

Graduate Medical Education

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Graduate Medical Education

- Core residencies and fellowships.
 - ACGME, TMB, other accredited.
- Training based on the six competencies.
- Multiple regulations:
 - Annual reporting
 - Duty hours
 - Supervision
 - Quality of care.
- GME Committee
 - Chair
 - Program directors
 - Coordinators
 - Administrators.
- GME Office
 - Oversight.
 - Administration.
 - Education.

ACGME Competencies

- Patient care
- Medical knowledge
- Interpersonal and communication skills
- Professionalism
- Practice based learning and improvement
- Systems based practice

Currently Approved Training Programs at TTUHSC El Paso (June 2016)

■ Core :

- Emergency Medicine
- Family Medicine
- Internal Medicine
- IM/Psych.
- Neurology
- Obstetrics/Gynecology
- Orthopedics*
- Pediatrics
- Psychiatry
- Diagnostic Radiology
- Surgery

■ Fellowships:

- Sports Medicine
- Cardiovascular Disease
- Gastrointestinal Disease
- Nephrology
- Child & Adolescent
Psychiatry
- Body Imaging
- Women's imaging
- Minimally Invasive Surgery

Resident Supervision

- Mandatory
 - Adjusted to PGY-level
 - Direct
 - Indirect
 - with direct immediately available
 - with direct available
 - Oversight

ACGME Next Accreditation System (NAS)

- Specialty-specific educational milestones
- A focus on improvement and self study
- Development of national normative data
- Less prescriptive program requirements, revised less frequently
- Reduce burden of accreditation
- Greater emphasis on institutional oversight

This system has 3 parts:

Institutional Accreditation

CLER

Program accreditation.

Figure 1a: General Description of Milestone Levels

Milestone Description: Template				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>What are the expectations for a beginning resident?</p>	<p>What are the milestones for a resident who has advanced over entry, but is performing at a lower level than expected at mid-residency?</p>	<p>What are the key developmental milestones mid-residency?</p> <p>What should they be able to do well in the realm of the specialty at this point?</p>	<p>What does a graduating resident look like?</p> <p>What additional knowledge, skills & attitudes have they obtained?</p> <p>Are they ready for certification?</p>	<p>Stretch Goals – Exceeds expectations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				

Clinical Learning Environment Review (CLER)

- Every 18-24 months
- To the training site not the sponsoring institution
- Focus Areas
 - Patient Safety
 - Quality Improvement
 - Transitions of Care
 - Supervision
 - Duty Hours and Fatigue Management
 - Professionalism

Resident Responsibilities

- Described in the curriculum
 - goals and objectives
- Commensurate to ability and PGY level
- Described in the residents' contract

Resident Evaluation

■ By:

- Faculty
- Peers
- Nurses
- Patients

■ Tools used

- Direct observation
- Standardized exams
- Surveys
- Simulation

■ Feedback

- to residents by faculty

■ Promotion

- Clinical Competency Committee for milestones
- Promotion committee

Program Evaluation

- Program Evaluation Committee (PEC)
- Annual Program Evaluation (APE)
- Continuous accreditation, with warning, probation
- Cycles every 10 years or sooner as needed
- Self Study
- Self Study visit

Institutional Accreditation

- Continued accreditation, with warning, probation
- Cycles every 10 years or as needed
- Self study
- Self study visit

Duty Hours

- Policy
- Citations
- Residency and faculty education
 - duty hours
 - fatigue
 - sleep deprivation
- Compliance
 - self report
 - ACGME survey
 - TTUHSC El Paso GME survey

Patient Safety and Quality of Care Education

- Patient care
 - Residents supervision
 - Transitions of care
- MSPI
 - UMC
 - Individual departments
- Root Cause Analysis
 - UMC
- Chart review
 - Continuity care patients

End