## 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

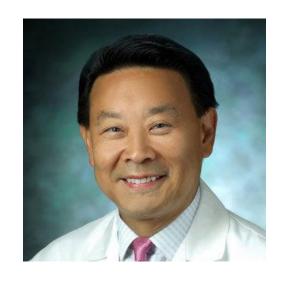
#### **Agenda**

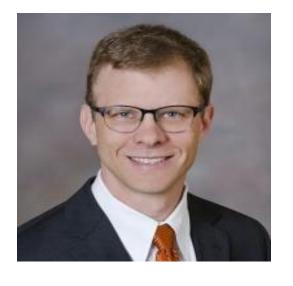
- Welcome and Introductions
- Presentation and Panel Discussion
  - Accreditation
  - Most Common Citations
  - Areas for Improvement
- Resources for Program Directors and Residents
- Mentorship Program

#### 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



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

#### 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



Cameron Wright, MD

Ex-Officio



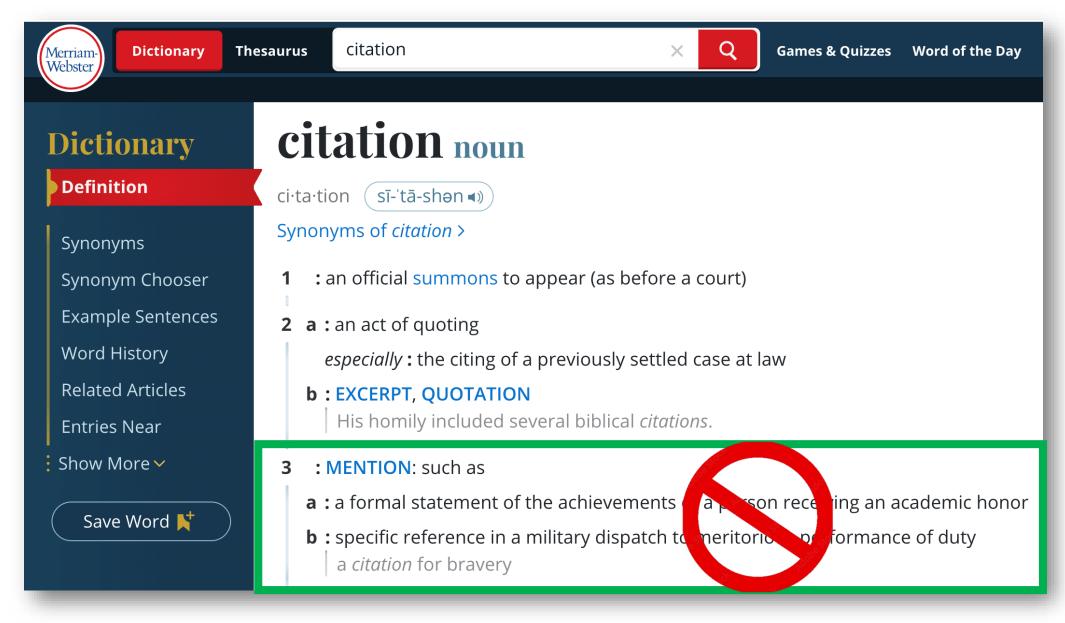
#### **Programs By Accreditation Status**

Academic Year: 2022-2023

(Report as of 11.15.23)

			Accreditation Status						ıs			
	Total	Initial Accreditation		Continued Accreditation		Continued Accreditation with Warning		Probati Accredi	•			
Specialty	Programs	#	%	#	%	#	%	#	%	#	%	
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





#### Levels of Accreditation Status

#### Initial Accreditation

Continued Accreditation

Continued Accreditation without Outcomes

Initial Accreditation w/ Warning

Withdrawal of Accreditation

## 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

#### 2022-2023 ACGME Resident/Fellow Survey - page 1

4602311037 Johns Hopkins University Program - Thoracic surgery

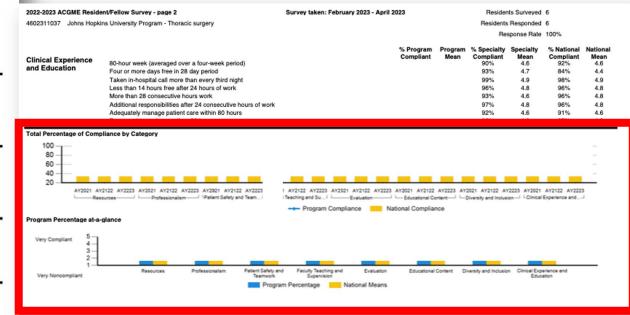
Survey taken: February 2023 - April 2023

Residents Surveyed 6
Residents Responded 6
Response Rate 100%

Residents' overall evaluation of the program

#### Residents' overall opinion of the program

Very negative Some	what negative Neutral Somewhat positive Very positive again	again	-	hoose again			
-	2 3 4 4 5	2		3	4		-3
	▲Program Mean ▲ National Mean	▲ Prog	ram Mean		National N	Mean	
Resources	Education compromised by non-physician obligations	Compliant	Mean	Compliant 95%	Mean 4.7	Compliant 88%	Mean 4.4
	Impact of other learners on education Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care			91% 89%	4.1	88% 79%	3.7 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% 85%	4.3
	Protected time to participate in structured learning activities  Able to attend personal appointments			98%	4.6	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	Residents/fellows encouraged to feel comfortable calling supervisor with questions	% Program Compliant	Program Mean	% Specialty Compliant 94%	Specialty Mean 4.7	% National Compliant 88%	National Mean 4.5
	Faculty members act professionally when teaching			91%	4.5	92%	4.5
	Faculty members act professionally when providing care  Process in place for confidential reporting of unprofessional behavior			96% 90%	4.8	96% 89%	4.7
	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	Information not lost during shift changes, patient transfers, or the hand-over process	% Program Compliant	Program Mean	% Specialty Compliant 89%	Specialty Mean 4.4	% National Compliant 85%	National Mean 4.2
realiiwork	Culture reinforces personal responsibility for patient safety			92%	4.6	89%	4.4
	Know how to report patient safety events Interprofessional teamwork skills modeled or taught			96% 85%	4.9	96% 78%	4.9
	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
		% Program	Program		Specialty	% National	National
Faculty Teaching	Faculty members interested in education	Compliant	Mean	Compliant 86%	Mean 4.4	Compliant 84%	Mean 4.3
and Supervision	Faculty members interested in education Faculty effectively creates environment of inquiry	Compliant	Mean		Mean 4.4 4.4		Mean 4.3 4.3
	Faculty effectively creates environment of inquiry Appropriate level of supervision	Compliant	Mean	86% 86% 94%	4.4 4.4 4.7	84% 82% 92%	4.3 4.3 4.7
	Faculty effectively creates environment of inquiry Appropriate level of supervision Appropriate amount of teaching in all clinical and didactic activities	Compliant	Mean	86% 86% 94% 85%	4.4 4.4 4.7 4.6	84% 82% 92% 81%	4.3 4.3 4.7 4.5
	Faculty effectively creates environment of inquiry Appropriate level of supervision	Compliant	Mean	86% 86% 94%	4.4 4.4 4.7	84% 82% 92%	4.3 4.3 4.7
	Faculty effectively creates environment of inquiry Appropriate level of supervision Appropriate amount of teaching in all clinical and didactic activities Quality of teaching received in all clinical and didactic activities	% Program Compliant	Program Masn	86% 86% 94% 85% 97%	4.4 4.7 4.6 4.4	84% 82% 92% 81% 96%	4.3 4.3 4.7 4.5 4.2
and Supervision	Faculty effectively creates environment of inquiry Appropriate level of supervision Appropriate amount of teaching in all clinical and didactic activities Quality of teaching received in all clinical and didactic activities Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability  Access to performance evaluations Opportunity to confidentially evaluate faculty members at least annually	% Program	Program	86% 86% 94% 85% 97% 86% % Specialty Compliant 99% 97%	4.4 4.7 4.6 4.4 4.4 Specialty Mean 5.0 4.9	84% 82% 92% 81% 96% 81% % National Compliant 99% 98%	4.3 4.7 4.5 4.2 4.2 National Mean 4.9 4.9
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and Supervision  Evaluation  Educational Content	Faculty effectively creates environment of inquiry Appropriate level of supervision Appropriate amount of teaching in all clinical and didactic activities Quality of teaching received in all clinical and didactic activities Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability  Access to performance evaluations Opportunity to confidentially evaluate faculty members at least annually Opportunity to confidentially evaluate program at least annually Satisfied with faculty members' feedback  Instruction on minimizing effects of sleep deprivation Instruction on maintaining physical and emotional well-being Instruction on scientific inquiry principles Education in assessing patient goals e.g. end of life care Opportunities to participate in scholarly activities Taught about health care dispartities  Program instruction in how to recognize the symptoms of and when to seek. care resagrating. Substance use disorder Falique and sleep deprivation	% Program Compliant % Program Compliant	Program Mean  Program Mean	86% 86% 86% 94% 85% 97% 86% 86% 97% 97% 97% 82% 92% 99% 86% 86% 96% 86% 86%	4.4 4.4 4.7 4.6 4.4 4.4 4.4 4.4  Specialty Mean 4.7 4.9 4.3  Specialty Mean 4.7 4.9 4.8 5.0 4.0	84% 82% 92% 81% 96% 81% % National Compliant 99% 75% % National Compliant 85% 94% 94% 84%	4.3 4.3 4.7 4.5 4.2 4.2 National Mean 4.9 4.8 4.0 National Mean 4.7 4.7 4.8 3.8
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Resources	Education compromised by non-physician obligations Impact of other learners on education Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	% Program Compliant	Program Mean	% Specialty Compliant 95% 91% 89%	Mean 4.7 4.1 4.4	% National Compliant 88% 88% 79%	National Mean 4.4 3.7 4.1
	т асаку пістосто аговаро осот анагелеро пі разелі ваго аселено			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		rogram % Spe Mean Comp	oliant Mean	Compliant	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		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	00%		89%	4.4	85%	4.2
Teamwork	Culture reinforces personal responsibility for patient safety			92%	4.6	89%	4.4
	Know how to report nationt eafety 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



Faci	ulty	Tea	ching	
and	Sur	erv	ision	

Faculty members interested in education

raculty ellectively creates environment of inquiry

Appropriate level of supervision

Appropriate amount of teaching in all clinical and didactic activities

Quality of topolise received in all aliabet and distantic activities

Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability

% Program Compliant	Program Mean	% Specialty Compliant 86%	Specialty Mean 4.4	% National Compliant 84%	National Mean 4.3	
		86%	4.4	82%	4.3	
		94%	4.7	92%	4.7	
		85%	4.6	81%	4.5	
		97%	4.4	96%	4.2	
		86%	4.4	81%	4.2	

		% Program	Program	% Specialty	Specialty	% National	National
Evaluation		Compliant	Mean	Compliant	Mean	Compliant	Mean
Evaluation	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



Educat		~~~	
Educat	ionai	Con	ent

Instruction on minimizing effects of sleep deprivation

Instruction on maintaining physical and emotional well-being Instruction on scientific inquiry principles

Education in assessing patient goals e.g. end of life care

Company of the second of the land of the second of the sec

Taught about health care disparities

Program instruction in how to recognize the symptoms of and when to seek.

Care regarding:

Substance use disorder

Fatigue and sleep deprivation

Depression

Burnout

% Program Compliant	Program Mean	% Specialty Compliant 92%	Specialty Mean 4.7	% National Compliant 85%	National Mean 4.4
		92%	4.7	93%	4.7
		97%	4.9	94%	4.7
		96%	4.8	95%	4.8
I		99%	5.0	94%	4.8
		86%	4.0	84%	3.8



Diversity	and
Inclusion	

Preparation for interaction with diverse individuals

roarom foctoro inclusivo work onvironment

Engagement in program's diverse resident/fellow recruitment/retainment efforts

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean	
		96%	4.5	95%	4.3	
		98%	4.7	97%	4.5	
		94%	4.5	90%	4.1	



Clinical	Experience
and Edu	cation

80-hour week (averaged over a four-week period)

rour or more days nee in 20 day pendu

Taken in-hospital call more than every third night

Less than 14 hours free after 24 hours of work

More than 28 consecutive hours work

Additional responsibilities after 24 consecutive hours of work

Adequately manage patient care within 80 hours

Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant 90%	Specialty Mean 4.6	% National Compliant 92%	National Mean 4.6
		93%	4.7	84%	4.4
		99%	4.9	98%	4.9
		96%	4.8	96%	4.8
		93%	4.6	96%	4.8
		97%	4.8	96%	4.8
		92%	4.6	91%	4.6
		96%	4.9	97%	4.9

2022-2023 ACGME Faculty Survey - page 1 Survey taken: February 2023 - April 2023 Faculty Surveyed 12 4602311037 Johns Hopkins University Program - Thoracic surgery Faculty Responded 12 Response Rate 100% Program Percentage at-a-glance Faculty's overall evaluation of the program Very negative Somewhat negative Somewhat positive Professionalism Patient Safety and Faculty Teaching Teamwork and Supervision Noncompliant Program Percentage National Means Program Mean National Mean Resources Satisfied with professional development and education Workload exceeded residents'/fellows' available time for work 88% 4.3 89% Participated in faculty development and/or scholarly activities to enhance Fostering resident/fellow well-being professional skills in: Practice-based learning and improvement Contributing to an inclusive clinical Quality improvement and patient safety learning environment Fostering your own well-being % Program Professionalism Faculty members act unprofessionally 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% 93% 4.6 Personally experienced abuse, harassment, mistreatment, discrimination, or coercion 94% 4.7 95% 4.7 95% 4.7 Witnessed abuse, harassment, mistreatment, discrimination, or coercion 4.6 95% National Specialty % National Mean **Patient Safety and** Information not lost during shift changes, patient transfers, or the hand-over process 4.2 4.3 Teamwork Effective teamwork in patient care 95% 4.7 4.7 Interprofessional teamwork skills modeled or taught 92% 4.6 91% 4.5 Effectively emphasizes culture of patient safety 97% 4.8 4.7 Residents/fellows participate in clinical patient safety investigation and analysis of safety events 94% 4.8 93% 4.7 Know how to report patient safety events 4.9 Process to transition patient care and clinical duties when residents/fellows fatigued 4.5 Mean **Faculty Teaching** Sufficient time to supervise residents/fellows 4.6 and Supervision Faculty members committed to educating residents/fellows 97% 48 96% 48 4.7 Program director effectiveness 95% 4.7 94% Faculty members satisfied with process for evaluation as educators 4.3 % Program Program % Specialty Specialty % National National Mean Compliant Compliant **Educational Content** Residents/fellows instructed in cost-effectiveness 93% 4.7 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 National Diversity and Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, 4.7 Inclusion Engaged by program in efforts to recruit diverse residents/fellows 95% 4.5 Engaged by program in efforts to retain diverse residents/fellows Participated in efforts to recruit diverse: % Frequency\*\* % Frequency\*\* Pre-residency learners, including Faculty members\* medical students\* Other GME staff\* Total Percentage of Compliance by Category 80 -60 -40 -AY2021 AY2122 AY2223 AY2021 AY2122 AY223 AY2021 AY2122 AY2223 AY2021 AY2122 AY223 AY2021 AY2122 AY2021 AY2122 AY2021 AY2122 AY2021 AY2122 AY2021 AY2021 AY2122 AY2021 AY202 Resources Professionalism Patient Safety and Teamwork Faculty Teaching and Supervision Educational Content Diversity and Inclusion -- Program Compliance National Compliance

Resources	Satisfied with professional development and education Workload exceeded residents'/fellows' available time for work	% Program Compliant		% Specialty Compliant 99% 88%	Specialty Mean 4.6 4.3	% National Compliant 97% 89%	National Mean 4.5 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	1				

Professionalism	Faculty members act unprofessionally	% Progra Complia	m Program nt Mean	% Specialty Compliant 95%	Specialty Mean 4.5	% National Compliant 94%	National Mean 4.5
	Residents/fellows comfortable calling supervisors with questions			96%	4.7	96%	4.7
	Treeses is semidental reporting of ampieroscional contains.			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

### Faculty Survey

% Program Program % Specialty Specialty % National

Patient	Safety	and
Teamw	ork	

	Compliant	Mean	Compliant	Mean	Compliant	Mean
Information not lost during shift changes, patient transfers, or the hand-over process			87%	4.2	90%	4.3
епесиче теалимогк in рацент саге	•		95%	4.7	96%	4.7
Interprofessional teamwork skills modeled or taught			92%	4.6	91%	4.5
Effectively emphasizes culture of patient safety			97%	4.8	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety	y events		94%	4.8	93%	4.7
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		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
and Supervision	Sufficient time to supervise residents/fellows			95%	4.6	94%	4.6
and Supervision	Faculty members committed to educating residents/fellows			97%	4.8	96%	4.8
	Decree disease offershoose			95%	4.7	94%	4.7
	Faculty members satisfied with process for evaluation as educators			88%	4.4	84%	4.3



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



### Faculty Survey

Diversity	and
Inclusion	

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)

Engaged by program in efforts to recruit diverse residents/fellows

Engaged by program in efforts to retain diverse residents/fellows

Participated in efforts to recruit diverse:

Pre-residency learners, including

medical students\* Residents/Fellows\* % Frequency\*\*

Faculty members\* Other GME staff\*

% Specialty Specialty % National % Program Program National Compliant Mean Compliant Mean Compliant Mean 99% 4.7 99% 4.7 4.5 98% 95% 94% 98% 4.6 4.4

% Frequency\*\*



### 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

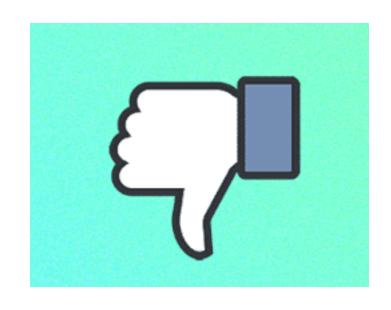


#### **Commendations**





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

#### Resources for Program Directors and Residents

- STS DEI Resources- <a href="https://www.sts.org/resources/diversity-and-inclusion-resources">https://www.sts.org/resources/diversity-and-inclusion-resources</a>
- TSRA Wellness Webinars and Resources for Residents https://tsraweb.com/
- AATS Trainee Resources <a href="https://www.aats.org/trainees">https://www.aats.org/trainees</a>
- ACGME Resources for Well-Being <a href="https://dl.acgme.org/pages/well-being-tools-resources">https://dl.acgme.org/pages/well-being-tools-resources</a>
- American College of Surgeons
  - Resources for Residents and Fellows <a href="https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/">https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/</a>
  - Increasing Diversity in Surgery <a href="https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/dei/">https://www.facs.org/for-medical-professionals/membership-community/resident-and-associate-society/resources/dei/</a>



#### NEW Program Director Mentoring Program

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

