TSDA THORACIC SURGERY DIRECTORS ASSOCIATION

TOP TEN MISTAKES BY PROGRAM DIRECTORS

APRIL 8, 2024

7:00 P.M. – 8:00 P.M. ET

Attendees, please mute your line and turn off your camera.

Use the Zoom Chat function to submit questions and comments.

Top 10 Mistakes Made By Program Directors

Steven Yang, MD – Johns Hopkins University

Cherie Erkman, MD – Temple University

Paul Schipper, MD – Oregon Health & Science University

Sara Pereira, MD – University of Utah

A webinar presented by the TSDA Faculty Development Committee

Agenda

- Welcome and Introductions
- Presentation and Panel Discussion
  - Accreditation
  - Most Common Citations
  - Areas for Improvement
- Resources for Program Directors and Residents
- Mentorship Program

TSDA Faculty Development Committee

- Sara Pereira, MD – Chair - University of Utah

- John Cleveland, MD – University of Southern California

- Cherie Erkman, MD – Temple University

- Taryne Imai, MD – University of Hawaii

- Kiran Lagisetty, MD – University of Michigan

- Panos Vardas, MD – University of Alabama at Birmingham

Introductions
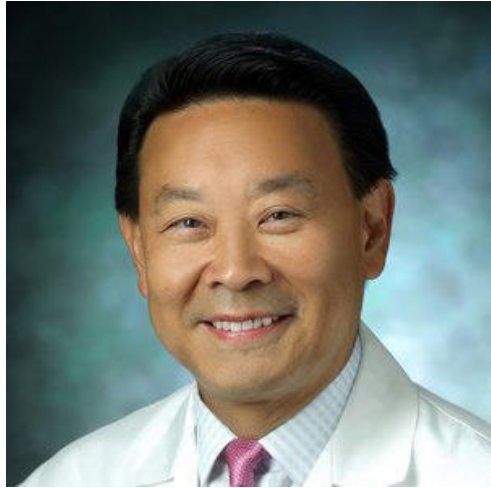
Steven Yang, MD
Professor of Surgery
Johns Hopkins University
Member, RRC

Paul Schipper, MD
Professor of Surgery
Oregon Health Sciences University
Program Director

Cherie Erkman, MD
Professor of Surgery
Temple University
Program Director

Sara Pereira, MD
Professor of Surgery
University of Utah
Program Director

The Top Ten Mitakes by PDs

"Revelations by the RRC"

Stephen C. Yang, MD, MAMSE
The Arthur B. and Patricia B. Modell Chair in Thoracic Surgery
Vice Chair of Professional Development
Professor of Surgery and Oncology
The Johns Hopkins Medical Institutions
TSDA Webinar 4/8/24

TSDA THORACIC SURGERY DIRECTORS ASSOCIATION

RRC Members

Mark D. Iannettoni, MD, MBA
Chair

Sandra Starnes, MD, FACS
Vice Chair

Akshitha Vijayakumar, MD
Resident Member

Mark Swofford, PhD
Public Member

Thomas Beaver, MD

James Jaggers, MD

K. Robert Shen, MD

Stephen C. Yang, MD

Patrice Blair, DrPH, MPH
Ex-Officcio

Cameron Wright, MD
Ex-Officio

![TSDA - Thoracic Surgery Directors Association]

Programs By Accreditation Status

Academic Year: 2022-2023

(Report as of 11.15.23)

Specialty	Total Programs	Accreditation Status									
		Initial Accreditation		Continued Accreditation		Continued Accreditation with Warning		Probationary Accreditation		Withdrawal of Accreditation	
		#	%	#	%	#	%	#	%	#	%
Thoracic Surgery - Independent	75	2	3%	71	95%	2	3%	.	.	.	.
- Congenital Cardiac Surgery	17	4	24%	13	76%	.	.	.	.	.	.
Thoracic Surgery - Integrated	34	4	12%	29	85%	1	3%	-	.	.	.

Only a small number reviewed by the whole RRC
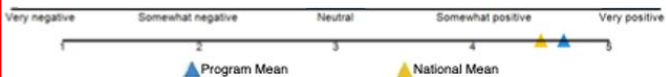
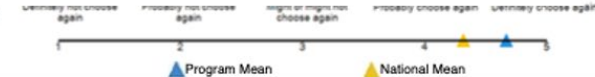# How do you go on "warning, probation or unaccredited"?

- **New vs old program**
- **Prior program performance**
- **Response to citations/site visitor**
- **Number of citations/AFIs**
- **Site visit performance**

Trainee Survey

Residents' overall evaluation of the program

Very negative — Somewhat negative — Neutral — Somewhat positive — Very positive
▲ Program Mean   ▲ National Mean

Residents' overall opinion of the program

Definitely not choose again — Probably not choose again — Might or might not choose again — Probably choose again — Definitely choose again
▲ Program Mean   ▲ National Mean

Resources

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Education compromised by non-physician obligations			95%	4.7	88%	4.4
Impact of other learners on education			91%	4.1	88%	3.7
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care			89%	4.4	79%	4.1
Faculty members discuss cost awareness in patient care decisions			92%	3.7	90%	3.6
Time to interact with patients			94%	4.5	87%	4.3
Protected time to participate in structured learning activities			94%	4.6	85%	4.3
Able to attend personal appointments			98%	4.9	91%	4.6
Able to access confidential mental health counseling or treatment			97%	4.9	94%	4.8
Satisfied with safety and health conditions			92%	4.7	86%	4.4

Professionalism

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows encouraged to feel comfortable calling supervisor with questions			94%	4.7	88%	4.5
Faculty members act professionally when teaching			91%	4.5	92%	4.5
Faculty members act professionally when providing care			96%	4.8	96%	4.7
Process in place for confidential reporting of unprofessional behavior			90%	4.6	89%	4.6
Able to raise concerns without fear of intimidation or retaliation			80%	4.3	78%	4.2
Satisfied with process for dealing confidentially with problems and concerns			81%	4.3	75%	4.0
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion			92%	4.7	93%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion			92%	4.7	92%	4.6

Patient Safety and Teamwork

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process			89%	4.4	85%	4.2
Culture reinforces personal responsibility for patient safety			92%	4.6	89%	4.4
Know how to report patient safety events			96%	4.9	96%	4.9
Interprofessional teamwork skills modeled or taught			85%	4.4	78%	4.2
Participate in safety event investigation and analysis			85%	4.4	79%	4.1
Process to transition patient care and clinical duties when fatigued			97%	4.9	89%	4.6

Faculty Teaching and Supervision

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members interested in education			86%	4.4	84%	4.3
Faculty effectively creates environment of inquiry			86%	4.4	82%	4.3
Appropriate level of supervision			94%	4.7	92%	4.7
Appropriate amount of teaching in all clinical and didactic activities			85%	4.6	81%	4.5
Quality of teaching received in all clinical and didactic activities			97%	4.4	96%	4.2
Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability			86%	4.4	81%	4.2

Evaluation

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Access to performance evaluations			99%	5.0	99%	4.9
Opportunity to confidentially evaluate faculty members at least annually			97%	4.9	98%	4.9
Opportunity to confidentially evaluate program at least annually			97%	4.9	96%	4.8
Satisfied with faculty members' feedback			82%	4.3	75%	4.0

Educational Content

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Instruction on minimizing effects of sleep deprivation			92%	4.7	85%	4.4
Instruction on maintaining physical and emotional well-being			92%	4.7	93%	4.7
Instruction on scientific inquiry principles			97%	4.9	94%	4.7
Education in assessing patient goals e.g. end of life care			96%	4.8	95%	4.8
Opportunities to participate in scholarly activities			99%	5.0	94%	4.8
Taught about health care disparities			86%	4.0	84%	3.8

Program instruction in how to recognize the symptoms of and when to seek care regarding: Substance use disorder
Fatigue and sleep deprivation
Depression
Burnout

Diversity and Inclusion

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Preparation for interaction with diverse individuals			96%	4.5	95%	4.3
Program fosters inclusive work environment			98%	4.7	97%	4.5
Engagement in program's diverse resident/fellow recruitment/retainment efforts			94%	4.5	90%	4.1

Clinical Experience and Education

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
80-hour week (averaged over a four-week period)			90%	4.6	92%	4.6
Four or more days free in 28 day period			93%	4.7	84%	4.4
Taken in-hospital call more than every third night			99%	4.9	98%	4.9
Less than 14 hours free after 24 hours of work			96%	4.8	96%	4.8
More than 28 consecutive hours work			93%	4.6	96%	4.8
Additional responsibilities after 24 consecutive hours of work			97%	4.8	96%	4.8
Adequately manage patient care within 80 hours			92%	4.6	91%	4.6

Total Percentage of Compliance by Category

▬ Program Compliance   ▬ National Compliance

Program Percentage at-a-glance

Very Compliant — Very Noncompliant

Resources · Professionalism · Patient Safety and Teamwork · Faculty Teaching and Supervision · Evaluation · Educational Content · Diversity and Inclusion · Clinical Experience and Education

▬ Program Percentage   ▬ National Means

Trainee Survey

Resources		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
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![TSDA Thoracic Surgery Directors Association logo] *Trainee Survey*

Professionalism		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Satisfied with safety and health conditions	100%	92%			93%	
	Residents/fellows encouraged to feel comfortable calling supervisor with questions			94%	4.7	88%	4.5
	Faculty members act professionally when teaching			91%	4.5	92%	4.5
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Patient Safety and Teamwork		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Information not lost during shift changes, patient transfers, or the hand-over process	00%		89%	4.4	85%	4.2
	Culture reinforces personal responsibility for patient safety	00%		92%	4.6	89%	4.4
	Know how to report patient safety events	00%		96%	4.9	96%	4.9
	Interprofessional teamwork skills modeled or taught	83%		85%	4.4	78%	4.2
	Participate in safety event investigation and analysis	100%		85%	4.4	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%		97%	4.9	89%	4.6

Faculty Teaching and Supervision		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
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Program instruction in how to recognize the symptoms of and when to seek care regarding: Substance use disorder

Fatigue and sleep deprivation

Depression

Burnout

![TSDA - Thoracic Surgery Directors Association logo] *Trainee Survey*

Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Preparation for interaction with diverse individuals			96%	4.5	95%	4.3
	Program fosters inclusive work environment			98%	4.7	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts			94%	4.5	90%	4.1

Clinical Experience and Education		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
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	More than 28 consecutive hours work			93%	4.6	96%	4.8
	Additional responsibilities after 24 consecutive hours of work			97%	4.8	96%	4.8
	Adequately manage patient care within 80 hours			92%	4.6	91%	4.6
	Pressured to work more than 80 hours			96%	4.9	97%	4.9

Faculty Survey

Program Percentage at-a-glance
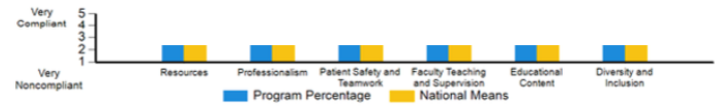
Faculty's overall evaluation of the program

Program Percentage   National Means

Very negative · Somewhat negative · Neutral · Somewhat positive · Very positive

Program Mean   National Mean
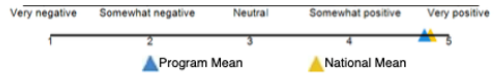
Resources

			Compliant	Mean	Compliant	Mean
Satisfied with professional development and education			99%	4.6	97%	4.5
Workload exceeded residents'/fellows' available time for work			88%	4.3	89%	4.4

Participated in faculty development
and/or scholarly activities to enhance
professional skills in:
Education
Quality improvement and patient safety
Fostering your own well-being

Fostering resident/fellow well-being
Practice-based learning and improvement
Contributing to an inclusive clinical
learning environment

Professionalism

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members act unprofessionally			95%	4.5	94%	4.5
Residents/fellows comfortable calling supervisors with questions			96%	4.7	96%	4.7
Process for confidential reporting of unprofessional behavior			100%	5.0	99%	4.9
Satisfied with process to deal confidentially with problems and concerns			93%	4.6	93%	4.6
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion			94%	4.7	95%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion			95%	4.6	95%	4.7

Patient Safety and Teamwork

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process			87%	4.2	90%	4.3
Effective teamwork in patient care			95%	4.7	96%	4.7
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Effectively emphasizes culture of patient safety			97%	4.8	96%	4.7
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Know how to report patient safety events			99%	5.0	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued			93%	4.7	89%	4.5

Faculty Teaching and Supervision

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows			95%	4.6	94%	4.6
Faculty members committed to educating residents/fellows			97%	4.8	96%	4.8
Program director effectiveness			95%	4.7	94%	4.7
Faculty members satisfied with process for evaluation as educators			88%	4.4	84%	4.3

Educational Content

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness			93%	4.7	94%	4.8
Residents/fellows prepared for unsupervised practice			95%	4.7	97%	4.8
Learning environment conducive to education			97%	4.8	97%	4.8

Diversity and Inclusion

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)			99%	4.7	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows			98%	4.6	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows			98%	4.6	94%	4.4

Participated in efforts to recruit diverse: % Frequency**   % Frequency**
Pre-residency learners, including   Faculty members*
medical students*   Other GME staff*
Residents/Fellows*

Total Percentage of Compliance by Category

AY2021 AY2122 AY2223 — Resources
AY2021 AY2122 AY2223 — Professionalism
AY2021 AY2122 AY2223 — Patient Safety and Teamwork
AY2021 AY2122 AY2223 — Faculty Teaching and Supervision
AY2021 AY2122 AY2223 — Educational Content
AY2021 AY2122 AY2223 — Diversity and Inclusion

Program Compliance   National Compliance

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Faculty Survey

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TSDA THORACIC SURGERY DIRECTORS ASSOCIATION

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Participated in efforts to recruit diverse: % Frequency**   % Frequency**

Pre-residency learners, including   Faculty members*
medical students*   Other GME staff*
Residents/Fellows*

Areas For Improvement

- **Scholarly activity**
- **"PIF"personship – errors, discrepancies**
- **Support for PDs, PCs, APDs**
- **Board pass rates**
- **Case logs/readiness for independence**
- **General resident/faculty feelings**
- **Work culture/professionalism**
- **Trainee/Faculty survey participation**
- **Discrepancies between trainees and faculty perceptions**
- **Faculty development**

Summary

- **Very few citations compared to other surgical specialties**
- **Most problematic:**
  - **Service vs education imbalance**
  - **Responsibilities of the PD**
  - **Evaluation of trainees**
  - **Unprofessional behavior by faculty**
  - **Faculty don't teach**
  - **Bringing issues up anonymously**
  - **Evaluation of faculty**
  - **Performance on the Board Exam**
  - **Progressive responsibility**
  - **Evaluation of trainees**

TSDA Resources for Program Directors

- **https://tsda.org/**
- TSDA Faculty Development Webinars – **https://tsda.org/tsda-meetings/faculty-development-webinars/**
  - Faculty Development and Curriculum Design, Teaching in the OR, Using Education for Promotion and Wellness/Burnout
- TSDA Early Specialization Webinars - **https://tsda.org/tsda-meetings/early-specialization-webinars/**
  - Application process, Underperforming Resident and Remediation Strategies, Navigating Leadership Roles as Trainee and in National Societies
- TSDA Resource Page - **https://tsda.org/resources/**
  - ACGME Milestones, Self-Study and Site Visits, Surgeon and Resident Well-Being, Match Schedules, and Resident Resources
- TSDA CT Surgery Education - **https://tsda.org/education/**
  - Thoracic Surgery and Congenital Curricula, Cardiac Surgery Simulation Curriculum

Resources for Program Directors and Residents

- STS DEI Resources- https://www.sts.org/resources/diversity-and-inclusion-resources

- TSRA Wellness Webinars and Resources for Residents - https://tsraweb.com/

- AATS Trainee Resources - https://www.aats.org/trainees

- ACGME Resources for Well-Being - https://dl.acgme.org/pages/well-being-tools-resources

- American College of Surgeons
  - Resources for Residents and Fellows – https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/
  - Increasing Diversity in Surgery - https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/dei/

NEW Program Director Mentoring Program

- Initial Survey Performed at TSDA General Session at STS
- Sign up to be a mentor or mentee