

GMEC Meeting

WebADS and Annual Update Review

Thursday, August 1st, 2019

Office of the Associate Dean for Graduate Medical Education



Washington University in St. Louis

SCHOOL OF MEDICINE


TWO Waves of WebADS Updates

July 8, 2019-August 30, 2019

July 22, 2019- Sept 27, 2019

ALL WebADS updates due to GME for APE by
August 31, 2019

Program Profile

Washington University School of Medicine
660 South Euclid Avenue, Campus Box 8122
St Louis, MO 63110
<http://allergy.im.wustl.edu> 

Specialty: Allergy and immunology

Sponsoring Institution: Washington University/B-JH/SLCH Consortium [289502]

DIO Name: Rebecca P McAlister, MD (mcalisterr@wudosis.wustl.edu)

Public Contact Email/Director's External Email: jmonroy@wustl.edu

Mission Statement: *No information provided*

Program Aims: *No information provided*

How diversity is achieved in trainee recruitment, selection, and retention: *No information provided*


How diversity is achieved in other individuals participating in the program (e.g. faculty, administrative personnel, etc.): *No information provided*

6. Does the program or institution offer options to residents/fellows who may be too fatigued to safely return home?

- Yes No

7. If yes, what are all the options?

Check all that apply.

- Money for taxi
- Money for public transportation
- One-way transportation service (such as a dedicated facility bus service)
-  Transportation service which includes option to return to the hospital or facility the next day
- Reliance on other staff or residents/fellows to provide transport
- Sleeping rooms available post call
- Other

(specify below)

Residencies

Common Program Requirement Questions

[✕ Cancel](#)

[Save](#)

Program Resources

How many hours of salary support per week are allocated to the Program Director for non-clinical time devoted to the administration of the program?

How many hours of salary support per week are allocated to the Program Coordinator?

II.A.2 (Residency) Program Directors
20 percent FTE (at least 8 hours per week) non-clinical time

II.C.2 (Residency) Program Coordinators
50% (at least 20 hrs per week) for administrative time

Fellowships

Common Program Requirement Questions ✕ Cancel Save

Program Resources

How many hours of salary support per week are allocated to the Program Director for non-clinical time devoted to the administration of the program?

Does the program have coordinator support that meets the minimum requirement for the subspecialty?

Yes

No

II.A.2

II.C.2

“support adequate for the administration of the program”

Common Program Requirement Questions

[✕ Cancel](#)

[Save](#)

**Do residents/fellows have access to and utilize:
Appropriate tools for self-screening of well-being?**

- Yes
- No

Confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week?

- Yes
- No

Does the program have policies and procedures in place to ensure coverage of patient care when the residents/fellows are unable to attend work?

- Yes
- No

Mayo Wellbeing Index

- Will be available FOR VOLUNTARY USE to ALL ACGME and non ACGME house staff in mid August 2019
- Provides self screening for:
 - Burnout, depression, suicidal ideation, fatigue, quality of life, meaning in work, risk for medical error
- Provides national and local resources
- Institutional data
- Program specific data
- Programs have OPTION to require trainees to complete
 - 5 responses
 - Print certificate of completion



[Mobile App](#)

[Well-Being Index](#)

[Pricing](#)

[Resources](#)

[Try Well-Being Index](#)



Physician Well-Being Index

Answer the Silent Call for Help

Governmental regulations are getting more strict. Organizations are changing systems and becoming more technical. Reimbursement policies are constantly changing. These - among other challenges - all add up to a volatile state of healthcare, and a trickle-down effect has had an impact on healthcare professionals. The strain of current events has led to unprecedented cases of burnout, career implications, and even physician suicide.



The Physician Well-Being Index launches a new approach to physician well-being. The first step in addressing physician burnout and improving well-being is to assess and acknowledge the current state of burnout. Physicians tend to avoid reporting burnout or even discussing the issue within the workplace as there is a perceived stigma of failure, career repercussions, and other negative consequences.


Access to Mental Health Resources

- BJH EAP
- WU EAP
- Cigna
- UHC
- <https://gme.wustl.edu/house-staff/>
 - Professional and Personal Development Resources
- National Suicide Prevention Hotline

If you are in crisis, call The National Suicide Prevention Lifeline at [1-800-273-TALK\(8255\)](tel:1-800-273-TALK(8255)).

https://www.bjceap.com

Suggested Sites Free Hotmail Imported From IE MSN.com Pope Francis spoke...



BJCEAP
Balance works better.

314.747.7490 | Contact Us

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BJC EAP is available for support to any employee or staff. The hotline can be accessed by calling 314.747.7490 or 888.505.6444.

https://hr.wustl.edu/worklife/eap/

Contact Work-Life Solutions, Powered by Guidance Resources

[Visit GuidanceResources.com](https://www.guidanceresources.com)

Click on the "Register" tab on the right. Enter the Web ID: WASHU.

Call 844-365-4587

Direct 24/7 access to a Guidance Consultant, who will answer your questions and, if needed, refer you to a counselor or other resources.

Consortium Resources

Coming SOON!!

2 FTE clinical psychologists

.3 FTE clinical psychiatrist

Interactive Screening Program (AFPS)

<p>Can residents/fellows be required to take vacation or sick time when attending appointments during scheduled working hours?</p> <p><i>[Common Program Requirement: VI.C.1.d).(1); One-Year Common Program Requirement: VI.C.1.d).(1)]</i></p>	<p>The requirements do not specify whether residents/fellows will be required to use vacation or sick time for medical, dental, and mental health appointments. Programs should comply with their institution's policies regarding time off for such appointments.</p>
<p>Can residents/fellows be encouraged to schedule medical, mental health, and dental care appointments on days they are not assigned call?</p> <p><i>[Common Program Requirement: VI.C.1.d).(1); One-Year Common Program Requirement: VI.C.1.d).(1)]</i></p>	<p>The intent of this requirement is to ensure that residents and fellows are able to attend appointments as needed, and that their work schedule not prevent them from seeking care when they need it, including during scheduled call days. <u>Programs must not place restrictions on when residents and fellows may schedule these appointments, nor place pressure on them to schedule appointments on days when they are not assigned call.</u></p>

Common Program Requirement Questions

[✕ Cancel](#)

[Save](#)

How will residents/fellows be educated about pain management, including the recognition of the signs of addiction? If not applicable for this specialty, indicate N/A.

Common Program Requirement Questions

Faculty Development

Provide an example of the program's faculty development activities in each of these areas over the past year:
as educators

in quality improvement and patient safety

in fostering their own and their residents' well-being

in patient care based on their practice-based learning and improvement efforts

in contributing to an inclusive work environment

Background and Intent: Faculty development is intended to describe structured programming developed for the purpose of enhancing transference of knowledge, skill, and behavior from the educator to the learner. Faculty development may occur in a variety of configurations (lecture, workshop, etc.) using internal and/or external resources. Programming is typically needs-based (individual or group) and may be specific to the institution or the program. Faculty development programming is to be reported for the fellowship program faculty in the aggregate.

II.B.2.g).(4)

in patient care based on their practice-based learning and improvement efforts. (Core)

Background and Intent: Practice-based learning serves as the foundation for the practice of medicine. Through a systematic analysis of one's practice and review of the literature, one is able to make adjustments that improve patient outcomes and care. Thoughtful consideration to practice-based analysis improves quality of care, as well as patient safety. This allows

faculty members to serve as role models for residents in practice-based learning.

Faculty Development: Educators

- Teaching Scholars Program
 - 12-month certificate program designed to enhance knowledge and skills, and develop future leaders in healthcare education with a focus on core components of educational scholarship and curriculum development.
- 1/29/19 – 4:00-5:30pm – Establishing an Effective Learning Climate
- 2/26/19 – 8-10am – Writing Goals & Objectives for Teaching
- 4/26 & 4/27, 2 day, all day – Curriculum Design Bootcamp
- 10/2019 – Fundamentals of Teaching Skills

Update Program Information

[✕ Cancel](#)

[Save Program](#)

Mission and Aims

Provide the program's mission statement.

The mission statement is a written statement of a program's core purpose. This statement should clarify the focus of the educational program (e.g. academic/research focus, community care focus, etc.), what community the program will serve and how that will be accomplished, and how the program's mission aligns with the larger mission of the Sponsoring Institution.

Provide the program aims (e.g. goals, objectives) that are guided by the program's mission statement.

The program's aims (i.e. goals, objectives) should describe what the program has the intention of achieving in accordance with the Common Program Requirements. The program aims should be consistent with the overall mission of its Sponsoring Institution, the needs of the community it serves and that its graduates serve, and the distinctive capabilities of its graduates (e.g. leadership, research, public health).

Update Program Information

[✕ Cancel](#)

[Save Program](#)

Diversity

Describe how the program will achieve/ensure diversity in trainee recruitment, selection, and retention.

Describe how the program will achieve/ensure diversity in the individuals participating in the training program (e.g. faculty, administrative personnel, etc.).

Residency Revisit Program

- Will Ross, MD
- Muyibat Adelani MD and Joe Pangelinan MD
- Provides programming for URM applicants who have been interviewed by program and want to return for a second look.
- January 30 and 31, 2020
- \$1000/applicant
- Piloted last 2 academic years
 - IM, Surgery, OBGYN, Peds
- Contact Andrea Bibbs andrea.bibbs@wustl.edu
314-273-1640

BJH Foundation

Resident and Fellow Diversity Initiative

- Est 2006
- Now in reorganization
- Offered to HOs in good academic standing who:
 - participate in health equity training
 - and submit a Community Project
- \$4000 grant award
- Contact Steven Player
 - BJH Center for Diversity and Cultural Competence

BJH Center for Diversity and Cultural Competence CDCC

- Education and development of team members
 - Cultural competence
 - Diversity and inclusion
 - LGBT health care
 - Unconscious bias
- Leverage diversity to advance organizational culture at BJH
- Provide Language Services for patients and families

Wash U Minority Medical Association

WUMMA

- Est 2006
- Work to provide networking, programming and supportive environment
- Work with community youth aspiring to become physicians, volunteer at Gateway Homeless Shelter, local free medical clinics

Building Next Generation of Academic Physicians BNGAP

- Our mission is to help diverse medical students and residents become aware of academic medicine as a career option and to provide them with the resources to further explore and potentially embark on an academic medicine career.
- **2019 BNGAP Academic Medicine Career Development Regional Conferences**
- Washington University School of Medicine in St. Louis Nov 1-2

Designed for 3rd year medical students

Others are welcome

Other potential sources of information

- Medical School Mission Statement
- Departmental Mission Statement and strategic planning
- WUSOM Faculty Diversity Training
- Implicit Bias training available for interviewers
- OFA Diversity Advisor Program: expertise for search processes, letters of recommendation etc.
- Executive Faculty committed to increase URM faculty to 8% over 10 years
- WUSOM considering programming to address HR ranks for URM staff and increase number of senior admin exec
- Office of Diversity attends NSMA, LatinoSMA

Potential sources of faculty training

- WUSOM Diversity training
- WUSOM and BJH training on transgender health care
- Training on patient derived bias
Upstander training

Graduate Certifications

Changes made after the initial confirmation of this page do not require re-confirmation.

Instructions

Confirm the certification status of each graduate from 2011-2012 listed below. You may not make changes to the list of graduates. Enter only their certification for the specialty of this program. If an individual's certification status is unknown, submit with a blank. ABMS, AOA, and Other certifications may be added manually if they do not appear. Certification data is provided for ABMS where available. If there are no graduates listed below, click confirm to complete this step.

- To add certification data, click the "Add" button.
- To edit certification data, click the "Edit" button.

Please contact ads@acgme.org if a certification name is missing from the options.

Name	Certification	Board	Certificate Name	Status	Comments		
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Faculty Scholarly Activity

Faculty Member	 PMID	 Other Publications	 Conference Presentations	 Other Presentations	 Chapters Textbooks	 Grant Leadership	 Leadership or Peer-Review Role	 Formal Courses	Domains
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Avind

Action Required: "Add" or indicate "No Activity"

Domains

Which of the following domains has this faculty member demonstrated accomplishments in the previous academic year?

Response Required

- Research in basic science, translational science, patient care, or population health
- Peer-reviewed Grants
- Quality Improvement and/or patient safety Initiatives
- Systematic reviews, meta-analysis, review articles, chapters in medical textbooks, or case reports
- Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials
- Contribution to professional committees, educational organizations, or editorial boards
- Innovations in education
- None of the above

Thank you for attending!

Next GMEC meeting is September 16th, 2019

See you at the next meeting!



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