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
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
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
Office of Graduate Medical Education

Staff Starting 2013- Present

2013
Jo Ann Raines
Sr. Prog. Coord./Special Projects
- Grant Writing/ IRB Support
- Accreditation/Grant Management Support for Rural Training Program Development
- Maintain accreditation of Marshall Community Health Consortium and Holzer Family Medicine & new Rural Surgery Programs
- Policy Development

2015
Amanda Jones (Now GME Director)
- New Innovation Super User
- Institutional New Innovations Super User
- Serves as Resource for Other Coordinators
- Resident/Fellow Orientation
- Oversight of Clinical and Educational Work Experiences Compliance
- Special Reviews

2017 (Pt to FT 2019)
Lisa Pinson Milstead
- Patient Safety/Quality Improvement Manager
- Datix investigations and follow up, “Close The Loop”
- PSQI/Quality & Patient Safety Summit
- House Staff Council Facilitator/GME webpage monitoring
- Wellness & Strive
- Onboarding physicals, vaccinations and COVID infection/exposure

2018
Beth Ann Howard
- Administrative Assistant
- Monthly Resident billing and invoicing
- Resident/Fellow Orientation
- GME Training Program Liaison (TPL) with ECFMG- Visa Processing
- Credentialing verification for past Residents and Fellows
- Assist DIO and Director with assignments and other duties

2021 (PT)
Jason Scott
Information Technology Support
- Web Page Development
- Technical Support
- Support for Virtual Platforms for lectures, courses, videos and training
- IT Troubleshooting
- Setting up and scheduling virtual meetings

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!
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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Institution Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find my work to be meaningful.</td>
<td>77.0%</td>
<td>20.5%</td>
<td>0.4%</td>
<td>1.7%</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>I work in a supportive environment.</td>
<td>71.5%</td>
<td>23.4%</td>
<td>3.3%</td>
<td>1.7%</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>The amount of work I am expected to complete in a day is reasonable.</td>
<td>60.3%</td>
<td>33.1%</td>
<td>5.4%</td>
<td>1.3%</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>I participate in decisions that affect my work.</td>
<td>68.2%</td>
<td>28.6%</td>
<td>1.7%</td>
<td>1.3%</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>I have enough time to think and reflect.</td>
<td>54.4%</td>
<td>33.6%</td>
<td>11.3%</td>
<td>0.4%</td>
<td>3.4</td>
<td>3.3</td>
</tr>
<tr>
<td>I am treated with respect at work.</td>
<td>69.9%</td>
<td>28.5%</td>
<td>1.3%</td>
<td>0.4%</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>I feel more and more engaged in my work.</td>
<td>54.0%</td>
<td>38.0%</td>
<td>8.0%</td>
<td>0.6%</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>I find my work to be a positive challenge.</td>
<td>64.4%</td>
<td>30.5%</td>
<td>4.2%</td>
<td>0.8%</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>I find new and interesting aspects in my work.</td>
<td>59.0%</td>
<td>38.6%</td>
<td>1.7%</td>
<td>0.4%</td>
<td>3.6</td>
<td>3.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Institution Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often feel emotionally drained at work.</td>
<td>37.0%</td>
<td>40.2%</td>
<td>21.6%</td>
<td>7.1%</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>After work, I need more time than in the past in order to relax.</td>
<td>25.9%</td>
<td>31.8%</td>
<td>28.0%</td>
<td>14.2%</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td>I feel worn out and weary after work.</td>
<td>26.4%</td>
<td>34.7%</td>
<td>28.6%</td>
<td>11.3%</td>
<td>2.8</td>
<td>2.6</td>
</tr>
</tbody>
</table>

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ACGME Resident 2022 Survey
### 2022 Faculty Survey

#### Institution Percentage of Compliance

<table>
<thead>
<tr>
<th>Institution Percentage</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>85%</td>
<td>85%</td>
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<tr>
<td>90%</td>
<td>90%</td>
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<tr>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Faculty's Overall Evaluation of the Program

- **60%** Very negative
- **70%** Negative
- **80%** Neutral
- **90%** Positive
- **100%** Very positive

#### Resources

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

#### Professionalism

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

#### Patient Safety and Teamwork

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

#### Faculty Teaching and Supervision

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

#### Educational Content

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

#### Diversity and Inclusion

- Faculty workload and student workloads
- Faculty workload and student workloads
- Faculty workload and student workloads

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**Marshall Graduate Medical Education**
### 2021-2022 ACGME Faculty Survey

**Survey taken: February 2022 - April 2022**

**Programs Surveyed:** 18

**Faculty Responded:** 149 / 165

**Response Rate:** 90%

#### Well-Being Survey Questions

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.

<table>
<thead>
<tr>
<th>Q:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Institution Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find my work to be meaningful.</td>
<td>81.2%</td>
<td>18.1%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>I work in a supportive environment.</td>
<td>78.5%</td>
<td>18.1%</td>
<td>2.7%</td>
<td>0.7%</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>The amount of work I am expected to complete in a day is reasonable.</td>
<td>67.1%</td>
<td>30.9%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>3.7</td>
<td>3.4</td>
</tr>
<tr>
<td>I participate in decisions that affect my work.</td>
<td>71.1%</td>
<td>21.5%</td>
<td>6.7%</td>
<td>0.7%</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>I have enough time to think and reflect.</td>
<td>61.7%</td>
<td>34.2%</td>
<td>3.4%</td>
<td>0.7%</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>I am treated with respect at work.</td>
<td>78.5%</td>
<td>18.1%</td>
<td>2.0%</td>
<td>0.7%</td>
<td>3.8</td>
<td>3.7</td>
</tr>
<tr>
<td>I feel more and more engaged in my work.</td>
<td>54.4%</td>
<td>36.9%</td>
<td>6.7%</td>
<td>2.0%</td>
<td>3.4</td>
<td>3.3</td>
</tr>
<tr>
<td>I find my work to be a positive challenge.</td>
<td>65.6%</td>
<td>32.9%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>I find new and interesting aspects in my work.</td>
<td>67.1%</td>
<td>30.2%</td>
<td>2.0%</td>
<td>0.7%</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>I often feel emotionally drained at work.</td>
<td>32.2%</td>
<td>47.0%</td>
<td>12.8%</td>
<td>8.1%</td>
<td>3.0</td>
<td>2.9</td>
</tr>
<tr>
<td>After work, I need more time than in the past in order to relax.</td>
<td>30.2%</td>
<td>43.0%</td>
<td>19.5%</td>
<td>7.4%</td>
<td>3.0</td>
<td>2.7</td>
</tr>
<tr>
<td>I feel worn out and weary after work.</td>
<td>32.2%</td>
<td>45.0%</td>
<td>19.5%</td>
<td>3.4%</td>
<td>3.1</td>
<td>2.8</td>
</tr>
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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
Fellowship Programs
Marshall University School of Medicine

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

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

14 Total Fellowships
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)
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 10th 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?
2020-2021 Demographics

- White: 153
- Asian (not Hispanic or Latino): 56
- Black or African American: 17
- Hispanic or Latino: 6
- Two or more races: 4
- American Indian or Alaska Native: 2
2020-2021 Residents & Fellows

- Male: 144 (61%)
- Female: 94 (39%)
Residency & Fellowship Growth Timeline
2012-2022

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

**Fellowships**
- Cardiology
- Endocrinology
- Interventional CVS
- Hematology
- Pulmonary

- Psychiatry
- Sports Medicine
- Nephrology
- Holzer Family Medicine

- Neurology
- Geriatric Psy. Fellowship
- Child & Adol. Psy Fellowship

- Psychiatry
- Sports Medicine
- Nephrology
- Holzer Family Medicine

- Pulmonary
- Critical Care
- (Replaced Pulmonary)

- Gastroenterology
- Pediatric Hospital Medicine
- Neonatal-Perinatal Medicine

- Dental
- Addiction Medicine
- Geriatric Medicine Fellowship (FM)

- Rural Surgery
- Marshall Graduate Medical Education
# Core Program Board Certification Pass Rates
## 2013-2021

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<tbody>
<tr>
<td>Residency Programs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Family Practice</td>
<td>100%</td>
<td>100%</td>
<td>87.50%</td>
<td>87.50%</td>
<td>100%</td>
<td>100%</td>
<td>85.7</td>
<td>(4/2015)</td>
<td>100%</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>93%</td>
<td>87.50%</td>
<td>92%</td>
<td>94%</td>
<td>86%</td>
<td>92%</td>
<td>67%</td>
<td>73%</td>
<td>90%</td>
</tr>
<tr>
<td>Medicine/Pediatrics</td>
<td>50%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>No Takers</td>
<td>100%</td>
<td>100%</td>
<td>n/a</td>
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<tr>
<td>IM</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Orthopaedic Surgery</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Surgery QE</td>
<td>100%</td>
<td>Delayed</td>
<td>75% (3 or 4)</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
<td>50%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>CE 100% (1 Pending)</td>
<td>Delayed</td>
<td>100% (2 takers)</td>
<td>67%</td>
<td>75%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurology</td>
<td>67%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>OB/GYN</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>100%</td>
<td>50%</td>
<td>71%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Psychiatry (*only 1 has taken it)</td>
<td>100%</td>
<td>100%*</td>
<td>33%</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Dental</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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*Marshall Graduate Medical Education*
# Fellowship Board Certification Pass Rates

## 2013 - 2021

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<tbody>
<tr>
<td>Cardiology</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Endocrinology</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>n/a</td>
</tr>
<tr>
<td>Nephrology</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Pulmonary/CC</td>
<td>n/a</td>
<td>n/a</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Hematology/Oncology</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Interventional Cardiology</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>no takers</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Sports Medicine</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Child &amp; Adolescent Psych</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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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

- Fellowship: 4 (24%)
- Practice, 13 (76%)
- Out of State Fellowship: 3 (18%)
- WV/Region Practice: 4 (23%)
- Out of State Practice: 9 (53%)
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!