

RRC Surgery - Update

*Presentation to ARCS
Surgical Education Week
San Diego, California
March 21, 2012*

James C. Hebert, MD, FACS
Chair, Surgery RRC

RRC—Surgery Members

- James C. Hebert, MD, **Chair**
- John H. Armstrong, MD
- Paris Butler, MD, Resident
- Timothy R. Billiar, MD
- Ronald Dalman, MD
- Peter J. Fabri, MD
- Linda M. Harris, MD
- G. Whit Holcomb, MD
- John J. Ricotta, MD
- Marshall Z. Schwartz, MD
- Steven Stain, MD
- Charles W. Van Way III, MD, **Vice Chair**
- Marc K. Wallack, MD
- Frank Lewis, MD, Ex-Officio ABS
- Patrice Blair, MPH, Ex-Officio ACS

Program Reviews

- 3 meetings per year
- Two reviewers – Primary and secondary
- Materials reviewed
 - Program history
 - SVR
 - Case logs
 - PIF
 - Resident surveys
 - ABS QE/CE reports
- Templated member submissions
- Consent agenda
- Meeting Discussion

RRC Meeting Activity

- 253 programs were surveyed
 - 164 post-site visit reviews
 - 89 administrative requests at meetings
- 391 administrative interim decisions

Program Change Requests through ADS

Reasons for denials – Many are failure to provide the necessary information.

- Resident complement – inadequate case numbers, program concerns, inadequate block diagram.
- Program director changes – experience, credentials, scholarly activity, resident education not 1^o activity.
- Clinical site change – No educational rationale, number of months for each resident at each level does not = 12

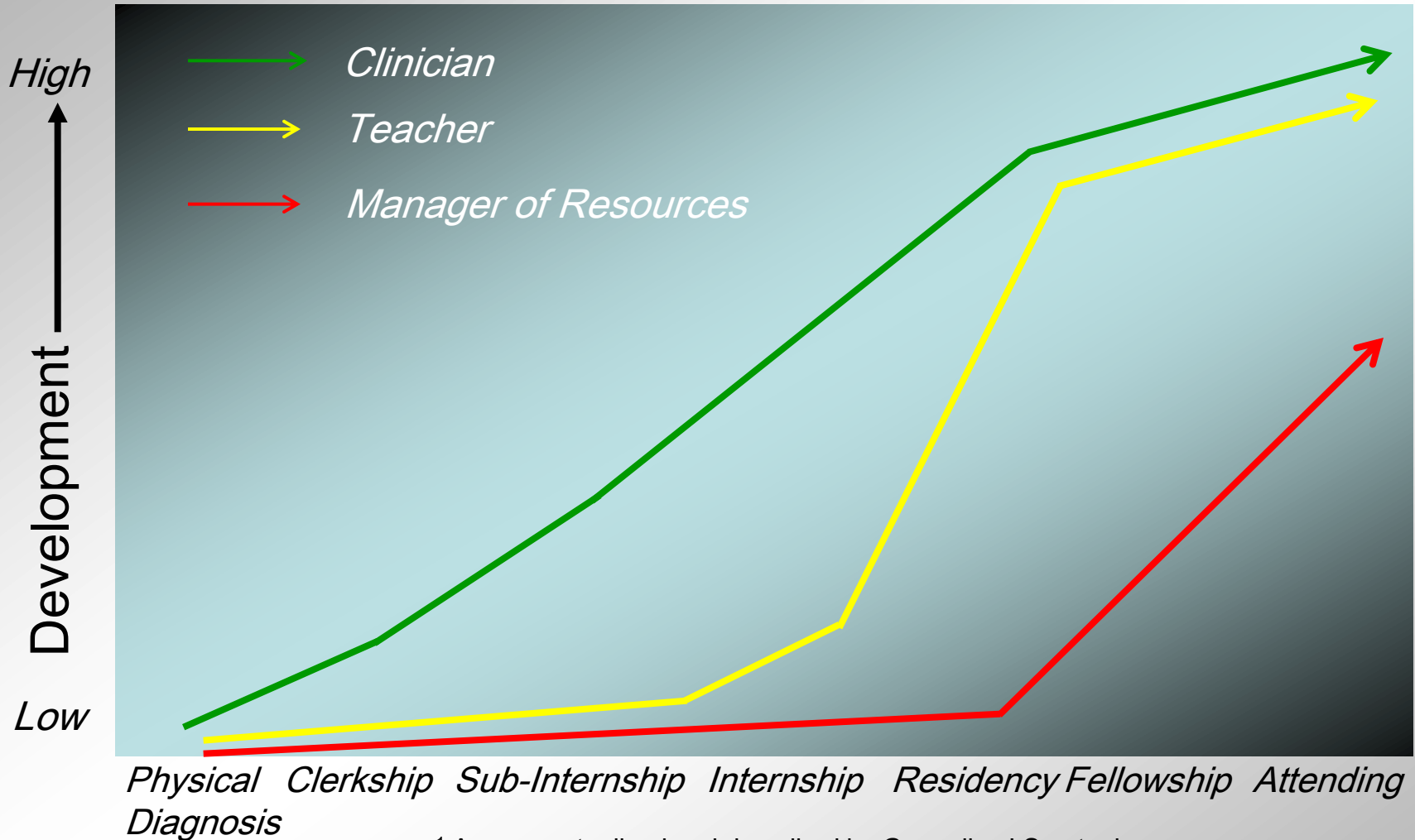
Surgery PR Changes (eff. 7/1/12)

- New expectations for simulation learning
- Removal of the distinction between “designated preliminary” (DP) and “non-designated preliminary” positions
 - 300% limit on Preliminary Positions
- Clarification of transplant surgery experience
- Flexibility for required chief year
 - 4 to 6 month maximum.

Background on Milestones

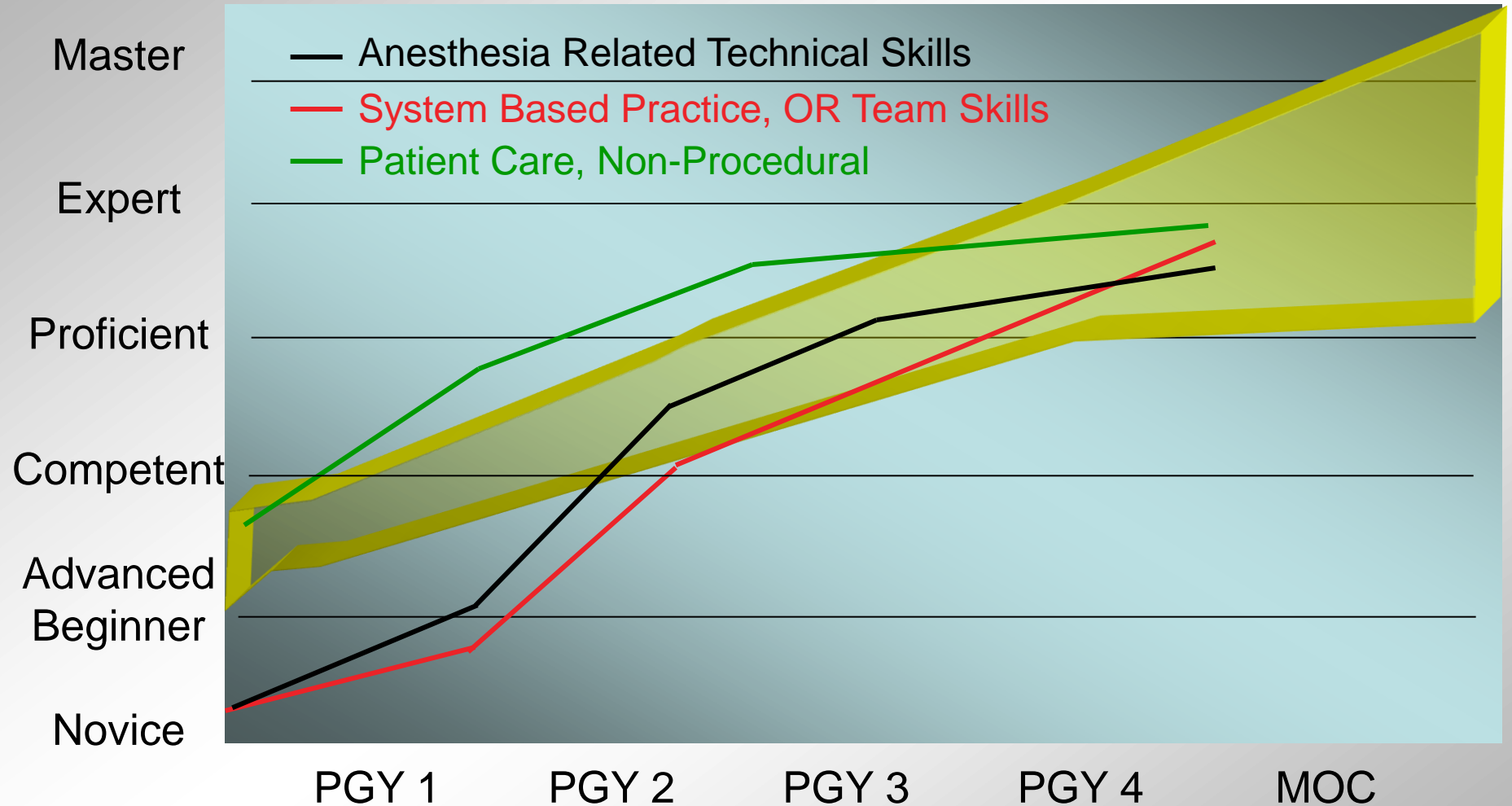
The Continuum of Professional Development

The Three Roles of the Physician¹



¹ As conceptualized and described by Gonnella, J.S., et. al. Assessment Measures in Medical Education, Residency and Practice. 155-173. Springer, New York, NY. 1993, and in 1998 Paper commissioned by ABMS. Descriptively graphed by Nasca, T.J.

The Goal of the Continuum of Professional Development in the 4 year preparation of the Anesthesiologist



Increase the Accreditation Emphasis on Educational Outcomes

ACGME Goal for Milestones - Permits fruition of the promise of “Outcomes Based Accreditation”

- Tracks what is important - Outcomes
- Begins using *existing tools* and *observations of the faculty*
- Clinical Competency Committee triangulates progress of each resident
 - ABMS Board has the opportunity to track the identified individual
 - ACGME Review Committee tracks unidentified individuals' trajectories
- ACGME and ABMS are able to provide accountability for effectiveness of educational program in producing outcomes, and achieved outcomes of individual trainees
- ACGME can work with AAMC to improve graduation level preparation

ACGME Goal for Milestones - Permits fruition of the promise of “Outcomes Based Accreditation”

- Specialty specific normative data and common expectations for progress of individual residents
- Less prescriptive ACGME program requirements, lengthened program site visit cycles, less frequent standards revision
 - Promote curricular innovation
 - Enhance curricular and rotation design flexibility
- Opportunity for communication and improvement across the continuum of medical education
- Development of specialty specific evaluation tools and techniques

The “Next Accreditation System”

Goals of The “Next Accreditation System”

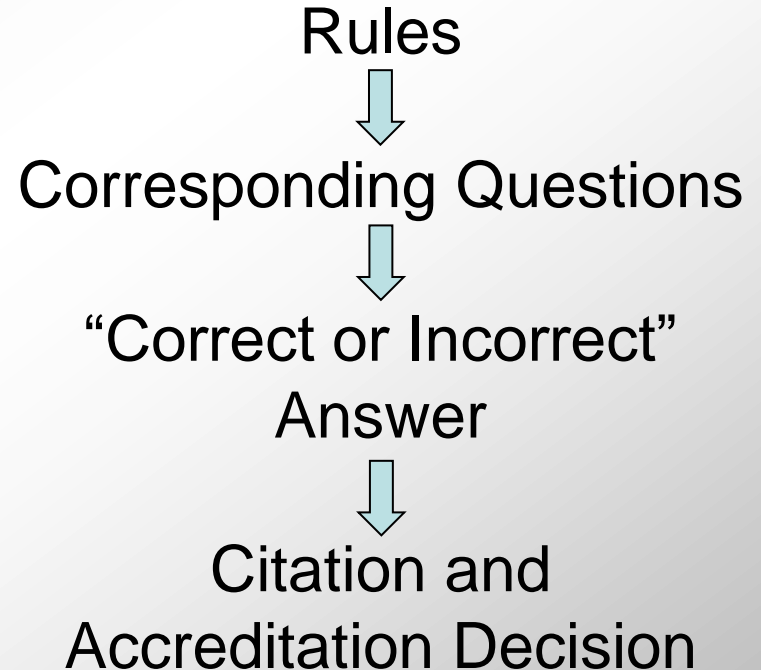
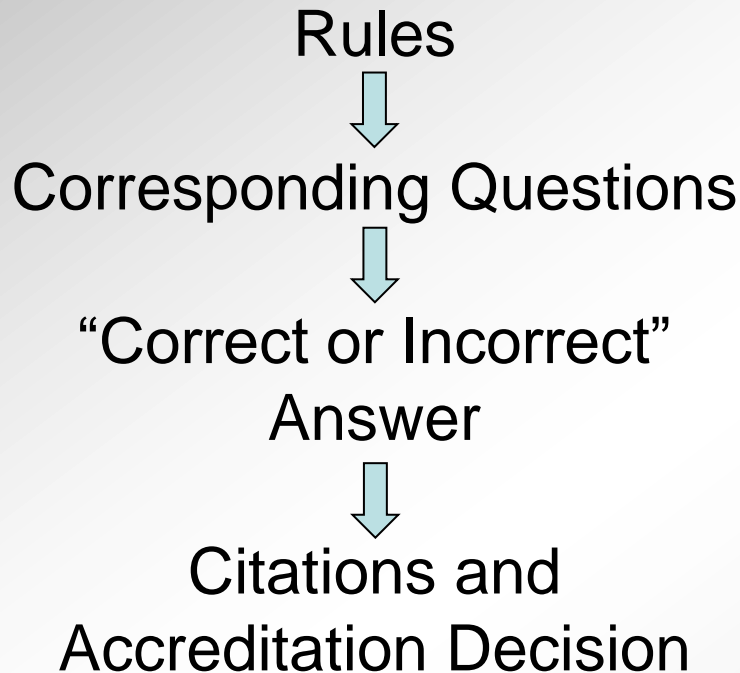
- To begin the realization of the promise of Outcomes
- To free good programs to innovate
- To assist poor programs to improve
- To reduce the burden of accreditation
- To provide accountability for outcomes (in tandem with ABMS) to the Public

The “Next Accreditation System” in a Nutshell

- Continuous Accreditation Model – annually updated
 - Based on annual data submitted, other data requested, and program trends
- Scheduled Site Visits replaced by 10 year Self Study Visit
- Standards revised every 10 years
 - Standards Organized by
 - Structure
 - Resources
 - Core Processes
 - Detailed Processes
 - Outcomes

The Conceptual Change From...

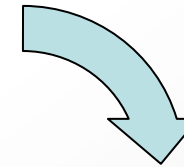
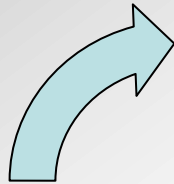
The Current Accreditation System



The Conceptual Change To...

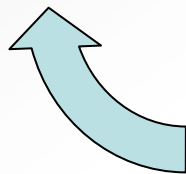
The “Next Accreditation System”

“Continuous”
Observations



Assure that the Program
Fixed the Problem

Number of Potential
Related “Rules” Problems

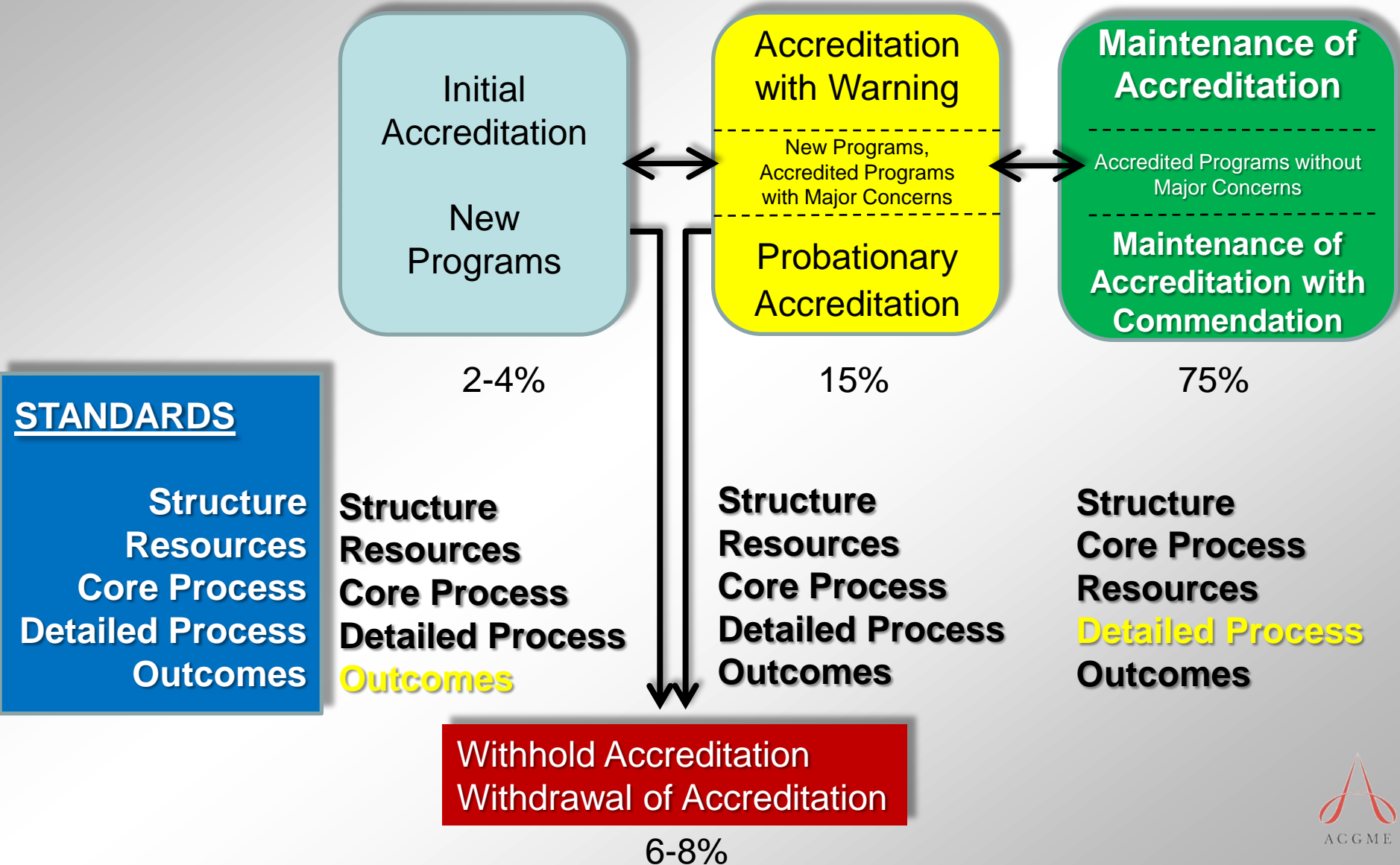


**Promote
Innovation**



Diagnose
the Problem
If there is one!

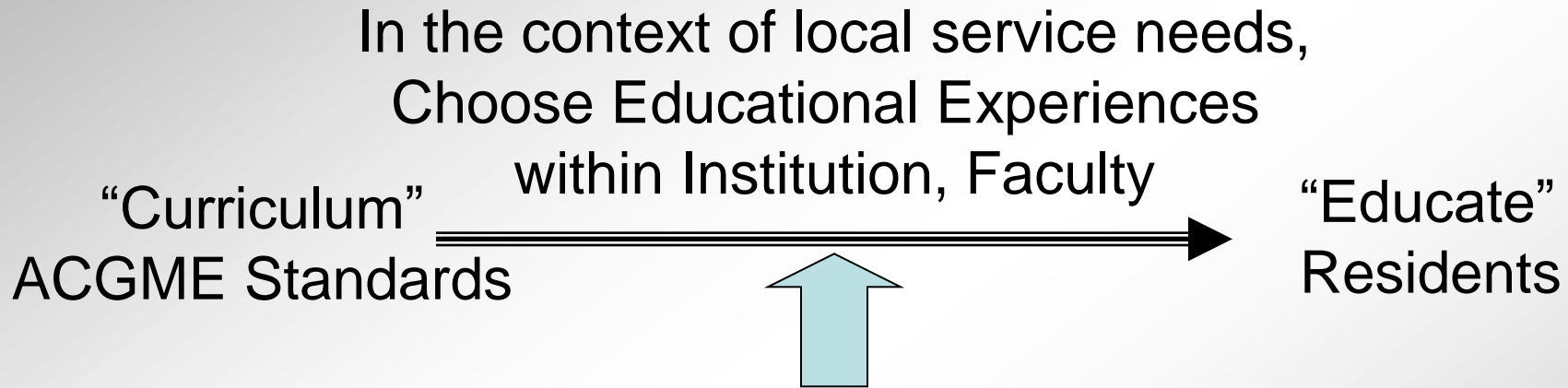
Conceptual Model of Standards Implementation Across the Continuum of Programs in a Specialty



Challenges/Opportunities

- Culture Change and Faculty Development
 - Program Directors, Designated Institutional Officials
 - Faculty
 - Review Committee Members
- “Retooling” of ACGME Infrastructure and Personnel
- The “Community of Educators” in each specialty must come together and agree on:
 - core elements of the competencies
 - levels of performance

What Currently Drives the Structure and Content of our Residency Programs?



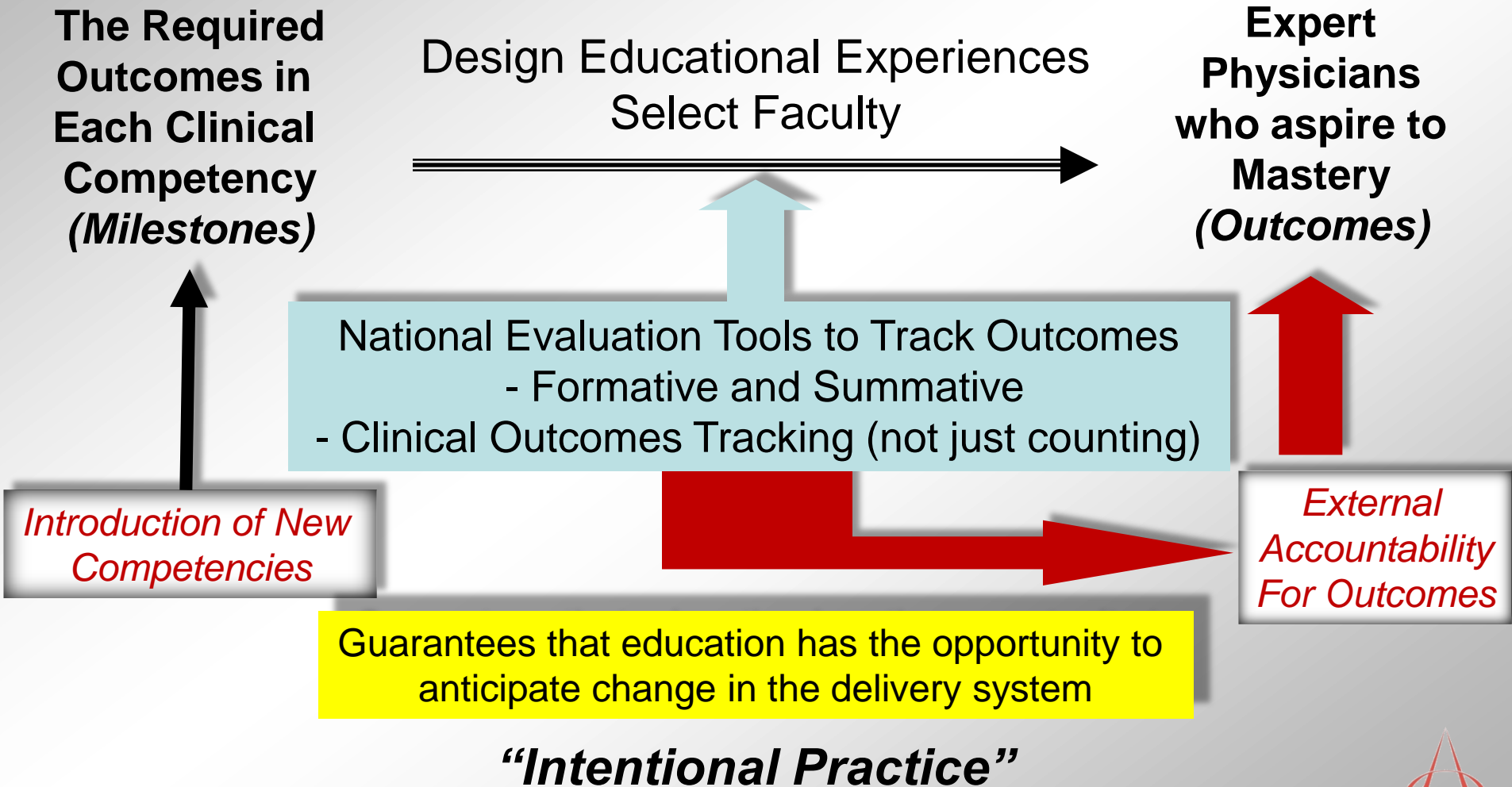
Identify/Develop Evaluation Idiosyncratic Tools

- Formative and Summative
- Experience Tracking

Guarantees that education is institutionally idiosyncratic,
and lags rather than anticipates change in the delivery system

“Circumstantial Practice”

What Will Drive the Structure and Content of our Residency Programs in the Near Future?



Next Accreditation System

- Seven specialties/RRC's begin training 7/2012
 - Pediatrics
 - Internal Medicine
 - Diagnostic Radiology
 - Emergency Medicine
 - Orthopedic Surgery
 - Neurological Surgery
 - Urological Surgery
- Sponsor Visit Program begins 9/2012
- The “Next Accreditation System” begins 7/2013
- These seven specialties “go live” 7/2013
- The remaining specialties begin training 7/2013
- All specialties/RRC's using the “Next Accreditation System” 7/2014
- Visits to IRC and all 7 RRC's this Spring

Thank You

I look forward to working with all of you to continually improve resident education.

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