



USE OF GMCC “EDUCATIONAL COMPETENCY COMMITTEE” TO ASSESS ANNUAL PROGRAM EVALUATIONS (APE) – AN INNOVATIVE FACULTY DEVELOPMENT ACTIVITY



Kathryn Andolsek MD MPH, Diana McNeill MD, Rhea Fortune, Alisa Nagler JD EdD, Tammy Tuck, Chrystal Stancil, Catherine Kuhn MD

Duke University Hospital GME • Durham, North Carolina

Background

- The Common Program Requirements mandate programs engage annually in a program evaluation and improvement process (APEI).
- The program must utilize the Program Evaluation Committee (PEC) to complete the APEI.

Purpose

To discuss the transition from a traditional Internal Review (IR) Process to forming “Educational Competency Committees” to peer-assess program APEIs by consensus.

Methods

Since 2005, programs have been required to submit APEIs to the central office of GME (OGME).

In 2011-12: APEIs (reviewed Fall 2012)

- The GMCC-initiated a peer review process to assess the APEIs.
- During this time the electronic Resident Management System was enhanced to support this process.
- Programs could choose to submit meeting minutes, or an institutional template.

2012-13: APEIs (reviewed Fall 2013)

- Programs were required to use a single template.
- Teams included a Program Director, Program Coordinator, resident and OGME member.
- Each team reviewed 7 – 9 APEIs.
- Categories of compliance with 5 major categories were color coded (**red** = not meeting objectives; **yellow** = minimally meeting; **green** = substantially meeting; **blue** = exceeded).
- Team members reviewed APEIs individually and then developed a team consensus.
- Programs were notified of their APE through our Residency Management System.
- An institutional dashboard was created.
- The study was granted an institutional review board exemption.

Results

2011-12: 74/77 Programs submitted APEIs

- 31 team members spent 2-4 hours each prior to a 3-4 hr. team meeting
- 95% reported the experience enhanced their own professional development & would enhance their program

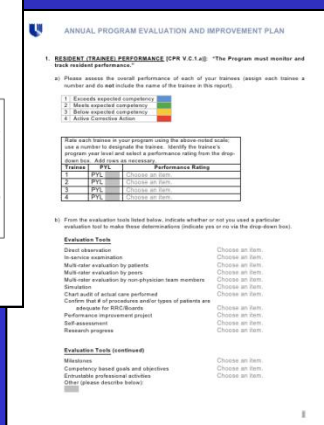
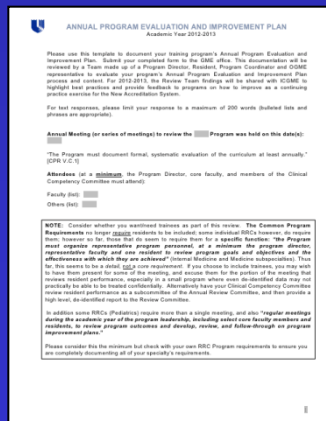
2012-13: 81/82 Programs submitted APEIs

- 41 team members each spent ~6 hours reviewing APEIs prior to a 3 hr. team meeting
- A post process survey was sent to all participants



Significance

- Our findings indicate that the institution benefited from creating “Educational Competency Committees” to review program APEIs as a peer assessment.
- The process enhanced **professional development** for program directors, residents, and program coordinators.
- Information shared with the Program directors from APEI reviews identified best practices, discerned institutional needs, and identified programs that would benefit from additional support, including a Special Review.



Program Name:	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program	Program
Review Date	4-Nov	18-Nov	23-Sep	18-Nov	21-Oct	28-Oct	17-Oct	28-Oct	17-Oct	30-Sep	4-Oct	7-Oct	14-Nov	23-Sep	17-Oct	30-Sep	14-Nov	14-Nov	11-Nov	17-Oct
RESIDENT PERFORMANCE (CPR.V.C.1.a)	3	3	2	2	3	4	3	3	3	3	4	3	3	2	3	3	4	3	3	3
FACULTY DEVELOPMENT (CPR V.C.1.a)	3	3	2	2	2	4	3	3	4	3	4	3	1	1	1	3	3	3	2	3
GRADUATE PERFORMANCE (CPR V.C.1.c)	3	3	2	1	3	4	3	4	3	3	4	2	1	2	1	2	4	4	3	3
PROGRAM INNOVATION (CPR V.C.1.d)	3	4	2	3	4	4	3	3	4	4	3	2	2	2	2	3	4	2	4	3
OVERALL TEAM RATING	3	3	2	2	3	4	3	4	4	3	4	2	1	2	2	3	4	2	3	3



http://snap.vu/b71e