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Florida State University
Internal Medicine Residency Program
at Sarasota Memorial Hospital

**APE²: Transforming Your Annual
Program Evaluation into An All
Inclusive Performance Event**

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FLORIDA STATE UNIVERSITY
COLLEGE OF MEDICINE



No disclosures

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Objectives

- At the conclusion of the session, learners should be able to:
 - Understand ACGME requirements for Annual Program Evaluation (APE)
 - Maximize stakeholder engagement in the APE process
 - Develop stakeholder-led comprehensive APE and Action Plan

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Requirements for APE

- Program Aims
- Curriculum review
- Outcomes of prior APEs
- Review of accreditation letters
- Well-being
- Workforce diversity
- Recruitment & retention
- Quality improvement & patient safety
- Scholarly activity
- Resident & Faculty Surveys

www.acgme.org

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Requirements for APE

- Written evaluations of the program
- Aggregate resident data
- Achievement of the Milestones
- In-training examinations
- Graduate performance
- Board pass rates
- Aggregate faculty evaluation
- Professional Development
- Annual Review and Action plan must be sent to faculty, residents, and DIO.

www.acgme.org

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FSU-SMH IM APE Process

- The key to success is doing the PREP work in advance of the meeting:
 - Anonymous resident survey of the program
 - Review all program feedback received and addressed in last academic year (residents and faculty)
 - Review ACGME Resident/Faculty Surveys
 - Review prior year APE action plan

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Create APE Presentation

- Program highlights
 - Program achievements
 - Resident personal milestones
 - Resident/Faculty awards/scholarship
 - Wellness events

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Thank You for a Great Year!

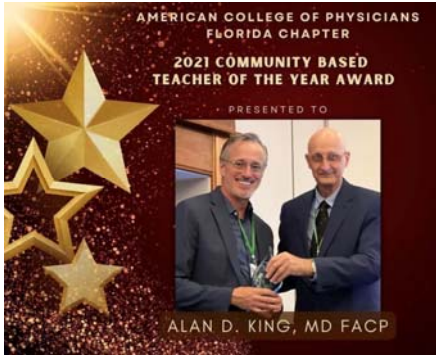
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ACP FLORIDA 2021 COMMUNITY TEACHER OF THE YEAR AWARD

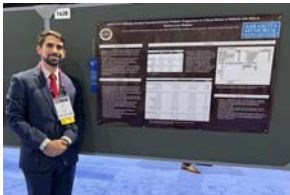
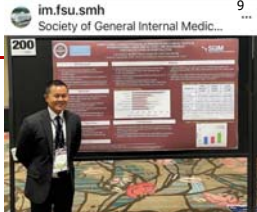
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National Presentations

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Provide Agenda

- As a program, reflection needs to be done based on individual program situations as to what potential areas will need more focus.
- This is in addition to covering the required ACGME domains for APE

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Sample APE Agenda

- Year in Review
- Approval of PEC Minutes
- Review of Program Aims
- Review APE Performance Domains and Metrics
- Small Groups to conduct SWOT Analysis:
 - Newtown (resident continuity clinic)
 - Subspecialty rotations
 - Inpatient rotations
 - Didactics
 - Wellness
 - Diversity, Equity & Inclusion
 - Faculty Development
 - Research

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How We Receive Feedback

- Class representatives (peer selected) present resident concerns to leadership
- Feedback sessions with Dr. Scarpellini, information de-identified and presented to leadership in detailed written summaries
- Individual residents present individual concerns
- Annual resident survey
- Program Evaluation Committee /APE (all residents included)

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Create a Thank You slide

- We welcome your feedback
- We are a young program, doing many things right but aware that there is always room for improvement
- "The biggest QI project is medical education-- *WWR*"
- We take your concerns and feedback seriously
- Not all feedback is *actionable*, but it is all heard and considered by leadership

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In Response to Feedback...

<ul style="list-style-type: none"> • What we have heard from you in the last 6 months... 	<ul style="list-style-type: none"> • What we have done, changed, modified, or initiated as a result of what we heard from you...
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Feedback Example

<ul style="list-style-type: none"> • Academic 1/2 day revamp • Newtown issues 	<ul style="list-style-type: none"> • Varied subspecialists invited to lecture; financial lectures, geriatric and DEI curriculum added • Staffing issues being addressed • Scheduling flexibility • Access for Spanish speaking only pts
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Address Potential Changes

- Programmatic
 - Rotation changes
 - New rotations/electives
 - New ACGME requirements
- Faculty/Staff changes
- Schedule
- Compensation/Benefits
- Other

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APE: Performance Domains & Data Points

<ul style="list-style-type: none"> • Program Quality <ul style="list-style-type: none"> ▪ Anonymous Resident Survey of Program (Survey Monkey) ▪ Ratings of Didactics (Binary only) ▪ 2020-21 ACGME Surveys (Res/ Faculty) ▪ Accreditation letter • Resident Performance <ul style="list-style-type: none"> ▪ ITE (collectively) • Wellbeing • Recruitment & Retention • Diversity & Inclusion • QI & Scholarship 	<ul style="list-style-type: none"> • Graduate Performance <ul style="list-style-type: none"> ▪ Board Passage Rate • Faculty Development <ul style="list-style-type: none"> ▪ FSU Grand Rounds ▪ SMH Grand Rounds ▪ Local / Regional / National Meetings <ul style="list-style-type: none"> • ACP – Most program faculty • AHME- Drs. Wiese-Rometsch, Hamad, Scarpellini, Katie Axiotis • APDIM- Chief Residents, Academic Hospitalists
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APE: Performance Domains & Data Points

- Program Quality
 - Rotation evaluations summary (small group)
 - Anonymous Resident Survey of Program (Survey Monkey)
 - Ratings of Didactics (Binary only)

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Review of Didactics

- Small Group Activity
 - Academic Half-day
 - Noon report
- Each lecture is reviewed in this break out session
- Print out lectures with topic and speaker in advance

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APE: Performance Domains & Data Points

- Resident Performance
 - ITE (collectively)
- Graduate Performance
 - Board Passage rate
 - Graduate survey

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Strategy for APE: SWOT Analysis

- Newtown / Geriatrics
- Inpatient Rotations
 - Wards
 - ICU
- Subspecialty Rotations
- New electives
- Didactics
- Wellness
- Diversity, Equity & Inclusion
- Faculty Development
- Research / Scholarship

Each group has at least 1 faculty member working along residents

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Anonymous Program Survey

- Conducted Via Survey Monkey
- Variety of Cases/Pathology
- Quality of Academic Conferences
- Exposure to Research
- Subspecialty Opportunities
- Faculty supervision and teaching
- Faculty availability
- Financial & Administrative resources & support
- Overall Impression of Program
- 3 Program Strengths & 3 Opportunities
- Overall comments

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Review ACGME Surveys


- Show entire survey for transparency
- Highlight areas of opportunities
- Use this time to discuss questions answered in error or areas of concerns

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ACGME 2021-22 Resident Survey

	Extremely often	Very often	Sometimes	Rarely
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 10 new patients (plus an additional 4 transfer patients) in 24 hours?	0.0%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 16 new patients in 48 hours (excluding night float)?	0.0%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the ongoing care of more than 20 patients (excluding night and other cross-coverage situations)?	0.0%	0.0%	0.0%	4.2%
If you are supervising one R1, how often are you responsible for the ongoing care of more than 14 patients (excluding night and other cross-coverage situations)?	0.0%	0.0%	4.2%	4.2%



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Program Quality:
2021 In-Training Exam 28

CONTENT AREA	All PGYs		
	All Programs	Your Program	Your %ile Rank
Cardiology	68	70	71
Endocrinology	65	66	62
Gastroenterology	62	67	90
General Internal Medicine	67	68	63
Geriatric Medicine	67	72	85
Hematology/Oncology	61	63	67
Infectious Diseases	70	71	62
Nephrology	69	71	67
Neurology	70	73	73
Pulmonary and Critical Care Medicine	67	65	43
Rheumatology	68	67	52
Rheumatology	66	66	58
High Value Care**	66 (9)	68 (7)	71
Total Test (SD)	31131	37	
Number of Residents			

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Program Quality: Board Passage Rate 29

American Board of Internal Medicine®

Residency Program Pass Rates 2019 - 2021

Florida

Program Name City and State	Number of Examinees	Percent Passing
Florida State University College of Medicine (Sarasota) Program Sarasota, FL	24	100%

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Faculty Development 30

- Review initiatives for the past year
- Identify interested faculty for next year
- Identify Faculty needs/concerns

In partnership, AHME and AAMC bring you
Teaching for Quality (T4Q), Version 2.0
September 22 – October 27, 2021
One hour each Wednesday - 12:30 ET/11:00 CT/10:00 MT/9:00 PT
A regional longitudinal professional development program focused on how to teach quality improvement and patient safety (QIP) competencies for faculty.
Includes 8 virtual synchronous sessions + capstone event.

April 10-13
Charleston Convention Center
Charleston, NC

Academic Institute
Resilience
Week
2022

Meaning in Medicine:
REBUILDING CONNECTIONS

2022 ACGME ANNUAL
EDUCATIONAL CONFERENCE
VIRTUAL EXPERIENCE
MARCH 30 – APRIL 1, 2022

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Small Group Activity: SWOT- 40min 31
Group Sharing: Max 5-7 min/ group

- Each group has at least 1 faculty member working along residents
- Newtown / Geriatrics
- Inpatient Rotations
 - Wards
 - ICU
- Subspecialty Rotations
- New electives
- Didactics
- Wellness
- Diversity, Equity & Inclusion
- Faculty Development
- Research / Scholarship



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Group Presentations 32

- Have group leader (resident) present outcomes of SWOT
- Leave time for group discussion of findings
- Have someone taking notes to later create formal documentation



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Program's SWOT Analysis for Diversity, Equity & Inclusion 33

<p>Strengths</p> <ul style="list-style-type: none"> • Recruitment of URM's • Protected time and financial support for resident led wellness & inclusion events • Representation of URM's in leadership opportunities 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Integrating more DEI lectures into curriculum • Greater resident input on resident awards
<p>Opportunities</p> <ul style="list-style-type: none"> • Greater retention of URM's • Greater community involvement Newtown (Health fairs) • Recruitment of more diverse staff and faculty 	<p>Threats</p> <ul style="list-style-type: none"> • COVID-19: Loss of staff & additional funding for clinic • Burnout health care providers • Impact on recruitment • Social isolation

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Program's SWOT Analysis for Inpatient Rotations

Strengths

- Engaging & approachable attendings
- Progressive autonomy
- Team structure allows personal growth
- Safe learning environment

Weaknesses

- Limited ICU exposure PGY-1
- Availability of RT's in the ICU

Opportunities

- Improve variety of admits at night
- Improve intern onboard to wards workflow
- Increase ICU procedures
- Increase teaching attendings

Threats

- Oncologist access for cancer patients

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Generate Action Plan

- Formalize discussion points from APE
- Send to all faculty, residents and DIO via email with Read Receipt
- Review Action plan at quarterly Program Evaluation Committee (PEC)
 - This occurs at Academic 1/2 quarterly for an hour to ensure maximum resident/faculty participation

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Corresponding Action Plan: Inpatient Rotations

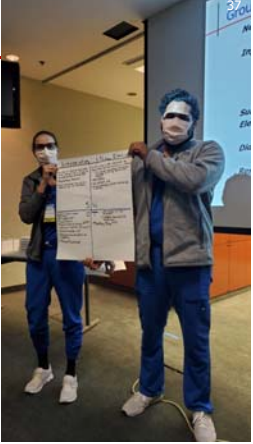
COMMITTEE MEETING: _____ Date Convened: _____

AGENDA/TOPIC	DISCUSSION/REPORT	CONCLUSION/RECOMMENDATIONS ACTION/EVALUATION
Program Quality-ICU	Strengths include participation in codes, excellent teaching, exposure to critically ill patients, highly consistent flow of patients, pharmacy on rounds. Weaknesses: Availability of RTs in the ICU, more ICU experiences for PGY1 Opportunities: Increase ability to do procedures	Dr. Wiese-Rometsch will meet again with SMH leadership to garner support for ICU advanced practitioners to assist in supervising procedures. This has full support of the intensivists
Program Quality-Inpatient Rotations-Wards	Strengths of wards include: diverse patient population with extensive breadth and depth of pathology, attending physicians engaging and approachable, increased guided autonomy for senior residents, team structure allows for personal growth, safe learning environment. Weaknesses/ Opportunities: Improve variety of admits at nights; improve intern on-boarding process to wards Threats: Access to Oncologist to discuss Oncology Tower Patients is often limited	PD will reach out to Inpatient Oncology Team to best identify structured opportunities for communication with inpatient ward team.

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Conclusion

- APE should be everyone's responsibility
- Engagement of ALL stakeholders yields optimal results
- Pre-work helps you best identify areas to focus on
- APE content used prior to ACGME resident / faculty surveys, site visits, ACGME Annual Update



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Take Home Points

- Reflect on how you can maximize APE process for your program or institution
- Identify 3 ideas / processes that you want to incorporate for your APE next year

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Questions?



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