

The ACGME Self-Study
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Topics for the Day

- Why does the ACGME want a Self Study?
- Steps to a Self Study (Overview)
 1. What documentation do I need to keep?
 2. How is this related to the 10 year site visit
- What have we learned so far? (Pilot study, Pediatric working group)
 1. Tricks to make it easier
- Discussion of Self Study Document

Why a Self-Study?

- Goal: Program improves beyond minimum requirements to meet local needs and aspirations
 - Self-assessment: Moving beyond Internal reviews
 - Periodic: every 10 years
 - Program determines priorities instead of the ACGME
 - QI model: non-punitive, shares only good news with the RRC
- Ultimate goal: **Consideration of program context**
 - Annual Program Evaluation as Basis of Self-Study
- Data and action plans provide the foundation
- Formal and systematic evaluation
 - PEC
- Essential elements (musts):
 - Resident performance
 - Faculty development
 - Graduate performance
 - Program quality

Steps to a Self Study (overview)

- Assemble the Self-Study Committee
- Aggregate and analyze data from successive Annual Program Evaluations to generate a longitudinal assessment of the program's improvement
- Engage leaders and constituents in a discussion of program aims
- Identify program strengths and areas for improvement
- Examine program opportunities and threats facing the program
- Aggregate the Self-Study findings
- Discuss the findings with program leadership and constituents to set improvement priorities
- Develop a succinct Self-Study document for use in further program improvement and as documentation for the Self-Study Visit

How is this related to the 10 year site visit?

- 12 to 18-month Time Lag between Self-Study and 10-Year Site Visit
- The 10-Year Site Visit -- Part 1
 - Assess improvement facilitated through the self-study
 - 12- to 18-month lag is by design, to allow programs implement improvements
 - Program submits a “Summary of Achievements”
 - ACGME template uploaded through ADS
 - ~ 1200 words, describing only program strengths and improvements from the self-study
 - No information collected on areas not yet resolved
 - Program may provide an update to its self-study summary
- The 10-Year Site Visit -- Part 2
 - A full accreditation site visit
 - Review of all applicable requirements
 - Citations/Responses
 - AFIs
 - Other ADS Data

What have we learned so far? (Pilot study, Pediatric working group)

Benefits of Pilot Visit

- Needs assessment:
 - Feedback from participants and site visitors,
- Process:
 - Effective approaches for conducting the self-study
- Assessment:
 - Whether pilot visit with feedback accelerates program self-improvement
 - Will assess outcome data
- Assess which program areas are associated with accelerated improvement
- Early data useful in identifying:
 - Efficient, effective self-study processes
 - Effective improvement activities
- Program leadership and faculty needs: evaluation and improvement

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Self-Study Summary

Accreditation Council for Graduate Medical Education

Use this template for aggregating information from the self-study for submission to the ACGME.

After completing the self-study, answer narrative Questions 1-8.

The deadline for uploading the self-study summary is the last day of the month the Review Committee indicated for the program's first site visit in the Next Accreditation System. (For example, if the Review Committee indicated **July 2015** as the date of the first site visit, the document must be uploaded by **July 31, 2015**.)

Notes:

The documents will be used to assess the program's aims and environmental context, as well as the process used for the self-study and how this facilitates program improvement.

*Do **NOT** provide information on areas for improvement identified during the self-study. A separate document to be submitted 12 to 18 months after initiating your self-study will request information on improvements realized in areas identified in the self-study.*

The materials provided for the self-study include a blank Annual Program Evaluation Summary (AnnualEvalSummary.doc), and a form for tracking action plans across successive Annual Program Evaluations (AnnualEvalLongitudinal.doc). You are not required to use these forms, and may develop your own or adapt other existing forms.

Program Description and Aims

Describe the program and its aims, using information gathered during the self-study.

Question 1: Program description

Provide a brief description of your residency/fellowship program, as you would to an applicant or a prospective faculty member. Discuss any notable information about this program. (Maximum 250 words)

Question 2: Program aims

Based on information gathered and discussed during the self-study, what are the program's aims? (Maximum 150 words)

Question 3: Program activities to advance the aims

Describe current activities that have been or are being initiated to promote or further these aims. (Maximum 250 words)

Environmental Context

Summarize the information on the program's environmental context that was gathered and discussed during the self-study.

Question 4: Opportunities for the program

Based on the information gathered and discussions during the self-study, what are important opportunities for this program? (Maximum 250 words)

Question 5: Threats facing the program

Based on the information gathered and discussions during the self-study, what are real or potential significant threats facing this program? (Maximum 250 words)

Annual Program Evaluation and Self-Study Process

Provide a brief description of the process for the Annual Program Evaluation, including action plan tracking, and the self-study process for this program.

Question 6: Annual Program Evaluation Process

Describe the Annual Program Evaluation. How is information from the Annual Program Evaluation aggregated? How are action plans tracked? What follow-up occurs? (Maximum 250 words)

Question 7: Self-study process

Provide information on your program’s self-study, including who was involved, how data were collected and assessed, how conclusions were reached, and any other relevant information. (Maximum 450 words)

Individuals involved in the self-study (by title)	
Data used in the self-study (including information on sources)	
How were the data analyzed?	
How were conclusions reached?	
How were areas prioritized for improvement?	
Any other information relevant to understanding the self-study process for this program	

Question 7a: Self-study process for dependent subspecialty programs

Note: If this is a solo core program or a dependent or “grandfathered” freestanding subspecialty program, skip and move to Question 8.

Describe the core program’s role in the self-study(ies) of all dependent subspecialty program(s)? (Maximum 250 words)

Question 8 (OPTIONAL): Learnings that occurred during the self-study

Describe any other relevant learning that occurred as a result of the program’s self-study. The ACGME intends to use this information to identify best practices for conducting a self-study for dissemination to the medical education community. (Maximum 250 words)