

Program Administrator Milestones: A Mechanism to Gauge Your Professional Development

Kerrie A Parr, C-TAGME
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Goals & Objectives

- ▶ 1. Identify the frame work for TPA/PC Milestones and understand the definitions of the various levels used
- ▶ 2. Describe the use of TPA/PC Milestones as a self-reflection, professional development and evaluation tool

My Short Story

- ▶ Residency: where you live, right?!?
- ▶ Hospital, FMC and University employee – several changes in title with additional responsibilities
- ▶ TPA/PC and....H/R, recruitment, payroll, medical staff credentialing, insurance credentialing, etc.

My Short Story (not so short)

- ▶ Department of very few – does anyone outside the GME circle really know what a TPA/PC does or is supposed to do?
- ▶ What do I need to improve on?
- ▶ What are my strengths?

My Story (novella)

- ▶ 15 years of annual reviews: Only options are meets or does not meet – there has to be a better way!
- ▶ Transition to different pay line – perfect opportunity
- ▶ How to include self–reflection in a way that fostered respect, valued input and provided an avenue for two–way communication
- ▶ Needed mechanism/tool

Original Framework

- ▶ Joy Hilton and Terry Bennett from the University of Virginia (April of 2015), presented a workshop on milestones for program administrators at the ACGME Educational Conference.
- ▶ Desire to focus on something specific to bring back and implement in our program and the milestones for a TPA/PC was just the ticket.
- ▶ GME personnel already used to the concept of competencies, milestones and their use in the evaluation process; no need to recreate the framework of the wheel – just the spokes on the wheel.

Measuring Competency

- ▶ How do you measure and evaluate your competency now?
- ▶ How does your supervisor measure and evaluate your competency now? Is a tool used?
- ▶ Do you complete any self-reflection? If so, do you use a form or tool?
- ▶ Are these two tools similar and do you and your supervisor speak the ‘same language’?

Using Self-Reflection Tool

- ▶ Provides a concrete and quantifiable avenue to measure competency versus a personality driven process
- ▶ Show growth and progression over time (development)
- ▶ Provide opportunity for individual to document self-driven initiative for growth and progression over time (professionalism)

TPA/PC Competencies

- ▶ Medical Education Knowledge (MEK)
- ▶ Personal Care (PC)
- ▶ Systems–Based Practice (SBP)
- ▶ Practice–Based Learning & Improvement (PBLI)
- ▶ Professionalism (PROF)
- ▶ Interpersonal & Communication Skills (ICS)

Medical Education Knowledge

- ▶ Administration Support & Reporting
(office support, evaluation process, reporting)
- ▶ Medical Education & Technology
(ERAS, MedHub, FRIEDA, ABFM, NRMP)
- ▶ Accrediting Agencies & Governing Bodies
(navigate agencies for data input and for required reporting)

Personal Care

- ▶ Identifies and engages in practices that promote personal wellness
- ▶ Identifies and engages in practice that promote work/lifestyle balance

Hardest competency to evaluate for both TPA/PC and leadership as this is different for each individual; controversial; how to incorporate into work environment; how to measure

Systems-Based Practice

- ▶ Works effectively within an interpersonal team to secure evaluations
- ▶ Coordinates and implements practices that strengthen recruitment

Practice-Based Learning & Improvement

- ▶ Self-Reflection: monitors job performance with a goal for improvement
- ▶ Learns and improves via feedback (on-the-job feedback routinely rather than once per year)
- ▶ Proactive vs Reactive to Change: learns in the face of change (change rarely happens in GME, right???)

Professionalism

- ▶ Initiative and Accountability: accepts responsibility and follows through on tasks and assignments
- ▶ 360° Interpersonal Interactions: has professional and respectful interactions with trainees, 360° staff, applicants and others
- ▶ Everyone you encounter – you are a representative of your organization all the time

Interpersonal & Communication Skills

- ▶ Communicates effectively with program personnel/trainees (internal to your program – close family)
- ▶ Communicates effectively with members of the inter-professional team (external to your program – extended family)
- ▶ Personal accountability/responsibility (you own it...good and bad)

Levels

- ▶ Entry
- ▶ Early Learner
- ▶ Solid Performer
- ▶ Seasoned
- ▶ Aspirational

Entry

- ▶ Entry Level: Does not complete tasks or assignments independently; has not yet been exposed to or is lacking familiarity with knowledge needed to complete required tasks.

*Notice that entry level does not automatically mean poor performer but can also mean that the individual hasn't had the exposure to a specific task

Early Learner

- ▶ Early Learner: Completes most tasks but may need multiple reminders or support; is not consistent in the completion of tasks.

*Typical of a TPA with less than 2 years of experience

Solid Performer

- ▶ Solid Performer: Completes tasks and assignments in a timely manner without the need for reminders or follow-up.

*Typical of a TPA with 2 – 4 years of experience

Seasoned

- ▶ Seasoned: Uses informed decision making to prioritize tasks allowing for timely completion.

*Typical of a TPA with 5 years of experience
*Requires empowerment by administration

Aspirational

- ▶ Aspirational: Is a role model for others on juggling multiple priorities efficiently and completing tasks in a timely manner.

*This level takes years to attain and even the best of the best may not attain aspirational level in every milestone – and that is OK!

TPA – PBLI1

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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 inconsistently 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>Inconsistently 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>

TPA – PBLI2

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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>Inconsistently 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>

TPA – PBLI3

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Learns and Improves in the Face of Change (PBLI3)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Dose 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>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>Inconsistently "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>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>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>

Don't get lost in the details!



Self-Reflection

- ▶ How important is it?
- ▶ Do you ask your trainees to do it? Why?
- ▶ What do you do with that information?
- ▶ Why use it for yourself as a TPA/PC?
- ▶ Why administration should use it

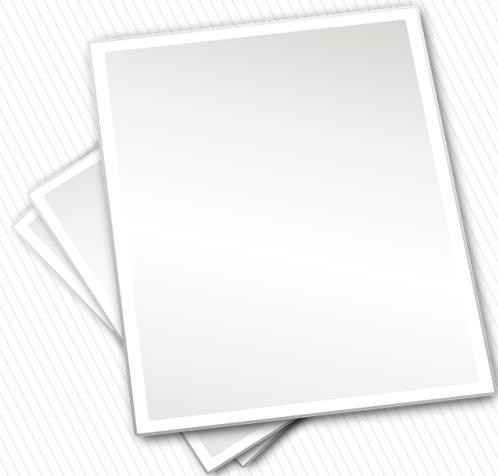
Self-Reflection Tool

- ▶ Same competency areas
- ▶ Same levels
- ▶ Only 6 pages – 1 page for each competency
- ▶ Forces you to look at yourself in a quantifiable manner
- ▶ Goal setting and professional development

Self-Reflection Tool: 6 pages total



Full Detail



Self-Reflection

TPA Self-Reflection Tool – PBLI

(only one page)

Practice-Based Learning and Improvement (PBLI)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
<p>Has not yet completed self-reflection and therefore, unable to identify areas for improvement.</p> <p>Not yet aware of the importance of feedback.</p> <p>Knows residents and faculty by name.</p> <p>Knows where to locate office materials (paper/pens) and basic residency items (individual file/request for resident time off).</p>	<p>Misses opportunities for self-improvement.</p> <p>Understands the value of feedback but not sure of how to solicit it.</p> <p>Knows acronyms and maintains an up-to-date calendar.</p> <p>Has a system/file organization and uses it effectively.</p>	<p>Aware of job performance but inconsistent with identifying opportunities for self-improvement.</p> <p>Solicits feedback from supervisors.</p> <p>Knows program requirements & communicates them to faculty and residents when appropriate.</p>	<p>Completes and acts upon regular self-reflection.</p> <p>Solicits feedback from all team members; is accepting of constructive feedback and tries to incorporate that feedback.</p> <p>Presents topic in own institution.</p> <p>Knows limitations and when to ask for help.</p>	<p>Seeks external validation on self-reflection to improve job performance.</p> <p>Able to reconcile conflicting feedback; incorporates solicited and unsolicited feedback.</p> <p>Presents at national level conference as TPA.</p>

Self-Reflection Tool -Do's

- ▶ Be in the mind set to complete
- ▶ Be positive
- ▶ Be honest
- ▶ Allow for at least 15 - 20 minutes to complete tool
- ▶ Complete this as an exercise once per month

Use Tool as Evaluation Component

- ▶ TPA completes
- ▶ Supervisor completes
- ▶ Based on program needs, have other members of team complete
- ▶ May not need all members to evaluate all six competencies; looking for 360 feedback

Self-Reflection Tool as a Bridge

- ▶ Tool completed by all in preparation of evaluation meeting
- ▶ Puts both people on the same page speaking the same language
- ▶ Can be used to clarify job responsibilities and update job descriptions
- ▶ Can be used to assist in funding requests

Self-Reflection over Time

- ▶ Use as a trajectory guideline over time (for both TPA/PC and administration)
- ▶ Focuses on talents as well as areas to improve
- ▶ Assists in setting goals (professional development and program)

Positive Take-Aways

- ▶ Provides an opportunity to showcase your talents
- ▶ Provides an opportunity for bragging points – where else can you do this and have a captive audience?
- ▶ Provides clear professional growth and development over time
- ▶ GME Community is Resource

Final Thoughts

- ▶ Professional development starts with Self-Reflection
- ▶ Don't be afraid to be honest with yourself
- ▶ Be your own advocate
- ▶ Contact info:

Kerrie Parr

kparr@upchealth.net

716-701-6881

Thank you!

