

17th Annual

Internal Medicine

Residency Program Administrators/Coordinators Workshop

Special track for Transitional Year administrators
Special sessions for administrators of subspecialty programs in
Cardiovascular Disease, Critical Care Medicine, Endocrinology, Gastroenterology, Geriatric
Medicine, Hematology, Oncology, Infectious Disease, Interventional Cardiology, Nephrology,
Pulmonary Disease, Critical Care Medicine, and Rheumatology

April 18-20, 2010
The Maison Dupuy Hotel
New Orleans, LA

New Administrator/Coordinator Sessions
Sunday, April 18 at 9 a.m.



National Center for Evaluation
of Residency Programs

WORKSHOP SCHEDULE

Sunday, April 18, 2010

New Administrator/Coordinator Sessions

New Administrator/Coordinator Sessions provide a small-group setting that encourages participants to feel comfortable asking questions. Open to all conference participants. Sessions are recommended for new administrators/coordinators of core medicine, subspecialty and transitional year programs.

9-10:30 a.m. Accreditation Overview
Donald A. Bosshart, Ed.D.

Session is an introduction to the ACGME, RC, and institutional and board requirements. What is a program information form (PIF)? How is it completed? What is an internal review, and what is an ACGME site visit? Session provides an overview of the accreditation process.

10:45-12 p.m. The ACGME Competencies and Evaluation Requirements
Donald A. Bosshart, Ed.D.

The ACGME mandates that programs teach and evaluate general competencies in the following areas: patient care (PC), medical knowledge (MK), interpersonal and communication skills (IPS), professionalism (P), practice-based learning and improvement (PBL&I), and systems-based practice (SBP). Session includes an overview of the requirements with emphasis on evaluation of the competencies.

12:30-1 p.m. Conference Registration & Check-in

1-1:45 The Quick Change Artist
Glenda Yingling

Most program administrators/coordinators play different roles in their job—administrator, counselor, resident advocate, organizer, teacher, recruiter, social director, alumni affairs officer, compliance officer, accountant, coach and strategic planner. Role changes are many and frequent. As healthcare, technology and the ACGME change. How can you manage your future and have fun in your roles?

1:45-2:30 The ACGME's Evolving Approach to Accreditation - What Now and What Next
Donald A. Bosshart, Ed.D.

The ACGME's mission is to "improve healthcare by assessing and advancing the quality of resident physicians' education through accreditation." Residency programs should be role models for the delivery of excellent patient care and provide leadership in quality improvement (QI). The American Board of Medical Specialties (ABMS) mandated in 2009 that all of its board-certified physicians are expected to understand quality improvement and know how to document that they have made improvements to their patients' healthcare outcomes. What is the ACGME Milestone Project, and how will it improve patient safety and improve the quality of the care delivered by your residents and graduates? What other changes are coming?

2:45-3 The ACGME Resident and Fellow Surveys
Donald A. Bosshart, Ed.D.

How to prepare for the ACGME resident surveys and how to respond to "flags" and survey-related citations.

3-4 Key Requirements for Core and Subspecialty Internal Medicine and Transitional Year Programs
Donald A. Bosshart, Ed.D.

New internal medicine requirements went into effect July 1, 2009, and new standards for internal medicine subspecialties went into effect in 2007. Changes to the transitional year program requirements in 2007 define administrative relationships. FAQs (frequently asked question documents) clarify RC expectations and will be discussed. The ACGME requires a documented formal, systematic evaluation of the curriculum at least annually. A component of this is a self-assessment of program quality and compliance with ACGME and RC requirements. Resident, faculty, and graduate performance as well as program quality are to be assessed, monitored, and tracked. FAQs define how this is to be done.

4:30 Optional Walking Tour of French Quarter

6 p.m. Dutch-treat Dine-out Groups

Monday, April 19, 2010

8-9 a.m. Preparing for a Site Visit or Internal Review
Glenda Yingling, Donald A. Bosshart, Ed.D.

Important issues addressed on a continuing basis can reduce the time required to prepare the PIF and documents for a site visit or internal review. This decreases the stress of the process. Session reviews site-visit preparation, common site-visit pitfalls, and important procedural issues. While the specific procedures and processes for internal reviews are set by each program's sponsoring institution, the key elements required by the ACGME for an internal review are explained, as are the steps for thorough preparation.

9-9:45 Selected Common Requirements and Common PIF Questions
Donald A. Bosshart, Ed.D.

Completion of the "Common PIF Questions" is required for all programs. Do you understand the requirements, the intent of the questions and what your program must do to report and document compliance? How does your program document its formal, systematic evaluation of its curriculum? How to correctly answer the Common PIF questions is included in an analysis and interpretation of the requirements and the *Program Director Guide to the Common Requirements*. Session will offer practical ideas for what programs should do.



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WORKSHOP SCHEDULE

Concurrent Sessions
10-11 **A Residents, Risk Management, QA/QI and Systems-based Practice**
Donald A. Bosshart, Ed.D.

Systems-based practice requires the skills and attitudes to work cooperatively as a member of a team, contribute positively to the work environment and serve as a role model in trusting, respecting and supporting team members. Being a good corporate citizen, adhering to hospital and departmental policies, procedures and standards of care requires knowledge as well as key attitudes. The ACGME wants programs to encourage residents to be advocates for changes or enhancements to patient care systems. As a program administrator, what systems do you manage, operate, or monitor? How well do they function? How could you bring about change?

B Transitional Year Program Requirements and PIF Questions
Glenda Yingling

Session is a review of transitional year program management, curriculum and documentation requirements. Session includes an opportunity to ask questions and discuss pitfalls to avoid when completing PIF questions for transitional year programs. Session builds upon New Administrator/Coordinator and plenary sessions.

11-12 p.m. **C Internal Medicine Core Program Requirements, FAQs, and PIF Questions**
Glenda Yingling, Donald A. Bosshart Ed.D.

Session is a review of internal medicine program management, curriculum and documentation requirements. Session will include time for questions and discussion of pitfalls to avoid when completing core and specialty-specific PIF questions.

12-1 **Lunch on Your Own**

Concurrent Sessions
1-2 **D Motivating Your Residents**
Bradley Belian

“As a professional I would think you should” “How many times do I have to remind you....,” and “I’m not your mother....” are just a few of the statements made each day by many program administrators. True, this generation is “different,” but what can we do to motivate today’s residents? What works and what doesn’t? Practical tips and suggestions.

E Internal Medicine Subspecialty Program Requirements and Responding to PIF Questions
Donald A. Bosshart Ed.D.

This session is for all subspecialty program administrators. It addresses requirements that transcend all internal medicine subspecialty programs. Session G, I, and K build upon the information that will be presented.

Concurrent Sessions
2-3 **E Managing the Internal Medicine Residency Program Office**
Scott Walker, M.B.A., Glenda Yingling

Residency program administrators/coordinators usually manage the program “office,” which may be composed of many different sites or hospitals. This is done in conjunction with their program director. Office “employees” include chief resident(s), associate program directors, rotation directors, key faculty, some faculty and subspecialty program directors administrators and support staff. Subspecialty program directors report to the core program director and the Chair. Each fellowship administrator, coordinator, or secretary needs to follow the policies of the institution and program. Practical tips for building relationships, solving problems, addressing conflict and functioning in complex organizational structures.

G Subspecialty Requirements and PIF Questions for: Cardiovascular Disease, Interventional Cardiology, Pulmonary Disease, Critical Care Medicine
Donald A. Bosshart, Ed.D.

Builds on Session E. Specific subspecialty requirements for each of the IM subspecialties. PIF questions will also be discussed.

Concurrent Sessions
3-4 **H You and Your Job: Descriptions, Reviews and Reclassifications**
Scott Walker, M.B.A.

Does your job description capture what you do? What key phrases better communicate your skills and activities? How can you change your role, enhance your image and position within the organization and capitalize on your strengths? How do you make the transition from secretary to program administrator/coordinator or manager?

I Subspecialty Requirements and PIF Questions for: Hematology, Oncology, Infectious Disease, Rheumatology
Donald A. Bosshart, Ed.D.

Builds on Session E. Specific subspecialty requirements for each of the IM subspecialties will be discussed. PIF questions will also be discussed.

Concurrent Sessions
4-5 **J Transitional Year Issues and Discussion**
Glenda Yingling

Sessions will include discussion of administrative and logistical challenges faced by transitional year program administrators as well as, discussion of PIF questions, special reporting requirements, and common TY citations.

K Subspecialty Requirements and PIF Questions for: Endocrinology, Gastroenterology, Geriatric Medicine, Nephrology
Donald A. Bosshart, Ed.D.

Builds on Session E. Specific subspecialty requirements for each of the IM subspecialties will be discussed. PIF questions will also be discussed.

6 p.m. **Dutch-treat Dine out groups**

WORKSHOP SCHEDULE

Tuesday, April 20, 2010

7:30-8:15 a.m. **Ask the Experts: Round Table Discussions**
Conference Faculty

Discussion of issues faced by administrators/coordinators with opportunity to explore alternative solutions. A chance to ask questions and hear how others have addressed similar difficult or complex issues.

8:15-8:45 **ACGME Milestone and Portfolio Projects (ALP)**
Donald A. Bosshart, Ed.D.

Why does the ACGME and the IM RC think that graduate medical education needs "Milestones?" What are the implications for IM and TY programs? What has been the response to the draft of the Internal Medicine Milestone Position Paper? What, if any, milestones should exist for fellows? How will the milestones influence the way residency education is conducted and evaluated?

8:45 - 9:30 **Improving Your Program's Resident Semiannual Evaluations**
Glenda Yingling

How are resident semiannual evaluations conducted? Do they encourage self-assessment? Does your program encourage its residents to design their own personal plan of learning for their professional development? Why is this a requirement? How can this be included as a component of each resident's semiannual evaluation?

9:45 - 10:30 **Orienting and Working With Your Residents**
Scott Walker, M.B.A., Donald A. Bosshart, Ed.D.

An effective orientation to the program's written goals and objectives as well as the program's and institution's written policies and procedures is now required by the ACGME. An orientation for each rotation should also take place. Clearly written program policies and procedures, consistent with those of the sponsoring institution, are integral to the process of orienting your residents. Time during orientation is now being set aside to assess new resident fundamental clinical skills so that appropriate supervision and remediation can be provided. Integrating IMGs and AMGs with diverse experiences, values and expectations into your educational and patient care systems sets the tone for program operation. Getting residents on the "same page" and tuned in to professional values is critical to resident morale and the development of a sense of *esprit de corps*. What is the role of the program administrator/coordinator in the orientation, and how can you involve residents in this process?

10:30-11 **Sharpening Your Skills as a Negotiator**
Scott Walker, M.B.A., Glenda Yingling

Many physician and coordinator difficulties in coping with conflict emerge from a lack of negotiation skills. How can you develop your negotiation skills and encourage residents, faculty and your program administration to provide the best leadership at conflict management and negotiation?

11-11:30 **Using the Six Competencies to Recruit and Select the Best Candidates**
Conference faculty

American medical schools have been stressing the six competencies. ERAS® applications can be used to select candidates who have demonstrated most of the competencies. The use of behavioral interviewing techniques on the phone and in person can detect performance patterns and assess aspects of candidate interpersonal and communication skills, professionalism, practice-based learning and improvement and system-based practice. Practical tips about how to select the best.

11:30-12:30 p.m. **Orchestrating Your Program's Interview Day and Post-interview Follow up**
Scott Walker, M.B.A., Glenda Yingling

Review of the ingredients required to produce a successful interview day. What are the objectives of the interview? What must be done prior to the interview to ensure success? How can you ensure that candidates will connect with your residents and faculty? After the interview, what ongoing communication should take place between the program and the candidate? What is a post-interview visit, and how can this influence candidate decision-making?

12:30-1:30 **Lunch on Own**

1:30-2 **Increasing Resident and Fellow Scholarly Research and Publication Activities**
Donald A. Bosshart, Ed.D.

The ACGME common requirements have increased emphasis on resident understanding, interpreting and being able to explain research findings to patients and other health professionals. The internal medicine review committee mandates resident involvement in published research, and subspecialty training requires each resident to complete a scholarly project. Session provides insights and practical tips to encourage involvement with research, increase research productivity as well as how to store and retrieve documentation about faculty and resident research productivity.

2-2:30 **Improving Your Program's Board Performance**
Donald A. Bosshart, Ed.D.

Your program's board pass rate is one of the most important criteria used by the review committee to make decisions. Candidates can compare the pass rates for every Internal Medicine program in the country. Session describes steps a program can take to increase in-service exam and board performance.

2:30-3 **Addressing ACGME Citations and Responding to Adverse Actions**
Donald A. Bosshart, Ed.D.

What do you do when you receive a citation that is not justified? How do you know what to do to be in compliance? How much and what type of documentation do you need to supply? Should you prepare a rebuttal (reconsideration request)? If you are not successful, should you make an appeal? What is "substantial compliance" with the requirements?



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CONFERENCE AND PLANNING FACULTY

Donald A. Bosshart, Ed.D.

Chairman and CEO, National Center for Evaluation of Residency Programs, Kent, Ohio

Dr. Bosshart received his doctorate in educational psychology in 1972 from the University of Illinois in Champaign, Illinois, where he focused on educational measurement and evaluation. He began his career in medical education at the University of Texas Medical Branch at Galveston, where he spearheaded a number of changes to the undergraduate medical curriculum and the evaluation process. His work with standardized patients, standards-based feedback systems and clinical skills received national recognition.



In 1977, Dr. Bosshart joined the newly created Northeastern Ohio Universities College of Medicine, where he played a key role in planning, developing, implementing and evaluating the six-year B.S./M.D. curriculum. In addition to his responsibilities in the office of medical education as coordinator for curricular methods and evaluation, he served as the administrative director and chairman of the Principles of Ambulatory Care Course from 1978 to 1982. In 1984, he was also appointed special assistant to the president and worked with 45 graduate medical education programs in the eight affiliated community teaching hospitals.

In 1992, he founded the National Center for Evaluation of Residency Programs, which delivers educational and evaluation services to residency programs throughout the country and has organized and conducted more than 100 major faculty development seminars for more than 2,000 representatives of 3,000 residency programs. Dr. Bosshart has also received national recognition for his efforts to advance the area of patient education. He has been a frequent presenter at and twice chaired the Annual AAFP-STFM Conference on Patient Education. In 2003, Dr. Bosshart received the John H. Renner, M.D. Memorial Award of Excellence for his contributions to the field of patient education. Dr. Bosshart is a licensed psychologist in the state of Ohio. He also serves on the board of directors of Portage Path Behavioral Health in Akron, Ohio, and the Northeastern Ohio Psychiatric Institute.

Brad Belian

Manager of Residency, Research and Administration, Internal Medicine, St. John Hospital and Medical Center, Detroit, Michigan

Mr. Belian worked for 10 years as the manager of infectious disease at Henry Ford Hospital, overseeing a \$5 million NIH research. He came to St. John Hospital in 1996 to assume managerial responsibilities in the internal medicine department and oversees the residency program, research, and administration. He designed Access databases to track many aspects of the program. Over the years, he has taught multiple math courses in two colleges as adjunct faculty. He holds a master's degree in math from Eastern University in Ypsilanti, Mich., and both a bachelor's and master's degree in engineering from University of Michigan in Ann Arbor.

Scott Walker, M.B.A.

Residency Program Manager, Internal Medicine Residency Program, Johns Hopkins Hospital, Baltimore, Maryland

Mr. Walker joined the department of medicine at Johns Hopkins in 1987 as a data coordinator. He was appointed ombudsman for the department's residents in 1990 and then promoted to program administrator of the Osler Residency Training Program in 1994. He is responsible for managing the activities of the chief resident's office and assisting the program director with the design, implementation, and management of administrative operations of the program. He also administers all aspects of the education program to ensure a coherent experience for residents and new faculty. Mr. Walker has an M.B.A. from the Johns Hopkins University School of Professional Studies in Business and Education.

Glenda Yingling

Manager, Internal Medicine and Transitional Year Residency Programs, UPMC Mercy Hospital, Pittsburgh, Pennsylvania

Ms. Yingling joined Mercy Hospital in 1992, after 12 years of administrative experience in hospital and health care education settings. She is responsible for managing the undergraduate, graduate, and continuous medical education activities for the department of medicine. Since joining the department, Ms. Yingling has critically evaluated and enhanced resident recruitment strategies, established a faculty appointment system, and coordinated the development of multiple databases to track resident performance and activities. She was a speaker for the National Center's Second Annual Recruitment Symposium in September of 1994 and has been a faculty member for 15 Internal Medicine Program Administrators/Coordinators Workshops.



New Orleans cityscape view from the river.

Photo courtesy of New Orleans CVB.



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New Orleans



All photos courtesy of the New Orleans Convention and Visitors Bureau

Affectionately known as “The Big Easy,” New Orleans is an amalgam of diverse cultures and is rich with the history of its French, Spanish, Italian and African inhabitants. The historic French Quarter is the only intact French and Spanish settlement remaining in the United States. The area also features over 300 restaurants, shops, jazz clubs, and numerous historical landmarks such as St. Louis Cathedral, which is the oldest cathedral in the United States. For more information on the city, please visit: www.neworleanscvb.com.



HOTEL AND REGISTRATION INFORMATION

Accommodations:

Reservations should be made directly with the Maison Dupuy located at 1001 Rue Toulouse, New Orleans, LA 70112 (800-535-9177). Tell them you are with the "NCERP-National Center for Residency Programs" receive the discounted room rate of \$109 for Sunday through Wednesday. Because New Orleans is a popular weekend destination, the discounted room rate for Saturday night before the workshop is \$159 for single or double occupancy.

Please make your reservations by March 17, 2010, to receive the special discounted group rate. After March 17, the room rate will probably increase. The conference hotel is located near the center of the city's historic French Quarter within the Vieux Carre ("Old Square" district, which is the quarter's original seven square blocks established in 1722. Just two blocks from Bourbon Street, the hotel features a heated swimming pool set in a tropical courtyard, 24-hour fitness center, and fine dining at nationally recognized restaurant, *Le Meritage*. For more information on the hotel, please visit: <http://www.maisondupuy.com/index.html>.

Air Travel Discounts and Social Activities:

Continental Airlines has special reduced fares for this meeting. For Continental, call MeetingWorks at 800-468-7022. Give them the agreement code C70M2E and the Z code ZGMN in order to obtain the discount. Travel agents can also obtain these discounts for you. Optional tourist and social activities are arranged for participants and their guests. Dutch-treat dine out groups are being arranged for Sunday and Monday nights. Guided walking tours of the historic French Quarter and Garden districts are scheduled also being planned for workshop participants and their guests.

Workshop Registration:

Complete the Registration Form and mail it in with your \$475 registration fee to the National Center for Evaluation of Residency Programs, 315 Elmwood Drive, Kent, Ohio 44240 by the registration deadline of **March 17, 2010**. Reserve your space now by FAXing your completed form to 330-678-9199. Late registration requires telephone confirmation and payment of a \$25 late registration fee. No refunds for cancellation after the registration deadline.



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Credit Card Payment Form *(Please fax to 330-678-9199)*

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Billing Address for Credit Card:

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Note: Receipt will be sent to the participant registered below.
If payment is for multiple participants, list names here:

Registration Form: **Internal Medicine and Transitional Year Residency Program Administrators/Coordinators Workshop** (Please print clearly.)

April 18-20, 2010, at the Maison Dupuy Hotel in New Orleans, LA

Name _____ Title _____

Program Name _____ Please list any fellowships: _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

Sunday, April 18, 2010, Please select one session from each line

New Administrator/Coordinator Session: Accreditation Overview

New Administrator/Coordinator Session: The ACGME Competencies and Evaluation Requirements

Monday, April 19, 2010, Please select one session from each time period listed below

10-11 a.m. A or B

11-12 p.m. C

1-2 D or E

2-3 F or G

3-4 H or I

4-5 J or K

National Center for Evaluation of Residency Programs

Our Services

We assist programs in obtaining and maintaining accreditation by the Accreditation Council for Graduate Medical Education. This may involve any or all of the following:

- ✓ Site visits to programs to assess compliance with ACGME requirements and/or sound educational principles.
- ✓ Site visits to programs to assess attractiveness to both high-quality AMGs and IMGs.
- ✓ Gather, assess, synthesize and evaluate information about the processes and outcomes of graduate medical education programs from applicants to GME programs, residents enrolled in the program, faculty teaching in the programs and program graduates. Confidential reports include clear recommendations and action plans.
- ✓ Assist programs with plans for outcome assessment required by the ACGME, the development and revision of measurement tools, advice on implementing evaluation tools, setting criteria or performance standards, interpreting evaluation results and recommending changes to the evaluation process, the educational program, or the context of the program.
- ✓ Provide training to faculty and program administrators about how to effectively manage and operate the program, market the program and recruit residents.

PIF Evaluation

- ✓ Review, critique and edit program information forms for clarity and compliance with ACGME program requirements.

Residency Program Survey Analysis

- ✓ Post-Match Survey
- ✓ Residency Assessment Form
- ✓ Survey of Graduates

Who We Are

An objective, independent and confidential source of professional information and expertise, the National Center assists program directors and institutions in enhancing residency programs. Through professional methods for collecting and interpreting assessments of program effectiveness by residents, program applicants, and graduates, the Center provides confidential evaluative feedback. The Center has evaluation methods to assess residents and curriculum quality, analyzes recruitment materials and plans, and offers consultation regarding RC and ACGME applications. The Center provides consultations, and conducts conferences, seminars, and speaking engagements on various topics, including educational methods.

Photo Courtesy New Orleans CVB



Workshop focused on developing
excellence in Medicine and Transitional Year Programs.

Enhance Your Skills. Network with others.
Enjoy New Orleans!

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