

Preparing for a Site Visit Vivienne Roche MD

Begin preparation for the site visit early so you have enough time to complete all the required items. Ideally begin 18 months prior to the anticipated visit. Spend time reviewing the Common Program Requirements and then the Geriatric Medicine specific requirements on the ACGME website. Remember citations come from both of these areas.

PIF is the Program Information Form. In preparation for the site visit by the RRC, the Program Director must complete a PIF and submit it to the RRC 6-12 months prior to the site visit-it will be formally requested by the RRC by a certain date. Read the program's prior PIF, if available, before you start so you are aware of deficiencies that were listed before or future plans that were documented. This is a lengthy document that takes 2-4 months to complete. It is a detailed thorough evaluation of your program. As you read the PIF interpret anything that says "should" as "must". Anything not included in the PIF does not exist. It is a time to showcase your program. At minimum it should outline all aspects of your program so that someone (the site visitor) who has never visited your program on reading the PIF, then understands all aspects including the highlights (hopefully many) and the deficiencies (hopefully few) of your program. As far as possible incorporate the 6 core competencies throughout the document. The PIF is not wishful thinking, or projects you hope to put in place. Be honest. When the site visitor comes he/she spends considerable time verifying or clarifying with the PD, the fellows and faculty specific areas that are documented in the PIF (by you!). Avoid phrases such as the Blue rotation or Ward 3 rotation in the PIF as they can be quite confusing to the site visitor. It is advisable to have someone, who is not part of your geriatric program, read and edit your PIF if possible. Look at the ACGME website or contact your Designated Institutional Officer (DIO) to check for frequent citations so you can avoid them. Avoid having 2 writers of the PIF to avoid duplication, or worse, incorrect information. Of all the preparation you do for the site visit, the PIF is the single biggest and most important thing- it sets the tone for the site visit.

Necessary Materials

- Current PIF
- Evaluation forms and materials
- 2 years of lectures, conference titles and other educational programs
- Documentation of trainee attendance and Duty Hour monitoring
- Documentation of at least 2 Annual meetings to discuss all aspects of the fellowship, and a plan of action to remedy any deficiencies that were noted.
- Written curriculum of goals and objectives for each educational rotation
- Complete files for at least current and 2 past trainees including evaluations: each rotation, mid year and summative evaluations
- Policies and Procedures as stipulated in the Program Requirements including moonlighting, supervision, due process etc.
- Affiliation letters between the program and the University and training sites.

Prior to the visit

- Meet with your administrative assistance on a regular basis to ensure all information is in a logical format and is easily accessible for the site visit. Update him/her on your progress with the PIF.
- Arrange a meeting with the DIO at your institution to prepare for the site visit, preferable 2-3 months before your expected site visit
- Meet with the faculty and fellows who will be present at the site visit to discuss the upcoming site visit in detail. They will be interviewed during the site visit and it is essential that they report on the program in an accurate and fair manner. The PD should go to additional training sites and discuss the upcoming site visit.

Potential Questions by the Site Visitor

1. What major program changes have occurred since the last visit?
2. How have you responded to prior citations?
3. Discuss the adequacy of the educational and financial resources available to your program?
4. Are there any areas that you are concerned do not meet RRC requirements?
5. Describe the programs efforts and resources for faculty development.
6. Discuss your program's effective use of evaluation tools and outcome measures to assess a fellow's level of competence in each of the ACGME general competencies
7. List the overall educational objectives of your program and discuss the program's effectiveness in meeting those objectives
8. How do you identify and address fellow stress and fatigue?
9. How do you facilitate anonymous feedback to the faculty?
10. What is unique about your program?