

2021-2022



Marshall Graduate Medical Education

---

# State of Graduate Medical Education/ Annual Institutional Review

Presented by:

**Paulette S. Wehner, MD,FACC,FACCP,FAHA,FACP**

**Professor of Internal Medicine and Cardiology**

**Vice Dean for GME**

**Designated Institutional Official**

Presented

# Goals of Presentation

- Review GME Mission & Aims
- Review Office of GME & Services Offered
- Review ACGME Annual Institutional Report (AIR) Requirements
- Overview Well-Being Measures
- Overview Patient Safety & Quality Improvements
- Review Outcome Measurements
- Provide an Update on Status of Action Plans for 2021-2022
- Set Goals for 2022-2023



Marshall Graduate Medical Education

# GME Mission

The mission of Graduate Medical Education at Marshall University School of Medicine is to oversee high quality accredited training programs that produce professional and competent physicians to engage in autonomous practice, communicate effectively and are prepared to adapt to the future evolution in healthcare upon completion of the program. We encourage graduate retention with the educational focus on the unique patient population in the Appalachian region.

The Sponsoring Institution promotes professional development in teaching, life-long learning, and well-being throughout the entire graduate medical education community. To support our mission, we cultivate a diverse and inclusive academic and clinical learning environment.

Revised January 2021



Marshall Graduate Medical Education

# GME Aims

- Train physicians who are competent to engage in autonomous practice upon completion of the program, attain board certification in their specialty while encouraging graduates to serve our unique patient population.
- Cultivate diversity and inclusion in the academic and clinical learning environment, while fostering physician recruitment and retention to promote equitable healthcare delivery.
- Promote well-being of self and others throughout the academic and clinical learning environment on the importance of developing strategies to identify, mitigate and prevent fatigue and burnout.
- Promote and enhance professional development throughout the graduate medical education community.



# Office of Graduate Medical Education Staff

## **Paulette S. Wehner, MD, DIO, Vice Dean, GME**

Liaison/collaborator with participating sites, CFO's, residents, program directors and the entire GME Community

Oversees, supports, administers and ensures ACGME accreditation compliance for residency/fellowship programs

Chair, Graduate Medical Education Committee (GMEC)

Ensures financial sustainability of programs and trainee support

Oversees GMEC policy development/ ADS Updates, New Program Applications, Match and ERAS, New Program Director Mentoring

## **Amanda Jones, BA, C-TAGME, Director of GME**

*Started as Director in December, 2021*

Maintain institutional and program accreditation

Oversight and administration of the programs including institutional policies, educational and well-being support, milestone compliance reports, onboarding of new and current trainees

Provide the residents and fellows an excellent clinical learning environment including the teaching of safe, high quality patient care and life-long learning

Review of all new program applications, site visit documentation, ADS updates and other related information prior to submission to the ACGME

Provide the overall resources needed for our programs to be successful and support community health care needs

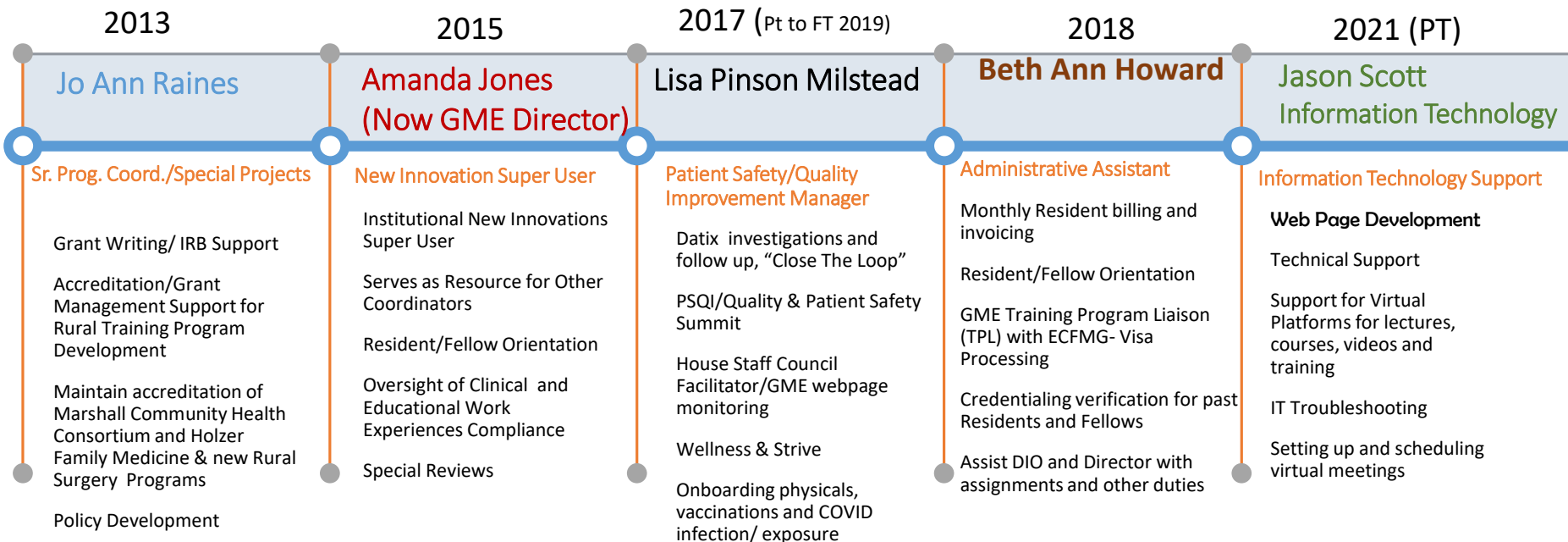


Marshall Graduate Medical Education



# Office of Graduate Medical Education

*Staff Starting 2013- Present*



Marshall Graduate Medical Education

# Required Minimal Annual Institutional Review Components

1. Results of Most Recent Institutional Letter of Notification
2. Results of ACGME Resident & Faculty Surveys
3. Each of its ACGME-accredited programs' accreditation information, including accreditation and recognition statuses and citations.



# Institutional Status- Continued Accreditation

## Both Sponsoring Institutions Awarded Continued Accreditation & No Citations!

Accreditation Council for  
Graduate Medical  
Education  
401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611  
Phone: 312.755.5000  
Fax: 312.755.7498  
www.acgme.org

1/25/2022

Paulette S Wehner, MD  
D/O  
1639 13th Avenue  
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall Community Health Consortium  
Huntington, WV

Institution: 8005500932

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation  
Effective Date: 01/18/2022

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,



Olivia Orndorff, MSLS  
Associate Executive Director  
Institutional Review Committee  
oorndorff@acgme.org

CC:

Joseph I. Shapiro, MD



Accreditation Council for  
Graduate Medical  
Education  
401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611  
Phone: 312.755.5000  
Fax: 312.755.7498  
www.acgme.org

1/25/2022

Paulette Wehner, MD  
Vice Dean for Graduate Medical Education  
Marshall Univ. Joan C. Edwards School of Medicine  
1639 13th Ave.  
Office of GME  
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall University School of Medicine  
Huntington, WV

Institution: 8005500475

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation  
Effective Date: 01/18/2022

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,



Olivia Orndorff, MSLS  
Associate Executive Director  
Institutional Review Committee

oorndorff@acgme.org





# ACGME Resident Well-Being Survey 2022

2021-2022 ACGME Resident/Fellow Survey  
559501 Marshall University School of Medicine - Aggregated Program Data  
Well-Being Survey Questions

Survey taken: February 2022 - April 2022

Programs Surveyed 18  
Residents Responded 239 / 241  
Response Rate 99%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	77.0%	20.9%	0.4%	1.7%	3.7	3.6
I work in a supportive environment.	71.5%	23.4%	3.3%	1.7%	3.6	3.6
The amount of work I am expected to complete in a day is reasonable.	60.3%	33.1%	5.4%	1.3%	3.5	3.4
I participate in decisions that affect my work.	68.2%	28.9%	1.7%	1.3%	3.6	3.5
I have enough time to think and reflect.	54.4%	33.9%	11.3%	0.4%	3.4	3.3
I am treated with respect at work.	69.9%	28.5%	1.3%	0.4%	3.7	3.6
I feel more and more engaged in my work.	54.0%	38.9%	6.3%	0.8%	3.5	3.3
I find my work to be a positive challenge.	64.4%	30.5%	4.2%	0.8%	3.6	3.5
I find new and interesting aspects in my work.	59.0%	38.9%	1.7%	0.4%	3.6	3.5

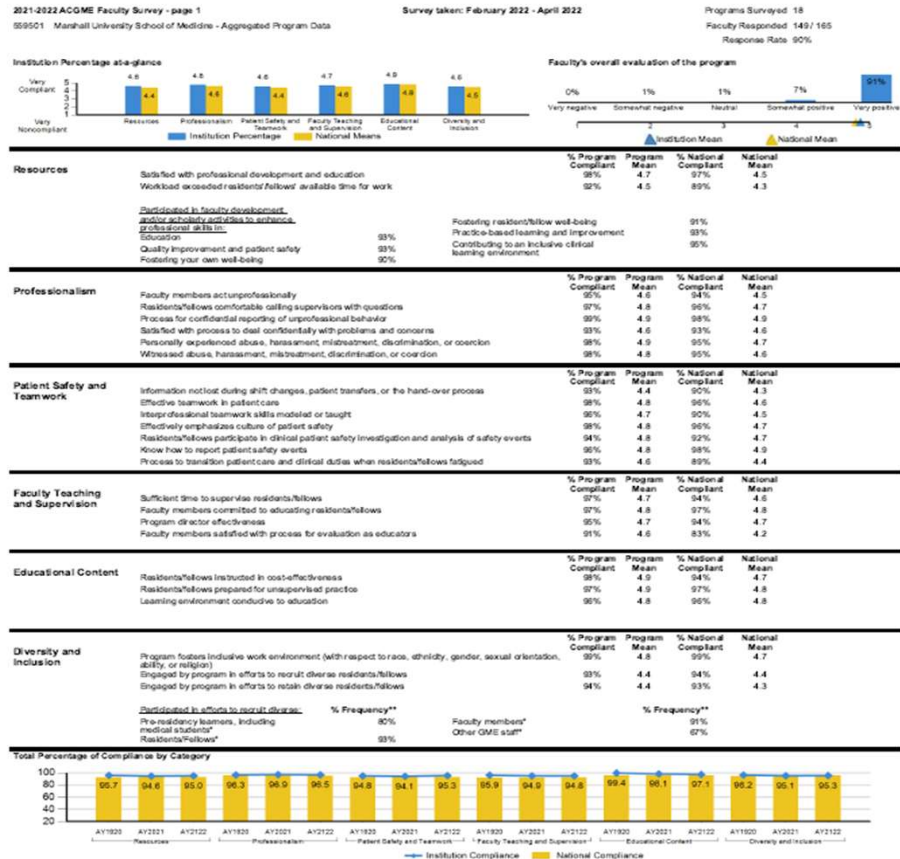
	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	31.0%	40.2%	21.8%	7.1%	2.9	2.8
After work, I need more time than in the past in order to relax.	25.9%	31.8%	28.0%	14.2%	2.7	2.6
I feel worn out and weary after work.	27.6%	34.7%	26.4%	11.3%	2.8	2.6

*This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.*

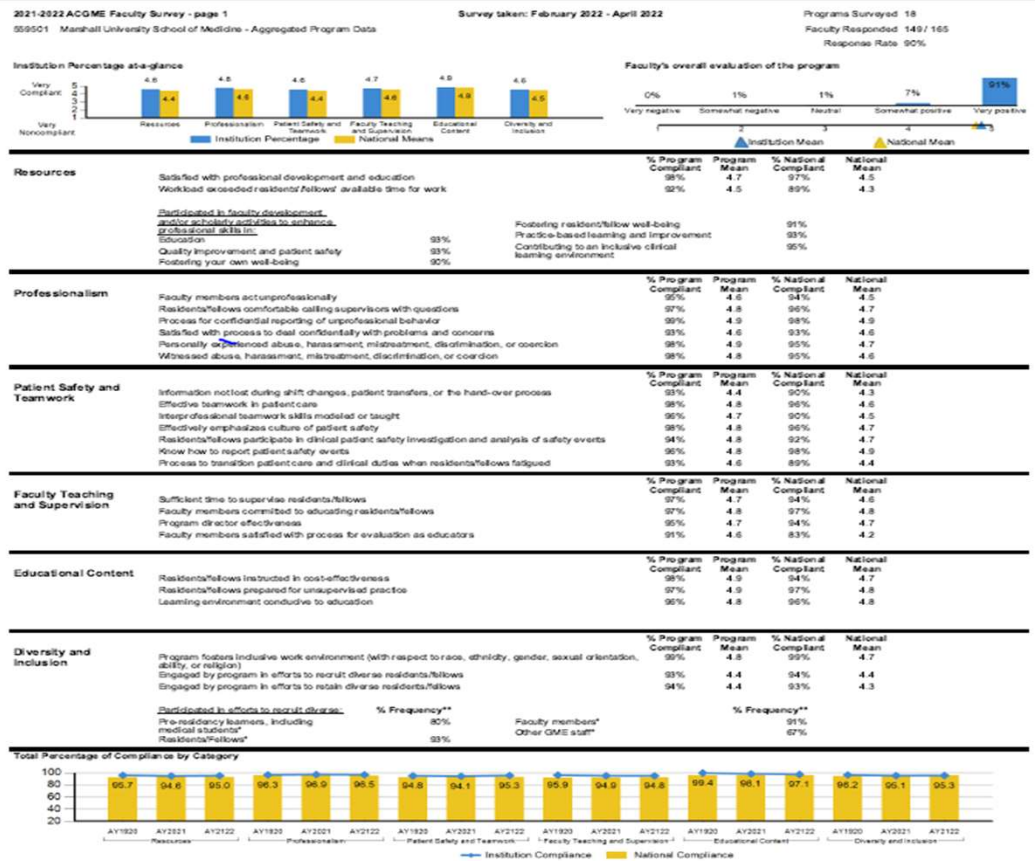


Marshall Graduate Medical Education

# ACGME Resident 2022 Survey



# 2022 Faculty Survey



# 2022 Faculty Well-Being Survey

2021-2022 ACGME Faculty Survey

Survey taken: February 2022 - April 2022

Programs Surveyed 18

559501 Marshall University School of Medicine - Aggregated Program Data

Faculty Responded 149 / 165

Well-Being Survey Questions

Response Rate 90%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	81.2%	18.1%	0.0%	0.7%	3.8	3.8
I work in a supportive environment.	78.5%	18.1%	2.7%	0.7%	3.7	3.6
The amount of work I am expected to complete in a day is reasonable.	67.1%	30.9%	2.0%	0.0%	3.7	3.4
I participate in decisions that affect my work.	71.1%	21.5%	6.7%	0.7%	3.6	3.5
I have enough time to think and reflect.	61.7%	34.2%	3.4%	0.7%	3.6	3.4
I am treated with respect at work.	78.5%	18.8%	2.0%	0.7%	3.8	3.7
I feel more and more engaged in my work.	54.4%	36.9%	6.7%	2.0%	3.4	3.3
I find my work to be a positive challenge.	65.8%	32.9%	0.7%	0.7%	3.6	3.6
I find new and interesting aspects in my work.	67.1%	30.2%	2.0%	0.7%	3.6	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	32.2%	47.0%	12.8%	8.1%	3.0	2.9
After work, I need more time than in the past in order to relax.	30.2%	43.0%	19.5%	7.4%	3.0	2.7
I feel worn out and weary after work.	32.2%	45.0%	19.5%	3.4%	3.1	2.8

***This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.***



Marshall Graduate Medical Education

# Residency Programs

## MARSHALL UNIVERSITY SCHOOL OF MEDICINE- 10 Programs

*Family Medicine*

*Internal Medicine*

*Internal Medicine/Pediatrics*

*Neurology*

*Obstetrics/Gynecology*

*Orthopaedic Surgery*

*Pediatrics*

*Psychiatry*

*Surgery*

*General Practice - Dentistry*

---

## MARSHALL COMMUNITY HEALTH CONSORTIUM – 2 Programs

*Holzer Family Medicine*

*Rural Surgery – Logan*

***12 Total Residencies including Dental***



Marshall Graduate Medical Education

# ***Fellowship Programs***

## ***Marshall University School of Medicine***

*Addiction Medicine*  
*Cardiovascular Disease*  
*Child & Adolescent Psychiatry*  
*Endocrinology Diabetes & Metabolism*  
*Gastroenterology*  
*Geriatric Psychiatry*  
*Medicine*  
*Geriatric Medicine*

*Hematology-Oncology*  
*Interventional Cardiology*  
*Neonatal-Perinatal Medicine*  
*Nephrology*  
*Pediatric Hospital Medicine*  
*Pulmonary Disease & Critical Care*  
  
*Sports Medicine*

***14 Total Fellowships***



Marshall Graduate Medical Education

# Institutional Well-Being Activities

- Lunches- All Major Training Sites SMMC, VAMC, Wellness Center
- Resident Advisory Committee Movie Night
- Massages
- Marshall Recreation Center Membership
- Administration of Flu Shots
- COVID Monitoring
- Personal Care Items In Wellness Center
- Increased Food & Healthy Food Options in Wellness Center & Canteen
- Increased Food Preparation Options in Wellness Center (Air Fryer)



Marshall Graduate Medical Education

# Patient Safety & Quality Improvement

Number of Residents Participating in Patient Safety Events (RCA 's) increasing

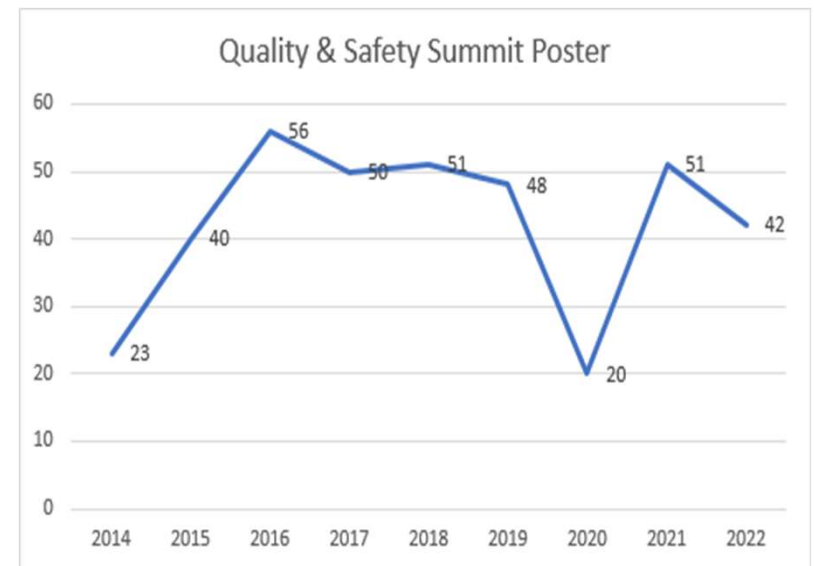
Continuing Requirement for Completion of AMA and IHI Learning Modules

2022 Summit Included

- In-person Keynote Speaker (Jacob Kilgore, MD) & Awards Ceremony
- Planning 10<sup>th</sup> Year of Summit!

House Staff Council

- Appointment of Standing Subcommittee to Plan Summit





# Outcome Measurements

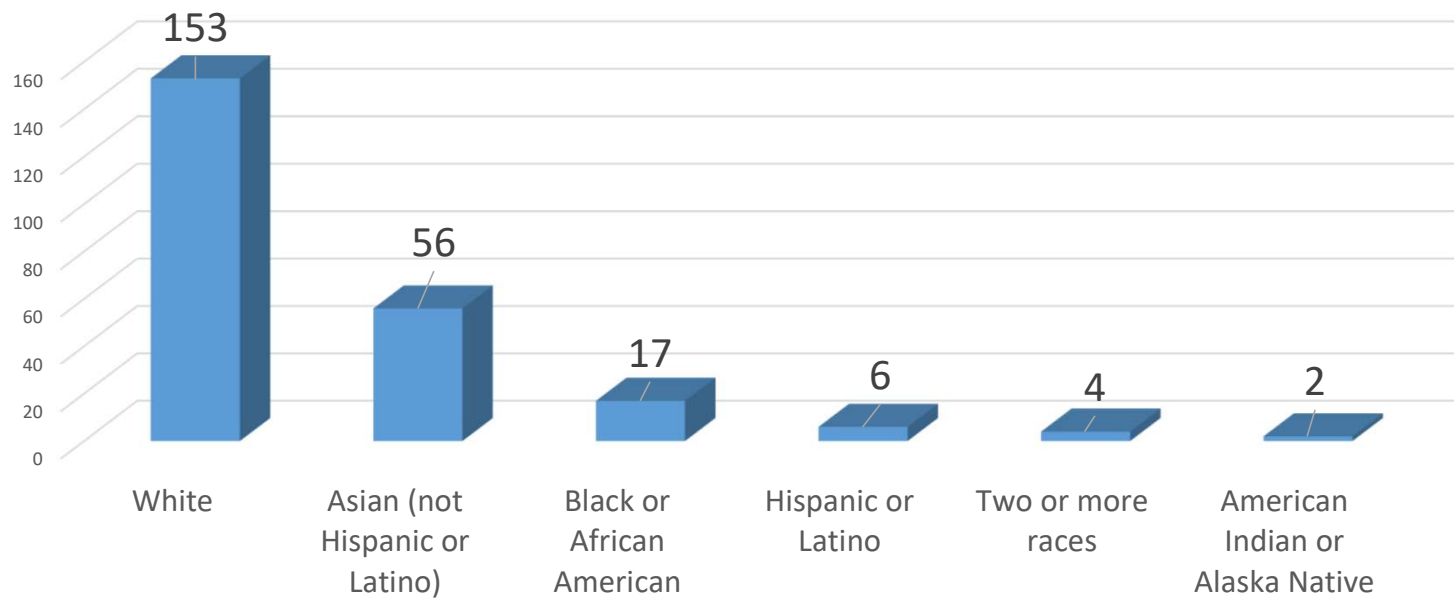
## Are We:

- Diverse?
- Growing as an Institution?
- Achieving Board Certification?
- Successfully Landing Practice Opportunities or Fellowships?
- Meeting Our Annual Goals?



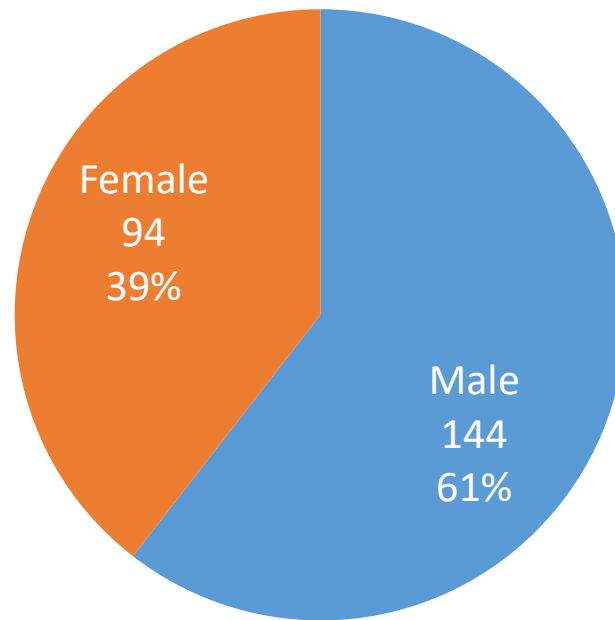
Marshall Graduate Medical Education

# 2020-2021 Demographics

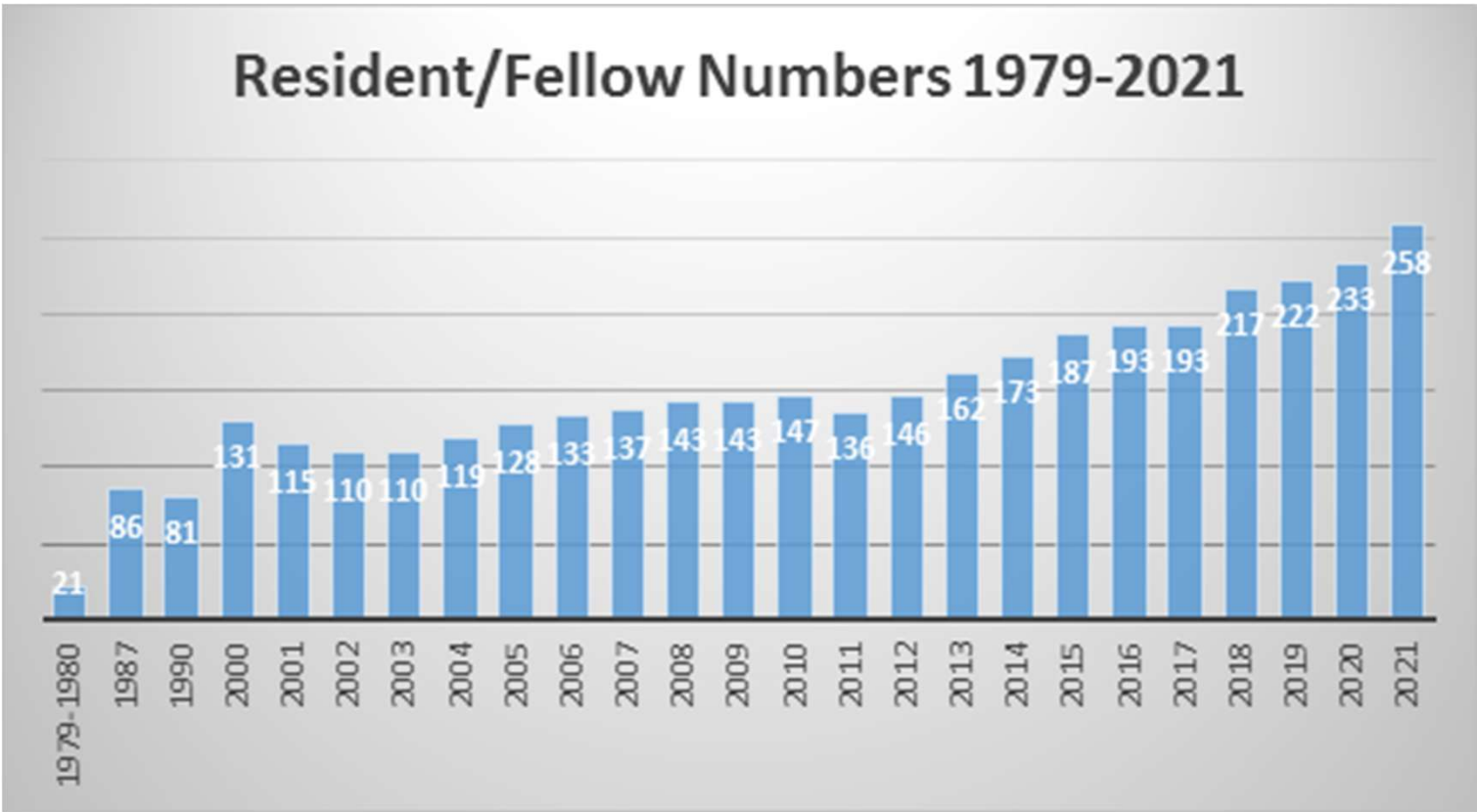


Marshall Graduate Medical Education

# 2020-2021 Residents & Fellows



# Resident/Fellow Numbers 1979-2021



Marshall Graduate Medical Education

# Residency & Fellowship Growth Timeline 2012-2022

## Residencies

Family Medicine  
Internal Medicine  
Med/Peds  
Obstetrics & Gynecology  
Orthopedics  
Pediatrics  
Surgery

Neurology  
Geriatric Psy. Fellowship  
Child & Adol. Psy Fellowship  
Holzer Family Medicine

Pulmonary  
Critical Care  
(Replaced  
Pulmonary)

Gastroenterology



## Fellowships

Cardiology  
Endocrinology  
Interventional CVS  
Hematology  
Pulmonary

Sports Medicine  
Nephrology  
Hem/Onc. (Replaced Onc)

Dental

Addiction  
Medicine  
Geriatric  
Medicine  
Fellowship (FM)

Pediatric  
Hospital  
Medicine

Neonatal-  
Perinatal  
Medicine

Rural Surgery



Marshall Graduate Medical Education

# Core Program Board Certification Pass Rates 2013- 2021

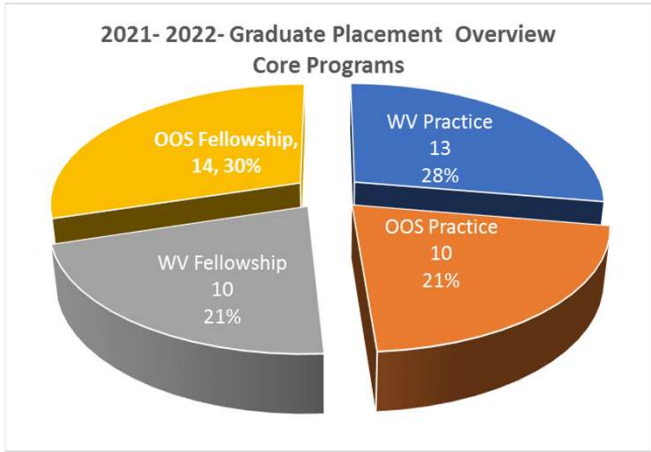
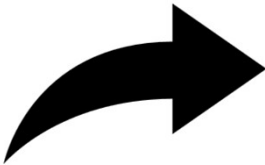
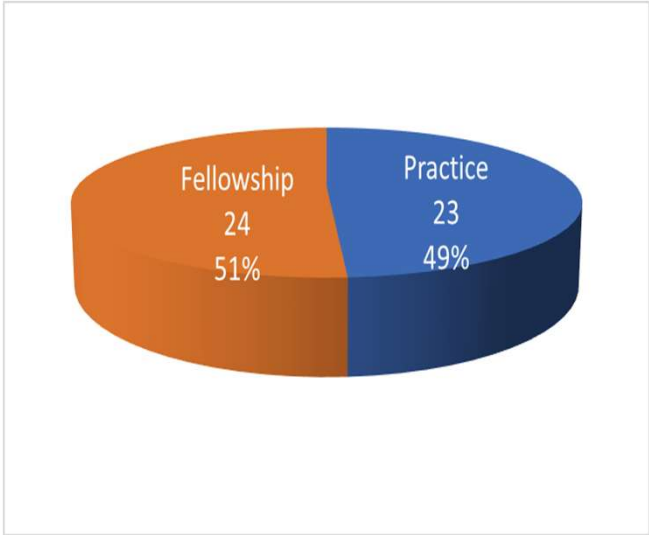
PROGRAMS	2021	2020	2019	2018	2017	2016	2015	2014	2013
Residency Programs									
Family Practice	100%	100%	87.50%	87.50%	100%	100%	85.7	(4/2015)	100%
Internal Medicine Medicine/Pediatrics	93%	87.50%	92%	94%	86%	92%	67%	73%	90%
Peds	50%	100%	0%	100%	100%	No Takers	100%	100%	n/a
IM	100%	100%	100%	100%	100%	100%	100%	100%	100%
Orthopaedic Surgery	100%	100%	100%	100%	100%	100%	100%	67%	100%
Surgery QE	100%	Delayed	75% (3 or 4)	100%	100%	67%	50%	67%	100%
CE	100% (1 Pending)	Delayed	100% (2 takers)		67%	75%	50%		not rec'd
Neurology	67%	n/a	n/a	n/a	n/a	n/a	n/a		n/a
OB/GYN	67%	100%	100%	100%	100%	67%	100%	100%	100%
Pediatrics	100%	50%	71%	80%	100%	100%	100%	80%	100%
Psychiatry (*only 1 has taken it)	100%	100%*	33%	100%	n/a	n/a	n/a	n/a	n/a
Dental	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

# Fellowship Board Certification Pass Rates 2013- 2021

FELLOWSHIP	2021	2020	2019	2018	2017	2016	2015	2014	2013
Cardiology	75%	100%	100%	100%	50%	100%	100%	100%	100%
Endocrinology	50%	50%	50%	100%	100%	100%	100%	50%	n/a
Nephrology	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a
Pulmonary/CC	n/a	n/a	67%	100%	100%	100%	100%	0%	100%
Hematology/Oncology	100%	100%	100% Onc, 100% Hem	100%	100%	N/A to Hem/Onc	100% Onc	50%	n/a
Interventional Cardiology	100%	100%	100%	100%	no takers	100%	100%	100%	100%
Sports Medicine	100%	100%	100%	100%	n/a	n/a	n/a	n/a	n/a
Child & Adolescent Psych	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geriatric Psychiatry	n/a	na/	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Addiction Medicine	n/a	n/a							
Geriatric Medicine	n/a	n/a							
Peds Hospital Medicine	n/a	na/							
Gastroenterology	n/a	n/a							
Perinatal/Neonatology	n/a	n/a							



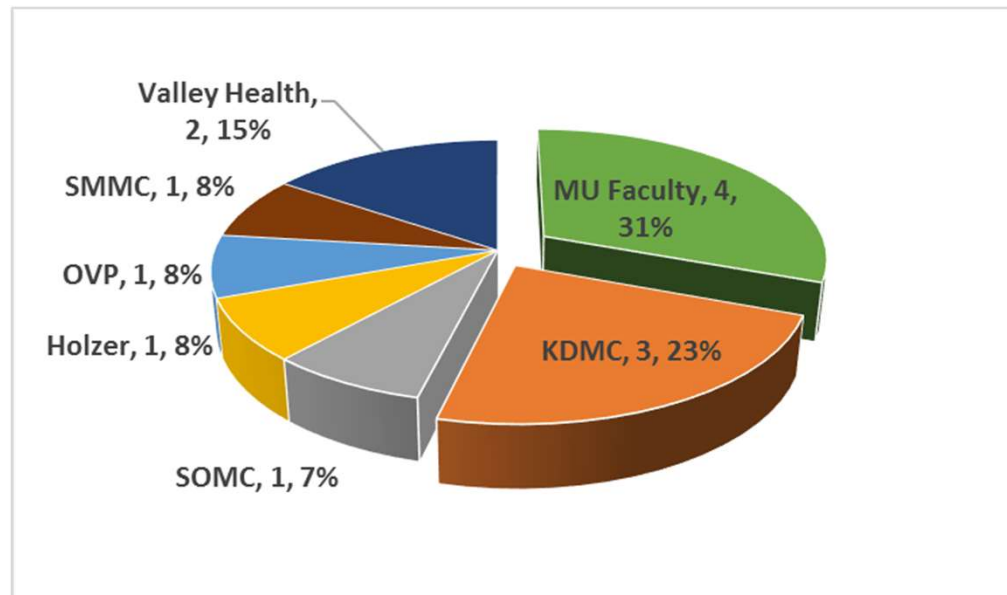
# 2021-2022 Graduate Placements Core Programs\* Total Graduates = 47



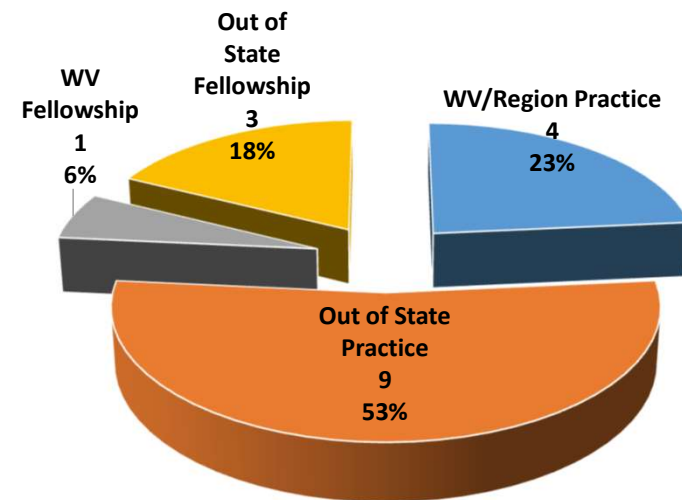
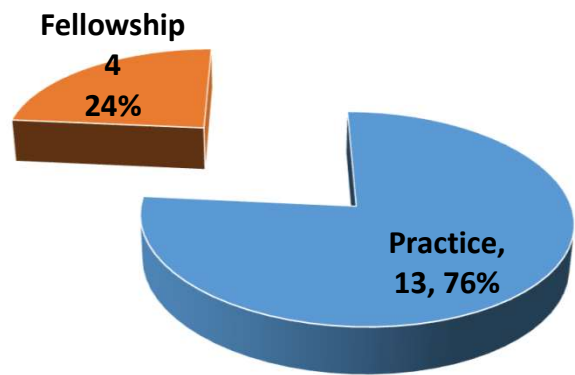
\*Core Programs is defined as including Family Medicine, Internal Medicine, Med/Peds, Neurology, Obstetrics & Gynecology, Pediatrics, Orthopaedics, Psychiatry & Surgery



# 2021-2022 Core Program WV Graduate Placement Breakdown N= 13



# 2021-2022 Graduate Placements Fellowship Programs Total Fellow Graduates = 17



# Status of Meeting

## 2020-2021 AIR Action Plan Goals

- ✓ Select an experienced replacement for the Director of GME position with a smooth transition- Amanda Jones was hired and started January 10, 2022:
- ✓ Prepare for possible program site visits: Site Visits were scheduled for Addiction Medicine, Geriatric Medicine, Pulmonary/ Critical Care, Peds Hos. Med Sept. 2022, GI, and Neonatal - April 2023).
- ✓ Continue "STRIVE" wellness platform/ Expand Wellness opportunities throughout COVID:
- ✓ Quality & Safety Summit held virtually but complemented with Keynote speaker and award assembly.
- ✓ Upgrades to Wellness Center: New flooring was installed in lounge area, exercise equipment was replaced, lactation room was updated. Personal hygiene care items were added to all bathrooms and a new cleaning service was hired.
- ✓ Develop/revise policies: The Academic Improvement and Disciplinary Action Policies were adopted and effective July 1, 2022. However, the policies are being reviewed once again for clarity and development of more user-friendly forms.
- ✓ Implement a New billing Template: A new billing template was launched on October 1, 2021.
- ✓ Start Rural Surgery Residency Program in Logan Regional Medicine Center – Initial Accreditation Obtain, Residents Start July 2023.



## Progress Made On The Following 2020-2021 Goals To Be Continued During 2022- 2023

- Continue to seek grant funding (HRSA and ARC)for planning and development of rural training programs, such as Internal Medicine in Holzer, rural psychiatry.
- Continue to develop new programs in Orthopaedics Sports Medicine, Dermatology, Emergency Medicine.
- Continue to prepare for potential CLER visit.
- Continue to develop an ADS/APE update template for our programs to simplify data submission process for our Program Directors & Coordinators.



## 2022-2023 New Goals *(In Addition To Continued 2021-2022 Goals)*

- Appoint GMEC Subcommittee on Policy Revision and continue work on policy updates and revisions
- Prepare for Institutional Site & CLER Visits
- Update GME Wellness Center Exterior
- Obtain Osteopathic Recognition for Holzer Family Medicine
- Develop better scholarly activity tracking mechanism for trainees and faculty
- Continue to encourage TAGME certifications and provide Professional Development opportunities for Program Coordinators
- Increase GME Staff Presence/Wellness Activities at St. Mary's Medical Center
- Assist trainees with transition from DATIX to MIDAS
- Develop PT Information Technology position into FT position
- Refine Administrative Assistant position and hire replacement
- Continue working on new programs – Orthopaedics Sports Medicine, Dermatology Emergency Medicine, Anesthesiology
- Continue to promote Trainee, Program Director, Program Coordinator Well-Being
- Develop Trainee Datasheet that encompasses all trainee information
- Continue to Increase communication within GME community and presence by quarterly newsletters, social media, and frequent press releases



# Concluding Comments

- Exciting Time for GME with
  - Growth of Residency Programs
  - Grant Opportunities to Advance Rural Residency Programs
  - Fine Tuning of Wellness Programs
  - National Recognition for Nation's First Separately Accredited Rural Surgery Residency
- Transition to Midas from Datix will be a Challenge for Patient Safety Reporting
- Growth of GME Staff Responsibilities To Ensure Continuing Accreditation/Initial Accreditation
- Preparation for Institutional Site & CLER Visits in 2023
- Preparation for Program Site Visits in 2023



Thank You For Your  
Continuing Support!



● — Marshall Graduate Medical Education — ●