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FULGME

Forum for United Leaders in Graduate Medical Education™



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Martin Luther King Jr

"If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward."

A Message from the Board

Welcome to the second edition of the Forum for United Leaders in Graduate Medical Education (FULGME) Journal!

We are **thrilled** to continue our journey together in fostering a **collaborative environment** where **graduate medical education** professionals can exchange **ideas**, learn from each other, and drive meaningful **change**.

Our **collective** efforts are shaping the **future** of **graduate medical education**. We invite you to actively **engage**, share your **insights**, and **contribute** to our vibrant **community**.

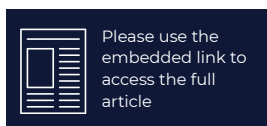
In this issue, we continue our tradition of featuring inspiring quotes. Please share a quote that has motivated or inspired you with us at info@fulgme.org

Development and Formation of a Program Administrators Council to Support the Professional Development of Program Administrators in Graduate Medical Education

Author(s): Heather Cobillas, C-TAGME; Dora Miller, C-TAGME, CHPM

Affiliation: Washington State University, St. Louis

Article Type: Innovation



A1

Abstract — The article emphasizes the strategic importance of creating a unified body of program administrators to enhance communication, share best practices, and streamline decision-making processes across institutions. Drawing from personal experience, we discuss the potential improvements in program alignment, resource optimization, and policy coherence that such a council can bring. By fostering a collaborative environment, a program administrators council can serve as a pivotal mechanism for addressing common challenges and leveraging collective strengths within a consortium

Background: Residency and fellowship training programs are typically managed by a single graduate medical education (GME) office within an institution. However, when multiple institutions are closely affiliated, they may form a GME consortium to collectively oversee graduate medical education training programs and work together on educational efforts. Consortia play a crucial role in enhancing organizational structure and overseeing training programs. They frequently encounter obstacles such as ineffective communication and the absence of standardized systems when establishing a centralized GME office.

These challenges significantly impact the pivotal role of Program Administrators within training programs supported by the consortium. This can lead to administrators not receiving the necessary resources, resulting in overburdening, isolation, burnout, and high turnover.

It is imperative that we address these challenges to ensure the success and well-being of our Program Administrators.

Methods: The development of the Washington University Program Administrators Council (WUPAC) in the Spring of 2023 with the support of the WU/BJH/SLCH Consortium DIO and approval of the executive committee, was formed to actively seek opportunities to foster a supportive, collaborative, and communal atmosphere among fellow coordinators.

This collaboration, undertaken in conjunction with a centralized Graduate Medical Education office, facilitates the sharing of knowledge and resources within the cohort of residency and fellowship coordinators to encourage and promote professional satisfaction, foster career development, improve well-being, and reduce turnover in the ever-changing and challenging landscape of graduate medical education.

WUPAC consists of 10 members: One (1) GME Liaison, Five (5) Residency Coordinators, and Four (4) Fellowship Coordinators.

Objective: The primary objectives of forming the Washington University Program Administrators Council are as follows:

- Create an atmosphere of support, mentorship, education, and community amongst coordinators in all training programs within the consortium.
- Proactively identify opportunities for mentorship, collaboration, and educational development, and create a community of program coordinators within the consortium.
- Seek out and identify opportunities for educating leadership (Department Chairs, Administrative Directors, Program Directors, etc.) in conjunction with the Graduate Medical Education office on the leadership role of Program Coordinators in the residency and fellowship training programs.
- Establish opportunities for career development, collaboration, and sharing of resources to allow efficiency for all program coordinators within the consortium, including program coordinator lectures and a centralized platform for sharing resources.
- Actively serve as a liaison between the cohort of program coordinators, administrators, managers, and the GME Consortium.

Results: The WUPAC Committee has implemented several data-driven improvements to support Program Administrators:

1. **PACE Sessions:** Attended by over 90% of Program Administrators, these sessions have led to a 25% increase in job satisfaction and a 30% improvement in professional development opportunities.
2. **Annual Survey:** With a 95% response rate, the survey revealed a 15% increase in job satisfaction, identified new training needs for 60% of respondents, and showed an 80% support rate from program leadership.
3. **Task Forces:**
 - o **Mentoring:** 75% of new coordinators reported smoother transitions.
 - o **TAGME Study Group:** Achieved a 90% success rate in certification exams.
 - o **Collaboration Platform:** Increased resource sharing by 40%.

Advocating for Resident & Fellow Well-Being: A Data-Driven Approach for GME

Author(s): Barbara Gohre, BSHA, CHPM, CLSSBB

Affiliation: Phoenix Children's/FULGME

Article Type: Research

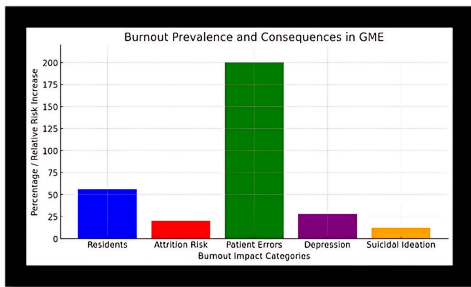


Abstract — Burnout among medical trainees is a significant challenge in Graduate Medical Education (GME), affecting patient safety, resident retention, and institutional success. This article reviews literature on burnout prevalence, its impact, and evidence-based interventions. Structured wellness programs, reduced administrative burdens, and fostering psychological safety can improve well-being metrics in residency and fellowship programs.

Introduction: High burnout rates among medical trainees lead to decreased professional satisfaction, higher attrition, and increased medical errors. This article provides GME professionals with data-driven strategies to mitigate burnout and improve wellness outcomes.

Burnout in GME: Prevalence and Consequences:

- **Prevalence:** 51%-61% of residents experience burnout.
- **Attrition Risks:** 20% consider leaving their specialty due to emotional exhaustion.
- **Patient Care Impact:** Burned-out physicians are twice as likely to commit major medical errors.
- **Mental Health:** 28% of residents experience depression, with 10-12% reporting suicidal ideation, but only 30% seek treatment.



Interventions to Enhance Well-Being:

1. Enhancing Wellness Resources:

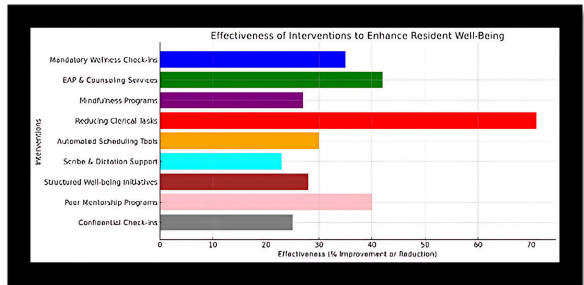
- Mandatory wellness check-ins increase mental health service engagement by 35%.
- Embedded counseling services reduce stigma and increase participation by 42%.
- Mindfulness workshops reduce burnout symptoms by 27%.

2. Reducing Administrative Burdens:

- Automated scheduling and workflow optimization decrease non-clinical workload by 30%.
- Scribe support and digital dictation reduce stress levels by 23%.

3. Fostering Psychological Safety:

- Structured well-being initiatives lower burnout incidence by 28%.
- Peer mentorship programs decrease burnout by 40% and increase job satisfaction by 22%.
- Quarterly well-being check-ins reduce stress levels by 25% and improve retention rates.



Metrics for Success:

- **Burnout Assessment Tools:** Programs using tools like the Maslach Burnout Inventory report a 16% reduction in burnout rates.
- **Faculty Engagement:** Institutions with well-being champions see a 19% improvement in resident morale.
- **Retention & Attrition Rates:** Programs engaging in burnout prevention report 12-15% higher retention rates.

Conclusion: A robust well-being infrastructure is crucial for GME success. Coordinators, faculty, and leaders must implement evidence-based interventions to promote resilience, reduce administrative burdens, and foster psychological safety. Future research should explore the long-term outcomes of wellness initiatives and their impact on resident mental health, creating an environment where trainees and patients thrive.



Networking in Graduate Medical Education: A Path to Success

Author(s): Kristine Marks

Affiliation: Allegheny Health Network Medical Education Consortium

Article Type: Perspective



Please use the embedded link to access the full article



A3

Abstract — Success in Graduate Medical Education (GME) extends beyond clinical competency. It is a demanding yet incredibly rewarding field. Cultivating a robust professional network is increasingly crucial for navigating the complexities of the medical field and achieving professional fulfillment requires more than just expertise; it demands strategic networking. As Michele Jennae wisely stated, "Networking is not about just connecting people. It's about connecting people with people, people with ideas, and people with opportunities," and this rings profoundly true within the GME landscape. My own journey to finding my niche underscores the power of intentional networking.

Building Your Brand and Expanding Horizons:

Networking allows GME professionals to build a strong personal and professional brand. Actively communicating your brand through platforms like LinkedIn (posting weekly wins and highlighting successes), conferences (distributing contact information), and targeted interactions allows one to showcase their skills and expertise. Following up and consistently following through on commitments are crucial to building trust and fostering lasting relationships. This process not only enhances one's visibility but also helps one to connect with like-minded individuals who share similar passion for GME. This collaborative environment inspires creative thinking, facilitates the sharing of best practices, and contributes to process improvement through diverse perspectives.

Community, Collaboration, and Mentorship:

Networking extends far beyond professional advancement. It cultivates a strong sense of community, providing access to a valuable pool of resources and support. Being visible and demonstrating reliability fosters a reputation as a supportive colleague. Critically, networking opens doors to mentorship opportunities. My experience of being a mentee of a program coordinator in another state, a connection forged after a presentation, exemplifies the power of networking to create mutually beneficial relationships. The connections I made through professional affiliations, like the Association of Hospital Medical Education (AHME), Alliance in Academic Internal Medicine (AAIM), and National Society of Academic Medical Administrators (NSAMA) and various institutional committees provided unique opportunities for collaboration and professional growth. These connections also enabled me to present at the Association of Pediatric Program Directors Program Coordinators' Journal Club, a demonstration of the positive impact of networking and building on established relationships.

Opportunities and Personal Growth: Networking directly translates into opportunities. It can open doors to new positions, expand career interests, and provide access to valuable professional development and learning techniques. Engaging in networking activities allowed me to acquire answers to crucial questions about various aspects of GME, propelling my professional trajectory. The confidence gained from these connections extended into all aspects of my life.

Beyond the Professional: The personal benefits of networking are equally significant. The sense of worth and value derived from meaningful connections cultivates self-confidence and resilience. The friendships formed—lifelong colleagues and collaborators—are invaluable. Moreover, active engagement in networking fosters empathy and understanding, essential qualities in the demanding world of GME. My involvement in the Mental Wellness Interest Resource Group and Friends of Wellness at my institution, as well as my implementation of the Benatti Resilience Model, reflects my passion for wellness and the opportunities that networking creates to merge personal and professional interests.

Conclusion: In the competitive landscape of GME, networking is no longer a supplementary activity but a strategic imperative. The synergistic effects of professional and personal benefits contribute to overall well-being and significantly enhance career prospects. My journey reflects the multifaceted benefits of networking in GME. It is a continuous process that has not only enhanced my career trajectory by leading to national and institutional recognition, but has also enriched my personal life, fostering lifelong friendships and a deep sense of fulfillment. By intentionally cultivating, engaging, and maintaining a robust network, GME professionals can leverage the power of connection to advance their careers and enrich their lives.



A Perspective: The Keys to Becoming an Exceptional Program Coordinator in Graduate Medical Education

Author(s): Pamela Furneaux, MHA

Affiliation: Mayo Clinic, Jacksonville, Florida/FULGME

Article Type: Perspective



Abstract — When tasked with reflecting on what makes an exemplary Education Program Coordinator (EPC), I was immediately struck by the question: "according to whom?". The role of an EPC is complex, multifaceted, and deeply intertwined with the success of the educational program and its stakeholders. While this role may appear straightforward, its uniqueness lies in its relationships with faculty, staff, and program directors, as well as the impact it has on the functioning and success of graduate medical education (GME). To provide a more thoughtful perspective, I turned to my own journey as an EPC at Mayo Clinic and the lessons learned along the way.

The Learning Curve and Foundation of Support

Stepping into the role of an Educational Program Coordinator (EPC) was both exhilarating and intimidating. Transitioning from a medical administrative assistant to an EPC required adapting to new responsibilities and embracing newfound autonomy. This evolution highlighted the importance of a robust support network. Despite the perception that the EPC role might be a solo endeavor, it's actually fortified by a team of colleagues, coordinators, GME specialists, and the education administration, who ensure that mistakes are treated as learning opportunities.

Confidence: The Pillar of Success

Confidence is crucial for an effective EPC but is cultivated through action over time. As highlighted by Phoebe Jenkins, confidence is developed, not innate. Initially, I projected confidence while seeking guidance, which nurtured genuine self-assuredness and increased trust from program directors. Confidence is about demonstrating control and anticipating the program's needs, creating a reliable environment for solutions and navigating challenges.

Building Collaborative Relationships with Program Directors

Collaboration with program directors transforms the EPC role from mere assistant to indispensable colleague. I see myself as an equal partner, collaborating with physicians to manage educational programs. This approach is based on open communication and mutual respect, elevating the EPC's contributions and supporting the evolving needs of the educational environment.

The Necessity of Flexibility

Flexibility is paramount for an EPC. With constant shifts in schedules and curriculum requirements, adaptability maintains program efficiency. EPCs must pivot swiftly amid unforeseen changes. This ability enables EPCs to thrive and deliver consistent results, as leaders who embrace resilience and flexibility turn setbacks into growth opportunities.

Program Directors' Insights: A Valuable Experiment

To understand successful EPC traits, I surveyed program directors about their strengths, weaknesses, and valued EPC traits. Results showed that directors' weaknesses aligned with valued EPC qualities, illustrating the EPC's role in complementing directors' capabilities by bridging knowledge or skill gaps, reinforcing the EPC as a reliable partner.

Conclusion: Crafting Your Own Path to Success

The qualities defining an excellent EPC are diverse and evolve with experience. From leveraging support networks and projecting confidence to fostering collaboration and exemplifying flexibility, success in the EPC role is a blend of these cultivated skills. Continuous dialogue with program directors enhances both personal development and the program's success. By striving to improve, EPCs can leave a meaningful impact on graduate medical education.



Share Your Voice

Help shape the **FUTURE** of GME by contributing your unique perspective and expertise. Whether you're implementing innovative solutions, **celebrating** program successes, conducting research, or addressing current challenges, your **insights contribute** to our **community**.

Your contributions can:

- **Inspire** innovative approaches in medical education
- **Share** best practices and lessons learned
- **Advance** GME through collaborative dialogue
- **Address** emerging challenges in the field

Join the conversation and make a lasting impact on the future of Graduate Medical Education.

GME Professional Resources

ACGME Program Coordinator Handbook: This handbook serves as a guide for both new and experienced program coordinators seeking to expand their knowledge of specific topics, tasks, and responsibilities associated with their role.

How to Write an Abstract: This guide provides steps and examples on how to write an abstract for a thesis, dissertation, or research paper using the IMRaD structure.

GME Insights by Natasha Brocks: Natasha Brocks is a highly accomplished GME professional within our GME community and a local and national speaker. She has founded a newsletter, "GMEAdmin Insights," on LinkedIn, aimed at inspiring and informing everyone in GME to learn and grow continuously.

ACGME Cloud: The ACGME is aiming to launch the ACGME Cloud platform this month, bringing new tools to enhance access to data and efficiency. Our plan is to release ACGME Cloud | Analytics - Public Data on March 31. Training registration for this release is now open. This is the first in a series of Analytics products to be rolled out, providing a new way to access and analyze accreditation-related data.

Upcoming GME Conferences



AHME Educational Conference: 2025 AHME Institute, Marriott Harbor Beach Resort, Ft. Lauderdale, Florida
 Dates: April 30, 2025 – May 2, 2025
 Registration: Closed
 Website: www.ahme.org

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We would like to extend our gratitude to all contributors to this issue. Your insights and expertise greatly enrich our community.