



2024 ACGME
ANNUAL EDUCATIONAL
CONFERENCE

SES020 Specialty Update: Preventive Medicine

Joshua R. Mann, MD, MPH

Chair, Review Committee for Preventive Medicine

March 8, 2024 | 1:30-2:45 p.m.

Conflict of Interest Disclosure

Speaker: Joshua R. Mann, MD, MPH – Chair, Review Committee for Preventive Medicine

Disclosure

The speaker for this educational activity does not have relevant financial relationships to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing health care products used by or on patients.

Session Objectives

1. Review Committee Statistics
2. Annual Program Review
3. Frequently Asked Questions
4. ACGME/Review Committee Updates

Review Committee Statistics

Review Committee Membership

Joshua Mann, MD, MPH (Chair) <i>University of Mississippi Medical Center</i>	Judith McKenzie, MD, MPH, FACOEM <i>University of Pennsylvania School of Medicine</i>
Heather O'Hara, MD, MSPH (Vice Chair) <i>Decatur Memorial Hospital</i>	David C. Miller, DO, MPH, FAsMA <i>USAF School of Aerospace Medicine</i>
Adam Barefoot, DMD, MPH (Public Member) <i>Health Resources and Services Administration</i>	Antonio Neri, MD, MPH, Captain USPHS, FACPM <i>Centers for Disease Control and Prevention</i>
Joseph (Tim) LaVan, MD, MPH <i>NASA Johnson Space Center</i>	Andrew Sullivan, DO, MS (Resident Member) <i>Uniformed Services University of the Health Sciences Program</i>
Cheryl Lowry MD, MPH <i>Kinetic Medical Consultants</i>	

Ex-Officios

Chris Ondrula, JD

- American Board of Preventive Medicine (ABPM)

Howard Teitelbaum, DO, PhD, MPH

- American Osteopathic Board of Preventive Medicine (AOBPM)

Welcome Incoming Member!

**Mohammad
Hassan Murad, MD**

- Mayo Clinic College of Medicine and Science

Review Committee Staff



Cindy Riyad, PhD
Executive Director
criyad@acgme.org | 312.755.7416



Rebecca Fessler
Associate Executive Director
rfessler@acgme.org | 312.755.7056



Rebecca Houston, MA
Accreditation Administrator
Start date: March 19, 2024

Preventive Medicine Statistics

69 Residency Programs

- Aerospace medicine (5)
- Occupational and environmental medicine (23)
- Public health and general preventive medicine (41)

1 Fellowship Program

- Undersea and hyperbaric medicine (1)

347 residents enrolled (academic year 2023-2024)

- 670 approved positions



Annual Program Review

November 2023 Program Review

- 16 programs reviewed by Review Committee during annual data cycle
 - Due to existing citations and/or outcome indicators flagged
- 68 programs received Continued Accreditation
- 1 site visit (will be reviewed March 2024)

Citations

2 Extended Citations

- Board Pass Rate
- Professionalism
 - Process for Reporting Concerns

5 Resolved Citations

6 New Citations

- Board Pass Rate
- Evaluation
- Faculty Scholarly Activity
- Failure to Provide Required Information
- Patient Safety
- Professionalism
 - Ability to Raise Concerns

Areas for Improvement

- Patient Safety (12)
- Evaluations (10)
- Faculty Supervision and Teaching (8)
- Faculty Scholarly Activity (6)
- Professionalism (5)
- Clinical Experience (3)
- Board Pass Rate (2)
- Educational Content (2)
- Failure to Provide Accurate Information (2)
- Resident/Fellow Scholarly Activity

Program Status and Citations

- Focus on *substantial* (not absolute) compliance with Program Requirements
- A few minor issues will *not* cause the Review Committee to withdraw accreditation
- Review Committee understands some things take time to fix
- Statuses typically go in stepwise fashion
 - Continued Accreditation → Continued Accreditation with Warning → Probation

What Is a Citation?

- Area of noncompliance with a program requirement
- Something the program doesn't have, doesn't do, or didn't clearly describe
- Citations *must* be responded to in the Accreditation Data System (ADS)
- Reviewed by the Review Committee each year until determined that issue is resolved

What Is an Area for Improvement?

- Often referred to as “AFI”
- Areas of concern or repeat trends/issues
- May or may not be tied to program requirement
- “Heads up” to the program before it becomes serious
- Do not have to respond to in ADS
 - Can provide updates to Review Committee via “Major Changes” section
- Repeat areas may become citations

Key Takeaways

1. Ensure graduating residents understand clinical experience questions at the end of the Resident/Fellow Survey
 - “I feel well prepared to perform the following patient care and population health activities without supervision.”
2. Ensure block diagrams are clear and easy to read
 - ✓ Direct patient care experience?
 - ✓ Governmental agency experience (Public Health and General Preventive Medicine)?
 - ✓ Abbreviations defined?
 - ✓ Easy to calculate months/weeks?

Key Takeaways

3. Ensure accurate and complete information
 - ✓ Faculty certification statuses up to date?
 - ✓ Participating sites updated/match block diagram?
 - ✓ Complete responses to citations?
 - ✓ Narrative responses address all parts of question?
 - ✓ Information is consistent throughout?

Resident/Fellow and Faculty Surveys

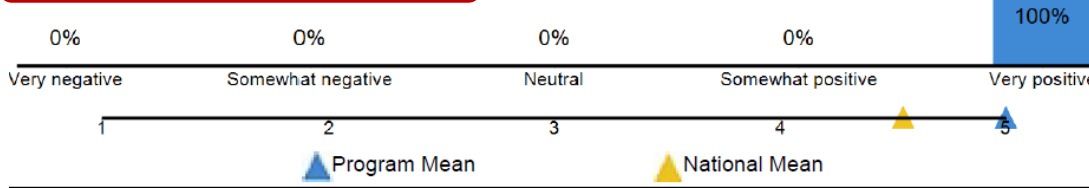
- Programs receive results if:
 - There are at least four respondents
 - The response rate is at least 70%
- Programs that do not receive annual results will receive multi-year results once enough data is collected
- Important to preserve anonymity

How to Use Survey Results

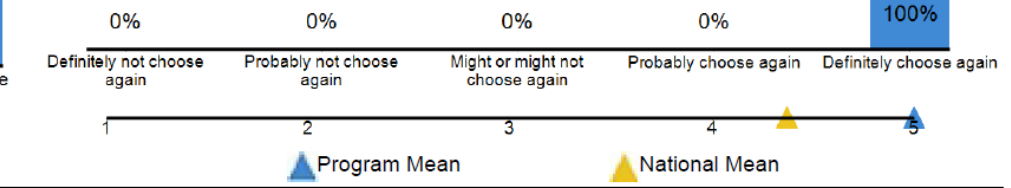
- Review results with Program Evaluation Committee (PEC)
 - Program should still do “internal” survey
- Review areas of concern with residents
 - Try to identify source of problem
 - Solicit specific improvement suggestions
- Use the “Major Changes” section of ADS to proactively communicate how you are addressing poor survey results
- Poor Resident/Fellow Survey results alone will *not* cause the Review Committee to withdraw accreditation

Residents Surveyed 11
 Residents Responded 11
 Response Rate 100%

Residents' overall evaluation of the program



Residents' overall opinion of the program



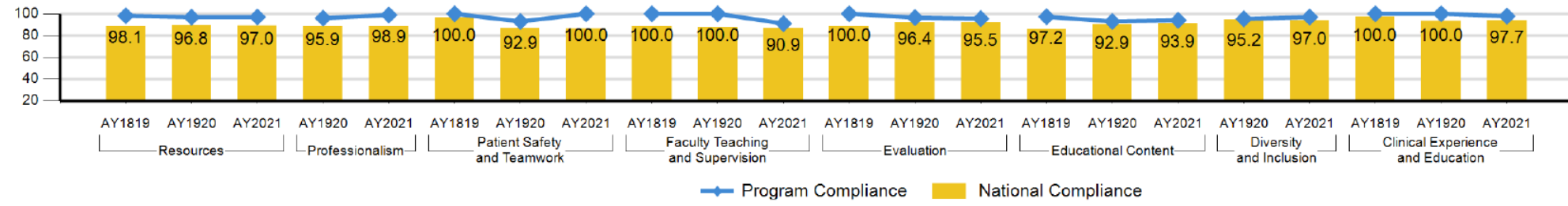
Resources

Education compromised by non-physician obligations

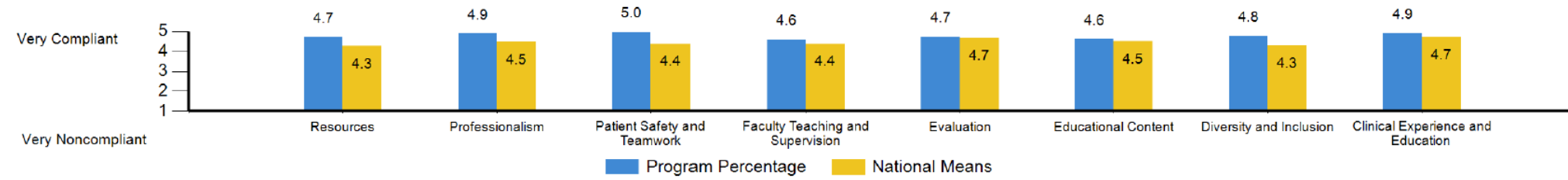
- Impact of other learners on education
- Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care
- Faculty members discuss cost awareness in patient care decisions
- Time to interact with patients
- Protected time to participate in structured learning activities
- Able to attend personal appointments
- Able to access confidential mental health counseling or treatment
- Satisfied with safety and health conditions

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Impact of other learners on education	100%	5.0	95%	4.8	88%	4.4
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	4.5	97%	3.7	89%	3.7
Faculty members discuss cost awareness in patient care decisions	100%	5.0	95%	4.6	80%	4.1
Time to interact with patients	73%	3.3	92%	3.6	90%	3.5
Protected time to participate in structured learning activities	100%	4.6	99%	4.7	89%	4.3
Able to attend personal appointments	100%	5.0	97%	4.8	85%	4.3
Able to access confidential mental health counseling or treatment	100%	5.0	100%	5.0	92%	4.7
Satisfied with safety and health conditions	100%	5.0	97%	4.9	95%	4.8
	100%	5.0	97%	4.8	88%	4.5

Total Percentage of Compliance by Category



Program Percentage at-a-glance



Frequently Asked Questions

Appointing at PM-2 Level

Q: If a program appoints a resident at the PM-2 level (for residents who have completed an ACGME-accredited residency and at least 50 percent of MPH requirements), does the resident still have to do the 10 months of direct patient care?

A: Yes. Residents appointed at the PM-2 level must still have completed at least 10 months of direct patient care prior to entering the program. This can be fulfilled by completion of an ACGME-accredited residency in a *direct patient care* specialty, or completion of a residency program that requires a clinical year prior to entry.

Program Director Certification

Q: If I want to become a program director, do I have to have ABPM certification in the same specialty concentration as the program?

A: Individuals not certified in the same specialty as the program will still be considered by the Review Committee. These individuals should be ABPM certified in one of the other preventive medicine specialty concentrations and should demonstrate other qualifications to be program director.

Clinical and Educational Work Hours

Q: What does not count toward clinical and educational work hours for preventive medicine residents?

A: Time spent reading, studying, preparing for classes, analyzing data, or preparing a scientific paper outside of scheduled work hours does not count toward clinical and educational work hours. For example, studying for a required exam on a scheduled day off from clinical duties does not count toward clinical and educational work hours.



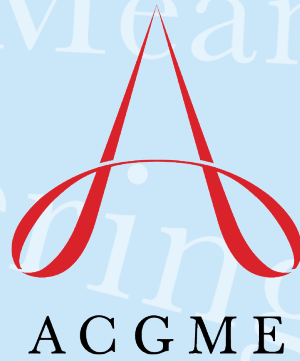
ACGME / Review Committee Updates

Site Visits for Programs on Continued Accreditation Statuses

- Traditional 10-year accreditation site visits have ended since COVID-19 paused all site visits
- Self-Studies will continue to be a requirement (V.C.2.) but will no longer be linked to or reviewed during site visits
- Starting in 2024, the ACGME will conduct site visits for 1-2% of programs on Continued Accreditation that have not had a site visit in approximately 10 years

Program Self-Studies

- The ACGME encourages programs to incorporate a Self-Study into the Annual Program Evaluation process and track ongoing progress and improvements as outlined in program requirement V.C.2.
- For questions regarding Graduate Medical Education Committee (GMEC) oversight related to the program Self-Study, contact the Institutional Review Committee (IRC@acgme.org)
- Questions regarding site visits and Self-Studies: accreditation@acgme.org



BACK TO BEDSIDE



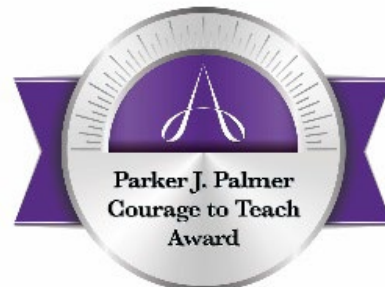
Back to Bedside empowers residents and fellows to create projects that foster meaning and joy in work

- **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/>

The ACGME's Online Learning Portal

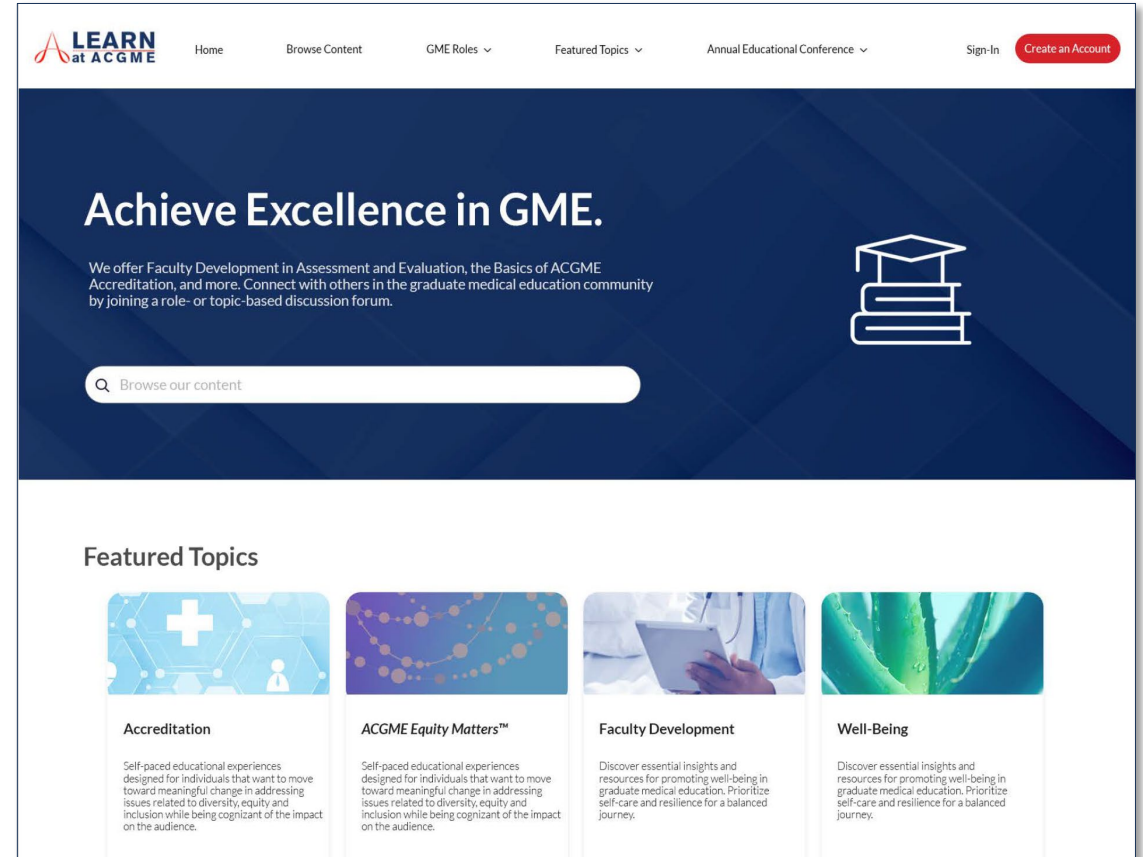
Learn at ACGME Redesign Coming Soon!

Visit dl.acgme.org or scan the QR code.



Have a question or need assistance? Contact us!

desupport@acgme.org



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

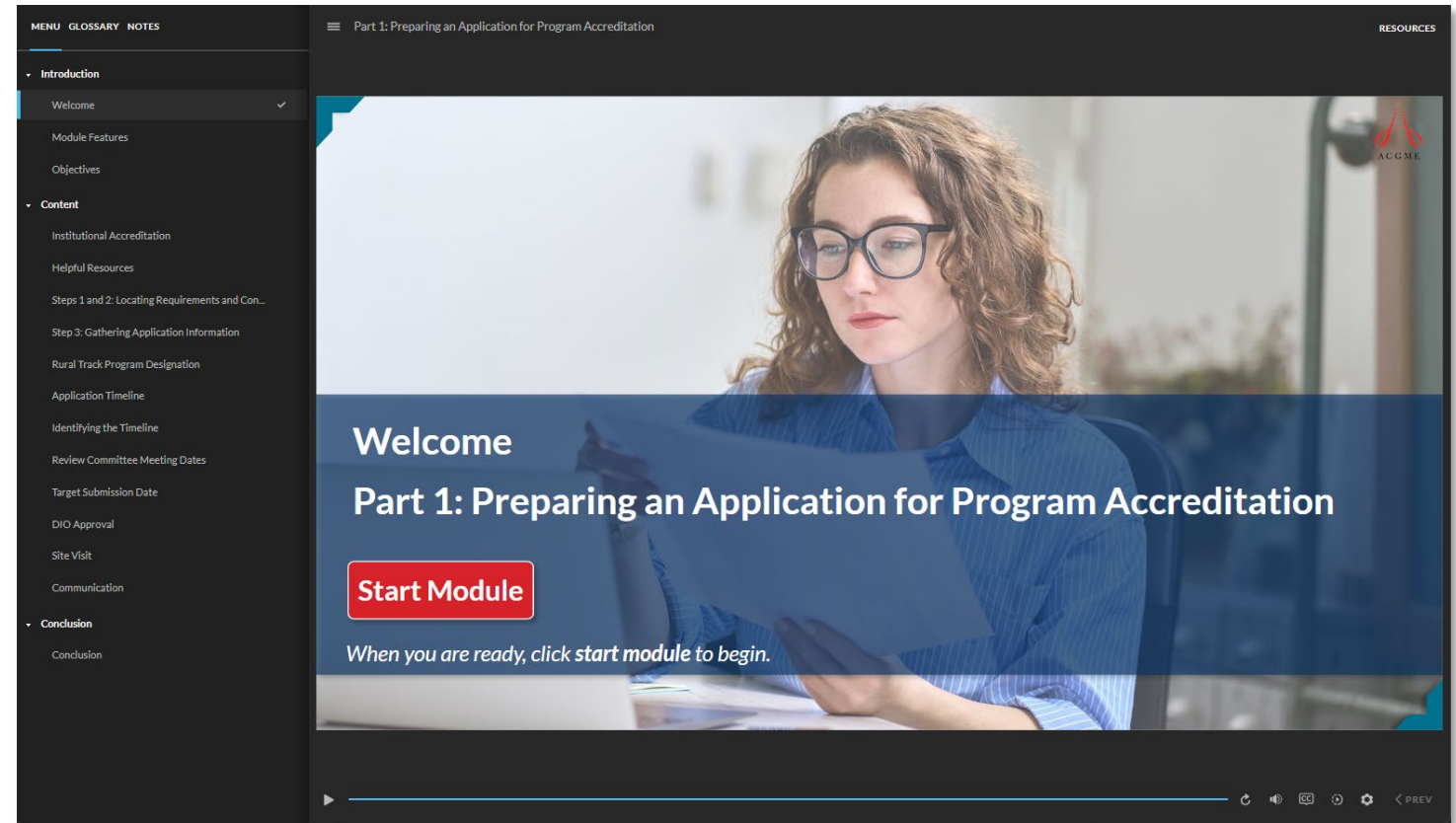


- 11 modules authored by **renowned experts** in the field
- Equips participants with tools for **addressing needs of struggling learners**
- **CME** offered after completion

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 Toolkit Home, Overview, Microlearnings, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, and Questions and Feedback. 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 paragraph of text and two video thumbnails. The first video is titled 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation'. The second video is titled 'Navigation Faculty Development Toolkit: Improving Assessment Using Direct Observation'.

The screenshot shows the 'Counseling Videos' section of the website. It features three columns, each representing a different clinical scenario. Each column includes a video thumbnail, a title, a brief description of the case, and a list of video links with their durations and answer keys.

Hyperlipidemia	Back Pain	Constipation
Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.	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.	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.
Video A (4:37) Answer Key Video B (7:10) Answer Key Video C (13:48) Answer Key	Video A (3:15) Answer Key Video B (7:53) Answer Key Video C (11:37) Answer Key	Video A (5:30) Answer Key Video B (9:02) Answer Key Video C (11:31) Answer Key

Program Coordinator Course

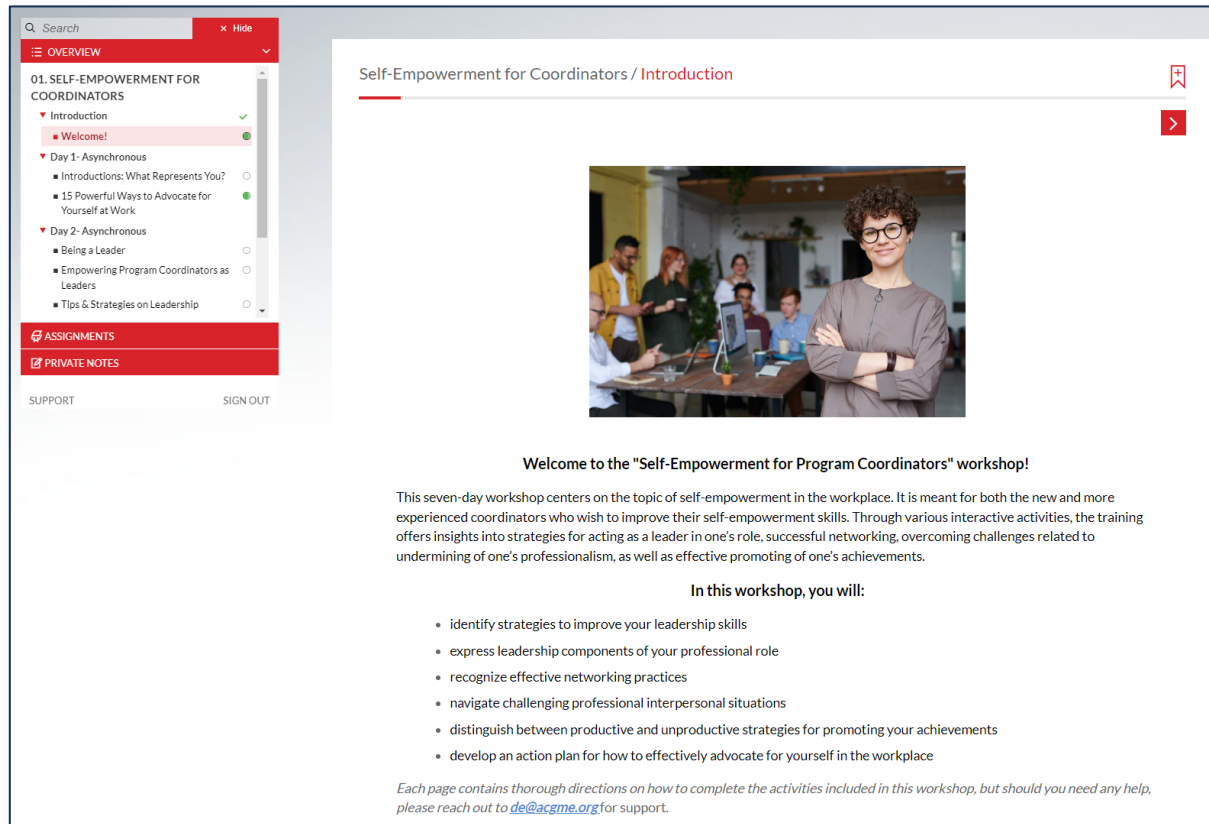
- For new and seasoned coordinators
- Covers a wide range of topics important to program coordinators
- Videos from working coordinators
- Summer 2024

The screenshot displays a course interface with three modules. Each module is presented in a two-column layout. The first column contains the module title, a 'Module' label, a list of topics included in the lesson, and a 'Start' button. The second column contains a representative image for the module. The background of the interface is a gradient of red and white.

- RECRUITMENT**
 - Recruitment for Program Coordinators
 - Module
 - Included in this lesson:
 - Recruitment basics for Program Coordinators
 - Recruitment review process
 - Interviews
 - Match Process
 - Start
 - Image: A man in a white lab coat presenting to a group of people in a meeting room.
- REVIEW AND RECOGNITION COMMITTEES**
 - Review and Recognition Committees for Program Coordinators
 - Module
 - Included in this lesson:
 - Review and Recognition Committee basics
 - Start
 - Image: A group of people in a meeting room discussing documents.
- PROGRAM REQUIREMENTS**
 - Program Requirements for Program Coordinators
 - Module
 - Included in this Lesson:
 - Program Requirements
 - Program Requirements by Specialty
 - Start
 - Image: A stack of books with a pair of glasses on top.

Virtual Workshop

Self-Empowerment for Program Coordinators



01. SELF-EMPOWERMENT FOR COORDINATORS


- Introduction
- Day 1- Asynchronous
 - Introductions: What Represents You?
 - 15 Powerful Ways to Advocate for Yourself at Work
- Day 2- Asynchronous
 - Being a Leader
 - Empowering Program Coordinators as Leaders
 - Tips & Strategies on Leadership

ASSIGNMENTS

PRIVATE NOTES

SUPPORT SIGN OUT

Self-Empowerment for Coordinators / Introduction



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 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**



Questions?

Claim Your CME Today!

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 – April 9, 2024

Questions? cme@acgme.org

Thank You