Graduate Medical Education
Outcomes and Metrics Workshop

Session 9 Implementation: Getting from here to there
The goal of this session and the four workgroups is to develop recommendations for the next steps – how do we actually begin to implement some of the ideas that have been discussed in this workshop?
For an educational innovation of this magnitude....

• We should all ask ourselves- What’s the sweet spot?
• What if we try to do too much too quickly – and find it’s not possible?
• What if we try to do too little – and find it’s not relevant?
• How do we get it right?
Pilots versus All-In Projects

- Pilot projects are often valuable in testing new paradigms or beginning large-scale projects
- Pilots are usually smaller in size and scope and more easily managed
- Pilots are usually more flexible and allow learning and changes as the project progresses
- Pilots often inform larger projects with learning from early mistakes or omissions
Examples of Pilot Educational Projects

• The ACGME Milestone project as part of the Next Accreditation System began with 3 major specialties asked to develop milestones, then an additional four specialties, and then all in

• EPAC – a pilot project to test a model of true competency based education with time-variable advancement beginning in medical school into GME and fellowship/practice has 4 medical school sites and is limited to one specialty
EPAC

- 4 cohorts of medical students (up to 4 per cohort) at 4 participating medical schools selected before (except for 1 school) their first clinical year and offered a pediatrics residency at that time
- Data collected on cohort students and non-cohort peers interested in pediatrics
- Longitudinal outpatient pediatrics clinic with designated preceptors begun in Year 2 and continued to advancement to GME
- Common assessment system used for all EPAC students (core EPAs, specific pediatrics EPAs and milestones as well as common standardized tests) with specific uniform thresholds for advancement to GME
- 8 of 12 students in cohort 1 met the threshold for advancement to GME during the first semester of their fourth year in medical school in a time variable progression
- Students are being followed in GME in comparison with their non-EPAC peers
Lessons learned from the EPAC pilot

• You never realize how much data will be collected – a data repository is essential
• You need an institutional sponsor
• It costs more than you think
• Data from a pilot can be used in different ways and in different projects
• Regulatory bodies are often (but not always) more flexible than you think
• Things do not go as planned – expect the unexpected
• A most important lesson from EPAC and from other education projects:
• We depend on the learners (medical students in the case of EPAC) and the faculty to make the project work
• Without the buy-in and the support of the learners and the faculty, projects like EPAC will fail
Session 9 Breakout Session Goal

All workgroup participants should keep in mind the following general discussion questions

1) How should outcome data be collected?
2) Should each specialty do this separately, or across specialties?
3) How long after training should outcomes reflect back on the training program, institution or methods?
4) Would this be mandated? How would provision of data be enforced?
5) How would this be organized and funded?
6) What investments, if any, would be needed to make such data user-friendly to evaluate GME performance
As the work groups consider what should be the next steps in implementation, it is important to keep in mind (as John Duval reminded me) that the organizations that sponsor GME programs vary greatly in size and in the number of their programs with differing abilities to support new innovations and new requests for data.
Session 9 Breakout Session
Workgroups

• Identify the key implementation challenges in the following areas:
• 1) How can buy-in be achieved?
• 2) Should providing data be a requirement?
• 3) How should a national database be maintained and funded?
• 4) What infrastructure is required?
• This workgroup session is essential to realizing the work of the past day and a half and we all are looking forward to the discussions – and the product of the discussions – of the 4 workgroups. Thanks to you all for participating in this work