

UW HEALTH JOB DESCRIPTION

Graduate Medical Education (GME) Accreditation & Systems Coordinator

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| Job Code: 350058 | FLSA Status: Exempt | Mgt. Approval: L. Larson | Date: November 2023 |
| Department: Graduate Medical Education Administration | | HR Approval: M. Grayson | Date: November 2023 |

JOB SUMMARY

The Graduate Medical Education (GME) Accreditation and Systems Coordinator has a major role in the development, deployment, and tracking of all institutional educational curricula, including online modules and in-person presentations at institutional orientation for Patient Safety Orientations for GME physicians (residents and fellows). Educational content is developed in close collaboration with content experts from both UW Health and the UW School of Medicine and Public Health (UWSMPH), to meet regulatory requirements (e.g., ACGME and The Joint Commission). The position requires complex project management skills, close attention to detail, and the ability to manage and prioritize competing workflows to ensure alignment with regulatory requirements and dynamic institutional goals, priorities, and deadlines.

The position is also responsible for maintaining the UW Health GME Residency Management System (MedHub), triaging issues and providing support to the GME Community (Program Directors, Associate Program Directors, Program Coordinators, UW Health GME office and other groups). The Coordinator aggregates data, runs reports for GME Leadership and helps identify improvement opportunities and monitor trends. The Coordinator also collaborates with the UW Health team to implement the organization's provider scheduling platform (QGenda) for all GME programs. After implementation, the Program Coordinator integrates QGenda and MedHub and provides ongoing support.

The Coordinator is responsible for collaboratively assessing, organizing, and facilitating a variety of professional development and related support that GME programs need to perform their work effectively. The Coordinator assists GME leadership with overall ACGME Institutional and Program accreditation, ACGME site visits, including Clinical Learning Environment Review (CLER) site visits, and provides educational support to programs on ACGME accreditation concerns.

MAJOR RESPONSIBILITIES

- In collaboration with UW Health and UWSMPH content experts, develops and maintains institutional curricula, including online learning modules and experiential training, that effectively meets all UW Health, ACGME, and other regulatory bodies educational/training requirements (e.g., The Joint Commission), and other institutional goals.
- Coordinates New Resident Institutional Orientations and annual Patient Safety Orientations, including the development of educational content, scheduling of presenters, and deployment and tracking of completed learnings for all GME physicians.
- Maximizes the use of and routinely tests curricular delivery systems (e.g. LDS, Med Hub, Qualtrics).
- Uses technology and other tools to create curricula that are engaging, interactive, and impactful (e.g., Audience Response Systems, Articulate software, simulation, etc.).
- Develops competency assessment tools, surveys, evaluations, and other outcome measures for the Graduate Medical Education Committee (GMEC), GME Leadership, Directors, and Coordinators to assess accurately the effectiveness of institutional curricula, increase achievement, and ensure compliance with The Joint Commission and other regulatory bodies' requirements.
- Collaborates with GME partners to develop new educational content based on changing regulatory requirements and institutional goals and priorities.
- Staffs and supports GMEC educational offerings and other program and faculty development activities (e.g. GME Retreats).
- Active member of the UW Health Central Line Training Committee and updates and maintains the central line training online module, works collaboratively with the Simulation Center on program-level training, and monitors resident and fellow central line certifications.
- Staffs the Graduate Medical Education Committee Curriculum Subcommittee.
- Primary lead on triaging issues related to MedHub and QGenda and providing support to programs on related systems issues (e.g., work hour reports, policy storage, annual program evaluations and reviews, evaluations, procedure logging, procedure certifications, Milestones, learning portfolios, schedules including activity requests, and user requests, etc.)
- Troubleshoots any QGenda/MedHub integration issues, including the monthly scheduling errors report to ensure accurate affiliate billing and cost report data.
- Serves as a primary liaison with the MedHub designated Customer Service Representative and organizes and establishes the agenda for the monthly MedHub teleconferences.

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- Creates and provides instructional supports to programs regarding MedHub's accreditation and educational tools.
- Stays abreast and provides meaningful updates to programs on MedHub system upgrades.
- Collaborates with the Coordinator MedHub Workgroup to identify issues, best practices, and develop training and informational materials to help programs more effectively utilize MedHub.
- Uses an in-depth understanding of CMS reporting related to scheduling in MedHub to create and modify activities and sites in MedHub.
- Understands the ACGME's Next Accreditation System, institutional and program requirements, and CLER initiative and stays abreast of changing ACGME's requirements and initiatives.
- Reviews ACGME new program applications, Annual ADS updates, annual program evaluations, self-study submissions, and other accreditation-related documents effectively.
- Participates in Special and Focused reviews of programs.
- Helps prepare programs for ACGME site visits.
- Provides education to programs on accreditation and oversight processes and procedures.
- Aggregates institutional and program performance data, runs reports and creates data visualizations to help identify improvement opportunities, and monitors trends.
- Provides administrative support to the Resident Quality and Safety Council (RQSC) and to the annual Resident Quality Improvement Symposium.

ALL DUTIES AND REQUIREMENTS MUST BE PERFORMED CONSISTENT WITH THE UW HEALTH PERFORMANCE STANDARDS.

JOB REQUIREMENTS

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| Education | Minimum | Bachelor's Degree in Education, Business, or Information Systems or related field. Four (4) years of relevant GME experience and TAGME Certification may be considered in lieu of degree in addition to experience below. |
| | Preferred | Master's Degree in Education, Information System-Technical Management, Education Professional Development, or related field. |
| Work Experience | Minimum | Two (2) years of project or work experience in a healthcare, education or accreditation organization in a coordination or management role responsible for system and process development |
| | Preferred | Five (5) years of work experience in a healthcare, education or accreditation organization in a coordination or management role responsible for system and process development |
| Licenses & Certifications | Minimum | None |
| | Preferred | Training Administrators of Graduate Medical Education (TAGME) Certification |
| Required Skills, Knowledge, and Abilities | | <ul style="list-style-type: none"> • Detail oriented with demonstrated analytical and complex project management skills • Excellent presentational skills; experience training/teaching adult learners • Strong technological skills, including an advanced knowledge of Excel, database querying, data analytics, including the ability to create meaningful data visualizations (dashboards, charts, and infographics) • Ability to be a self-starter, with a proactive mindset • Established record of working as part of multidisciplinary teams • Exceptional communication skills, including listening, written, team and facilitation skills • Demonstrated ability to adapt successfully to changing work environment, goals, and priorities • High standard of professionalism • Experience with graduate medical education and/or accreditation activities will be highly valued • Working knowledge of Qualtrics and Articulate Storyline Software preferred |

AGE SPECIFIC COMPETENCY (Clinical jobs only)

Identify age-specific competencies for direct and indirect patient care providers who regularly assess, manage and treat patients.

Instructions: Indicate the age groups of patients served either by direct or indirect patient care by checking the appropriate boxes below. Next,

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| <input type="checkbox"/> | Infants (Birth – 11 months) | <input type="checkbox"/> | Adolescent (13 – 19 years) |
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| Toddlers (1 – 3 years) | Young Adult (20 – 40 years) |
| Preschool (4 – 5 years) | Middle Adult (41 – 65 years) |
| School Age (6 – 12 years) | Older Adult (Over 65 years) |

JOB FUNCTIONS
 Review the employee's job description and identify each essential function that is performed differently based on the age group of the patient.

PHYSICAL REQUIREMENTS

Indicate the appropriate physical requirements of this job in the course of a shift. *Note: reasonable accommodations may be made available for individuals with disabilities to perform the essential functions of this position.*

| Physical Demand Level | Occasional Up to 33% of the time | Frequent 34%-66% of the time | Constant 67%-100% of the time |
|---|-------------------------------------|---|---|
| x Sedentary: Ability to lift up to 10 pounds maximum and occasionally lifting and/or carrying such articles as docket, ledgers and small tools. Although a sedentary job is defined as one, which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met. | Up to 10# | Negligible | Negligible |
| Light: Ability to lift up to 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to 10 pounds. Even though the weight lifted may only be a negligible amount, a job is in this category when it requires walking or standing to a significant degree. | Up to 20# | Up to 10# or requires significant walking or standing, or requires pushing/pulling of arm/leg controls | Negligible or constant push/pull of items of negligible weight |
| Medium: Ability to lift up to 50 pounds maximum with frequent lifting/and or carrying objects weighing up to 25 pounds. | 20-50# | 10-25# | Negligible-10# |
| Heavy: Ability to lift up to 100 pounds maximum with frequent lifting and/or carrying objects weighing up to 50 pounds. | 50-100# | 25-50# | 10-20# |
| Very Heavy: Ability to lift over 100 pounds with frequent lifting and/or carrying objects weighing over 50 pounds. | Over 100# | Over 50# | Over 20# |
| Other - list any other physical requirements or bona fide occupational qualifications not indicated above: | | | |

Note: The purpose of this document is to describe the general nature and level of work performed by personnel so classified; it is not intended to serve as an inclusive list of all responsibilities associated with this position.