**GME Program Coordinator Milestones\* Self-Assessment**

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| Medical Education Knowledge (MEK) | | | | | | | | | |
| **Entry** | | **Early Learner** | | **Solid Performer** | | **Seasoned** | | **Aspirational** | |
| * I know where to find policies and procedures, with guidance. * I have limited basic computer skills (Microsoft Office); I have computer skills as required for position. * I am not ready to engage in learning new technical skills. * I understand that new terminology and acronyms exist but have limited exposure. | | * I am starting to analyze policies and procedures and know how to apply some of these. * I recognize areas in which further computer technology is needed for improvement. * I demonstrate a willingness to learn new skills. * I am becoming familiar with GME terminology and acronyms. | | * I know how to develop a policy for the program. * I participate in the creation of evaluations. * I seek out training for new skills. * I am comfortable with specialty-specific acronyms and terminology. | | * I educate others on how to apply policies and procedures. * I collaborate on the creation and editing of evaluations. * I practice proactive completion of tasks. * I provide answers for terminology and acronym questions for others. | | * I am a source of training for others. * I instruct others on the use of evaluations and evaluation reporting. * I anticipate future needs, develop new processes and successfully lobby program staff to consider and adopt new processes. | |
| 0.5 | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0 |
| **Personal Care (PC)** | | | | | | | | | |
| **Entry** | | **Early Learner** | | **Solid Performer** | | **Seasoned** | | **Aspirational** | |
| * I allow distractions to hinder work product and output. * I am unsure of the questions to ask. * I do not always value the management of stress by protecting personal time. | | * I am developing a daily work pattern * I have questions to ask but am sometimes unsure of whom to ask. * I am inconsistent in identifying healthy habits to achieve work/life balance | | * I take breaks and lunches; can effectively multitask in my daily routine. * I have established contacts for questions. * I have identified skills that relieve stress in the workplace. | | * I can plan ahead, prioritize tasks and anticipate delays. * I know exactly whom to contact for specific questions. * I am achieving life/work balance. | | * I educate/mentor others on prioritization of tasks and time management. * I can take vacation without checking email. * I provide answers; I am viewed as a trustworthy resource. * I model life/work balance. “Works to live not lives to work”. | |
| 0.5 | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0 |
| **Systems-Based Practice (SBP)** | | | | | | | | | |
| **Entry** | | **Early Learner** | | **Solid Performer** | | **Seasoned** | | **Aspirational** | |
| * I have experienced less than two full recruitment seasons. * I am unable to use/have not yet been trained on program-specific software such as institutional Residency Management System, ADS, ERAS, NRMP. | | * I am aware of the recruitment process and complete basic functions. * I am familiar with the software utilized (RMS,ERAS, NRMP), timelines and eligibility requirements. * I schedule meetings, gather documentation and reserve room for CCC and PEC meetings (meeting preparation). | | * I assist in the coordination of the interview day as an integral part of recruitment. * I utilize software programs and effectively communicate with applicants and faculty. Submits NRMP Rank Order List by the deadline. * I plan agendas, interpret and articulate data for CCC and PEC meetings. | | * I independently coordinate entire day of interviews and work to improve the recruitment processes. * I review prior recruitment process for opportunities for improvement (i.e. flow of interview day or incorporation of additional filters in software for application review); perform preliminary screening of applicants; utilize various functionality of software. * I report on outcome measures; contribute to evaluation process for CCC and PEC meetings. | | * I mentor others in the recruitment processes and participate in scholarly activities related to recruitment. * I create improvement for next recruitment season; maintain a leadership role on the selection committee. * I facilitate all CCC and PEC meetings; track progress in real-time to stay on track with deadlines. | |
| 0.5 | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0 |

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| Practice-Based Learning and Improvement (PBLI) | | | | | | | | | | | | | | |
| **Entry** | | | **Early Learner** | | | | **Solid Performer** | | **Seasoned** | | | | **Aspirational** | |
| * I struggle to identify areas for self-improvement. * I am afraid to ask for feedback * I know residents and faculty by name. | | | * I sometimes miss opportunities for self-improvement. * I understand the value of feedback but am not sure of how to solicit it or am afraid to see it. | | | | * I solicit feedback from supervisors. * I solicit input and interpretation of new policies, procedures, and program requirements. * I develop annual professional goals and processes for achieving them | | * I self-reflect regularly. * I solicit feedback from all team members; I accept constructive feedback and try to incorporate that feedback. * I know my limitations and when to ask for help. | | | | * I seek external validation on self-reflection to improve job performance. * I am able to reconcile conflicting feedback; incorporate solicited and unsolicited feedback. * I am a resource for guidance regarding new policies/ procedures/ program requirements. | |
| 0.5 | 1.0 | | 1.5 | 2.0 | | | 2.5 | 3.0 | 3.5 | | 4.0 | | 4.5 | 5.0 |
| **Professionalism (PROF)** | | | | | | | | | | | | | | |
| **Entry** | | | **Early Learner** | | | | **Solid Performer** | | **Seasoned** | | | | **Aspirational** | |
| * I am learning the responsibilities expected of a Coordinator. * I am developing an understanding of the unique needs of trainees in the world of GME. * I know where to locate basic program files/systems. * I am learning to identify situations that may trigger strong emotions or reactions. | | | * I complete tasks and assignments when directed by others and with reminders. * I am inconsistent with responsiveness to needs of trainees and others. * I practice confidentiality. * I have an organization system and use it effectively. * I am learning how emotions can affect individual and team performance. | | | | * I complete major tasks and assignments by deadlines without being directed and with minimal reminders. * I am responsive to needs of others without prompting. * I instruct others in confidentiality. * I participate on a GME Committee at the Sponsoring Institution level. * I am consistent in taking steps to monitor my own behaviors. | | * I complete all tasks and duties independently. * I anticipate needs of others (even those of a confrontational nature). * I monitor the confidentiality of others. * I have volunteered to be a mentor to a new Coordinator. * I portray professionalism in emotionally charged situations. | | | | * I assist others to meet deadlines; I act as an advocate. * I role model how to build relationships in the community. * I role model confidentiality in all interactions. * I serve as a mentor to new Coordinators. * I model composure to others in all situations. | |
| 0.5 | 1.0 | | 1.5 | | 2.0 | | 2.5 | 3.0 | 3.5 | 4.0 | | | 4.5 | 5.0 |
| **Interpersonal & Communication Skills (ICS)** | | | | | | | | | | | | | | |
| **Entry** | | | **Early Learner** | | | | **Solid Performer** | | **Seasoned** | | | | **Aspirational** | |
| * I am unsure of what requires urgent verbal or written communication versus those items that can be communicated in a future manner (next week or longer). * I am unsure of how to communicate program, GME and institutional requirements and policies to program members. | | | * I defer difficult situations or communication to experienced Coordinator or Manager. * I communicate updates or announcements at program and department meetings. * I inconsistently communicate program, GME, and institutional requirements and policies to program members. | | | | * I provide timely, comprehensive verbal and written communication to team. * I collect ideas and feedback from annual specialty conferences. * I know program requirements & communicate them to faculty and residents when appropriate. | | * I consistently demonstrate the use of effective communication skills in challenging situations. * I suggest agenda items and may co-present on a topic at annual specialty meetings conferences. * I am proactive in communicating policy and requirement changes to program members. | | | | * I achieve positive results for both individuals and the program by utilizing independent decision-making in challenging situations. * I develop and share best practices at annual specialty conferences. * I am seen as a resource to residents and fellows. * I role model best processes for communicating program, GME and institutional requirements and policies to program members. | |
| 0.5 | | 1.0 | 1.5 | | | 2.0 | 2.5 | 3.0 | 3.5 | | | 4.0 | 4.5 | 5.0 |

\*Milestones adapted from Dartmouth-Hitchcock: <https://forum.ahme.org/discus/messages/88/DHMC_Program_Coordinator_Self_Reflection_Tool-5541.pdf>