

Accreditation Council for Graduate Medical Education

The Next Accreditation System ACGME Webinar

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Chair, Review Committee for Psychiatry

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Senior Vice President for Medical Accreditation

Disclosures

- No financial disclosures

RC for Psychiatry Members:

- Christopher R. Thomas, MD
(Chair)
- Donald E. Rosen, MD
(Vice Chair)
- George A. Keepers, MD
(Incoming Chair)
- Mark Servis, MD
(Incoming Vice Chair)
- Steven P. Cuffe, MD
- Robert J. Ronis, MD
- Josepha A. Cheong, MD
- Jonathan F. Borus, MD
- Marshall Forstein, MD
- Iqbal Ahmed, MD
- M. Philip Lubner, MD
- Gerald A. Maguire, MD
- Mina Dulcan, MD
- Carlyle H. Chan, MD
- Larry Faulkner, MD
(ABPN ex-officio)
- Catherine Rydell
(AAN ex-officio)

New RC Members effective
July 1, 2014

- Andrea Stolar, MD
- Richard F. Summers, MD
- Anne L. Glowinski, MD
- Robert J. Boland, MD

Accredited Programs 2013-2014

- Psychiatry – Total Programs (188)
- Brain Injury Medicine – Total Programs (0)
- Addiction Psychiatry – Total Programs (46)
- Child and Adolescent Psychiatry – Total Programs (123)
- Forensic Psychiatry – Total Programs (39)
- Geriatric Psychiatry – Total Programs (56)
- Pain Medicine – Total Programs (0)
- Psychosomatic Medicine – Total Programs (54)
- Sleep Medicine – Total Programs (4)

The NAS and Milestones

- NAS: Background
- NAS: Goals
- NAS: Structural overview
- NAS: What is different?
- Milestones

NAS Background

The NEW ENGLAND JOURNAL of MEDICINE

SPECIAL REPORT

The Next GME Accreditation System — Rationale and Benefits

Thomas J. Nasca, M.D., M.A.C.P., Ingrid Philibert, Ph.D., M.B.A., Timothy Brigham, Ph.D., M.Div.,
and Timothy C. Flynn, M.D.

In 1999, the Accreditation Council for Graduate Medical Education (ACGME) introduced the six domains of clinical competency to the profession,¹ and in 2009, it began a multiyear process of restructuring its accreditation system to be

LIMITATIONS OF THE CURRENT SYSTEM

When the ACGME was established in 1981, the GME environment was facing two major stresses: variability in the quality of resident education⁸

N Engl J Med. 2012 Mar 15;366(11):1051-6

NAS Background

- GME is a public trust
- ACGME is accountable to the public

NAS Background

- Efforts rewarding by many measures
- But:
 - Program requirements increasingly prescriptive
 - Innovation squelched
 - PDs have become “Process Developers”*

*Term borrowed from Karen Horvath, M.D.

Aims of the NAS

- Enhance the ability of the peer-review system to prepare physicians for practice in the 21st century
- To accelerate the movement of the ACGME toward accreditation on the basis of educational outcomes
- Reduce the burden associated with the current structure and process-based approach
 - Note: this may not be evident right away

Competencies/Milestones

Past decade

- Competency evaluation stalls at individual programmatic definitions
- MedPac, IOM, and others question
 - the process of accreditation
 - preparation of graduates for the “future” health care delivery system
- House of Representatives codifies “New Physician Competencies”
- MedPac recommends modulation of IME payments based on competency outcomes
- Macy Foundation issued 2 reports (2011)
- IOM Report 2012-2013

NAS: Background & Rationale



Macy Foundation

CONFERENCE SUMMARY
May 2011 | Atlanta, Georgia

Ensuring an Effective Physician Workforce for the United States: Recommendations for Reforming Graduate Medical Education to Meet the Needs of the Public
The Second of Two Conferences—The Content and Format of GME



Media Room | Directory

INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES

ABOUT THE IOM | REPORTS | ACTIVITIES

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Meeting

Committee on Governance and Financing of Graduate Medical Education Meeting: December 19–20, 2012


When: December 19, 2012 - December 20, 2012 (12:00 AM Eastern)
Where: National Academy of Sciences Building • 2101 Constitution Avenue, NW, Washington, DC 20418 | Map

COUNCIL ON GRADUATE MEDICAL EDUCATION
Nineteenth Report


Enhancing Flexibility in Graduate Medical Education

COGME

SEPTEMBER 2007



Team-Based Competencies
Building a Shared Foundation For Education and Clinical Practice



Conference Proceedings
February 16–17, 2011
Washington, D.C.

Robert Wood Johnson Foundation

MedPAC CHAPTER **4**

Graduate medical education financing: Focusing on educational priorities

How is Burden Reduced?

- Most data elements are in place (more on this later)
- Standards revised q 10y
- No PIFs
- Scheduled (Self-Study) visits every 10 years
- Focused site visits only for “issues”
- Internal Reviews no longer required

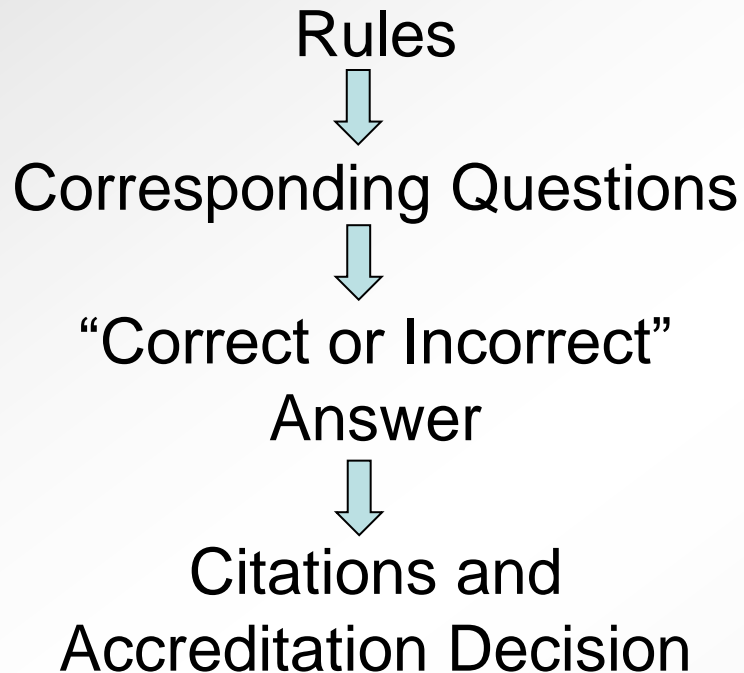


NAS

- Instead of biopsies, annual data collection
 - Trends in annual data
 - Milestones, Residents, fellows and faculty survey
 - Scholarly activity template
 - Operative & case log data
 - Board pass rates
- PIF replaced by self-study
- High-quality programs will be free to innovate: requirements have been re-categorized (core, detail, outcome)

The Conceptual Change From...

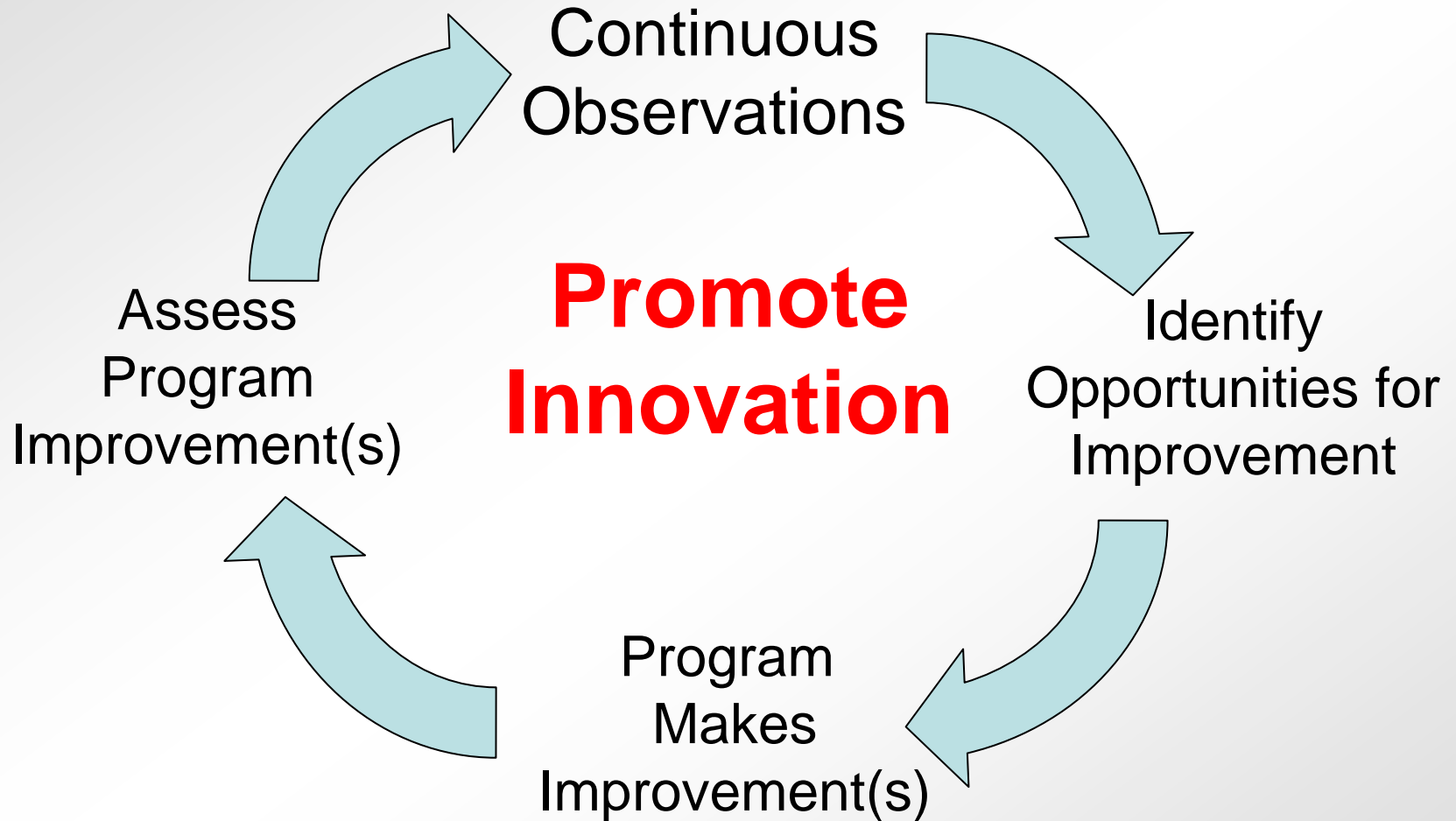
The Previous Accreditation System



“Do this or else.....”

WHAT IS DIFFERENT?

The Next Accreditation System



Terminology

Core Requirements:

Statements that define structure, resource, or process elements essential to every graduate medical educational program

Terminology

Outcome Requirements:

Statements that specify expected measurable or observable attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their graduate medical education

Terminology

Detail Requirements:

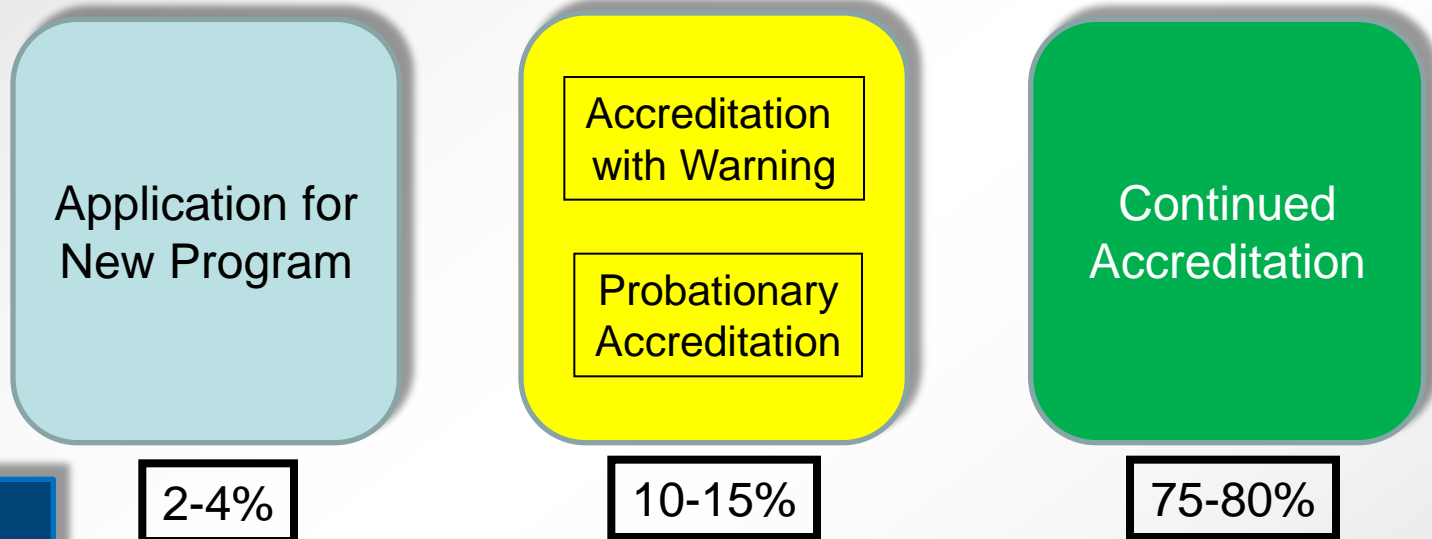
Statements that describe a specific structure, resource, or process, for achieving compliance with a Core Requirement.

Programs in substantial compliance with the Outcome Requirements may utilize alternative or innovative approaches to meet Core Requirements.

Terminology

- Each requirement labeled:
 - Core - All programs must adhere
 - Outcome - All programs must adhere
 - Detail - Programs with status of “Continued Accreditation” may innovate

Decisions on Program Standing in NAS



STANDARDS

Outcomes
Core Process
Detail Process

- **NAS: No Cycle Length**
- All programs with 1-2 cycles in the previous accreditation system placed in Continued Accreditation with Warning Status

Withdrawal of Accreditation

<1%

Accreditation Decisions

Accreditation Decisions: (Existing Programs)

- Continued Accreditation
- Accreditation with warning
(no time limit)
- Probationary Accreditation (2 years)
- Withdrawal of Accreditation

Accreditation Decisions: (New Application)

- Initial Accreditation
- Withhold Accreditation

Accreditation Decisions: (Programs with Initial Accreditation)

- Initial Accreditation with warning
- Continued Accreditation
- Withdrawal of Accreditation

NAS: What's Different?

- Citations
 - *Can* be given annually by the RC
 - Will be reviewed annually by RC
 - Could be removed quickly based upon:
 - Progress report
 - Site visit (focused or full)
 - New annual data from program

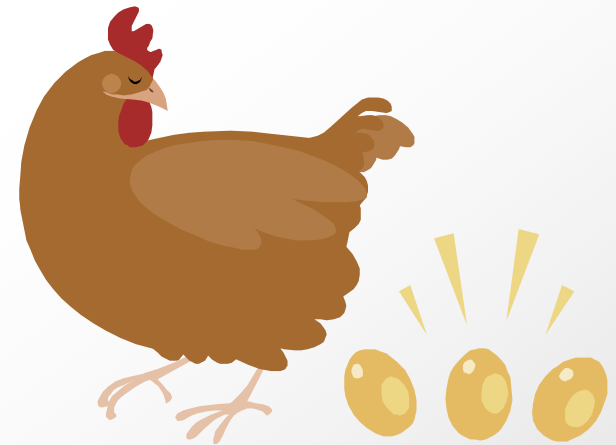
Data Collection in the Next Accreditation System

Annual Data Review Elements

Where did they come from?

Modeling: What data predicted short cycles or adverse actions?

History: What data did RRC's consider important?



Annual Data Review Elements

Policy 17.61 Review of Annual Data

- Continuous Data Collection/Review
 - ADS Annual Update
 - Resident Survey
 - Faculty Survey
 - Milestone data
 - Certification examination performance
 - Case Log data
 - Hospital accreditation data
 - Faculty member and resident scholarly activity and productivity
 - Other

Other Data (Episodic)

- Complaints received by the ACGME
- Verified public information
- Historical accreditation decisions/citations
- Institutional quality and safety metrics

Of Critical Importance



Program Directors *MUST* pay attention to the accuracy and completeness of data entry

Scary Statements:

1. Faculty did not submit their scholarly activity so I will just leave everything blank
2. PD to PC: I am on vacation, just do what you can and send it in
3. Let us just make up the milestones levels and give everyone a “9”

ADS Update

- Examples of changes in the program:
 - Residents or core faculty leaving the program
 - Changes in participating sites
 - Change in sponsorship
 - New program director

Board certification - Psychiatry

- V.C.5. In its evaluation of residency programs, the Review Committee will take into consideration the information provided by the American Board of Psychiatry and Neurology regarding resident performance on the certifying examinations during the most recent five years. The expectation is that the rate of those passing the examination on their first attempt is 50% and that 70% of those who complete the program will take the certifying examination. (Outcome)
- RC will be mindful of programs with small number of fellows

Clinical Experience Data

- Composite variable on residents'/fellows' perceptions of clinical preparedness based on the specialty specific section of the survey
- Initially, questions will be identical across all specialties
- Subsequently:
 - Specialty-specific questions
 - Case logs or equivalent clinical information

Clinical Experience Data (Specialty)

- Specialties without case logs:
 - Composite variable on residents' perceptions of clinical preparedness based on the specialty specific section of the **resident survey**.
- *Examples:*
 - *Adequacy of clinical and didactic experience*
 - *Variety of clinical problems/stages of disease?*
 - *Experience with patients of both genders and a broad age range?*
 - *Continuity experience sufficient to allow development of a continuous therapeutic relationship with panel of patients*
 - *Ability to manage patients in the prevention, counseling, detection, diagnosis and treatment of diseases appropriate to your specialty?*

-
- *Except* for the PD, faculty CVs will no longer be collected



Core Faculty

- For Core programs:
 - **Only physicians** count as core faculty
 - Only faculty members who are listed as spending 15 hours or more per week working on residency program (including clinical, didactic, research and administration) will be counted as core faculty
- Core faculty members complete:
 - Scholarly activity Report
 - Faculty survey



~~Core Faculty~~

- Examples of faculty members that do not meet the definition of core faculty:
 - A physician who conducts rounds two weeks out of the whole year and has no other responsibilities (administrative, didactics, research) other than clinical work during those two weeks
 - A faculty member with a PhD, and who is not a physician, who works in the basic science laboratory without any administrative, didactics or clinical responsibilities



Core Faculty

- Examples of faculty members that meet the definition of core faculty:
 - A physician who works in the ICU with responsibilities that include clinical supervision of residents; who is a member of the Clinical Competency Committee; runs simulation; helps write resident curriculum
 - A physician scientist who spends most of his time conducting clinical outcomes research, with only 4 weeks per year of clinical time, but spends more than 15 hours per week: supervising residents in their research projects; writing and providing didactics related to scholarship; and writing the curriculum for scholarship such as statistics, and conducts evidence-based journal club.

Screen Shot of Scholarly Activity Template

FacSchActTemplate - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Acrobat

Clipboard Font Alignment Number Styles Cells Editing

B4 fx

A B C D E F G H I J K L

1 Template for Faculty Scholarly Activity

Faculty Scholarly Activity	<p>Definitions:</p> <p>Pub Med Ids (assigned by PubMed) for articles published between 7/1/2012 and 6/30/2013. List up to 4. Pub Med ID (PMD) is a unique number assigned to each PubMed record. This is generally an 8 character numeric number. The PubMed Central reference number (PMCID) is different from the PubMed reference number (PMD). PubMed Central is an index of full-text papers, while PubMed is an index of abstracts.</p>				<p>Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2012 and 6/30/2013</p>	<p>Number of other presentations given (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications between 7/1/2012 and 6/30/2013. Articles without PMIDs should be counted in this section. This will include publication which are peer reviewed but not recognized by the National Library of Medicine.</p>	<p>Number of chapters or textbooks published between 7/1/2012 and 6/30/2013</p>	<p>Number of grants for which faculty member had a leadership role (PI, Co-PI, or site director) between 7/1/2012 and 6/30/2013</p>	<p>Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2012 and 6/30/2013.</p>	<p>Between 7/1/2012 and 6/30/2013, held responsibility for seminars, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.</p>
	Faculty Member	PMD 1	PMD 2	PMD 3	PMD 4	Conference Presentations (#)	Other Presentations (#)	Chapters / Textbooks (#)	Grant Leadership (#)	Leadership or Peer-Review Role (Y/N)

Faculty Scholarly Activity

Faculty Scholarly Activity	Mouse-over definitions:	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.				Number of abstracts, and presentations given at international, national, or meetings between 7/1/2011 and 6/30/2012
	Faculty Member	PMID 1	PMID 2	PMID 3	PMID 4	Conference Presentations
	John Smith	12433	32411			3

Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.

active leadership such as serving on committees or governing bodies in national medical organizations or served as member or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
Teaching or Peer-Review Role	Teaching Formal Courses
Y	N

Enter Pub Med ID #'s

PMID 1	PMID 2	PMID 3	PMID 4
12433	32411		

Faculty Scholarly Activity

Faculty Member	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012 List up to 4.				Conference Presentations
	PMID 1	PMID 2	PMID 3	PMID 4	
John Smith	12433	32411			3

Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012

Conference Presentations

3

Enter a number

Faculty Scholarly Activity

Faculty Scholarly Activity	Mouse-over definitions:	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.				Number of abstracts, posters and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012
	Faculty Member	PMID 1	IPMID 2	PMID 3	PMID 4	Conference Presentations
	John Smith	12433	32411			3

Number of other presentations given (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications between 7/1/2011 and 6/30/2012

Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
Leadership or Peer-Review Role	Teaching Formal Courses
Y	N

Other Presentations

1

Enter a number

Faculty Scholarly Activity

Faculty Member	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.				Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012	Number of presentations (grand rounds, professional materials, (such as modules, presentations, review papers) between 7/1/2011 and 6/30/2012	Number of grants with faculty or had a leadership role (PI, co-PI, or site PI) between 7/1/2011 and 6/30/2012	Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.										
	PMID 1	PMID 2	PMID 3	PMID 4						Conference Presentations	Other	Leadership	Leadership or Peer-Review Role	Teaching Formal Courses					
John Smith	12433	32411			3														

Number of chapters or textbooks published between 7/1/2011 and 6/30/2012

Chapters / Textbooks

1

Enter a number

Faculty Scholarly Activity

Faculty Member	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.				Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012
	PMID 1	PMID 2	PMID 3	PMID 4	
	John Smith	12433	32411		

Number of grants for which faculty member had a leadership role (PI, Co-PI, or site director) between 7/1/2011 and 6/30/2012

Grant Leadership

3

Faculty Member	Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
John Smith	Y	N

Enter a number

Faculty Scholarly Activity

Faculty Member	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.				Number of abstracts, posters and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012
	PMID 1	PMID 2	PMID 3	PMID 4	
John Smith	12433	32411			3

Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012

Leadership or Peer-Review Role	Teaching Formal Courses
Y	N

Answer Yes or No

Leadership or Peer-Review Role

Y

Faculty Scholarly Activity

Faculty Scholarly Activity	Mouse-over definitions:	IPub Med Ids (assigned PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4.		
	Faculty Member	PMID 1	IPMID 2	PMID 3
	John Smith	12433	32411	

Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.

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Teaching Formal Courses
N

Answer Yes or No

Teaching Formal Courses
N

Resident/Fellow Scholarly Activity

Resident Scholarly Activity	Mouse-over definitions:	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 3.			Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012	Number of chapters or textbooks published between 7/1/2011 and 6/30/2012	Participated in funded or non-funded basic science or clinical outcomes research project between 7/1/2011 and 6/30/2012	Lecture, or presentation (such as grand rounds or case presentations) of at least 30 minute duration within the sponsoring institution or program between 7/1/2011 and 6/30/2012
	Resident	PMID 1	PMID 2	PMID 3	Conference Presentations	Chapters / Textbooks	Participated in research	Teaching / Presentations

Same as Faculty Template

Resident/Fellow Scholarly Activity

Resident Scholarly Activity	Mouse-over definitions:	Pub Med Ids (PubMed) published 7/1/2011 and List up		Number of chapters or textbooks published between 7/1/2011 and 6/30/2012	Participated in funded or non-funded basic science or clinical outcomes research project between 7/1/2011 and 6/30/2012	Lecture, or presentation (such as grand rounds or case presentations) of at least 30 minute duration within the sponsoring institution or program between 7/1/2011 and 6/30/2012
	Resident	PMID 1	PMID 2			
Participated in funded or non-funded basic science or clinical outcomes research project between 7/1/2011 and 6/30/2012						
Participated in research						
N						

Answer Yes or No

Resident/Fellow Scholarly Activity

Resident Scholarly Activity	Lecture, or presentation (such as grand rounds or case presentations) of at least 30 minute duration within the sponsoring institution or program between 7/1/2011 and 6/30/2012	Lecture, or presentation (such as grand rounds or case presentations) of at least 30 minute duration within the sponsoring institution or program between 7/1/2011 and 6/30/2012
	Teaching / Presentations	Teaching / Presentations
	Y	

Answer
Yes or No

ADS Annual Update

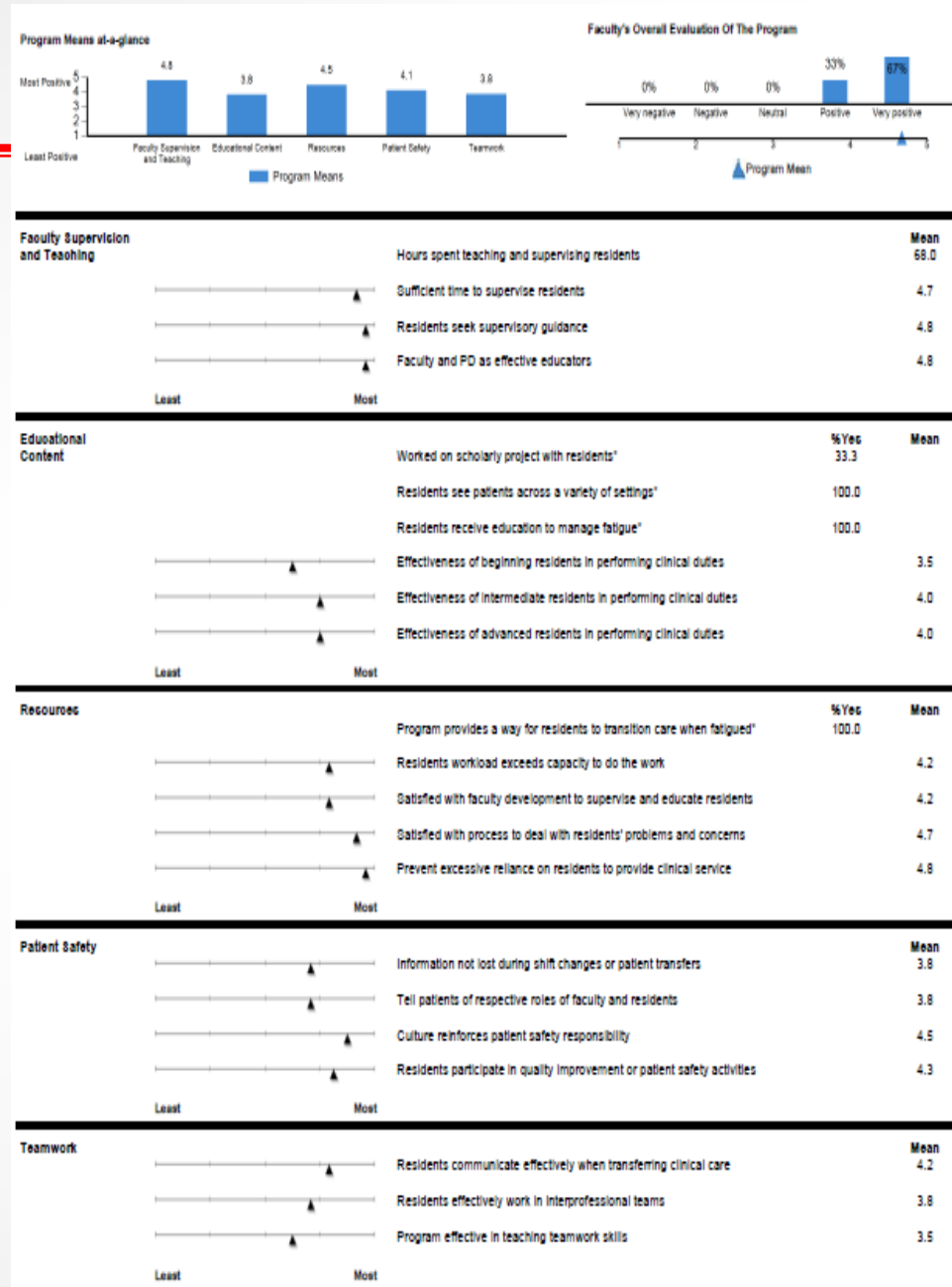
- Program Director:
 - Is responsible for information entered
 - Should assure entries are:
 - Timely
 - Accurate
 - Complete

ADS Annual Update

- Response to active citations
 - Update annually
 - Update fully

Faculty Survey

- Align with Resident/Fellow Survey
 - Faculty supervision & teaching*
 - Educational Content*
 - Resources*
 - Patient Safety*
 - Teamwork*



What Happens at *My* Program?

- Annual data submission
- Annual Program Evaluation (PR V.C.)
- Self-Study Visit every ten years
- Possible actions following RRC Review:
 - Clarify information
 - Progress reports for potential problems
 - Focused site visit
 - Full site visit
 - Site visit for potential egregious violations

NAS: What's Different?

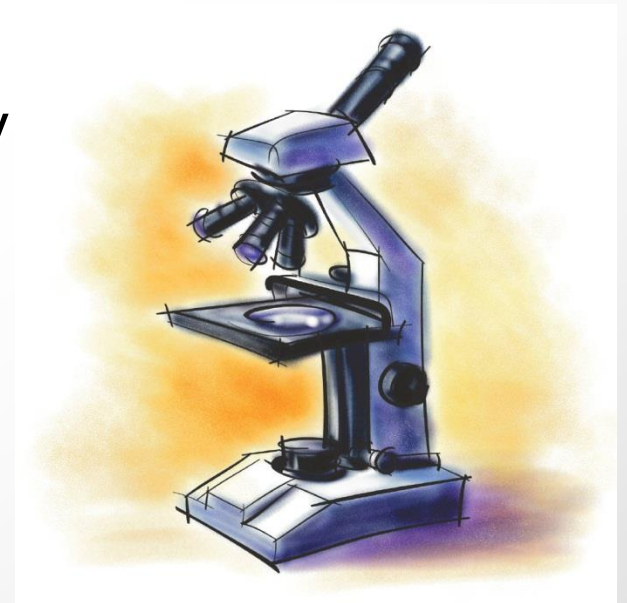
- Citations reviewed yearly
- Citations *will* be levied by RRC
- Could be removed quickly based upon:
 - Progress report
 - Site visit (focused or full)
 - New annual data from program

NAS: What's Different?

- No site visits (as we know them)
but...
 - Focused site visits for an “issue”
 - Full site visit (no PIF)
 - Self-Study Visits every ten years

What is a Focused Site Visit?

- Assesses *selected* aspects of a program and may be used:
 - to address *potential* problems identified during review of annually submitted data
 - to diagnose factors underlying deterioration in a program's performance
 - to evaluate a complaint against a program



What is a Focused Site Visit?


- Minimal notification given
- Minimal document preparation expected
- Team of site visitors
- Specific program area(s) assessed as instructed by the RC



Full Site Visits

- Application for a new core program
- At the end of the initial accreditation period
- RC identifies broad issues/concerns
- Other serious conditions or situations identified by the RC
- 60-day notification given
- Minimal document preparation
- Team of site visitors

What Happens at *My* Program?

- Core and subspecialty programs together 
- Existing Independent subspecialty programs that chose to remain independent are subject to:
 - Program Requirements and program review
 - Institutional Requirements and institutional review
 - CLER visits
- No new independent subspecialty programs allowed after 7/2013

Ten Year Self-Study Visit

- Not to be confused with a focused or full site visit requested by the RC after annual program review
- Not a traditional site visit
- Implementation:
 - 2016 for most Phase 2 specialties



Ten Year Self-Study Visit

- Conduct a “PIF-less” Site Visit
- Validate most recent Annual Data
- Verify compliance with Core Requirements
- Potential vehicle for:
 - Description of salutary practices
 - Accumulation of innovations in the field

Ten Year Self-Study Visit

- Will review core and subspecialty programs together
- Review annual program evaluations (PR-V.C.)
 - Response to citations
 - Faculty development
- Judge program success at CQI
- Learn future goals of program
- *Will* verify compliance with Core Requirements

Self-Study: Two Parts

- Self-Study
 - Conducted by the program
 - SWOT; PDSA
 - Annual Program Evaluation
- Self-Study Visit
 - Conducted by ACGME Field staff

Ten Year Self-Study Visit

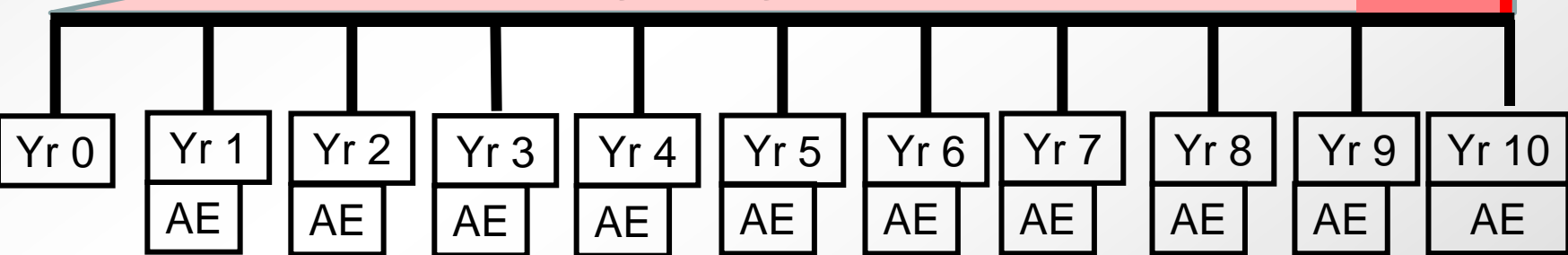
Annual Program Evaluation (PR-V.C.)

- Resident performance
- Faculty development
- Graduate performance
- Program quality
- Documented improvement plan

Self-Study

Self-Study VISIT

Ongoing Improvement



AE – Annual Program Evaluation

When Is My Program Reviewed?

- *Each* program reviewed *at least* annually
- NAS is a continuous accreditation process
 - Review of annually submitted data
 - Supplemented by:
 - Reports of Self-Study Visits every ten years
 - Progress reports (when requested)
 - Reports of focused or full site visits
(as necessary)

RC Actions After Annual Review

- Continue current accreditation status
- Change Accreditation Status (↑ or ↓)
- “Resolve” Citations
- “Continue” Citations
- New citations
- Request Progress Report
- Request Site Visit (Focused or Full)

RC Actions After Annual Review

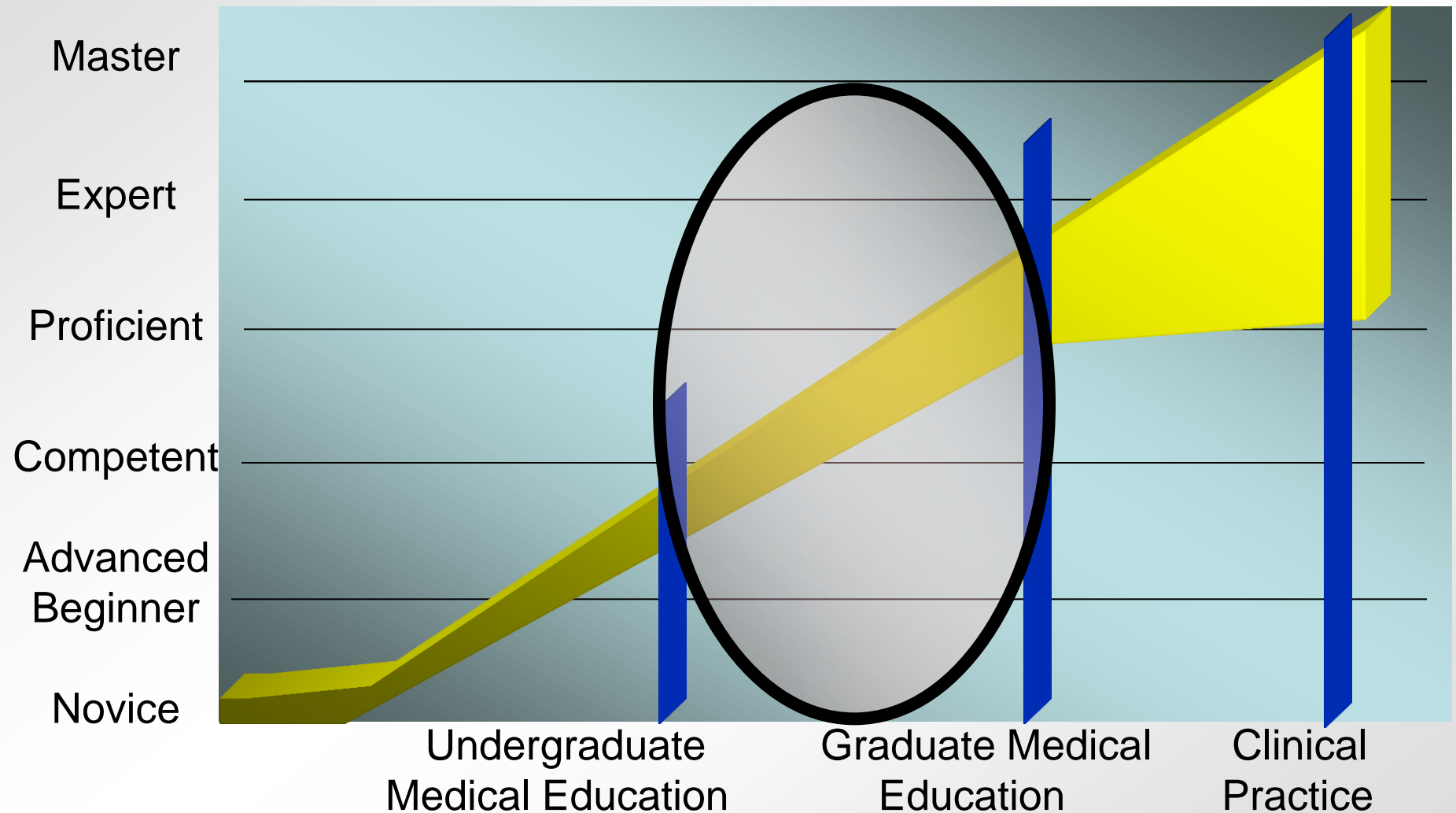
- Post a letter to every program
 - Confirm accreditation status
 - Indicate citations which are:
 - Resolved
 - Continued
 - New
 - Indicate if additional information needed:
 - Progress Report
 - Focused Site Visit
 - Full Site Visit

Milestones and Competency

- Direct Observation is key!
- You cannot evaluate what you do not see



The Goal of the Continuum of Clinical Professional Development



Milestones

- Observable developmental steps moving from Novice to Expert/Master
- “Intuitively” known by experienced medical educators
- Organized under the rubric of the six domains of clinical competency
 - Trajectory of progress: neophyte → independent practice
 - Articulate shared understanding of expectations
 - Set aspirational goals of excellence
 - Framework & language for discussions across the continuum

Milestones

- Created by each specialty
- Combined efforts of the ACGME and the Specialty Boards

Milestones Working Group

- Christopher R. Thomas, MD (Chair Milestones Working Group)
- Sheldon Benjamin, MD
- Adrienne L. Bentman, MD
- Robert Boland, MD
- Deborah S. Cowley, MD
- Jeffrey Hunt, MD
- George A. Keepers, MD
- Louise King, MS
- Gail H. Manos, MD
- Donald E. Rosen, MD
- Kathy M. Sanders, MD
- Mark E. Servis, MD
- Kailie Shaw, MD
- Susan Swing, PhD
- Alik Widge, MD

ACGME Goals for Milestones

“Cohesion for the Continuum”

- Able to provide accountability for effectiveness of educational program in producing outcomes
- ACGME can work with:
 - AAMC, LCME to focus graduation level preparation
 - ABMS, AHA, ACCME, others to identify areas for milestone improvement at graduation from residency/fellowship



ACGME Milestones Project

- KEY FEATURES

- Emphasize core competencies
- Provide PD's and others something concrete on which to base formative and summative evaluations
- Move accreditation from structure and process-based to outcomes-based

ACGME Residency Milestones

- Definition
 - Developmental milestones define the level of performance required for each specialty-specific educational objective (“competency,” “domain of practice,” “entrustable professional activity”)
 - At specified intermediate points during training
 - At completion of training and entry into unsupervised practice (Board-eligible)

ACGME Residency Milestones

- RRC's will receive aggregate data
- Programs may receive individual reports
- ? Individual data to the Specialty Boards

Milestones Document

- Template for evaluating physician performance at various career points
- Based on the 6 core competencies
 - Divided into subcompetencies
 - Each has performance language to allow categorization ranging from Level 1 (entry) through Levels 2, 3, 4 (competent to graduate), and Level 5 (aspirational)

Competency Domain

Subcompetency

Thread Names

Thread for: "Development as a teacher" (all milestones with "A")

PBL3 Teaching					
A: Development as a teacher					
B: Observable teaching skills					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	1.1/A Recognizes role of physician as teacher	2.1/A Assumes a role in the clinical teaching of early learners	3.1/A Participates in activities designed to develop and improve teaching skills	4.1/A Gives formal didactic presentation to groups (e.g. Grand Rounds, case conference, journal club)	5.1/A Educates broader professional community and/or public (e.g. presents at regional or national meeting)
	Milestone	2.2/B Communicates goals and objectives for instruction of early learners 2.3/B Evaluates and provides feedback to early learners	3.2/B Organizes content and methods for individual instruction for early learners	4.2/B Effectively uses feedback on teaching to improve teaching methods and approaches	5.2/B Organizes and develops curriculum materials
Comments:					

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Screen Shot – Core Pediatrics Milestones Reporting Form on ADS

Resident:
 Year in Program:
 Position Type:
 Start Date:
 Expected End Date:

Competency

Subcompetencies

Milestone level
 with mouse-over
 description

Evaluation Period:

Select the option corresponding to the resident's performance in each area below. Your selections should be based on the longitudinal or developmental experience of the resident. Evaluation must be based on observable behavior. Mouse over the radio buttons to read the criteria for each developmental level.

Patient Care

	Not yet assessable	Level 1	Level 2	Level 3	Level 4	Level 5
a) Gather essential and accurate information about the patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Organize and prioritize responsibilities to provide patient care that is safe, effective and efficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Provide transfer of care that ensures seamless transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Make informed diagnostic and therapeutic decisions that result in optimal clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Develop and carry out management plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

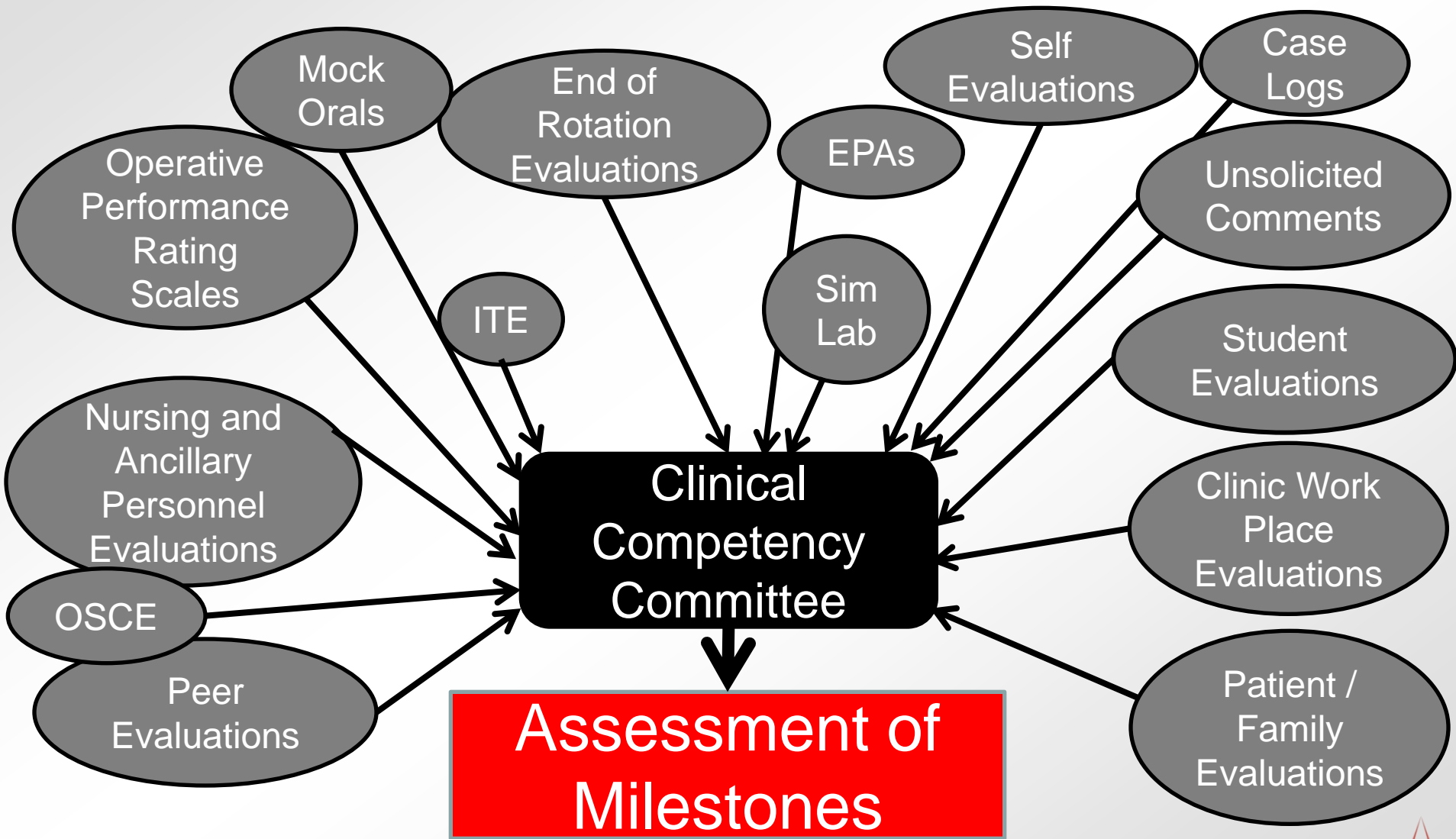
Clinical experience allows linkage of signs and symptoms of a current patient to those encountered in previous patients. Still relies primarily on analytic reasoning through basic pathophysiology to gather information, but has the ability to link current findings to prior clinical encounters allows information to be filtered, prioritized, and synthesized into pertinent positives and negatives, as well as broad diagnostic categories

Medical Knowledge

Milestones

- Milestones: not an assessment tool
 - You do not have to assess all 22 subcompetencies for each resident at the end of each rotation
- Do not discard all the assessment methods you use now; use new ones that are created
 - End of the month rotation evaluations
 - OSCE
 - Case logs
 - ITE
 - Simulation
 - Multisource evaluations
 - EPAs
- Use the assessment methods you have to “inform” the milestones levels by the CCC

Competency



Milestones Document

- COMMENTS
 - Milestones are not the only measure of competency
 - Resident not required to meet EACH Level 4 item to graduate
 - Resident not assured of graduation solely on basis of Level 4 item achievement

Milestones Document

- **COMMENTS**
 - Levels 2, 3, 4 do not necessarily correlate to PGY 2, 3, 4
 - Not all Level 4 items are expected to be achieved by 36 months
 - Milestones are designed as minimum goals; most residents/fellows will accomplish more

Milestones Document

- Designed for use by a Clinical Competency Committee that meets every six months
 - Reviews data from various evaluation tools, categorizes each resident as Level 1-5 for each competency (22 reporting items)
 - Each subcompetency may have multiple performance items; these are meant to provide a richer description, NOT to be individually scored
- Individual data are NOT used for accreditation; milestones are not pass-fail items

Milestones Reporting



- Phase II specialties
 - November 1 – December 31, 2014
 - May 1 – June 15, 2015
 - Subspecialties will report in 2015 and 2016

Clinical Competency Committee

V.A.1. The program director must appoint the Clinical Competency Committee. ^(Core)

V.A.1.a) At a minimum the Clinical Competency Committee must be composed of three members of the program faculty. ^(Core)

V.A.1.a).(1) Others eligible for appointment to the committee include faculty from other programs and non-physician members of the health care team. ^(Detail)

ACGME Common Program Requirements

Approved: February 7, 2012; Effective: July 1, 2013

Approved focused revision: June 9, 2013; Effective: July 1, 2013

Clinical Competency Committee



V.A.1.b) There must be a written description of the responsibilities of the Clinical Competency Committee. ^(Core)

ACGME Common Program Requirements

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Clinical Competency Committee

V.A.1.b).(1) The Clinical Competency Committee should:

V.A.1.b).(1).(a) review all resident evaluations semi-annually; ^(Core)

V.A.1.b).(1).(b) prepare and assure the reporting of Milestones evaluations of each resident semi-annually to ACGME; and, ^(Core)

V.A.1.b).(1).(c) advise the program director regarding resident progress, including promotion, remediation, and dismissal. ^(Detail)



ACGME Common Program Requirements

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Clinical Competency Committee

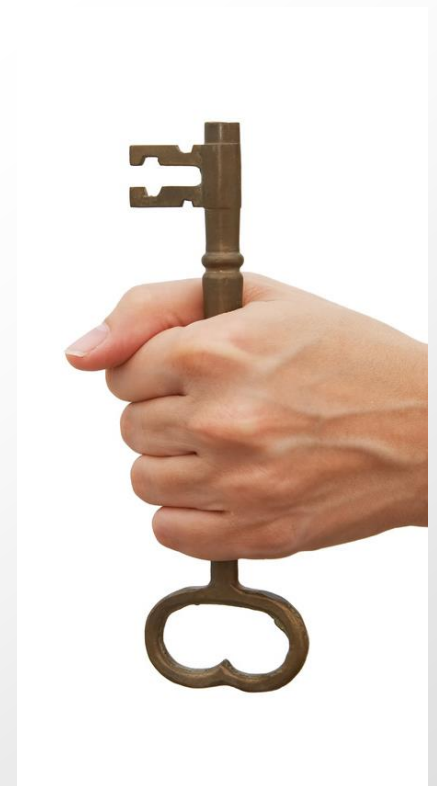
- The role of the Program Director in the CCC is undefined
 - Chair
 - Member
 - Ex-officio
 - Not a member of the CCC

Clinical Competency Committee

- May already be in place under a different name
- Plan for: composition, work distribution, procedure, data elements
- What should be reviewed:
 - Continue to look at current methods of evaluations: OSCE, simulation, multisource evaluations
 - Entrustable Professional Activities, narratives
- Important for coordinator to be present at meetings
- Issues:
 - Time constraints
 - Large residency programs
 - Small fellowship programs

Clinical Competency Committees

- Learn about/understand the milestones
- Decide how to assign milestones
 - Narratives
 - Entrustable Professional Activities
 - Other methods
- Teach the faculty:
 - Definitions
 - The tools
- **FACULTY DEVELOPMENT IS KEY**



The Clinical Competency Committee

- A group of faculty members trained in assigning milestones levels using narratives, EPA's or other tools
- The same set of eyes looking at evaluations
- The same process is applied uniformly
- Strength in numbers
- Effective feedback tool: shown in pilot studies

Milestones and Competencies:

No need to freak out

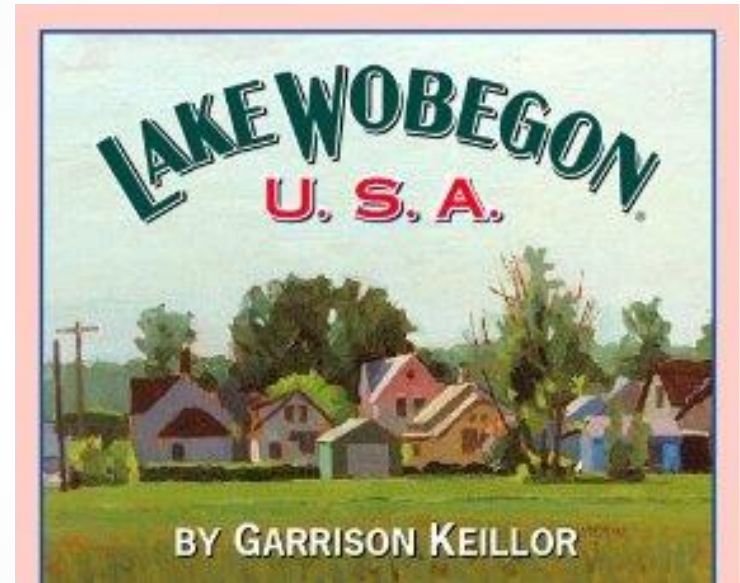
- Implications of terms - high stakes/low stakes
 - Neither – milestones are important
- Do it and do it well
- It does not have to be perfect
- Formative, not summative
- Provide help early

“Do or do not,
there is no try”



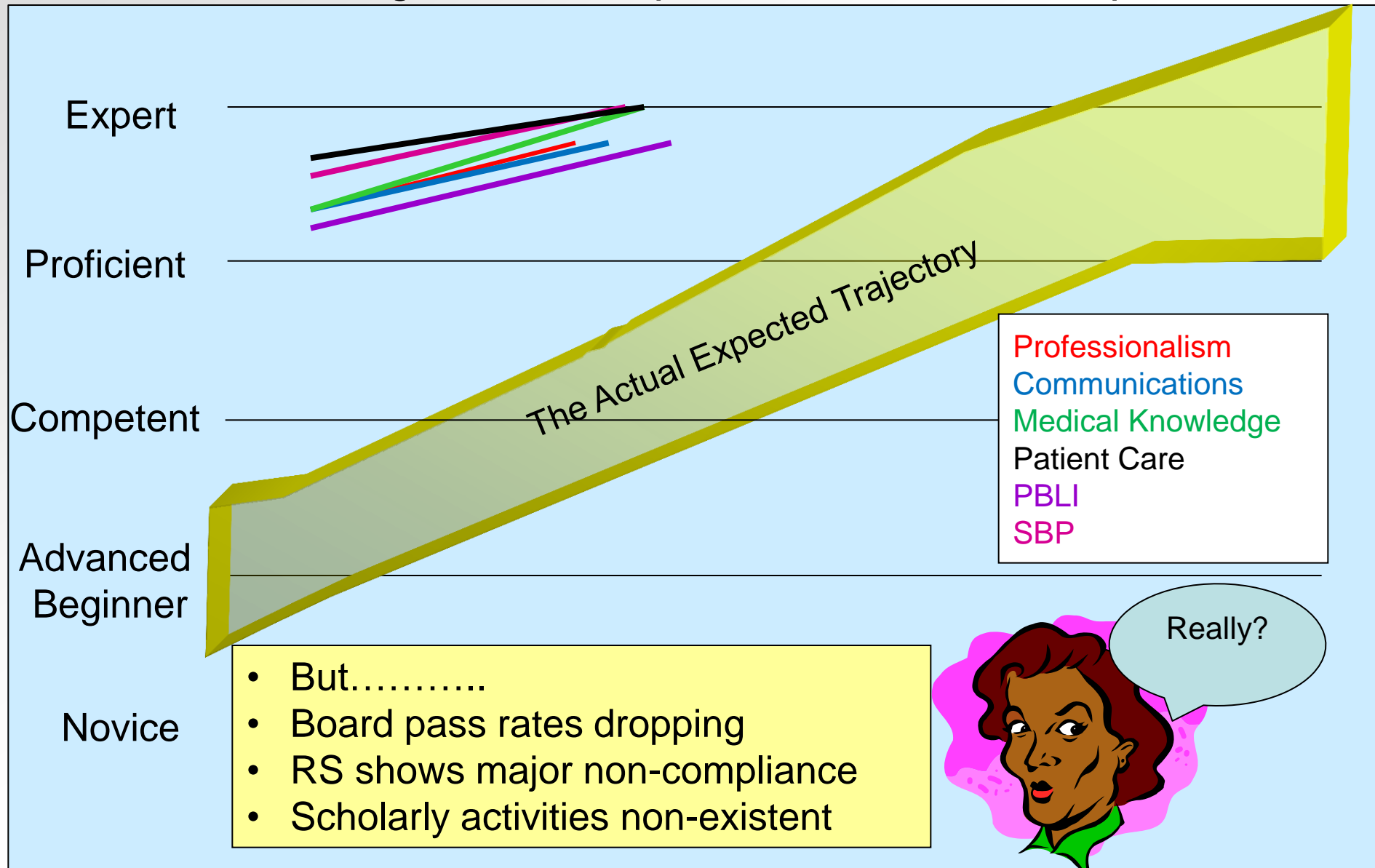
Lake Wobegon

- "Well, that's the news from Lake Wobegon, where all the women are strong, all the men are good looking, and all the *residents* are above average."



a fictional town in the [U.S. state](#) of [Minnesota](#), said to have been the boyhood home of [Garrison Keillor](#), who reports the *News from Lake Wobegon* on the radio show [A Prairie Home Companion](#).

Lake Wobegon Residency Program Overall Rating of Six Competencies across All Specialties

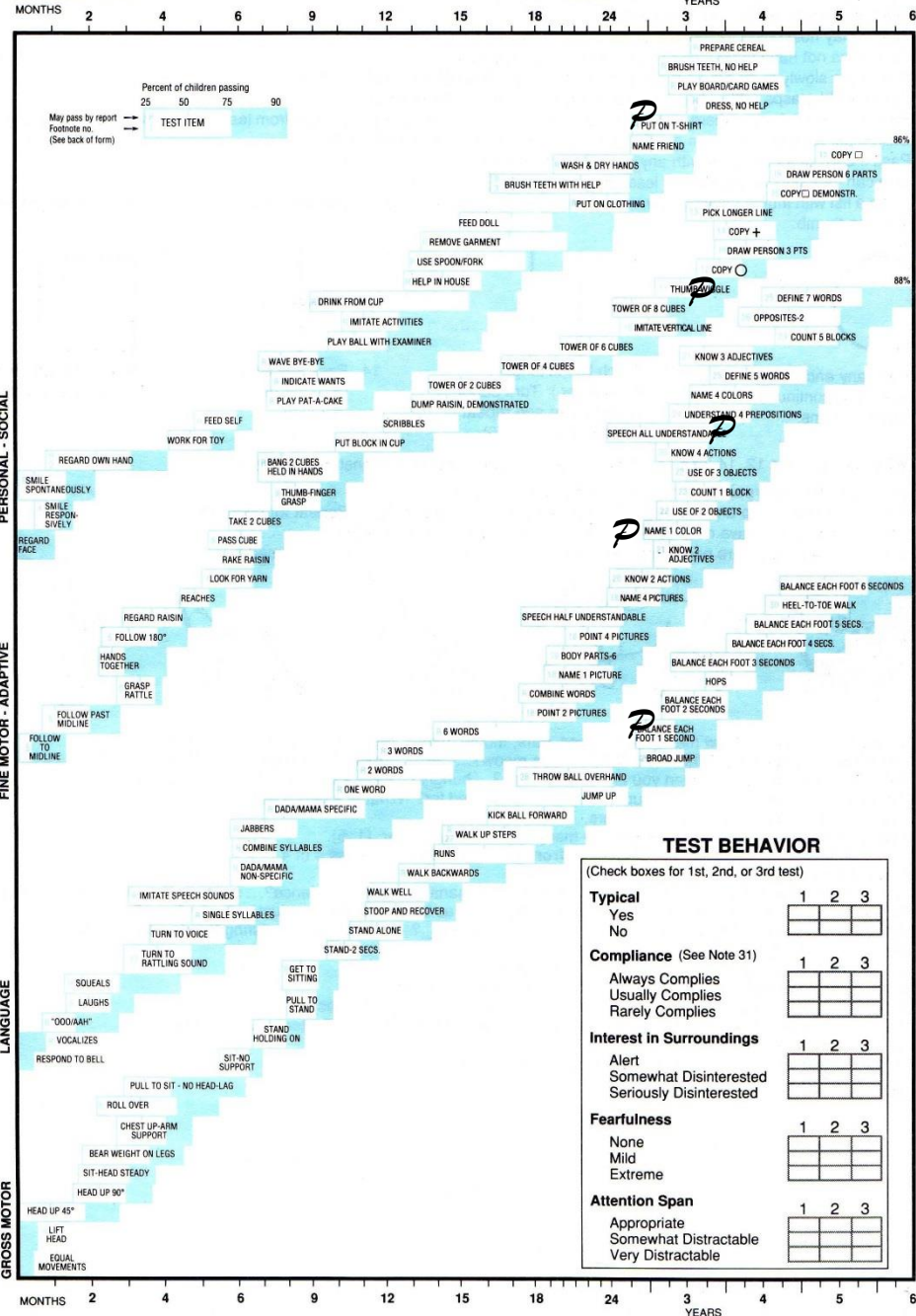


Denver II

DDM, INC. 1-800-419-4729
CATALOG #2115

Examiner:
Date:

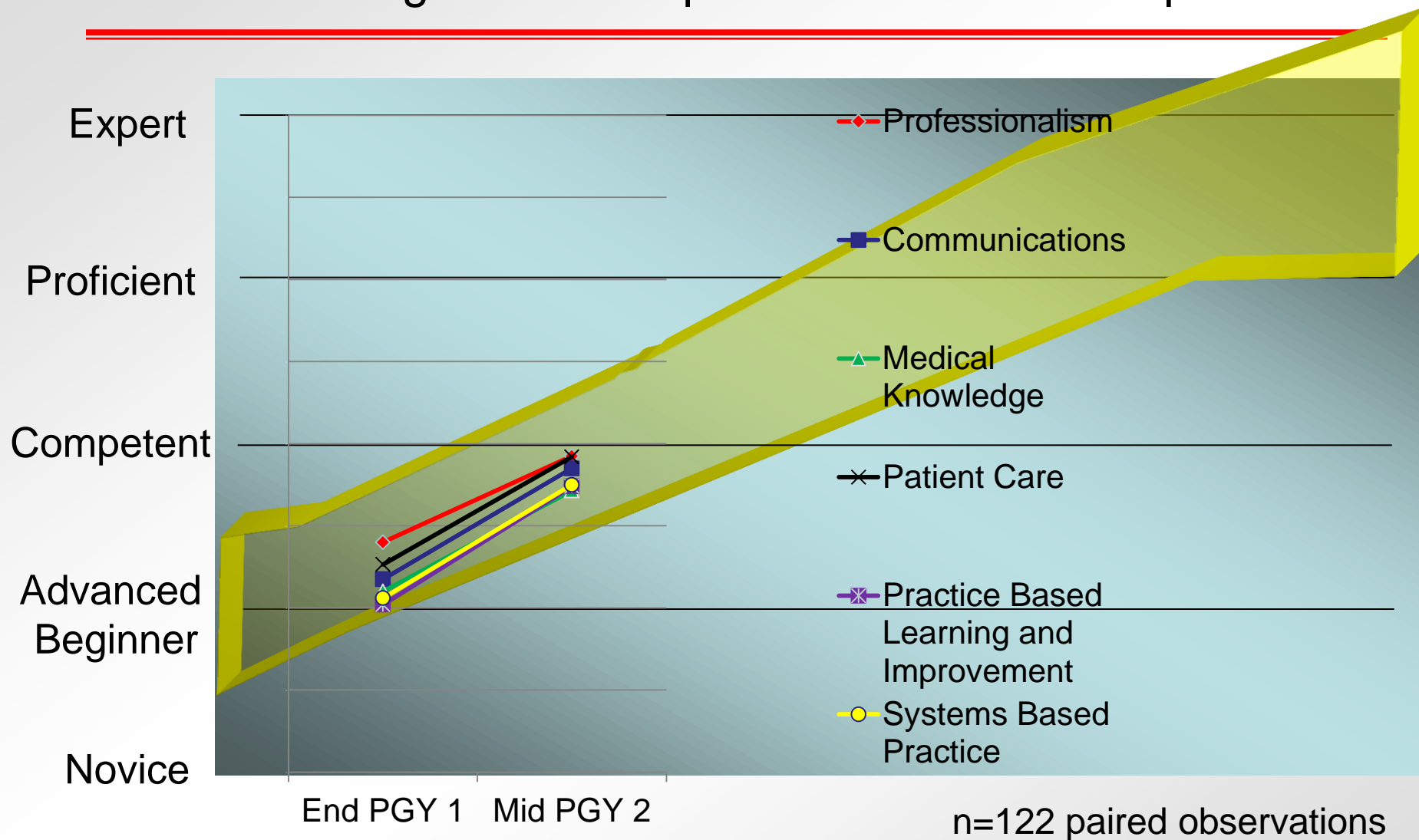
Name: Jane Smith
Birthdate: DOB: October 12, 2013
ID No.: YEARS



FOR USE OF THIS FORM, SEE DR 000 015

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End of PGY-1, Mid PGY-2 Year Evaluation, Overall Rating of Six Competencies across All Specialties



ACGME Goals for Milestones

- Permits fruition of the promise of “Outcomes”
- Track what is important
- Uses *existing tools* for *observations*
- Clinical Competency Committee *triangulates* progress of each resident
 - Essential for valid and reliable clinical evaluation system
- RCs track aggregated program data
- ABMS Board *may* track the identified individual

ACGME Goals for Milestones

- Specialty specific nationally normative data
- Common expectations for individual resident progress

Uses for the Milestones

- Program Director
 - Provide feedback to residents
 - Benchmark residents to program mean
 - Benchmark residents nationally
 - Determine program strengths
 - Determine program opportunities for improvement
 - Benchmark program nationally

Uses for the Milestones

- Residents
 - Get specific feedback
 - Determine individual strengths
 - Determine individual opportunities for improvement
 - Benchmark against peers in program
 - Benchmark against peers nationally

Program Evaluation Committee

- Must be composed of at least 2 faculty
- Must have resident or fellow representation
- Already exists (a program requirement)
- Responsibilities
 - Plan and develop all pertinent activities
 - Evaluating program activities
 - Make recommendations
 - Annual review
 - Correct issues as needed



Annual Program Evaluation

CLER Program

- Clinical Learning Environment Review
- Institutions will be visited every 18 months
- Data will not be used for accreditation, but.....
 - Programs must ensure that residents and fellows:
 - Are aware of patient safety/quality improvement efforts of the institution
 - Are actively participating in PS and CQI efforts

Webinars

- Previous webinars available for review at: <http://www.acgme-nas.org/index.html> under “ACGME Webinars”
 - CLER
 - Overview of Next Accreditation System
 - Milestones, Evaluation, CCCs
 - Specialty specific Webinars (Phase I)
 - Phase I Coordinator Webinars (surgical and non-surgical)
 - Specialty-specific Webinars (Phase II) : November-December 2013
 - Stand-alone slide decks for faculty development: NAS, CCC, PEC, Milestones, Update on Policies
- Upcoming
 - Self-Study (what programs do)
 - Self-Study Visit (what site visitors do)
 - Specialty specific Webinars (Phase II): January 2014 – May 2014

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Accreditation Council for Graduate Medical Education

Thank You!
