Professional Development for Program Coordinators (Administrators)

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Residency Program Coordinators’ Forum (RPCF)
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“We advocate for ourselves and each other.”
Objectives

• What is professional development?
• Opportunities for professional development
• Barriers
• Resources
What is professionalism?

**Professional**ism 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.*

*Career and Professional Development. Virginia Tech. www.career.vt.edu*
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

Manages the day-to-day operations of the training program

Liaison between the PD and the Office of GME

Knowledge and/or understanding of GME

Superior organizational skills

Gather, maintain, analyze, and report data to support accreditation requirements and demonstrates program compliance

Manage personal matters associated with residents/fellows

Manage the recruitment process for all candidates/applicants in support of and in collaboration with PD

Updated CVs

Duty Hours Data

Areas for Improvement

Resident Scholarly Activity

Citation Responses

Faculty Scholarly Activity

Major Program Changes

Case Logs

Resident (360) & Milestone Evaluations

WebADS

CCC Meetings

Milestone Evaluations

Semi Annual & Summative Evaluations

PEC/APE Meetings

Duty Hour Reviews
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.

** 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
In addition...

Increase in the number of coordinators with advanced degrees

Formation of a formal certification program (TAGME) – 2002

ACGME Coordinator Advisory Group - 2016
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

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

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

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

Lack of:
- Time
- Financial support
- Awareness

Dubois et al. Program Coordinator Professional Development. The American Journal of Medicine, Vol 132, No 1, January 2019
# How to Increase Participation

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

https://www.acgme.org/Program-Directors-and-Coordinators/Welcome/Additional-Resources/
Qualifying Activities

• Formal Context:*

  - 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


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

**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](http://www.cipd.co.uk/learn/cpd/cycle)
Milestones for Program Coordinators/Administrators

**Program Administrator Milestones:** A Mechanism to Gauge Your Professional Development

**Objectives:**
- Identify the framework and review the definitions of the Program Administrator/Coordinator mileston
- Describe the use of milestones as a self-reflection tool
- Adapt the Program Administrator/Coordinator mileston as a tool for professional development at your institution

**Speakers:**
- Kerrie Parr, C.TAGME

**Registration:**
Register online at [www.ahme.org](http://www.ahme.org)

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<th>Milestones for Training Program Administrators</th>
<th>Administration Support &amp; Reporting: Conferences, Evaluations, Reports (MRIK)</th>
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<tbody>
<tr>
<td><strong>Entry</strong></td>
<td><strong>Early Learner</strong></td>
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<tr>
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<tr>
<td>Limited basic computer skills minimal use of Microsoft Office.</td>
<td>Functions with minimal error and assistance in basic computer programs (Microsof...</td>
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<tr>
<td>Has not attended GME TPA Orientation.</td>
<td>Has completed GME TPA Orientation OR has completed Orientation for all related co-departments.</td>
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<tr>
<td>Unfamiliar/no experience with evaluation methodology and technology.</td>
<td>Has scheduled training or is seeking a mentor in evaluation methodology and technology.</td>
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<tr>
<td><strong>GME Program Coordinator Milestones Self-Reflection Tool</strong></td>
<td>- Understands policy and procedures and knows how to apply policies.</td>
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<tr>
<td>Knows where to find policies and procedures, with guidance.</td>
<td>Analyzes policies and procedures and knows how to apply some of these.</td>
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<tr>
<td>Limited basic computer skills (Microsoft Office)</td>
<td>Limited skills, as expected.</td>
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<tr>
<td>Does not readily engage in learning new technical skills.</td>
<td>Willing to learn new technical skills.</td>
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<td>Understands that new terminology and acronyms exist but has limited exposure.</td>
<td>Adapting to new terminology and acronyms.</td>
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**Note:**
- Assumes initial knowledge of basic computer programs and minimal use of Microsoft Office.
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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
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