

Organization and Completion of a CAMPEP Self Study

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AAPM Sponsored Residency Training Program Workshop

Hyatt Regency, Dallas/Fort Worth

7th February 2009



Canada



Tom Baker Cancer Centre

Radiation Treatment Program

- 3,000 courses per year.
- 10 megavoltage units.
- SRS/T, TBI, HDR gyne, LDR prostate, IMRT, IGRT.
- 150 program staff.

Tom Baker Cancer Centre

Department of Medical Physics

- 11 medical physicists.
- 20 planning, sim. and mould therapists.
- 8 engineering and IT staff.
- 5 admin and clerical.
- 9 graduate students
- 2.5 residents

Pre-amble

1. The Tom Baker Cancer Centre Radiation Oncology Physics Residency Program was accredited in 2005
2. The Program has evolved since then.
3. In particular completion of the program can result in the award of a University of Calgary Post Ph.D. Diploma

Pre-amble

4. All components of the Program are listed university courses
5. 2.5 residents currently in the program
6. The Post Ph.D. Diploma includes two MBA courses

Disclaimer

Following the advice and suggestions offered in these presentations or the Calgary Residents Handbook does not constitute a guarantee that your program will be granted CAMPEP accreditation.

Self Study Sections I,II and III

- I. Goals and Objectives.
- II. Evolution and History.
- III. Structure and Governance.

I. Goals and Objectives

CAMPEP says:

- To be accredited, the medical physics residency program objective shall be clinical training and education in one of the three main specialties....
- ...to prepare an individual to practise a medical physics specialty independently

I. Goals and Objectives

Reviewers say:

- *“If you say you are interested in CAMPEP graduates for your program, this has to be reflected through the self study.”*
- *“If the development of communication and interpersonal skills is a feature of program you could state it here.”*

I. Goals and Objectives

Things to think about:

- What's the difference between a Goal and an Objective?
- Do you know?
- Does CAMPEP know?

I. Goals and Objectives

Things to think about:

Possible Goals might include:

1. Clinical training and education in the specialty of radiation oncology physics.
2. To prepare an individual to practise independently...

(Be careful. Are you saying you would trust them completely at the end of your program?)

I. Goals and Objectives

Things to think about:

Possible Objectives might include:

1. Demonstrated competence in the full range of therapeutic applications of ionizing radiation in medicine.
2. Comprehensive preparation for the ABR exam.

I. Goals and Objectives

Things to think about:

Possible Objectives might include:

3. Development and evaluation of teaching skills.
4. Maintenance of CAMPEP accreditation.

I. Goals and Objectives

Things to think about:

- If you say it, you had better be doing it.
- Make sure the faculty have understood and agreed to your stated Goals and Objectives.
- Make sure the residents understand the Goals and Objectives of the Program.

II. Evolution and History

CAMPEP says:

- A brief history of the program's evolution including faculty, staff and residents....
- Moreover, program development will produce an evolution in the depth and breadth of training.

II. Evolution and History

Reviewers say:

- *“How many residents have completed the program as described?”*
- *“What does part time resident mean?”*

II. Evolution and History

Things to think about:

- By all means list the medical physics glitterati that have passed through your institution.
- But, be very clear about when the Program you are putting forward was actually instituted.

II. Evolution and History

Things to think about:

- How the prominence of the research component may or may not have decreased.
- Be straightforward about why you are bothering to get your Program accredited.
- Perhaps include the changing environment in medicine generally and your institution in particular.

III. Structure and Governance

CAMPEP says:

- The accreditation review will assess the stability and continuity of the organizational structure...
- The relationship to clinically oriented programs...
- Give an overview...

III. Structure and Governance

CAMPEP says:

- The position of...the program within the organizational chart
- Collaborative arrangements...shall be specified
- The program...shall be headed by a program director responsible...

III. Structure and Governance

Reviewers say:

- *“Seek recognition of the program outside the clinical department”*
- *“Consider the membership of the program committee”*
- *“Is there an effective mechanism for input from the residents?”*

III. Structure and Governance

Reviewers say:

- *“What are the links with the RO residency program?”*
- *“Is there an associate program director?”*

III. Structure and Governance

Things to think about:

- Include a clear organizational chart including the program within the hospital and university.
- Include the reporting relationships of the program director.
- If there is no local RT training and/or RO residency program explain how interactions with RTs and ROs are facilitated.

III. Structure and Governance

Things to think about:

- If the program depends on collaborations outside the primary department, be clear how these are organized.
- Besides Structure and Governance this section requires a general overview of the program.
- Make it an overview (orientation), don't include details but refer to subsequent sections.

III. Structure and Governance

Things to think about:

- Is there a requirement or expectation that faculty maintain and upgrade their teaching skills?

(not a CAMPEP expectation but perhaps it should be)

Self Study Section IV

A Requirements for successful program completion

B Design and Content

C Sample Training Plans

D Evaluation of the Curriculum

IV A. Completion Requirements

CAMPEP says:

- 2 years of clinical training
- Describe the training schedule
- What are the expectations of clinical performance?
- What are the pass/fail criteria?

IV A. Completion Requirements

CAMPEP says:

- Research expectations must not compromise the 2 clinical years.
- How do you deal with poor performance?
- Non-CAMPEP graduates must receive remediation without compromising clinical training

IV A. Completion Requirements

CAMPEP says:

- There should be < 1 remedial course per semester
- Remediation must be at Report 79 level

IV A. Completion Requirements

Reviewers say:

- *“Are the levels of the required courses appropriate for medical physics residents?”*
- *“Is credit given for previously completed CAMPEP graduate courses?”*
- *“Is there a rapid and effective mechanism for feedback to the residents?”*

IV A. Completion Requirements

Reviewers say:

- *“At oral exams, for example, are more than two examiners present?”*
- *“What remedial measures are in place for poorly performing residents?”*
- *“Is a record of attendance maintained for educational events such as rounds?”*

IV A. Completion Requirements

Reviewers say:

- *“Do you really expect a resident to complete the requirements of Report 79 and 90 within two years?”*

IV A. Completion Requirements

Things to think about:

- You could use this component of the self study to provide a general overview of the clinical training and evaluation and refer to later sections for more details.
- If you introduce a program feature here but don't describe it fully you might get reviewers' comments

IV A. Completion Requirements

Things to think about:

For example, make brief statements covering:

- 2 years of clinical training
- What are the expectations of clinical performance?
- What are the pass/fail criteria?

IV A. Completion Requirements

Things to think about:

For example, make brief statements covering:

- Research expectations must not compromise the 2 clinical years.
- Non-CAMPEP graduates must receive remediation without compromising two years clinical training
- How do you decide on the quantity and quality of remediation.

IV B. Design and Content

CAMPEP says:

- The program should follow the spirit of Report 90
- Describe the clinical training rotations and detailed training objectives

IV B. Design and Content

CAMPEP says:

- List clinical conferences, seminars, etc with frequency
- State attendance rate expected and consequences for poor attendance

IV B. Design and Content

CAMPEP says:

- The program should require the residents to teach formal classes
- Specify how much time is spent learning and how much doing

IV B. Design and Content

Reviewers say:

- *“How is the level of knowledge required by Report 79 acquired by a non-CAMPEP graduate?”*
- *“Is the exposure to and mentoring during treatment planning adequate?”*

IV B. Design and Content

Reviewers say:

- *“Are diagnostic imaging and nuclear medicine adequately covered?”*
- *“What about bio-ethics and clinical trials?”*

IV B. Design and Content

Reviewers say:

- *“How are professional topics, e.g. code of ethics, covered?”*
- *“Are courses aimed at RTs and RO residents really adequate?”*

IV B. Design and Content

Reviewers say:

- *“Clarify who the courses are aimed at ?”*
- *“Are the courses in the university calendar and, if so, which faculty?”*

IV B. Design and Content

Reviewers say:

- *“What attendance rate at clinical conferences, etc is expected?”*
- *“Are the courses classroom or guided reading or both?”*
- *“How much time is spent learning and how much time doing?”*

IV B. Design and Content

Things to think about:

- Be very clear how the two years of clinical training is accomplished when:
 - there are research expectations and
Report 79 remediation is required
- Describe how the resident is informed of these issues

IV B. Design and Content

Things to think about:

- You must convince the reviewers that the level of remediation is appropriate. RT and RO resident classes on their own don't cut it.
- Describe how you evaluate compliance of the level of residents knowledge with Report 79

IV B. Design and Content

Things to think about:

- Do you encourage or expect your residents to take Instructional Skills Workshops?
- Do you encourage or expect your residents to hone their soft skills, e.g. leadership, communication, through taking courses?

IV C. Sample Training Plans

CAMPEP says:

- Describe in detail training objectives and experience of each clinical rotation
- Describe how residents' progress is evaluated and documented
- Provide details of didactic education

IV C. Sample Training Plans

CAMPEP says:

- If self study is used as part of the program it must be described in detail
- Include training schedule that is given to incoming residents
- The role of affiliated institutions should be described

IV C. Sample Training Plans

Reviewers say:

“Is there a requirement for the residents to maintain a log of activities?”

“How much contact time is there with the faculty?”

“How does the level of responsibility of the resident increase with progress through the program?”

IV C. Sample Training Plans

Reviewers say:

“Are there research expectations of the residents?”

“How much interaction is there with Radiation Oncologists?”

IV C. Sample Training Plans

Things to think about:

- Provide a chronology of the two year program
- Develop an academic plan customized to each entering resident
- Describe how you determine the level of any remediation required for non-CAMPEP graduates

IV D. Curriculum Evaluation

CAMPEP says:

- Describe how training objectives are developed or modified.
- Rotations should be evaluated by both residents and staff
- Residents should be warned that program enhancements may be made

IV D. Curriculum Evaluation

Reviewers say:

“Is documentation adequate to evaluate the curriculum?”

“Is there a mechanism for residents’ input?”

“How is anonymity maintained when soliciting resident feedback?”

IV D. Curriculum Evaluation

Things to think about:

- Is the program evaluated through the university
- What is the mechanism for changing the curriculum
- Present an example of how the program has changed as a result of curriculum evaluation

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Good Luck