



# The Professional Residency Program Coordinator in Radiology

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## Purpose

Radiology program coordinators are charged with contributing to the implementation of the graduate medical education initiatives. The ACGME Outcome Project has brought more demands and structure to residency programs.

Through a two-phase survey, we examined the current classifications, salaries, satisfaction, and diverse duties with the intent of defining the changed nature of radiology coordinators across the country. The survey also showed the depth of professional activities where coordinators are involved (Figure 1). Coordinators are now expected to model multiple competencies.

**“In many programs, the coordinator is the only member of the residency program team whose time is devoted 100% to the program.”**  
D. Otterstad  
*Academic Radiology*

## Methods

The APCR Professional Development Committee created a two-phase electronic survey. Phase one of the survey was distributed in November 2005 (105 coordinators responded = response rate of 72%). An invitation and URL address was sent to the 146 active APCR members and examined compensation, classification, and satisfaction of the radiology coordinators. Phase two of the survey was distributed in February 2006 (102 responded = response rate of 70%) to address specific duties and roles the coordinator plays, as well as view the types of professional activities in which radiology coordinators are involved. The second phase produced an updated generic job description for radiology program coordinators, including the new ACGME initiatives (Figure 2).

## Discussion

According to the ACGME, professionalism for physicians is “manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.”<sup>1</sup> Coordinators could apply the same definition with minor changes, “as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse graduate medical education population.”<sup>2</sup>

## Results

Figure 1. Professional Activities (n=102)

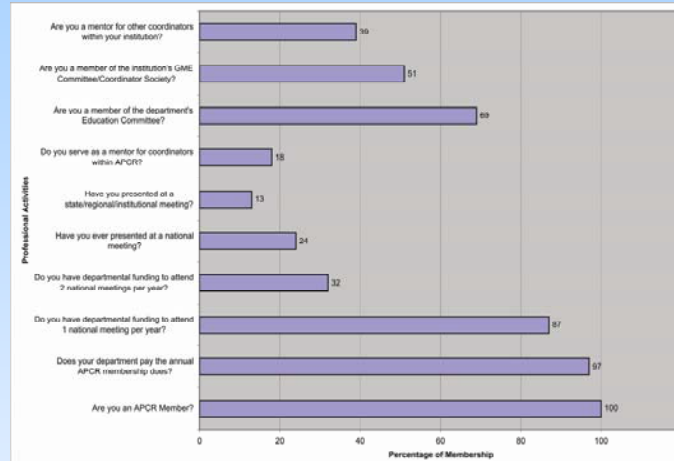
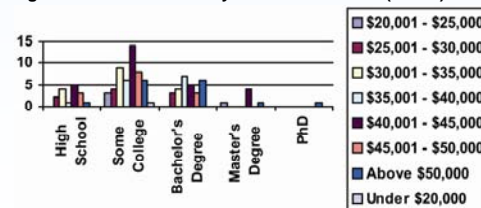


Figure 2. New items for Job Description since 2003 (n=102)

	%
1. Supports the radiology faculty	51
2. Supports a conference room	65.6
3. Maintains resident procedure logs **new ACGME requirement**	58.3
4. Maintains mammography and nuclear records in compliance with updated ABR and federal guidelines	70.8
5. Maintains required documentation for the ABR	96.9
6. Maintains rotation goals and objectives with core competency language	87.5
7. Coordinates and/or analyzes all program evaluations (of Program, of Residents, of Faculty/Rotation) for use in program improvement and evaluating outcomes	95.8
8. Assists with development and monitoring of resident/faculty mentor program	40.6
9. Maintains faculty teaching activities	49
10. Assists with resident remediation process	62.5
11. Assists with conflict resolution	62.5
12. Maintains electronic teaching files	33.3
13. Coordinates retreats, social events	74
14. Coordinates end of year activities (graduation day, research day)	85.4
15. Conducts exit interview with graduates	37.5
16. Maintains alumni data	80.2

Figure 3. APCR Salaries by Educational Level (n=105)



**“Although the program director is held accountable for every aspect of the program, much of the effort that is involved in administering a program is delegated to the coordinator.”**  
J. Collins MD  
*Academic Radiology*

## Discussion (cont.)

A professional is often defined as someone who demonstrates a high degree of skill or competence. The radiology coordinator operates at an independent level. His/her duties go above and beyond general clerical and secretarial work. In 2006, expertise is required to be a successful, professional radiology coordinator.

Due to systemic differences, salaries and classifications are largely dependent upon the institution type and size. As shown in Figure 3, coordinators' educational levels vary, ranging from high school diploma to PhD. Of 105 respondents, 17 (16%) had high school diplomas; 52 (50%) had some college; 29 (28%) held bachelor's degrees; six (5%) held master's; and one (<1%) had a PhD. However, the common denominator among today's coordinators is their indispensable trait of professionalism.

## Conclusion

The ACGME Outcome Project has had a major impact on the scope and depth of the function of the program coordinator. Administration of the training programs has become multi-tiered due to the increased requirements set forth by the ACGME. This further emphasizes the need and importance for a qualified and professional training program administrator.

## References

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An updated position description and this poster will be posted to the APCR website:  
<http://www.apcr.org/apcr/acpr.htm>

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