

# SES093: Review Committee for Nuclear Medicine Update

Lance Hall, MD – Review Committee Chair

Felicia Davis, MHA – Review Committee Executive Director

# Conflict of Interest Disclosure

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Speaker(s):

*Lance Hall, MD*

*Felicia Davis, MHA*

## Disclosure

None of the speakers for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



# ACGME Mission

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#ACGME2025

The mission of the ACGME is to improve health care and population health by assessing and advancing the quality of resident physicians' education through accreditation.





# ACGME Vision

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#ACGME2025

We envision a health care system where the Quadruple Aim has been realized. We aspire to advance a transformed system of graduate medical education with global reach that is:

- Competency-based with customized professional development and identity formation for all physicians;
- Led by inspirational faculty role models, overseeing supervised, humanistic, clinical educational experiences;
- Immersed in evidence-based, data-driven, clinical learning and care environments defined by excellence in clinical care, safety, cost effectiveness, professionalism, and diversity, equity, and inclusion;
- Located in health care delivery systems equitably meeting local and regional community needs; and,
- Graduating residents and fellows who strive for continuous mastery and altruistic professionalism throughout their careers, placing the needs of patients and their communities first.





# ACGME Values

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#ACGME2025

We accomplish our Mission guided by our commitment to the Public Trust and the ACGME values of:

- Honesty and Integrity
- Accountability and Transparency
- Equity and Fairness
- Diversity, Equity, and Inclusion
- Excellence and Innovation
- Stewardship and Service
- Leadership and Collaboration
- Engagement of Stakeholders

# Topics for Today...

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- ✓ ACGME At-a-Glance
- ✓ Overview of the Review Committee
- ✓ Nuclear Medicine Stats
- ✓ Continuous Accreditation Observations
- ✓ Accreditation Data System (ADS)
- ✓ Program Requirement Changes
- ✓ Review Committee Discussions
- ✓ Learn at ACGME

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# ACGME by the Numbers

#ACGME2025

13,393	Accredited residency and fellowship programs
146	Accredited specialties and subspecialties
905	Sponsoring Institutions housing accredited programs
162,644	Active full- and part-time residents and fellows in ACGME-accredited programs
1 in 7	Number of physicians who are residents or fellows in the US





# ACGME Accreditation

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#ACGME2025

The ACGME **sets standards** for effective graduate medical education (GME) programs, and **monitors compliance** with those standards (the Institutional and Program Requirements).

Specialty-specific committees (Review Committees) of volunteer physicians, including a resident/fellow representative, as well as a non-physician public member, create a uniform set of high standards for each accredited specialty and subspecialty applied across all accredited US residency and fellowship programs educating and training physicians in those fields to ensure the highest quality physicians and patient care.

Accredited residency and fellowship programs are continuously monitored for substantial compliance with the requirements set by the applicable Review Committee, including through data collection and evaluation, surveys, and site visits.

The Review Committees regularly review the accreditation requirements to ensure they are based on current and best practices in the field.



# Site Visits Continued Accreditation Status

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- As of 2024, the ACGME began conducting site visits annually for approximately one to two percent of programs with a status of Continued Accreditation that have not had a site visit in 10 or more years.
- These site visits are determined through a sampling process and support the ACGME's responsibility to the public.
- All selected programs for 2025 were notified in January of the site visit target date (May-July 2025).
- As a reminder, the 10-year accreditation site visit has been discontinued.
- The program Self-Study requirement has been paused, but will be reconfigured and will no longer be linked to a site visit.

Direct questions to [accreditation@acgme.org](mailto:accreditation@acgme.org)

Site Visit FAQs may be found on the ACGME website  
under Programs and Institutions > Site Visit

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- ✓ Accreditation Activity
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# Nuclear Medicine Review Committee Composition

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- Three nominating organizations: American Board of Nuclear Medicine (ABNM), Society of Nuclear Medicine and Molecular Imaging (SNMMI), and American Medical Association (AMA)
- Eight voting members (includes one resident and one public member)
- Six-year terms – except resident (two years)
- Composed of program directors, chairs, faculty members
- Ex-officio from ABNM (non-voting)



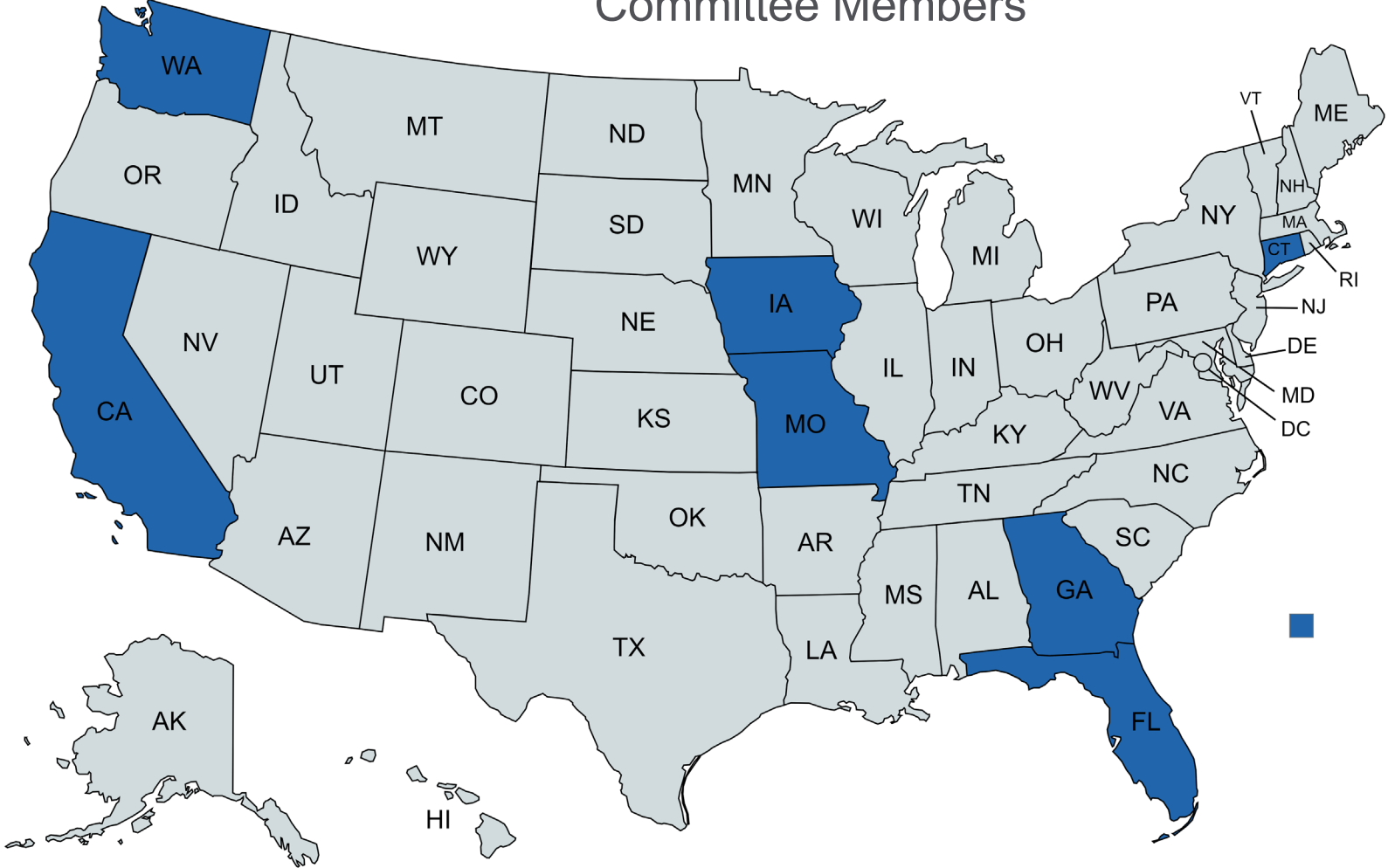
# Nuclear Medicine Review Committee

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#ACGME2025

Lance T. Hall, MD – <b>Chair</b> Emory University	Yuself Menda, MD University of Iowa
Delphine L. Chen, MD – <b>Incoming Chair</b> University of Washington	Joyce Mhlanga, MBChB Washington University/B-JH/SLCH Consortium
Ruth Lim, MD – <b>Vice Chair</b> Yale University	Jose Miguel Hernandez Pampaloni, MD University of California, San Francisco
April Mann – <b>Public Member</b>	Bianca Radut, MD – <b>Resident Member</b> University of Miami, Jackson

# Geographic Distribution of Review Committee Members



Created with mapchart.net

# Review Committee Function

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The function of the Review Committee is to **set accreditation standards** (i.e., requirements) and to provide **peer evaluation of residency and fellowship programs**. The purpose of the evaluation is to assess whether a program is in **substantial compliance** with the applicable Program Requirements, and to confer an accreditation or recognition status.

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# Nuclear Medicine 2023-2024

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- ✓ 33 accredited programs
- ✓ 81 total filled resident positions (+3 since 2019) / 61 percent
- ✓ 132 total approved resident positions



# Nuclear Medicine 10-Year Stats

Academic Year	# Programs	Residents On Duty
2015-2016	43	84
2016-2017	42	78
2017-2018	42	76
2018-2019	40	79
2019-2020	38	81
2020-2021	37	75
2021-2022	37	76
2022-2023	36	78
2023-2024	36	85
2024-2025	33	81

#ACGME2025

2025 ACGME ANNUAL  
EDUCATIONAL CONFERENCE

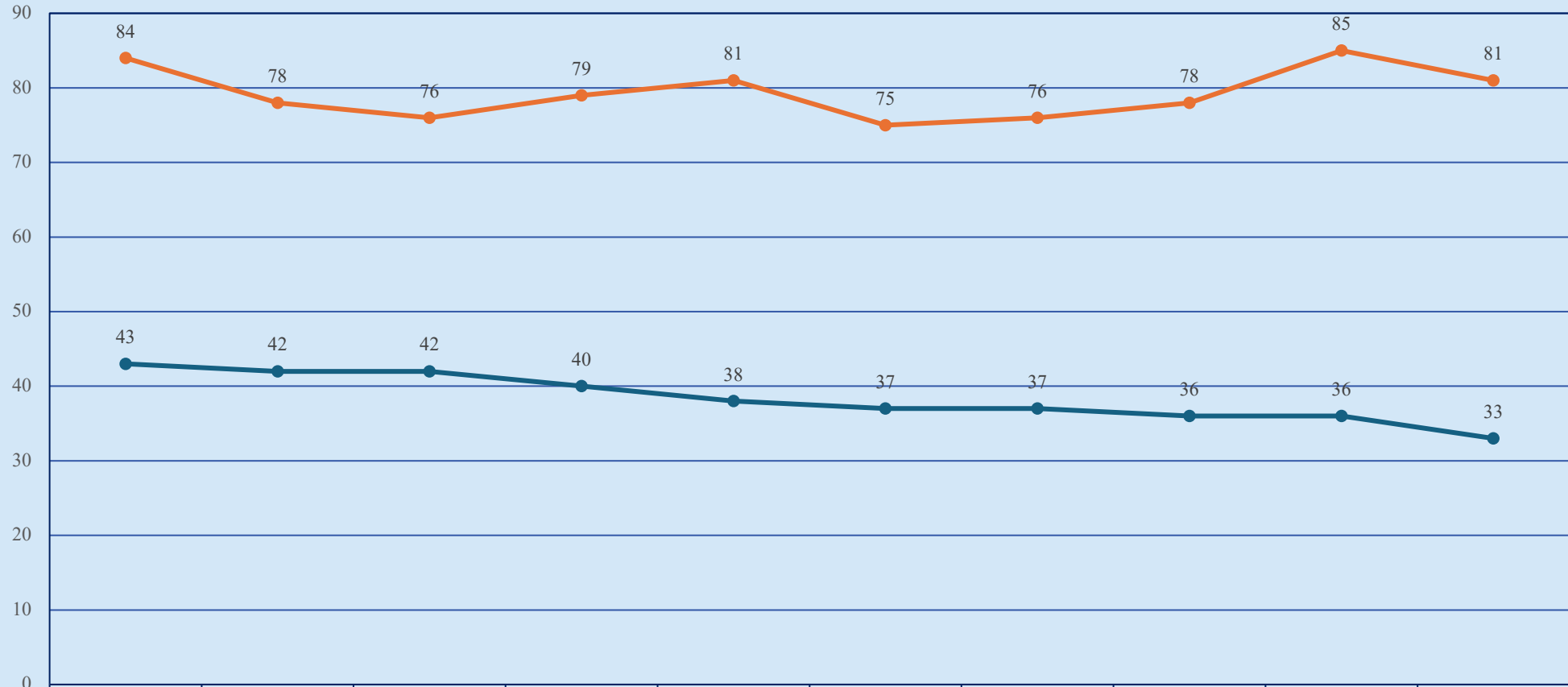
MEANING  
in MEDICINE





# Nuclear Medicine 10-Year Trend

#ACGME2025



Number of Programs

Residents on Duty

Number of Programs

Residents on Duty

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# Top Three Flagged Areas for 2023-2024

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1. Resident Survey – 32% of programs flagged
2. Faculty Survey – 15% of programs flagged
3. Board Pass Rate / Clinical Experience – 9% of programs flagged





# Nuclear Medicine Continuous Accreditation Review Summary

61%	<b>Compliant, no feedback</b>
9%	Minor concerns, feedback in the form of Areas for Improvement (AFIs)
30%	Concerns, feedback as citations and/or AFIs

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# Major Changes in ADS

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- ✓ Major clinical/administrative changes in your program
  - ✓ Faculty changes
  - ✓ Space or equipment upgrades
  - ✓ Participating site changes
- ✓ Efforts or plans to address AFIs
- ✓ Plans to address Resident Survey deficiencies
- ✓ Other major events

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# Case Logs – Clinical Experience

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- ✓ All programs are required to use the ACGME Case Log System
- ✓ Residents must enter **all** specified procedures performed during their residency education into the ACGME Case Log System regardless of stated minimums
- ✓ Incomplete data impedes the Review Committee's ability to set and modify realistic future benchmarks for the specialty

#ACGME2025

2025 ACGME ANNUAL  
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*in* MEDICINE





# National Reports Now Available



# Case Logs – National Reports

#ACGME2025

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**MEANING**  
*in* **MEDICINE**

ACGME logo

Enter your search

ADS

## Nuclear Medicine

Specialties

Overview Program Requirements and FAQs and Application Documents and Resources Review Committee Members

The documents and resources in this section are provided by the Review Committee for Nuclear Medicine for ACGME-accredited programs and those applying for accreditation.

## Documents

Case Log Statistical Reports

Guidelines for Nuclear Medicine Resident Case Log Entry

This publicly available report shows the total experience of residents completing programs by academic year, including the national resident average for each required category, as well as the minimum performed, the median, and the maximum. The report also shows national resident percentiles.



**NUCLEAR MEDICINE : NATIONAL RESIDENT REPORT (Main Table)**  
**Reporting Period: Total Experience of Residents Completing Programs in 2023-2024**  
**Residency Review Committee for Nuclear Medicine**  
**Report Date: September 12, 2024**

[PART 1 ] Number of Programs in the Nation: 23 Number of Residents in the Nation: 38

		Participate/Interpret				
		Natl Res AVE	Natl Res STD	Natl Res MIN	Natl Res MED	Natl Res MAX
RRC Area	RRC Type					
Parenteral Therapy	Parenteral therapy	34.3	29.0	5	21	126
Radioiodine Therapy	Benign - less than or equal to 33 mCi I-131	11.0	4.7	1	11	26
	Benign - greater than 33 mCi I-131	0.4	1.1	0	0	6
	Malignant - less than or equal to 33 mCi I-131	3.0	3.4	0	3	13
	Malignant - greater than 33 mCi I-131	22.6	8.9	3	23	41
	Total Radioiodine Therapy	37.0	8.4	10	37	58
Cardiac Stress Test	Cardiac stress test	225.4	230.0	100	137	1,314
Pediatric Procedures	Pediatric	141.5	101.7	100	120	734
Non-Req Add'l Procs	PET/CT Oncologic/tumor	173.0	311.6	0	0	1,177
	PET/CT Other	19.3	59.5	0	0	335
	Intravascular Particulate	0.8	4.5	0	0	28

**NUCLEAR MEDICINE : NATIONAL RESIDENT STATISTICS REPORT (Resident Benchmarks Table)**  
**Reporting Period: Total Experience of Residents Completing Programs in 2023-2024**  
**Residency Review Committee for Nuclear Medicine**  
**Report Date: September 12, 2024**

[PART 1] Number of Programs in the Nation: 23    Number of Residents in the Nation: 38		Participate/Interpret				
		Resident Percentiles				
		10	30	50	70	90
RRC Area	RRC Type					
Parenteral Therapy	Parenteral therapy	7	14	21	43	74
Radioiodine Therapy	Benign - less than or equal to 33 mCi I-131	5	9	11	13	15
	Benign - greater than 33 mCi I-131	0	0	0	0	1
	Malignant - less than or equal to 33 mCi I-131	0	0	3	3	9
	Malignant - greater than 33 mCi I-131	10	18	23	28	35
	Total Radioiodine Therapy	30	34	37	42	45
Cardiac Stress Test	Cardiac stress test	100	111	137	219	484
Pediatric Procedures	Pediatric	100	107	120	140	171
Non-Req Add'l Procs	PET/CT Oncologic/tumor	0	0	0	139	653
	PET/CT Other	0	0	0	5	82
	Intravascular Particulate	0	0	0	0	0
	Radiolabeled Antibodies	0	0	0	0	0
	Painful Bone Metastases	0	0	0	0	2



# Block Diagram

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#ACGME2025

Block diagrams must describe a three-year curriculum, ***even for programs that only consider NM2 or NM3 residents.***



- ✓ For privacy reasons, please refrain from showing resident names or identifying information.
- ✓ Provide a legend to explain any abbreviations.
- ✓ If you need assistance creating your block diagram, a guide is available on the Documents and Resources page of the Nuclear Medicine section of the ACGME website.



The screenshot shows the ACGME website's Nuclear Medicine section. The main header is "Nuclear Medicine" with a "Specialties" link. Below the header is a navigation bar with links: "Overview", "Program Requirements and FAQs and Applications", "Milestones", "Documents and Resources", and "Review Committee Members". A blue arrow points from the "Documents and Resources" link to a "Documents" page. On the "Documents" page, another blue arrow points from the "Documents and Resources" link to a specific document titled "Nuclear Medicine Block Diagram Guide".

Nuclear Medicine

Specialties

Overview Program Requirements and FAQs and Applications Milestones Documents and Resources Review Committee Members

The documents and resources in this section are provided by the Review Committee for Nuclear Medicine for ACGME-accredited programs and those applying for accreditation.

Documents

Guidelines for Nuclear Medicine Resident Case Log Entry

Nuclear Medicine Block Diagram Guide

# Block Diagram Example

## NM-1 (PGY-2) Rotation Block Diagram (13 x 4-week blocks)

Block	1	2	3	4	5	6	7	8	9	10	11	12	13
Site	1	2	1	2	3	1	2	2	1	1	2	2	1
Rotation Name	Radio-pharmacy/ Nuc Med	General Nuc Med	General Nuc Med	General Nuc Med	Pediatric Nuc Med	General Nuc Med	General Nuc Med	CT	PET/CT	General Nuc Med	Research	General Nuc Med	General Nuc Med

## NM-2 (PGY-3) Rotation Block Diagram (13 x 4-week blocks)

Block	1	2	3	4	5	6	7	8	9	10	11	12	13
Site	2	2	3	1	1	2	2	2	1	3	1	1	2
Rotation Name	CT	General Nuc Med	Pediatric Nuc Med	PET/CT	General Nuc Med	Research	Research	General Nuc Med	PET/CT	Pediatric Nuc Med	Elective	General Nuc Med	CT

## NM-3 (PGY-4) Rotation Block Diagram (13 x 4-week blocks)

Block	1	2	3	4	5	6	7	8	9	10	11	12	13
Site	1	1	1	2	2	2	1	1	2	3	2	1	2
Rotation Name	PET/CT	Radiation Oncology	MR	General Nuc Med	Research	CT	PET/CT	General Nuc Med	CT	Pediatric Nuc Med	General Nuc Med	PET/CT	General Nuc Med

**Sites:** (1) University of XXXXXXXX (Primary), (2) XXXXXXXX VA Hospital, (3) XXXXXXXX Children's Hospital

**Available Electives:** (both at Site 1): Medical Oncology, Cardiology — most residents elect to do 2 weeks in each.

**Vacation:** Scheduled by the resident with program director consent. No more than 2 weeks may be taken off during any 4-week block.



# Resident Status in ADS

<b>Entering resident has:</b>	<b>Resident status in ADS should be:</b>
Fewer than 12 months of training remaining	= NM3 (or year in program 3)
Between 24 and 12 months of training remaining	= NM2 (or year in program 2)
Between 36 and 24 months of training remaining	= NM1 (or year in program 1)

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# Common Program Requirements

The Common Program Requirements, which apply to all programs, have been revised and the new version will be effective on **July 1, 2025**.

The revised document as well as a tracked-changes version are available on the ACGME website under the Programs and Institutions tab > Common Program Requirements.



# Nuclear Medicine Program Requirements

Every 10 years, specialty-specific Program Requirements undergo a review and revision. The process has begun for Nuclear Medicine, but it is different from the previous revision process.

The new process, known as **Shaping GME**, includes scenario-based strategic planning, and requires a writing group (composed of Review Committee members and ACGME Board members, including public members) and the specialty community to think rigorously and creatively about what the specialty will look like in the future.

Before any changes are made to the Program Requirements, the ACGME does considerable background work, including literature reviews and summits as part of the Shaping GME process.



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# ABNM Programs and the ABR 16-Month Pathway

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REMINDER

ABNM/American Board of Radiology (ABR) 16-month pathway:

- ✓ An *ACGME-accredited* nuclear medicine or nuclear radiology program is required
- ✓ The nuclear medicine program is completed during the four-year radiology program
- ✓ Participants must complete the nuclear medicine case experience requirements

Successful completion leads to dual certification eligibility from the ABR in radiology and ABNM in nuclear medicine.

# Nuclear Radiology Programs and the ABR 16-Month Pathway

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ABR 16-month pathway:

- ✓ An *ACGME-accredited* nuclear medicine or nuclear radiology program is *not* required
- ✓ The nuclear medicine program is completed during the four-year radiology program
- ✓ Participants are *not* ABNM-eligible, based on the number of nuclear medicine rotations

Successful completion leads to dual certification eligibility from ABR in radiology and nuclear radiology.

# Nuclear Medicine Program Participation Tracking

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We ask all nuclear medicine programs whether they participate in diagnostic radiology pathways that lead to ABNM and/or ABR nuclear radiology certification eligibility (i.e., 16 months of nuclear medicine in four-year diagnostic radiology pathway)

and if so...

How many residents are participating this year?

Based on the most recent Annual Update data:

- ✓ 19/33 nuclear medicine programs are participating
- ✓ Total of 19 residents



# Nuclear Medicine/Nuclear Radiology Programs and the ABR 12-month Pathway

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- ✓ Nuclear medicine programs will likely be asked to help facilitate
- ✓ Nuclear medicine programs may provide education/supervision resources for the pathway when applicable
- ✓ Nuclear medicine program efforts not formally recognized by the ACGME
- ✓ Participating residents not enrolled in nuclear medicine

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# Learn at ACGME has been redesigned!

The ACGME's distance learning platform is now easier to navigate and more beneficial for the GME community.

The ACGME's online learning management system and community is designed to provide members of the GME community and others with access to the full range of the ACGME's educational resources.

The platform includes courses, learning paths, webinars, recordings, discussion boards, and more to support the community's learning, access to information, and connection.

# Improved Features

- Streamlined and clear navigation menus on every page
- User-friendly dashboard for tracking started/completed courses
- Easier ways to share content
- Ability to identify relevant content by role in GME

*A free account is required to access most of the content in the platform.*

# Achieve Excellence in GME

Learning experiences designed to enhance your expertise and support your professional growth. Explore our dynamic content and join a community committed to educational excellence and innovation.



## Featured Topics



### Accreditation

Targeted learning to support your understanding and compliance with all things related to ACGME accreditation.



### ACGME Equity Matters®

Educational experiences that promote meaningful change toward diversity, equity, and inclusion while remaining aware of audience impact.



### Faculty Development

Tailored resources for faculty assessment and development that cultivate expertise in competency-based medical education.



### Well-Being

Essential insights and resources for promoting well-being in graduate medical education.



Visit [dl.acgme.org](https://www.dl.acgme.org) to find resources for:



## Learning Path for New Program Directors

This collection of courses focuses on the fundamental aspects of Program Directorship. These resources are curated specifically for new program directors.



MILESTONE




New Program Director Learning Path

### ENROLL IN THIS LEARNING PATH TODAY

🕒 Learning Path Runs: Apr 18th 2022

[Register Now](#)

🗣️

-  Access content anytime, anywhere, with a computer, tablet or smartphone
-  Content designed for a proven learning experience
-  View content at your time and pace





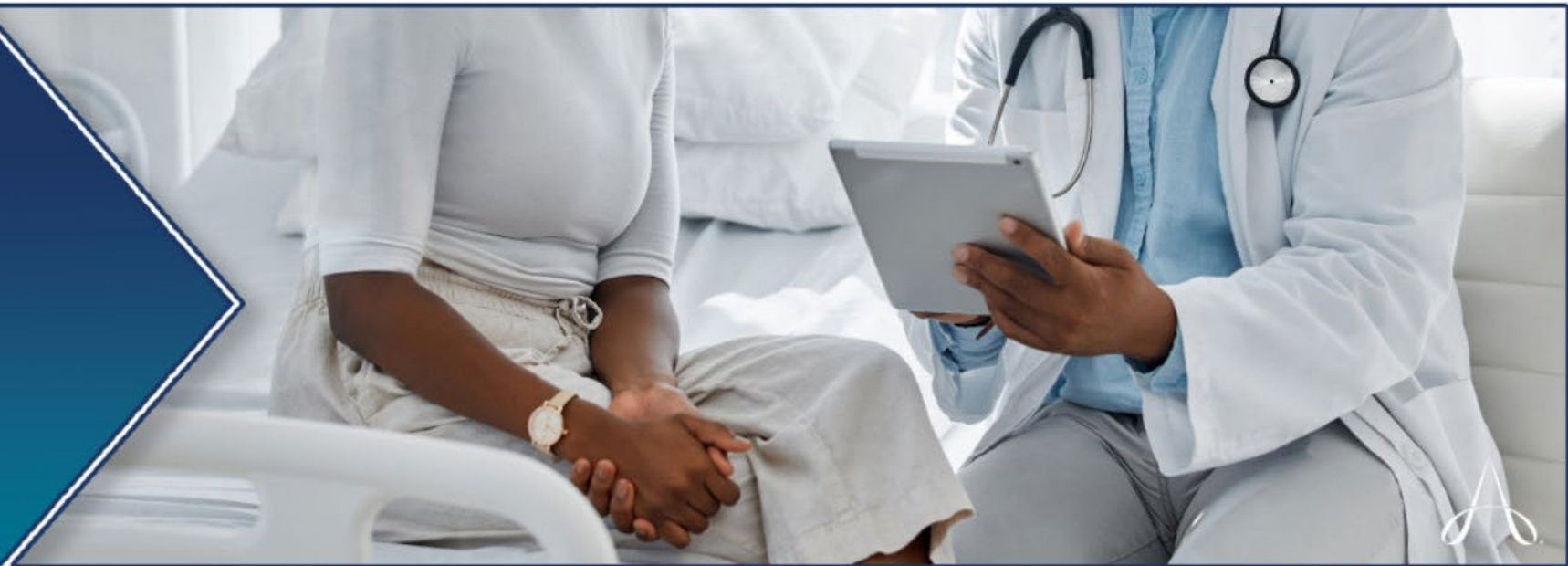
# Faculty Development

[Log in](#)

- [Toolkit Home](#)
- [Overview](#)
- [Microlearnings](#)
- [Example Workshops](#)
- [Video Library](#)
- [Workshops and Webinars](#)
- [Supporting Materials](#)
- [Additional Resources](#)
- [About Us](#)
- [Questions and Feedback](#)

# Faculty Development Toolkit

## Improving Assessment Using Direct Observation



How faculty members observe and assess their learners matters if residents and fellows are to acquire and solidify clinical skills that will enable them to provide high-quality, safe, effective, patient-centered care and be able to practice unsupervised by the end of the educational program.



What's New



# Clinician Educator Journal Club

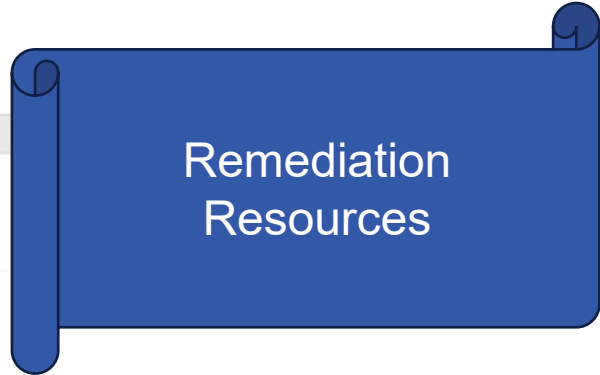
ACGME Clinician Educator Journal Club - On Demand

[Learn More](#)



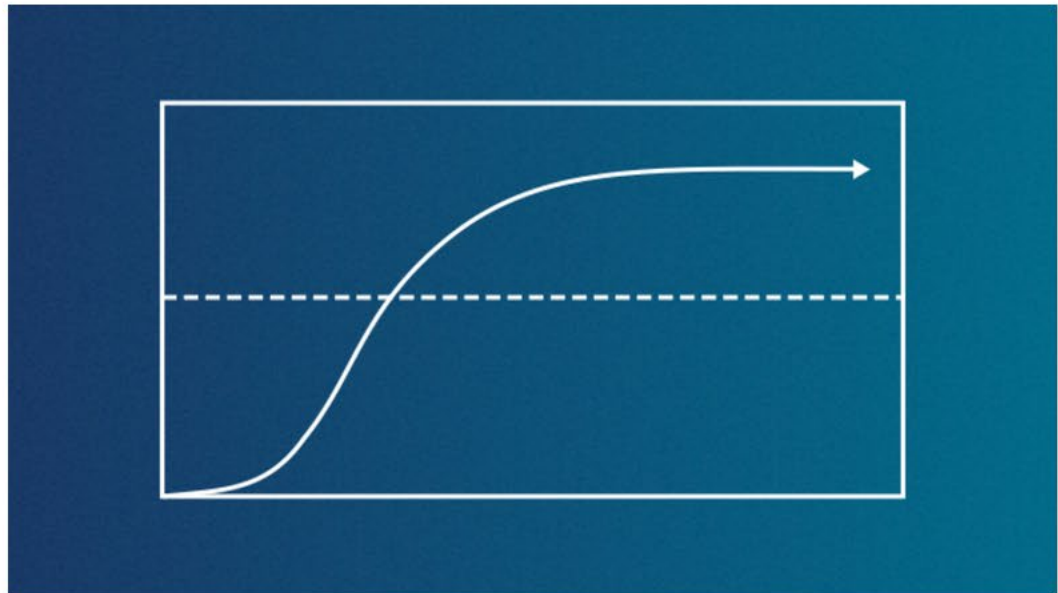
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# ACGME Remediation Toolkit

11 modules for learner remediation, practical tools, programmatic approaches, skill enhancement.



- Description
- Learning Objectives
- Authors
- CME Information

Course Description

**Time to complete:** 6 hours

**Release Date:** August 31, 2024

**Credits:**  
5.25 AMA PRA Category 1 Credits™

[Register Now](#)

[Already Enrolled? Log in](#)

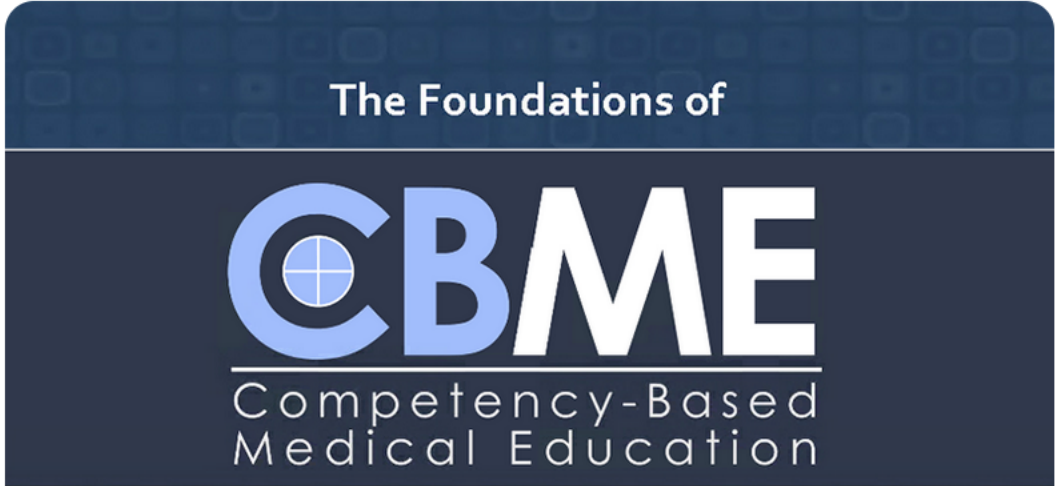
- RELATED COURSES
- Programmatic Assessment
  - FATCAT: The Frameworks of Assessment in Training and Choosing Your Assessment Tool(s)
  - Multi-Source Feedback

# The Foundations of Competency-Based Medical Education

This course reviews some basic concepts underlying competency-based medical education or CBME. As defined by the international competency-based medical educators' collaborative, CBME is an approach to preparing physicians for practice that is fundamentally oriented to graduate learners' outcome abilities and organized around competencies that derive from an analysis of societal and patient needs. CBME deemphasizes time-based training and promises greater accountability, flexibility, and learner-centeredness. This course defines the key components of CBME and the concepts underlying them to provide a deeper understanding of how they are used to enhance the effectiveness of graduate medical education programs.


[Register Now](#)

[Already Enrolled? Log in](#)



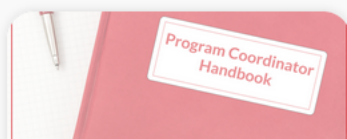
## Self-Empowerment Workshop for Coordinators

This seven-day workshop centers on the topic of self-empowerment in the workplace. It is meant for both the new and more experienced coordinators who wish to improve their self-empowerment skills. Through various interactive activities, the training offers insights into strategies for acting as a leader in one's role, successful networking, overcoming challenges related to undermining of one's professionalism, as well as effective promoting of one's achievements.

 [Learn More](#)

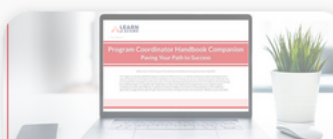


## Featured Content



### Program Coordinator Handbook

Developed by the 2019-2023 Coordinator Advisory Group, the Program Coordinator Handbook serves as a guide fo...



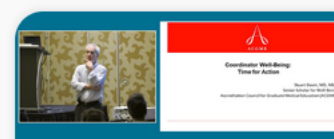
### Program Coordinator Handbook Companion: Paving Your Path to Success

The Program Coordinator Handbook Companion: Paving



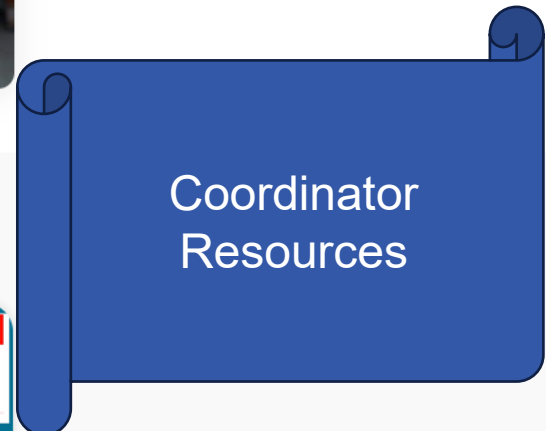
### Coordinator Forum: The Empowered GME Coordinator

This presentation, recorded at the 2024 ACGME Annual Educational Conference



### Coordinator Well-Being: A Time for Action

Coordinators face significant challenges and demands in their jobs that may contribute to personal distress and reduced...



# Well-Being in GME

## Well-Being Resources

### Contents

[Featured Resources](#)

[Systems Approaches to Well-Being](#)

[Individual Mental Health and Well-Being](#)

[Diversity, Equity, and Inclusion and Well-Being](#)

[Mental Health Services and Suicide Prevention](#)

[Resources by Format](#)

[General Resources](#)

[About](#)

### Featured Resources



#### Overcoming Barriers to Mental Health Care for Residents

Graduate medical education (GME) is associated with significant challenges to mental health and well-being...



#### Mental Health and Well-Being during Transitions

Transitions along the medical education continuum are often challenging and can pose threats to the mental health and well-...



#### ACGME Well-Being Podcast Series

Available on [Spotify](#) and [Apple Podcasts](#)



#### National Well-Being Call Participants' Forum

Archive for accessing past sessions of the National Well-Being Call, a series dedicated to fostering community and...

### Systems Approaches to Well-Being

AWARE Systems and Research in Well-Being Podcast Series

Available on [Spotify](#) and [Apple Podcasts](#)

Multiple Authors

[Changing the Culture: Returning Humanity to the Healing Professions](#)

[NAM Action Collaborative on Clinician Well-Being and Resilience: Perspectives from the Leaders](#)

Drs. Victor J. Dzau, Darrell Kirch, and Thomas J. Nasca

[NAM Action Collaborative on Clinician Well-Being and Resilience: To Care is](#)

# Claim Your CME Today!

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## Complete the Evaluation for CME or Certificate of Completion!

The evaluation can be found in the Conference Mobile App and a link will be sent post-conference by email to attendees.

Evaluations are tied to your registered sessions.

Register/un-register for sessions in the Conference Mobile App.

Deadline – March 14, 2025

Questions? [cme@acgme.org](mailto:cme@acgme.org)

# *Have questions? Need help?*

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## Review Committee Staff:

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**Jenny Campbell, MA – Associate Executive Director**

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# Questions?





Thank you