A Single Accreditation System: How to Prepare for Your Program's ACGME Site Visit"

ACGME Webinar

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Ingrid Philibert, PhD, MBA

Senior Vice President, Department of Field Activities

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Disclosures

- Ingrid Philibert is employed by the ACGME.
- No other items requiring disclosure

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Webbinar Goals

- Discuss principles for site visits in the Single Accreditation System
- Introduce the ACGME Field Staff
  - Discuss added training for field staff
- Describe site visit scheduling
  - ACGME commitment to timely site visit scheduling
  - "Batching" multiple program visits at an institution
- Discuss site visit preparation and the site visit day
  - Collecting information on strengths and areas for improvement
  - Interview participants and sequencing
  - Clarification and on-site feedback at closing interview

Principles for Single Accreditation System Site Visits

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ACGME Expectations for All Accreditation Site Visits

- Based on the documentation provided by the program and sponsoring institution

- Interviews used to verify existing information, clarify and explain missing or ambiguous information

- Conducted in accord with established policies

- Address all relevant aspects of program

- Site visit report contains <u>no</u> recommendation for RRC action

- The site visit is educational and non-adversarial

ACGME Expectations for All Accreditation Site Visits (cont.)

- Inform Review Committee accreditation decisions in a "substantial compliance" model

- Compliance assessed

  - By peer review

  - Against the entire set of standards

  - Model not formally "weighted"

  - Model not compensatory (e.g., really good performance in one areas does not offset non-compliance in another area)

- The aim is continuous improvement

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Principles for Site Visits
for Osteopathic Programs on Pre-accreditation

- Treated as a "New" (to ACGME) program with trainees (residents/fellows)

- Single site visitor

- A full site visit with review of all applicable program and institutional requirements

- Program application uploaded through ADS serves as the core document for the site visit

- Will review other documentation on site, as needed

- Interviews with residents, faculty, program leadership, sponsoring institution leadership

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What is Meant by a "New Program with Residents"

- ACGME expects the program to be in substantial compliance with the requirements at the time of the site visit – "a snap shot"

- We will ask residents about the program's general educational resources, such as faculty skills, interest in and availability for teaching supervision, volume and variety of patients, etc.

- Approach is comparable to that for programs that go from no accreditation to ACGME accreditation

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What is Meant by a "New Program with Residents" (cont.)

- Site visitors will not ask "historical" data in areas where the standards differ

  - Data on current compliance may come from program leadership (eg, new resident assessment forms vs. completed forms historically used for resident assessment)

  - Process for some areas will differ from both the process used for applications and for programs currently accredited by ACGME

    - Example: In the absence of case and experience data for some osteopathic program, the site visit will assess institutional case/patient data as a measure of adequacy of cases/patients

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What is Meant by a Full Site Visit

- Site visitors will review the program application for compliance with all applicable requirements

- The site visitor reviews the application for areas that are unclear or suggest potential area of non-compliance

- The reports will use the ACGME application reporting format with information on compliance with all requirements

  - Will include an expanded discussion of program strengths and opportunities for improvement identified by program leadership, faculty and trainees

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ACGME vs AOA Requirements

- Differences in the specific language, but a good degree of commonality in underlying expectations

- Example
  - Program evaluation and improvement
  - ACGME requires a Program Evaluation Committee with specified membership
  - As you implement the ACGME-specified approach, also highlight what your program traditionally has done for program evaluation

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What if…. The Program Does Not Achieve Initial Accreditation at its First Review?

- A second site visit for a program that does not achieve initial accreditation entails a more longitudinal assessment

  - Intent is to capture improvements the program has made

- Site visit will include a review of prior citations and the improvements the program has made

- Where pertinent, residents will be asked about changes in their recent experience (since the prior site visit) in areas covered by the standards

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Introducing the ACGME Accreditation Field Staff

The ACGME Field Staff

Accreditation Field Staff

- 32 individuals (26 MDs, 1 MD/JD, 5 PhDs/EdDs)
- Extensive prior experience in medical education
  - Many former program directors, designated institutional officials and RRC members
- Lots of experience
  - Most senior 28 years, 13 with 10 or more years
- Employed by the ACGME
  - Most field representative perform this work as the final formal part of a career in graduate medical education
  - A few mid-career individuals
  - Limit other academic and work roles to avoid conflicts and dualities of interest

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The Accreditation Site Visitors' Role

- The "eyes and ears" of ACGME and the Review Committee

- Meet with: Program Director, residents, faculty, administrators

- Explain the accreditation and site visit process to participants

- Clarify, confirm, verify, newer role: "diagnose"

- Tour facilities

  - Prior Citations and/or RRC expectation to see physical facilities or equipment

- Emerging: Sample clinical and didactic offerings

  - Serve as a sensor and reporter from the field

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Field Staff Professional Development

- Twice yearly week-long professional development

- Development focused on relevant skills: team skills, data synthesis, interviewing, reporting qualitative information, offering feedback

  - Briefings on all relevant ACGME areas

  - Team exercises with debriefing

  - Participation in ACGME-wide "Town Halls"

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Field Staff Professional Development (cont.)

- Added training for members of the field staff wo will conduct site visits in the Single Accreditation System
  - Some members selected with prior experience with osteopathic institutions/programs and programs with dual accreditation
  - Scheduled to occur in June 2015
  - Lorenzo Pence, DO, Sr. VP for Osteopathic Accreditation and committee members of the new osteopathic accreditation committees will have a major role
- Ongoing updates about changes in the requirements such as Review Committee acceptance of program directors with AOA certification
- As the SAS progresses, added education about Osteopathic Principles Recognition and Osteopathic Neuromusculoskeletal Medicine (ONMM)

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Scheduling Site Visits in the Single Accreditation System

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Site Visit Scheduling for Programs on Preaccrediation

- "High Priority" scheduling of site visits
- Aim is to allow reviews for applications submitted by the September 30, 2015 to occur in the fall/winter Review Committee meetings
- Department of Field Activities goal
- "Batch" scheduling of site visits for multiple programs at a single sponsor if applications are received reasonably concurrently
- Will attempt to "batch" schedule applications received later
  - Ability to do so may depend on other components of the site visitor's schedule

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Preparing for the Site Visit

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Process for all ACGME Site Visits

- Announcement e-mail notice sent by ACGME

  - Detailed information in letter posted in ADS

- Follow-up announcement sent by site visitor (coordinate with PD or, more often, the coordinator)

  - Identify participants (program director, faculty, residents, designated institutional official, any others) and respective times

  - Arrange for documents to be made available for the site visit

  - Confirm suggested sequence of interviews and secure interview room, announce tours if needed (eg, Family Medicine Center)

- Application has been filed with ACGME

  - No changes can be made, but changes can be communicated via the site visitor

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Enhancing Resident Input: Collecting a Consensus List of Strengths and Opportunities for Improvement

- Note to the program directors to be forwarded to the resident

- Asks them to complete and submit a single, confidential "consensus list" of 5 strengths and opportunities for improvement (OFIs) they would like to discuss during the site visit interview

- List is sent directly to the site visitor or brought to the resident interview

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Enhancing Resident Input: Reactions

Used for all ACGME program accreditation site visits since July 2011

- No negative feedback from programs (some initial questions/curiosity)

- Highly positive feedback from the residents

- Appreciate the more formal inclusion into the site visit data collection process

- Data valuable to field staff and RRCs

- "Strengths" are shared with the program director during the final interview, "OFIs" are shared with the residents' express permission

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Practical Tips: Always Be Prepared

- **Have a "site visit ready" program, all the time**
  - Keep all relevant documentation current
  - Added focus on milestones and assessment records
  - Can be provided via electronic records (program staff must know how to access)
- Documents for review should be current

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Practical Tips: Getting Ready for the Visit

- Read the ACGME announcement letter carefully

- Follow the instructions and request clarification if any guidance is not perfectly clear

  - Keep all relevant documentation current

  - Added focus on milestones and assessment records

  - Can be provided via electronic records (program staff must know how to access)

- Application filed in ADS cannot be updated

- If a correction or update is vitally important

  - Convey to site visitor for inclusion in site visit report

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Key Roles for the Program Coordinator

- Ensure regular ADS Updates

- Contribute to a "site visit ready" program

- Record/aggregate data and improvement realized via the ACGME's Annual Program Evaluation

  - Track action plans for areas for improvement

  - Participate in the annual program evaluation

  - Provide input from the coordinator's perspective

- Coordinate site visit planning with the assigned lead field representative

- Coordinate activities on the day of the site visit

Changing the Date of the Site Visit

- Direct requests for changes/postponements to staff listed in the ACGME letter, not the field representative

- It may not always be possible to accommodate a request

  - The process is rule-based to make it fair to all programs

  - Special consideration for applications and programs on pre-accreditation

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What to Expect on the Site Visit Day

A Sample Site Visit Schedule

- Program Director opening interview
  - 30 to 45 minutes review of the application document with the program director
- Resident Interview
  - 45 to 90 minutes interview(s) with residents (depending on program size)
  - Likely as 2 separate groups
    - Junior/mid-level residents
    - Residents in the senior year(s) of the program
- Faculty interview
  - 45 minutes with core faculty (composition will vary by specialty)
- Institutional leadership
  - 15 to 30 minutes with DIO or designee
- Program Director clarification interview
  - 45 to 75 minutes, includes debriefing and feedback

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ACGME Process: The "Inverted" Site Visit

- Begins with a brief meeting with the Program Director and PIF corrections
- Then the resident interview
- Then faculty, the DIO and finally the PD
- The PD interview at the end
  - Allows for a more thorough reconciliation of discrepant information and
  - Provides some preliminary feedback to the PD on program findings (Strengths and Opportunities for Improvement).

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Aims of the "Inverted" Site Visit

- Enhance the focus on the program and the residents' perspective

- More focus on the program, less on the description of the program

- To shorten the review of documentation with program leadership, and expand the process of reconciling potentially discrepant information

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The "Inverted" Site Visit: Reactions

- Residents feel more engaged
- Program directors love it
- Early identification of program-specific "themes"
- Seamless process for follow-up
- Improves continuity and integration of data
- Increased opportunity for reconciliation of discrepant issues
- Transformative model instead of simply additive
- Continues to maintain confidentiality

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At the end of the Site Visit: Information Reconciliation and Actionable Feedback"

- Clarification of any discrepant information
- Provision of site visitor guidance for all programs (in a way that does not compromise the Review Committee's peer decision)
- What it IS NOT
  - A summary of the program's review
  - A prediction of what the RRC "will do/decide"
- What it IS
  - 3 to 5 actionable areas confirming key strengths or "readily implementable" suggestions for improvement
- **The program director has the last word**
- Recommendations are reported to the RRC

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What goes into the SV report?

- Review of the program history

- Review of Institutional issues/citations

- Clarification and verification of the program documents using data from the interviews with faculty, residents, and program and institutional leaders

- Review of case log data collection (selected specialties)

- Whatever else is needed (varies by specialty)

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What does NOT go into the SV report?

- Site visitor opinions

- Site visitor biases

- Site visitor judgments

- Opinion of an individual (resident or faculty member) with an axe to grind

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In Closing: Key Expectations for Program Leaders

- Interest in a high-quality program is continuously demonstrated (this shows on the day of the visit)

- The application and other documentation accurately describes the program (no "embellishing" - site visitors can tell)

- Don't ask, "How did we do?" Site visitors can only offer his/her perceptions - he/she is not the decision-maker

- "Prepare" your residents for the visit but do not "coach" them - site visitors find out

- Don't "grill" the residents after the visit

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In Closing: Feedback, ACGME Depends on it

- Provide feedback to the ACGME about your experience (it's the most effective way to improve the site visit)

  - Collect resident input about the site visit experience and make it part of your feedback to the ACGME

- Feedback is collected via on-line survey

- Program director surveys are aggregated, comments are scanned and, if warranted, receive phone follow-up

- Aggregated information provided to field staff

- If the site visit was <u>terrible or wonderful</u> please let the Department of Field Activities know

- If the visit was terrible, you may request that a site visitor not be re-assigned to your program or institution (call Ingrid Philibert for this request)

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