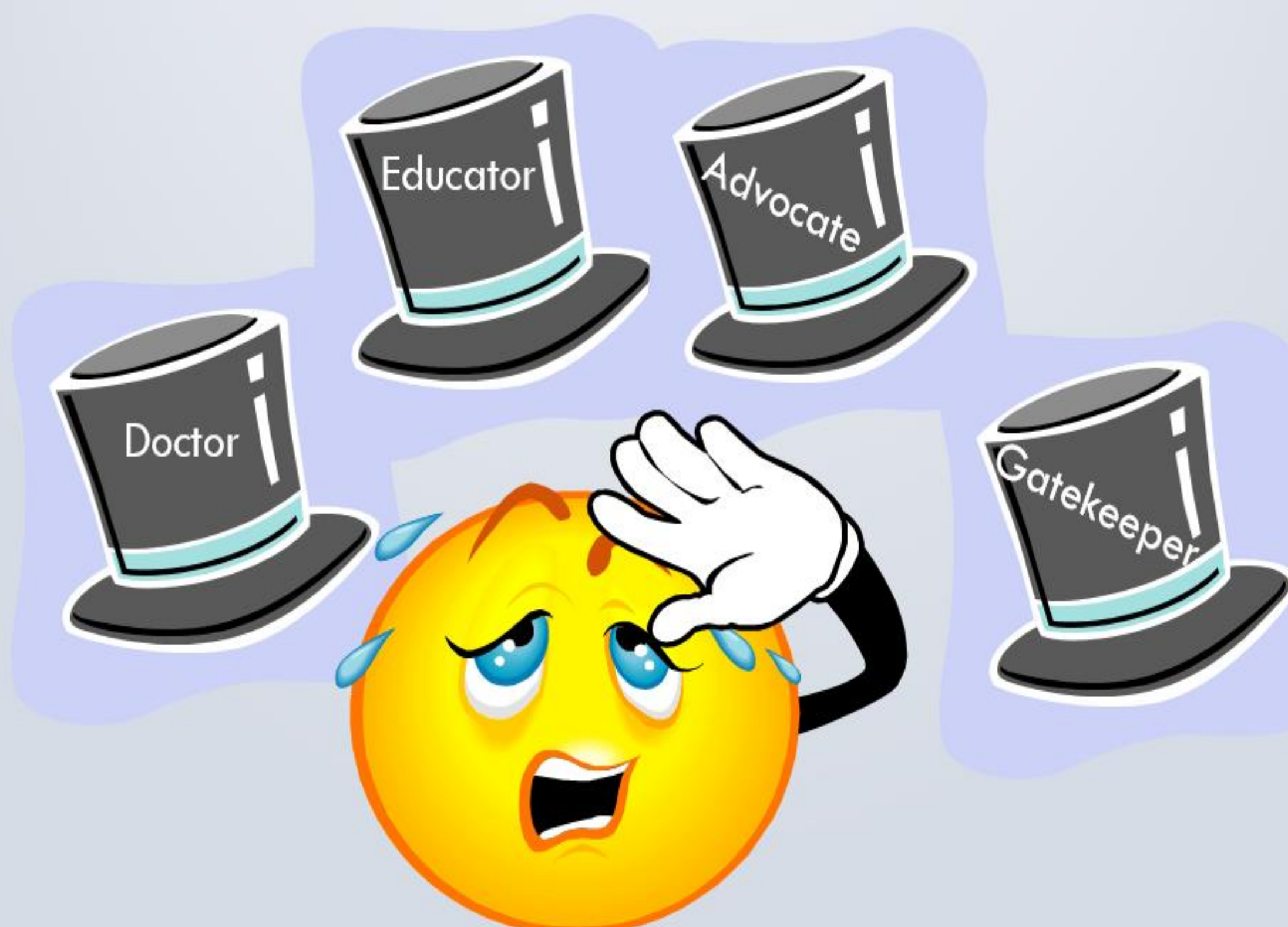


Abby L Spencer, MD, MS; Washington University in St. Louis
 Collaborators and Mentors: Dominique Cosco, MD; Mary Klingensmith, MD; Tia Drake, PhD,
 Eva Aagaard, MD.

Aim:
 The goal of this project is to develop and implement a longitudinal GME Program Director Bootcamp certificate program to enhance the leadership, management, administrative, and medical education skills of our PDs.



Background

- ACGME mandates
- Single PD has authority, accountability, and responsibility
 - PDs serve long enough to ensure program stability
- PD turnover is increasingly common; in 2021 among IM PDs
- 50% have been in the role <3 years
 - 41% screen positive for burnout
 - 54% have considered resigning
- PD attrition is a key performance indicator in accreditation
- Turnover affects trainees and sponsoring institution; contributes to program instability and poor performance

Increasing PD Challenges

- Institutional financial pressures
- Increased responsibilities
- Competing priorities
- Generational learners
- Teaching/Mentoring APDs

- Rapidly changing accreditation requirements
- Administrating program; middle management
- Most PDs have limited prior training

- Wellbeing threats to faculty and trainees
- Must excel at conflict management, curriculum development, change management & leadership

- **Training** in these skills may help prevent turnover and support new PDs to be successful when turnover has occurred

Purpose/Objectives:

- While many national societies offer PD training, off-site attendance is limited by cost, travel, and timing.
- National conferences lack nuance, local networking, and acculturation to institutional policies and priorities.
- Need for ongoing development and PD mentoring.
- **Our objective is to better equip PDs to overcome leadership challenges, thrive in their roles, network, and lead successful, innovative, inclusive, and ACGME compliant programs.**

Presented at the 2022 ELAM Leaders Forum

Intervention

- **Longitudinal PD Bootcamp where attendees will learn from and connect with our local hospital, medical school, and GME leaders as well as each other.**

Methods/Approach/Evaluation Strategy:

Review	Robust lit review of existing GME leadership curriculum
Stakeholders	Met with key stakeholders; developed needs assessment for essential PD competencies
Timeline	Developed timeline & outline to achieve desired results
Curriculum	Developed comprehensive, innovative, interactive curriculum
Faculty Recruitment	Recruited diverse speakers across hospital and medical school with expertise from legal, HR, DIO, procedural & non-procedural residency, and fellowship programs
Recruit Attendees	Advertised & Recruited first cohort (+waiting list)
Implement Bootcamp Course	Implement PD Bootcamp Certificate Course (starts June 29th)
Evaluation	Develop and implement robust course evaluation to ensure goals were met (in progress)

Outcomes/Results

- We successfully developed a 10-month longitudinal PD Bootcamp certificate program to start in June 2022.
- Each monthly session includes 1-2 core curriculum topics.
- 3 electives offered per year.
- Registration for the course reached capacity within an hour of opening enrollment. The wait list continues to grow.
- We will collect evaluations from participants about each individual session, faculty, and the course as a whole.
- We will measure impact of the PD Bootcamp in collaboration with our DIO on ACGME institutional and program survey measures, PD turnover, and program performance.

Discussion/Conclusion:

- PD Bootcamp has the potential to enhance the knowledge, skills, engagement, outcomes, and longevity in the role of our PDs and aspiring PDs.
- We hope this impact carries forward and enhances the quality of our training programs, the educational experience of our trainees, and the recruitment and retention of outstanding educators and future colleagues.

ABSTRACT: 2022 ELAM Institutional Action Project

Project Title: Development and Implementation of a Graduate Medical Education Program Director Bootcamp

Name and Institution: Abby L Spencer, MD, MS; Washington University in St Louis

Collaborators and Mentors: Dominique Cosco, MD; Tia Drake, PhD, Eva Aagaard, MD.

Topic Category: Education

Background, Significance of project: The ACGME mandates that a single Program Director (PD) has the authority, accountability, and responsibility for the program and requires that PDs serve long enough to ensure program stability. High PD turnover is reported in multiple medical specialties; among internal medicine (IM) PDs in 2021, nearly half have been in the role less than 3 years. A 2018 national survey of IM PDs found that 53% considered resigning in the past year; by 2021, IM PD burnout reached 41% with half the PD workforce considering resignation. PD attrition is a key performance indicator in program accreditation, and turnover affects trainees and the sponsoring institution by contributing to program instability and poor performance. There are increasing challenges for PDs stemming from institutional financial pressures, heightened responsibilities, competing priorities, generational learners, rapidly changing accreditation requirements, and wellbeing threats to faculty and trainees. While administrating the program and teaching/mentoring trainees and APDs, PDs must also excel at conflict management, curriculum development, change management and leadership skills for which they often have limited prior training.

Purpose/Objectives:

While many national societies offer PD training, off-site program attendance is limited by financial pressures, restricted travel and rapid PD turnover. Additionally, national conferences lack the nuance, local networking, and acculturation to institutional policies, procedures, and priorities. The goal of this project is to develop and implement a longitudinal GME PD Bootcamp certificate program to enhance the leadership, management, administrative, and medical education skills of our PDs. During PD Bootcamp, attendees will have the opportunity to learn from and connect with our local hospital, medical school, and GME leaders. Our primary objective is to better equip PDs to overcome GME leadership challenges, thrive in their roles, network, and lead successful, innovative, inclusive, and ACGME compliant programs.

Methods/Approach/Evaluation Strategy:

- Perform a robust review of existing GME leadership curriculum for PDs (complete)
- Meet with key stakeholders and develop a needs assessment for essential PD competencies (complete)
- Develop a timeline and outline to achieve PD Boot camp desired outcomes (complete)
- Develop a comprehensive, innovative, interactive PD Boot Camp curriculum (complete)
- Recruit diverse speakers with expertise from procedural, non-procedural, residency, and fellowship programs (complete)
- Recruit speakers from medical school and hospital legal, HR, and senior administration (complete)
- Advertise longitudinal PD Bootcamp across Washington University for course recruitment and registration (complete)
- Implement Course (in progress)
- Develop robust course evaluation to ensure goals were met (in progress)

Outcomes/Results: We successfully developed a 10-month longitudinal PD Bootcamp certificate program to start in June 2022. Each monthly session will include 1-2 core curriculum topics critical to PD success including 3 elective sessions to meet the needs of our diverse programs. We successfully recruited faculty from across Washington University School of Medicine and Barnes-Jewish Hospital to deliver the curriculum. Registration for the course reached capacity within an hour of opening enrollment. We will collect evaluations from participants about each individual session, faculty, and the course as a whole. We will also measure impact of the PD Bootcamp in collaboration with our DIO by following ACGME institutional and program survey data, PD turnover, and program performance.

Discussion/Conclusion with Statement of Impact/Potential Impact: The PD Bootcamp has the potential to enhance the knowledge, skills, engagement, results, and longevity in the role of our PDs and aspiring PDs. We hope this impact carries forward

ABSTRACT: 2022 ELAM Institutional Action Project

and enhances the quality of our training programs, the exceptional educational experience of our trainees, and the recruitment and retention of outstanding educators and future colleagues.