

Competencies for Training Program Coordinators/Administrators

September 2014

The role of the Training Program Coordinator/Administrator/Manager (TPA) is absolutely essential for running a successful residency training program and managing the operation in the GME Office. This position supports the Program Director or DIO to manage the residency program or GME Office by ensuring accreditation standards are met, that policies are established, and that recruitment and human resources strategies are developed and implemented to ensure that a highly successful residency program or GME Office is maintained. Some of the skills necessary to ensure the successful operation of the training program/ GME Office include organizational skills, time management, attention to detail, interpersonal skills, ability to prioritize tasks and the ability to work independently.

Program Directors continue to experience increased clinical workloads and the administrative support provided by TPAs is even more important than ever to ensure compliance and maintenance of the programs. As we transition to the Next Accreditation System (NAS) the TPAs role in the program and GME Office must continue to develop to meet the ever changing needs and requirements of the training environment.

The TPA's role is critical to the program and the GME Office management team and it is important that the competencies of the position are performed at a 'competent' or higher level and that there are sufficient resources to assist with the professional development of these positions.

A. Core Competencies for Training Program Administrators

1. Recruitment ,Selection and Appointment Process
2. Orientation Process
3. Maintaining Accreditation Standards
4. The Accreditation Process- NAS
5. Assist in oversight of Residents Work Environment/Resources
6. Documentation and organization
7. Human Resources
8. Legal and Financial Requirements
9. Provide Administrative Support to the Residency Program Director/DIO
10. Utilize self-evaluation and reflection to further development

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B. Behavioral Indicators (set of skills used to accomplish the Core Competencies)

Adaptability	Diversity	Planning & Organizing	Time Management
Attention to detail	Drive for results	Problem Solving	Reliability
Collaboration	Initiative	Professionalism	Discernment/Judgment
Communication: Oral & Written	Innovation	Efficient	Quality
Continuous Learning	Negotiation	Flexibility	Organizational/Understanding

C. Dreyfus Skill Acquisition Model [Five Stages]

Stages	Performing mode	Role perception
1. Novice	Rule-governed and context-free performance	Detached
2. Advanced Beginner	Follows rules, solves problems, by asking questions, some appreciation of the context; basic knowledge	Little responsibility for performance, looking for solutions outside the self
3. Competent	Performance is analytical; goal directed and contextual; knowledge and understanding of what needs to be done	Take emotional and moral responsibility for the outcomes of performance
4. Proficient	Performance is speedy and flexible, guided by maxims, and situations are perceived as wholes; Able to apply the understanding and knowledge to produce effective results	Involved with the wider picture and long- range goals
5. Expert	Performance derived from a deep, tacit understanding of situations; Able to contribute ideas and provide broader oversight of the processes	Highly involved but unable to explain all that they know is correct

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D. Application of the Behavioral Indicators (B.) and Dreyfus Model (C.) to the TPAs Competencies (A.)

Sample of Competencies	Behavioral Indicators	Novice	Advanced Beginner	Competent	Proficient	Expert
1. Recruitment ,Selection and Appointment Process ~ PROGRAM a. ERAS and recruitment b. Applications 1. The interview process 2. NRMP c. The appointment process- contract request d. License/Training permits applications						
~ GME OFFICE a. NRMP oversight- SOAP/ All-in-Policy b. Process contract requests c. Human Resources requirements d. License/Training Permits applications						
2. Orientation Process a. scheduling dates and times b. comprehensive, well-planned and organized						
3. Maintaining Accreditation Standards a. Knowledge of individual requirements for training in each specialty b. Familiar with common program requirements c. Knowledge of the general competencies for physicians d. Educational conferences/ Grand Rounds e. Procedure logs f. Evaluation process – ensure evaluations are completed g. Affiliation agreements h. Resident Surveys/Faculty Surveys i. Tracking Duty hours j. Updating policies and procedures						

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Competencies	Behavioral Indicators	Novice	Advanced Beginner	Competent	Proficient	Expert
4. The Accreditation Process- NAS a. Programs 1. Educational milestones assessments 2. Clinical Competency Committees 3. Annual WebADS data 4. Self-Study Visits b. Institution 1. Annual WebADS data 2. Annual Report 3. Program Review Assessment 4. The CLER visits 5. Tracking Outcomes						
5. Assist in oversight of Residents Work Environment/Resources						
6. Documentation and organization a. Residency management systems b. Website management c. Online systems/courses						
d. Other documentation- monitor certifications- ACLS/BLS e. Resident files f. Resident schedules- rotations g. Processing moonlighting requests h. Faculty mentoring i. Visiting residents j. Verifications k. Graduating Residents- certificates 1. Verify graduating residents are up to date on academic requirements 2. Exit/ Leavers process – collect pagers, keys, etc.						
7. Human Resources a. I-9 documentation b. Leave processing						

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8. Legal and Financial Requirements a. Institutional requirements b. Credentialing and training verifications c. House staff positions- funding						
9. Administrative Support to the Residency Program Director/DIO						
10. Utilizing Resources a. Specialty associations b. National meetings and workshops c. Networking/ listservs						

E. Utilize self-evaluation and reflection to further development

1. Individual professional development plan
 - a. Personal Development Goals
 - b. Action Steps to Meet Individualized Goals
 1. Plan your actions
 2. Anticipate obstacles
 3. Leverage strengths
 - c. Resources and support for achieving goals
 1. Materials, resources, people used to meet development goals
 - d. Accountability
 1. Self-reflection on future improvement- evaluate progress
 2. Update development strategy
 - e. Acknowledgement
 1. Timeline- estimate of when accomplished and impact
2. Other tools for self-assessment
 - a. Time management
 - b. Stress management
 - c. Elements of competence
 - d. What went well, what didn't, what would you do differently