Know Who You Are, Be Who You Are, Show Who You Are: Linking Specific Aims & Program Evaluation to the Development of a Marketable Residency Brand

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Disclosures

Neither speaker has a conflict of interest to report
A note about this webinar...
Let’s do an experiment!
A more daring experiment...
Name 3 stereotypes that come to mind about…
Surgeons
Internists
Emergency Physicians
Our answers

**Surgeons**
1. Act quickly
2. Strong Egos
3. Disciplined

**Internists**
1. Intelligent
2. Slow to act
3. Rule Oriented

**Emergency Physicians**
1. Act fast
2. Cowboys
3. Jack of all trades

**Gisondi**
1. Intense
2. Rigid
3. Doers

**Branzetti**
1. Serial processor
2. Contemplative
3. Measured

1. Decisive
2. Practical
3. ADD
Why does this matter?

BRAND PERCEPTION ≈ REALITY
Our Objectives

1. **Identify** your program “brand” through creation of clearly articulated vision/mission statements

2. **Write** at least one program specific aim for the ACGME self-study process

3. **Critically assess** the key components of their residency curricula for alignment with stated aims

4. **Describe** methods for assessing program metric(s) or outcome measures that meaningfully reflect their stated aims

5. **Develop a tailored marketing strategy** built upon program specific aims
Our Goals

Know Who You Are

Strategies for describing your program's vision, mission statement, and specific aims
Our Goals

Be Who You Are

How to match specific aims to an existing residency curriculum and how to best measure program metrics that directly link to stated aims.
Our Goals

Show Who You Are

Use program outcomes and specific aims as part of a marketing strategy that differentiates your program from peer institutions
“To leave a legacy, you must first build something.”
“To leave a legacy, you must first build something.”

- Quote from a beer commercial
Why discuss branding?
You...

Are a brand, like it or not

Should control the message rather than be subject to it

Have a target audience that will hear a message no matter what –

make sure it’s your message!
<table>
<thead>
<tr>
<th>Consumers</th>
<th>Needs</th>
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<tbody>
<tr>
<td>Students</td>
<td>Residency Recruitment</td>
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<tr>
<td>Prospective Faculty</td>
<td>Searches</td>
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<tr>
<td>Public</td>
<td>Patient Satisfaction</td>
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<tr>
<td>Your Chair</td>
<td>Allotment of Dept $$$</td>
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<tr>
<td>Your DIO</td>
<td>Allotment of Resources</td>
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Any of these situations apply?
Are you a New PD?
In need of a culture change?
Is a critical residency issue approaching the Danger Zone?
Stamping out rumors every recruitment season?

Emergency Medicine 2014-2015 Residency Cycle

Hello future EM Badasses 🎩

I know this is early, but I figured I would start a thread for the students (including myself) applying for emergency medicine residencies in the 2014-15 cycle.

👋 Good luck to all of us! Let's hope we all match at our #1 spots! 👍
Looking to develop an alumni fundraising network?
Key Elements of Strong Brands

Mission & Vision
Message
Logo
Marketing Strategy
A simple activity

Ask yourself (and your team):

…Do we have a vision and mission?

…Can the PD recite the vision and mission?

…Can the APDs/Chair can recite it?

…Are we confident our trainees can recite it?
Mission/Vision

Vision
Brief, few words, far-reaching, describes an ideal state, should fit on a T-shirt

What is the *ideal outcome* of your program?

Mission
One sentence, grounded, inclusive, actionable

How do you *plan* to achieve your vision?
Team Activity #1

Part 1  Write down:
  – Your program’s Vision Statement
  – Your program’s Mission Statement

Part 2  Share:
  – With your program team. Are you aligned?
  – Compare to your “competition” – what really makes you different?
PROGRAM SPECIFIC AIMS
You’ve started growing your Brand...
Now define it **objectively**
ACGME Self Study
Eight Steps for Conducting the ACGME Program Self-Study

The suggested eight-step sequence described here is intended to offer guidance to programs conducting their first self-study.

The self-study is an objective, comprehensive evaluation of the residency or fellowship program, with the aim of improving it. Underlying the self-study is a longitudinal evaluation of the program and its learning environment, facilitated through sequential annual program evaluations that focus on the required components, with an emphasis on program strengths and “self-identified” areas for improvement (“self-identified” is used to distinguish this dimension of the self-study from areas for improvement the Review Committee identifies during accreditation reviews).

To offer context for the self-study, there are two new concepts: 1) an exploration of program aims; and 2) an assessment of the program’s institutional, local and, as applicable, regional environment. Both are discussed in detail below. The focus on aims and the program’s environmental context is to enhance the

(Just Google “ACGME Self Study”)

Self-Study Overview

- February 19, 2015 Memorandum from ACGME Chief Executive Officer Thomas J. Nasca, MD, MACP
- Sample Timeline

Self-Study Specifics

- Self-Study Summary Template

Coming Soon: The 10-Year Site Visit

- 10-Year Site Visit Guide
- Summary of Improvements Template
No one is an expert
Perspective

Eight Steps for Conducting the ACGME Program

Self-Study

Expect the process to evolve over time
Perspective

Eight Steps for Conducting the ACGME Program

Self-Study

The ACGME website is a Self-Study “How-to” 8-step guide Webinar Self Study template APE templates
What does it look like when the plan comes together?

- **Yearly**: Annual Program Evaluation (APE) occurs
- **Over time**: Serial APE data are accrued
- **Self Study Notification**: Prompts program to identify Program Aims
- **Collected Data**: Provides basis for how programs measure progress
1. Assemble the self-study group

Membership: The members of the Program Evaluation Committee (PEC) are the ideal core foundation for the self-study group. They are familiar with the Annual Program Evaluation process and the resulting action plans and improvement efforts. Including the program coordinator is also recommended.

Added participants: The ACGME does not require additional participants in the self-study. However, it may be beneficial to have a few individuals to offer an external perspective. Examples include a departmental leader, a clerkship director, a chief resident, or an expert in education, curriculum design, or assessment. These individuals may be included if program leaders think their contributions would be beneficial. For institutional experts, the DIO may be able to provide suggestions.

CCC representative: It may be beneficial to include a member of the Clinical Competency Committee (CCC) on the self-study group, due to the focus on educational outcomes, which makes data on residents’/fellows’ Milestone performance an important component in self-study discussions.

2. Engage program leaders and constituents in a discussion of program aims

The first task of the self-study group is a discussion of program aims. Aims are program and institutional leaders’ views of key expectations for the program, and how it differentiates itself from other programs in
A (very paraphrased) Guide to Program Aims by Phil Shayne

- **Guiding principle**: What type of resident/fellow does your program aim to create?
- **ACGME goal**: Programs pursue continuous self-improvement
- **Practical**: Aim for both high-minded and low-hanging fruit
- **Sweet spot**: About 3 aims*
WHAT IF I NEVER FIND OUT

WHO'S A GOOD BOY?
Clear Message

Know who you are, Be who you are

Your message is stronger when it’s:

– Authentic
– Consistent
– Clear
– Authoritative
– Credible
– Aligned with the target audience
CODE BLACK

SAVE THE DATE
PLAYING AT MFA BOSTON
AUGUST 1-3 & 6-9

“AWE-INSPIRING!”
-LA WEEKLY

“EXTRAORDINARY... ILLUMINATING AND POWERFUL”
-THE HOLLYWOOD REPORTER

SPREAD THE WORD
CODEBLACKMOVIE.COM
@CODEBLACKMOVIE  /CODEBLACKMOVIE
Team Activity #2

Part 1  Write down:
• 1 or 2 Program Specific Aims

Part 2  With your team:
• Share your program aims
• Discuss how you actually measure your program aims
Another experiment...
Team Activity #3

Why is your program great?

Describe 3 strengths or unique attributes about your curriculum.

(in 1-3 sentences)
Discuss with your Team:

Should we rewrite our vision statement, mission statement, or specific aims based on the last answer?
MATCHING SPECIFIC AIMS TO MEASURABLE OUTCOMES
Alignment

Program Identity:
mission, vision, message

Program Aims

Measurable program outcomes
Disclaimer

• Methods of formal program evaluation are outside the scope of this webinar

• Find a friendly M.Ed. who has a special interest in program evaluation to help you

• Pick one of the several, well-regarded methods of program evaluation and use it as part of your self-study

• The ACGME website has APE and Self Study templates
How can you create stable, uniform, and familiar Self Study metrics?

MAKE YOUR OWN MILESTONES
<table>
<thead>
<tr>
<th>Has not achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Provides feedback to teachers in an objective, professional manner</td>
<td>Teaches large or small groups in traditional settings (e.g. lecture, discussion groups)</td>
<td>Assists with sessions run by senior instructors or teaches previously developed content (e.g. small group simulation, interest group sessions) to junior learners</td>
<td>Utilizes higher-level teaching strategies (e.g. integration of technology, active learning strategies, etc.)</td>
<td>Designs and coordinates the implementation of novel curricula or educational initiatives</td>
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<tr>
<td>Identifies questions or issues from clinical encounters to drive post-clinical learning and/or self-study</td>
<td>Uses basic teaching approaches in the clinical environment</td>
<td>Regularly incorporates teaching of others during each patient encounter</td>
<td>Consistently employs debriefing and feedback techniques with learners</td>
<td>Effectively teaches other providers how to teach</td>
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<tr>
<td>Demonstrates ability to incorporate lessons learned from prior patient experiences or clinical questions</td>
<td>Reliably highlights a “teachable moment” for members of the care team</td>
<td>Effectively balances clinical teaching with patient care responsibilities, regardless of clinical volume</td>
<td>Completes ACEP Teaching Fellowship, or equivalent</td>
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<td>Accepts feedback from teachers in a professional manner</td>
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<td>Regularly seeks and integrates feedback to improve teaching methods</td>
<td>Completes education fellowship or advanced degree in education</td>
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Comments:
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<th>Level 5</th>
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<tr>
<td>Broadly identifies several potential areas of career focus for emergency physicians</td>
<td>Seeks advice from faculty members or senior staff on potential</td>
<td>Describes realistic 5- and/or 10-year career plans in the context of</td>
<td>Identifies and pursues an ideal practice environment for the attainment</td>
<td>Engages as a mentor for attainment of a junior physician’s career goals</td>
<td>Attains a regional and/or national leadership role related to a chosen</td>
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<tr>
<td></td>
<td>scholarly projects, career options, or career development opportunities</td>
<td>personal longitudinal career focus</td>
<td>of personal goals</td>
<td></td>
<td>professional niche</td>
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<td></td>
<td>Explores a potential professional niche in healthcare through focused</td>
<td>Continually acquires and refines requisite skills for chosen area of</td>
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<td></td>
<td>Attains national and/or international recognition for contributions to</td>
</tr>
<tr>
<td></td>
<td>study or experiential learning</td>
<td>focus</td>
<td></td>
<td></td>
<td>a specific area of focus within medicine</td>
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<td></td>
<td>Identifies possible mentors at home institution for personal career</td>
<td>Engages in a sustained mentor-mentee and/or advising relationship</td>
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<td></td>
<td>interests</td>
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Comments:
MARKETING YOUR RESIDENCY BRAND
Marketing Strategy

• Three different marketing strategies required:
  1. Students or Residents
  2. Alumni
  3. Medical Center – metrics, metrics, metrics!

• Overlap of message reinforces consistency

• All team members must be on board
Team Group Activity #4

5 min

Part 1  Individually write down:
– What are some elements of your marketing?
– To whom do you need to market in 2016?

Part 2  Share with your team:
– Best Practices from your examples
– What are the main sticking points for you?
What (if anything) did we learn today?
Summary

1. You’re a brand, like it or not

2. You can either lead with your message, or be reactive …and constantly put out fires

3. Everyone should be on board with your vision, mission, and message – from chair to intern

4. Alignment
   Program ID ‣ Self Study Aims ‣ Outcome Metrics

But most importantly…
Know Who You Are,

Be Who You Are,

Show Who You Are!
Additional Resources:

Branding
Know Who You Are, Be Who You Are, Show Who You Are:
Linking specific aims and program evaluation to the development of a marketable residency brand

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Our Goal is to help you define your residency brand

What is a brand?
A brand is a “unique design, sign, symbol, words, or a combination of these, employed in creating an image that identifies a product and differentiates it from its competitors. Over time, this image becomes associated with a level of credibility, quality, and satisfaction in the consumer’s mind. Thus brands help harried consumers in crowded and complex marketplace, by standing for certain benefits and value.”

Why should brands matter to you?
Your program is a brand—it carries “a level of credibility, quality and satisfaction in the consumer’s mind.”

Who are your consumers?
- Students (in the Match)
- Residents in your program
- Prospective faculty
- Your Chair (which faculty or initiatives will receive limited departmental resources)
- Your DIO/hospital administration (which programs receive limited institutional resources?)

Brand Principles: Put the IDEA to work
1. Integrity: your internal identity, and external image, are both aligned to your mission
2. Democracy: trust that your members to be able to communicate their own understanding of the organization’s core identity
3. Ethics: your brand, and how you deploy it, reflect your core values
4. Affinity: be a good team player, and promote your collective over individual interests

What are the key features of a strong brand?
1. MISSION/VISION Statements
2. Creating a CLEAR MESSAGE
3. LOGO Design
4. MARKETING Strategy
1. Statements of MISSION & VISION

Vision statements identify where you want to be
- **Shoot for the moon:** they should describe your organization’s ideal future state
- **Be inspiring and uplifting:** It’s why your employees show up for work every day
- **Succinct and easy to communicate:** Use as few words as possible

Mission statements define where you are, and how you’ll achieve your vision
- **Outcome-oriented:** They define what you’re doing, who it’s for, and how you do it
- **Inclusive:** Key goals should be identified, but not written in a way that limits or stifles their applicability
- **Concise:** Not as brief as the vision statement, but still 1 sentence

Both should be known, understood, and believed in, by every member of your organization
Both should be a primary point of reference for all big residency program decisions

**Additional References:**
1. University of Kansas Work Group for Community Health and Development Community Tool Box
2. Psychology Today: Vision and Mission – What’s the difference, and why does it matter?
3. Diffen.com: Mission Statement vs Vision Statement
4. HBR article "How to Create an Effective Non-Profit Mission Statement"

2. Creating a CLEAR MESSAGE

Excerpted from HBR article "How Doctors Can Craft a More Persuasive Message"

"*Persuasion researchers have long known the most effective messengers have three key attributes:*

**Expertise:**
People frequently disengage their critical thinking and counter-arguing powers in the presence of expert advice; communicators with legitimate claim to relevant expertise should make that expertise clear early on.

**Trustworthiness:**
In ambiguous, uncertain, or controversial situations where multiple answers vie for believability, it can be tempting for a messenger to conceal any small doubts or uncertainties about their message. However, evidence suggests that signaling small uncertainties or doubts immediately before the delivery of the strongest argument actually has trust-raising qualities. Sequencing is the key lesson here.

**Similarity:**
We’re more likely to believe people who are like us. So another way that a messenger can increase the persuasiveness of their message is to show how they share similarities with their audience."

**Additional References:**
1. HBR article "Make Your Message (Almost) as Vital as Air"
2. Entrepreneur article "The Secret to a Strong Branding Message? Focus."
3. LOGO DESIGN
Just as your brand represents all your company does, your logo represents your brand. Your goal is to make sure that your logo makes people think of all that your program represents.

Important considerations when designing a logo:
- Look at the logos of other businesses in your industry
- Focus on your message
- Make it clean and functional
- Your business name will affect your logo design
- Use your logo to illustrate your business's key benefit
- Don't use clip art
- Avoid trendy looks

Additional References:
1. Creative Bloq article "60 Expert Logo Design Tips"
2. Entrepreneur article "How to Create a Logo"

4. MARKETING Strategy
It may seem as if marketing doesn’t apply to residencies, but effective marketing can help facilitate:
- Increased applicant interest in your program
- Improved morale of your residents
- Control over messaging (such as all those SDN posts...)
- Better alumni retention, satisfaction, and fundraising

The best marketing for your program is the quality of program itself and the people in it. Remember: It's everyone's job to...
- Tell your story in a way that recruits and third parties (e.g. other hospital services) can understand
- Create memorable, exciting programs that recruits (donors?) can love and support
- Take part in the conversation that's forming around the things you impact
- Know, understand, and respect the product you are creating

Additional Recommendation:
From Coursera: Content Strategy for Professionals in Organizations (Northwestern University)
Food for Thought...

Mission and Vision:
- Off the top of your head, can you name your program’s...
  - Vision?
  - Mission?
If you can’t name it, odds are your faculty and residents cannot either. How can they all be on the same page in recruiting, problem solving, etc?
- How is your vision or mission different from any other EM program?

Message:
- Consider asking each member of your recruitment committee to write down the top 3 values of your program. Are they the same?
- Try the same exercise with current residents, residency candidates, and faculty.
- How often are you in contact with your alumni? And by what means?

Logo
- Look at someone near you wearing his or her program’s swag. Do you know the program based on that item alone?
- Would your neighbor at this talk recognize your program on logo alone?

Marketing:
- What is your marketing objective for your program? Recruitment? Alumni (or any other) fundraising?
  Answering this dictates how you reach out to “advertise” to them, but always remember to identify your purpose before getting caught up in the means
- Can you trust your residents to represent the best of your program? Or are you constantly reminding them of program “messaging” and how they deliver it?