Dashboard in the MedHub home channel to monitor overall completion rates and identify individuals with high incomplete evaluations.
 - MedHub Reports: Generate reports on completion rates by rotation, evaluator type and individual faculty members.
- *Identify Trends:*
 - Analyze data to pinpoint specific evaluation forms or evaluator types that have consistently lower completion rates.
- *Share Evaluation Reports:*
 - Provide program leadership, faculty, and residents with updates on evaluation completion rates.
 - Discuss evaluation completion rates during Academic Program Evaluation meetings to raise awareness and identify solutions.
 - Send personalized reminders to faculty members with outstanding evaluations.
- *Reminders and Follow-Up:*
 - Use MedHub to send automatic reminders before evaluations are due.
 - Provide training to faculty on the importance of timely and constructive feedback.
- *Time Constraints:*
 - Offer dedicated time for faculty to complete evaluations.
- *Technical Issues:*
 - Offer training and technical support for using the evaluation platform.
- *Faculty development:*
 - Provide training on the importance of timely and constructive feedback.

- Pair new faculty with experienced mentors to guide them through the evaluation process.

Resources¹

- GME - Viewing Completed Evaluations - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=291&userID=85823&globalID=12
- Walking through the Reports Page - https://community.medhub.com/community/tutorial_standalone.mh?tutorialID=302&userID=86072&globalID=12
- Incomplete Evaluations - https://support.medhub.com/manual/manual_view.php?order_a=19&order_b=3#subsection_2

¹ ***MedHub Manual Links (Need to login first on MedHub page before clicking link)***

FACULTY Individualized Learning Plan (ILP)

STEP 1a:

Completing a Learning Needs Assessment:

Define Your Career Goals - as a Clinician Educator:

Long-term (Next 3-5 years)

- a.
- b.
- c.

Short-term (next 6-12 months)

- a.
- b.
- c.

STEP 1b:

SELF-ASSESSMENT - Your data review and self-reflection exercise:

The skills listed below are taken from the current ACGME Clinician Educator Competencies – August 2022.

You could also use a list of Medical Educator Competencies from Srinivasan and colleagues included in your materials (hand out #4) for a list generated from a different group of educational experts several years ago.)

Skills	Recall then describe situations that demonstrate the ways in which you <u>excel</u> at these skills	Recall then describe situations that demonstrate where you have <u>opportunities for growth</u> in these skills.
<u>Universal Pillars</u> <ul style="list-style-type: none">• Reflective Practice and Commitment to Personal Growth• Well-being• Recognition and Mitigation of Bias• Commitment to Professional Responsibilities		
<u>Educational Theory and Practice</u> <ul style="list-style-type: none">• Teaching and Facilitating Learning• Professionalism in the Learning Environment• Learner Assessment• Feedback• Performance Improvement and Remediation• Programatic Evaluation• Learner Professional Development• Science of Learning• Medical Education Scholarship• Learning Environment• Curriculum		
<u>Well Being</u> <ul style="list-style-type: none">• Well-being of self and colleagues		

<u>Diversity Equity and Inclusion</u> <ul style="list-style-type: none">• Diversity, Equity and Inclusion		
<u>Administration</u> <ul style="list-style-type: none">• Administration skill• Leadership Skills• Change Management		
<u>Other</u> <ul style="list-style-type: none">• Any skills that are important to you in your long terms career development that you feel you do particularly well, or are having difficulty with		

Individualized Learning Plan for:

Name: _____ Date: _____

Program (or Department): _____

Title : _____

<u>STEP 2</u> Learning Objectives	<u>STEP 3</u> Strategies/Resources/Tools	<u>STEP 4</u> How you will evaluate your progress	Assessment of Progress: Date:
1)			
2)			
3)			

**INSTRUCTIONS: Create your own
Individualized Learning Plan (ILP)
(Faculty/Program Director)**

You will use this worksheet in this workshop to create your own Faculty ILP

Overview of the ILPs Four Steps:

Step 1 - Complete Learning Needs Assessment

- Start by defining your career goals.
 - Define your long term (3-5 years) and short term (next 6 months) career goals
- Then complete your own learning needs self-assessment.
 - Review all data available to you (Consider what skills you need individually, and also what your program needs someone to be able to do. Consider program evaluations from residents and faculty, feedback from clinical rotations, ACGME survey, CLER visit report. Etc.)
 - Complete a self-assessment on each of the Clinician Educator Competencies in terms of what skills you do well, and where you would like to improve and grow.

Step 2 - Create Learning Objectives

- Create 2-3 SMART learning objectives
 - (*SMART = Specific, Measurable, Achievable, Realistic, Time-bound*)

Step 3 - Identify your strategies/tools/resources

- Consider what you need to achieve your learning objectives. Are there educational activities you need? (certain rotations, simulation experiences, specific textbooks or websites) Are there people you need to meet - research mentors, sub-specialists in your area of interest, collaborators locally or nationally?) Are there specific programs you need to improve - board prep/coaching plans? Help with time management strategies, etc.)

Step 4 - Evaluate your learning.

- These plans depend on the type of objective. You might have an observed session in the sim lab for procedural skills, you may take a practice board exam for medical knowledge, you might review time efficiency in rounding with an upper level or chief resident, etc. And often you review your global progress with your program director at your semi-annual review.

After you complete your draft, you will review your plans with a coach.

RESIDENT – Individualized Learning Plan (ILP)
(Resident Example - Blank)

STEP 1a

Completing a Learning Needs Assessment:

Define Career Goals:

Long-term (Over residency and beyond)

a.

b.

c.

Short-term (next 6-12 months)

a.

b.

c.

STEP 1b

SELF-ASSESSMENT - Review your data, then complete this self-reflection exercise:

Consider what areas you feel you have mastery of the skills, and in what areas you would like to see growth or improvement in your skill level.

Below are essentially the combined sub-competencies for internal medicine and pediatric milestones 2.0 .

(Suggestion - It might help to open the milestone self-assessment in New Innovations at the same time - then you can read the descriptions of the stages of skill development for each of the bullet points below.)

Reflect on your rotations over the past 6 months:

Skills	Recall then describe situations that demonstrate the ways in which you <u>excel</u> at these skills	Recall then describe situations that demonstrate where you have <u>opportunities for growth</u> in these skills.
<u>Patient Care</u> <ul style="list-style-type: none">• History• Physical exam• Clinical Reasoning• Inpt Management• Outpt Management• Digital health (EHR, telehealth)		
<u>Medical Knowledge</u> <ul style="list-style-type: none">• Physiology/Pathology• Therapeutics/Treatment• Diagnostic testing		
<u>System Based Practice</u> <ul style="list-style-type: none">• Patient Safety and QI• System-navigation for patient-centered care• Physician Role in Health care system• Populations and community health (peds)		
<u>Practice-Based Learning and Improvement</u>		

<ul style="list-style-type: none">• Evidence-based Practice• Reflective Practice and commitment to personal growth		
<p><u>Professionalism</u></p> <ul style="list-style-type: none">• Professional Behavior• Ethical Principles• Accountability/Conscientiousness• Knowledge of self and system wellness		
<p><u>Interpersonal and communication skills</u></p> <ul style="list-style-type: none">• Family and patient centered communication• Interprofessional and Team communication• Communications within the health care systems		
<p><u>Other</u></p> <ul style="list-style-type: none">• Any skills that are important to you in your long terms career development that you feel you do particularly well, or are having difficulty with		

Individualized Learning Plan for:

Name: _____ Date: _____

Program (or Department): _____

Title : _____

<u>STEP 2:</u> Learning Objectives	<u>STEP 3:</u> Strategies/Resources/Tools	<u>STEP 4:</u> How you will evaluate your progress	Assessment of Progress: Date:
1) EXAMPLE OBJECTIVE (who will do, how much, of what, by when?)			
2)			
3)			

Overview of the ILPs Four Steps:

Step 1 - Complete Learning Needs Assessment

- A - Start by defining your career goals.
 - Define your career goals - long term (3-5 years) and short term (next 6 months)
- B - Then complete your own learning needs self-assessment.
 - Review your data - available to you in New Innovations and your e-portfolio in Box (global evaluations, in-training exam scores, simulations, 360s, direct observations done in clinic, etc).
 - Complete a self-assessment reflection (see below) on each of the core competencies. Think of examples of times you demonstrated excellence in that skill in your clinical rotations, and times that demonstrate areas you want to grow or improve in. Write these examples in the boxes for those 6 core skills.
 - Complete a milestone self-assessment (in New Innovations)- Typically, I ask only interns to complete this milestone self-assessment, but all the milestones are new milestones 2.0 as of July 2021 - and I am asking that you review (Medicine and Pediatric milestones) . Decide what level you believe you are currently. (Remember it's a 4-year program - 1s and 2s on some skills are fine if you that's where you are. This is a developmental process.)

Step 2 - Create Learning Objectives

- Create 2-3 SMART learning objectives
 - (*SMART = Specific, Measurable, Achievable, Realistic, Time-bound*)

Step 3 - Identify your strategies/tools/resources

- Consider what you need to achieve your learning objectives. Are there educational activities you need? (certain rotations, simulation experiences, specific textbooks or websites) Are there people you need to meet - research mentors, sub-specialists in your area of interest, collaborators locally or nationally?) Are there specific programs you need to improve - board prep/coaching plans? Help with time management strategies, etc.)

Step 4 - Evaluate your learning.

- These plans depend on the type of objective. You might have an observed session in the sim lab for procedural skills, you may take a practice board exam for medical knowledge, you might review time efficiency in rounding with an upper level or chief resident, etc. And often you review your global progress with your program director at your semi-annual review.

After you complete your draft, save to your e-portfolio and send to Dr. Moutsios - you will review at your semi-annual.