

Professional Development for Program Coordinators *(Administrators)*

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Residency Program Coordinators' Forum (RPCF)
August 6, 2021



"We advocate for ourselves and each other."

Objectives



- What is professional development?
- Opportunities for professional development
- Barriers
- Resources

What is professionalism?

*Professionalism is the conduct, behavior and attitude of someone in a work or business environment...Professionalism leads to workplace success, a strong professional reputation and a high level of work ethic and excellence.**



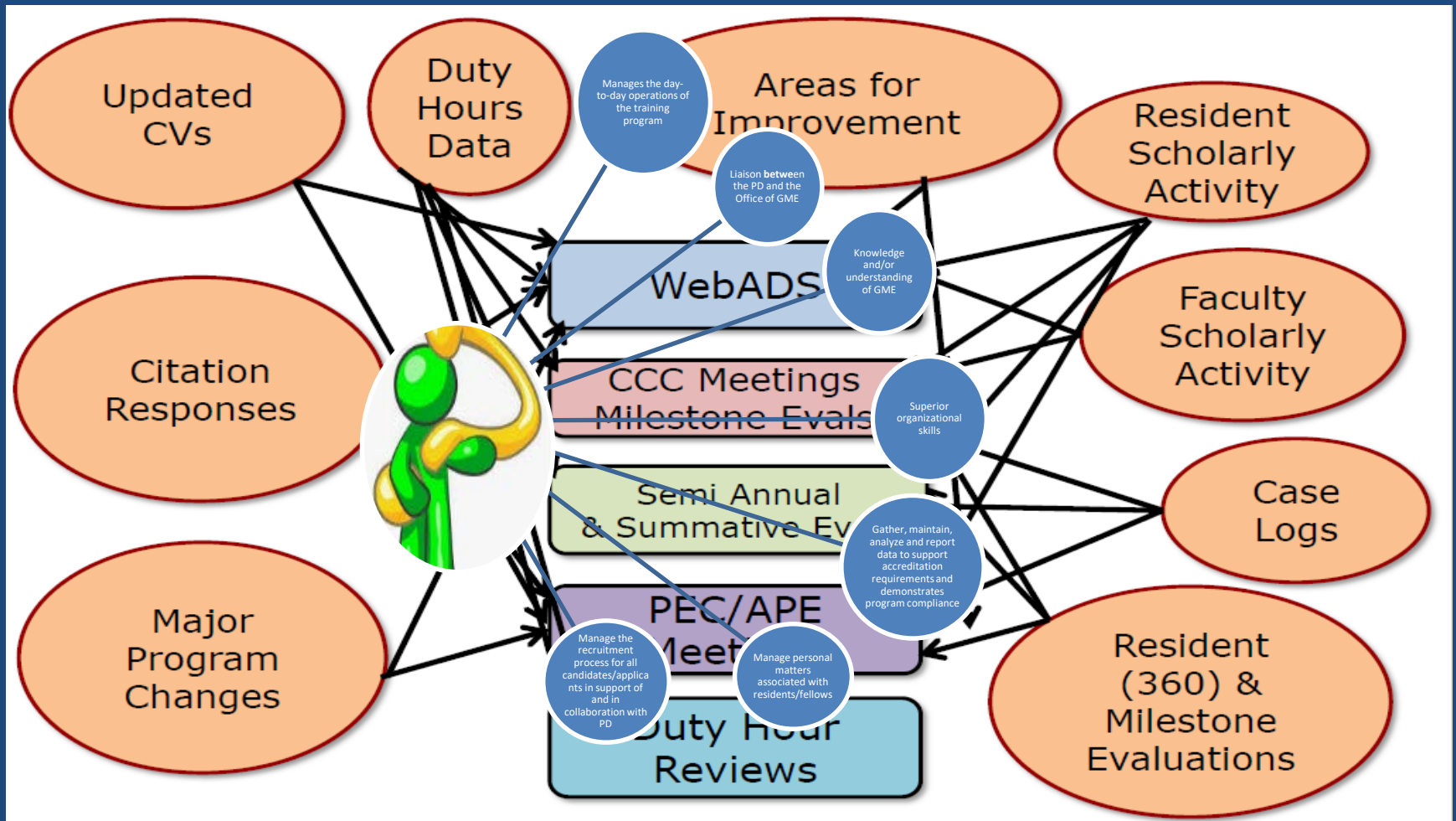
What is professional development?



- *Professional development refers to **continuing education** and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career.*



... understanding our role



Professional Development? Why?

- *To learn and apply new knowledge and skills that will improve job performance*
- *Directly impacts program operations*
- Requirement for keeping job/maintaining certification?
 - ACGME Faculty Development
 - CME credits requirement for medical staff appointment
 - TAGME certification
- Coordinator training is on the job training – *trial and error* – emphasis is now on professional development



The increasing regulatory demands require appropriate knowledge and skills to manage *



*As the responsibilities of a program coordinator have increased, job descriptions have not changed accordingly. ***

Program Coordinator title no longer adequate. Increase in the use of titles such as:***

- Program Manager
- Program Administrator
- Associate Program Administrator
- Education Specialist



New titles elevate the program coordinator from a clerical position to the professional position of manager/administrator.

* *The Residency Coordinator Handbook. Ruth Nawotniak. HCPro. Third Edition. 2014.*

** *Arthur, Abigail Elise, "Using a Job Crafting Model to Examine the Job Tasks of Program Coordinators in Graduate Medical Education" (2015). Theses and Dissertations. 33. <http://scholarworks.uark.edu/etd/33>*

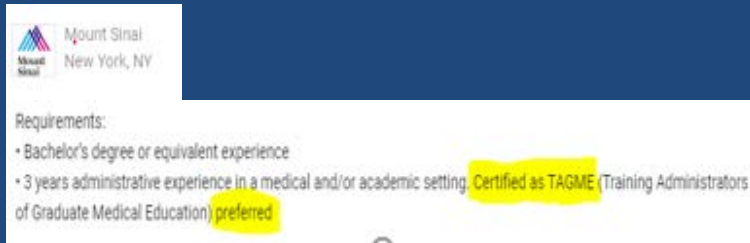
*** *Residency Program Alert. Salary Survey 2015. HCPro.*

In addition...



Increase in the number of coordinators with advanced degrees

Formation of a formal certification program (TAGME) – 2002



ACGME Coordinator Advisory Group



ACGME Coordinator Advisory Group - 2016

Terry Bennett, BA, C-TAGME

University of Virginia

Timothy Burns, BA, JD

University of Vermont Medical Center

Coranita Burt

The Ohio State University

Michelle Cichon, MS

Detroit Medical Center/Wayne State University School of Medicine

Anne Hardie, C-TAGME

Rochester Regional Health/United Memorial Medical Center United

Laurie Hein, AAS, BA, MA

Medical College of Wisconsin

Megan Kinane, MHA

Samaritan Health Services - Corvallis

Krista Lombardo-Klefos, MBA

Cleveland Clinic

Kandice McLeod, Med, EdS, C-TAGME

University of Texas Health Science Center at Houston

Vicky Norton, BS, C-TAGME

University of Maryland

Thea Stranger-Najjar, BA

University of Chicago Medicine

Joseph Stuckelman, MFA, C-TAGME

Cedars-Sinai Medical Center

ACGME-approved focused revision: June 13, 2021; effective July 1, 2022

CPR: II.C, II.C.1 Program Coordinator – Page 15

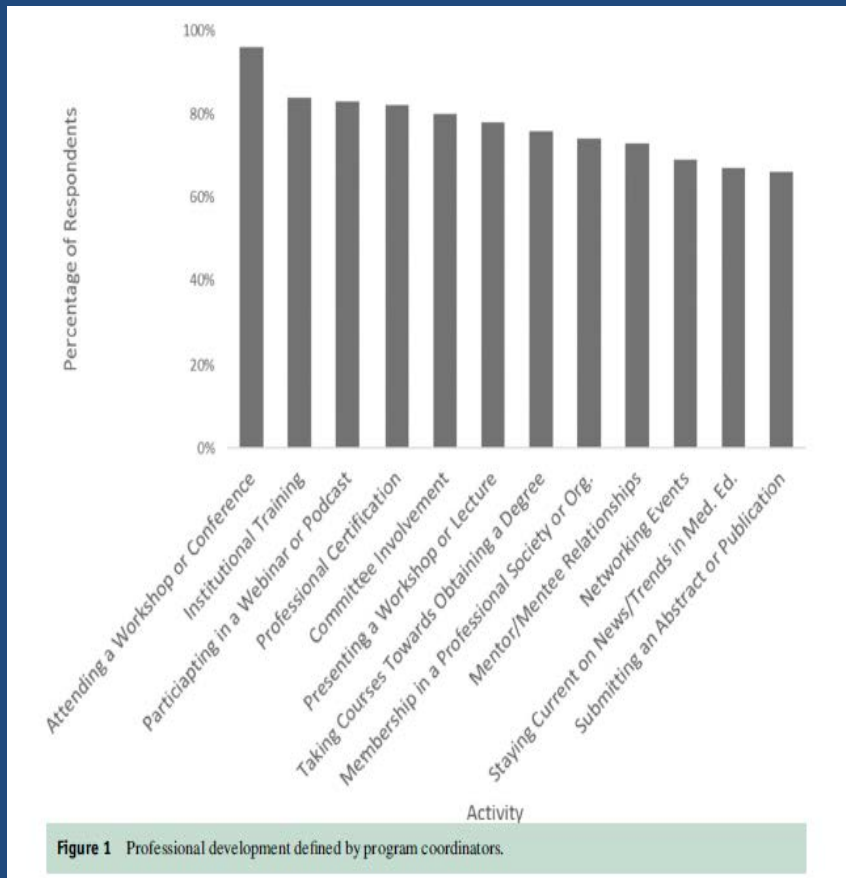
Each program requires a lead administrative person, frequently referred to as a program coordinator, administrator, or as otherwise titled by the institution. This person will frequently manage the day-to-day operations of the program and serve as an important liaison with and facilitator between the learners, faculty and other staff members, and the ACGME. Individuals serving in this role are recognized as program coordinators by the ACGME.

The program coordinator is a key member of the leadership team and is critical to the success of the program. As such, the program coordinator must possess skills in leadership and personnel management appropriate to the complexity of the program. Program coordinators are expected to develop unique in-depth knowledge of the ACGME and Program Requirements, including policies, and procedures. Program coordinators assist the program director in meeting accreditation efforts, requirements, educational programming, and support of residents.

Programs, in partnership with their Sponsoring Institutions, should encourage the professional development of their program coordinators and avail them of opportunities for both professional and personal growth. Programs with fewer residents may not require a full-time coordinator; one coordinator may support more than one program.

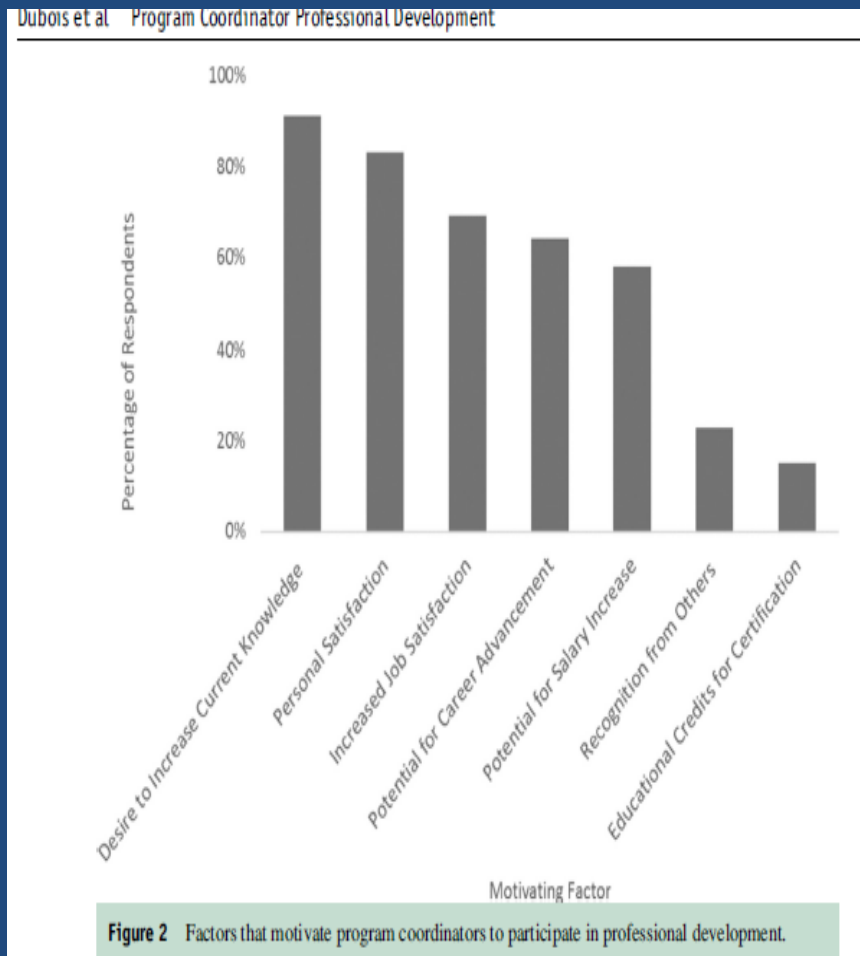
Professional Development Activities?

A Coordinator's Perspective...



1. Attending workshop/conference
2. Institutional training
3. Participating in a webinar
4. Professional certification
5. Committee involvement
6. Presenting at a workshop/lecture
7. Taking courses towards a degree
8. Membership in professional society
9. Mentor/Mentee relationship
10. Networking events
11. Staying current on news/trends in medical education
12. Submitting an abstract or publication

Motivating Factors



1. Increasing knowledge and skills
2. Personal satisfaction
3. Job satisfaction
4. Potential for career advancement
5. Potential for salary increase
6. Recognition from others
7. Educational credits for certification

Barriers

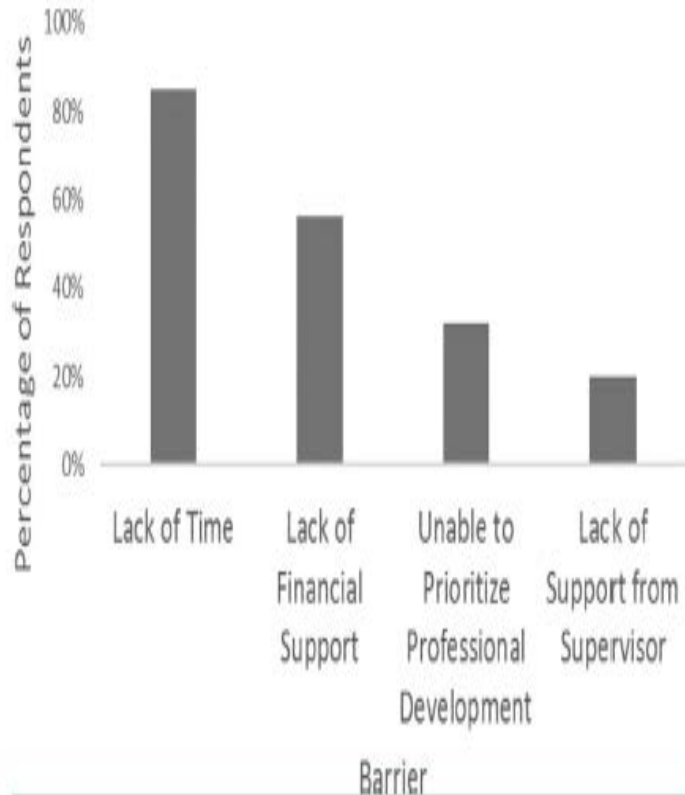


Figure 3 Barriers to participation for program coordinators.



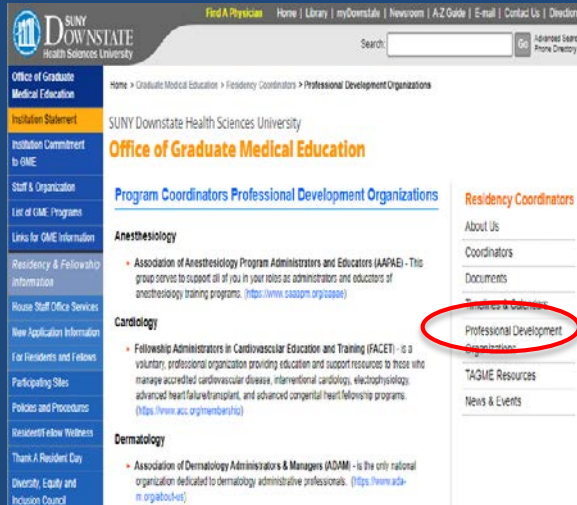
High level of importance for professional development, but low satisfaction in the amount spent of these activities...*barriers*



- Lack of:
- Time
 - Financial support
 - Awareness

How to Increase Participation

Recommendations to Increase Participation*		
Provide <i>protected</i> time	?	
Provide financial support (dues, conference attendance, TAGME certification)	✓	ACGME Annual Conf ; TAGME certification fee
Local network & training	✓	Institution-wide webinar series
Increase overall staffing levels	✓	ACGME PC FTE requirement; Local ?
Require participation in professional development activities	✓	TAGME maintenance of certification
Link participation to performance reviews	?	
Offer financial incentive	?	One time bonus Salary increase



Resources



- New RPCF webpage – SUNY Downstate Website
- ACGME Website
 - New Coordinators
 - Experienced Coordinators
 - Webinars
 - JGME
- AHME: COPAC and webinars
- New Innovations – webinars
- Web search
- UUP PD Award



Home > Program Directors and Coordinators > Welcome > Additional Resources

Additional Resources

<https://www.acgme.org/Program-Directors-and-Coordinators/Welcome/Additional-Resources/>

Qualifying Activities

- Formal Context:*

- Qualifying PPG activities include:

- Presentations (defined as a prepared talk or lecture to an audience on an aspect of GME or related professional development) at a national, regional, state, institutional or departmental level.
 - Active role in a committee at the national, regional, state or institutional level.
 - Leadership role at the department level.
 - Peer-reviewed poster presentations or published manuscripts.
 - For lecture, conference, or poster presentations, list title, meeting name, organization, location, and date on the application form.

- Informal Context:**

- Discussion among colleagues
 - Independent reading
 - Learning from peers

* *Training Administrators of Graduate Medical Education (TAGME). 2021 Certification Guide. Personal Professional Growth (PPG) experience for maintenance of certification requirement.*

** *Why Professional Development Matters. www.Learningforward.com*

Summary

- Experiences related to the individual's work in their journey to learn and apply new knowledge resulting in job performance improvement.



Continuing Professional Development (CPD)

Identify: Understand where you come from, where you are, and where you want to be

and

Plan: plan how you can get to where you want to be, with clear outcomes and milestones to track progress

Act: Act upon your plan, and be open to learning experiences

Reflect: Make the most of your day-to-day learning by routinely reflecting upon your experiences



Apply: Create opportunities where you can translate theory into practice and put your learning to work

Share: Share your learning in communities of practice to generate greater insight and benefit from the support of your community

Impact: Measure the overall impact your learning has had on the work you do

Chartered Institute of Personnel and Development (CIPD)
www.cipd.co.uk/learn/cpd/cycle

Milestones for Program Coordinators/Administrators



Association for Hospital Medical Education

Program Administrator Milestones: A Mechanism to Gauge Your Professional Development

Thursday, March 8, 2018 ~ 1:00-2:00 p.m. Eastern

Do you have the tools to assess and evaluate your development as a training administrator? If you've been in the field for a period of years, are you on the road to performing at a seasoned or aspirational level? Are you considering wellness as part of your development? If your own professional development has taken a back seat to your to-do list, here's a tool that will drive your goals to the next level!

Objectives:

At the end of this session, the learner should be able to:

- Identify the framework and review the definitions of the Program Administrator/Program Coordinator milestones;
- Describe the use of milestones as a self-reflection tool; and,
- Adapt the Program Administrator/Program Coordinator milestones as a tool for professional development at your institution.

Speakers:

Kerrie Parr, C-TAGME started her GME career in 2000 as a clinic secretary and program coordinator and has assumed numerous leadership roles during the past 17 years. In her current role as a Training Program Administrator, she works in a variety of settings with a focus on introducing others to the education of physicians in the specialty of rural family medicine. Ms. Parr recently attained her TAGME certification.

Willie M. Sullivan is the GME Programs Manager at Dartmouth-Hitchcock Medical Center. She oversees the day-to-day activities of 26 Program Coordinators. She has been in this position for 16 months and previously was a Program Coordinator for the Dartmouth Diagnostic Radiology Residency and Fellowship programs. After a short time away, she knew she was destined to return to medical education!

Moderator:

Sharon Sullivan is the Director of Operations and Project Manager at the University at Buffalo. Ms. Sullivan is Chair of AHME's Council of Program Administrators and Coordinators.

Register online now at www.ahme.org

AHME Members: **Only \$100** by February 20 ~ \$125 after 02/20/18

Non-Members: **Only \$125** by February 20 ~ \$150 after 02/20/18

* Session fee includes one phone line, one device for unlimited listeners.

Cancellation Policy: Cancellations made up to 3 business days before the webinar date are subject to a 20% service fee. Registrants who do not participate in the session, and those who do not cancel before 3 business days before the webinar date are liable for the full fee. Only written requests for cancellation will be accepted. Cancellations must be made by fax at 724-864-8153 or by email (hr@aahme.org).

Contact AHME: hr@aahme.org or call 724-864-8153

Milestones for Training Program Administrators

Medical Education Knowledge

Administration Support & Reporting: Conferences, Evaluations, Reports (MEK1)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
Limited basic computer skills; minimal use of Microsoft office.	Functions with minimal error and assistance in basic computer programs (Microsoft Office).	Functions without error and assistance in basic computer programs. Beginning to use more advanced programs as an early learner (Publisher/Advanced features of WORD & Excel/Adobe).	Functions without error and assistance in basic computer programs and minimal error in advanced programs (Publisher/Advanced features of WORD & Excel/Adobe).	Functions without error and assistance in advanced and basic computer programs.
Has not attended GME TPA Orientation.	Has completed GME TPA Orientation OR has completed Orientation for all related co-departments.	Has basic understanding of how various programs interact with each other and has working knowledge of responsibilities that are similar for networking purposes.	Collaborates with all educational liaisons, with minimal error.	Would be able to train others successfully without supervision in all computer programs.
Unfamiliar/no experience with evaluation methodology and technology.	Has scheduled training or is seeking a mentor in evaluation methodology and technology.	Successfully completed training or working with a mentor in evaluation methodology and technology.	Creates and uses evaluation technology and methodology with minimal error. Has a high level of success in evaluation set-up and completion compliance rates.	Anticipates needs of educational liaisons. Works seamlessly with individuals in each group, prioritizing needs.
				Well-seasoned and rehearsed in timeline, methodology, and technology of evaluations. Able to provide evaluation data for educational improvement.



GME Program Coordinator Milestones Self-Reflection Tool

Medical Education Knowledge (MEK)				
Entry	Early Learner	Solid Performer	Seasoned	Aspirational
Knows where to find policies and procedures, with guidance.	Analyzes policies and procedures and knows how to apply some of these.	Understands policies and procedures and knows how to be compliant.	Educate others on how to apply policies and procedures.	Acts as a source of training for others.
Limited basic computer skills (Microsoft Office); does have computer skills as required for position.	Anticipates areas in which further computer training is needed for improvement.	Assists in the creation of evaluations and reporting.	Collaborates on the creation and editing of evaluations.	Able to instruct others on the use of evaluations and evaluation reporting.
Does not readily engage in learning new technical skills.	Willing to learn new technical skills.	Successfully seeks out and completes training for new skills.	Evaluation, scheduling, reporting completed at a complex level.	Anticipates future needs, develops new processes and successfully lobbies program staff to consider and eventually adopt new processes.
Understands that new terminology and acronyms exist but has limited exposure.	Adapting to new terminology and acronyms.	Comfortable with specialty-specific acronyms and terminology.	Proactive rather than reactive completion of tasks.	Proactively educates others on new terminology and acronyms as they are developed and introduced in the specialty.
			Answers terminology and acronym questions for others.	





AAIM Perspectives

AAIM is the largest academic society focused specifically on preparing appointments of internal medicine at medical schools and teaching hospitals in the United States and Canada. It is a consortium of the representatives of 40 programs throughout the country, with the residency and fellowship program directors, division chiefs, and academic and business administrators as well as other faculty and staff departments of internal medicine at their schools.

Program Coordinator Professional Development: Definition, Perception of Importance, Motivating Factors, and Barriers

Laurel Dubois, BS, C-TagME, Theresa Nash, BS, Lindsay B. Demers, MS, PhD*

*Boston Medical Center and Boston University School of Medicine, Mass.; *Gastinger Medical Center, Danville, Pa.; *Boston University School of Medicine, Mass.

KEYWORDS: Continuing education, Development, Professional development, Program administration, Program coordinator, Program operations, Training

INTRODUCTION

The graduate medical education (GME) coordinator role has continued to evolve over the past decade and even more so within the last 5 years.¹⁻³ This shift is, in part, a reflection of increasing regulatory demands within medical education, which require appropriate knowledge and skills to manage.⁴ The title of "program coordinator" no longer seems adequate to represent all that the position entails. Increased use of titles such as program manager, program administrator, associate program administrator, or education specialist, which distinguish a higher level of skills and competency important to the role, provide evidence of this shift. Other examples of the growth in the GME program administrator role include an increase in the number of individuals with advanced degrees,^{5,6} the expansion and growing membership of a formal certification program for GME administrative professionals (TAGME),⁷ and the Accreditation Council of

Graduate Medical Education's (ACGME) recent incorporation of a formal Coordinator Advisory Group to serve in a coordinative role to ACGME.⁸ Program coordinators are integral to successful training program operations, yet there is no formal path for the new coordinators to gain the necessary skills to perform the job. In many cases, training for the role is obtained through on-the-job and ad hoc means.⁹ Continuing education for coordinators is not universal, though there is evidence attesting to its importance.¹⁰ Due to the highly complex nature of today's coordinator positions, alongside the ever-changing environment of medical education training, greater emphasis on professional development of the role is a stark need.

The purpose of this study was to gain an understanding of how program coordinators define professional development and the degree of importance placed on it, as well as to identify existing barriers and factors to participation. The results of this study draw attention to the importance of coordinator engagement in their roles and offers data that can be used to enhance continued growth in those positions that directly impact program operations.

METHODS

Data were collected through a national survey of program coordinators over a 6-week survey period. The survey was disseminated via e-mail to program

Conflict of Interest: None.
Author disclosures of potential conflicts of interest and author contributions are found at the end of this article.

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http://dx.doi.org/10.1016/j.amj.2016.06.001

Dubois et al. Program Coordinator Professional Development. *The American Journal of Medicine*, Vol 132, No 1, January 2019



Perspective

The Evolving Role of the Program Coordinator: Five Essential Skills for the Coordinator Toolbox

Joseph Stuckelman, BA, MFA, C-TAGME, Sylvia E. Zavatchen, MEd, Sally A. Jones, C-TAGME

As ACGME [Accreditation Council for Graduate Medical Education] requirements have expanded and become increasingly more complex, so has the role of the program coordinator. Over the last decade, the knowledge and skills required to capably administer residency and fellowship training programs have increased in both volume and complexity. Today's coordinators are responsible for more than clerical tasks. They also function as managers and have greater roles in the development and implementation of program initiatives, policies, and outcomes. As a result, coordinators' roles and responsibilities have evolved to include management skills. To keep pace with the rapid and continuing change, it is imperative that coordinators continue to develop these skill sets to add value to their programs, institutions, and careers.

Key Words: Program coordinator, program manager, program management, change agent, manage up, quality improvement, data analysis, data analysis, professional development, GME, ACGME, AUP, APOP.
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Since 1999, when the Accreditation Council for Graduate Medical Education (ACGME) and the American Board of Medical Specialties established the six core competencies as the rubric for graduate medical education (GME) training, the requirements for the administration of residency and fellowship programs have snowballed. Increasing demands on the program director to be a clinician, educator, curriculum developer, mentor, compliance manager, and training director have, consequently, opened the door to new opportunities for the profession of the program coordinator. We have had to assume some of the burden from our program directors whose primary responsibility remains patient care. Our role has evolved from a coordinator of tasks and resources to a manager of people, policies, and outcomes. Our responsibilities have transformed to include skills traditionally associated with management. We must not only keep pace but also develop new skills to master rapid and continuing change. It is imperative that we, as program coordinators, embrace continual learning and develop new skill sets that add value to our programs, institutions, and careers.

Acad Radiol 2017; 24:725-729

From the Diagnostic Radiology Residency Program, Cedars-Sinai Medical Center, 8700 Beverly Blvd., Suite 3000, Los Angeles, CA 90048 (J.S.); Diagnostic Radiology Residency Program, Cleveland Clinic, Cleveland, Ohio 44193, Department of Radiology, University of Kentucky, Lexington, Kentucky (S.A.J.). Received September 30, 2016; revised November 28, 2016; accepted December 14, 2016. Address correspondence to: J.S., e-mail: stuckel@bshsu.org

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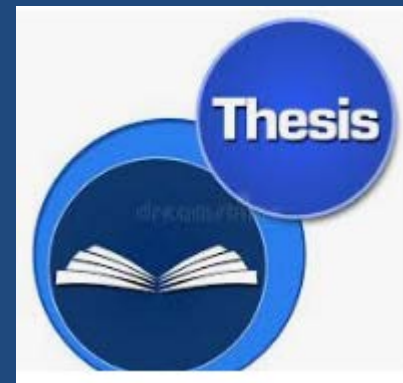
What are the new skills needed to be an effective program coordinator today? To transform from coordinator to manager? In this article, we discuss the five new skill sets we believe are now necessary for our profession: managing change, managing up, utilizing quality improvement methodology, analyzing data, and developing professional.

Note: Because it is the currently accepted term used by the ACGME, this article uses the term program coordinator to refer to program coordinators, managers, and administrators (1).

MANAGING CHANGE

Change management is necessary for program development. Advocating for change, influencing others, working strategically to build support and consensus, and planning for implementation originate from a change manager, also known as a change agent. A change agent does not simply handily enact transformation but rather creates the environment for change, coordinates the process, and leads the change. A change agent looks down the road to see what is coming, identifies long-term challenges and potential opportunities, and anticipates changes that should be implemented to meet future needs. As the best-laid plans do not always anticipate all variables, the change agent must be flexible and demonstrate the ability to reconsider and revise goals. As program coordinators, we are well suited to this task because of the intimate knowledge of our programs, tenures that bridge program direction, and full-time commitment to program administration. This skill set is not limited to program director, department chairperson, and institute leadership; it should be

Joseph Stuckelman, BA, MFA, C-TAGME, Sylvia E. Zavatchen, MEd, Sally A. Jones, C-TAGME. *The Evolving Role of the Program Coordinator: Five Essential Skills for the Coordinator Toolbox*. *Academic Radiology*, Vol 24, No 6, June 2017.



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Abigail Elise Arthur,
University of Arkansas, Fayetteville

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Knowledge is Power



Knowledge is Power is rooted from a proverb in Sanskrit — an ancient Indian language¹.

“There is no comparison between a king and a scholar, as the king is celebrated only in his country, whereas, a scholar is celebrated everywhere.”²

(1–2) Iyengar, Nandita. ‘Inspirational Quotes: Who was the first to say “knowledge is power”?’. Quora. <https://www.quora.com/Inspirational-Quotes-Who-was-the-first-to-say-knowledge-is-power>