Objectives of Session

- Review Training Program Administrators' Role
- Provide Basis for Professional Development Model
- Review the three steps of the Professional Development Model
- Apply the Model
- Review the template for Individual Professional Plan

The Training Program Administrators' Role

- It took a while for the TPAs role to be acknowledged as a 'profession'
- ACGME
  - ACGME Program Coordinator Track at the annual conference
  - GME Program Coordinator Award
  - GME Institutional Coordinator Award
- Specialty Specific Conferences
- Review of job descriptions for TPAs
  - Select body of knowledge
  - Specialized training

Training Program Administrators profession continues to evolve

- What skills should you develop or strengthen in a workplace that is undergoing a 'personality' change?
  - Baby Boomers are starting to retire
  - Gen X'ers taking over senior management positions
- What skills must you develop or strengthen in the GME and Program Office that is undergoing a major change to accreditation process?
  - documenting and validating residency training

Identify your own Professional Development Needs

- No time to sit back and wait for someone to show us the way

Basis for Professional Development Model for TPAs

- 2009 ACGME Conference- Dr. Nasca’s presentation of application of the Competencies to an adaptation of the Dreyfus model
  - To assess the progress in the development of residents skills
  - To help define a desired level of competence
  - To support progress in development of skill acquisition
  - To determine when resident is ready to move to the next level of their development
Step 1: Categorize 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 – tasks/collaboration
8. Legal and Financial Requirements
9. Provide Administrative Support to the Residency Program Director/DIO
10. Utilize self-evaluation and reflection to further development

Step 2: Behavioral Indicators

After selecting job-related competencies, define a set of skills called behavioral indicators.

Behavioral indicators are observable behaviors employed to demonstrate a particular competency.

Example: Handout #1 – page 3
Where are we?

- Step 1: Categorized core competencies that are relevant to your position
- Step 2: select the behavioral indicators that define the skill sets needed to successfully accomplish the job
- Step 3: Review Dreyfus Skill Acquisition Stages in relation to GME position competencies [Handout #1 page 2]

Define: Dreyfus Skill Acquisition Model [Five Stages]

<table>
<thead>
<tr>
<th>Stages</th>
<th>Performing mode</th>
<th>Role perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Novice</td>
<td>Risk orientation</td>
<td>Performance is poor due to inexperience</td>
</tr>
<tr>
<td>2. Advanced Beginner</td>
<td>Follow rules, solve problems, by asking questions, some appreciation of the method, basic knowledge</td>
<td>Limited responsibility and expectations for outcomes</td>
</tr>
<tr>
<td>3. Competent</td>
<td>Performance is predictable and contextual knowledge and understanding of what needs to be done</td>
<td>Increased responsibility and expectations for outcomes</td>
</tr>
<tr>
<td>4. Proficient</td>
<td>Performance is specific and flexible, guided by outcomes, decisions are perceived as strong, risks to apply the understanding of the outcome</td>
<td>Expectations and responsibilities for outcomes</td>
</tr>
<tr>
<td>5. Expert</td>
<td>Performance driven that is based on the expert understanding of the situation. Ability to continuously assess and provide strategic insights into the processes</td>
<td>Expectations and responsibilities for outcomes</td>
</tr>
</tbody>
</table>

Step 4: Application of the Dreyfus Model to the TPAs Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expert</th>
<th>Proficient</th>
<th>Competent</th>
<th>Advanced Beginner</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the process</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>2. Problem-solving skills</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
<tr>
<td>3. Decision-making</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
<tr>
<td>4. Teamwork and collaboration</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
<tr>
<td>5. Communication</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
<tr>
<td>7. Time management</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
<tr>
<td>8. Adaptability</td>
<td>Expert</td>
<td>Proficient</td>
<td>Competent</td>
<td>Advanced Beginner</td>
<td>Novice</td>
</tr>
</tbody>
</table>

Application of the Dreyfus Model using the Program Coordinator Timeline [Refer to handout #2]

- What behavioral indicators would you apply to the competencies?
- What is your skill acquisition stage when you apply it to each competency?
- What do you need to do to move to the next stage?

Steps to Creating Individualized Professional Development Plan [Refer to Handout #3]

- 1. Select job-related Competencies
- 2. Select relevant behavioral indicators for each competency
- 3. Select the appropriate skill acquisition stage—Novice to Expert
- This will define strengths and weaknesses that will be used to develop your individual professional development plan

Utilize self-evaluation and reflection to further development

- 1. Individual professional development plan [Handout #3]
- a. Personal Development Goals
- b. Action Steps to Meet Individualized Goals
  1. Plan your actions—taking training classes
  2. Anticipate obstacles
  3. Leverage strengths
- c. Resources and support for achieving goals
  1. Materials, resources, mentors
Utilize self-evaluation and reflection to further development

d. Accountability
   1. Self-reflection on future improvement - evaluate progress
   2. Update development strategy

e. Acknowledgement
   1. Timeline - estimate of when accomplished and impact

Resources

› AHME Guide
› ACGME Annual Conference
› Webinars and Teleconferences
› Specialty Conferences for Program Coordinators/Administrators
› AHME Annual Conference & Teleconferences
› Networking with TPAs - locally and regionally
› Share best practices within institution
› Cross-Train with other Program Coordinators & Administrators
› Become Experts - develop skills above those required for your current position

Take charge of your own professional development