



## Surveys and the Self-Study Visit: A Program Perspective

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### Presentation Overview

- Surveys serve as GME surveillance tools to monitor programs annually
  - Sponsoring institution (GMEC)
  - Program
- Self-study visit

### ACGME Surveys Institutional Perspective

- Sponsoring institution with 156 ACGME-accredited programs
- GMEC governance and oversight needed to:
  - Identify poorly performing programs
  - Identify, address and correct concerns
  - Identify strong programs to share best practices and provide coaching/mentoring

### 2014 ACGME Surveys

- Comparative aggregate and specialty national data provided for comparisons
- Data relatively consistent across specialties and from year-to-year
- Data used to demonstrate governance and oversight and to stimulate program improvement

### Survey Surveillance: MSGME Approach

- <85% compliance for  $\geq 8$  trainees
- <75% compliance for <8 trainees
  - *AND* below national average by more than 10%
- Trend data

### Required Program Response

- Action plan
- Timeline
  - Follow-up survey
- Outcome
- Documentation
- Conduct a focused or full special review

#### Potential Drawbacks

- Screening tool only
- No category weighting
  - Fear and intimidation
- High performing programs

#### Program Perspective

- Investigate any area <100% compliant
- Indicator of morale
- Money Question:
  - "Residents' overall evaluation of the program"
- Trends

#### Resident Feedback

- Chief resident meetings
- Town hall meetings
- Audience response system
- Follow-up surveys (survey fatigue)

#### Education compromised by other trainees

- Which trainees?
- Which rotations?
- Specific time of the year?

#### Satisfied with Feedback

- Written evaluation
- Verbal/Formative
- Quality
- Quantity
- Timeliness

#### Survey Review

- Town Hall/Resident meeting
  - Review all questions
  - Review action items
- Faculty meeting review
- Survey preparation

### Self-Study Visit Itinerary

- PD briefing
  - General goals
  - SWOT document
- Resident interview (seniors separate)
- Concurrent faculty interviews and document review with coordinator

### Self-Study Itinerary

- Chair interview
- Program director interview
- Site visitor debriefing (summary)
  - Opportunity to have the last word

### General Reaction

- Collaborative (leverages visitor expertise)
- SWOT analysis (you should know best)
- Follow-up on action items from APE
  - Interim PEC meeting conducted annually
- Focused on continuous improvement
- Demonstrate progress through outcomes

## *Surveys and the Self-Study Visit; 2 Perspectives*

### *The ACGME Perspective*

*Ingrid Philibert, PhD, MBA, Senior Vice President, Field Activities, Accreditation Council for Graduate Medical Education*

**Objective 1:** Attendees will be able to associate principles from continuous improvement and the ACGME Self-Study process, and how ACGME survey data should be used in continuous improvement.

**Objective 2:** Attendees will be able to list the steps of the ACGME Self-Study, and apply them to their own program.

**Objective 3:** Attendees will be able to formulate a plan for aggregating data from their Annual Program Evaluations into a table or spreadsheet to allow tracking of longitudinal improvements as a key input into the ACGME Self-Study.

**Objective 4:** Attendees will be able to describe key elements of the Self-Study Visit, including how anesthesiology subspecialty programs will be incorporated into the visit sequence.

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## Surveys, the Self-Study and the Self-Study Visit: the ACME Perspective

SAAA, AACPD Concurrent Session  
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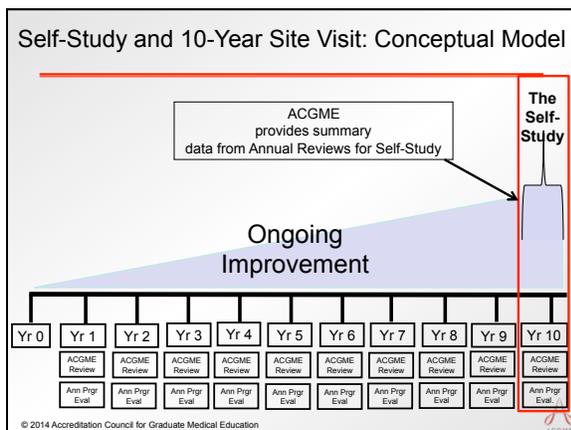


## Objectives

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- Explore continuous improvement in the period between Self-Study Visits
  - Use of data, including ACGME surveys to monitor and improve
- Discuss the components of the Self-Study
- Offer practical suggestions for Self-Study preparation and process
- Foreshadow the Self-Study Site Visit

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## The 10-year Self-Study

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- A comprehensive review of the program
  - Using the Annual Program Evaluation
- Information on how the program creates an effective learning and working environment
  - How this leads to desired educational outcomes
- Analysis of strengths, weaknesses, opportunities and threats, and ongoing plans for improvement
- Subspecialty Programs
  - Core and subspecialty programs reviewed together

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## The Annual Program Evaluation: Making and Tracking Improvements

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- Improvements based on data
  - Including ACGME resident and faculty survey, other ACGME data, program and institutional data
- Improvement Process
  - Prioritize (cannot improve everything at once)
  - Design and Implement solutions, identify team and resources
- Follow-up is key: ensure all issues addressed
  - Documentation to facilitate ongoing tracking
  - Create a record over multiple years of improvement

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## The Self-Study: New Areas

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- Program aims and initiatives to meet these aims
  - Evaluate effectiveness
  - Assess outcomes achieved
- Opportunities and Threats
  - Assess how institutional, local, regional and national contexts affect the program
  - Opportunities: Factors that favor the program, that the program may take advantage of
  - Threats: Factors that pose risks

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### Attributes of an Effective Self-Study

- Fits the nature of the program and its aims
- Ensures effective evaluation of program with positive impact
- Engages program leaders and others
  - Faculty, residents, fellows, coordinators, staff
  - Ideally: Potentially: graduates, institutions hiring them
- Is efficient in its execution
- Reporting focused on
  - Improvements achieved
  - Action items for areas still needing improvement

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### The Self-Study Site Visit: Two Components

- A full site visit with a review of the program against all applicable program requirements
  - Programs on fully accreditation assessed against core requirements only
- A review of the program's self-study to assess progress toward aspirational goals (ultimately over a 10-year period)
  - "During the site visit the site visitor or team verifies educational outcomes and their measurements and how processes and the learning environment contribute to these outcomes."

ACGME Policy and Procedure Manual, Page 78

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### Assessment of Compliance

- Full site visit using updated ADS data, case log data, and ACGME Resident and Faculty Survey data
- In addition, opportunity to review assessment with all common and specialty requirements not represented in the Annual Data
  - Programs on fully accreditation assessed against core requirements only
- ACGME envisions no data preparation by programs other than updating ADS, responses to citations and program changes
  - Information will be collected via interviews, on-site review of documentation
  - Reporting facilitated via use of formatted worksheets that follow the sequence of the program requirements

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### Review of the Self-Study

- Assesses the process and conduct of the self-study
  - Entails interviews, document review, some sampling of the learning environment
  - Initially programs will be viewed as being in a learning mode
- Added Documentation: A brief (5-7 page, ~ 2500 word) summary of the Self-Study focusing on key added dimensions
  - Aim is to show ongoing improvement (using data from the Annual Program Evaluation) that is relevant to program aims
  - Strengths and, especially, areas for improvement will be different from what is assessed during the compliance review portion of the visit

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### Core and Subspecialties Programs Seen Together

- ACGME recommends coordination of the Self-Study of core and subspecialty programs:
  - Assess shared and individual strengths and areas for improvement
  - Track action plans for areas for improvement
  - Less time and resources spent on preparation
- Allows for efficient and effective coordinated Self-Study Visit
  - Coordinated review of some data
  - Exactly how much coordination will evolve over time

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### Summation: What to expect.....

- The self-study is based on:
  - Use of aims and an environmental assessment to allow programs to improve in a way that is sensitive for particular context.
  - Key is ongoing program improvement using successive annual program evaluation
  - Initial assessment will focus on improvement since entry into the NAS (eg, July 1, 2014 for Phase II) and on the process of conducting the self-study
- Programs scheduled early will be in learning mode
  - ACGME will assess robustness of self-study process
  - Information from early visits will be used to aggregate and disseminate guidance on effective practices

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Q & A

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