

# CAAM-HP CAPACITY BUILDING WORKSHOP

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Trinidad July 25-28, 2018



# Summary of the Accreditation Procedures

1. Application for accreditation (or re-accreditation follow-up)
2. Date for visit agreed
3. **School undertakes Institutional Self Study (ISS)**
4. **School submits ISS documentation**
5. Visit by a CAAM-HP survey team
6. Survey team submits report
7. Action on accreditation by the CAAM-HP

# CONDUCTING THE SELF-STUDY

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July 26

2:00 – 3:00 pm

# Group Activity - The Institutional Self-Study

*Your school has applied to CAAM-HP for accreditation and a date has been agreed for a site visit. Your school has called its first meeting to prepare the required self study*

- Who will be assigned overall responsibility for the self-study?
- Who will be involved?
- What are the required components?
- How will the work be subdivided?
- What timelines will you set?
- Who will be responsible for the final submission?

# Components of the Institutional Self Study

## 1. Data collection

- CAAM-HP medical education database
- Appendix of supporting documents
- Independent Student Survey
- Required Courses/Clerkships

## 2. Analysis

- Database and other information

## 3. Reporting

- Section-based committee reports
- Synthesis into final self-study summary

# Conducting the Self-Study

## Managing the process

- Role of the Dean
- Self-study Coordinator
- Self-study task force
- Section-based team leaders/teams
- Time-based work plan
- Role of the students
- Site-visit Coordinator

# Responsibilities of the Self-Study Coordinator

- Distributing and collecting the database forms
- Supervising preparation of the final compilation of the database
- Answering questions during database preparation
- Coordinating the activities of the Section Teams
- Staffing the self-study task force
- Communicating with the CAAM-HP Secretariat for any clarifications

# The Self-study Task Force

## Broad representation and assigned administrative support

- University and School Administrators (Trustees, academic, fiscal, managerial)
- Department Chairs/Heads
- Junior and senior academic staff
- Medical students and recent graduates
- Representatives of clinical affiliates
- Graduate students/junior staff involved in student education
- Community physicians?



# Section Leaders/Teams

- Section Leaders ?
- Appropriate team composition
  - School administration (fiscal)
  - Academic staff (BMS/Clinical)
  - ATS support staff
  - Medical students
  - Graduate students
  - Representatives of clinical affiliates
  - Community physicians

# Establishing the Work Plan

- Setting timelines
  - Meetings
  - Reporting
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- Work backwards from visit date with contingency!

# Role of the Students

- Representation on Section Teams as appropriate
- Independent student survey
- Representation during site visit (lunch with team)

# Site Visit Coordination

- Appoint appropriate coordinator
- Visit Logistics
  - Ground transportation
  - Meeting venues and schedules
  - Refreshments for team
  - Lunch with students
  - Team HQ room
    - Internet access
    - Bulky supporting documents

# Required Submissions

- Completed database and supporting documents
- Required Courses/Clerkships Forms
- Independent Student Survey
- Report Summary
  - Strengths
  - Areas of concern
  - Time-based recommendations for corrective action
- Organization and presentation of documents
- Folders (5)
- Updated information

# The ISS – Potential Challenges

- Period covered – Academic year? Calendar year? Fiscal year?
- Accuracy and consistency across sections
- Appendix of supporting documents
  - Bulky items
  - Embedded hyperlinks
- Analysis and reporting
  - Section reports
  - Overall responsibility
- Electronic v. hard copy
- Meeting the deadline!

# The ISS Summary Report

- Misunderstanding (underestimation) of the task
  - NOT a simple summary of the database
  - A thoughtful analyses based on the experience and expertise of the committee members and team reports
  - Developmental
    - Should lead to conclusions about strengths and challenges
    - Should guide recommendations for action to alleviate areas of concern
- Approximately 30 pages

# PREPARING THE DATABASE

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July 26

3:00 – 3:45 pm



# The Database

Five sections: (117 standards)

- I. Institutional Setting (14)
- II. Medical Students (31)
- III. Educational Programme (46)
- IV. Faculty (13)
- V. Educational Resources (13)

Editable forms available on the CAAM-HP web site: [www.caam-hp.org](http://www.caam-hp.org)

# Interactive Session

## Shared experiences of participants

- How was responsibility for data collection assigned?
- What worked well?
- What would you do differently next time?
- Were your timelines realistic?
- Were the database questions/tables clear?
- What was done if required data was unavailable?

# Tips on Populating the Database

- Answer questions honestly, directly, and succinctly
- Provide only requested documents or those that support your data
- Avoid repetition
- Pay attention to grammar, sentence construction
- Look out for conflicting statements and statistics

# Database – Potential Challenges

- Period covered – be consistent!
- Interpretation of questions – seek clarification
- Accuracy and consistency across sections
- Supporting documents
  - Bulky items
  - Embedded hyperlinks
  - File types
- Modification of tables
- Provision of charts/diagrams
- Meeting the deadline!