



THE UNIVERSITY OF
TOLEDO
1872

**INTRODUCTION TO GRADUATE
MEDICAL EDUCATION**

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 **PROMEDICA**
HEALTH SYSTEM

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Graduate Medical Education

- The time between graduation from medical school and independent practice of medicine.
- Includes interns, residents and fellows.
- The time may last as little as 3 years or as many as 10 years.
- These learners are always under the supervision of a program faculty member.
- The level of supervision depends upon the competency of the learner.

ACGME Common Program Standards

- GME is experiential
- GME occurs within the context of a health care system
- Residents assume personal responsibility for the care of individual patients
- The essential learning activity for the resident interaction with patients under the guidance and supervision of program faculty who give value, context and meaning to these interactions.

**Graded and progressive
responsibility is a core
tenet of
American Graduate
Medical Education**

Goals of Supervision in GME

- ❖ Assuring the provision of safe and effective care to the individual patient
- ❖ Assuring the resident's development of the skills, knowledge and attitudes required to enter the unsupervised practice of medicine and establishing the foundation for continued professional growth

How Do We Turn a Medical School Graduate into an Independent Practitioner

- The learner develops competency in 6 domains throughout their educational period. (Competency based education)
- The 6 domains include;
 1. Patient care
 2. Medical knowledge
 3. Professionalism
 4. Interpersonal and communication skills
 5. Practice-based learning
 6. Systems-based practice

What is different in resident education today compared to 20, 30 and 40 years ago?

- There is now an emphasis on education and service must support the educational mission.
- Service does remain a part of resident and fellow education but it is not to dominate over education

What is meant by competency based education?

Competency based education focuses on the learners performance (learning outcomes) in reaching specific objectives (goals and objectives of the curriculum)

Who decides on the curriculum?

- The specialty boards define the minimum standards for the certification in an area and the curricular elements needed to achieve this.
- The Accreditation Council for Graduate Medical Education and its Residency Review Committees define additional curricular elements needed to fulfill the accreditation standards.
- The Program Director with the program faculty and residents/fellows develop the specifics of the curriculum for a program.

Who are the program faculty?

- Individuals who are willing and able to dedicate time to the education, including the evaluation, of residents and fellows.
- Most are physicians but many programs will have health professionals from other areas as faculty.
- Some of the physicians maybe full time university faculty but most are community physicians.

What are the disadvantages of being program faculty?

- Junior residents will slow your speed of patient care to varying degrees
- Some patients may not want residents involved in their care.
- Income may suffer if fewer patients are seen.

Why would anyone want to be program faculty

- This is the 'regifting' of what we were all given as residents/fellows.
- Residents and fellows will elevate the level of our practice, they will ask the hard questions and it is often somewhat uncomfortable. Learn to use the 'that's interesting, let us discuss that tomorrow' escape.
- This is one way to contribute to the health of the nation today and tomorrow.

Why would an institution or healthcare system want to invest in GME

- Practical reasons;
 - well educated/dedicated work force
 - preview of physicians to recruit, less expensive than recruiting costs
 - elevation of the level of care delivered in the institution(s)
 - some of the cost is supported by federal moneys
- Theoretical reasons;
 - support the education of young physicians
 - it is the right thing to do for the community and the region

AHC and Graduate Medical Education (GME)

- Growing GME is an essential part of becoming a mature academic health center
- Medical student education is closely linked to GME
- The need for physicians in our region drives the need to develop and support GME

UT's Role

- Place residents and fellows in PHS site
- Support the development of program faculty who are comfortable and skilled in their roles as educator/clinicians
- Provide support and oversight for UT residents/fellows while at PHS sites
- Provide educational support for PHS residencies/fellowships, e.g. Assist in the preparation for site visits

PHS Role

- Provide and support a dedicated program faculty
- Provide access to clinical learning sites throughout the PHS system

How Will UT Support PHS Faculty?

- UT educators, program directors with their coordinators, DIO are present at PHS sites to guide and mentor the PHS program faculty.
- TTH DIO is a member of the UT GMEC to provide information and answer questions from all UT programs.
- UT DIO is on the TTH campus 3 half days a week to meet with PHS faculty and develop priorities to support education.
- UT GME office is providing resources to the PHS GMECs and programs.

- Program director and program coordinators are on the PHS campus at regular intervals and attend education meetings to hear concerns and answer questions.
- UT Assoc. Dean for Faculty Development is developing educational packages for all PHS faculty to support their development as educators eg.sessions for WW Knight faculty.
- UT faculty development lectures and workshops are available live and on-line to all PHS faculty.
- Individual mentorships are available for PHS faculty via the UT GME office.
- The UT Interprofessional Immersive Simulation Center is available for the support of resident/fellow education. Sessions to assist faculty in seeing the tools that are available are in development and the center is available to PHS resident programs now.

The Best Resource for GME

- The ACGME web site contains educational standards as well as teaching and evaluation tools to guide GME educators.

www.acgme.org

Additional Reading Material

- ‘Teaching in Your Office’
Patrick C. Alguire M.D.
- ‘A Guide to Faculty Development’
Gillespie

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UT-PHS JOINT LEADERSHIP MEETING

Questions - Comments

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