

# SES116: Specialty Update – Otolaryngology – Head and Neck Surgery

Jennifer Luna, Review Committee Associate  
Executive Director

# Conflict of Interest Disclosure

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Speaker(s): Jennifer Luna

## 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 health care products used by or on patients.

# Discussion Topics

- Review Committee and Staff Members
- Accreditation and Program Statistics
- Case Log and Board Results
- Review Committee Update
- ACGME Resources

# ACGME Mission

**The Mission of the ACGME is to improve health care and population health by assessing and enhancing the quality of resident and fellow physicians' education through advancements in accreditation and education.**

***ACGME MISSION, VISION, and VALUES***



# Review Committee Members and Staff

# Review Committee Membership

## Nominating Organizations

- 12 voting members
  - 3 members *American Board of Otolaryngology – Head and Neck Surgery (ABOHNS)*
  - 3 members *American College of Surgeons (ACS)*
  - 3 members *American Medical Association (AMA)*
  - 1 member *American Osteopathic Association (AOA)*
  - 1 resident member (*at large*)
  - 1 public member (*at large*)
- 3 non-voting ex-officio members
  - Brian Nussenbaum, MD (*ABOHNS*)
  - Catelyn Schwartz (*AOA*)
  - Patrice Blair, MPH (*ACS*)

# Review Committee Membership

Alan G. Micco, MD, **Chair**

Vishad Nabili, MD, **Vice Chair**

M. Boyd Gillespie, MD

Marlan R. Hansen, MD

Brianne B. Roby, MD

Anna H. Messner, MD

Judith E. C. Lieu, MD, MSPH

Jonathan D. McGinn, MD

Libby J. Smith, DO

Allison Knewitz, MD, Resident  
Member

Thomas S. Worsley, MPA, MHA  
Public Member



# Incoming Members Effective July 1, 2024

- Michael E. Hoffer, MD  
University of Miami, Miller School of Medicine
- Sonya Malekzadeh, MD  
MedStar Georgetown University Hospital
- Mikisha B. Oden, MBA (Public Member)  
Chicago Department of Public Health
- Taylor Erickson, MD (Resident Member)  
University of California San Francisco




# ACGME Review Committee Staff



Kristen Ward Hirsch, MBA  
Executive Director

Jennifer Luna  
Associate Executive Director

Citlali Meza, MPA  
Senior Accreditation Administrator



Samantha Alvarado  
Accreditation Data  
System (ADS)



# Upcoming Review Committee Meetings

- April 12-13, 2024 (Applications with completed site visits and interim requests accepted)
- September 10, 2024 (Only interim requests)
- January 3-4, 2025 (Applications with completed site visits and interim requests accepted)
- April 11-12, 2025 (Applications with completed site visits and interim requests accepted)



# Accreditation and Program Statistics

# Program Statistics

Accreditation Status	# Programs
Continued Accreditation	118
Continued Accreditation with Warning	0
Continued Accreditation without Outcomes	7
Initial Accreditation	6
Total Accredited Programs	131

# Program Statistics

Accreditation Status (Neurotology)	# Programs
Continued Accreditation	25
Continued Accreditation with Warning	0
Initial Accreditation	4
Total Accredited Programs	29

# Program Statistics

Accreditation Status (Pediatric Otolaryngology)	# Programs
Continued Accreditation	31
Continued Accreditation with Warning	0
Initial Accreditation	4
Total Accredited Programs	35

# Meeting Activity Summary for AY 22-23

- Annual program review (174)
- Application (3)
- Complaint (1)
- Initial with site visit (5)
- Site visit requested (1)
- Site change (13)
- Complement change (11)
- Complement distribution change (2)
- Program director change (19)

# Other Meeting Decisions

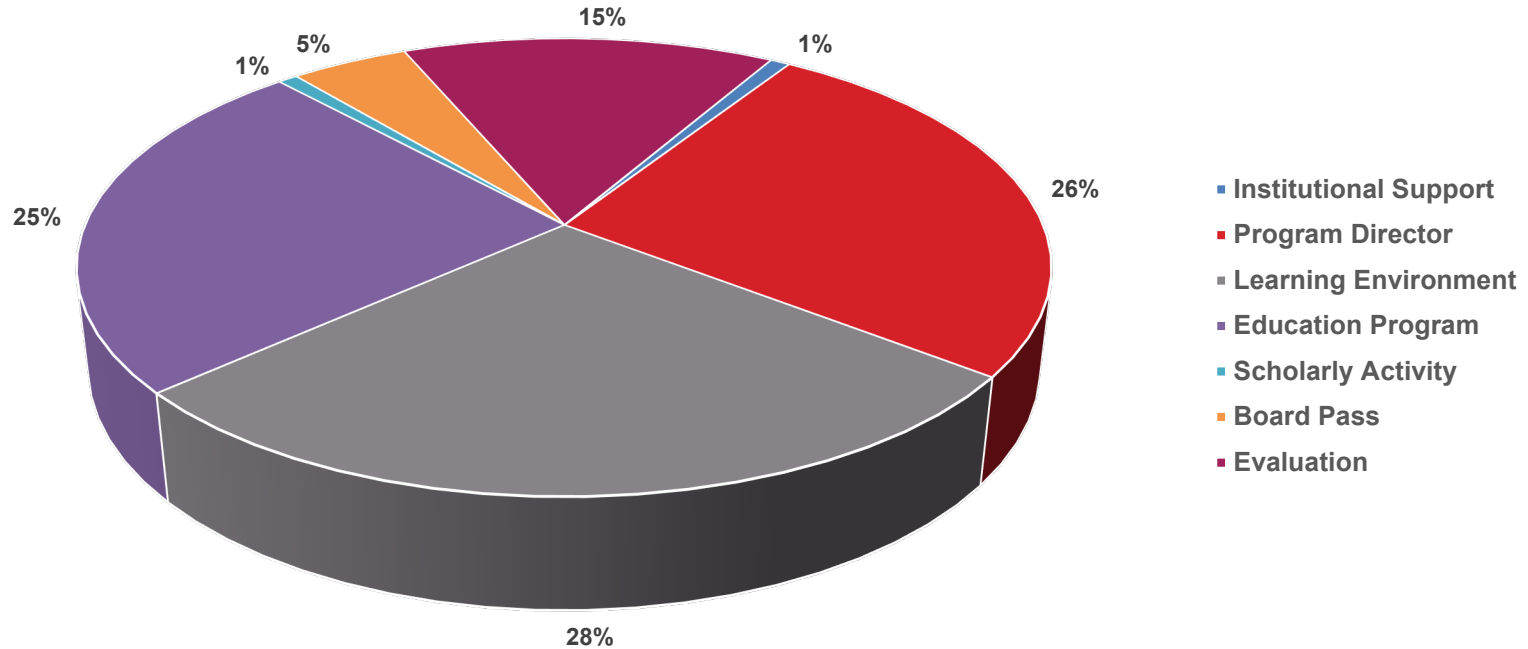
## Requests at 2023 Review Committee Meetings

Permanent Increase # Requested / # Approved	8/7
Temporary Increase # Requested / # Approved	3/2
Complement Distribution # Requested / # Approved	2/2
Participating Site # Requested / # Approved	13/13
Program Director Change (# approved)	19

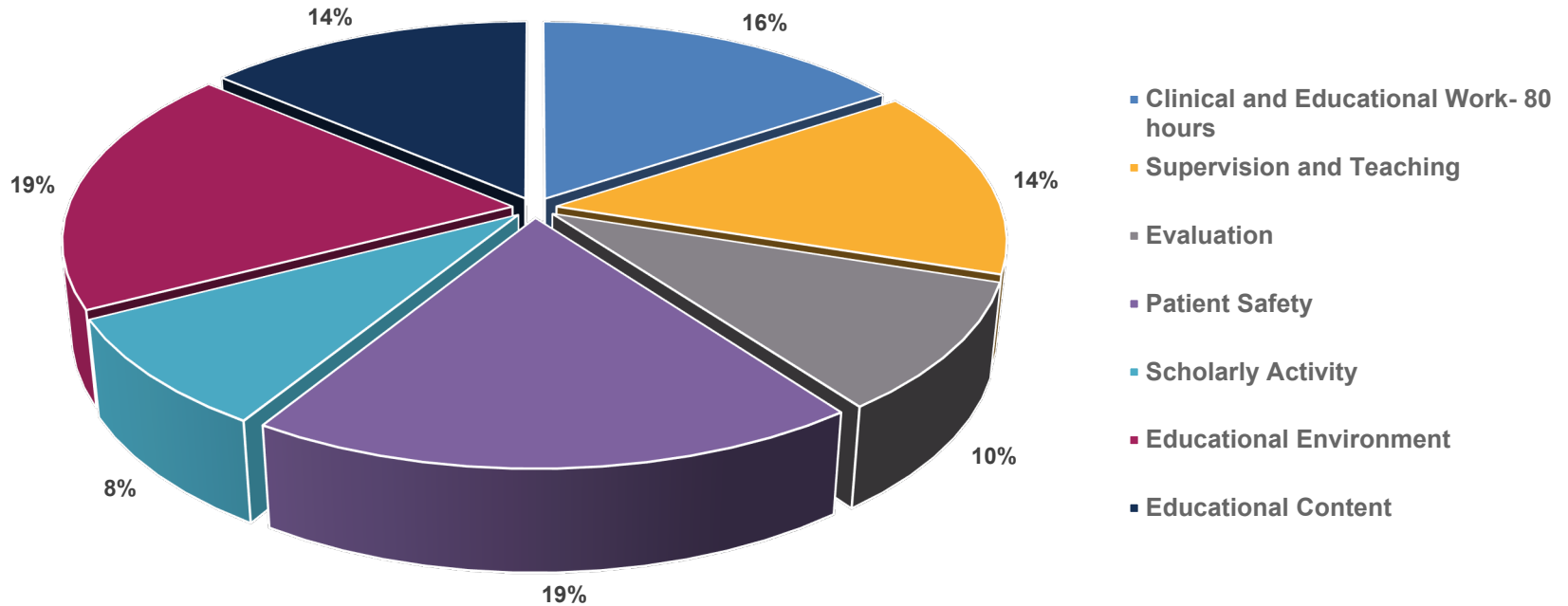




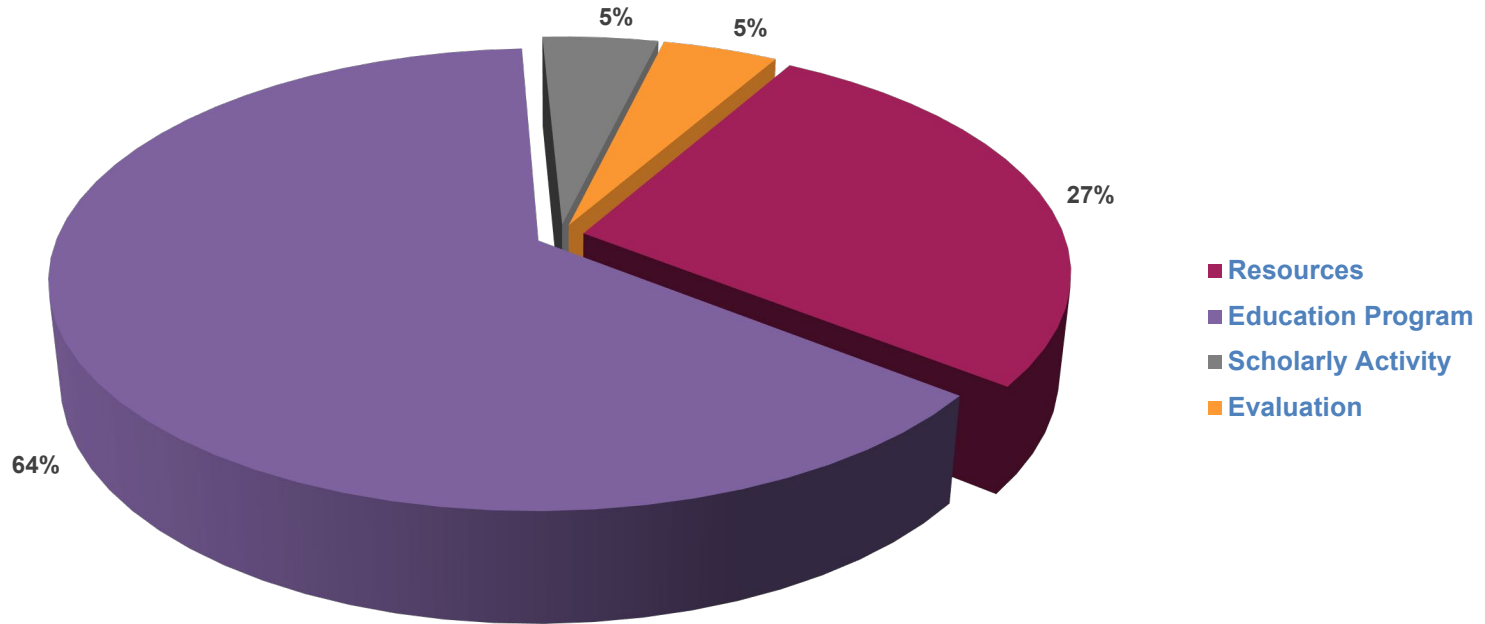
# Total Citations Core AY 22-23 Annual Program Review (N=129)



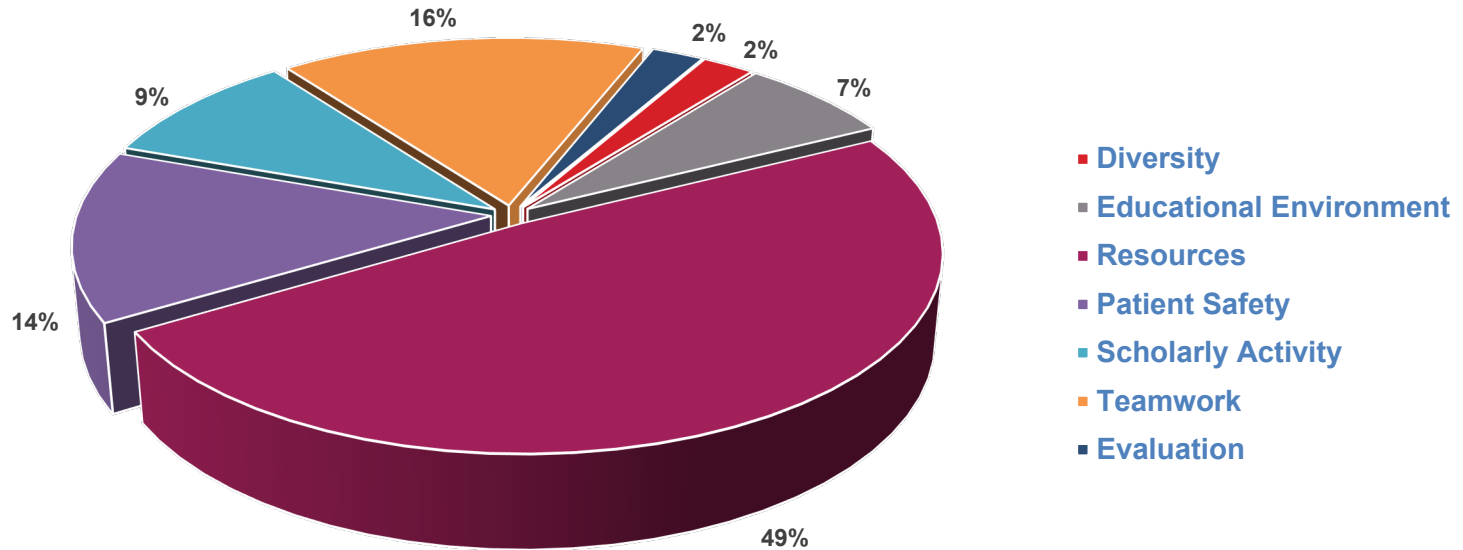
# Total AFIs Core AY 22-23 Annual Program Review (N=153)



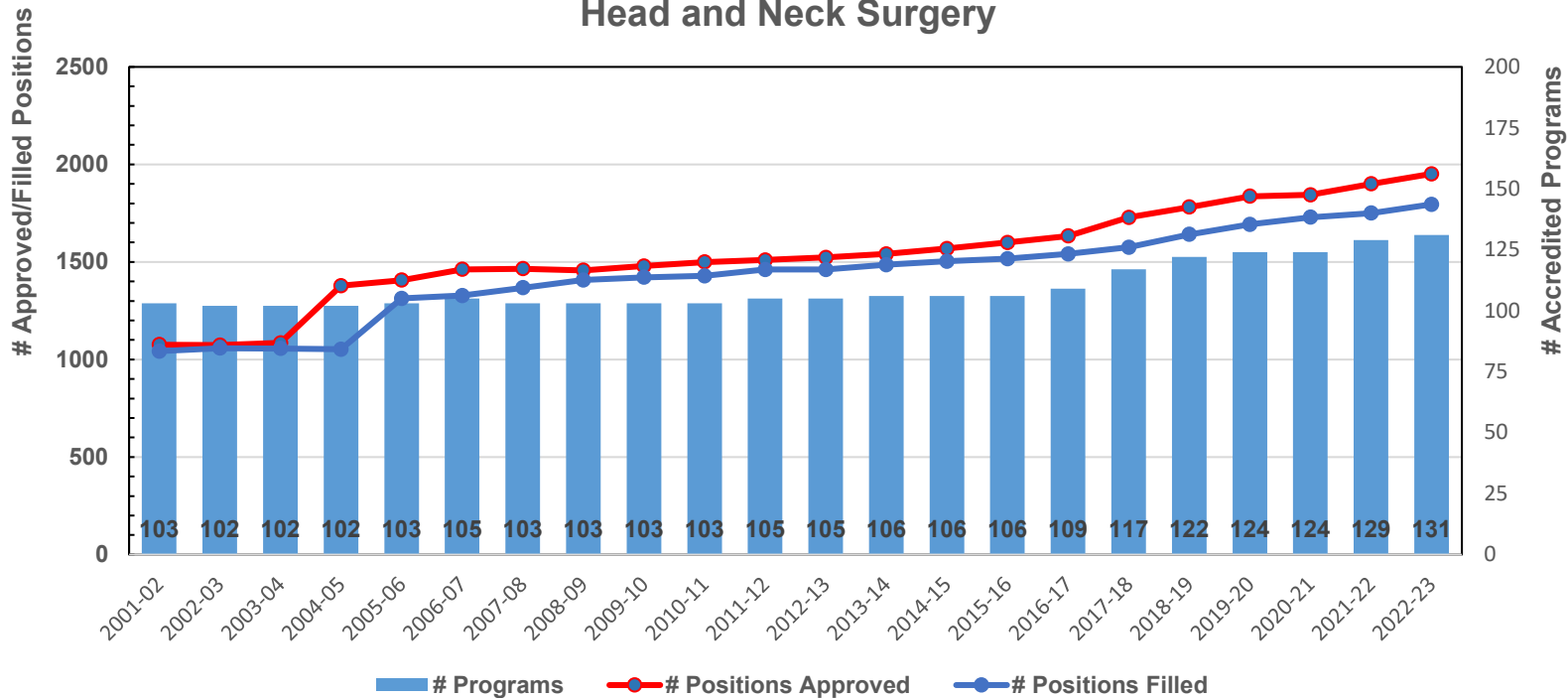
## Total Citations AY 22-23 Annual Review (Fellowships) N=22



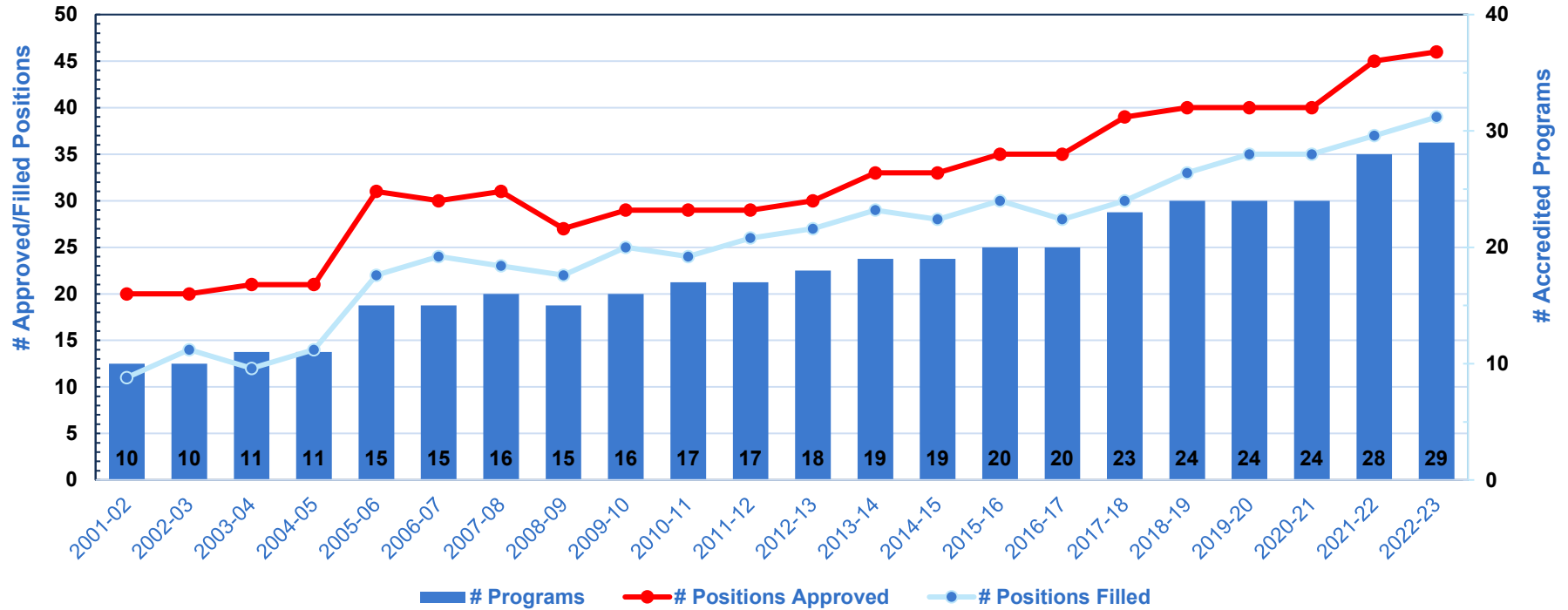
## Total AFIs AY 22-23 Annual Review (Fellowships) N=43



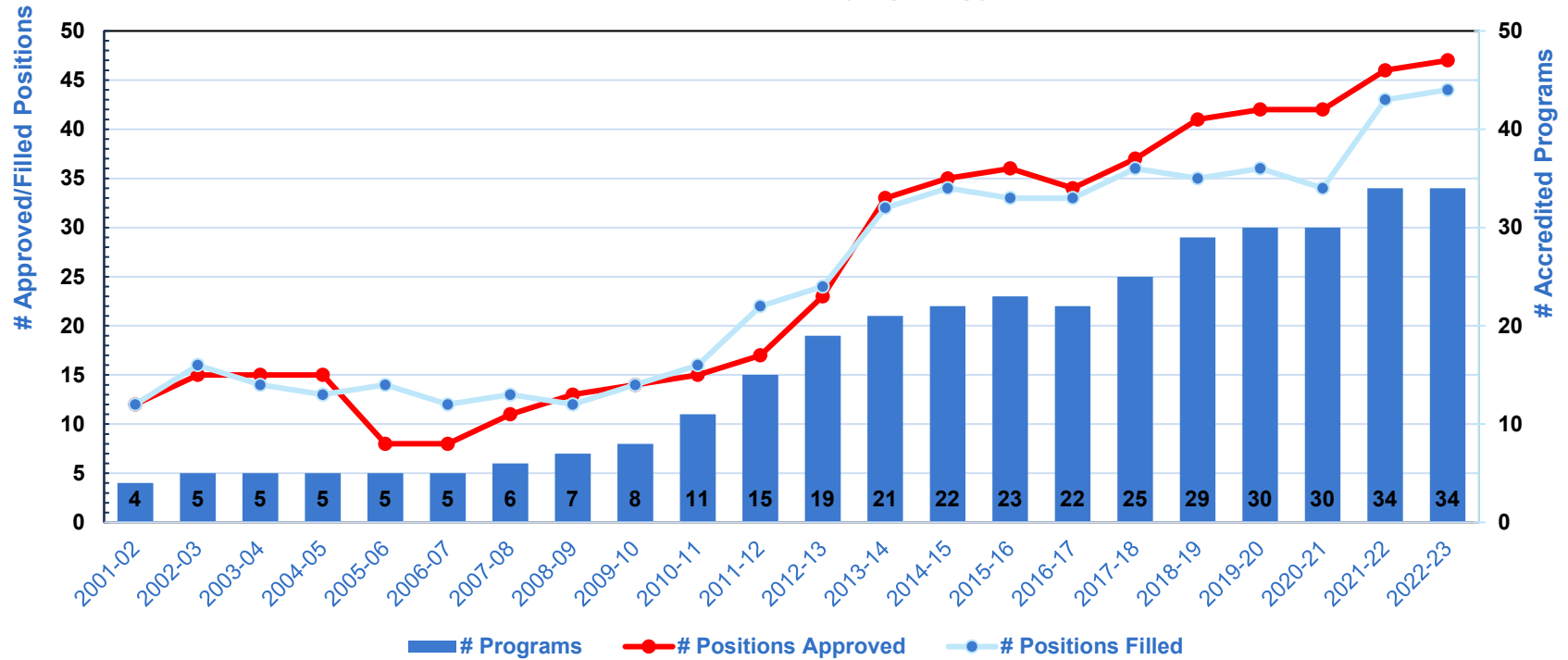
## Program/Complement History Otolaryngology – Head and Neck Surgery



## Program/Complement History Neurotology



## Program/Complement History Pediatric Otolaryngology



# Case Log and Board Results



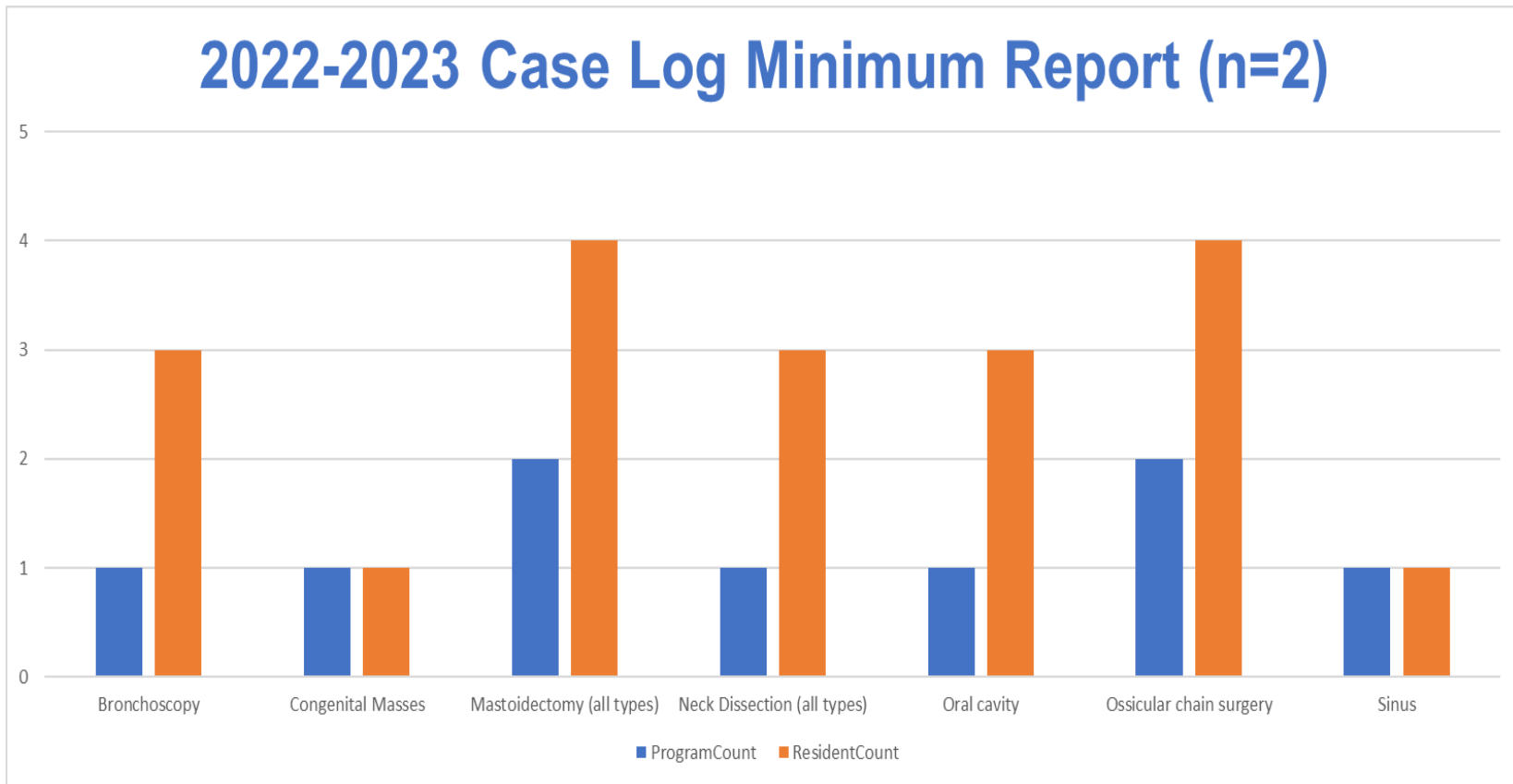


# 2023 Annual Program Review: January/April 2024 Review Committee Meetings

2022-2023 Case Log Report		
	# Programs	# Minimums Fail
Core	125	2
Neurotology	24	3
Pediatric Otolaryngology	30	3

# Minimums Fail by Procedure - Core

## 2022-2023 Case Log Minimum Report (n=2)



# 2024 Annual Program Review

## Board Scores

First-time takers *only* during the most recent *three* years reported by ABOHNS to the ACGME.

- Bottom fifth percentile nationally for the specialty *AND*
- Subject to citation if <80% pass rate

# Board Data for 2024 Reviews

## 2020-2023 Data

Written Fifth  
Percentile = 76.5%

- 6 programs failed

Oral Fifth  
Percentile = 90%

- 1 program failed



# Review Committee Updates

# Review Committee R25 Pathway Document

- The Review Committee developed a document with information on the NIH-sponsored R25 Mentored Research Pathway.
- The document is posted on the **Documents and Resources** page in the **Otolaryngology – Head and Neck Surgery** section of the ACGME website.

# Documents and Resources

## Otolaryngology - Head and Neck Surgery

Specialties

The documents and resources in this section are provided by the Review Committee for Otolaryngology - Head and Neck Surgery for ACGME-accredited programs and those applying for accreditation.

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

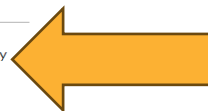
## Documents



Enter your search

ADS

- Otolaryngology - Head and Neck Surgery Case Log Announcement
- Core Case Log Coding Guidelines
- Core Case Log Minimums
- Complement Distribution Request Guidelines
- Neurotology Case Log Minimums
- OHNS Institutional Case Report Form
- Operative Performance Rating Form
- Participating Site Change Guidelines
- Pediatric Otolaryngology Case Log Coding Guidelines
- Pediatric Otolaryngology Case Log Minimums
- Pediatric Otolaryngology KIPs Announcement
- Requests for Changes in Resident Complement
- Information on NIH-sponsored R25 Mentored Research Pathway



# Changes in Participating Sites

## *Attention*

- Institutional Operative Data form:
  - The form will be requested for participating site changes
    - Will open as an Excel sheet
  - Needs to be completed for ALL PARTICIPATING SITES listed under the program
  - Tracked Codes report available in ADS or upon request



# Documents & Resources

## Otolaryngology - Head and Neck Surgery

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## Documents



Enter your search



ADS



Otolaryngology - Head and Neck Surgery Case Log Announcement



Core Case Log Coding Guidelines



Core Case Log Minimums



Complement Distribution Request Guidelines



Neurotology Case Log Minimums



OHNS Institutional Case Report Form



Operative Performance Rating Form



Participating Site Change Guidelines



Pediatric Otolaryngology Case Log Coding Guidelines



Pediatric Otolaryngology Case Log Minimums



Pediatric Otolaryngology KIPs Announcement



Requests for Changes in Resident Complement



Information on NIH-sponsored R25 Mentored Research Pathway





# ACGME Site Visit Update 2024

# Background

Previously, all programs with a status of Continued Accreditation, Continued Accreditation with Warning, and Continued Accreditation without Outcomes received a Self-Study date and a 10-Year Accreditation Site Visit date. The review of the program Self-Study was incorporated into the 10-Year Accreditation Site Visit process.

# *Background*

- Effective October 2023:
  - The ACGME discontinued 10-Year Accreditation Site Visits for programs.
  - The program Self-Study will continue to be a requirement (V.C.2.), but it will no longer be linked to or reviewed during a site visit.

# *Updated Model for Site Visits*

- Starting in 2024, the ACGME will conduct site visits annually for approximately 1-2% of programs with a status of Continued Accreditation that have not had a site visit in approximately 10 years or more.
  - These site visits will be identified through a sampling process and will support the ACGME's assurance responsibility to the public.
  - For 2024, all selected programs for these site visits were notified in January of their approximate site visit target date (May-July 2024).
  - Separately, Review Committees may request site visits for programs with Continued Accreditation statuses at their discretion after the annual review of data or in response to a complaint.

# Program Self-Study

- The ACGME encourages programs to incorporate a Self-Study into the Annual Program Evaluation process and track ongoing progress and program improvements as outlined in the [Common Program Requirements](#) (V.C.2.).
- For questions regarding Graduate Medical Education Committee (GMEC) oversight ([Institutional Requirement I.B.4.a\).\(4\)](#)) relating to the program Self-Study, contact the Institutional Review Committee ([irc@acgme.org](mailto:irc@acgme.org)).
- Institutional Self-Studies and 10-Year Accreditation Site Visits will proceed according to the [Institutional Review Committee's current process](#).



# ACGME Resources

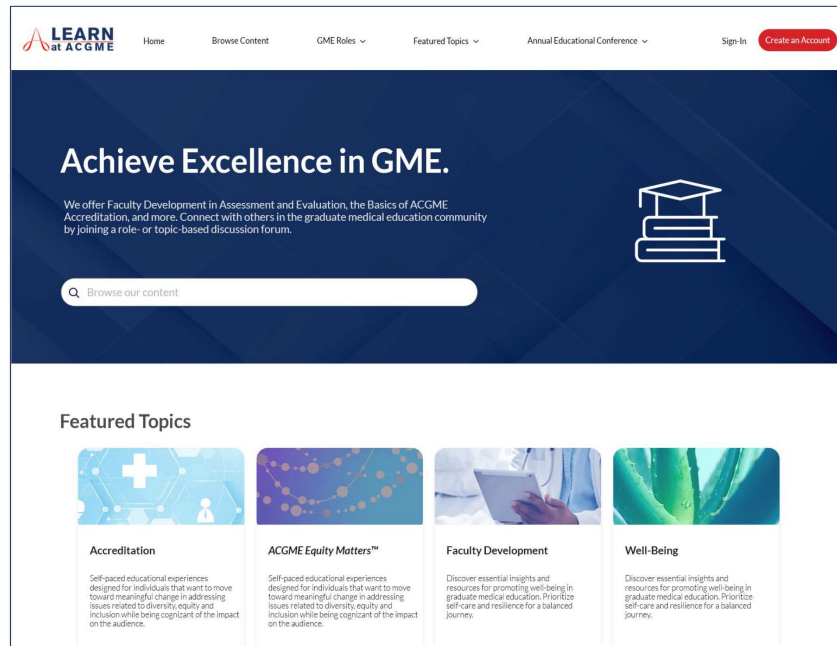
## Learn at ACGME Redesign Coming Soon!

Visit [dl.acgme.org](https://dl.acgme.org) or scan the QR code.



Have a question or need assistance? Contact us!

[desupport@acgme.org](mailto:desupport@acgme.org)



The screenshot shows the ACGME online learning portal homepage. At the top, there is a navigation bar with the ACGME logo, a 'Home' link, and dropdown menus for 'Browse Content', 'GME Roles', 'Featured Topics', and 'Annual Educational Conference'. A 'Sign-In' link and a 'Create an Account' button are also present. The main content area has a dark blue background with the heading 'Achieve Excellence in GME.' and a sub-heading: 'We offer Faculty Development in Assessment and Evaluation, the Basics of ACGME Accreditation, and more. Connect with others in the graduate medical education community by joining a role- or topic-based discussion forum.' To the right is an icon of a graduation cap. Below this is a search bar with the placeholder text 'Browse our content'. The 'Featured Topics' section contains four cards: 'Accreditation' (with a cross icon), 'ACGME Equity Matters™' (with a network icon), 'Faculty Development' (with a person at a tablet icon), and 'Well-Being' (with a green abstract icon). Each card includes a brief description of the self-paced educational experiences offered.



# Remediation Toolkit

## If You Build It, They Will Come:

### Designing a Centralized Remediation Program

Karen M. Warburton, MD, FACP, FASN  
Associate Professor of Medicine  
Director, Clinician Wellness Program  
Director, GME Advancement  
University of Virginia School of Medicine

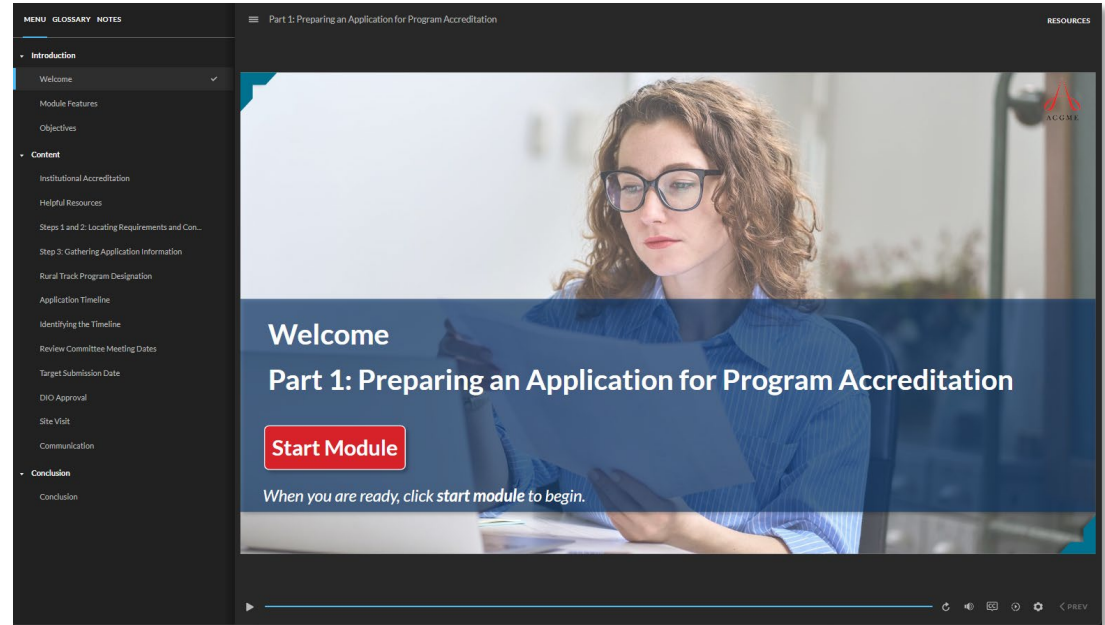


- 11 modules authored by **renowned experts** in the field
- Equips participants with tools for **addressing needs of struggling learners**
- **CME** offered after completion

*The ACGME designates this enduring material for a maximum of*  
**5.25 AMA PRA Category 1 Credits™**

# Applying for Program Accreditation Course

- Three-part course and **step-by-step guide**
- For those **new** to the process, as well as a refresher for **experienced users**
- Explanation of key steps, timeline, and the **review process** after submission



# Faculty Development Toolkit: Improving Assessment Using Direct Observation

- Faculty development materials around **direct observation and feedback**
- Evidence-based **video prompts**
- Answer keys and **facilitator guides**
- **Microlearning** lessons with associated slides and guides

The screenshot shows the LEARN at ACGME website interface. At the top, there is a navigation menu with links for Home, Overview, Microlearning, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, Questions and Feedback, and a LOGIN button. The main content area features a large blue banner for the 'Faculty Development Toolkit' with the subtitle 'Improving Assessment Using Direct Observation'. Below the banner, there is a video player for 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation'. To the right of the video player, there is a 'Navigation Faculty De' section with a video player for 'Improving Asses'.

The screenshot shows the 'Counseling Videos' page on the LEARN at ACGME website. The page is organized into three columns, each representing a different medical condition: Hyperlipidemia, Back Pain, and Constipation. Each column contains a video thumbnail, a brief description of the video content, and a list of video links with their durations and answer keys.

Hyperlipidemia	Back Pain	Constipation
<p>Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.</p> <p><a href="#">Video A (4:37)</a> <a href="#">Answer Key</a>  <a href="#">Video B (7:10)</a> <a href="#">Answer Key</a>  <a href="#">Video C (13:48)</a> <a href="#">Answer Key</a></p>	<p>Resident counsels a 42-year-old male with severe acute low back pain and sciatica with a normal neurologic exam. The patient has not tried any conservative measures. In the video there is an opportunity to discuss diagnosis and management and address patient request for MRI and narcotics.</p> <p><a href="#">Video A (3:15)</a> <a href="#">Answer Key</a>  <a href="#">Video B (7:53)</a> <a href="#">Answer Key</a>  <a href="#">Video C (11:37)</a> <a href="#">Answer Key</a></p>	<p>Resident counsels a 49-year-old healthy woman with worsening constipation for three months. The patient has episodic hematochezia and a hemorrhoid was found during a rectal exam. The patient's paternal grandfather had late-onset colon cancer.</p> <p><a href="#">Video A (5:30)</a> <a href="#">Answer Key</a>  <a href="#">Video B (9:02)</a> <a href="#">Answer Key</a>  <a href="#">Video C (11:31)</a> <a href="#">Answer Key</a></p>

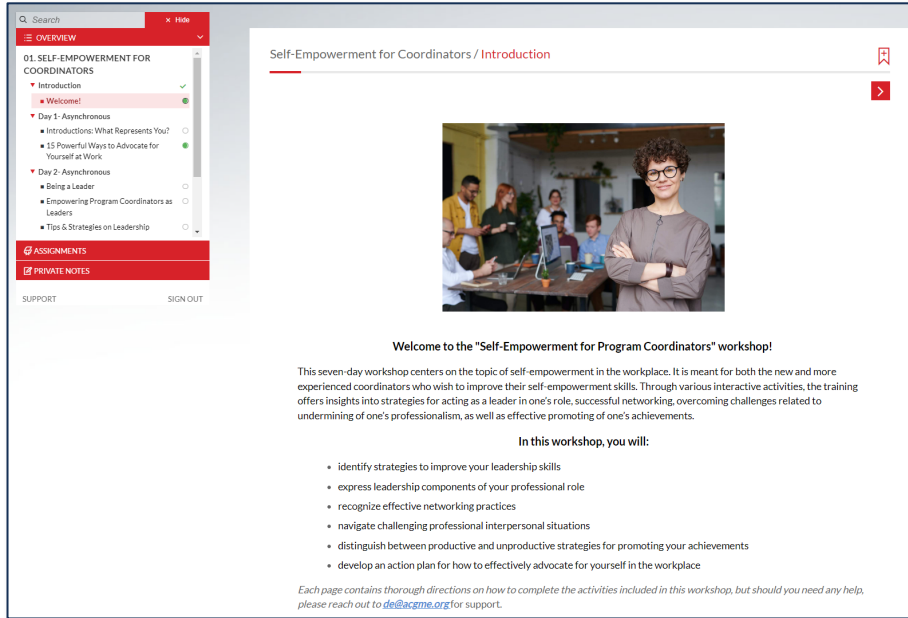
# Program Coordinator Course

- For **new and seasoned** coordinators
- Covers a **wide range of topics** important to program coordinators
- **Videos** from working coordinators
- **Coming summer 2024**

The screenshot displays a course interface with three main sections, each featuring a title, a 'Start' button, and a representative image. The sections are: 1. 'RECRUITMENT' with the module 'Recruitment for Program Coordinators', which includes sub-topics like 'Recruitment basis for Program Coordinators', 'Recruitment review process', 'Interview', and 'Match Process'. 2. 'REVIEW AND RECOGNITION COMMITTEES' with the module 'Review and Recognition Committees for Program Coordinators', including the sub-topic 'Review and Recognition Committees basics'. 3. 'PROGRAM REQUIREMENTS' with the module 'Program Requirements for Program Coordinators', including sub-topics 'Program Requirements' and 'Program Requirements by Specialty'. The interface uses a red and white color scheme with blue circular navigation markers.

# Virtual Workshop

## Self-Empowerment for Program Coordinators



The screenshot shows a web interface for a virtual workshop. On the left is a navigation menu with sections: 'OVERVIEW', '01. SELF-EMPOWERMENT FOR COORDINATORS', 'ASSIGNMENTS', and 'PRIVATE NOTES'. Under '01. SELF-EMPOWERMENT FOR COORDINATORS', there are sub-sections for 'Introduction', 'Day 1 - Asynchronous', and 'Day 2 - Asynchronous'. The main content area is titled 'Self-Empowerment for Coordinators / Introduction'. It features a photo of a woman with glasses and her arms crossed in a meeting. Below the photo is a welcome message and a list of workshop goals.

Welcome to the "Self-Empowerment for Program Coordinators" workshop!

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.

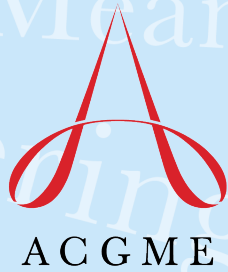
In this workshop, you will:

- identify strategies to improve your leadership skills
- express leadership components of your professional role
- recognize effective networking practices
- navigate challenging professional interpersonal situations
- distinguish between productive and unproductive strategies for promoting your achievements
- develop an action plan for how to effectively advocate for yourself in the workplace

*Each page contains thorough directions on how to complete the activities included in this workshop, but should you need any help, please reach out to [de@acgme.org](mailto:de@acgme.org) for support.*

- Seven-day workshop for **new and experienced** program coordinators
- Interactive activities and virtual **synchronous workshop**
  - Leadership **strategies**
  - **Networking** opportunities
  - Asserting your **professionalism**
- **April 15-21, 2024**
- **Registration required**





# BACK TO BEDSIDE



*Back to Bedside* empowers residents and fellows to create projects that foster meaning and joy in work

- **Funding opportunity** for resident-/fellow-led teams
  - Builds deeper connections with patients

Scan the QR code for more information and to download the Request for Proposals.

**DEADLINE: APRIL 22, 2024**

# 2025 ACGME Awards Nominations



The ACGME is now accepting nominations for the 2025 ACGME Awards.

**Deadline:**  
**Wednesday, March 27, 2024**

For additional information and to download nomination materials:

[https://www.acgme.org/  
initiatives/awards/](https://www.acgme.org/initiatives/awards/)

Questions?





Thank You!