

Rural Program Directors University (Rural PDU)

RTTC Annual Meeting – 4/8/21

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Rural Program Directors University (Rural PDU)

Purpose: To pilot a learning community which facilitates training, networking, and peer learning among new Program, Associate Program, and Site Directors of rural programs, training tracks, and pathways.

Program Design: One hour monthly virtual meetings for one year. The time is broken up into a presenter led topic chosen by the participants, discussion around the topic, open Q&A time, and planning for upcoming sessions.

How to Join: The pilot program is filled, but watch for future programs spring of 2021.



Program Director Development: an example from AAFP

NIPPD: American Academy of Family Physicians' National Institute for Program Director Development

“one-of-a-kind, adult learning model to enhance knowledge, attitudes, and skills and to groom participants to become effective residency program directors”

<https://www.afmrd.org/page/about-the-nipdd-fellowship>



Program Director Development

From the Literature: Program Director Development

- 2 articles related to the NIPDD experience (2002, 2008)
- 1 article related to the key importance of the PD (2011)
- 1 article related to PD turnover (2014)
- 1 article related to resiliency of RTTs; leadership a factor (2019)





What is Unique to Rural?

A Needs Assessment: An initial needs assessment was sent nationally to examine both the current knowledge as well as the interest in topics, specific to both how these relate internally to the rural program but also externally to the rural program and rural community site.

Pilot Program Year: An initial needs assessment was subsequently sent to enrolled Rural PDU participants.

Fit to Function: The format allows for both participant teaching and additional guest presenters. Scenario-based discussion is encouraged.

A Collaborative Approach: Community-engaged learning informs the curriculum

A Rural PDU Needs Assessment

Leadership skills

Applied to Intra-program: faculty, residents, staff, other learners (Q1, Q2)

Applied to Extra-program: affiliated core program/sponsoring institution, health care system, local community engagement (Q3, Q4)

Personnel management and team building

Applied to Intra-program: faculty, residents, staff, other learners (Q5, Q6)

Applied to Extra-program: affiliated core program/sponsoring institution, health care system, local community engagement (Q7, Q8)

Program management

Applied to Intra-program: faculty, residents, staff, other learners (Q9, Q10)

Applied to Extra-program: affiliated core program/sponsoring institution, health care system, local community engagement (Q11, Q12)



A Rural PDU Needs Assessment



Communication skills

Applied to Intra-program: faculty, residents, staff, other learners (Q13,Q14)

Applied to Extra-program: affiliated core program/sponsoring institution, health care system, local community engagement (Q15,Q16)

Negotiation skills

Applied to Intra-program: faculty, residents, staff, other learners (Q17,Q18)

Applied to Extra-program: affiliated core program/sponsoring institution, health care system, local community engagement (Q19,Q20)

Program finance

Educational (Q21,Q22)

Operational (Q23,Q24)



A Rural PDU Needs Assessment

ACGME educational guidelines for family medicine residencies

resources – faculty, clinic (Q25,Q26)

curriculum – required and optional (Q27,Q28)

scholarly activity (Q29,Q30)

meeting common and specialty specific requirements (Q31,Q32)

ABFM policies and procedures for certification eligibility of graduates (Q33, Q34)

Initial Results: Meeting the Need

A National Needs Assessment: (IRB, single invitation by email to public ACGME PD and RTT C listerv, Qualtrics survey, 28/286 respondents)

Knowledge gaps:

- Finance (internal and external to the program)

Interests:

- Leadership external to the program
- Personnel management (internal and external to the program)
- Program Accreditation (ACGME)
- Finance (internal and external to the program)



Initial Results: Meeting the Need

First Class at Rural PDU: An initial needs assessment was subsequently sent to enrolled Rural PDU participants.

Knowledge gaps:

- Finance (internal and external to the program)
- Negotiation (internal and external to the program)

Interests:

- Residency Program Management (internal and external to the program)
- Finance (internal to the program)



Rural PDU: Meeting a Need

What topic areas have the most knowledge to be gained?

What topics are of most interest?

Other suggestions for Rural PDU?





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