Hello and Welcome,

Thank you to all in attendance at the NI Fall 2015 Coordinator Conference and GME Seminar.

This is truly one of the most remarkable events on the New Innovations calendar. This conference gives us a chance to get to know each of you personally, as well as gain insight into your roles. As you go through the special tips and tricks provided by our friendly NI Trainers and Support Staff, we hope you will keep the following guidance in mind.

1. Embrace this time with your peers. Take the opportunity to get acquainted with those around you and learn from their experiences. Someone else in attendance may have already resolved some of the daily struggles faced by your institution.

2. Explore Cleveland with animated curiosity. This city is currently in the midst of change and alive with palpable energy. There are many local restaurants, museums, and events that will certainly pique your interest.

3. Take back as much as you can. Although you are presented with a lot of information, please do not hesitate to tap into the know-how of our trainers. Take your newfound expertise and share it with others in your institution. The more people that share your knowledge, the more efficient you will all become.

We truly appreciate each and every one of you, and all you do for your institutions. Your work ensures the education of those who will one day better the health and lives of our friends and family. While this is no small task, we hope that the tips provided by our NI Training Staff help to make your roles a bit easier and your process more efficient.

Thank you again for all you do; and for being a part of the 2015 NI Fall Conference.

Best Wishes,

Steve & Denise Reed
Shuttle Guidelines

1. The Shuttle runs daily in the morning and afternoon from the InterContinental (IC) Suites & the InterContinental (IC) Conference Center. See the shuttle schedule for times.

2. Please pick up the shuttle at the front door of your hotel.

3. You need a ticket to ride the evening shuttle. However, you don’t need a ticket to ride the shuttle between the InterContinental (IC) Suites & the InterContinental (IC) Conference Center.

4. During registration and lunch, you have the opportunity to sign-up for the evening shuttles.
   a. Each shuttle will have different colored tickets
   b. You must have the colored ticket that correlates to the shuttle you wish to ride
   c. You can now sign up for shuttle tickets online. Please go to the conference website from your home page and click on the “Reserve Shuttle Ticket” link.
   d. If there are still shuttle spaces available, you can sign up during registration.
   e. When you get on the shuttle, the shuttle driver will collect your ticket. If your ticket doesn’t match the shuttle you are trying to ride, you will not be permitted to take that shuttle
   f. You only need your ticket when you are leaving the hotel in the evening to ensure you signed up for the shuttle
   g. You won’t need a ticket for your return trip to the hotel

5. The shuttles will pick up guests from the IC Conference Center & the IC Suites Hotel.

6. The times are approximate due to rush hour traffic.

7. The shuttle drivers will drop you off and pick you up at the same location.

8. The shuttle drivers will give you their cell phone numbers and they are very helpful.

9. If you take a shuttle and decide to take an alternative form of transportation back to the hotel, please call your shuttle driver to let them know. I’m told they are concerned about getting you where you need to go!

10. The shuttles will make continuous loops each evening with the last pick up being 10:00pm. If you are going to be later, you must arrange your own transportation back to the hotel.
Shuttle Schedule

To & From the InterContinental Suites Hotel & The InterContinental Conference Hotel

Monday, October 19th

Morning: 6:45am - 7:45am

Afternoon 4:45pm - 5:15pm

Tuesday, October 20th

Morning: 6:45am - 7:45 am

Afternoon 2:45pm – 3:30pm

Last day of conference: Please bring your luggage to the IC Conference Center and the bellmen can hold them for you.

(Note: If you are not leaving on Tuesday, please don’t bring your luggage to the IC Conference Center.)
## Shuttle Schedule Monday, October 19th 2015

<table>
<thead>
<tr>
<th>DOWNTOWN CLEVELAND: EAST 4TH &amp; WEST 6TH</th>
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</thead>
<tbody>
<tr>
<td>5:30pm departure</td>
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<tr>
<td>5:50pm</td>
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<tr>
<td>arrive at East 4th</td>
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<tr>
<td>6:05pm</td>
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<tr>
<td>arrive at West 6th</td>
</tr>
<tr>
<td>6:45pm departure</td>
</tr>
<tr>
<td>7:05pm</td>
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<tr>
<td>arrive at East 4th</td>
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<tr>
<td>7:20pm</td>
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<tr>
<td>arrive at West 6th</td>
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</table>
**Shuttle Schedule Tuesday, October 20th 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30pm</td>
<td>Little Italy</td>
</tr>
<tr>
<td>5:45pm</td>
<td>Beachwood Place</td>
</tr>
<tr>
<td>6:15pm</td>
<td>Little Italy</td>
</tr>
<tr>
<td>6:45pm</td>
<td>Beachwood Place</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Little Italy</td>
</tr>
<tr>
<td>7:15pm</td>
<td>Beachwood Place</td>
</tr>
</tbody>
</table>
### Fall 2015 GME Seminar Agenda

**Amphitheater B**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 – 8:00</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td>Getting Plugged In</td>
<td>Amphitheater B</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>All About Security</td>
<td>Customized Security, SSO, Password policies</td>
</tr>
<tr>
<td>9:00 - 9:45</td>
<td>Institutional Oversight</td>
<td>Using the Dashboards to maintain CLER compliance, Using GME Dashboards for oversight and governance, Custom Reports</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:00 - 11:30</td>
<td>Managing and Reporting on Personnel</td>
<td>Using the pending status for incoming trainees, ERAS, Training records and their impact in the suite, Immunizations, expiring items, Resident Roster and various reports, Privileges</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Checklist (Onboarding and Advancement)</td>
<td>Creating Checklist, Copying, Forms</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Checklist (Onboarding and Advancement)</td>
<td>Notifications, Distribution, Viewing Progress, Future Contracts</td>
</tr>
<tr>
<td>1:30 - 2:15</td>
<td>Annual Program Evaluation (APE)</td>
<td>Form creation and distribution, Program completion and reporting</td>
</tr>
<tr>
<td>2:15 - 3:15</td>
<td>IRIS/Billing Overview and Troubleshooting</td>
<td>Utilize the IRIS module to monitor or obtain CMS reimbursement, Utilize the Billing module to create invoices for affiliates, Common troubleshooting techniques</td>
</tr>
<tr>
<td>3:15 - 3:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:30 - 4:30</td>
<td>Evaluation Reports</td>
<td>Review the New Evaluation Reports</td>
</tr>
<tr>
<td>4:30 - 5:00</td>
<td>Q &amp; A</td>
<td>Time to ask your questions</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7:15 – 8:00</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td>Getting Plugged In</td>
<td>• Amphitheater B</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>Yearly Check Up</td>
<td>• Review items for each year: archiving personnel that have left, reviewing/updating rotations, configuration settings</td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td>CCC/Milestones</td>
<td>• Overview of process</td>
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<tr>
<td></td>
<td></td>
<td>• How to view results</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:15 – 10:45</td>
<td>Managing Rotators</td>
<td>• Rotator Program and Sponsor configuration to meet reporting needs</td>
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<tr>
<td></td>
<td></td>
<td>• Securing record management</td>
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<tr>
<td></td>
<td></td>
<td>• Advancement Configuration</td>
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<tr>
<td></td>
<td></td>
<td>• Checklist (In-Rotator)</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Best Practices Panel Group</td>
<td>• Hear from your peers best practices using NI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• We will be accepting proposal submissions from attendees who wish to be part of the presenting group</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>Linked NI</td>
<td>• Networking Event</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Outside the Box</td>
<td>• Using On-Demand Evaluations to collect data from your administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Setting up GMEC meetings using the conference module</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Steve Talks Shop</td>
<td>• Company update</td>
</tr>
</tbody>
</table>
Day 1 - GME

Use the following instructions if you want to follow along with the Presentation on your personal laptop.

1. Go to: www.joinwebinar.com
2. Enter the ID number: 159-289-971
3. Enter your registration information
4. Click on Register

Day 2 - GME

Use the following instructions if you want to follow along with the Presentation on your personal laptop.

1. Go to: www.joinwebinar.com
2. Enter the ID number: 125-346-843
3. Enter your registration information
4. Click on Register
**ALL ABOUT SECURITY**

Why would you want to use the different customized security options?

**BENEFITS:**

- GME Governance
- Verification of data
- Consistency

The Customized Security tool gives GME personnel (Level 6) the ability to further refine or limit Level 5 administrator access to the software beyond the default levels. GME administrators must have Level 6 privileges in Personal, Block Schedule, and Administration modules.

Go to Administration > Global Setup > Customized Security.

Use the chart below to select your Customized Security settings.

<table>
<thead>
<tr>
<th><strong>Passwords</strong></th>
<th>By default, all users can reset their passwords from the login screen. Allow Level 5 users to manage their own password policies in Tools. Uncheck the box to block the Password Policy section in Tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>Level 6 users can control whether or not level 5 users can add, delete, archive, or edit records for people based upon the work role of the record. Level 5 users can be prevented from affecting the records of people with the work roles of:</td>
</tr>
<tr>
<td></td>
<td>- Administrator</td>
</tr>
<tr>
<td></td>
<td>- Faculty</td>
</tr>
<tr>
<td></td>
<td>- Medical Student</td>
</tr>
<tr>
<td></td>
<td>- Resident</td>
</tr>
<tr>
<td></td>
<td>If level 5 users are prevented from adding or editing records for people with a certain work role, they still may be allowed to reset passwords for those people by checking the box that appears when the abilities to Add/Delete and Edit are disabled.</td>
</tr>
<tr>
<td></td>
<td>If administrators are restricted from adding a specific Work Role, they will also be restricted from changing a person's Work Role to that restricted Work Role. For example, an administrator who is not permitted to add people with the Work Role of Resident would also not be permitted to add a person with the Work Role of Nurse and then change that person's Work Role to Resident.</td>
</tr>
<tr>
<td><strong>Pre-Enrollment</strong></td>
<td>Enable Pre-Enrollment to add a layer of quality control to the data entry process. Pre-Enrollment requires that new personnel data records entered by level 5 users be reviewed by a level 6 user before they can be made available to other areas of the software. Apply this check according to the work role of the record that the level 5 user enters.</td>
</tr>
<tr>
<td>IRIS Information</td>
<td>Level 6 users can prevent level 5 users from editing any of the IRIS related fields:</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Name (first, middle, last)</td>
</tr>
<tr>
<td></td>
<td>• Current Program+</td>
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<td></td>
<td>• Post Graduate Year+</td>
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<td>• Initial Program</td>
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<td>• IRP</td>
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<td>• Workload</td>
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<td></td>
<td>• SSN/SIN</td>
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<td>• ECFMG Certification</td>
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<td>• Education History</td>
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<td></td>
<td>• Continuity Clinic Days</td>
</tr>
<tr>
<td></td>
<td>• Any fields on a record with a Resident Work Role</td>
</tr>
<tr>
<td></td>
<td>• Any record of a person included on an IRIS report</td>
</tr>
<tr>
<td>Administrators</td>
<td>Administrators with level 5 privileges who can</td>
</tr>
<tr>
<td></td>
<td>• add new people</td>
</tr>
<tr>
<td></td>
<td>• cannot edit IRIS data</td>
</tr>
<tr>
<td></td>
<td>will be able to enter IRIS data when adding new. However, once the record is saved, they will not be able to edit the IRIS data.</td>
</tr>
<tr>
<td>+ These IRIS</td>
<td>+ These IRIS items can only be changed in the training record</td>
</tr>
<tr>
<td>Notes: Level 5</td>
<td>Notes: Level 5 cannot edit IRIS information after initial entry. Restrictions are also used in the IRIS module</td>
</tr>
<tr>
<td>Restrictions</td>
<td></td>
</tr>
</tbody>
</table>

| ERAS Import      | Allow level 5 users to access the ERAS Import tool in Personnel. They may also determine whether or not level 5 users can change advancement information for students or residents who may be moving to another program. |
| Basic, Advancement, Sensitive and Additional Sections | Allow level 5 access to most fields in the Basic Information, Advancement Information, Sensitive Information categories in Personnel. They may also control level 5 users’ access to all fields in the remaining categories in Personnel records. |
| Sensitive Information - Masking Social Security Numbers | Remove all access to Social Security Numbers or mask the SSN by opting to display just the last four digits (USA) or three digits (Canada). Masking these numbers also prevents level 5 users from editing them. |
| Security and Privileges | You may want to disable level 5 users’ access to the Security and Privileges section so that they can’t change people’s access to the software. |
| Configure Types  | Restrict access to the types of information that can be added in Personnel, like address types or certification types. If a type is not selected in this section, then level 5 users will be restricted from adding new items to it. |
| Custom Data      | Prevent level 5 users from adding custom data types or adding information to custom data fields in Personnel.                                                                |
| Identification Numbers | Prevent level 5 users from adding Identification Number types or adding information to Identification Number fields in Personnel. |
| **Future Contracts** | Control which items in the Future Contracts feature that level 5 users can edit. This includes any of the future contract fields or milestones. |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------
| **Level 1 Editing**  | When a person is given a level 1 privilege in Personnel Data, they can view their own Personnel profile. Level 6 users can allow those people to also modify any of the following fields in their own profile:  
Addresses  
Email Addresses  
Emergency Contacts  
Marital Status  
Phone Numbers  
Preferred Name |
| **Assignment Schedule** | Level 6 users can require that level 5 users include a training location when they set up assignment definitions.  
Note: Required when using Duty Hour protocol in IRIS |
| **Block Schedule** | This section enables level 6 users to allow or prevent level 5 users from adding or changing rotation names, details, pagers and locations.  
- Block Schedule Access Options  
- This section allows Level 6 users to allow or prevent level 5 users from accessing Nonpatient Care Days. Also, they can allow level 5 users the ability to create block schedules for any faculty member in the database, regardless of which department the faculty members belongs to. This is helpful to program administrators who are using the block schedule to drive their evaluation matches when their residents rotate to departments that do not use the block schedule.  
- Block Schedule Fields  
Level 6 users can allow or block level 5 users from editing the status, compensation status or any IRIS related information on the block schedule.  
- Block Schedule View  
Prevent level 1, 2 and 3 users from seeing any schedule except their own. They will not see the department schedule views, only the My Rotation view. |
| **Home Page** | Allow level 5 users to hide system notices. |
| **Administration - Global Setup** | Permit or block level 5 users from accessing global setup items. Including:  
- Department  
- Duty Types  
- Institutions/Locations  
- Pay Sources  
- RMS Schools  
- State/Provinces  
- Status Types  
- RRC |
Intranet
- Programs: Level 5 users can also be prevented from creating, editing or deleting intranet items and RRC Review information or editing notifications. Level 5 access to the programs listing can be controlled as well. It can also be configured so that level 5 users can't edit program data except for information about personnel such as the Program Director and faculty.

### Lists
Block level 1-4 users from accessing database-wide user contact information in the Lists module.

### Procedure Logger-Privilege Report
This allows for the Direct Supervision procedures to be hidden from the Privilege Report. The only items that will show are those that are indirect, on-sight, oversight and independent.

When a level 5 user tries to update a field that customized security has restricted, they will see a message like that listed below.

![Customized Security Message](image)

**QUESTIONS:**

1. How do you use the customize security?

2. What benefits have you found?
SINGLE SIGN ON

We can connect with many SSO providers to allow your users to seamlessly move between services at your institution.

- SAML 2.0
- LDAP
- Token Based

Benefits:

- One login/password for your internal systems and NI
- One switch access turn off

PASSWORD POLICIES

Security of your data is important! For this reason, we encourage you to use the password policies if you do not use the SSO option.

The Password Policies feature permits an institution, department or division to define rules for creating and using passwords and usernames. Password Policies are the primary method of controlling authorized access to the database. Generally, the more rules, the more secure the password. Multiple policies can be established for any department and assigned to people in that department by work role.

By default, people with level 5 or 6 access in Personnel can set up and manage Password Policies. Level 5 users can add password policies for departments where they have privileges and can edit and delete Password Policies that they themselves created. Level 6 Users can create and edit Password Policies for any department and also use customized security to block level 5 users from access to the feature.

Set Password Policy

Users with level 6 access can set and modify password policies. Level 5 users can set and modify password policies, if permitted by level 6 users in Customized Security. At the top of the page that you use to create a new password policy, we have a link to View Recommended Settings which can automatically populate the fields.

1. Go to Administration > Software Setup > Tools > Manage Password Policies
2. Click New
3. Click View Recommended Settings to automatically fill in the fields.
4. Edit the fields as appropriate
5. Select the departments to apply the policy to
6. Select the work roles of people the policy should apply to
7. Option for Level 6 Users: Check Make this policy the default for all users in all Departments/Divisions who are not covered by a specific Password Policy will apply the Password Policy to all departments that do not have a Password Policy in place.
8. Click Save and Return
Complexity requirements are an additional set of constraints that strengthen password security. They are enforced each time the user changes his or her password. When this setting is enabled, user passwords must meet the following requirements:

- The password is at least six characters long (or meets minimum password length requirements).
- The password contains characters from at least three of the following four categories:
  - English uppercase characters (A–Z)
  - English lowercase characters (a–z)
  - Base 10 digits (0–9)
  - Non-alphanumeric Characters (ex: !@#$%^*& )
- Complexity requirements are enforced each time the user changes his or her password.

Default Password Settings define the form of the password that is automatically assigned when an administrator resets an existing user's password or when a new user is initially added to database. The username will remain unchanged for existing users, but new users will be assigned an initial username that follows the form of First Initial Last Name in all lower case letters with no spaces.

If no Password Policy has been created, new users will be assigned a password and username of First Initial/Last Name.

Force password change on initial login and when password is reset option forces users who were just added to the database to create new passwords on initial login. We highly recommend setting this if you do not already have it in place.
Institutional Oversight
INSTITUTIONAL OVERSIGHT

How do I monitor what is going on in my programs at my institution?

**BENEFITS:**
- Monitor Compliance/Noncompliance for accreditation
- Monitor data collection
- Graphical representation
- Data can be filtered
- Contact personnel regarding issues (Email)

**DASHBOARDS**

The GME and Program Dashboards are interactive tools to help administrators monitor accreditation data, view information and investigate issues of noncompliance. Your data is displayed in an easy-to-read graphical format for the following nine modules: Evaluations, Duty Hours, Schedules, Personnel, Curriculum, Portfolio, Procedure Logger, Conferences and Agreements.

The data in the dashboard is updated every night to display the most relevant information. The data can also be forced to update in real-time. The initial screen for the dashboards gives you the 10,000ft view. Each section can be clicked on to drill in for more details. Whether you have 3 programs or 30 programs, the dashboard gives you the ability of oversight in one place.

**GME Dashboard**

- Reporting widgets for nine modules at both institution and department levels
- Ability to contact program coordinators from the dashboard screens
To adjust the view click the gear icon on the top right on the dashboard.
Options can be selected to populate the dashboard with specific information. Custom views can also be set to filter specific department’s data.
To view details on a specific section, click to drill down.

- Contact Departments via email
- Refresh the data immediately
Program Dashboard

- Reporting widgets for nine modules at department level
- Ability to contact residents and faculty from the dashboard screens

When you drill down into the data at the program level you can email the faculty or trainee directly.
CLER OVERVIEW

The accreditation pages and data collection features can be used for gathering data for any accrediting body review. We have taken measures to make the accreditation pages as generic as possible. Only two areas are specifically labeled for ACGME accreditation use: The CLER visit page in Sponsor and Program Administration and the Key Metrics and Milestone Review panels in Program Administration.

The ACGME conducts Clinical Learning Environment Reviews (CLER Visits) approximately every 18 months at every accredited institution. They are evaluating how well the sponsoring institution and the GME are working together to measure resident competency through these six focus areas:

**Patient Safety** – Including opportunities for residents to report errors, unsafe conditions and near misses, and to participate in interprofessional teams to promote and enhance safe care.

**Quality Improvement** – Including how sponsoring institutions engage residents in the use of data to improve systems of care, reduce health care disparities and improve patient outcomes.

**Transitions in Care** – Including how sponsoring institutions demonstrate effective standardization and oversight for transitions of care.

**Supervision** – Including how sponsoring institutions maintain and oversee policies of supervision concordant with ACGME requirements in an environment at both the institutional and program level that assures the absence of retribution.

**Duty Hours Oversight, Fatigue Management and Mitigation** – Including how sponsoring institutions:

- Demonstrate effective and meaningful oversight of duty hours across all residency programs institution-wide
Design systems and provide settings that facilitate fatigue management and mitigation
Provide effective education of faculty members and residents in sleep, fatigue recognition and fatigue mitigation

Professionalism - With regard to how sponsoring institutions educate for professionalism, monitor behavior on the part of residents and faculty and respond to issues concerning:

- Accurate reporting of program information
- Integrity in fulfilling educational and professional responsibilities
- Veracity in scholarly pursuits

WHAT IS A CLER VISIT?

The first CLER visit will be used to establish a baseline for how the participating site’s initiatives enhance two important areas: the safety of the learning environment and how residents are engaged in improvement efforts. The CLER visits are designed to see that:

- National patient safety efforts are addressed
- Residents know more and can participate in patient safety activities
- The ACGME can gather proof that this activity will increase the quality of healthcare in the nation
- Participating sites and sponsors are doing the right things in the six focus areas

Subsequent visits are scheduled every 18 months after the initial visit to measure improvement in the six focus areas. The ACGME will call the GME office about 10 days ahead of time to discuss their visit and determine which participating site they will visit. The GME office will let Programs know the level of their involvement in the CLER visit.

SPONSORS AND PARTICIPATING SITES

A sponsor is where the program administration is located. The participating site is where the residents actually train. Participating Sites need to be designated in the Program configuration for the CLER pages to function properly.

The CLER team will visit one of the main participating sites where the residents train. In New Innovations, the participating site is linked to the program. When you view the data on the CLER pages, you’ll be able to specify the sponsor and site.

SETUP

Configuration - Determines the sponsor information.
Personnel - Enter the leadership information such as DIO and CEO of the sponsor
Policies - Enter Policies for this sponsor for viewing by residents that are scheduled on rotations owned by this Sponsor

PARTICIPATING SITE

Site Personnel - Identify people in leadership positions at participating sites and upload organizational charts.
CLER Visit - The data on the CLER Visit page will give you an idea of how the residents are being educated in the six focus areas. You can see if residents are attending conferences addressing the focus areas, how fatigue management is being dealt with, if the residents have access to policies and the opportunity to work on projects about them. Go to Administration > Sponsor > CLER Visit.

View CLER Visit data for residents with active training records that are:

- On primary rotations that occur at the selected site, or
- In a program linked to the selected site

View CLER Visit data for faculty with an appointment date prior to today’s date:

- Core faculty that have faculty appointments in programs linked to the selected site

To view data for specific areas, select the sponsor and site from the dropdown lists at the top of the page.
On the top right it will show you details about the number of programs, residents and core faculty that are represented in the data.

IDENTIFY INITIATIVES

Initiatives are plans of action to record improvement goals in the six focus areas. Initiatives are created at the GME sponsor administration level and then assigned to programs that are responsible for creating projects and teams who will work on fulfilling the goal of the initiative. Several different programs can be assigned the same initiative. Projects and Teams are handled at the program level of this module.

CREATE AN INITIATIVE

1. Go to Administration > Sponsor > Initiatives
2. Click Add Initiative
3. Enter the name
4. Check the focus areas that apply
5. Click Save

INITIATIVE PROFILE

- After the initiative is saved, you can add the Initiative profile
- Enter details you might find useful, such as why the initiative was created
- Check the focus area for this initiative
- Attach a file by clicking Select, highlighting the file, then click Open. The file uploads automatically
Outcomes

1. Click **Select** to upload a document that describes the outcome of this Initiative
2. Enter the name and website link that displays the outcome of this Initiative. Click the green “+” to add additional links.
3. Click **Save**

Stakeholders

1. Click **Add**
2. Select one of the following:
   a. Existing – Use this option for people already in your database. Filter by work role and select the person.
   b. External – Use this option for a person who is not in your New Innovations database. Enter the person’s name and email address.
3. Click **Save**

Related Projects

1. You can link Initiatives to existing projects
   a. Click **Add**
   b. Select the project
   c. Click **Add**
2. You can add a new project to this Initiative
   a. Click **Add**
   b. Click **New**
   c. Select the Program
   d. Enter a name for the Project
   e. Click **Add**
It is important that residents and faculty members are familiar with institution and participating site policies. Use the Sponsor policy area to upload policies that relate to the six focus area. When you upload the policy, the document is available to residents and core faculty on their Home Page. Once they sign off on reading the policy, you can gather compliance data on this page.

1. Go to Administration > Sponsor > Policies
2. Click Add Policy
3. Enter a title
4. Select the type of policy
5. Check the focus area that applies to the policy
6. Upload the document
7. Click Save

The resident or faculty member clicks on the link to expand the list and view the documents. Checking the box beside the document confirms reading it. The date in the Reviewed column is the date of confirmation.
To see the specific individuals who signed off a custom report can be created using the source Administration/Policy Sign Off.

**CLER VISIT - SPONSOR**

Go to Administration > Sponsor > CLER Visit
PATIENT SAFETY

This section shows that there are opportunities for residents to report errors, unsafe conditions and near misses, and to participate in interprofessional teams to promote and enhance safety.

Projects - indicates the percentage of all residents who are assigned to a project about Patient Safety.

Conference Participation – indicates the percentage of residents who attended conferences about Patient Safety.

Poll Results – shows a graph of resident answers to a poll on Patient Safety such as reporting comfort, medical errors, unsafe conditions and near misses.

Where does the data come from?

| Projects | • Percent of residents listed on a team project assigned to the Patient Safety focus area |
| Conferences | • All conferences that have Patient Safety checked in the Goals and Objectives tab • Conference attendance taken |
| Polls | • Percentages are from the Patient Safety questions |
TRANSITIONS IN CARE
This area shows how sponsoring institutions demonstrate effective standardization and oversight of transitions of care.

Projects - indicates the percentage of all residents who are assigned to a project about Transitions in Care.

Conference Participation - indicates the percentage of residents who attended conferences on Transitions in Care.

Poll Results - is a graph of resident answers to a poll on how well they believe they are being supervised during hand-off

Where does the data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>Percent of residents listed on a team project assigned to the Transitions in Care focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>All conferences that have Transitions in Care checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td>Polls</td>
<td>Numbers are from the Transition in Care questions on polls</td>
</tr>
</tbody>
</table>
PROFESSIONALISM

This area shows how your institution is educating residents on professionalism, monitoring behavior on the part of residents and faculty and responding to issues.

Projects - indicates the percentage of all residents who are assigned to a project about Professionalism.

Evaluations Completed on Time – indicates the percentage of evaluations that were completed by the due date.

Conference Participation - is the percentage of residents who attended conferences on Professionalism.

Where does the data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>Percent of residents listed on a team project assigned to the Professionalism focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations</td>
<td>Evaluations assigned and completed by faculty and residents by the due date</td>
</tr>
<tr>
<td>Conferences</td>
<td>All conferences that have Professionalism checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td></td>
<td>Conference attendance taken</td>
</tr>
</tbody>
</table>
QUALITY IMPROVEMENT

This area shows how your institution engages residents in the use of data to improve systems of care, reduce health care disparities and improve patient outcomes.

![Quality Improvement Dashboard]

**Projects** - indicates the percentage of all residents who are assigned to a project in Quality Improvement.

**Conference Participation** - is the percentage of residents who attended conferences on Quality Improvement.

Where does the data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>Conference Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of residents listed on a team project assigned to the Quality Improvement focus area</td>
<td>All conferences that have Quality Improvement checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td>All conferences that have Quality Improvement checked in the Goals and Objectives tab</td>
<td>Conference attendance taken</td>
</tr>
</tbody>
</table>
This widget demonstrates that residents are educated in sleep, fatigue recognition, and fatigue mitigation and that oversight of duty hours is in place for the institution. The graph also reports any results from poll questions about fatigue management.

**Projects** - indicates the percentage of all residents who are assigned to a project about Fatigue Management.

**Conference Participation** - indicates the percentage of residents who attended conferences on managing fatigue.

**Duty Hours** - displays the average number of logs per week and violations per resident

**Poll Results** - is a graph of resident answers to a poll on fatigue management.

Where does the data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>Percent of residents listed on a team project assigned to the Fatigue Management focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>All conferences that have Fatigue Management checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td></td>
<td>Conference Attendance</td>
</tr>
<tr>
<td>Duty Hours</td>
<td>Average number of logs entered per week logged while on a rotation at this site</td>
</tr>
<tr>
<td></td>
<td>Violations per resident while on a rotation at this site</td>
</tr>
<tr>
<td>Polls</td>
<td>Numbers are from the Fatigue Management questions on polls</td>
</tr>
</tbody>
</table>
This widget demonstrates that residents are assigned to projects about supervision and show the percentage of residents and faculty who attend conferences about supervision. The graph also reports any results from poll questions about supervision issues.

Projects - indicates the percentage of all residents who are assigned to a project about Supervision.

Conference Participation - is the percentage of residents and faculty that attended conferences on Supervision

Poll Results – shows a graph of resident answers to a poll on Supervision.

Where does the data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>- Percent of residents listed on a project assigned to the Supervision focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>- All conferences that have Supervision checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td></td>
<td>- Conference attendance taken</td>
</tr>
<tr>
<td>Polls</td>
<td>- Results from poll questions about Supervision</td>
</tr>
</tbody>
</table>
SET UP FOCUS POLLS:

WHAT ARE POLLS?

Polling is a New Innovations concept to help the GME office get an informal pulse of resident opinions on the six focus areas of a CLER visit. It is intended to provide baseline data for the GME prior to a CLER visit to let them target problem areas and begin processes to correct them.

Go to Administration > Sponsor > Focus Poll.

HOW ARE THEY USED?

GME can use the polls to gather resident opinions of conditions at participating sites. Go to ‘Focus Poll’ in the Sponsor panel and choose the site from the dropdown box. Questions can be edited, included or excluded from the poll. The only thing that cannot be changed is the grade scale.

To hide questions that you don’t want on the poll, use the ON/OFF icon as a toggle for having the question appear or not appear on the focus poll. When you click the green ‘ON’ icon in front of a question, the icon will change to a grey ‘OFF’ icon which indicates that the question will not appear on the focus poll.

When polls are activated, the resident will see a new panel on their Home page and can answer the questions by checking the answer and submitting the response. They can continue to answer questions or leave the rest for another time.
You can reassure your residents that poll responses are totally anonymous so there is no way to determine who completed a poll.

**WHEN CAN THEY BE USED?**

The polls can be turned on at any time. The most recent poll results are displayed on the CLER visit pages.

**POLLS ARE NOT...**

The polls in the CLER pages have no relationship to the ACGME surveys that the residents and faculty are required to complete. They are also not related to the poll that the CLER team conducts during a CLER visit. That is something the CLER team will handle. NI has nothing to do with that part of the visit.

To send the poll to the residents, go to Administration > Sponsor > Focus Poll and click **Activate**. The poll is now available on the Home page for everyone with the work role of Resident at the chosen site. They can answer all questions at once or one at a time.

To turn off the polls, go to Administration > Sponsor > Focus Poll and click **Disable**.

The **Reset Poll** button allows you to start a focus poll over again. **Warning:** Clicking the Reset Poll button will delete any data obtained and start collecting new responses from residents. You can reset the poll data if the poll is Active or Disabled.

**HOW ARE POLLS DISTRIBUTED BY SITE?**

The polls are distributed to residents who have the site linked to their program.

**SET UP PROGRAM PAGES**

The program pages help you coordinate information for the accreditation process. Each section is described in detail so you can begin adding data. Go to Administration > Program. Follow the menu items in the left panel.
CONFIGURATION

This setup page will allow you to make adjustments to those areas that can be edited, such as accreditation information and CMS code for each program.

PARTICIPATING SITES

Add the institution locations where your residents rotate. This information is used for distributing polls and gathering data by site.

1. Click Participating Sites in the left panel
2. Click Designate Sites
3. Select the hospitals where your residents train from the list. Hold down the Ctrl key to select more than one.
4. Click Save

PERSONNEL

Admin Tab: View or edit the information about a program’s Program Director, Associate PD, core faculty and residents.

Faculty Tab: In the faculty tab you can designate core faculty for your department. You can also designate faculty from other departments as core faculty in your program so they are available in the APE form to select as PEC (Program Evaluation Committee) members. Those faculty members designated as members of the CCC (Clinical Competency Committee) will have access to the Milestone Reviews.

Trainee Tab: The Resident or Fellow tab displays the trainees in the program by year in program along with their email address and phone number.

It is important to have the Admin section filled in accurately because this information is used in many areas of the software including Accreditation, Evaluations and Duty Hours.
Enter the rotations required for each year in a program. This can be exported to a PDF and the rotation data can be used to update the ADS system. The rotations don’t have to be in any particular order in the year. You need only record in which year they occur.

1. Select the number of blocks in each training year
2. Click Add Rotation
3. Select the rotation name and location where the rotation takes place
4. Enter the percentage of time spent on outpatient activities and/or research on the rotation (Optional)
5. Click Save
Add projects to record residents’ goals and improvement efforts in specific focus areas. You can also:

- Create and add teams to identify residents and other personnel involved in each project
- Associate pertinent files
- Upload or link to project outcome data
- Record meeting notes
- Create an audit trail for team activity

Once projects are created, GME administrators can attach them to larger hospital initiatives and track resident participation by site.

**Projects**

1. On the Project Listing tab, click **Add Project**
2. Enter the name of the project
3. Check the appropriate focus areas
4. Click **Save**

5. Enter the start date of the project
6. Add Goals
7. Select a team from the dropdown list that will be working on the project or create a new team by clicking on the green ‘+’ sign
8. Select appropriate focus area(s)
9. Upload any files
10. Outcomes: Upload files or enter links where outcome data can be accessed
11. Click **Save** or **Save & Configure Team**
Teams

1. Click the Team Listing tab
2. Click Add Team
3. Enter the Team name and details or notes
4. Click Save

Add Team Members

1. Click Add
2. Select Role
3. Select the Member
4. Click Add

Meetings

1. Click Add
2. Enter the Date
3. Select the Project
4. Enter the Location
5. Enter any Notes
6. Click **Save**

**POLICIES**

Policies are procedures outlining program requirements. When you add a policy it will be automatically sent to your faculty and residents’ Home Page. As they view and confirm reading the policy, you can track the compliance percentages. A step to review Policies can also be added to checklists in Personnel.

**Add a Policy**

1. Click **Policies** in the left panel
2. Click **Add Policy**
3. Enter the Title
4. Select the Type (The types are hardcoded into the software. If there is something else you would like to see added to this list, please contact us.)
5. Check the Focus Areas
6. Click **Select** to upload a document. Highlight the document and click **Open**.
7. Click **Save**
Policies

Add a policy to automatically send it to your faculty and residents' home page.

New Policy

- **Title**
- **Type**
- **Focus Areas**
  - Patient Safety
  - Transitions in Care
  - Fatigue Management
  - Quality Improvement
  - Professionalism
  - Supervision

- **File Attachment**
  - [Select]
REVIEW ACCREDITATION DATA TO MAINTAIN NAS/CLER COMPLIANCE

**KEY METRICS**
Click **Key Metrics** in the left panel.

**MILESTONES & REVIEWS**
The spider graph displays resident competency in the milestones by year in training. The ‘Residents being Reviewed’ panel shows how many residents have Milestone Reviews and Semi-Annual Reviews completed. The data is displayed for the current and previous 6 month periods.

Click the ‘Residents being Reviewed’ panel to drill down and see the names of the residents in the program and their review status. The green check mark indicates a completed Milestone Review or Semi-Annual Review.
Where does the data come from?

- **Portfolio**
  - Milestones - Residents with completed Milestone reviews
  - Reviews - Residents with completed Semi-Annual reviews

**BOARDS**

The graphs illustrate the Pass and Take Rates for your residents.

**Attempt Pass Rate** is the percentage of physicians who passed the test.

**Resident Take Rate** is the percentage of physicians who have taken a test for their program.

Click on the graph to drill down and view pass rates by year.
Where does the data come from?

<table>
<thead>
<tr>
<th>Personnel</th>
<th>From Residents who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Have the graduate status used by the program</td>
</tr>
<tr>
<td></td>
<td>• Have Board Certification data entered</td>
</tr>
<tr>
<td></td>
<td>• Have a training record</td>
</tr>
</tbody>
</table>

**ATTRITION**

The Attrition section shows information about the length of service for your current Program Director, your previous Program Director and your core faculty. The graph also displays the number of residents that have left your program over the past 5 years and the reason.
Where does the data come from?

<table>
<thead>
<tr>
<th>Administration</th>
<th>• Program Director &amp; Faculty Appointment date in Program table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>• Residents training record in the Post Program Details</td>
</tr>
</tbody>
</table>

**CLINICAL EXPERIENCE**

This chart displays the percentages of procedure target numbers that have been met by status in the program.

![Clinical Experience Chart](chart1)

Click on the widget to get more details by year in training, procedure and resident. Click on the arrows in front of the status types and procedures to see more details.

![Clinical Experience Details](chart2)

Where does the data come from?

| Procedure Logger | • Number of procedures logged that have supervision levels entered |
**CLER VISIT BY PROGRAM**

This area provides information on the six focus areas that will be assessed during your CLER visit. You can attach policies that are relevant to each of the focus areas to keep track of them individually. Click CLER Visit in the left panel.

**PATIENT SAFETY**

This data shows that there are opportunities for residents to report errors, unsafe conditions and near misses, and to participate in interprofessional teams to promote and enhance safety.

![Patient Safety Chart]

- **Projects** - indicates the percentage of all residents in the program who are assigned to a project.

- **Conference Participation** - displays the percentage of residents and faculty in the program who have attended conferences on Patient Safety.

- **Poll Results** - displays replies to poll questions about Patient Safety.

Where does the data come from?

<table>
<thead>
<tr>
<th>Program Administration</th>
<th>Percentage is derived from the number of residents on a Patient Safety Project divided by the total number of residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>All conferences that have Patient Safety checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td></td>
<td>Conference Attendance</td>
</tr>
<tr>
<td>Sponsor Administration</td>
<td>Numbers are from the Patient Safety questions on the Focus Polls</td>
</tr>
<tr>
<td>Polls</td>
<td>Results are from poll questions about Patient Safety</td>
</tr>
</tbody>
</table>
**Projects** - indicates the percentage of all residents who are assigned to a project about Transitions in Care.

**Conference Participation** - indicates the percentage of residents who attended conferences on Transitions in Care.

**Poll Results** - shows a graph of resident answers to a poll on how well they believe they are being supervised during hand-off.

Where does this data come from?

<table>
<thead>
<tr>
<th>Program Administration</th>
<th>• Percentage is derived from the number of residents on a Transitions in Care Project divided by the total number of residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>• All conferences that have Transitions in Care checked in the Goals and Objectives tab</td>
</tr>
<tr>
<td></td>
<td>• Conference Attendance</td>
</tr>
<tr>
<td>Sponsor Administration</td>
<td>• Numbers are from the Transitions in Care questions on the Focus Polls</td>
</tr>
<tr>
<td>Polls</td>
<td>• Results are from poll questions about Transitions in Care</td>
</tr>
</tbody>
</table>
Projects - indicates the percentage of all residents who are assigned to a project about Professionalism.

Evaluations Completed On Time - includes resident and faculty evaluators who have completed an evaluation prior to its due date.

Conference Participation - indicates the percentage of residents who attended conferences on Professionalism.

Where does the data come from?

<table>
<thead>
<tr>
<th>Program Administration</th>
<th>• Percentage is derived from the number of residents on a Professionalism Project divided by the total number of residents</th>
</tr>
</thead>
</table>
| Residents - Evaluations | • Percentage of evaluations:  
  • Assigned to residents  
  • Completed by the due date  
  • Includes all evaluations from Program Start Date to today’s date |
| Faculty - Evaluations   | • Percentage of evaluations:  
  • Assigned to core faculty with an appointment date  
  • Completed by the due date  
  • Includes all evaluations from appointment date to today’s date |
| Conferences             | • All conferences that have Professionalism checked in the Goals and Objectives tab  
  • Conference Attendance |
Projects - indicates the percentage of all residents who are assigned to a project about Quality Improvement.

Conference Participation - indicates the percentage of residents and faculty who attended conferences on Quality Improvement.

Where does the data come from?

| Program Administration | Percentage is derived from the number of residents on a Quality Improvement Project divided by the total number of residents |
| Conferences            | • All conferences that have Quality Improvement checked in the Goals and Objectives tab  
                          | • Conference Attendance |
Projects - indicates the percentage of all residents who are assigned to a project about Fatigue Management.

Conference Participation - indicates the percentage of residents who attended conferences on managing fatigue.

Duty Hours - displays the average number of logs per week and violations per resident

Poll Results - are shown in a series of graphs from resident answers to a poll about fatigue management

Where does the data come from?

| Conferences       | All conferences that have Fatigue Management checked in the Goals and Objectives tab  
|                   | Conference Attendance |
| Duty Hours        | Average logs are number of logs divided by number of residents  
|                   | Average violations is total violations divided by number of residents |
| Sponsor Administration | Numbers are from the Fatigue Management questions on polls |
| Polls            | Results from poll questions about Fatigue Management |
**SUPERVISION**

Projects - indicates the percentage of all residents who are assigned to a Supervision project

Conference Participation - indicates the percentage of residents who attended conferences on Supervision

Poll Results are shown in a series of graphs from resident answers to a poll on how well they believe they are being supervised

Where does this data come from?

<table>
<thead>
<tr>
<th>Projects</th>
<th>• Percentage is derived from the number of residents on a Supervision Project divided by the total number of residents</th>
</tr>
</thead>
</table>
| Conferences | • All conferences that have Supervision checked in the Goals and Objectives tab  
• Conference Attendance |
| Polls | • Results from poll questions about Supervision |
CUSTOM REPORTS

Custom Reports are used to gather a variety of data from the software. They provide more selection in filtering and sorting data than standard reports in the database. You can select a data source and use filters to control what is returned. Report outputs can be displayed, printed and saved in a variety of ways.

By default, administrators are the only users who can access and build custom reports. However, they can grant viewing rights to people who don’t normally have access.

CREATE A NEW CUSTOM REPORT

1. Go to More > Custom Reports
2. Click New
3. Type in the name of your report.
4. Select a report source (See explanations below)
5. Click Save Report and Edit Columns

REPORT SOURCES

There are two ways to select the data for your custom report. One way is to use a prebuilt source of data and the other is to select the individual columns from the Personnel module for your report. Each method is described below.

1. Use a prebuilt source
A prebuilt source is a set of related data used to create a report about a certain module or topic. An example of a prebuilt source is Conference/Attendance which would include all conferences and their corresponding attendance records. You’ll be able to filter out any data that you don’t need. The advantages of choosing a prebuilt source are ease of use and faster report generation.

Select a prebuilt source from the drop-down list. The columns available on that source are shown to the right. Click Save Report and Edit Columns.
2. Build a report by selecting fields from Personnel
You can create your own data set from any of the Personnel fields. This lets you include more data elements than are provided in the pre-built sources. However, you are limited to information from the Personnel module.

Select the radio button for building the report from Personnel and click **Save Report and Add Columns**.

Check the fields to include in your report. Some fields can be expanded to filter the data even further. Click the plus sign “+” to expand the field choices and make selections from the available items. Click **Save**.

Don't forget to include the Archived column under Basic Information so that you can filter out the archived people. Otherwise, everyone whose profile is archived, deleted and active will appear on your report.
EDIT REPORT COLUMNS

On the Edit Report Columns page, you can select which columns to show or hide, move columns around, set filters, sort the data and generate the report.

SHOW/HIDE REPORT COLUMNS

The blue dots that appear before each Column name indicate that the column will appear on the report. If you do not need a particular column, click the Show/Hide link in front of that column.

MOVE COLUMNS

Use the Move Up and Move Down links to arrange the columns in the order that you prefer.

You can also use the Reorder Columns link to drag and drop the columns to the desired position.

EDIT LINK

The Edit link allows you to change multiple items related to the column including the name of the column.
• Suppress the time portion of the date – If the column is date related and has a time stamp, you can hide the time stamp on the column.

• Show a count of each unique value in this column – This option creates a sub-report for the counts of each unique item. For example, if you create a resident report by department, the sub-report would display a count of resident in each department.

• Sort the data using the selected column – This allows you to select the order in which the columns sort data. For example, sort the data by last name or by department.

FILTERS

Columns can be filtered in a variety of ways to restrict the data that is returned. For example, you can filter the Status column to display information about first year residents only. Click Filter beside any column to see the following filter options that are available:
- *No filter should be applied to this column* - Select this option to remove a filter setting for the column.

- *Value Validation* - Select the appropriate option to display records that *do or do not* have a value entered in the data field for this column.

- *Date* - This column filter is used for date sensitive columns. Select an action from the dropdown list and enter appropriate date parameters.

- *Equals or Does Not Equal* - Enter a value or use a wild card character (*). The example shown below would return any item that starts with the letter N.

- *In this list* - Highlight the items you want to include in the filter and click Add Listed Item. The item(s) will then appear in the bottom box.
Click **Save Filter**. The Filter link will now appear in bold on the Edit Report Columns page.

**GENERATE AND INTERPRET RESULTS**

Once your report is set up, you may want to view it to make sure you have everything you wanted before you generate it to another format.

There are two ways to generate your custom report:

1. Click **Generate Report** at the top of the Edit Report Column page.

Choose one of three styles for generating a custom report:

- Show the report in a Microsoft Excel spreadsheet
- Show the report in a sortable table in a new browser window
- Extract the result to a tab-delimited text file

2. Go to More > Custom Reports. Click **Report Options**, then select **View Report**, or export to Excel or other formats.
What are some common custom reports you generate?
Personnel Managing & Reporting
MANAGING AND REPORTING ON PERSONNEL

BENEFITS

- Review of information
- Maintain consistency and oversight
- Monitor and report on information

Level 6 users or GME administrators can enable Pre-Enrollment to ensure Personnel records are approved by them prior to making these records available in the database.

When enabled, the level 5 user can only enter a resident or fellow record with the status of ‘Pending.’ It will be up to the level 6 user to review the record and promote it to the proper status.

A level 6 user needs to enable Personnel Pre-Enrollment in Customized Security and specify to which work roles pre-enrollment applies.

Level 6 - Enable Pre-Enrollment

1. Go to Administration > Software Setup > Global Setup > Customized Security
2. Scroll down to the 'Personnel Pre-Enrollment' section
3. Check to ‘Enable Personnel record review’
4. Check the Work Roles that will be included in the option
5. Click Save at the bottom of the page

Level 5 - Adding a Resident to Personnel

1. Go to Personnel > Add New Person
2. Enter the name and work role of resident
3. Click Continue
4. If there are no duplicates, click Continue
5. Add the resident’s program; the software will automatically add the status, program start date and PGY based on status mapping in Program Demographics
6. Continue to add the resident’s information
7. Click Add Person

Note: At this point, the resident's status type will be listed as 'Pending.'

Level 6 - Approve & Promote

1. Go to Personnel > Personnel Records
2. Search for the record to approve
3. On the left of the profile, select the new person’s status
4. Click Promote
Training Records are a permanent timeline of a resident or fellow’s training at your institution. By creating a timeline, you’ll be able to run reports of resident and graduate status by a specific time frame. For example, you can run a report of everyone who graduated in 2013 and the results will come from the Post Program Details in the Training Record.

Training Records and milestones are synchronized so that the Milestone Reviews are displayed for the correct time period in the resident’s training.

**How do they work?**

Training Records are automatically built by the system when new demographic records are created for users with a resident work role. The demographic record creation process requires the administrator to enter the program, status and post graduate year along with the date the resident or fellow started their training. The system then checks the training structure identified in program demographics (*Administration > Software Setup > Programs*) and creates a projected breakdown of the trainee’s year to year progression from start to graduation.

As changes may occur to resident’s training such as leave of absence, research, early termination or assignment as chief, an administrator should update the projected record to accurately reflect the resident’s actual progression. If a resident moves to either a faculty position or another program, the administrator should also reflect these Post Program Details in the Training Record.
CONFIGURING PRELIMINARY YEARS

Some residents attend a preliminary year, and possibly an optional second year, before starting their residency program. Part of the Program demographics setup enables you to identify that a program has a preliminary track.

1. During the creation of the program (Administration > Software Setup > Programs) in the Tracks section, check Preliminary

2. In the Advancement > Training Structure section, click the Preliminary tab
3. Click Add Year
4. Residency will be selected
5. Select the status type for the first year in your program
6. Click Save
7. Continue to add the number of years for your program

8. Click Outgoing Status and select the status that the person will become at the conclusion of the year (this outgoing status will not be applied if you update a resident’s training record to reflect his movement into a categorical track)
9. Click Save
10. If you have two preliminary years, click **Add Year**

11. Select the kind of training year:
   1. Fixed - Select this if the residents always attend a second preliminary year
   2. Optional - Select this if the residents sometimes attend a second preliminary year

12. Select the status type

13. Click **Save**

Once your program has a Preliminary year defined in the program table, you can identify a new resident as being in the Preliminary track of their program.

If you have an existing program that is adding a new preliminary track, contact support at New Innovations to make the program table changes for you. *(Help > Contact Us)*

**LOA, RESEARCH YEARS, CHIEF OPTIONS, POST PROGRAM DETAILS**

You may have trainees who are off-cycle, take LOAs, do a research year or become a chief resident. Use the following processes to create an accurate representation of the resident’s Training Record related to these conditions.

**Leave of Absence**

1. Within the current Training Record, select **Add Leave of Absence** from the dropdown list
2. Enter the date range
3. Add the reason for the leave
4. You may record whether the leave is paid or unpaid
5. If the resident’s leave extends training, check the box
6. Click Save

7. Add the year that should be extended and the new end date
8. Click Apply

9. If Payroll records exist for the resident, you will be asked whether you wish to adjust them at this time
10. If you click **Yes**, you will be directed to the resident’s payroll record where you can click the pencil icon to make the necessary changes

**Research Years**

1. Within the current Training Record, select **Research Years** from the dropdown list

2. Click **Add Research Year**
3. Select the status for the resident during the research year
4. Indicate whether the post graduate year should or should not advance during this time.

5. The year can be moved up or down through the Training Record by clicking and dragging it to the proper location or by using the up/down arrows on the right of the grid.

6. Click Save
Chief Status

If you wish to apply chief status to an individual resident, the resident’s program in the program table must first have a configuration under Chief Options. (Administration > Software Setup > Programs > Edit; Chief Options) Contact support at New Innovations (Help > Contact Us) if you need to add a chief designation to an existing program that was formerly configured without one.

1. Once the chief designation has been configured in the program table, you can add it to a resident’s record by choosing Change Chief Status from the Training Record dropdown box.

2. Check the year in training that the resident is assigned chief status
3. Click Save
Change Chief Status

Checking the box will flag the user as chief.

- 3rd Year in Residency

[Save] [Cancel]
Post Program Details

Promoting a resident to faculty - before graduation

If you know that a resident will be promoted to faculty upon graduation, make changes to the training record so that instead of archiving the record, the resident’s status and privileges will automatically change on the graduation date.

1. Click the pencil edit icon in Post Program Details

2. Enter:
   a. Work role - Select Faculty
   b. Department - Select the Department
   c. Privilege preset - Select Faculty
   d. Status - Select Faculty (or your designated status type)
   e. Reason - Select Graduated

3. If your program has been configured to archive graduating residents, check the box Do not archive the person when they graduate from the program

4. Click Save

Promoting a resident to faculty - after graduation - demographic record not yet archived

1. Click the pencil edit icon in Post Program Details
2. Enter:
   a. Work role - Select **Faculty**
   b. Department - Select the Department
   c. Privilege preset - Select **Faculty**
   d. Status - Select **Faculty** (or your designated status type)
   e. Reason - Select **Graduated**
3. Click **Save**

4. Click **Yes** to confirm you want the record to be updated

*Promoting a Resident to Faculty - after graduation - demographic record is archived*

1. Within the resident’s archived demographic record, click **Convert to Faculty**
2. Enter:
   a. Department Name
   b. Status
   c. Privilege Preset of Faculty
   d. If you would also like to add a faculty appointment in the program table, check Yes to the right of ‘Would you like to add faculty appointments after the conversion is complete?’
   e. Click OK

3. If adding a faculty appointment, click add a new Faculty Appointment
4. Enter:
   a. Date Appointed
   b. Check boxes that apply: Core Faculty and Serves on the Clinical Competency Committee (CCC)
   c. Click Save and Return

Resident is moving to another program and they will not complete their current projected program

There are different scenarios where a resident moves to another program. For example, a resident may have finished a preliminary year and then moves to another program. However, if the resident is not completing their training in one program before moving to a new program, you must first end their current projected Training Record before entering the details of their new projected Training Record.

1. Within the resident’s Training Record select End Training
2. Enter:
   a. End date of the current program
   b. Reason the training is ending in the current program
   c. Trainee’s outgoing status
3. Click **Save**

4. If the resident has an existing payroll record click **Yes** or **No, I’ll adjust them later**

5. Select **Add Training Record**

6. Enter:
   a. New program name
   b. The start date for the new program
   c. What status the trainee will be at the start of the program
   d. What PGY level the trainee will be at the start of the program
7. Click **Save**
Resident is moving to a fellowship program after graduation

1. Select **Add Training Record**

2. Enter:
   a. New program name
   b. The start date for the new program
   c. What status the trainee will be at the start of the program
   d. What PGY level the trainee will be at the start of the program
The Immunization Report displays the number of trainees in the program, how many are current with the immunizations recorded in the program, the number with expiring immunizations (within 30 days) and number of people with expired or missing immunization records.

Go to Personnel > Reports > Immunizations

Click the button in the column to see a list of people and the immunizations missing or expired. ('Missing' or 'Expired' appears behind the name of the immunization. Click on a person's name to go to the immunization field in their Personnel record and fill in or edit data.

Report can be:

- Toggled between trainee names and immunizations
- Filtered by immunization names
- Filtered by current, expired or expired and missing

An email can be sent to people with missing or expiring immunizations reminding them to take action. It is sent immediately when the 'Send Email' button is clicked. Here is an example:

- (First Name)
- Please note the following immunizations require your attention:
  - Diphtheria is missing
  - Flu vaccine is missing
  - Meningitis is missing
- Tetanus is missing
- Typhoid is missing
- Chicken Pox expired on 4/14/2015

**EXPIRING ITEMS**

This report lists items entered into an individual's Demographics Record that expires, such as a Visa, a license, or a certification. Report can be filtered by Department, Work Role, and expiring items.

Go to Personnel > Reports > Expiring Items

![Expanding Items Report](image)

To set up automatic email reminders for expiring immunizations and items go to Administration > Software Setup > Local Setup > Email Notifications.

**Expanding Items**

1. Click on a tab to set up reminders
2. Select the work role (and departments if you are a level 6 user) of the people who should receive the reminders
3. Specify how far in advance of the expiration to send the initial expiration notice
4. Specify how frequently email reminders are sent after that.
5. Click either **Save This Tab** or **Save All Tabs**. If you enter data on one tab and move to another tab without saving, you'll lose your edits.
6. Click each tab to configure notifications for each item

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**RESIDENT ROSTER**

*Do you ever need to run a report to see who the residents are in your program at a given time? How many in each level?*

The Resident Roster Report displays a list of your residents, grouped by Year in Residency, for the current academic year along with their Status Type and Advancement Date. In the left panel is a total count of all trainees, plus the number of trainees in each year of training. Residents must have a Training Record in their Personnel file to appear on this roster. Residents who have been archived will still appear on the report if their Training Record shows they were active during the training year selected.

1. Go to **Personnel > Reports > Resident Roster**
2. View the list of your residents for the current academic year
3. Click **Filters** to change the data shown on the report
4. Click **Export** to export the data in two formats:
- **Summary** - Exports the data shown in the left panel (Number of residents)
- **Trainees** - Exports the trainees' Names, Program, Status Type, Year in Program and Advancement Date
Checklists: Onboarding and Advancement
CHECKLISTS

OBJECTIVES

- Learn how to set up and troubleshoot each type of checklist:
  - Onboarding
  - In-Rotator
  - Advancement

CREATE A CHECKLIST

We’ll start with creating a checklist. Each type of checklist is created the same way. The distribution options make each checklist different.

1. Go to Personnel > Checklists.
2. Select the link for the type of checklist to create: Onboarding, Advancement or In-Rotator
3. Click New
4. Enter a name for the checklist
5. Enter instructions for the recipient on how to complete the form
6. Options:
   a. Checklist for administrator use only: check if the checklist will only be used by administrators and not distributed to residents
   b. Required for Advancement: check this box if the checklist has to be completed for the resident to advance to the next status
7. Level 6 Options:
   a. Check to allow Level 5 administrators to complete steps in the checklist
      i. Check to allow Level 5 administrators to complete steps that have additional reviewers
   b. Check to allow Level 5 administrators to modify requirements in steps
   c. Check to allow Level 5 administrators to delete this checklist
8. Click Save Checklist Settings
ADD STEPS

Steps are tasks that you would like recipients to complete. They can include tasks that the recipient can mark complete, links to websites, forms for entering information to their Personnel file and document sharing. They can also be distributed to specific individuals based on certain conditions.

1. Click **Add Step**
2. Add a step name
3. Enter instructions for the recipient (Optional)
4. Enter instructions that only administrators can see (Optional)
5. Click **Add Step**

Now choose the type of step.
STEP: HYPERLINK

Provide a link to a website or video that the recipient should view, such as a safety video or an eLearning website.

1. Click arrow in the Hyperlink section
2. Enter a name for the link text. This will be the name of the link that the recipient clicks to get to the site
3. Enter the URL (web address)
4. Click Save Link

STEP: INFORMATION EXCHANGE

You can use this feature to:

- Provide files for recipients
- Request a file from recipients. Allow them to upload multiple files. Files can be a Microsoft Word document or in PDF format. Limit 12 MB each.
- Provide a text box for the recipient to enter information
- Supply recipients with a form to complete
- Move uploaded files to a selected folder in Files & Notes
- Confirm receipt of Sponsor Policies - Create at Sponsor Level and Program policies
- Distribute Contracts. The Future Contracts feature must be set up for Contracts to appear in the dropdown list.

1. Click the arrow in the Information Exchange section
2. Select an option from the Type dropdown list:
File Upload

1. Select **File Upload**
2. Check boxes:
   a. Check box to allow recipients to upload files. Leave it unchecked if administrators are attaching files on behalf of recipients
   b. Check to allow recipients to view the documents that you have attached. Leave this unchecked if you are attaching confidential documents that the recipients shouldn’t see
3. If the documents should be saved to the recipient’s Personnel file, select the file destination folder from the dropdown list.
4. Click **Attach File**, if you want to upload a document for the resident to receive
5. Your selections are automatically saved.

Text Box

1. Select **Text Box** - Includes a text box for recipients to complete such as entering their license plate number for a parking permit.
2. Your selection is automatically saved.

Forms

Create a form that contains fields from the Personnel module. Recipients can then complete the form and submit their entries to you for approval. Information submitted through a form will require administrator approval because the data will be directly added to recipients’ records. Once your form is built, you can add it to your checklist.
First create the form:

1. Go to Personnel > Checklists > Onboarding/Advancement/In-Rotator
2. Click on the Forms tab
3. Click New
4. Enter a name for the form
5. Add instructions for the recipient
6. Click Update
7. Select a field from the Add a Widget dropdown list
8. Click Add
9. Use the gear icon in the widget to add instructions and click Update when finished
10. Continue to add widgets
11. Place the widget panels in the order you want them to appear by using the click-and-drag feature
12. Click Return to Forms. The form is automatically saved as it is built.

Example of a Personnel form:

![Personnel Information Form](image)

Include the Form on your checklist

1. For Type, select Form
2. Select your form from the dropdown list
3. Selections are automatically saved

Policies

You can ask the residents to view and sign off on policies. Policies are loaded in the Program or Sponsor Administration pages for this step.

1. Select Policy for the Type
2. Check the box to include your Sponsor or Program policies

Contracts

Administrators can electronically distribute contracts through checklists. The resident downloads the contract, signs and dates it, and then uploads the signed contract back into New Innovations. When the administrator marks the checklist step as complete, the contract is finalized and inserted in the Contracts area of the resident’s record in Personnel as an attachment. We recommend if using this step in a checklist that you place the checklist on hold and review the amounts before they are distributed.

1. Select Contract for Type
2. Select the Contract Type
3. Select the Contract Template

STEP: ADDITIONAL REVIEWERS

If there are people in your checklist process who need to monitor a few select checklist items, you can select them as additional reviewers for specific steps. For example, your Human Resources administrators may be responsible for collecting W-4 forms and benefit documents. You can create steps for them to complete those steps, as long as they have been entered into New Innovations and have at least level 1 access to Personnel.

1. Click the arrow on Additional Reviewers
2. Click Add Reviewers
3. Select the reviewers’ departments
4. Click the names of the people
5. Click Done
Conditional Recipients settings let you assign steps to a group of incoming residents and fellows who meet one of the following criteria:

- Belongs to a certain program
- Does not belong to a certain program
- Has a specific employer listed in their Personnel records
- Has a certain PGY level
- Has a Visa or a certain Visa type
- Is a graduate of a foreign medical school
- Has a certain pay source identified in their Personnel records
- Belongs to an accredited training program

The benefit of using conditional recipients is that people won’t have steps on their checklists that are not relevant to them, such as a graduate from a US medical school getting a step to attach an ECFMG certificate.

1. Click the arrow in the Conditional Recipients section
2. Select the condition for distributing this step
3. Click Add values that qualify for this condition
4. Click all relevant values to add them to this condition
5. Click Done
**STEP: DEPENDENT STEPS**

Use this option to cancel other steps if the step specified here is completed. For example, you might have questions about benefits that allow the recipient to select one option: Full Coverage, Single Coverage or Waive Coverage. When the recipient chooses Waive Coverage, no further steps would be required.

1. Click the arrow in the **Dependent Steps** section
2. Choose the steps that will not have to be completed if the recipient selects the current step (the one you’re creating now.)
3. Click **Add**

**ADD EXISTING STEPS**

1. Click **Add Existing Step**
2. Select the step from the list or search for the step
3. View a list of your own steps or steps from all departments
4. Select the step.
5. You can then choose if you want to **View/Edit Step** or **Copy and make a new step**.
6. When a step is shared from another department you can change certain items:

- Instructions
- If the Recipient can mark as complete
- The setting for the Conditional Recipient
- Additional Reviewers
- Dependent Steps

At the bottom of the step you’ll see what you can change, where the step has been used on other checklists and if that checklist has been distributed:

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**CRITERIA FOR SENDING CHECKLISTS**

Each checklist has criteria for displaying possible recipients. Automatic Distribution is how you send the checklist at a specific time. Manual Distribution sends the checklist immediately. There is an option to hold the checklist and then release the checklist from hold when you are ready to make it available. This would be used if you wanted to have the checklist reviewed before release.
Onboarding

- **Manual** – Select the names of those residents whose training records have a status of Incoming Resident or Incoming Fellow
- **Automatic** - Send to residents when their training record is added to Personnel
  - Only available for residents who have a status of Incoming Resident or Incoming Fellow

Advancement

- **Manual** – Select the names of those residents whose training records match the criteria you select:
  - Advancing to next training year in their current program
  - Changing programs
  - Graduating
  - Becoming Faculty
- **Automatic** – Select the number of weeks before their advancement date that you want checklists distributed to residents when their training record matches any of the conditions you select:
  - Advancing to next training year in their current program
  - Changing programs
  - Graduating
  - Becoming Faculty

In Rotator

- **Manual** – Select the names of those residents who are trainees in a non-principal program
- **Automatic** – Distribute to residents in a non-principal program when they are either:
  - Added to Personnel
  - Added to the Block schedule on a rotation owned by a principal program

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**DISTRIBUTE NOTIFICATIONS AND CHECKLISTS**

Once your checklist is complete and ready to send to residents and fellows, you can set up distribution and notifications.

---

**NOTIFICATIONS**

You can configure email notifications to go to recipients when their checklists are available, when their checklists are complete, and when and if they become overdue. You can also set up administrative email that will inform you of how your recipients are progressing with their tasks.

---

**SETTING UP INITIAL, COMPLETION, AND REMINDER NOTIFICATIONS**

1. **Go to** [Personnel > Checklists > Select the appropriate checklist]
2. **Click** [Notifications]
3. **Click** [Add Notification]
4. **Enter a name for the notification**
5. Select the type of notification. They are sent in the daily consolidated email.
   a. Initial - Sent to recipients the day after a checklist is distributed to them
   b. Reminder - Sent to recipients with incomplete steps remaining on their checklist
   c. Complete - Sent to recipients the day after all checklist steps are completed
6. Select all checklists that this email applies to
7. If this is a Reminder notification, select your Send and CC Options:
   a. A reminder ___ number of days prior to the due date
   b. An option to send the reminder at regular intervals
   c. An option to cc both the Program Director and the Program Coordinator
8. Enter a subject for the email
9. Enter the body of the message
10. You can insert tokens or fields into the body of the message. Click the **Insert Fields** dropdown list to personalize your emails, including:
   a. Recipient Name
   b. Recipient First Name
   c. Recipient Last Name
   d. Program Name
   e. Program Start Date
   f. Coordinator Name
   g. Coordinator Email
   h. Checklist Name
   i. Checklist Due Date
   j. Institution Login
   k. Incomplete Items List

11. Click **Save**

---

**SETTING UP ADMINISTRATIVE NOTIFICATIONS**

1. Go to Personnel > Checklists > Select the appropriate checklist
2. Click **Notifications**
3. Click **Add Notification**
4. Enter a name for the notification
5. Select the **Administrative** type of notification
6. Select the checklists that this email should apply to
7. Set the send duration
   a. Daily summaries are sent whenever there are active (not archived) checklists for people in your department
   b. Daily summaries are sent during a specified date range
8. Select email recipients
   a. Administrators: Level 6 users
b. Include recipient’s: Check the box for Program Coordinator, Program Director, Associate Program Director, and/or Program Chair. These people are identified in Program Demographics (Go to Administration > Program > Personnel)

c. Additional email addresses: Add email address to send summaries to people who are not one of the above

9. Click Save

---

**Sample Summary Email:**

<table>
<thead>
<tr>
<th>Message From:</th>
<th>New Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Checklists Administrative Summary</td>
</tr>
<tr>
<td>Reply Address:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ADVANCEMENT CHECKLIST:
15 of 37 (41%) completed.
14 currently on hold
0 initial emails sent today
22 reminder emails sent today
8 completion emails sent today
0 people assigned this checklist, but do not have a primary email in the system

---

**AUTOMATIC DISTRIBUTION - ONBOARDING**

1. Go to Personnel > Checklists > Onboarding
2. Click the Checklists tab
3. Select a checklist
4. Click Automatic
5. For the option *Automatically send this checklist to incoming residents and fellows when their records are added to Personnel*, select On
6. Set the due date for when the checklist is to be completed
7. Click Add Programs
8. Click each program you want to automatically distribute this checklist to
9. Click Done
10. Click Save

Once incoming residents and fellow records are added to the software, they will have a checklist assigned to them. If an initial email has been configured, they will receive an email notification the following day.

MANUAL CHECKLIST DISTRIBUTION - ONBOARDING

When you are ready to distribute onboarding checklists, you can also set up manual distribution.

1. Go to Personnel > Checklists > Onboarding
2. Click the Checklists tab
3. Select a checklist to distribute
4. Click Distribute
5. Set the due date preferences for this checklist
6. Select incoming residents and fellows from all programs or click the filter to narrow down the list
7. Optional: Check the box to place checklists on hold for review before sending them
8. Click Distribute
If you have configured an initial email, it will be sent to recipients the next day. However, if the checklist is on hold, the email will go out the day after it is released.

**AUTOMATIC DISTRIBUTION - ADVANCEMENT**

1. Go to Personnel > Checklists > Advancement
2. Click Checklists
3. Select a checklist
4. Click Automatic
5. Select On
6. Set the due date for when the checklist is to be completed
7. Set the distribution date for checklists based on recipients’ advancement date
8. Designate recipients of this checklist based on how they are advancing
9. Click Add Programs
10. Click each program you want to automatically distribute this checklist to
11. Click Done
12. Choose whether or not the checklist will be placed on hold or not on the distribution date
13. Click Save
MANUAL CHECKLIST DISTRIBUTION - ADVANCEMENT

When you are ready to distribute advancement checklists, you can set up manual distribution.

1. Go to Personnel > Checklists > Advancement
2. Click Checklists
3. Select a checklist to distribute
4. Click Distribute
5. Set the due date preferences for this checklist
6. Select the program and advancement type of the people who should receive this checklist
7. Select the recipients
8. Optional: Check the box to place checklists on hold for review before sending them
9. Click Distribute
If you have configured an initial email, it will be sent to recipients the next day, unless the checklist is on hold. Then the email will go the day after you release it.

**RELEASE CHECKLISTS ON HOLD FOR REVIEW**

1. Go to *Personnel > Checklists*
2. Click *Checklists*
3. In the ‘# On Hold’ column, click the link, such as ‘2 on hold,’ to access people whose checklists are on hold

4. Select the checklist that you want to distribute
   a. Use Ctrl + Click to select multiple checklists

5. Click *Release*
WHAT DO RECIPIENTS SEE?

When recipients log in to New Innovations to complete their checklists, they will see this reminder in the Notifications section on their Home page and a progress bar across the top of the page.

They can click the checklist link to access their checklists. From here, they can mark steps complete, access forms, upload files and go to specific websites.
MANAGE CHECKLISTS

Once you have distributed your checklists, you can get detailed information about progress by using the management pages. Go to Personnel > Checklists > Onboarding/Advancement/In-Rotator and click the appropriate tab.

CHECKLISTS TAB

Copy a Checklist

You have the ability to copy a checklist to your own program or to another department.

1. Go to Personnel > Checklists > Select Onboarding/Advancement/In-Rotator
2. Select the checklist you want to copy
3. Click the Copy icon
4. Enter a name for the copied checklist. This cannot be the same name as the original
5. Select the Department (Your own department will be selected by default)
6. Click Copy

Preview a Checklist

View your checklist to see how it will appear to your residents.

1. Go to Personnel > Checklists > Select Onboarding/Advancement/In-Rotator
2. Select your checklist
3. Click Preview
Archive a Checklist

1. Go to Personnel > Checklists > Select Onboarding/Advancement/In-Rotator
2. Select the checklist you want to archive
3. Click the Archive icon
4. The pop-up box will display the following question: 'Would you also like to archive all distributed checklists?' Select one of the following:
   a. Yes, archive them all
   b. No thanks
   c. Cancel

Notes:

- To view an archived checklist, check the box for Show Archived
- To unarchive a checklist, check the box for Show Archived, select the checklist and click the Unarchive icon.

Archive distributed checklists

1. Go to Personnel > Checklists > Select Onboarding/Advancement/In-Rotator
2. Click the desired checklist
3. Click the small file box beside the number in the Distributed column
4. Click OK

PEOPLE TAB

You can select individual residents and check their progress completing their checklist tasks.

On this page, you can:

- Review submitted documents and forms
- Delete incorrect documents that have been submitted
- Mark steps complete
- Make a step required or not required
- Delete checklists for individuals.
- Waive a checklist for a person to suspend work on it

Click Filter Programs to limit who you see by program.
Pending: A document or form has been submitted for administrator review
To Do: The recipient has yet to complete this task
Complete: The recipient or administrator has completed this task
Overdue: The checklist due date has passed and the step is not complete

STEPS TAB

You can review progress by checklist step on the Steps tab. You can narrow the list of steps you see to steps from certain checklists by clicking the filter icon to the left of the dropdown list.

Click Filter Programs to limit what you see by program. Use the view checkboxes to see steps that are completed, incomplete, or pending administrative review. The number following ‘Pending’ indicates how many items are pending administrative review.

APPROVING PENDING DOCUMENTS OR FORMS

If you have added steps to your checklist that require recipients to upload documents and you’ve not allowed recipients to mark the step complete, those steps will require your approval. You will also need to approve all forms submitted, since recipients are not permitted to mark these steps complete. Access the pending items by person or by step to review the documents and mark the steps complete.
Approving Documents - By Person

1. Go to Personnel > Checklists > Onboarding > People tab
2. Select an individual with a pending icon next to their name

3. Click the file to open it and review it:
   a. Check the box to approve it
   b. Click Return Step to send it back to the recipient. Add a note to explain and click Save and Return
Approving Documents - By Step

1. Go to Personnel > Checklists > Select the appropriate checklist > Steps tab
2. Uncheck ‘Completed’ and ‘Incomplete’ so that only pending steps will show up on the page

![View: Completed □ Incomplete □ Pending (15)](image)

3. Select a step with a Pending icon

![Fill out Benefits Enrollment Form](image)

4. Click the document to open
5. Approve it by marking the document step complete
6. Once approved, documents are stored in the Files & Notes tab in the recipient’s Personnel file

Approving Forms - By Person

1. Go to Personnel > Checklists > Select the appropriate checklist > People tab
2. Select an individual with a Pending icon next to their name
3. Click **Review Form** to open it and review the information
   
a. Click **Save and Commit to Demographics** to transfer this information from the form to the recipient’s Personnel record.
   
b. Click **Save and Close** to save your changes but not submit them just yet.

---

**Approving Forms - By Step**

1. Go to **Personnel > Checklists > Select the appropriate checklist > Steps tab**
2. Uncheck ‘Completed’ and ‘Incomplete’ so that only Pending steps will show up on the page
3. Select a step with a Pending icon
4. Click the **Review Form** to open it and review it
   
a. Click **Save and Commit to Demographics** to transfer this information from the form to the recipient’s Personnel record.
   
b. Click **Save and Close** to save your changes but not submit them just yet
5. Click **Return Step** to send the step back to the recipient and enter a reason for returning it

---

**Bulk Printing**

On the People and Steps tabs, you are able to print multiple documents at one time. The documents are exported into PDF format which can then be printed. For example:

1. Go to **Personnel > Checklists > Select the appropriate checklist**
2. Click the **Steps** tab
3. Select a step
4. Click **Export All Documents**
5. Select one:
a. Click **Open** to open the PDF document  
   b. Click **Save** to save the PDF document to your computer

6. The PDF document can then be printed

**Delete Submitted Document**

If a resident submits the wrong document, you can delete the document and send the step back to the resident.

**PROGRESS TAB**

Use the Progress Tab to see a summary of how everyone is progressing on their checklists. Select the Checklist from the dropdown list to get a list of recipients and a count of how many steps have been completed. You can also use this page to delete checklists when they are no longer needed.
You can take the following actions on this page:

- View the overall summary of progress for each checklist you have distributed
  - By step or by person
- Click a person's name to access his or her checklist
- Click and drag to select multiple rows
- Click the arrow on the drop-down list and select one of the following actions:
  - Click **Delete** to get rid of selected checklists
  - Click **Archive** or **Unarchive** a checklist for a person
  - Click **Update Due Dates** to change the due dates for selected checklists
  - Select a type of email to send to people with selected checklists:
    - Initial: Sends the initial email you have configured for this checklist
    - Reminder: Sends the reminder email you have configured for this checklist
    - Completion: Sends the completion notice that you have configured for this checklist
    - Custom: Opens an email from your email program so that you can create a custom message and send it

**Notes:**

- To view the archived checklists, check the Archived box in the View filters.
- An entire checklist can be archived on the Checklist tab
View the page by Step:

**INCOMPLETE TAB**

The **Incomplete** tab allows you to see a list of steps that have not been done by your recipients. You can either group the list by Person or by Step:

**CONTRACTS TAB**

1. Go to the Contracts tab and select the contract step you entered on the checklist
2. Check each person's payroll records for accuracy
3. If a person's information is missing or incorrect, click on their name to go to payroll
4. Add the person's payroll information or correct it
5. Return to the checklist and continue until all contracts have the correct information
6. If the dollar amount is incorrect go to **Personnel > Compensation > Future Contracts** to update the amount
7. Select the contract and Rebuild Mail Merge or Rebuild Entire Contract

You can now distribute the checklist and be assured that the contracts will be issued with the correct information.
APE
**ANNUAL PROGRAM EVALUATIONS (APE)**

**OBJECTIVES**

- Access the Annual Program Evaluations
- Create APE Forms
- Distribute APE to Programs
- Complete an APE
- GME Review of APE
- Reporting

Annual Program Evaluations are easy to conduct using New Innovations. GME creates the forms for the programs to complete using a combination of ready-made and custom questions and responses, resources, a place for PEC member information and meeting notes.

Response thresholds, such as exceeds expectations, meets expectations, caution or critical, can be established to categorize responses so that you can see at a glance which programs are not meeting expectations. Thresholds can be different per question and per program in the case where one program’s thresholds may be higher or lower than the others.

Reporting is available to view responses by program, resources and an overview of the completion progress by program.

**ACCESS THE ANNUAL PROGRAM EVALUATIONS**

Users with Level 6 in Global Administration can:

- Create and distribute the APE
- Review the completed APE forms
- Generate APE reports
- Receive notifications

Users with Level 5 in Global Administration can:

- Complete the APE
- Receive notifications

Program Directors and Associate Program Directors, as listed in Administration > Program > Personnel, can:

- View the APE
- Receive notifications
CREATE APE FORMS

The process to create a new form differs slightly the first time you create a form from subsequent years after that. Select the appropriate section below (A or B), then continue to the ‘Instructions’ area below.

A. Create a Form for the first time:

- Go to Administration > Sponsor
- In the left panel, click APE
- Select the Sponsor from the dropdown list
- Click Create new form
- Continue to ‘Instructions’ below

B. Create a new form for subsequent years:

- Go to Administration > Sponsor
- In the left panel, click APE
- Select the Sponsor from the dropdown list
- Click the academic year dropdown list
- Select New Form
- Add the start date for the new academic year
- Click Create
- Continue to ‘Instructions’ below

INSTRUCTIONS

1. Enter instructions for the recipient
2. Click Save

QUESTIONS

Several ready-made questions have already been added to the form. Hover over a question to view the action icons. The questions can be reordered, edited or deleted from the APE form using these icons.
Use the edit icon to:

- Edit the text of the question
- Associate the question with one or more of the following APE areas:
  - Program Quality
  - Resident Performance
  - Graduate Performance
  - Faculty Development
- Add hashtags for easier search capabilities
- Click Save

**OTHER FEATURES**

Below the ready-made questions, you have the option to:

- **Add Question** – Create a custom question or select another question from our library of ready-made questions
- **Add Instruction** – Add instructions to program coordinators
- **Set Thresholds** – Set scoring thresholds to see at a glance if programs are meeting expectations

**Add Custom Question**

1. Click **Add Question**
2. In the blue panel at the top, click **Create your own question**
3. Check the areas where it should be listed (more than one area can be checked)
4. Enter question text
5. Select response
6. Add hashtags
7. Click **Save**. The question is automatically added to the form.
Add Ready-Made Question

1. Click Add Question to view other ready-made questions
2. Check box(es) to see the questions linked to an APE reporting area. Areas include:
   - Program Quality
   - Resident Performance
   - Graduate Performance
   - Faculty Development
3. Those questions with a checkmark are already on the form
4. Click **Add** beside the ready-made question you want to add to your form
   a. Edit the question text (optional)
   b. The type of response cannot be changed. (Create a custom question to change the response type)
   c. Edit the associated reporting areas (optional)
   d. Add hashtags (optional)
5. Click **Save**

![Image of a form interface]

**Add Instructions** - Instructions can be added to individual questions.

1. Click **Add Instruction**
2. Enter your text
3. Click **Save**
4. Hover over the Instruction box and click the **Move** icon
5. Move your instructions to the desired location

**Add Scoring Thresholds** – Scoring thresholds are indicators that can be set on individual questions that allow you to group responses within scoring categories. The scoring categories and their default settings are:

- Critical: 0 - 59%
- Caution: 60 – 69%
- Meets Expectations: 70 - 89%
- Exceeds Expectations: 90% and above
The thresholds then allow for easy analysis of data within the APE reports. The thresholds can be edited any time during the life cycle of the form. Thresholds can be set on all questions, except for those using the text box for a response.

1. Click **Scoring Thresholds**
2. Click **Create** beside a question
3. Establish the desired thresholds for each level:
   a. Change the percentage in the text boxes
   b. Delete a threshold, such as Caution, by clicking the ‘X’ icon. Click the ‘+’ icon to add it back.
   c. To reverse the order of the thresholds, click the ‘Double Arrows’ icon. (Example: Duty Hour violations)
   d. Click **Save**
4. Those questions with a **Modify** button have thresholds that have been edited. Click **Modify** to edit the threshold levels.
5. Click **Return** on the top left when finished setting thresholds

RESOURCES

Folders can be added to store different types of documents that you want the programs to upload. For example, you may have folders for the ACGME Resident Survey, In-Service Exams or other surveys.

1. Click **Add Folder**
2. Enter name
3. Click **Save**
ADDITIONAL SECTIONS

By default, each APE form will include the following sections: Profile Information, Program Evaluation Committee (PEC), Meetings, Action Plan and Citations & Concerns. This is not part of the form building process; these items are added when the form is published to the programs. Uncheck sections you do not want on the form.

PREVIEW THE APE FORM

Preview the APE form by clicking on the magnifying glass icon at the top right corner of the form. The Preview screen allows you to see what your Program Coordinators will be able to view and click on the APE form. Even though you can add data to the preview, it will not be saved. To exit, click the ‘X’ on the top right.
NOTIFICATIONS

Notifications are sent when an action is taken on an APE form, when it has been published, submitted or when notes are added to it. Level 6 users can subscribe to notifications by sponsor. For instance, a Level 6 user only wants to receive notifications from Hospital A, a principal sponsor in his database.

1. Go to Administration > Sponsor
2. Click APE in the left panel
3. Click the Notification or ‘Bell’ icon

4. Click Subscribe

Access

The following people have automatic access to configure APE notifications:

- Level 6 users in GME
- Level 5 users with privileges in Global Admin, plus marked as ‘Is GME User’ in their Personnel profile.
- The PD, APD and Program Coordinator listed in Program Personnel in Administration

Option to not send Notifications

It is not necessary to send an email for every Note that is added to the form. In the sample below, the user would check the box for Do NOT send for this note and no email would be generated.
Email Distribution

APE emails will be sent to the following people:

- Level 6 users
- The Program Coordinator, Program Director and Associate Program Director designated in the program Personnel.
- Level 5 user with GME responsibilities

<table>
<thead>
<tr>
<th>Notification</th>
<th>Recipient</th>
<th>Subscribed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Published</td>
<td>PC, PD, APD, L6 (GME)</td>
<td>L5, Is GME User</td>
</tr>
<tr>
<td>Submitted (ready to review)</td>
<td>PC, PD, APD, L6 (GME)</td>
<td>L5, Is GME User</td>
</tr>
<tr>
<td>Reviewed</td>
<td>PC, PD, APD, L6 (GME)</td>
<td>L5, Is GME User</td>
</tr>
<tr>
<td>Requires Attention</td>
<td>PC, PD, APD, L6 (GME)</td>
<td>L5, Is GME User</td>
</tr>
<tr>
<td>When note is added</td>
<td>PC, PD, APD, L6 (GME)</td>
<td>L5, Is GME User</td>
</tr>
</tbody>
</table>
Give 'GME User' privilege to Level 5 user

A person who has Level 5 privileges in more than one program and needs access to the APE notifications for the programs they manage can be designated as a ‘GME User.’ A Level 6 user must give the Level 5 user this access by following these steps:

1. Go to Personnel > Personnel Records
2. Select the Level 5 user
3. Click Security & Privileges
4. Check the box for ‘This user performs GME responsibilities’
5. Click Save

---

**Distribute APE to Programs**

Once the APE form has been created, it can be distributed, or ‘published,’ to your programs.

1. Go to Administration > Sponsor
2. Click APE in the left panel
3. Click Publish
4. Check the programs that will receive the form
5. Click Save Changes. The form is now available for all programs selected
COMPLETE AN ANNUAL PROGRAM EVALUATION

1. Go to Administration > Programs > Accreditation > APE
2. Click on the year to open the form
Program Profile

The top section of the form is the Program Profile containing information such as the number of core faculty and resident positions filled. Hover over it and click to enter additional information. These items are pre-populated from the program setup personnel:

- Program Director
- Program Coordinator
- Program Length
- Trainee Count
- Core Faculty Count

Note: If items are updated in the form, they do not update the program Personnel section.

These items are filled in by the person filling out the form:

- Accreditation Status
- Accreditation Effective Date
- Accredited Since Date
- Last Site Visit
- Next Site Visit

Program Evaluation Committee

1. Click on the plus sign icon for the PEC
2. The PD and Associate PD are prepopulated from the Program setup
3. Type in the first few letters of a member’s name and select him or her from the list displayed. The person’s work role is also displayed.
4. Click Add
Note: Some programs have faculty members from outside of their department sit on their PEC. To add faculty from outside your department, give them an appointment in your program.

1. Go to Administration > Program > Personnel > Faculty > Add Faculty
2. Select the department for the person
3. Select the person’s name and give them an appointment date in your program. The appointment date should be prior to the first date of the APE period. So if you’re working on the 14-15 APE, give the person an appointment date before 7/1/2014.
4. Click Save

Add Meetings

Add dates, notes and attachments for PEC meetings that have already occurred. This area is not designed to post future meetings, but as a place to hold important information, such as minutes, about past Program Evaluation Committee meetings.

1. Click the plus sign icon for Meetings
2. Enter the meeting date
3. Click Add
4. Enter hyperlink or attachments (such as meeting minutes)
5. Click Attach

6. Click Close
Respond to Questions

1. Click on the response icon (%, #)
2. Enter the correct value
3. Click Save
4. Additional Options:
   a. Notes – Click the Notes icon to enter text
   b. Attachments – Click the Attachments icon to upload a document that correlates with this question
   c. N/A – Click the N/A option if this question does not pertain to your program

Enter Citations or Concern

1. Select the ‘Plus Sign’ for Citations & Concern
2. Select the Citation or Concern button
3. Enter a Title
4. Dates:
   a. Since – When it was received
   b. Extended On – Add a date if the citation/concern is extended
   c. Resolved – Enter the resolution date
5. Select a Source: GMEC, PEC or RRC
6. Associate with an APE area
7. Enter details
8. Click Save

Optional Step: **Link Action Item** – At this time you can link this Citation/Concern to an action item. The action items are steps you’re taking to resolve this problem.

**Enter Action Plan**

1. Click **Link Action Item**
2. Click **New**
3. Enter title
4. Date the action plan was initiated
5. Enter details
6. Associate with an area
7. Click **Save**
Once Citations & Concerns and the accompanying Action Plans have been added, they will be displayed at the bottom of your APE form:
Resources – Attach documents

1. Click on a folder to open it
2. Click on a sub-folder, if necessary.
3. Attach required item
4. Click Attach

Note: Click New Folder if a folder has not been provided on the APE form. Program coordinators can add folders and sub-folders for additional information to be included in the APE.

Form Status

When all data has been entered:
1. Click Mark as Completed
2. Add notes, if needed
3. Click Save
1. Go to Administration > Sponsor > APE
2. Click on a program

Review of Data

For each question you can see:
1. Current score entered by the program
2. Threshold level
3. Current average (compared to other programs)
Adjust Threshold

The threshold level can be adjusted for each question at any time during the APE process. However, if the threshold level is changed after the form has been submitted for a particular program’s APE, the threshold level is only changed for that question for that program.

1. Click on the current level.
2. Click on the level desired
3. Click Save

4. Notes and Tags can also be added
   - Notes can be marked Private Note-GME Only so only L6 can see them.
5. Click Save
Note: If the phrase Not Scored appears in the right column, no thresholds were set for the question. You have three options:

- Add Threshold for this question for this program – Click Not Scored and select a threshold level. Click Save. This threshold will only apply to this program and not all programs.
- Add Threshold for this question for all programs – Return to the APE form and add thresholds. Go to Administration > Sponsor > APE. Select a year and click Edit. Click Scoring Thresholds and add threshold levels.
- Keep as is

FORM STATUS

After reviewing the form, the Level 6 administrator will assign a status by clicking one of the following buttons at the bottom of the page:

- Mark as Reviewed – Click this button if the APE form has been reviewed and determined to be complete. Notes can still be added after the form is marked as ‘Reviewed.’
- Request Attention – Click this button if the APE form needs additional information. Notes can be entered for the areas requiring attention. The form is then returned to the Program Coordinator for further actions.
APE Reports can be generated by Sponsor, by the programs in the Sponsor and by the accrediting body: ACGME, AOA, Non-Accredited or Other. The Other category includes programs accredited by CODA or CPME. When you apply the filter, all report sources use the filters selected.

Programs can be filtered by accrediting body for each report.

1. Go to Administration > Sponsor > APE
2. Click Programs
3. Click on the tab for ACGME, AOA, Other (CODA, CPME, etc.) or Non-Accredited
4. Check the programs to view
5. Click Apply. The filter is ‘sticky’ for all reports.

OVERVIEW REPORT

The Overview screen displays the progress your programs are making on the APE. It lists all programs under the selected sponsor. The screen displays:

- Program Name
- Status of the form
  - Not Started – No entries have been made on the APE by the coordinator
  - In Progress – Some entries have been made on the APE form
  - Completed/Pending Review – The APE has been submitted as ‘Complete’ by the coordinator and is waiting for review by the GME office.
  - Needs Attention – The GME Office has reviewed the submitted information and has returned the APE form to the coordinator for additional information
  - Reviewed – The GME Office has reviewed and approved the submitted information. If a ‘lightning bolt’ indicator appears, there are new items for the GME Office to review.
- Status Bar – Hover over the status bar for each program to view the number of questions answered
- Program Director’s name
- ‘P’ icon – Indicates if the APE has been distributed to this program
RESPONSES REPORT

The Responses Report is a complete list of responses to the Annual Program Evaluation (APE). It displays the raw data entered by your programs. If your database has numerous programs, we recommend using the Export to Excel link to easily view all data.

Click Overview and select Responses from the dropdown list. The Responses screen:

- Provides a view of data from the APE forms using the thresholds that have been set
- Displays trending information that compares the current data to prior years (Prior year shows as the line in the bar graph)
- Allows you to search the data for items based on the hashtags you entered
Overall responses can be displayed by Program or by Question. Click on the appropriate tab to view the data.

**Programs Tab**

Each program is listed and a summary of data is displayed for each threshold. By default, only responses from APE forms marked as Complete are included. Check the box to include data from those APE forms that are Pending Review.
Select a specific program to see further details about the responses given by that program.

Questions Tab

Each question is listed and a summary of data is displayed from all programs based on thresholds. By default, only responses from APE forms marked as Complete are included. Check the box to include data from those APE forms that are Pending Review.
Select a question to drill down for more details

Click **View Raw Data** to see the full results. Because the programs are listed across the top of the report, we recommend that databases with many programs export the report to Excel to easily view all the data.
RESOURCE AUDIT REPORT

The Resource Audit Report displays all of the files uploaded in the Resource section of the APE form.

Generate Report

1. Go to Administration > Sponsor
2. In the left panel, click APE
3. Click Overview and select Resource Audit from the dropdown list.

For each Resource:
- The bar graph shows the overall progress towards completion. Hover over the bar graph for a tool tip that shows the number of documents uploaded (Ex: 4 of 15 Programs Uploaded Files).
- There is a list of programs with live links for the documents that have been uploaded. Click the link to open the document.
Filters:
- Sponsor - Select a sponsor
- Date - Select the academic year
- Click Resource to select a resource, such as Resident Surveys, and view all documents uploaded about Resident Surveys. Click on a document to open it.
- Click Program to view all programs and all of their uploaded documents.
- Programs - Select programs by the accrediting body - ACGME, AOA, Other (CODA or CPME) or Non-Accredited.

PROGRAM CITATIONS AND CONCERNS REPORT

The Citations and Concerns section of the NAS navigation panel is a graphic summary of the Citations and Concerns entered either here or in an APE form. Action Plans aligned to Citations or Concerns, or linked to an APE area, are displayed. Information is calculated for the current and last 3 academic years to show trending for a four year period.

Generate Report

Level 6 users will be able to view data for all programs belonging to a specific Sponsor. Level 5 users can only view the data for programs where they have privileges.

Generate Report - Level 6 Users

1. Go to Administration > Sponsor
2. In the left panel, click Citations & Concerns
3. Select a Sponsor

Generate Report - Level 5 Users

1. Go to Administration > Program
2. In the left panel, click Citations & Concerns
Overview

The Citations panel and the Concerns panel both display information in the same format:
- Number of Active, New, Extended and Average per program
- Number Linked to action items
- Summary of items by APE Area
- Average lifetime of item between initial date and resolved date
- Number resolved

Hover over any panel on the report for details.

Citations Panel
Concerns Panel

Citations and Concerns List – At the bottom, click on an item to view the details.

<table>
<thead>
<tr>
<th>Type</th>
<th>Since</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation</td>
<td>3/11/2014</td>
<td>Extended</td>
</tr>
<tr>
<td>RRC</td>
<td></td>
<td>Action</td>
</tr>
<tr>
<td>Resident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Citation/Concern Status Column:

- **Active**: Citations/Concerns that do not have a resolved date
- **New**: Citations/Concerns are active with no extension date or resolved date
- **Extended**: Citations/Concerns that have been extended but not resolved
- **Resolved**: Citations/Concerns that have a resolved date
IRIS & Billing
IRIS OVERVIEW

Objectives

- Use of the IRIS module to monitor or obtain CMS Reimbursement
- Use Billing to bill affiliates for resident hours worked

USE OF THE IRIS MODULE

What Is IRIS?

- IRIS is the Intern Resident Information System that reimburses teaching hospitals for training residents.
- Our IRIS module facilitates data collection for the Center for Medicare Services (CMS) reimbursement requests for the costs associated with training residents and fellows. It uses Personnel records, Block Schedules, and sometimes Duty Hour logs along with a variety of parameters to create reporting results by provider or for multiple providers. The Personnel module contains all of the necessary personnel information that CMS requires for each resident’s Master File and the block schedule contains the data CMS requires to create an assignment file.

What entities provide reimbursement?

- The U.S. Government
• Centers for Medicaid/Medicare Services (CMS)

How does NI calculate your IRIS reimbursement dollars?

• Collects Data from:
  o Demographics
  o Schedules

We provide two methods of calculating IRIS:

• **Duty Hour Protocol** uses the residents’ duty hour log for percentage of time worked by location
• **Percentage Protocol** declares up front a fixed percentage by provider for each rotation a resident works. Customers use this method when they want to generate IRIS reports periodically to check data and discover problems early in the IRIS process.

WHERE DOES THE DATA COME FROM?

What Data Does IRIS Need?

• Demographic Data
• Block Schedules or, alternatively, Block Schedules and Duty Hours
• Provider Numbers for Institutions
• Fiscal Year for a Provider captures dates used in IRIS calculations
• Calculations provide FTE Counts which are reimbursed
• Money reimbursed to providers based on Agreements
• Rotation Configurations based on Agreements

INSTITUTIONS/LOCATIONS

1. Check the Institutions/Locations list for Providers you want to claim.

2. Make sure to include Provider numbers. If you’re not sure of the number, check [cms.gov](http://cms.gov).

3. Review the IRIS relationship between Providers and departments. If Providers own certain departments, then that relationship should also be established (that is a rarely used feature):
   a. Go to **Administration > Software Setup > Global Setup > Institutions/Locations** so that you can add Provider numbers for those hospitals that should appear in your IRIS cost report
   b. Optional: Go to **Administration > Software Setup > Global Setup > Departments** and click **Maintain Institution/Department Ownership**. This is only necessary if IRIS duties are dispersed across multiple personnel/finance offices and you want to limit access. Most clients do not make use of this feature.

VERIFY PROGRAMS ARE SETUP CORRECTLY

Include proper information needed for IRIS for your programs:
• CMS Specialty
• Residency code
• Iris Eligible
• Status mapping

1. Go to Administration > Programs
2. Review the list and make sure that programs that should be reimbursed are marked as ‘IRIS Eligible’ and that the correct CMS code is assigned to each program
3. If they are not, click the pencil icon to edit the program
   a. Check the box to indicate the program is approved for reimbursement
   b. Make sure the correct residency type code or IRIS/CMS Specialty is selected
4. Check status mapping to make sure each year in training is listed with the status used for that year
5. Click Save

PERSONNEL DATA

The IRIS section of demographics provides information for each claimable resident including Name, Medical School, Post Graduate Year, Initial Program, IRP, SSN, Workload, Continuity Clinic Days and ECFMG, where applicable.

Personnel > Personnel Records > IRIS Information
The Block Schedule provides information about where a resident worked on a rotation. This information is used to divide the resident’s time between providers who can claim him for reimbursement.

Schedules > Block Scheduling > Schedule Rotations
FISCAL YEARS

Create an IRIS Fiscal Year Definition (this drives the process for creating all of the validation and data generation reports that are part of later steps). Create one definition for each Provider and fiscal year date range that you need.

1. Go to Finance > IRIS > Setup > Other Configurations
2. Click Add Fiscal Year
3. Enter a name for your fiscal year
4. Select a provider
5. Enter start and end dates for the fiscal year
6. Select programs and statuses
7. Click Save

IRIS CONFIGURATION

Create IRIS Rotation Definitions

- Decide which protocol to use
- Indicate who each definition applies to
- Identify which Provider can claim the time and whether or not IME and GME costs can be claimed

1. Go to Finance > IRIS > Setup > Rotation Definitions
2. Select a provider
3. Choose whether to view:
   1. All rotations
   2. Rotations with no configurations
   3. Rotations with multiple configurations
   4. Rotations with at least one configuration split between one or more providers
   5. Rotations used on intervals matching selected fiscal year parameters
4. Click Refresh Rotation List
5. Click Details for any rotation that you need to update
6. Click New to add a rotation definition configuration
7. Select your IRIS protocol, Percentage or Duty Hours
**REVIEWS**

**Demographics Checklist**

Review/update demographics records for all residents to be claimed (medical school and graduation date, ECFMG date for foreign graduates and all other required information).

1. Go to Finance > IRIS > Review > Demographics tab to view a list of Personnel records with missing information
2. Select a Fiscal Year
3. Select your Department(s)
4. Click Refresh Checklist
5. Click a person’s name to access their record and make any required changes
6. Click Return to IRIS to go back to your list of people
Block Schedule Checklist

Review and verify block schedules for all residents to be claimed contain the proper IRIS necessary fields (Workload, Program, Status, PGY, and Primary indicator). Fix any discrepancies on this screen or use the Block Schedule module to do so.

1. Go to Finance > IRIS > Review > Block Schedule tab
2. Select a Fiscal Year
3. Select your Department(s)
4. Click Refresh Checklist
5. Click Edit
6. Make any corrections
7. Click Save
Gap Locator

The Gap Locator shows residents who are missing primary rotations on their block schedule. Only personnel with a Training Record will be returned because the dates reported are pulled from the Training Record. You can filter the list by programs included in the selected fiscal year. By default, all principal programs are loaded although rotator programs can be viewed by checking the ‘Include Rotator Programs’ box.

1. Go to Finance > IRIS > Review > Gap Locator tab
2. Select a Fiscal Year
3. Click a person’s name to edit their schedule
4. Click Edit to make any corrections
5. Click Save
6. Click Close This Window
REPORTS

FTE Count

Review the FTE report to see the results of the generation.

1. Go to Finance > IRIS > Reports
2. Click on the FTE Count tab
3. Select the fiscal year.
4. Select the filters
5. Click Show FTE Count Report

FTE Detail

Review a summarized report on residents.

1. Go to Finance > IRIS > Reports
2. Click the FTE Detail tab
3. Enter dates
4. Select the filters
5. Click Show Report
The Generate process creates a Current Package of information that contains a Log of Errors, a set of reports and a set of files in the proper CMS format. Think of this as a temporary workspace. A subsequent ‘generate’ erases and rebuilds this workspace. A Current Package is created for each of the Fiscal Year definitions each time it is generated.

1. Go to **Finance > IRIS > Generate**
2. Select the proper year(s)
3. Click **Queue Selected Items**

More than one fiscal year may be placed in the queue at a time; they will be processed sequentially. This step may take several minutes to run. An email will be sent to you when the IRIS package is generated.

- **Error Log**
  - V3 Editor uses same formatting as CMS
• Diskette Files
  o Submit to CMS
  o Supporting Data

• Historical Data
  o Compare Fiscal Years
  o Backup of your submissions

TROUBLESHOOTING

Reviews
  • Catch items on the front end

Error Log
  • Runs through the v3 Editor

Detail Detective
  • Report showing information that prevented the resident/rotation from being included in the fiscal year reimbursement. Items are highlighted so they can be corrected and then the package generated again.
<table>
<thead>
<tr>
<th>Associate</th>
<th>Contract #</th>
<th>Start</th>
<th>End</th>
<th>Department/Division</th>
<th>Status</th>
<th>PDF</th>
<th>Program</th>
<th>Workload</th>
<th>Primary</th>
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<tbody>
<tr>
<td>EMRETEVA</td>
<td>07/29/2014</td>
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<td>Department of Emergency Medicine</td>
<td>ERG 3</td>
<td>Emergency Medicine</td>
<td>100</td>
<td>X</td>
<td>07/07/2014 11:00 AM</td>
<td>ME Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMRETEVA</td>
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<td>09/23/2014</td>
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</tr>
<tr>
<td>EMRETEVA</td>
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<td>02/02/2015</td>
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<tr>
<td>EMRETEVA</td>
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<td>Department of Medicine</td>
<td>ERG 3</td>
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<tr>
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<td>07/09/2015 10:50 AM</td>
<td>ME Personnel</td>
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**Fiscal Year Configurations**

Click to edit 'Fiscal Year Configurations'

<table>
<thead>
<tr>
<th>Name</th>
<th>Provider</th>
<th>Dates</th>
<th>Last Generated</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
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**EMRETEVA Team A**

Click to edit 'EMRETEVA Team A'

<table>
<thead>
<tr>
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<th>End Date</th>
<th>Location</th>
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<tbody>
<tr>
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**EMRETEVA Team C**

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<tr>
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<tbody>
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</table>
### Fiscal Year Configurations

Click to edit fiscal year definitions

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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### Demographics Information

Click to edit the personnel data

Last updated by NI Personnel on 08/27/2014 at 10:19 AM

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
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<tbody>
<tr>
<td>First Name</td>
<td>Charles</td>
</tr>
<tr>
<td>Middle Name</td>
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</tr>
<tr>
<td>Last Name</td>
<td>McLaughlin</td>
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<tr>
<td>Medical School</td>
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<tr>
<td>Medical School CMS Code</td>
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<td>Current Program</td>
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<td>Employer</td>
<td>St. Christopher Medical Center</td>
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<td>ECFMG Certificate Number</td>
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<td>IRIS Foreign Certification Date</td>
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<td>Continuity Clinics</td>
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</table>

Demographics errors resulting from fiscal years that were previously generated, and have dates that overlap the dates entered above

<table>
<thead>
<tr>
<th>Fiscal Year</th>
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<td>Missing Resident Middle Name</td>
</tr>
<tr>
<td>FY 14-15 St. Christopher</td>
<td>Missing Resident Middle Name</td>
</tr>
<tr>
<td>FY 14-15 St. Christopher</td>
<td>Missing Resident Initial Program</td>
</tr>
</tbody>
</table>
The Billing Module helps you manage agreements between hospitals that train residents. These agreements stipulate the amount and the conditions under which one hospital will pay the other for residents' services.

Throughout an academic year, the residents and fellows at an institution probably rotate to affiliate sites. You can use the Billing module to track this information and accurately bill the affiliate locations for your residents' time. Once you set up the Billing module, you will be able to generate reports for each of your affiliates that list the residents, rotations, and total dollar amounts due to you.

The Billing Module is driven primarily by the rotation schedule (annual or block schedule). This takes advantage of the fact that program administrators are likely entering and maintaining their program’s block/rotation schedule in New Innovations RMS to avoid separate entry of billing specific schedule information.

Therefore, the primary responsibility in using the Billing Module lies in configuring:

- Compensation Status and Advancement
- Which 'Bill-From's' can invoice for each rotation, person or assignment
- Which 'Bill-To's' must pay for each rotation, person or assignment
- Amount to be invoiced
- Create Components and Contracts

### CONFIGURE COMPENSATION

Level 6 administrators set up Compensation Statuses and Compensation Types for use in Payroll to track resident and fellow salaries and funding sources by year.

- Create Compensation Statuses - Compensation Statuses (e.g., C1, C2) designate the rate of pay for each resident and fellow. Each person whose Compensation you wish to track needs a Compensation Status. Your institution may use any naming convention it chooses for Compensation Statuses.
- Apply Compensation Statuses - Assign a Compensation Status to each resident.
- Define Advancement for each Compensation Status - As individuals advance to the next level in their educational programs, their Compensation Levels will advance with them. Specify the next level for each of the Compensation Statuses. For example, a C1 advances to C2.

### COMPENSATION STATUS

A Compensation Status identifies the level at which a person is compensated, such as C1, C2, and C3.

1. Go to Personnel > Compensation > Setup
2. Click New
3. Enter a name for the Compensation Status. Start with the highest level and work your way down to the lowest level.
4. Select the next compensation status for the next training year. Your highest level of residency will not have a 'Next Status.'
5. Click Save
6. Continue until all Compensation Statuses are created and Compensation Advancements (Next Status) are complete
Set Compensation Seniority

The Seniority value allows the Billing module to determine which compensation status is higher than the others. It is used when enforcing a contract’s Compensation Status cap to determine which Compensation Status values are over or under the cap.

1. Go to Finance > Billing > Contracts > Compensation Seniority
2. Click Edit in front of a Compensation Status
3. Enter the ‘seniority’ or placement of this Compensation Status. Make sure the highest paid Compensation Status has the highest seniority.
4. Click Update

APPLY COMPENSATION STATUS

1. Go to Personnel > Compensation > Setup
2. Click Apply
3. Select a Compensation Status from the dropdown list
4. Click the Filter icon to limit the Programs shown
5. Check the names that should be given this Compensation Status.
6. Click Apply

![Apply Compensation Statuses](image)

**BLOCK SCHEDULES**

To update the existing schedules to include the compensation status types:

1. Go to Schedules > Modify Schedule > Field Updater
2. Select the compensation type that you want to edit
3. Click Continue
4. Enter a date range to limit the rotations that will be updated
5. Select the appropriate programs (or select --- do find rotations with no program listed)
6. Limit the rotations by Compensation Status, PGY, and/or Status
   a. Optional: Include archived items
7. Click Display Personnel
8. Select the appropriate information (Compensation status, home department, etc.) that you want to apply to multiple rotations
9. Select the appropriate people
10. Click Update
BILLING SETUP

BILL FROM

A 'Bill From' represents anything (department, division, or corporation) which is able to send bills for services provided by residents. Each 'Bill From' is associated with residents from specific departments within the RMS and is able to send out bills for all residents from those departments.

1. Go to Finance > Billing > Contracts > Bill From
2. Click New
3. Enter the Name of your 'Bill From.'
   a. The Name field must be unique and is used throughout the Billing Module to identify this specific 'Bill From'.
   b. Because 'Bill From's' appear in drop-down boxes throughout the Billing Module, create names that are easy to understand and clearly distinguish one 'Bill From' from another.
4. The Address fields identify where a 'Bill To' should send their payments, and can subsequently be used when creating an Invoice.
5. The Phone field is optional and will appear on the Invoice to the 'Bill To.'
6. The Invoice Prefix accepts any alphanumeric entry and is placed before the Invoice Number on any subsequent report or Invoice generated by the Billing Module. The Invoice Prefix and Invoice Suffix fields are used to format the appearance of the Invoice number.
7. The Next Invoice Number indicates the invoice number that will be assigned to the next Invoice generated in the Billing Module. This feature allows you to synchronize an existing billing system with New Innovation's Billing Module in order to maintain a continuous sequence of invoice numbers. The Billing Module is capable of accommodating many formatting types used to generate Invoice Numbers.
8. The Invoice Suffix accepts any alphanumeric entry and is placed after the Invoice Number on any subsequent report or Invoice generated by the Billing Module. The Invoice Prefix and Invoice Suffix fields are used to format the appearance of the Invoice number.
9. Select a Department from the list. This Department indicates that the 'Bill From' being configured is the "owner" of residents from the selected Department and is therefore able to generate Invoices for the residents' rotations. The Department list on the left contains all the Departments and Divisions in the RMS which have not been previously assigned to a 'Bill From'.
10. Select the Personnel who will be able to create contracts, allocate contracts, and generate reports and Invoices using the 'Bill From'.
   a. The Personnel list on the right contains all personnel within the RMS who have a Billing privilege level of either five or six.
   b. Personnel not selected will not be able to administer the 'Bill From', even if they are have level five or six privileges in the Billing Module.
11. Click Save and Return
A 'Bill To' is a generic term used to collectively refer to Affiliated Hospitals and Internal Departments that have agreed to pay for residents. This may include hospitals, departments, and government grants, but excludes CMS via IRIS. Only those items that have been identified as a 'Bill To' can be used when creating and allocating Contracts. This means that not all Departments and Hospitals are available to be added to a Contract.

1. Go to Finance > Billing > Contracts > Bill To
2. Click New
3. Enter the Name of your 'Bill To.' (The Name field must be unique and is used throughout the Billing Module to identify this specific 'Bill To'. Because ‘Bill To's’ appear in dropdown boxes throughout the Billing Module, create names that are easy to understand and clearly distinguish one 'Bill To' from another.)
4. Select one:
   a. Training Location - Indicates that the selected hospital is associated with the current 'Bill To.' Select the name of the location from the dropdown list and complete the address section.
   b. Internal Department - Indicates that the selected Department is associated with the current 'Bill To.' Select the name of the Department from the dropdown list and complete the address section.
c. Other Funding Source - Indicates anything other than an Affiliated Hospital or an Internal Department that helps to pay for residents. The classic example of an Other Funding Source is a Grant. Additional fields will appear as shown below:
   i. Reference Number - Any alpha-numeric expression that you wish to associate with the Other Funding Source. This value often represents an account number but is not limited to this usage. Once entered, the Reference Number can subsequently be displayed on Reports and Invoices.
   ii. Annual Amount - The annual dollar value that the funding source has pledged. Note: the amount entered must be the annual amount. Entering a monthly or daily value will make subsequent calculations incorrect.

5. Additional options:
   a. Exclude Vacation. If checked, specify the number of vacation days to remove.
   b. Exclude Weekends.
   c. Exclude NRH

6. Click Save and Return.
COMPONENTS

1. Select Finance > Billing > Contracts > Components
2. If there is more than one 'Bill From,' select the 'Bill From' from the dropdown list.
3. Click New
4. Enter a Name. Note: The Component Name must be unique for the selected 'Bill From.'
5. Check the box for 'Component is a stipend,' if necessary.
6. The checkbox for ‘Part of Bill From's Default’ will automatically be checked to show that this is one of the default components included in Billing. Uncheck the box if this component is not part of the default components for all 'Bill To's.'

7. Click Save and Return
8. Click Values for the Component you wish to set default values for
9. Enter information
10. Click Save and Return

CREATE CONTRACT

When creating a new contract, you will be able to identify the parties involved in the contract, the dates during which the contract is in effect, the compensation cap and the various components.

1. Go to Finances > Billing > Contracts > Manage
2. Click New
3. Enter information
4. Click Save and Return
Typically your Contracts will use the default values set up in the Components. However, if you want to use values other than the defaults set in the Components, you can use this screen to do so. The Contract’s Component values are entered based on Program-Compensation Status pairs. This means that for every Component included in the Contract, a unique Annual Value can be entered for each unique combination of Program and Compensation-Status.

5. Click **Values** next to the Contract
6. Click **New**
7. Complete information
8. Click **Save and Return**
ALLOCATIONS

The allocation setup is in the same location where you would configure IRIS.

1. Go to Finance > Billing > Allocations > Setup
2. Click Details to the right of the rotation
3. Click Edit
4. Enter the Billing information
5. Click Save and Return
APPLY ALLOCATIONS

Rotation Allocations is the process of assigning all applicable Contracts to a single rotation.

1. Go to Finance > Billing > Allocations > Setup
2. Click the Rotation tab
3. Select All Rotations
4. Select the appropriate Departments
5. Click Load Rotations List
6. This list will display all rotations from the selected Departments
7. Select the rotation(s)
8. Select your date range
9. Click Queue Allocations
INVOICING

The Invoice process allows you to select a 'Bill From', 'Bill To,' and date range. All allocations that have not previously been invoiced and all allocations that are applicable to the 'Bill To' and 'Bill From' for the specified time period are included in the invoice. In addition, any adjustments that have not previously been invoiced are included.

1. Select Finance > Billing > Invoices > Manage

![Invoice screenshot]

For which Bill From and Contract would you like to invoice?

- Bill From: St. Christopher Medical Center
- Contract: 2015-2016 Allen Clinic

For what date range would you like to invoice?

- From: 8/1/2015 to 8/31/2015

Any credits or debits between these dates will be included as part of the standard charges of the invoice.

In order for a credit or debit to appear as an adjustment, the credit or debit must occur on a day prior to the 'From' date chosen above.

In addition, you must choose to include adjustments below.

Which adjustments would you like to include?

- Automatic Adjustments
- Manual Adjustments

Checking one of these options, but leaving the date blank will cause all past adjustments to be included.

If you enter a date, only the adjustments after the date, but before the invoice start date will be included.

Create Invoice Cancel and Return

St. Christopher Medical Center

OFFICE OF THE BILLING

TO: Veterinary Hospital
481 Alpha Drive
Beavercle, OH 44522

Cleveland, OH 44102

PLEASE RETURN COPY OF INVOICE WITH REMITTANCE PAYABLE TO ST. CHRISTOPHER MEDICAL CENTER AND MAIL TO:

St. Christopher Medical Center
481 Medical Center Blvd
Cleveland, OH 44102

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Charges</td>
<td>$13,700.00</td>
</tr>
<tr>
<td>Tax Adjustments</td>
<td>$0.00</td>
</tr>
<tr>
<td>Manual Adjustments</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Amount to be Paid $13,700.00
The Single Contact report can be used in 3 ways: Current Billing, Invoiced Items and Automatically Adjusted Items. The Current Billing is used to analyze billing data in preparation to generating an invoice. The Invoiced Items shows the net amount invoiced for the selected time frame. The Automatically Adjusted Items shows the charges that remain in a time period that has already been invoiced.

The Single Contract Report can be created after the Error Log has been generated.
EVALUATION REPORTS

OBJECTIVES

- Explore the New Evaluation Reporting

Our new Evaluation Reports display evaluation information collected on your residents and fellows, including the new milestone results, in an easy to view format. View Performance, Competency, Compliance and Subcompetency data all on one page. Each report is tabbed for quick access. The new reports use the end date of the match to determine if the results are included. If the end date of the match falls within the date range of the report, it will be included.

1. Go to Evaluations > Reports

GME LEVEL REPORTS

Select a principal sponsor for a global view of the evaluation information for the programs linked to that principal sponsor. In the Sponsor dropdown list, select Others to view all programs not linked to a principal sponsor. For each program the following information is displayed for the date range selected. The date range defaults to the current academic year.

- Resident count - Total number of residents in the program
- Unmatched residents - The total number of residents who have not been included as a Subject in an evaluation match.
- Distributed - Total number of evaluations distributed within the program.
- Completed/Overall Compliance - Total 'number' of evaluations completed and the 'percentage' of evaluations completed of those distributed within the program (All Evaluators)
- Faculty Compliance - Percentage of completed evaluations where the evaluator had a Work Role of Faculty
- On Time - The number of evaluation completed on time (All Evaluators)
- Late - The number of evaluations completed past the due date (All Evaluators)
- NET - Number of evaluation returned as NET - Not Enough Time (All Evaluators)
- Incomplete - Total number and percentage of evaluations that are incomplete (All Evaluators)
- Overdue - Total number of evaluations that are past the due date. For example, if the Due Date for an evaluation was yesterday or earlier and the End Date of the match falls within the date range of the report and the evaluation has not been completed, it will be included in this count. (All Evaluators)

Click on a Program to view the data for that program.

**GENERAL FEATURES**

**PROGRAM SELECTION**

Access all the programs where you have privileges by clicking the arrow and selecting a program from the dropdown list.

**SEARCH BOX**

Enter a person’s first or last name to access their evaluation data.
FILTER

Use the Filter to select specific questionnaires or to change the default settings for evaluation reports. The default settings are shown below:

- All Questionnaires
- All Anonymous Evaluations
- All ‘On Hold’ Evaluations
- No evaluations from other departments

To change the default settings:
1. Click Filter
2. Check the appropriate boxes
3. Click Apply

The Filters you select will remain in place until you select another program or exit New Innovations. To clear the filters and return to the default settings:
1. Click Filter
2. Click Clear Filters

DATES

By default, the date range for your evaluation reports will be the current academic year. Click the arrow to change the time frame to:
- Last 3, 6 or 18 months
- Academic Year - Once you select an academic year, you have the option to select an interval. Click Apply.
- Resident Training Year
- Custom - Select a specific date range and click Apply.

The Dates you select will remain in place until you select another program or exit New Innovations.
The Print process varies depending on the type of report and the number of reports you are printing.

**Print an Overall Program Report**

Print any of the screens that display overall data about everyone in your program

1. Go to *Evaluations > Reports*
2. Select one of the program reports: Performance, Competency, Compliance, Subcompetency
3. Click *View PDF*. The document will open in a new tab.
4. Hover at the bottom of the screen and click the *Printer* icon. (Your icons may appear different depending on your browser.)
5. Select your print settings.
6. Click *Print*
Print an Individual Person Report

After selecting a specific person:

1. Click View PDF
2. Verify that the box in front of the person you desire is checked.
3. Check the boxes for the tabs (reports) you want to print
4. Click View PDF
5. The document will open in a new window. Hover at the bottom of the screen and click the **Printer** icon.
6. Select your print settings.
7. Click **Print**
Note:
The Exportable Data tab will not print using the standard Printer icon because of the large amount of data on this
report. Click Excel to export the data to a spreadsheet format, which is then printable.

Print Reports for Multiple People
Select a specific person:
1. Click View PDF
2. Select your residents:
   1. Click Select All or
   2. Check the boxes in front of selected individuals
3. Check the boxes for the tabs (reports) you want printed
4. Click View PDF
5. Your reports will be generated and emailed to you momentarily. Open the email and print the report.

ASSESSMENT SETTINGS

Click the Gear icon to configure the Assessment Settings. These settings affect both the Evaluation Reports and the
evaluation results on Milestone Reviews. (These checkboxes are also available by going to Portfolio > Milestones >
Settings > Assessment Settings.)

By default, the first box is checked and the other two are not checked. Check the box for each to enable the
setting. Explanations are included below.
NORMALIZATION

Calculations - Subcompetencies, EPAs and Custom Subcompetencies all have a 1 - 5 grade scale. However, custom questions (in your own words) may have different grade scales. In order to include all scores in the Subcompetency average, we 'normalize' the results from custom question to a 1 - 5 grade scale. The following formula is used to normalize grade scales on custom questions that are other than 1 - 5. All the scores are then averaged.

\[ m + \frac{(p - 1)(M - m)}{n - 1} \]

Where:

m = Minimum Milestone Value (0 or 1)
M = Maximum Milestone Value (4 or 5)
p = Likert position (selection chosen by evaluator)
n = Number of choices on the grade scale

- Example - A resident received the following scores on her evaluations:
- 3.5 - Actual PC1 subcompetency (1 - 5 scale)
- 3.0 - EPA mapped to PC1 (1 - 5 scale)
- 3.5 - Custom Subcompetency mapped to PC1 (1 - 5 scale)
- 6.0 - Custom Question mapped to PC1 (1 - 9 scale). The score of 6 is 'normalized,' using the formula above, to a score of 3.5.
- These four scores (3.5, 3.0, 3.5, 3.5) are then averaged for a score of 3.38.

HAS NOT ACHIEVED LEVEL 1

“Has not achieved Level 1” as zero when averaging - Some specialties have an extra column on their Dreyfus scale for ‘Has Not Achieved Level One’ or similar wording. If you would like any evaluator responses from this column to be counted as ‘zero’ in the average scores, check this box. Not all programs will have this option.

SUBJECT VIEW-PEER AVERAGES

Allow subjects to view peer average – Programs can choose to allow their residents and faculty to view the Peer Average on the Summary Report and in the Milestone Reviews.

The example below displays the resident view of their evaluation results that includes a column for Peer Average. Check the box in the Assessment Settings to allow this column to appear for residents and faculty.
LEGACY REPORTS

Currently you can toggle between the new Evaluation Reports and the Legacy Evaluation Reports. However, the legacy reports will not be available later this year. We will notify users of this date.

To return to the Legacy (Original) Evaluation reports, click Go to Legacy reports in the top right corner. Click Exit legacy reports to return to the new evaluation reports.
RESIDENTS TAB

PROGRAM REPORTS

On the Residents tab, there are four overall reports that display the evaluation data about the residents in your program. The default time frame is for the last six months. The four reports are Performance, Competency, Compliance and Subcompetency. These reports are explained in detail below.

PERFORMANCE REPORT

The Performance Report provides an overview of the performance data collected on all residents. This screen only displays evaluation data that originated from your department.

Generate the Performance Report:

1. Go to Evaluations > Reports
2. By default, you'll land on the Residents tab
3. By default, you'll be on the Performance Report

This report displays:

- Name column, the resident’s name is shown, grouped by Year in Residency. Uncheck the box for Group by Year to view all residents in alphabetical order.
- Evaluated column, the number of completed evaluations about the resident is shown, and in parenthesis, the number of evaluations distributed with the resident as the subject that have not been completed
- Low Scores column, the number of low scores that the resident has received
COMPETENCY REPORT

The Competency Report displays data collected about the resident from Custom Questions (Standard questions in your own words), where Categories are linked to Core Competencies. The results are grouped by Core Competency.

Generate the Competency Report
1. Go to Evaluations > Reports
2. Click the Residents tab
3. Select Competency from the dropdown list

This report displays the following columns:
- Name - The resident’s name is shown, grouped by Year in Residency. Uncheck the box for Group by Year to view all residents in alphabetical order.
- Core Competencies - The resident’s level of competency is shown as a percentage for each Core Competency
- Overall - This score is an average of all Core Competency scores

COMPLIANCE REPORT

The Compliance Report displays information for evaluations that were assigned to a resident and are past their Due Date. For the data to be included on this report:
- The End Date of the match must fall within the date range of the report
- The Due Date is in the past.

Generate the Compliance Report:
1. Go to Evaluations > Reports
2. Click the **Residents** tab
3. Select **Compliance** from the dropdown list

This report displays the following columns:

- **Name** - The resident’s name is shown, grouped by Year in Residency. Uncheck the box for **Group by Year** to view all residents in alphabetical order.
- **Total Due** - The total number of evaluations assigned to the resident
- **Compliance** - The total percentage of completed evaluations is shown
- **Completed on Time** – The number and percentage of evaluations that were completed on time (before the Due Date)
- **Completed Late** – The number and percentage of evaluations completed late (after the Due Date)
- **NET** – The number and percentage of evaluations returned as NET (Not Enough Time)
- **Delinquent** – The number of evaluations assigned to the resident that are currently late (past the Due Date)

**Note:** There may be ‘Pending’ evaluations included in the Total Due column. These are evaluations that have been assigned to the resident, have not yet been completed and are not past the Due Date. Since these evaluations are not shown in a separate column, the number shown in the Total Due column may not equal the total number of evaluations shown in the other columns.

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**SUBCOMPETENCY REPORT**

The Subcompetency Report displays the results of evaluations completed on the residents where the questionnaire contained any of the following:

- Actual subcompetencies
- EPAs mapped to subcompetencies
- Custom subcompetencies mapped to subcompetencies
- Custom questions (in your own words) mapped to subcompetencies
Generate the Subcompetency Report:
1. Go to Evaluations > Reports
2. Click the Residents tab
3. Select Subcompetency from the dropdown list

This report displays the following columns:

- **Name** - The resident’s name is shown, grouped by Year in Residency. Uncheck the box for **Group by Year** to view all residents in alphabetical order.
- **Competencies** – Each Core Competency has its own column. Within each column the subcompetencies for each core competency are displayed with the average score that the resident received on that subcompetency.

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**INDIVIDUAL RESIDENT REPORTS**

There are six Performance Reports that provide detailed evaluation information collected on a specific resident. When you click on a resident’s name in any one of the Program Reports above, you’ll be taken to the first page of the resident’s report, the Summary Report.

The resident’s name and photo will appear at the top left of the report, along with the total number of times this resident has been evaluated during the time span indicated. Click Rotation Data to view the list of rotations the resident served on during the time span of the report. By default, results are displayed for the current academic year.
The Summary Report shows the results from every question on every questionnaire that was used to evaluate the resident/fellow. The default time frame is the last six months. Comments are displayed by default. The identifying information of the evaluator is hidden by default for administrators.

Generate the Summary Report:
1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Summary tab

The columns on the Summary Report include:
- Questionnaire
  - Displays the Name and Title of the questionnaire
  - Label - Describes the type of question: EPA, Milestone, Direct (Subcompetency), Custom (in your own words), Custom Subcompetency
  - Question - Shows the actual question text from the questionnaire.
  - Comments
- Average - Displays the average score the resident received on each question.
- Peer Average - Shows the average score of the resident’s Peer Group within their program. Click on the peer average to view the people who compose the Peer Group. The Peer Group consists of those residents who have the same ‘Year in Training’ for the date range of the report.
- Minimum - Displays the lowest score given to the resident.
- Maximum - Shows the highest score given to the resident.
- Standard Deviation - Displays the variation or dispersion of the results from the average score.
Scoring Details

Check the box for ‘Scoring Details’ to view a graphic display of the results. The number of responses given is shown under each level of the grade scale. The graphic for Yes/No questions differs from the multiple choice grade scale.

SUBCOMPETENCY REPORT

The Subcompetency Report displays the results of evaluations completed on the residents where the questionnaires contained the following:
- Actual subcompetencies
- EPAs mapped to subcompetencies
- Custom subcompetencies mapped to subcompetencies
- Custom questions mapped to subcompetencies

Generate the Subcompetency Report:
1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Subcompetency tab

This report displays the following columns:
- Training Year - The resident’s scores are shown, grouped by Year in Residency.
- Competencies – Each Core Competency has its own column. Within each column the subcompetencies for each core competency are displayed with the average score that the resident received on that subcompetency.
  o Calculations - Subcompetencies, EPAs and Custom Subcompetencies all have a 1 - 5 grade scale. However, custom questions (in your own words) may have different grade scales, so the results are 'normalized' to a 1 - 5 grade scale. The following formula is used to normalize grade scales on custom questions that are other than 1 - 5. All the scores are then averaged. This process allows us to include all scores in the Subcompetency average.
MILESTONES REPORT

The Milestones Report displays the results of milestone questions. These can be from Shift Cards or from any milestone narratives placed directly on regular evaluations.

Generate the Milestones Report:
1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Milestones tab

This report displays the following columns:

- Training Year - The resident’s scores are shown, grouped by Year in residency.
- Competencies – Each Core Competency has its own column. Within each column the average score from milestone questions are displayed under the proper subcompetencies. Milestone questions have a ‘Yes’ or ‘No’ grade scale. The score shown is the percentage of ‘Yes’ selections the resident received.
  - Example - On a milestone question, three evaluators said 'Yes, the resident is competent on this milestone.' One evaluator gave a score of 'No.' Three of four (3/4) evaluators said 'Yes,' giving the resident a score of 75% on that one milestone.
COMPETENCY REPORT

The Competency Report displays data collected about the resident from Custom Questions where the Categories have been linked to Core Competencies. The results are:

- Grouped by Core Competency
- Presented in normalized percentages for all grade scales
- Grouped by the resident’s Year in Training
- Compared with Peer Average

Generate the Competency Report:

1. Go to Evaluations > Reports
2. By default, you’ll land on the Residents tab
3. Click a resident’s name
4. Click the Competency tab

This report displays the following columns:

- Training Year - The resident’s scores are shown grouped by Year in Residency. Also shows Peer Average
- Competencies - Each Core Competency has its own column. Within each column the average score from milestone questions are displayed under the proper subcompetencies. Milestone questions have a ‘Yes’ or ‘No’ grade scale. The score shown is the percentage of ‘Yes’ selections the resident received.
  - Calculations - All results are converted to percentages, then averaged.
  - Example - On two Patient Care questions, a resident receives a 3 on a scale of 1 - 5 and a 7 on a scale of 1 - 9. The 3 is converted to 60% and the 7 is converted to 77.78%. These are then averaged ((60 + 77.78)/2) for a score of 78.89% in Patient Care.
- Overall - This score is an average of all scores the resident received
  - Calculations - Responses to all questions are converted to a percentage, then averaged. (It is NOT an average of the averages.)
  - Example - A resident receives a total of 50 responses. These responses are each converted to a percentage, added together and divided by 50 to get the Overall average.
Rotation – Each of the resident’s rotations are displayed below for the time period indicated, along with the average score they received for each core competency during that rotation.

PROBLEMS REPORT

The Problems Report has two sections:

Questions receiving low scores:
- Resident receives a low score on a specific question on a questionnaire flagged to give Low Score notifications
- Resident receives a low score on a specific grade scale, on any questionnaire, flagged to give Low Score notifications.

Questions scoring below a certain percentage:
- Defaults to questions scored in the bottom 25% of the grade scale
- Can be changed to 10%, 15%, 20% or Suppressed to 0%.

Generate the Problems Report:
1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Problems tab

This report displays the following columns:
- Questionnaire – Displays the questionnaire and question text
- Post Graduate Year – Shows the resident’s Year in Residency
- Submitted On – Displays the date and time the evaluation was completed
- Score – Shows the actual score chosen by the evaluator
- Value – Show the value given to that score
- Peer Average – Displays the peer average for that question

COMPLIANCE REPORT

This report displays information on the compliance rate of the resident for completing evaluations assigned to them. Evaluations are included if the End Date of the match falls within the date range of the report.

Generate the Compliance Report:

1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Compliance tab

Columns include the following data:

- Assigned - The total number of evaluations assigned to the resident to be completed during the date range of the report
- Compliance - The number of completed evaluations, the number of assigned evaluations and the percentage of completed evaluations is shown
  - Calculations - The number of evaluations that were completed divided by the total number of assigned evaluations
  - Example - A resident has 50 evaluations assigned to her with Due Dates in the past. She completed 36 on time and 4 of them late (past the Due Date). Forty completed evaluations divided by 50 assigned equals 80%. Her Compliance column would display 40/50 (80%).
- Completed on Time – The number and percentage of evaluations that were completed on time (by midnight on the Due Date)
  - Calculations - The number of evaluations that were completed on time divided by the total number of assigned evaluations
Example - A resident has 50 evaluations assigned to her with Due Dates in the past. She completed 36 on time and 4 of them late (past the Due Date). Her 'Completed on Time' column would display 36 (72%).

- Completed Late – The number and percentage of evaluations completed late (after midnight on the Due Date)
  - Example - A resident has 50 evaluations assigned to her with Due Dates in the past. She completed 36 on time and 4 of them late (past the Due Date). Four evaluations completed late divided by 50 assigned equals 8%. Her 'Completed Late' column would display 4 (8%).

- NET – The number and percentage of evaluations returned as NET (Not Enough Time)
  - Example - A resident has 30 evaluations assigned to her with Due Dates in the past. She returned 5 of them as NET. Five divided by 30 equals 16.67%. Her 'NET' column would display 5 (16.67%).

- Delinquent - The number of evaluations assigned to the resident that have not been completed and are past the Due Date. The delinquent evaluations are shown in the list below.

Delinquent Evaluations - The information shown on the second half of the screen includes the details about the evaluations passed their Due Date:

- Subject - The person or rotation to be evaluated
- Session - The name of the session distributing the evaluation
- Rotation - The name of the rotation for that evaluation
- Start - The Start Date of the interval
- End - The End Date of the interval
- Due - The Due Date for the evaluation to be completed

**EXPORTABLE DATA REPORT**

This report displays the actual scores given to each resident by each evaluator. If subcompetencies were dynamically added to the evaluation based on the rotation, these scores will also be shown. If the resident was evaluated 12 times, the scores from all twelve evaluations will be displayed. No calculations are performed on this page. The results on this tab can be exported to a spreadsheet format.
Generate the Scores Report:
1. Go to Evaluations > Reports
2. Select a Resident
3. Click the Exportable Data tab

This report displays the following information for each questionnaire:
- Evaluator – The name and picture of the evaluator
- Rotation – Name and date range of the rotation
- Questions – Lists the score and grade scale for each question.

Note: Click Excel to export the data to a spreadsheet format.

FACULTY REPORTS

GME LEVEL REPORTS

Select a principal sponsor for a global view of the evaluation information for the programs linked to that principal sponsor. In the Sponsor drop-down list, select Others to view all programs not linked to a principal sponsor.
For each program the following information is displayed for the date range selected. The date range defaults to the current academic year.

- Resident count - Total number of residents in the program
- Unmatched residents - The total number of residents who have not been included as a Subject in an evaluation match.
- Distributed - Total number of evaluations distributed within the program.
- Completed/Overall Compliance - Total ‘number’ of evaluations completed and the ‘percentage’ of evaluations completed of those distributed within the program (All Evaluators)
- Faculty Compliance - Percentage of completed evaluations where the evaluator had a Work Role of Faculty (Faculty Only)
- On Time - The number of evaluation completed on time (All Evaluators)
• Late - The number of evaluations completed past the due date (All Evaluators)
• NET - Number of evaluations returned as NET - Not Enough Time (All Evaluators)
• Incomplete - Total number and percentage of evaluations that are incomplete (All Evaluators)
• Overdue - Total number of evaluations are past the due date. For example, if the Due Date for an evaluation was yesterday or earlier and the End Date of the match falls within the date range of the report and the evaluation has not been completed, it will be included in this count. (All Evaluators)
• Click Export to export the data to a spreadsheet format that can be printed.

Click on a Program to view the data for that program.

### PROGRAM LEVEL FACULTY REPORTS

Click the Faculty tab. There are two program level reports available to view results for evaluations of faculty: Performance and Compliance. These reports display your faculty, plus any outside faculty who have been the subject of an evaluation distributed by your department.

### PERFORMANCE REPORT

This screen displays all of your faculty, plus any outside faculty who have been the subject of an evaluation distributed by your department. It shows:

- Faculty name
- Number of times they have been evaluated
- Number of evaluations distributed where they are the subject that have not been completed (in parenthesis)
- Number of low scores, as configured on your questions or grade scales

Generate the Performance Report:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. The page defaults to the Performance Report

COMPLIANCE REPORT

The Compliance Report displays information for evaluations that were assigned to a faculty member and are past their Due Date. This screen displays your faculty, plus any outside faculty who have been the subject of an evaluation distributed by your department.

For the data to be included on this report:
- The End Date of the match must fall within the date range of the report
- The Due Date is in the past.

Generate the Compliance Report:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. Click the arrow beside Performance
5. Select Compliance
INDIVIDUAL FACULTY REPORTS

Click on a faculty member’s name to view the individual reports.

SUMMARY REPORT

The Summary Report displays the following information:

- Average score received for the question
- Peer average for the question
- Minimum score received
- Maximum score received
- Standard Deviation
- Comments

Generate the Summary Report:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab and select a faculty member
4. The screen defaults to the Summary tab
5. Click the box for Scoring Details to display a bar graph for each question

GRADING PROFILE

The Grading Profile compares how this faculty member scored their subjects as compared to other faculty members. This screen displays the following information:

- Question text for each questionnaire
- This faculty member’s grading average on each question
• The average score given by their peers for each question

Generate the Grading Profile:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. Select a faculty member
5. Click the Grading Profile tab

PROBLEMS

The Problems Report displays the following information:
• Displays questions receiving low scores, as configured on grade scales or questions
• Displays questions scoring below percentage selected on the page
• Displays comments, by default

Generate the Problems Report:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. Select a faculty member
5. Click the Problems tab

COMPLIANCE REPORT

This report displays compliance information for faculty members completing their evaluations.

This report shows the following data:
• Assigned - The number of evaluations assigned to the faculty for the time period of the report
• Compliance - The number and percentage of evaluations that have been completed
• Completed On Time - The number and percentage of completed evaluations that were completed before the Due Date
• Completed Late - The number and percentage of completed evaluations that were completed after the Due Date
• NET - The number and percentage of evaluations that were returned by the faculty member as NET (Not Enough Time)
• Delinquent - The number of evaluations that are currently past their Due Date
• The chart on the bottom half of the screen displays details about the evaluations that are currently delinquent

Generate the Compliance Report:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. Select a faculty member
5. Click the Compliance tab

EXPORTABLE DATA

The Exportable Data tab displays the following information:
• Name of the evaluator
• Name and date range of the rotation
• The individual scores given by the evaluator on each question

Generate the Exportable Data:
1. Go to Evaluations > Reports
2. Select the Program
3. Click on the Faculty tab
4. Select a faculty member
5. Click the Exportable Data tab
6. Click the Excel button to export data to a spreadsheet format that can be printed
ROTATING RESIDENTS PROGRAM OVERVIEW

The Rotating Residents tab displays the evaluation data collected on outside residents who have served on one of your program’s rotations.

A person will appear on the Rotating Residents tab if they:

- Have a ‘Resident’ work role
- Have a Personnel record in an outside program
- Have been evaluated on a questionnaire from one of your sessions

There are two reports under the Rotating Residents tab: Performance and Competency. These will both be reviewed in detail below:

PERFORMANCE REPORT

The Performance Report provides an overview of the performance data collected on all rotating residents. This screen only displays evaluation data that originated from your department.

1. Go to Evaluations > Reports
2. Click the Rotating Residents tab
3. By default, you’ll be on the Performance tab

The following information is displayed:

- Resident name
- Number of times the resident has been evaluated
- Number of evaluations distributed but not yet completed (Shown in parenthesis)
- Number of low scores received, as configured by Low Score notifications on grade scales or questions
COMPETENCY REPORT

1. Click the arrow beside Performance
2. Select Competency

This screen displays the overall averages of rotating residents on the six core competencies.

ROTATING RESIDENTS-INDIVIDUAL REPORTS

There are four Performance Reports that provide detailed evaluation information collected on a specific resident. When you click on a resident's name, you'll be taken to the first page of the resident's report, the Summary Report.

The resident's name and photo will appear at the top left of the report, along with the total number of times this resident has been evaluated during the time span indicated. By default, results are displayed for current academic year.

- Summary Report
- Competency Report
- Problems
- Exportable Data
OTHER PERSONNEL REPORTS

OTHER PERSONNEL-PROGRAM OVERVIEW

The 'Other Personnel' tab displays evaluation information under two sections:

- Residents in this program with no Training Record - Please go to Personnel > Personnel Records and create a Training Record for any resident listed here. Their evaluation results will then appear on the 'Residents' tab.
- Other evaluated people in this department - This would include all people who have a Work Role other than Faculty or Resident, such as Nurse or Other.

There are two reports that give you Program level data: Performance Report and Competency Report.

![Performance Report and Competency Report](image)

OTHER PERSONNEL-INDIVIDUAL REPORTS

There are four Performance Reports that provide detailed evaluation information collected on a specific person. When you click on a person's name, you'll be taken to the Summary Report.

The person’s name and photo will appear at the top left of the report, along with the total number of times this person has been evaluated and the Rotation Data for the time span indicated. By default, results are displayed for the current academic year.

Reports available:
- Summary Report
- Competency Report
- Problems Report
- Exportable Data
ROTATIONS REPORTS

The Rotations report allows you to view the evaluation results submitted by your residents and fellows about their rotation experience. The following information is displayed:

- Rotation name
- Number of times the rotation has been evaluated
- Number of rotation evaluations distributed but not yet completed (Shown in parenthesis)
- Number of low scores received, as configured by Low Score notifications on grade scales or questions

Generate the Rotations report:
1. Go to Evaluations > Reports
2. If you have access to more than one program, select a program from the dropdown list
3. Click the Rotations tab

![Rotations report screenshot]

SUMMARY TAB

The Summary tab shows the questions asked about the rotation experience. It includes the Average score on this question, the Minimum and Maximum scores and the Standard Deviation. Comments are shown by default.

1. Go to Evaluations > Reports
2. If you have access to more than one program, select a program from the dropdown list
3. Click the Rotations tab
4. Click on a rotation name
5. Check the box for 'Scoring Details' to display a graph of the responses.

In the screen shot shown below:
- The Geriatrics rotation was evaluated 7 times
- The first question:
  - Has an average of 4.29 on a 5-point scale
- Received 5 responses for Above Average and 1 response for Excellent

**PROBLEMS TAB**

This screen displays any problems areas with Rotation evaluations. There are two sections to this screen:

- **Low Score Notices** - This area displays any questions that have received a low score where Low Score notices have been configured, either on the grade scale or on a question on the evaluation form.
- **Questions Scoring below 25%** - This area displays any scores that are in the bottom 25% of the grade scale. The percentage can be modified to 10%, 15% or 20%. This area can also be 'Suppressed' to not appear on this report at all.

**Generate the Problems Report**

1. Go to Evaluations > Reports
2. If you have access to more than one program, select a program from the drop-down list
3. Click the Rotations tab
4. Click on the Problems tab
Faculty members can view the results of evaluations completed on them if the session settings allow the faculty (subject) to see their results.

- Go to Evaluations > Reports
- Click the Summary Tab

Summary Report

This report displays the following information:

- Name of the Questionnaire
- Question text
- Their average on that question
- The Minimum and Maximum scores received, along with the Standard Deviation
- Check Scoring Details to view a graphic representation of the results

Grading Profile Report

This tab displays how the faculty member scores the residents (or others) as compared with how their peers score the residents.

The information shown is:

- The name of the questionnaire
- The question text
• The average grade they gave the resident on that question
• The average grade their peers gave on that question

COMPLIANCE REPORT

This report shows if the faculty member is compliant with completing evaluations assigned to them.

The top line of information shows:

• Assigned - The total number of evaluations assigned to the faculty member for the date range of the report
• Compliance – The number of completed evaluations out of the total assigned. The percentage of completed evaluations is shown in parenthesis.
• Completed On Time – The number and percentage of evaluations that were completed by the Due Date
• Completed Late – The number and percentage of evaluations that were completed after the Due Date
• NET – The number and percentage of evaluations that were returned as NET (Not Enough Time)
• Delinquent – The number of evaluations that are currently assigned to the faculty member and are past the Due Date

The next section displays a list of the evaluations that are currently assigned to the faculty member and are past their Due Date.
EXPORTABLE DATA

This tab shows the actual scores given to the faculty member on each question. Click Excel to export this data to a spreadsheet format.
**ADVISOR VIEW**

For those faculty members who are Advisors for residents and fellows, an extra tab will be available to see the evaluation results of their Advisees.

- Go to *Evaluations > Reports*
- Click the *Advisee* tab

**OVERALL REPORT**

The Advisor can view all of their Advisees on this screen including:

- Name, picture, program and Year in Year in Residency of the trainee
- Evaluated – The number of evaluations completed on the resident and in parenthesis, the number of evaluations assigned to evaluators about the resident that have not been completed yet
- Low Scores – The number of Low Scores the resident received

**INDIVIDUAL ADVISEE REPORT**

Click on a resident’s name to view the details. Select each tab to view the evaluation data gathered on the resident. See the details listed in the resident reports above.
Notes:

- Advisors are configured in each resident’s Personnel record. (Go to Personnel > Personnel Records. Select a resident and click Basic Information. Select the Advisor and click Save.)
- On anonymous evaluations, Administrators must give permission for Advisors to see the evaluation results. This is done on the Settings tab of the session that distributed the resident evaluations.

RESIDENT VIEW

Residents and Fellows can view the results of evaluations completed on them if the administrator has allowed them (subject) to see their results.

- Go to Evaluations > Reports
- Click the Summary Tab

SUMMARY REPORT

The Summary Report shows the results from every question on every questionnaire that was used to evaluate the resident/fellow. Comments are displayed by default.

This report displays the following information:

- Name of the Questionnaire
- Question text
- Their average on that question
- The Minimum and Maximum scores received, along with the Standard Deviation
- Check Scoring Details to view a graphic representation of the results
SUBCOMPETENCY REPORT

The Subcompetency tab displays the results of evaluations completed on the resident where the questionnaires contain the following:

- Actual subcompetencies
- Responses mapped to subcompetencies, such as EPAs, custom subcompetencies and custom questions (in your own words)

This report displays the following columns:

- Training Year - The resident’s scores are shown, grouped by Year in Residency.
- Competencies – Each Core Competency has its own column. Within each column the subcompetencies are displayed with the average score that the resident received on that subcompetency.
  - Calculations - Subcompetencies, EPAs and Custom Subcompetencies all have a 1 - 5 grade scale. However, custom questions (in your own words) may have different grade scales, so the results are 'normalized' to a 1 - 5 grade scale. The following formula is used to normalize grade scales on custom questions that are other than 1 - 5. All the scores are then averaged. This process allows us to include all scores in the Subcompetency average.
  - Example - A resident received the following scores on her evaluations:
    - 3.5 - Actual PC1 subcompetency (1 - 5 scale)
    - 3.0 - EPA mapped to PC1 (1 - 5 scale)
    - 3.5 - Custom Subcompetency mapped to PC1 (1 - 5 scale)
    - 6.0 - Custom Question mapped to PC1 (1 - 9 scale). The score of 6 is 'normalized,' using the formula above, to a score of 3.5.
    - These four scores (3.5, 3.0, 3.5, 3.5) are then averaged for a score of 3.38.

MILESTONES REPORT

The Milestones tab displays the results of milestone questions. These may be from Shift Cards or from any milestone narratives placed directly on regular evaluations.

This report displays the following columns:

- Training Year - The resident’s scores are shown, grouped by Year in Residency.
• Competencies – Each Core Competency (Patient Care, Medical Knowledge, etc.) has its own column. The subcompetencies (PC1, PC2, etc.) are displayed under each column. The average scores from milestone questions are displayed under the proper level (Level 1, Level 2, etc.) within the subcompetencies. If a Level has an ‘X’ for a score, no data was collected for that milestone.
  o Calculations - Milestone questions have a ‘Yes’ or ‘No’ grade scale. The score shown is the percentage of ‘Yes’ selections the resident received (Number of ‘Yes’ scores/Total number of scores).
  o Example - On a milestone question, three evaluators said ‘Yes, the resident is competent on this milestone.’ One evaluator gave a score of ‘No.’ Three of four (3/4) evaluators said ‘Yes,’ giving the resident a score of 75% on that one milestone.

COMPETENCY REPORT

The Competency tab displays data collected about the resident from Custom Questions (Standard questions in your own words) where the Categories have been linked to Core Competencies. The results are:
• Grouped by Core Competency
• Presented in normalized percentages for all grade scales
• Grouped by the resident’s Year in Training
• Compared with Peer Average

This report displays the following columns:
• Training Year - The resident’s scores are shown, grouped by Year in Residency. Also shows Peer Average
• Core Competencies - The resident’s level of competency is shown as a percentage for each Core Competency (Patient Care, Medical Knowledge, etc.)
  o Calculations - All results are converted to percentages, then averaged.
  o Example - On two Patient Care questions, a resident receives a 3 on a scale of 1 - 5 and a 7 on a scale of 1 - 9. The 3 is converted to 60% and the 7 is converted to 77.78%. These are then averaged ((60 + 77.78)/2) for a score of 78.89% in Patient Care.
• Overall - This score is an average of all scores the resident received
  o Calculations - Responses to all questions are converted to a percentage, then averaged. (It is NOT an average of the averages.)
  o Example - A resident receives a total of 50 responses. These responses are each converted to a percentage, added together and divided by 50 to get the Overall average.
• Rotation – Each of the resident’s rotations are displayed below for the time period indicated, along with the average score they received for each core competency during that rotation.

![Rotation Data Table]

**COMPLIANCE REPORT**

This report shows if the resident is compliant with completing evaluations assigned to them.

The top line of information shows:

• Assigned - The total number of evaluations assigned to the faculty member for the date range of the report
• Compliance – The number of completed evaluations out of the total assigned. The percentage of completed evaluations is shown in parenthesis.
• Completed On Time – The number and percentage of evaluations that were completed by the Due Date
• Completed Late – The number and percentage of evaluations that were completed after the Due Date
• NET – The number and percentage of evaluations that were returned as NET (Not Enough Time)
• Delinquent – The number of evaluations that are currently assigned to the faculty member and are past the Due Date

The next section displays a list of the evaluations that are currently assigned to the faculty member and are past their Due Date.
EXPORTABLE DATA

This tab shows the actual scores given to the resident on each question. Click Excel to export this data to a spreadsheet format.
Yearly Check Up
YEARLY CHECK UP

OBJECTIVES

- Make sure your data is up to date
  - Archive individuals that have left
  - Review Rotations
  - Review Configurations

PERSONNEL

Archiving

Archiving a record is usually done after a resident or fellow has graduated from their program and left the institution. When the record is archived, the person's username and password are removed, making it impossible for them to log into the database. However, the data attached to the record is still available to administrators for reports.

You can set records to be automatically archived after a specified period of time in the Advancement section of the Program (Go to Administration > Program > Configuration). This information will appear in each resident’s Training Record in the Post Program Details. Typically, Personnel Records are archived 90 days after the person has graduated.

You can also archive records one at a time from the Personnel module.

1. Go to Personnel > Personnel Records
2. Find the person's record
3. Click Archive Record under the photo.
4. Options:
   1. If the person does not have a Training Record, click Continue.
   2. If the person does have an active Training Record, complete the information to end their training. Click Continue.
• Check your list of administrators to make sure that if they are no longer employed, their access to New Innovations is removed by archiving them.
  - More > Lists > Administrator Directory

• Archive multiple people at once
  - Go to Personnel > Manage Multiple Records > Archive or Activate
  - Select Department to load personnel
  - Select Personnel
  - Click Toggle Archive Status
Site/Program Personnel

Update Site Personnel

- Go to Administration > Sponsor > Participating Site > Site Personnel
- Under Leadership click Add Personnel
- Enter or Update Leadership team (CEO, CFO, CMO, etc.)
- Upload Org Charts

Update Program Personnel

- Go to Administration > Program > Setup > Personnel
- Enter or Update Admin (Program Director, Assoc. Program Director, Chief/Chair, Coordinator
• Update Core Faculty and CCC members

ROTATIONS

Have programs review their rotation lists. If any rotations are no longer used, remove from favorites and archive the rotations to keep your list clean.
FAVORITES

Add

- Go to Schedules > Setup > Rotation Favorites
- Select the department, click Adjust Rotations List
- Select the rotations in the box on the right and Add Selected Rotations to Favorites

Delete

- Go to Schedules > Setup > Rotation Favorites
- Select the rotation and click Delete

ROTATION NAMES

Archive Rotations

- Go to Schedules > Setup > Rotation Names
- Click Archive to the right of each rotation you no longer need to have available

New Rotations

- Go to Schedules > Setup > Rotation Names
- Click New
- Enter in rotation information
- Will automatically be added to that department’s Rotation Favorites
- Other departments that use that rotation will need to add
  - Go to Schedules > Setup > Rotation Favorites
Select the department
- Click **Adjust Rotation List**
- Select the rotation(s)
- Click **Add Selected Rotations to Favorites**

- If using IRIS, set up the rotation configuration
  - Go to **Finance > IRIS > Rotation Definitions**
- Make sure the GME/programs that use the new rotations add them to: Evaluation Sessions, Conference Rosters, Assignment Template Restrictions, and Custom Reports.

---

### CONFIGURATIONS/SETTINGS

### INITIATIVES

Set New Hospital Initiatives

Initiatives are plans of action to correct problems that have been identified by your institution or the CLER visit team. Initiatives are formed at the GME administration level and are then assigned to programs that are responsible for creating projects and teams to find a solution. Several different programs can be assigned the same initiative. Projects and Teams are handled at the program level of this module.

1. Go to **Administration > Sponsor**
2. Click **Initiatives** in the left panel
3. Click **Add Initiative**
4. Enter the Name
5. Check the focus areas that apply
6. Click **Save**
Update Outcomes of Current Hospital Initiatives

1. Go to Administration > Sponsor
2. Click Initiatives in the left panel
3. Click the pencil icon in front of the initiative
4. Update Outcomes, Stakeholders, and Projects

POLICIES

Policies are procedures outlining requirements at either an institution or a participating site. When you add a policy it will be automatically sent to your faculty and residents’ Home page. The policies display to the following people:

- Residents see policies for the program where their training record exists
- Faculty see policies for the program where they are considered core faculty (Administration > Program > Setup > Personnel > Faculty)
- Administrators see all policies for all programs
Edit Policy or update documents for a Sponsor

1. Go to Administration > Sponsor
2. Select one:
   1. Click Policies in the left panel under 'Sponsor Setup'
   2. Click Policies in the left panel under 'Participating Site'
3. To make changes, click the pencil icon
   1. Make your changes to the Title, Type or Focus Areas
   2. Click Remove to delete the old document
   3. Click Select to attach your new document
4. Click Save

Edit Policy or update documents for a Program

1. Go to Administration > Program
2. Select one:
   1. Click Policies in the left panel under 'Program Setup'
3. To make changes, click the pencil icon
   1. Make your changes to the Title, Type or Focus Areas
   2. Click Remove to delete the old document
   3. Click Select to attach your new document
4. Click Save

QUESTIONNAIRES

- Create NEW evaluation questionnaires
- Copy and update existing questionnaires
- Copy questionnaires to programs
SCHOLARLY ACTIVITY FORMS

- Create standardized forms that all programs use
- Create NEW activity forms
- Archive OLD activity forms
MILESTONE REVIEWS

OBJECTIVES

- Discuss NAS and Milestones
- Create a Clinical Competency Committee (CCC)
- View the CCC Program Overview
- Complete a Milestone Review
- Explore General Features
- Generate Milestone Reports
- Examine Accreditation Data
- Review Combined Programs
- Discuss the Resident View

DISCUSS NAS AND MILESTONES

The Next Accreditation System is the ACGME’s process to ensure the quality and safety of the allopathic residency learning environment and to make sure residents are competent upon completion of training.

There are two parts to the Next Accreditation System: Safe and Effective Learning Environments and Educational Outcomes. The ACGME monitors the Educational Outcomes through Semi-Annual Reviews and Milestone Reviews. See the documentation for Portfolio Reviews for more information about the Semi-Annual Reviews.

The Next Accreditation System specifies that programs should form a Clinical Competency Committee (CCC) that will meet every six months to review each resident’s performance and rate their level of competency.

CREATE A CLINICAL COMPETENCY COMMITTEE (CCC)

Members of the Clinical Competency Committee, and those with a Level 5 or 6 in Portfolio, can access and complete Milestone Review forms. Committee members can be designated in two ways:

In Administration

1. Go to Administration > Program
2. Click Personnel in the left panel
3. Click the Faculty tab
4. Click Add Faculty
5. Select a faculty member who should be on the Clinical Competency Committee
6. Add their Appointment Date (Day they started working with your program)
7. Check the box to indicate that they serve on the CCC
8. Click Add Faculty
Faculty Panel - If a faculty member already has a panel on the Faculty page, but is missing the CCC designation:

1. Click the pencil icon on the faculty panel
2. Click the CCC button
3. Click Save
In Personnel

1. Go to Personnel > Personnel Records. Consider filtering your personnel list by the faculty work role to limit the list to faculty only.
2. Select the faculty member’s name from the dropdown list
3. In the Other section, click Faculty Appointments
4. Click New
5. Select the program and enter the date appointed
6. Check the box for Serves on the Clinical Competency Committee (CCC)
7. Click Apply Changes to go to the next person, or Save and Return, when finished with your list

Only people with the Work Role of Faculty can be assigned to the Clinical Competency Committee.

If you are including faculty from other departments, they must be given Level 2 or Level 4 privileges in Portfolio in your department in addition to being appointed on your CCC, to be able to view your Milestone Reviews.
VIEW THE CCC MILESTONE REVIEW

To access the CCC Program Overview, go to Portfolio > Milestones

This screen allows the Program Director and the CCC to view on a global level the performance levels of their residents on Milestone Reviews. The Peer Averages chart displays the average scores of residents on the current Milestone Reviews. Below the graph, all residents are listed, grouped by Year in Training, along with their current subcompetency scores. The software always defaults to the Current Reviews. Click Archives in the left panel to access data from past Milestone Review periods. More details are given about this Program overview page below.

PEER AVERAGES

The top section of the CCC Milestone Review displays the average Milestone scores of all your residents from their Milestone Reviews. At a glance, the Program Director and CCC can track the overall progress of all residents in their program. For example, from this program overview you can find out where your first years are possibly falling behind or where a significant gap in learning exists for a particular subcompetency for all levels within your program.

The CCC Milestone Review results are displayed in two formats: Radar Chart and Area Graph.

RADAR CHART VIEW

The Radar Chart displays the average scores given to your residents on their Milestone Reviews for the chosen six-month period.

- Each of the subcompetencies is represented by a spoke on the graph. The scores of 0 to 5 are shown by the concentric rings.
- The Milestone Review scores are grouped together by Year in Training. The inner circle usually represents the first year residents, followed by the scores for the 2nd year, 3rd year, etc.
- Hover over any line to view the specific average for a specific subcompetency.
Click the Area Chart button. This screen displays these same average scores for each Year in Training, but they appear horizontally on the chart.

- Subcompetencies are listed at the bottom of the graph. The scores, 0 to 5, are shown on the side as the vertical scale.
- Average scores from Milestone Reviews are displayed:
  - First Year in Training - Blue
  - Second Year in Training - Turquoise
  - Third Year in Training - Green
  - Fourth Year in Training - Yellow
  - Fifth Year in Training - Orange
- Hover over any subcompetency to view the actual average scores for each group.

Below the graphs, all of your residents are listed and grouped by Year in Residency. Residents must have a training record for Milestone Reviews to appear. You can:

- View their name, picture and status type
- View, at a glance, all of the residents' subcompetency scores on the current Milestone Review.
- Edit the scores. Click the arrow for any subcompetency and select the score from the dropdown list. For programs with special selections, such as 'Not Yet Rotated' or 'Not Yet Assessable,' the text will be the first entry on the dropdown list.
- View which Milestone Reviews have been marked as 'Completed.' Reviews marked as 'Completed' are greyed out and cannot be edited. Put the Review back in ‘Draft’ mode to make changes.
- Click Archives in the left panel to view past Milestone Reviews.
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COMPLETE A MILESTONE REVIEW

Click on a resident to view details of their Milestone Review on a more granular level. There are four tabs to help you dig deeper into each resident’s Milestone Review: Milestones, Resident Review, Attachments and Meeting Notes. Each will be discussed below.

MILESTONES TAB

On the Milestones tab, each subcompetency is displayed allowing the CCC to view and score the resident’s level of competency.

- Score - Select one of the radio buttons at the bottom of the Dreyfus box. Continue to scroll down the page to view and score each subcompetency. Selections are automatically saved. To deselect a score, click again.
- Flag - Click the Flag on a specific milestone to show that milestone narrative is an area of concern and ‘Requires Attention.’ The milestone will be highlighted in yellow. Click again to remove the flag.

To the right of each subcompetency, a panel displays a summary of the resident’s evaluation results that have been mapped to this subcompetency:

- Line Graph - Displays the results of evaluations completed on the resident over the last 6 months that have been linked to this subcompetency.
  - Dark Blue Line – Shows the average evaluation score for each month
  - Light Blue Line – Shows the average evaluation score of her peer group, those in their first Year in Training
  - Hover over the graph to see the number of responses received and the average for that month.
• Row of Scores:
  • AVG - Shows the resident’s overall average from evaluations for this six month period for questions linked the subcompetency. See the ‘Note about Normalized Scores’ section.
  • PEER - Displays the overall peer average from evaluation results linked to the subcompetency for all residents in the same Year in Residency for this six month period.
  • PRIOR - Shows the score that this resident received on her prior Milestone Review for PC1.

No Data

Occasionally a subcompetency panel will display the message shown here. For the resident’s average and the peer average to appear, there must be at least one evaluation completed and the results mapped to this subcompetency. There must be at least two evaluation results in different months, plus appropriate mapping, to create the line graph.

MORE DETAILS

To view more details regarding the evaluation results, click View Details. The screen will refresh showing the subcompetency and the evaluation information, plus more detailed information:

• Notes
  ▪ Click New Note to add a note about this subcompetency
  ▪ Notes from previous Milestone Reviews will be displayed
  ▪ Residents can NOT see these notes

• Bar Graph Icon
  ▪ A small bar graph icon placed beside a milestone narrative designates that there are evaluation results from Milestone narratives placed directly on your questionnaire or through the use of Shift Cards
  ▪ See more details in the ‘Results from Milestone Questions’ section
In the section below the Dreyfus scale, you can view the results of individual evaluation questions completed on this resident from the past six months that were mapped to this subcompetency. There are four tabs: Comments, Evaluators, Questions and Rotations. The same evaluation data is presented under the Evaluators, Questions and Rotations tabs, but organized into different formats for your use. Residents can NOT view any evaluation comments or results.

Comments Tab

- Displays comments specifically linked to this subcompetency
- Click General Comments to view the overall general comments made by evaluators
- If the Comments tab does not appear, no comments were made on evaluation questions mapped to this subcompetency
Evaluators Tab

- View a list of evaluators, the number of times they responded and the average score they gave this resident on questions linked to this subcompetency
- Click on an evaluator to view the individual scores given by that evaluator
- If the question was an actual subcompetency placed on the evaluation (by either direct placement or rotation-based), you’ll see the comments, the end date of the match, the rotation name and the score given
- If the question was an EPA or Custom Subcompetency was mapped to this subcompetency, you’ll see the comments, the end date of the match, the rotation and the score given. You'll also see a small 'i' (for Information) to the right of the score. Hover over the ‘i’ to see the original question text, the grade scale and the actual score the faculty member selected.
Questions Tab

- View a list of questions linked to this subcompetency that were used to evaluate the resident, along with the following:
  - Type of question that appeared on the evaluation: EPA (Entrustable Professional Activity), Subcompetency (PC1, MK3), Custom Subcompetency or Questions (in your own words).
  - Text of the question
  - Average score (See note below for Normalized scores)
  - Number of responses

- Click a question to view the evaluators, plus the scores and comments given by them

Note about Normalized Scores:

Questions in your own words can have a variety of grade scales, such as 1 - 3, 1 - 5 and 1 - 9. To help facilitate the CCC Review process, we normalize the evaluation results from these different grade scales to a 1 - 5 scale. This allows the CCC to easily compare the evaluation results from your faculty members with the 1 - 5 scale used on milestones. The same normalization process is also used for those specialties that have a 0 - 4 grade scale.
The evaluation results from questions (in your own words) mapped to a subcompetency are normalized using the following formula:

\[
m + \frac{(p - 1)(M - m)}{n - 1}
\]

Where:

- \(m\) - Minimum value on the milestone scale (Example: 0 or 1)
- \(M\) - Maximum value on the milestone scale (Example: 4 or 5)
- \(p\) - Rating position or value of the selected radio button
- \(n\) - Number of bullet points on your grade scale

These normalized scores are then combined with scores from EPAs, subcompetencies, and custom subcompetencies to give an average evaluation score from questions mapped to a specific subcompetency. Questions in your own words that use a Boolean grade scale (Yes/No) will not be averaged in with the other types of questions.

By default, this process will be turned 'On.' If you do not want the evaluation results from your questions to be normalized and averaged, follow these steps:

- Go to Portfolio > Milestones
- In the left panel, click Settings
- Click Assessment Settings
- Uncheck the box for 'Normalize and average evaluation responses'
- Click Save

This setting affects the results in both Portfolio Milestones and Evaluation Reports for all residents.

**Note about Boolean Grade Scales**

Questions that have a Boolean grade scale (Yes/No, True/False) will display the percentage of affirmative responses the resident received on this question. This question is NOT included in the overall average for the resident on this subcompetency.
Note about 'Has not achieved Level 1'

For those subspecialties that have a 'Has not achieved Level 1' option in their Dreyfus scale, these responses can be counted as 'zero' and included in the resident's average and the Peer Average. Go to Settings > Assessment Settings and check the box to 'Factor "Has not achieved Level 1" as zero when averaging.' By default, the setting does not include this answer in averages.

Rotations Tab

- View the evaluation results grouped by the resident's Rotations
- Rotation name
- Date range of the rotation
- Average score
- Number of responses
- Click the rotation name to view the individual evaluators and the scores they gave the resident
Results from Milestone Questions

If your questionnaires included the actual Milestone narratives as questions, a small Bar Graph icon will appear on that Milestone panel indicating that there is data collected about that Milestone. Keep in mind that all Milestone questions have a grade scale composed of Yes, No and N/A.

- Click the Milestone panel that has a Bar Graph icon. The right column will now display the details about the data collected about that particular milestone narrative.
- The Line Graph displays the number of Yes responses (Green Line) and No responses (Red Line) received during each month. Hover over a dot on the Line Graph to see the actual number of responses.
- The 'Affirmed' box shows the percentage of Yes responses the resident received on that Milestone question. In the sample shown below, 86% of the evaluators responded, 'Yes, she is competent on this specific Milestone.'
- The 'Responses' box indicates how many responses were received on that Milestone, along with the number of Evaluators who submitted responses. In the example shown below, there are 7 responses from 3 evaluators. Click on an evaluator to view their responses.
- The 'Prior Review' box displays the score given to the resident on this subcompetency in the prior review.
- Below the Dreyfus scale:
  - Click Comments to view a list of comments made by evaluators about this milestone
  - Click Evaluators to view a list of people who responded to this question. Click on a name to see more details.
  - Click Questions to view the milestone questions. Click on a question to see more details.
  - Click Rotations to view the rotation list. Click on a rotation to see more details.
- Click the Bar Graph in the column header to view the results from all milestones in that level.
- Click the Bar Graph that appears after the subcompetency text to return to the results about the entire subcompetency.

To exit the Details page, click View Summary above the subcompetency.
At the top of the page, click the Resident Review tab. This screen displays a radar graph of the resident’s current milestone scores, plus scores from the two previous Milestone Reviews.

- Check the box for Include peer averages to view the Peer Averages for the current time period. The Peer Average appears in the shaded area of the graph. This box will appear on this screen for administrators and CCC, even if the Peer Averages have been turned ‘Off’ for the residents.
- Below the radar graph is a list of the subcompetencies and the score given for each subcompetency.
- Click on a subcompetency to view a graph showing the scoring trend on Milestone Reviews for this subcompetency, along with the Dreyfus model showing the milestone narratives.
- Click Expand All to open all subcompetencies.
- Click Print to print the radar graph and the list of scores and subcompetencies.
- Select another resident from the list in the left panel to continue viewing Resident Reviews.
Gathers and synthesizes essential and accurate information to define each patient's clinical problem(s). (PC1)

Develops and achieves comprehensive management plan for each patient. (PC2)
ATTACHMENTS TAB

On the Attachments tab, view documents that have been uploaded to the resident's Milestone Review for this review period. Click Select File to attach a new document. Residents will not be able to view the attachments. Attachments are limited to 12MB.

MEETING NOTES TAB

Notes can be added to the resident's Milestone Review. Residents will NOT be able to view the Meeting Notes.

- Click Add Comment to add the first comment.

- If a comment has been added, hover over the comment to:
  - Reply
  - Add a new comment
  - Delete the comment. Only the person who submitted the comment can delete the comment.
EXPLORE GENERAL FEATURES

PROGRAM SELECTION

Administrators who have access to more than one program can view the residents and milestones from another program by selecting the program from the dropdown list. There’s no need to log into another department/division.
CURRENT REVIEWS

Click the **Current Reviews** link to return to your current list of residents in the current review period. Residents must have a Training Record for their Milestone Review to appear in the list.

ARCHIVES

Click **Archives** to have access to Milestone Reviews from the past. Select a time period to view your residents' Milestone Reviews from that review period.
Click **Settings** to select the filters for your residents' evaluation data.

**DATES**

Choose the beginning date for the evaluation data to be presented. By default, beginning date of the current review period is selected.

- Select a date
- Click **Apply**

**QUESTIONNAIRES**

Choose which questionnaires you want to include in the evaluation data. By default, evaluation responses are included from all questionnaires.

- Click **Select** and highlight the questionnaire(s) from dropdown list
- Click **Apply**
EVALUATORS

Choose the evaluators you want to include in the evaluation feedback. By default, the evaluation data will include responses from all evaluators.

- Click Faculty to view just the responses from faculty members
- Click Non-faculty to view the responses from nurses, residents and other non-faculty personnel
- Click Apply

ASSESSMENT SETTINGS

The following options affect the evaluation results on both Milestone Reviews and Evaluation Reports:

- Normalize and average evaluation responses - By default, this process will be turned 'On.' If you do not want the evaluation results from your custom questions to be normalized and averaged, uncheck this box. See the section ‘Note about Normalized Scores’ for more details.

- Factor 'Has not achieved Level 1' as zero when averaging - For the subspecialties listed below, the Dreyfus scale includes an extra column for 'Has not achieved Level 1' or similar wording. By default, any responses entered in this column will not be counted in the Resident's personal average, nor in the program's Peer Average. Programs have the option to count these responses as 'zero' and include them in the averages. Check the box to count these responses as 'zero' in the averages.

- Allow residents to view peer averages - By default, this option will be turned 'Off.' If you want to allow your residents to view the peer averages for Milestone scores and evaluation results, check this box.
RESIDENT LIST

When viewing a resident's Milestone Review, use the left panel to:

- Navigate from one resident to another
- Determine the status of the Milestone Reviews based on the icons:
  - Pencil - In draft form
  - Checkmark - Marked as 'Completed'
  - Blank - Not yet started
OTHER

ACCESS TO SEMI-ANNUAL REVIEWS

The resident’s Semi-Annual Reviews are available to the Program Director and Administrator while completing the resident’s Milestone Review. The Semi-Annual Review will open under a new tab, allowing the CCC to toggle between the Milestone Review and the Semi-Annual Review. If the dropdown list does not appear for your resident, then no Semi-Annual Reviews have been scheduled for that resident. If you want other members of the CCC to be able to view the Semi-Annual Reviews, give them a Level 4 privilege in Portfolio within their Personnel record.

At the top of the resident's Milestone Review:

- Click Open Semi-Annual Review
- Select the appropriate date range

OFF-CYCLE RESIDENTS

Some of your residents may be 'off-cycle,' meaning their advancement date may not be the same as your other residents. The Milestone Reviews will still be created for the 'off-cycle' resident for December and June to align with the ACGME reporting dates. The evaluation results will be automatically displayed for the last six months. To include evaluation results from a different time period, click Settings in the left panel, change the date and click Apply.

MARK AS COMPLETE

When all subcompetencies have been scored on a resident's Milestone Review and the Progress Bar shows '100% Complete,' it's best to mark the Milestone Review as 'Complete.' This locks the Milestone Review from being edited. After marking a Milestone Review as 'Complete:'

- Residents will be able to view their own Review
- Advisors will be able to see the Milestone Reviews of their advisees. (Advisors are designated in the resident’s Personnel record.)
To change the status of the Milestone Review from 'Draft' to 'Complete':

- Click Draft and select Complete
- Click Complete and select Draft to reopen the Milestone Review for editing

**GENERATE MILESTONE REPORTS**

**MILESTONE WIDGET ON PORTFOLIO REVIEWS**

Add a Milestone widget to your Semi-Annual and Advisor Reviews to see the resident’s progress over time.
On a resident’s Portfolio Review, the Milestone widget will display the scores given to the resident by the CCC. The scores will show the resident’s progress over time for the length of the resident’s training period on the Milestone subcompetencies.

**ADS REPORT**

Under the Next Accreditation System (NAS), the Accreditation Council for Graduate Medical Education (ACGME) requires that all accredited training programs enter Milestone scores for their residents into the ACGME’s web-based Accreditation Data System (ADS). This Milestone reporting must be done by December and June for each year of the resident’s training. At this time, the ADS site does not allow for electronic transfer of Milestone scores.

The CCC Milestone Review page displays your residents’ Milestone scores in the order they are published on the ACGME site. However, for some programs these published subcompetencies appear in a different order on the ADS site. Check the box for **ADS Order** and the screen will refresh putting the subcompetencies in the order they appear on your ADS site. This will allow for easier data entry of the Milestone scores.
Below is an example from Plastic Surgery.

- **Published Milestone Order:**

  ![Published Milestone Order](image-url)

- **ADS Order**

  ![ADS Order](image-url)
Enter Current Review Scores

1. Go to Portfolio > Milestones
2. Optional: Check the box for ADS Order
3. Scroll down to find your resident
4. Enter each score in the ADS site

Past Reviews

1. Go to Portfolio > Milestones
2. Click Archives in the left panel
3. Select the correct review period
4. Scroll down to find your resident
5. Enter each score in the ADS site

Special N/A Options

Some specialties have a special N/A option on their Milestone Reviews. We have included this N/A option on the Milestone Review forms. Some of the N/A options include the following:

- Not yet rotated
- Has not achieved Level 1
- Not yet assessable

Reporting Dates - For more information about reporting dates for each program, please refer to the ACGME website.

EXAMINE ACCREDITATION DATA

Go to Administration > Program to view your accreditation data.

PROGRAM LEVEL

Milestones & Reviews - Two Panels

- Milestones Average Level of Competency Per Status

The radio graph will display the results of the completed Milestone Reviews. The spider graph below displays resident competency in the milestones by year in training. By default, only results from Milestone Reviews marked 'Complete' will be included. Uncheck the box labeled 'Only include reviews marked complete' to include results from Milestone Reviews still in draft mode.

- Residents being Reviewed

This panel shows how many residents have Milestone and Semi-Annual Reviews completed. The data is displayed for the current and previous 6 month periods.
When you click the ‘Residents being Reviewed’ panel, you can see more details including the names of the residents in the program and their review status. The green check mark indicates a milestone or semi-annual review has been completed.
At the GME level, administrators will be able to track how all of the programs are progressing on their Milestone Reviews and Semi-Annual Reviews. This report displays the percentage of residents in the accredited programs who have had a Milestone Review and a Semi-Annual Review completed.

1. Go to Administration > Sponsor
2. In the left panel, go to Program Oversight > Reviews

Combined programs can evaluate their residents on the milestones from both core programs. In our example below, we’ll use the combined program of Med/Peds (CMS Code 1450) where we will evaluate residents on both Internal Medicine milestones and Pediatric milestones. All combined programs would follow the same process.

In the Administration module, a combined program must designate which core programs are connected to the combined program. It lets the software know which Milestone Reviews should be displayed for the residents. In our example of Med/Peds, the core programs would be Internal Medicine and Pediatrics.

1. Go to Administration > Program
2. Click Configuration
3. Select the core Internal Medicine Program and the core Pediatrics Program associated with your Med/Peds program
4. Click Save
COMPLETE A MILESTONE REVIEW – COMBINED PROGRAM

If you are logged into Med/Peds, you'll be able to select either the Internal Medicine review or the Pediatrics review to complete.

CONFIGURE EVALUATION FEEDBACK FOR CCC

There are many different administrative setups for Med/Peds programs and New Innovations can easily accommodate them. Some Med/Peds programs have their own Program Director and Clinical Competency Committee (CCC), while other Med/Peds programs are administered by the Program Directors and CCC from both the Internal Medicine and Pediatrics programs. Evaluations on the Med/Peds residents can be distributed by Med/Peds, Internal Medicine or Pediatrics. We can help you provide evaluation feedback to your CCC, regardless of your administrative setup.
Below we’ve included instructions for configuring your Med/Peds program and also for creating evaluation feedback for your CCC.

Select the administrative setup below (A or B) that best matches the distribution of evaluations for your Med/Peds residents:

**A. Evaluations for Med/Peds residents are distributed by Med/Peds**

- Evaluations include actual ACGME verbiage on questionnaires (Direct Milestones)
- Evaluations are distributed by Med/Peds to IM and Peds faculty
- Questionnaires will contain actual Milestone Language. Choose between Subcompetencies or Milestones.

<table>
<thead>
<tr>
<th>Internal Medicine</th>
<th>Med/Peds</th>
<th>Pediatrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No Action Necessary</td>
<td>• Designate Questionnaire for Milestones • Map rotations to Subcompetencies • Build Sessions</td>
<td>• No Action Necessary</td>
</tr>
</tbody>
</table>

1. Evaluations include your questions mapped to Subcompetencies or Categories

- Evaluations are distributed by Med/Peds to IM and Peds faculty
- Questionnaires will **not** contain actual Milestone Language
- Questionnaires include your own questions that are mapped to Subcompetencies

<table>
<thead>
<tr>
<th>Internal Medicine</th>
<th>Med/Peds</th>
<th>Pediatrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No Action Necessary</td>
<td>• Map Questions to Subcompetencies • Build Sessions</td>
<td>• No Action Necessary</td>
</tr>
</tbody>
</table>
**B. Evaluations for Med/Peds residents are distributed by both Internal Medicine and Pediatrics**

- Evaluations include actual ACGME verbiage on questionnaires
- Evaluations are distributed:
  - Internal Medicine distributes evaluations to IM faculty
  - Pediatrics distributes evaluations to Peds faculty
- Questionnaires will contain actual Milestone Language. Choose between Subcompetencies or Milestones.

### Internal Medicine
- Designate Questionnaire for Milestones
- Map Rotations to Subcompetencies (Will only apply to Internal Med residents)
- Build Sessions

### Med/Peds
- Map Rotations to Subcompetencies (Will only apply to Med/Peds residents)

### Pediatrics
- Designate Questionnaire for Milestones
- Map Rotations to Subcompetencies (Will only apply to Peds residents)
- Build Sessions

- Evaluations include your questions mapped to Subcompetencies or Categories
- Evaluations are distributed:
  - Internal Medicine distributes evaluations to IM faculty
  - Pediatrics distributes evaluations to Peds faculty
- Questionnaires will **not** contain actual Milestone language

### Internal Medicine
- Map Questions to Subcompetencies
- Build Sessions

### Med/Peds
- No Action Necessary

### Pediatrics
- Map Questions to Subcompetencies
- Build Sessions

For detailed instructions on how to do the actions mentioned, please see the Quick Start Guides in our Help section. Look in the Evaluations module for step-by-step instructions for providing evaluation feedback to your Clinical Competency Committee.
DISCUSS THE RESIDENT VIEW

Once a Milestone Review is marked as 'Completed,' a resident will be able to view their own scores. Residents can go to Portfolio > My Milestones to view their own Milestone results. They will only see the scores from the Resident Review tab.

Residents will see:

- Radar graph displaying their current Milestone Review scores
- Scores from their past two Milestone Reviews
- List of the subcompetencies.
- Click Expand All to view their trending graph for each subcompetency.

Residents can NOT see:

- Notes submitted about a subcompetency
- Attachments
- Meeting Notes
- Comments from individual evaluations
- Results or averages from individual evaluations
- Peer Averages (The option to allow residents to view the peer averages can be configured in Settings > Assessment Settings.)
### PC-1: Care for acutely ill or injured patients in urgent and emergent situations and in all settings

Family physicians provide accessible, safe, comprehensive, compassionate, continuous, and coordinated care to patients in the context of family and community, not limited by age, gender, disease process, or clinical setting, and by using the biopsychosocial perspective and patient-centered model of care.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects essential information about the patient's history, exam, diagnostic testing, psychological factors</td>
<td>Consistently recognizes complex situations requiring urgent or emergent medical care</td>
<td>Coordinates care of acutely ill patient with consultants and community services</td>
<td>Demonstrates awareness of personal limitations regarding procedures, knowledge, and experience in the care of acutely ill patients</td>
<td>Provides and coordinates care for acutely ill patients within local and regional systems of care</td>
</tr>
<tr>
<td>Generates differential diagnoses</td>
<td>Stabilizes the acutely ill patient utilizing appropriate clinical protocols and guidelines</td>
<td>Appropriately prioritizes the response to the acutely ill patient</td>
<td>Generates appropriate diagnostic and therapeutic management plans for less common acute conditions</td>
<td>Addresses the psychosocial implications of acute illness on patients and families</td>
</tr>
<tr>
<td>Recognizes role of clinical protocols and guidelines in acute situations</td>
<td>Generates appropriate differential diagnoses for any presenting complaint</td>
<td>Develops appropriate diagnostic and therapeutic management plans for less common acute conditions</td>
<td>Arranges appropriate transitions of care</td>
<td></td>
</tr>
</tbody>
</table>

### PC-2: Care for patients with chronic conditions

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and manages chronic conditions</td>
<td>Coordinates care with specialists and other health care professionals</td>
<td>Develops appropriate diagnostic and therapeutic management plans for chronic conditions</td>
<td>Monitors health status and adjusts care plans as needed</td>
<td>Provides ongoing care and support for patients with chronic conditions</td>
</tr>
<tr>
<td>Monitors disease progression and complications</td>
<td>Provides education and support to patients and families</td>
<td>Demonstrates awareness of personal limitations regarding procedures, knowledge, and experience in the care of chronic conditions</td>
<td>Demonstrates awareness of personal limitations regarding procedures, knowledge, and experience in the care of chronic conditions</td>
<td>Provides and coordinates care for chronic conditions within local and regional systems of care</td>
</tr>
</tbody>
</table>
Managing Rotators
MANAGING ROTATORS

OBJECTIVES

- Structure Rotator Program and Sponsor configuration
- Securing Record Management
- Advancement Configuration
- Academic Years

WHO IS A ROTATOR?

In-Rotators are residents or fellows who are coming from outside institutions or non-principal (rotator) programs. In our software this means:

- Their records are stored in programs - usually called 'X-Rotator' - that are sponsored by an external institution
- They are scheduled on rotations that belong to principle programs. Principle designation for sponsors is set in Administration > Institutions/Locations.

STRUCTURE ROTATOR PROGRAM AND SPONSOR CONFIGURATION

To keep track of residents who rotate to your institution from other hospitals, consider creating a rotator department to house the rotators to keep them separate from your residents and fellows in reports. It also makes it easier to designate rotators in financial applications.

We have seen several different structures. Choose the one that works best for your institutional and reporting needs.

1. One rotator department holds all rotators with multiple programs linked to it. In this example, all of the X-Rotating programs are linked to the Parent Department called X-Rotators. This screenshot is from the Program table showing the Program name and the Parent Department.
2. Create a rotator department with divisions that represent each institution that sends residents to you. This screenshot is from the Department/Division table showing the X-Rotator department with divisions for each outside hospital.

3. Create a Rotator department for each institution that sends rotators to you, then create a corresponding program. This screenshot is from the Department/Division table showing each rotator department separately.

SECURING RECORD MANAGEMENT

Rotators need a Training Record even if they’re only at your institution for one rotation.

If the rotating residents will be in your institution for a single rotation you can simply create the program with one year that does not advance. If the rotating resident will be in your institution for several years, we would recommend creating the rotating program with the correct program structure for the specialty and adding a full Training Record for the resident. This insures that the rotator will always be at the correct training level at your institution for scheduling and reporting.

Make sure you include all IRIS information needed if you are using the IRIS module to claim their time.
ADVANCEMENT CONFIGURATION

The most common way to set up the advancement and training structure is to check the box indicating the resident will not advance though the program. Make the program duration for one year. Select a default status for the resident or fellow and provide an outgoing status. Indicate if the record should automatically be archived at the end of the program duration.

In this example, the rotators only come through the host institution once. So the duration of the rotator program is one year, the resident does not advance and their Personnel profile is archived 30 days after they leave.
When the Training Record is created for the rotator, just enter the dates of the person’s rotation. Then when the person leaves, the record can be archived. If the person comes back for another rotation, unarchive the Training Record, end the record and add a new one with the new rotation dates.

**ACADEMIC YEARS**

Rotator programs must have academic years so the residents can be included in evaluations and scheduling. You have the ability to copy academic years or set up recurring academic years.

Copy an academic year

1. **Administration > Software Setup > Copy Academic Years**
2. Select the department
3. Select the academic year
4. Select the programs the academic year should be copied to
5. Click **Copy selected academic years to selected department**
Set up recurring academic years

1. **Administration > Software Setup > Academic Years**
2. Select the **Recurring** tab
3. Click **New**
4. Add the recurring pattern and start date
5. Click **Save**

IN-ROTATOR CHECKLIST

You can use our In-Rotator Checklists to assign tasks and distribute information to residents not from your institution when you add them to Personnel or the Block Schedule.

In-Rotator checklists are interactive to-do lists that can contain steps such as providing a copy of a license or certification. You can add links that the recipient can click for more information about his or her rotation. You can also set requirements for who should be assigned to complete steps. Go to **Personnel > Checklists > In-Rotator** and click Checklists under the In-Rotator tab.

1. Click **New**
2. Enter a name for the checklist
3. Enter instructions if needed
4. Checklist for administrator use only – Check this box if the checklist will be only be used by administrators. This option would not be used if the rotators are to upload or read information.
5. Required for Advancement – Check this box if the checklist must be completed by the resident by their start or advancement date. This option would probably not be used for rotators.
6. Option for Level 6 users only
   1. Check to prevent level 5 administrators from completing steps in the checklist
   2. Check to prevent level 5 administrators from completing steps that have additional reviewers
   3. Check to prevent level 5 administrators from deleting steps
   4. Check to prevent level 5 administrators from modifying requirements in steps
7. Click **Save Checklist Settings**
STEPS

Add a New Step

1. Click Add Step
2. Add a step name
3. Enter instructions for the recipient or instructions that only administrators can see
4. Click Add Step
5. Check the box if the recipient can mark this step as complete
6. Check the box for ‘Administrator Only’ if the only the administrator will see this step. If checked, the recipient will not see this step.
7. Select the type of step
Add an Existing Step

1. Click Add Existing Step
2. Choose a Step
3. Click Add

4. Select the step
5. You can then choose if you want to View/Edit Step or Copy and make a new step
6. Continue to build the checklist by adding necessary steps

CHECKLIST DISTRIBUTION

You can send your checklists out automatically based on when rotators are added to Personnel Data or the Schedule or distribute them manually when you are ready.

Criteria for a rotator to receive a checklist:

- Profile is in an X-Rotator or non-principal program
- Person is scheduled on a rotation in a principal program

Example: Joe Resident is from General Hospital. He is coming to City Hospital to do an OB/GYN rotation owned by City Hospital. The coordinator will enter his personnel information in a program called X-Rotator General because her hospital keeps track of rotators by putting them in an X-Rotator department. That way they know where resident’s home program is located. She will schedule Joe on her program’s OB/GYN rotation. This makes him eligible to receive the In-rotator checklist when he’s entered into Personnel or starts on the OB/GYN rotation
Note: For distribution, use:

- **Automatic** if you are building your checklists prior to in-rotators being added to Personnel or the Block Schedule
- **Manual** if you are building your checklist after records have been added or scheduling has occurred.

**Automatic Distribution to In-Rotators when added to Personnel**

- Go to *Personnel > Checklists > In-Rotator*
- Click Checklists
- Select a checklist
- Click **Automatic**

**Automatically send this checklist to Rotators when they are added to Block Schedule:**

- Set the due date for when the checklist is to be completed
- Select the principle program where rotators are scheduled (check *Show all rotation programs* if they are on rotations in their home department)
- Select the appropriate programs
- Select the distribution option:
  - Option: Check the box to stop automatic distribution if the rotator has completed this checklist in the recent past
- Click **Save**

Note: Rotators must be scheduled on a rotation in a principal program to be in the list for distribution. Example:

- You have created rotations in the rotator department and assigned the rotators to them. The resident will not be available to receive the checklist.
- You have assigned the rotating resident to rotations in a principal program. The resident will be available to receive the checklist.

**Manual Checklist Distribution**

When you are ready to distribute in-rotator checklists, you can set them to go when you are ready.

- Go to *Personnel > Checklists > In-Rotator*
- Click Checklists
- Select a checklist to distribute
- Click **Distribute**
- Set the due date preferences for this checklist
- Select the program of the people who should receive this checklist
- Select the recipients
  - Optional: Check the box to place checklists on hold for review before sending them. By doing so, you can have everything ready to go when you’re ready to distribute them.
- Click **Distribute**

If you have configured an initial email, it will be sent to recipients the next day, unless the checklist is on hold. Then the email will go the day after you release it.
Release Checklists that are On Hold For Distribution

- Go to Personnel > Checklists > In-Rotator
- Click Checklists
- Click the link to access people whose checklists are on hold
- Click the checklist that you want to distribute. Ctrl + Click to select multiple checklists
- Click Release

What do rotators see?

- When your rotating residents and fellows log in to New Innovations to complete their checklists, they will see an item in their notifications list:
- They can click their task link to access their to-do lists and they will see the checklist at the top of their Home Page as shown below.
- From here, they can mark steps complete, access blank forms upload files and go to specific websites.
Best Practices
OBJECTIVES

- Learn what your peers are doing
- What works well?
- What have they found that does not work well?
- How can you incorporate these items at your institution?
Outside the Box
OUTSIDE THE BOX

OBJECTIVES

- Look at New Innovations in a different light. Be innovative!
- What else could you use the system for to assist you in your daily activities?

EVALUATIONS

The Evaluation module can be used to collect data from your administrators/residents.

GATHERING INFORMATION

Issues, Concerns and/or Feedback

An on-demand session could be created and available to all personnel in all programs to report issues, concerns or feedback. This session can be set as totally anonymous or you may choose to use the option to allow the evaluator to choose if they want their responses to be anonymous or not.
Knowledge Base

An evaluation could be sent to administrators to inquire about what they need help with in New Innovations.

If you want to get a pulse for the knowledge base of your administrators or maybe prepare topics to cover during an upcoming training or coordinator meeting, you could send out an evaluation to gauge their knowledge.

Evaluations could be created for a variety of different aspects related to information GME is looking to gather, not just about New Innovations, it could be other aspects of their job.

Voting

GMEC Executive Committee Elections

BALLOT

PURPOSE: For voting members of the St. Christopher Medical Center GMEC to elect Program Directors to fill the open slots on the St. Christopher Medical Center Executive Committee. (January 2014)

Vote for ONE (1) candidate for St. Christopher Medical Center Executive Committee. Open slots on the Executive Committee will be filled in order of election results.

John Wayne, M.D.
Program Director
Internal Medicine

Jane Roe, M.D.
Associate Program Director
Family Medicine

Paula Wade, M.D.
Program Director
Urology

Sam Arnold, M.D.
Assistant Program Director
Pediatrics

N/A
Configuring Conferences to Track GMEC and Other GME Hosted Meetings

Accreditation standards include recording GMEC minutes and attendance as evidence that your institution is making strides toward constant improvement. The Conference module is the perfect place to set up regular meetings and record attendance.

Agendas and notes can be added as attachments and speakers can be listed.

The roster is created manually to include everyone who should be in attendance, but if you create a series, then it can be copied from one meeting to the next.

Just make sure everyone that should attend the meeting has a Personnel record so they can be included on the roster.

Manually Add People to a Conference Roster

1. Go to Conferences > Manage Conferences
2. Optional: Enter dates and click Update to restrict the Conferences listed to just those that occur within a specific date range.
3. Click on the appropriate conference
4. Click the Attendance icon in the top banner
5. Click Add People
6. Check the names of people to add them to the roster
7. Click Add Selected People
8. Click View Roster to ensure that the people you intended to select were actually added to the roster.
Attendees added manually are highlighted in blue.

Filter the List of People

If you need to replace the list of people with people from another Department/Division when adding them to a conference roster, scroll to the bottom of the screen and select one or more Departments or Division from the multi-select box. To maintain the existing list, and simply add more people to it, you must select the Active Department/Division in addition to one or more additional Departments or Division from the multi-select box.

Click the Filter by Status and/or the Filter by Rotation link if you wish to restrict the people listed by their assigned Status Type or Rotation. Select one or more Status Types or Rotations, and then click the Update list of potential people above link.

If you filter by Rotation, click ‘Only show rotations from [Active Department/Division Name]’ if appropriate.

Add Objectives and CLER Focus Areas

You can associate objectives with the GMEC meetings to track this information over a period of time or between oversight visits.

1. Click the Competencies/Objectives tab
2. Check the appropriate objectives and then click Add Selected Objectives

Click the Add New Objectives link to enter a new objective and then Save. Now check the new objective and click Add Selected Objectives

If you’d like to track the CLER focus areas addressed in a meeting, you can add them to the conferences and run a report summarizing all conferences associated with a focus area.

1. Click the Competencies/Objectives tab
2. Check the appropriate focus areas and then Save
Send Conference Notifications to Attendees

Consider sending reminder notifications to people on the roster who don’t use New Innovations on a regular basis.

1. Click the Attendee Notification tab
2. Click Add Notification
3. Enter the details:
   a. Enter a Name for this Notification
   b. Select the appropriate statuses to receive the email. Use the Ctrl key to select multiple statuses
   c. Enter a ‘From’ address. This is the email address where replies will be directed
   d. Enter the Subject of the Email
   e. Click Add Attachment to include a document that can be forwarded to the attendees
   f. Include default message – Include a link to New Innovations (optional)
   g. Include a custom message instead of using the New Innovations message
4. Enter the number of days a notification should be sent prior to the conference
   a. Add further notifications
   b. Apply this notification to additional conferences
5. Click Add Notification to Grid
6. Click Save
Conference Evaluation

At the conclusion of the Conference, you will be asked to complete an evaluation of your experience. We value your feedback and will use the information we gather to continually improve our New Innovations Conference offerings.

Please go to the website listed below to complete the evaluation.