Session Title: PC 101: Tips for the New Program Coordinator

Session Type: ___ Plenary ___ Workshop

Presenter(s) (please no more than two):

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Presenter 2 Name (with suffix): Terri Hayes, C-TAGME
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Session Description: You are a new program coordinator ... now what? This session will supply the critical information you need to be successful in your new position. We will break down the "Alphabet Soup," work through an organized timeline, and discuss the coordinator's role in the CCC and APE.

Session Objectives: At the conclusion of this session, the learner should be able to:

1) To understand the acronyms that make "Alphabet Soup." 2) To comprehend the importance of a well-developed time-line. 3) To recognize the role of the Program Coordinator within the CCC.

4) To appreciate the role of the Program Coordinator in regards to the APE.

Target Audience: Program Coordinators

See next page for additional questions.
Questions to address in Workshop Application:

1. **What is/are the professional practice gaps that you wish to address with your workshop?** OR...what is the difference between the current competence/practice/outcome and the optimal or desired competence/practice/outcome that you wish to remedy with your workshop?

We hope to address the training gap that currently exists for new program coordinators. Currently, there is limited "in house" training or mentor-ship that takes place when a new program coordinator starts - leading to a lengthy training curve. In small institutions, this curve is even longer because of the limited resources. Our workshop will provide formalized training and resources for the new coordinator. Additionally, it will give the coordinators a chance to network and develop a external support system.

2. **What specific change(s) in competence, performance or education/accreditation outcome do you want to create through your session?**

Through this session the coordinator will be given a new set of tools that they can take back to their institution and use to help them with their daily tasks. Also, by creating a strong personal network, the new coordinators will broaden their resource pool, ensuring task completion and successful maintenance of accreditation.

3. **What are the potential barriers (real or perceived) that might prevent our attendees from achieving the change you desire? How will/can your workshop address those barriers to change as well?**

There are times when a new coordinator may feel burnout and become overwhelmed ... he/she may be in "over their head" with nowhere to turn. The goal of this session is to provide a variety of resources and tools - through handouts, presentation, exercises, and networking - so they they don't feel "alone."

4. **What educational methods, formats, tools or approaches will you employ to facilitate the change and learning?**

This session will be broken down into three key areas. The first, an ice breaker, to demonstrate the importance of a program coordinator's network. The second, an interactive workshop where the objectives previously mentioned will be discussed and explained. (i.e., coordinator's timeline and "alphabet soup") This session will be interactive because we will be using an audience response system (ARS) to allow audience participation. We will conclude the session with a question and answer section driven by the audience.

5. **What question(s) would you suggest we ask on your workshop’s evaluation to be able to measure a change?**

1) Through this workshop did you develop a better understanding of the "Alphabet Soup" acronyms?
2) Will you be able to develop and implement a time line?
3) Did this session change the way you will prepare for your next Clinical Competency Committee (CCC) meeting?
4) Did you develop a better understanding of the data that is needed for the Annual Program Evaluation (APE)?