Graduate Medical Education
UF-COM Jacksonville

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Objectives

- Accreditation
  - Program accreditation
  - Clinical Learning Environment Review
- Faculty Development
- UGME
- CSESaR
Accreditation Status

- 12 accredited core programs
  - 11 ACGME
  - 1 CODA
- 22 accredited fellowships
  - 21 ACGME
  - 1 CODA
- 10 clinical fellowships (non-accredited)
- 378 residents and fellows
ACGME Annual Survey Results 2015-2016

- January – April 2016
- 30 Programs Surveyed
- 97% response rate

Institution Means at-a-glance

<table>
<thead>
<tr>
<th>Category</th>
<th>Institution Means</th>
<th>National Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty Hours</td>
<td>4.9</td>
<td>4.8</td>
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<tr>
<td>Faculty</td>
<td>4.2</td>
<td>4.3</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Educational Content</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Resources</td>
<td>4.3</td>
<td>4.3</td>
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<tr>
<td>Patient Safety/Teamwork</td>
<td>4.5</td>
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</tbody>
</table>
Residents’ Overall Evaluation of Programs

- Very negative: 3%
- Negative: 2%
- Neutral: 12%
- Positive: 34%
- Very positive: 49%

Institutional Mean vs. National Mean
Next Accreditation System
Out with the Old and In with the New: Next Accreditation System

- Episodic review
- “In compliance”
- Site visits
- Cyclic reviews of varying lengths
- Sponsoring institution and program site visit

- Continuous quality improvement
- Innovation
- Self studies
- Annual program evaluation reviews
- Clinical Learning Environment Review/Site Visit
NAS: Self Study Dates by Program
NAS: Changes in Institutional and Program Oversight

- Annual institutional review June 2016
- Annual program evaluation reviews
- Site visits replaced by “self study”
  - First program self study for Radiology and Vascular/Interventional Radiology November 2016
- Greater emphasis on inter-professional team-based care, quality and safety issues and transitions of care
- CLER site visit July 2015; next visit expected after December 2016 (PD, faculty, and trainee meetings with trainee led walkabouts in the clinical center)
CLER
Clinical Learning Environment Review

- Patient safety
- Quality Improvement
- Transitions in Care
- Supervision
- Duty Hours Oversight, Fatigue Management and Mitigation
- Professionalism
Milestones and the Clinical Competency Committee
Milestones

- Milestones describe performance levels residents are expected to demonstrate for skills, knowledge, and behaviors in the six competency domains.

- Milestones will lay out a framework of observable behaviors and other attributes associated with residents’ development as physicians.

- In the next accreditation system, aggregate resident performance on the milestone level will be used as one indicator of a program's educational effectiveness.

Milestones

• Response to an ACGME initiative

• An attempt to define explicit, practical, relevant, and manageable set of domains of clinical competence

• An attempt to describe levels of competency development during training, leading to unsupervised practice of medicine

• A way to better inform trainees of some of the expectations of training
# Milestone Template

## Milestone Description: Template

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the expectations for a beginning resident?</td>
<td>What are the milestones for a resident who has advanced over entry, but is performing at a lower level than expected at mid-residency?</td>
<td>What are the key developmental milestones mid-residency?</td>
<td>What does a graduating resident look like?</td>
<td>What additional knowledge, skills &amp; attitudes have they obtained?</td>
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<tr>
<td></td>
<td>What should they be able to do well in the realm of the specialty at this point?</td>
<td></td>
<td>Are they ready for certification?</td>
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</tbody>
</table>

**Comments:**
**Milestones**

Milestones are progressive over time. There is no prescribed speed at which residents must complete a milestone set.

### Competence in Invasive and Non-invasive Procedures — Patient Care 2

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Understands indications and contraindications for neuroradiologic invasive and non-invasive procedures</td>
<td>Appropriately performs pre-procedural work-up (e.g., review of lab values and prior imaging, consent, time-out), as defined by the program</td>
<td>Competently performs basic and advanced neuroradiologic invasive and non-invasive procedures under direct supervision</td>
<td>Competently performs basic and advanced neuroradiologic invasive and non-invasive procedure independently</td>
<td>Able to teach procedures to junior learners</td>
</tr>
<tr>
<td>Recognizes and manages complications of contrast reactions</td>
<td>Recognizes and manages complications of basic procedures</td>
<td>Recognizes and manages complications of advanced procedures</td>
<td>Anticipates, recognizes, and manages complications of complex procedures</td>
<td>Competently performs complex procedures, modifies procedures as needed, and anticipates and manages complications of complex procedures</td>
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</tbody>
</table>

**Comments:**

“Basic” and “Advanced” are to be defined by the program

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as some milestones in the higher level(s).

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.
Clinical Competence Committee

- Operative Performance Rating Scales
- Mock Orals
- End of Rotation Evaluations
- ITE
- Self Evaluations
- Sim Lab
- Case Logs
- Unsolicited Comments
- Student Evaluations
- Clinic Work Place Evaluations
- Patient / Family Evaluations

Clinical Competence Committee

Assessment of Milestones

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The Goal of the Continuum of Clinical Professional Development in a 3 Year Specialty Program

- Master
  - Patient Care
- Expert
  - Systems Based Practice
- Proficient
  - Professionalism
- Competent
- Advanced
- Beginner
- Novice

PGY 1 | PGY 2 | PGY 3 | MOL/MOC CPD

Increase the Accreditation Emphasis on Educational Outcomes
Faculty Development

• Significant **faculty development** is required in the areas of:
  – Competencies
  – Clinical outcomes in GME
  – Patient safety and quality improvement
  – Objective assessment and providing formative feedback

• And then, in addition ➔
  – Milestones
  – Evaluative process and tools
  – Clinical Competency Committee process
  – GMEC monitoring and oversight processes
  – ACGME monitoring and oversight processes
Faculty Development

• Professional development
  – Peer Review of Teaching program
  – Seminars on educational topics

• Research and scholarship
  – Turning quality projects into scholarship

• Mentorship
  – Response to a recent faculty survey
  – Program rolled out the last academic year

• Academic advancement
  – Promotion workshops
Undergraduate Medical Education
Student Week Trends – UFCOM-J

Student Weeks 2000-01 to 2015-16

- PA (UF)
- MS3 (UF)
- MS4 (UF)
- MS4 (Other)
- Total

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CSESaR
Center for Simulation Education and Safety Research
Thank you!