

Medical Education Knowledge

Administration Support & Reporting: Conferences, Evaluations, Reports (MEK1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Limited basic computer skills; minimal use of Microsoft office.</p> <p>Has not completed GME New Coordinator checklist through first month.</p> <p>Unfamiliar/no experience with evaluation methodology and technology.</p>	<p>Functions with minimal error and assistance in basic computer programs (Microsoft Office).</p> <p>Has completed GME New Coordinator checklist through first quarter.</p> <p>Has scheduled training or is seeking a mentor in evaluation methodology and technology.</p>	<p>Functions without error and assistance in basic computer programs. Beginning to use more advanced programs as an early learner (Publisher/Advanced features of WORD & Excel/Adobe).</p> <p>Has basic understanding of how various programs interact with each other and has working knowledge of responsibilities that are similar for networking purposes.</p> <p>Successfully completed training or working with a mentor in evaluation methodology and technology.</p>	<p>Functions without error and assistance in basic computer programs and minimal error in advanced programs (Publisher/Advanced features of WORD & Excel/Adobe).</p> <p>Collaborates with all educational liaisons, with minimal error.</p> <p>Creates and uses evaluation technology and methodology with minimal error.</p>	<p>Functions without error and assistance in advanced and basic computer programs.</p> <p>Would be able to train others successfully without supervision in all computer programs.</p> <p>Anticipates needs of educational liaisons. Works seamlessly with individuals in each group, prioritizing needs.</p> <p>Well-seasoned and rehearsed in timeline, methodology, and technology of evaluations. Able to provide evaluation data for educational improvement.</p>

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Medical Education & Technology: ERAS, Ads, MedHub, NRMP, FRIEDA, ABFM, AAMC, ACGME, etc. (MEK2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Using out of date skills and technologies; not yet exposed to the technical and professional knowledge needed to do the job.</p> <p>Limited experience with additional higher education in one's functional area.</p> <p>Has not learned or is not yet able to apply new technical skills.</p>	<p>Is becoming up to date and skilled in current technologies. Seeks out and enrolls in training regarding opportunities for improvement.</p> <p>Varied interest in additional educational opportunities provided within the system. Unclear as to how technology benefits educational outcomes.</p> <p>Willing and able to learn and apply new skills and knowledge.</p>	<p>Exercises the technical and professional knowledge to complete tasks, but demonstrates inconsistencies in work.</p> <p>Knowledgeable in best practices affecting his/her department or function.</p> <p>Enrolls in technical courses to learn and apply new skills and knowledge and successfully applies learned knowledge.</p>	<p>Has attained the technological skill set to do the job at a high level of accomplishment.</p> <p>Actively seeks opportunities to broaden knowledge base and streamline best practices.</p> <p>Lists growth in a technical skill as an annual development goal.</p>	<p>A subject matter expert (SME). Able to bridge technical and professional knowledge with personal, interpersonal, and managerial skills.</p> <p>Can anticipate future consequences and trends accurately; is a go-to person for best practices in his/her department or function.</p> <p>Continuously experiments with and creates new processes in order to be at the leading edge of innovation in the workplace and shares successes and failures (what not to do) with colleagues.</p>

Medical Education Knowledge

Accrediting Agencies & Governing Bodies: Possesses the Necessary Knowledge to Easily Navigate Agencies to Ensure Compliance and Maintain Data Required by Each (MEK3)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Not yet able to seek or build partnerships. Does not yet understand the relationship between the program and other agencies or bodies.</p> <p>Does not know how (or with whom) to share information across agencies or bodies or within Department.</p> <p>Does not yet understand or has not yet been exposed to the rules and regulations of governing bodies & agencies.</p>	<p>Able to define the relationships between the program and outside agencies. Begins to recognize their role as a liaison between their program and various agencies.</p> <p>Understands which types of information need to be shared with specific agencies.</p> <p>Able to locate and discuss program specific requirements.</p> <p>Understands basic purpose of Site Visit and CLER Visit and functions of each.</p>	<p>Reaches out to initiate relationships between agencies and the program and build rapport.</p> <p>Understands program requirements as well as ACGME FAQ's and frequently reviews for updates and changes.</p> <p>Reports specialty Milestones in a timely manner.</p> <p>Active participant in data gathering for Site Visit, Self-study and support of Program Director for CLER Visit.</p>	<p>Able to prioritize key tasks as they need to be completed.</p> <p>Plans ahead and meets deadlines regularly without being reminded.</p> <p>Able to assist in the development of assessment tools to be utilized in meeting program requirements.</p> <p>Incorporates periodic review of program for opportunities for improvement and discusses same with Program Director in preparation of Site Visit.</p>	<p>Acts as a mentor to others.</p> <p>Able to facilitate initiating new relationships between new Coordinators and outside agencies and build rapport.</p> <p>Shares appropriate information freely between home program and other sub-specialties.</p> <p>Helps develop innovative processes to meet program requirements.</p> <p>Assists in implementation of solutions to meet areas of opportunities in preparation of Site Visit and CLER Visit.</p>

Personal Care

Identifies and Engages in Practices that Promote Work/Lifestyle Balance (PC2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Unfamiliar with what constitutes a healthy lifestyle and work balance (“I can do it all” attitude).</p> <p>Has difficulty recognizing the necessity to manage stress by protecting personal time, e.g. checking work emails nights and weekends.</p>	<p>Infrequently engages in activities that decrease stress levels.</p> <p>Infrequently engages in building work-related skills that help manage work stress level, like Time management classes or Personal enrichment classes.</p>	<p>Identifies activities that bring personal joy and fulfillment, e.g. hobbies, personal enrichment classes, continuing education and family time/time spent alone.</p> <p>Identifies work related-behaviors that contribute to stress levels.</p> <p>Identifies how to effectively manage work related stress by developing time management skills.</p>	<p>Refines personal goals for engagement in activities that bring joy and fulfillment.</p> <p>Recognize appropriate work-related boundaries.</p> <p>Manages work-related behaviors that contribute to stress levels.</p>	<p>Regularly engages in and models practices that promote a work/lifestyle balance.</p> <p>Develops self-assessment checklist, measuring stress and enjoyment levels.</p> <p>Models and teaches healthy lifestyle balance to junior coordinators.</p> <p>Models “working to live rather than living to work” mentality.</p>

Systems-Based Practice

Works Effectively Within an Interprofessional Team to Secure Evaluations (SBP1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Lacks the experience on how to determine the possibility for improvement in the number of completed evaluations.</p> <p>Lacks the experience to recognize the value of seeking input from key personnel in securing more evaluations.</p>	<p>Unaware of how to assemble input from key personnel regarding securing more evaluations of trainees.</p>	<p>Identifies personnel who will be involved in improving the distribution of and completion and return of evaluations of trainees.</p> <p>Discusses the possibility of improving the distribution of and completion and return of evaluations of trainees with key personnel.</p>	<p>Actively secures input from key personnel regarding how to improve the distribution of, completion of and return of evaluations.</p> <p>Develops a plan with input from key personnel regarding the above.</p> <p>Carries out the plan with key personnel regarding the above.</p> <p>Ensures a 10% improvement in the number of completed and returned evaluations.</p>	<p>Assists other Coordinators in planning and implementing a project with the goal of improving the distribution of, completion of and return of evaluations.</p>

Systems-Based Practice

Coordinates and Implements Practices that Strengthen Recruitment (SBP2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Lacks the experience to plan/coordinate (recruitment) in advance.</p> <p>Lacks exposure to recognize the importance of the recruitment process.</p> <p>Lacks the experience on how to communicate with the Program Director or key Faculty regarding the recruitment process.</p> <p>Does not know where to begin in the recruitment process.</p>	<p>Is unaware of the resources available to him/her to help with the recruitment process.</p> <p>Knows the basics of the interview day, but is not actively involved in the planning or execution of this activity.</p>	<p>Instrumental in planning recruitment activities and can effectively carry out recruitment duties by utilizing resources of others, e.g. senior coordinators, supervisor, program director, ERAS support staff, NRMP support staff and ERAS & NRMP websites for recruitment guidelines.</p> <p>Able to efficiently support Program Director in their submission of Rank Order List to NRMP by the submission deadline.</p> <p>Discusses innovative approaches to improve the recruitment process with the Program Director.</p>	<p>Can effectively carry out recruitment duties using skills learned from previous year.</p> <p>Can implement other ways to improve the recruitment process.</p> <p>Uses survey information from candidates to make improvements to the recruitment process.</p>	<p>Serves as a resource for Coordinators with planning and scheduling.</p> <p>Determines other ways to make the recruitment process run more effectively and efficiently.</p> <p>Is an indispensable member of the recruitment team.</p>

Practice-Based Learning and Improvement

Monitors Job Performance with a Goal for Improvement (PBLI1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Has not actively participated in the process of self-reflection upon one's job performance.</p> <p>Unable to identify opportunities for learning and self-improvement.</p>	<p>Inconsistently self-reflects upon one's job performance and infrequently acts upon those reflections.</p> <p>Misses opportunities for learning and self-improvement.</p>	<p>Maintains awareness of job performance during the task at hand but inconsistently adapts to meet situational needs.</p> <p>More frequently acts upon opportunities for learning and self-improvement.</p>	<p>Regularly self-reflects upon one's job performance and consistently acts upon those reflections to improve performance.</p> <p>Recognizes strengths and weaknesses in job performance as an opportunity for learning and self-improvement.</p>	<p>Regularly self-reflects and seeks external validation regarding this reflection to maximize job performance.</p> <p>Actively engages in self-improvement efforts and reflects upon the experience.</p>

Practice-Based Learning and Improvement

Learns and Improves Via Feedback (PBLI2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Unaware of how to solicit feedback.</p> <p>Actively resists feedback from others.</p>	<p>Rarely seeks feedback.</p> <p>Responds to unsolicited feedback in a defensive fashion.</p> <p>Temporarily or superficially adjusts performance based on feedback.</p>	<p>Solicits feedback only from supervisors.</p> <p>Is open to unsolicited feedback.</p> <p><i>More</i> frequently incorporates feedback.</p>	<p>Solicits feedback from all members of the interprofessional team.</p> <p>Welcomes unsolicited feedback.</p> <p>Works to incorporate feedback.</p>	<p>Performance continuously reflects incorporation of solicited and unsolicited feedback.</p> <p>Able to reconcile disparate or conflicting feedback.</p> <p>Consistently incorporates feedback to continuously improve performance.</p>

Practice-Based Learning & Improvement

Learns and Improves in the Face of Change (PBLI3)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Does not exhibit acknowledgement of uncertainty and does not have the experience to formulate process improvement framework strategies.</p> <p>Lacks familiarity to be able to recognize/adapt to ever-changing medical education policies and/or program requirements at the institutional and governing agencies levels.</p> <p>Does not ask questions to understand a problem.</p>	<p>Rarely "slows down" to reconsider an approach to a process, ask for help, or seek new, more efficient methodologies.</p> <p>Unsure of how to adapt to ever-changing medical education policies and/or program requirements but recognizes updates need to occur.</p> <p>Knows when to escalate a problem.</p>	<p><i>More</i> frequently "slows down" to reconsider an approach to a process, ask for help, or seek new, more efficient methodologies.</p> <p>Aware of the strengths and weaknesses of the training program in the face of new medical education policies and/or program requirements.</p> <p>Breaks problems into simple lists of tasks and prioritizes actions.</p>	<p>Routinely "slows down" to reconsider an approach to a process, ask for help, or seek new, more efficient methodologies.</p> <p>Independently assimilates new policies and program requirements from within the program, the institution and governing agencies.</p> <p>Willing to let go of the "this is the way it's always been done" philosophy.</p> <p>Appropriately applies complex learned concepts/ methods to solve the problem, anticipating obstacles and developing a plan.</p>	<p>Searches medical education resources efficiently, guided by the characteristics of process improvement.</p> <p>Role models how to review medical education policy reform and educates all members of the medical education team.</p> <p>Coaches others to restate existing problems/ observations/ knowledge in a simpler fashion.</p> <p>Creates new concepts to solve complex problems.</p>

Professionalism

Accepts Responsibility and Follows Through on Tasks and Assignments (PROF1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Is not familiar with and has not had exposure to all the responsibilities expected of a Program Coordinator.</p> <p>Is not familiar with deadlines.</p>	<p>Inconsistently accepts professional responsibilities.</p> <p>Understands deadlines but does not self-initiate processes to meet deadlines.</p>	<p>Completes responsibilities without question.</p> <p>Tasks and assignments are completed by deadlines but reminders and additional communication may be necessary.</p>	<p>Assumes professional responsibility voluntarily, regardless of the situation.</p> <p>Completes tasks and duties on time and without additional reminders.</p>	<p>Acts as a role model for others and champions being a professional.</p> <p>Completes all assignments by deadline without requests and assists others with developing systems to do the same.</p>

Professionalism

Has Professional and Respectful Interactions with Trainees, 360 Staff, Applicants and Others (PROF2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Lacks experience and is unsure of how to interact professionally or with respect to others.</p> <p>Cannot identify situations that trigger emotions and reactions.</p> <p>Unsure of how to express empathy for trainees or others.</p>	<p>Inconsistently displays professional or respectful behavior.</p> <p>Begins to take steps to monitor own behaviors.</p> <p>Is inconsistent with responsiveness to needs of trainees and others.</p>	<p>Is consistently responsive to the needs of others regardless of the relationship even in challenging or difficult situations.</p> <p>Remains calm and controlled despite frustrations or provocations.</p> <p>Is consistently responsive to the needs of others.</p>	<p>Anticipates the needs of the trainees and the program and works to meet those needs regardless of their own interests.</p> <p>Positively re-directs strong emotions when confronting difficult situations.</p> <p>Proactively looks for ways to enhance the trainees' educational experience and improve effectiveness of program.</p>	<p>Consistently displays appropriate behavior and sets an example for other Coordinator's. Is an advocate for trainees and team.</p> <p>Role models appropriate behaviors and helps to initiate relationships, build rapport and strengthen the entire team.</p> <p>Serves as a role model for all Coordinators within the institution and on a national stage.</p>

Interpersonal & Communication Skills

Communicates Effectively with Program Personnel/Trainees (ICS1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Lacks familiarity with the process for providing timely and comprehensive verbal and/or written communication to the Program Director, team members and trainees.</p> <p>Unaware of how to demonstrate cultural sensitivity to differences in trainees, program team members.</p> <p>Has limited exposure on how to engage the Program Director/program personnel in shared decision making for program policies, program process, etc.</p> <p>Does not recognize/Is unaware of what constitutes effective communication skills in challenging situations.</p>	<p>Inconsistently provides timely and comprehensive verbal and/or written communication to the Program Director, team member and trainees.</p> <p>Inconsistently demonstrates sensitivity to differences in trainees, program team members.</p> <p>Requires guidance or assistance to engage with the Program Director/program personnel in shared decision making for program policies, program process, etc.</p> <p>Defers participation in difficult or ambiguous situations/communications to supervisor or seasoned coordinator.</p>	<p>Provides timely and comprehensive verbal and/ or written communication to the Program Director, team members and trainees.</p> <p>Demonstrates sensitivity to difference in trainees, program team members and acts as a liaison between residents and the program.</p> <p>Consistently engages with the Program Director/program personnel in shared decision making for program policies, program process, etc.</p> <p>Requires minimal assistance with effective communication in challenging situations.</p>	<p>Anticipates needs and reliably provides timely and comprehensive verbal and/or written communication to the Program Director, team members and trainees.</p> <p>Consistently demonstrates sensitivity to differences in trainees and program team members.</p> <p>Recognizes the need for resident support and is available for same.</p> <p>Develops a working relationship with the Program Director/program personnel to expedite shared decision making for program policies & processes.</p> <p>Exemplifies effective communication skills in challenging situations through independent decision-making.</p>	<p>Habitually provides timely and comprehensive verbal and/ or written communication to the Program Director, team members and trainees.</p> <p>Role models sensitivity to differences in trainees, program team members.</p> <p>Persistently engages with the Program Director & program personnel in shared decision making for program policies, program process, etc.</p> <p>Role models supportive environment for residents (both professional and personal) and alerts Program Director as needed.</p> <p>Role models effective communication skills in challenging situations through independent decision making.</p>

Interpersonal & Communication Skills

Communicates Effectively with Members of the Interprofessional Team (ICS2)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Does not exhibit ability to communicate effectively with other Coordinators and personnel in order to share best practices and maintain compliance with institutional policies and procedures.</p> <p>Unsure of how to deliver appropriate, succinct, e-mail/written and oral correspondence to external agencies/vendors.</p> <p>Utilizes communication strategies that hamper collaboration and teamwork.</p>	<p>Inconsistently communicates with other Coordinators and personnel in sharing best practices and maintaining compliance.</p> <p>Inconsistently delivers written and oral correspondence to external agencies or vendors.</p> <p>Prefers unidirectional communication that fails to utilize the wisdom of the team.</p>	<p>Consistently communicates with other Coordinators and personnel in order to share best practices and to maintain compliance with institutional policies and procedures.</p> <p>When prompted, is able to appropriately and succinctly deliver written and oral correspondence to external agencies/vendors.</p> <p>Engages in collaborative communication with all members of the team, GME, and other medical center personnel.</p>	<p>Has the ability to independently communicate and work with other Coordinators and personnel in sharing best practices and maintaining compliance.</p> <p>Independently corresponds with external agencies/vendors appropriately and succinctly.</p> <p>Consistently and actively engages with all members of the team, GME, and other medical center personnel.</p>	<p>Develops best practices and is willing to share these with other Coordinators and personnel; also shares ways to maintain compliance.</p> <p>Becomes personally familiar with contacts in external agencies to expeditiously deliver correspondence.</p> <p>Develops more effective ways for collaboration with team members within the department as well as with other areas of the medical center.</p>

Interpersonal & Communication Skills

Personal Accountability/Responsibility (ICS3)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
Lacks ability to respond to requests in an effective and timely manner.	Inconsistently responds to requests in an effective and timely manner.	Completes requests in an effective and timely manner without reminders.	Uses informed decision making to prioritize requests in an effective and timely manner.	Is a role model for others in prioritizing multiple requests in a timely manner.
Unsure of how to communicate program policies, requirements and regulations from within the institution and from external governing agencies to all members of the program team.	Inconsistently communicates program policies, requirements and regulations from within the institution and from external governing agencies to all members of the program team.	Is able to communicate program policies, requirements and regulations from within the institution and from external governing agencies to all members of the program team.	Independently communicates program policies, requirements and regulations from within the institution and from external governing agencies to all members of the program team.	Develops best practices in communicating program policies, requirements and regulations from within the institution and from external governing agencies to all members of the program team.
Unaware of the need to communicate process improvement recommendations to the team in an effective and timely manner.	Inconsistently communicates process improvement recommendations to the team in an effective and timely manner.	With minimal assistance, communicates process improvement recommendations to the team in an effective and timely manner.	Independently communicates process improvement recommendations to the team in an effective and timely manner.	Is a role model for others in communicating process improvement recommendations to the team in an effective and timely manner.