



**2016 PDW / RPS: A Residency Education Symposium - Topic Definitions**

<p>Because CME credit will be available for the conference, presentations must address needs-based topic areas, be supported by evidence, and support professional practice changes by attendees.</p> <p>To assist in content selection and placement, the planning committee will pay close attention to the <b>Topic, Audience(s), Audience Experience Level, and Institution Type</b> selected on the proposal form to ensure impactful content and placement. <b>Most</b> of the time, workshops are placed at PDW or RPS based on the following:</p>	
<p>RPS Workshops Designed to address issues faced by:</p> <ul style="list-style-type: none"> <li>• Administrators and Coordinators.</li> <li>• Nurses.</li> <li>• Faculty.</li> <li>• The whole residency team.</li> </ul> <p>On issues like:</p> <ul style="list-style-type: none"> <li>• Curricular Challenges and Innovations</li> <li>• Resident Mentoring</li> <li>• Accreditation Compliance</li> </ul>	<p>PDW Workshops Designed to address specific issues faced by:</p> <ul style="list-style-type: none"> <li>• Program Directors.</li> <li>• Associate Program Directors.</li> <li>• Other program leadership.</li> </ul> <p>On issues like:</p> <ul style="list-style-type: none"> <li>• Administration and Finance of the residency program</li> <li>• Accreditation Requirements</li> </ul>

Topic		Examples (to assist with selecting a Topic)	Notes
1	<b>Administrator / Coordinator</b>	<ul style="list-style-type: none"> <li>• Advanced Care Models</li> <li>• Career Planning</li> <li>• Changes in the WebADS and ACGME sites</li> <li>• Evaluation and Feedback</li> <li>• Managing Other Professionals</li> <li>• Organizational and Time Management Skills</li> <li>• Professional Development</li> <li>• Resources for Admins &amp; Coords (Calendars, Checklists, etc.)</li> <li>• Scholarly Activity</li> <li>• TAGME</li> <li>• Other</li> </ul>	<p>The PCMH is considered one step in the evolution of primary care delivery. The Center for Medicare and Medicaid Innovation has an aim to identify, validate and disseminate information about new care models. The evolution of the advanced care model as well the ACGME New Accreditation System has resulted in a need for advanced training for residency program administrators and coordinators.</p>
2	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• An overview of various assessment modalities</li> <li>• Competency</li> <li>• EPAs</li> <li>• Milestones</li> <li>• Other</li> </ul>	
3	<b>Advocacy</b>	<ul style="list-style-type: none"> <li>• Advocacy Education (How to do Advocacy Work)</li> <li>• Educational Reform</li> <li>• Examples, Opportunities, Experiences, Tactics, How to Measure</li> <li>• Health Care and Payment Reform</li> <li>• Health Disparities</li> <li>• Local, Regional, and/or National Advocacy Efforts</li> <li>• Resources for Advocacy</li> <li>• Teaching Global Health</li> <li>• Other</li> </ul>	<p>Family medicine educators and supporting staff have historically focused on advocacy. These same educators and staff need to develop skills related to advocating for their patients, the specialty of family medicine, and for healthcare reform.<sup>7</sup></p>

Topic		Examples (to assist with selecting a Topic)	Notes
4	Curriculum	<ul style="list-style-type: none"> <li>• Clinical Teaching and Precepting</li> <li>• Curricular Challenges</li> <li>• Curricular Innovations</li> <li>• Curriculum Development</li> <li>• Family Medicine Practice Teaching Strategies</li> <li>• How to Perform a Needs Assessment</li> <li>• Interdisciplinary Training</li> <li>• Rural Training</li> <li>• Scholarly Activity</li> <li>• Teaching Information Mastery</li> <li>• Other</li> </ul>	Changes in the accreditation environment and the evolving scope of family medicine require new skills developing curriculum and interdisciplinary training. <sup>2</sup>
5	Faculty	<ul style="list-style-type: none"> <li>• Career Planning</li> <li>• Evaluation and Feedback</li> <li>• Managing Other Professionals</li> <li>• Organizational and Time Management Skills</li> <li>• Professional Development</li> <li>• Recruitment</li> <li>• Resources for Faculty</li> <li>• Scholarly Activity</li> <li>• Teaching in the Advance Primary Care Model Practice</li> <li>• Teaching Procedures in Real Time</li> <li>• Other</li> </ul>	
6	Finance	<ul style="list-style-type: none"> <li>• Budget Development</li> <li>• Developing Programs</li> <li>• Finance Reform</li> <li>• Financial Sustainability</li> <li>• GME Funding</li> <li>• Grant Writing / Fundraising</li> <li>• Other</li> </ul>	
7	Interprofessional Education (IPE) / Interprofessional Practice (IPP)	<ul style="list-style-type: none"> <li>• Interprofessional Education Beyond Co-Location of Learners</li> <li>• Resources Needed to Make IPE Successful</li> </ul>	Over the past half century, there have been ebbs and flows of interest in linking what is now called interprofessional education (IPE) with interprofessional collaboration and team-based care. Whereas considerable research has focused on student learning, only recently have researchers begun to look beyond the classroom and beyond learning outcomes for the impact of IPE on such issues as patient safety, patient and provider satisfaction, quality of care, health promotion, population health, and the cost of care. <sup>10</sup>
8	Leadership Development	<ul style="list-style-type: none"> <li>• Change Management</li> <li>• Developing Women as Leaders</li> <li>• Mentoring</li> <li>• Professional Transitions</li> <li>• Recruitment and Retention (Staff, Faculty, Residents)</li> <li>• Self-care/ Work-Life Balance, Stress Management</li> <li>• Strategic Planning</li> <li>• Other</li> </ul>	Residency staffs face many challenges with the ACGME New Accreditation System, new models of care delivery (PCMH), and GME funding. There is a need for leadership training, change management education, strategic planning, and optimal use of human and other resources. <sup>3, 11</sup> Given the demographics of our specialty and the historic and real barriers that many women face in the work place, this remains a need. <sup>16</sup>

Topic		Examples (to assist with selecting a Topic)	Notes
9	Nurses	<ul style="list-style-type: none"> <li>• Career Planning</li> <li>• Evaluation and Feedback</li> <li>• Managing Other Professionals</li> <li>• Organizational and Time Management Skills</li> <li>• Professional Development</li> <li>• Resources for Nurses</li> <li>• Scholarly Activity</li> <li>• Care Management</li> <li>• Care Coordination</li> <li>• Health Coaching</li> <li>• Teaming</li> <li>• Behavioral Health</li> <li>• Other</li> </ul>	<p>The PCMH is considered one step in the evolution of primary care delivery. The Center for Medicare and Medicaid Innovation has an aim to identify, validate and disseminate information about new care models. The evolution of the advanced care model as well the ACGME New Accreditation System have resulted in a need for advanced training for nurses and other clinical staff.<sup>1</sup></p>
10	Patient Issues and Resources	<ul style="list-style-type: none"> <li>• Care Management / Chronic Disease Management</li> <li>• Creating Patient Advisory Panels</li> <li>• Patient Engagement</li> <li>• Patient Safety</li> <li>• Patient-centered Medical Home (PCMH)</li> <li>• Population Management</li> <li>• Satisfaction (How to Measure, What to Measure, How to "Move the Dial")</li> <li>• Other</li> </ul>	<p>Patients-centered care has changed the nature of care in family medicine centers. Residency staff need to develop new and more effective resources to adapt to the new models of care.</p>
11	Practice of the Future	<ul style="list-style-type: none"> <li>• Access and Continuity</li> <li>• Coordination of Care across the Medical Neighborhood</li> <li>• Data Management</li> <li>• Lean</li> <li>• Linking evidence to improvement Rapid Cycle PDSA</li> <li>• Patient and Caregiver Engagement</li> <li>• Planned Care for Chronic Conditions and Preventive Care</li> <li>• Risk-stratified Care Management</li> <li>• Shared Decision Making</li> <li>• Six Sigma</li> <li>• Other</li> </ul>	<p>The PCMH is considered one step in the evolution of primary care delivery. The Center for Medicare and Medicaid Innovation has an aim to identify, validate and disseminate information about new care models.</p> <p>Better performance measured in terms of improving system quality, safety, and value (cost).<sup>9</sup></p> <p>Better patient outcomes measured in terms of health status, patient experiences, and actual reductions in the burden of illness.</p> <p>Better professional development for professionals and staff measured in terms of job satisfaction, competence, pride, joy and mastery of their work.<sup>14, 15</sup></p>

Topic		Examples (to assist with selecting a Topic)	Notes
12	<b>Program Director / Associate Program Director</b>	<ul style="list-style-type: none"> <li>• Adapt Best Evidence Educational Strategies to The Local Environment</li> <li>• Administration and Finance of the Residency Program</li> <li>• Advocacy for Resources Needed by the Program</li> <li>• Career Planning</li> <li>• Change Management</li> <li>• Create and Sustain a Vision that Engages Stakeholders</li> <li>• Evaluation and Feedback</li> <li>• Financial Acumen</li> <li>• Managing Other Professionals</li> <li>• Organizational and Time Management Skills</li> <li>• Professional Development</li> <li>• Recruitment and Retention (Staff, Faculty, Residents)</li> <li>• Residency Education in Environments with Unique Features that Demand Special Attention (AHC, Community Hospitals, Institutional Sponsorship by a Consortium, ACOs, CHCs, FQHCs and Look-Alikes)</li> <li>• Resources for PDs and APDs</li> <li>• Scholarly Activity</li> <li>• Strategic Planning</li> <li>• Transition Planning</li> <li>• Understanding Single Accreditation System and Implications</li> <li>• Other</li> </ul>	<p>Program directors face many challenges with the ACGME New Accreditation System, new models of care delivery (PCMH), and GME funding. There is a need for leadership training, change management education, strategic planning, and optimal use of human and other resources.<sup>3, 11</sup></p>
13	<b>Regulatory Issues and Resources</b>	<ul style="list-style-type: none"> <li>• Accreditation Compliance</li> <li>• Accreditation Requirements</li> <li>• CLER Visits</li> <li>• Conversion AOA-only Accredited Programs to ACGME Accreditation</li> <li>• Data Collection Options, Requirements, Retention</li> <li>• Developing Programs (Pearls and Pitfalls)</li> <li>• Duty Hours</li> <li>• Health care and payment reform (meaningful use, etc.)</li> <li>• Institutional Requirements</li> <li>• Length of Training</li> <li>• New Accreditation System (NAS)</li> <li>• Performance/Quality Improvement</li> <li>• Transitions of Care</li> <li>• Other</li> </ul>	<p>The ACGME New Accreditation System is a major change in the accreditation rules and requirements. Residency staff must learn entirely new systems of accreditation.<sup>3</sup></p>

Topic		Examples (to assist with selecting a Topic)	Notes
14	<b>Residency Programs</b>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Conversion of AOA-Only Accredited Programs to ACGME Accreditation</li> <li>• Developing New Programs</li> <li>• Developing Non-ACGME Fellowship Programs</li> <li>• Innovation in Residency Models / Experimentation (Fostering Innovation / Longitudinal Curriculum Models)</li> <li>• Institutional Issues</li> <li>• Medical Students</li> <li>• Performance / Quality Improvement (Improving the Program, PI/QI Projects that Help Meet Requirements for Patient Safety, Scholarly Activity, MOC)</li> <li>• Program Expansions</li> <li>• RTT Development</li> <li>• Strategic Planning</li> <li>• Other</li> </ul>	
15	<b>Residency Teams</b>	<ul style="list-style-type: none"> <li>• Patient-centered Medical Home (PCMH)</li> <li>• PD and Coordinator Relationships</li> <li>• Program Evaluation Committee (Structure, Responsibilities)</li> <li>• Qualifications and Responsibilities</li> <li>• Resident Transfers</li> <li>• Team-based Patient Care</li> <li>• Working with Interprofessional Teams</li> <li>• Other</li> </ul>	The evolution of the advanced care model (aka PCMH and team based healthcare delivery) has resulted in a need for advanced training for residency program nurses and other clinical staff. <sup>4</sup>
16	<b>Resilience and Well-Being</b>	<ul style="list-style-type: none"> <li>• Burnout Mitigation Strategies</li> <li>• Mental Health/Substance Abuse Issues for Professionals</li> <li>• Recognition of Burnout</li> <li>• Work/Life Integration Strategies</li> <li>• Other</li> </ul>	Burnout is an all-too-common problem among physicians, but that doesn't mean the problem isn't reversible. There are solutions and wellness strategies to help improve physician satisfaction and resiliency. <sup>12, 13</sup>
17	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Apps</li> <li>• EHRs</li> <li>• Registries</li> <li>• Smart Phones/Tablets</li> <li>• Social Media</li> <li>• Video Technology</li> <li>• Websites</li> <li>• Other</li> </ul>	Family medicine historically has been a low technology specialty. Understanding how to function optimally in advanced care models, as well as meeting the technologic needs of residency and practice stakeholders is driving a need for residency staff to understand technology and its uses. <sup>6, 8</sup>

Topic		Examples (to assist with selecting a Topic)	Notes
18	<b>Working with Residents</b>	<ul style="list-style-type: none"> <li>• Assessing Interns</li> <li>• Clinical Competency Committee</li> <li>• Competency Assessment</li> <li>• Credentialing and Licensing</li> <li>• Difficult Resident</li> <li>• ECFMG Visa</li> <li>• ERAS</li> <li>• Evaluation and Feedback</li> <li>• Med Student Rotations</li> <li>• Orientation</li> <li>• Preparing Residents for Board Exams</li> <li>• Resident Recruitment (Recruitment Events, Interview Scheduling, Resident Transfers)</li> <li>• Resident as Teacher Curriculum</li> <li>• Resident Mentoring</li> <li>• Resident Remediation</li> <li>• Resident Well Being</li> <li>• Scholarly Activity</li> <li>• Social Media as recruitment too</li> <li>• Other</li> </ul>	<p>Family medicine education has evolved in many ways as a result of generational differences, accreditation changes, and a competency-education based emphasis. New tools and skills are necessary for working with residents.<sup>5</sup></p>
19	<b>Other</b>		

## References for Needs-Based Literature

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