

## Guide SWOT and Questions Working Document, October 25, 2023

Blue font denotes responses mentioned multiple times. Orange font added by GEB members October 13, green font October 25

What are the STRENGTHS of the *Guide* that give it an advantage over other resources (e.g. other books, websites, webinars)?

Strengths
<ul style="list-style-type: none"><li>• Expert authors: National Leaders; individuals who have experience</li><li>• Everything in one location, focused on GME issues/concerns</li><li>• Broad data on many areas of medical education; wealth of information</li><li>• Long-standing history as a respected/accurate resource</li><li>• Well-written</li><li>• Variety of authors and topics</li><li>• Written at an introductory level so the “language” of GME can be understood by all</li><li>• Practical tools are included that can be implemented right away</li><li>• Best practices approach - brings ACGME tenets down to practical usage in GME offices</li><li>• Reader-friendly – easy to read and great font size</li><li>• Comprehensive and useful to numerous stakeholders</li></ul>

What are the current WEAKNESSES of the *Guide* that put the book at a disadvantage relative to other resources (e.g., books, websites, webinars)?

Weaknesses
<ul style="list-style-type: none"><li>• Rapid changes in GME makes Guide outdated quickly; Outdated; “Time locked” - Behind in switching to electronic/web-based, with ongoing updates - capsule in time but not a living document</li><li>• Not enough visual; too much text</li><li>• Limited best practice examples and templates</li><li>• Lacks some current topics</li><li>• Lacks a look at the horizon of GME</li><li>• Lacks content that is more theoretical from authors with a lot of experience/expertise</li><li>• Behind in switching to electronic/web-based, with ongoing updates</li><li>• Needs more “basic premise” and fundamental skills that never go out of style</li><li>• Too much copying of ACGME requirements. ACGME Requirements change too frequently to ensure the Guidebook reflects most recent Institutional and Common Program Requirement language. GEB members will need to continuously remind authors NOT to do this.</li><li>• Missing a description of the value of the GME community – doesn’t need to be a large section just something that explains it.</li><li>• The current Guidebook is not easy to find when doing an on-line search on purchasing platforms. Many other publications similar to the Guide are often listed first.</li><li>• GME programs have great diversity: community vs major academic center; different structures; regional and even program differences...some chapters don’t adequately address the needs of these diverse audiences.</li></ul>

What are the external OPPORTUNITIES of which we could take advantage as we revise the *Guide*?

<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• <b>Web Appendix/protected site with downloadable content/templates; utilize more posted examples</b></li> <li>• Ongoing updating content, at least annually</li> <li>• Supplemental webinars that also refresh the content</li> <li>• Use the Guide as a content-driven conversation with AHME members</li> <li>• Increase revenue with a more visually appealing and diverse content</li> <li>• Extend awareness/readership to those outside of AHME</li> <li>• Add a section in each chapter with links to current sites, tools, people</li> <li>• Create more education opportunities linked to Guide content</li> <li>• <b>Use search engine optimization to boost search results on the Guide to make it easier to find on Amazon and Barnes &amp; Noble</b></li> <li>• <b>More word of mouth about the excellence of the publication, particularly across different generations</b></li> <li>• <b>Sharing as gifts to new GME personnel</b></li> <li>• <b>Make the Guide more accessible: keep Kindle Version and create an Audible version</b></li> <li>• <b>Create spin-offs: webinars, You-Tube videos, podcasts</b></li> </ul>

What are the external THREATS that could decrease the value of the new version of the *Guide*?

<b>Threats</b>
<ul style="list-style-type: none"> <li>• <b>Other entities that offer the same/similar content; competitors</b></li> <li>• <b>Others have moved to online GME content with much less hard copy</b></li> <li>• Content offered free of charge by others</li> <li>• Outdated content sends readers to other sources</li> <li>• <b>Breaks in links for any electronic component</b></li> <li>• <b>Lack of personnel who will maintain an on-line resource. This didn't work in earlier on-line-only edition.</b></li> <li>• <b>Specialty-specific shared resources and drives that are free or provided as a member benefit.</b></li> <li>• <b>Movement toward on-demand resources</b></li> </ul>

**What content should be revised?**

- **Everything policy or ACGME-requirement related, as most of this is outdated**
  - Guide needs a complete overhaul; even if some content only needs minor tweaks
  - Tools
  - Salary information
  - Types of institutions that chapters are from
  - GME accreditation: Oversight of Non-standard Training (NST) Programs, and Oversight of other Non-ACGME programs and those accredited by other oversight bodies (CAST, UCNS etc.).

- More on Patient Safety Programs
- Dealing with ACGME Complaint Site Visits
- Institutional AIMS/Self-studies etc. SI 2025/NCICLE.
- GME Infrastructure: GME Office support (staffing needs, Assoc. DIOs, IT Support, accreditation coordinator support)
- GME Operations/Management: C-suite and GME strategic planning
- Transition from UME to GME to Attending
- Collecting data to support institutional AIMS

### **What content should be removed?**

- Depending on Supreme Court actions, emphasis on DEI??
- [Electronic Medical Record](#)
- [Single Accreditation system](#)
- [Institutional agreements](#)
- The Next Accreditation System (NAS)

Note: Could include relevant content on NAS and Single accreditation in an ACGME Accreditation Brief summary

### **What content should be added to the Guide?**

- [Well-being \(House staff, PDs/PCs, DIOs, etc.\)/Wellness](#)
- Institutional Coordinator needs to be added as a role/responsibilities
- [DEI](#) part of CLER
- DEI education
- Recruitment & Retention
- GME Professionals Day
- Dashboard
- Suicide Awareness/Prevention
- Appreciative Inquiry
- Mentorship (PD, Faculty, Coordinator, DIO, Institutional Coordinator, etc.)
- Common Academic Timeline
- Graduate Allied Health Education (Oversight of non-physician education); varying accreditation requirements/expectations
- Author Contact Information (full details)
- Faculty Development: expand to include PD and PC development
- Sections on APE, AIR, ADS, Resident/Faculty Survey

### **General Suggestions**

Electronic updates: Keep Guide relevant Real-time

Visually appealing content

Color

Graphics

Inspirational Quotes

Checklists

Templates

Policies  
Examples  
Best Practices  
More Scholarly approach with data in chapters