



Accreditation Council for  
Graduate Medical Education

**ACGME**  
**Common Program Requirements**  
**for One-Year Fellowships**

*(Source: Common Program Requirements, approved by ACGME in February 2007 and effective: July 1, 2007)*

Implemented: February 2008

Focused revision: September 26, 2010; effective: July 1, 2011

Categorization: February 7, 2013; effective: July 1, 2013

Focused revision: June 9, 2013; effective: July 1, 2013

Focused revision: September 28, 2013; effective: July 1, 2015

Focused revision: September 27, 2013; effective: July 1, 2016

## Common Requirements for One-Year Fellowships

### Introduction

Int.A. Residency and fellowship programs are essential dimensions of the transformation of the medical student to the independent practitioner along the continuum of medical education. They are physically, emotionally, and intellectually demanding, and require longitudinally-concentrated effort on the part of the resident or fellow.

The specialty education of physicians to practice independently is experiential, and necessarily occurs within the context of the health care delivery system. Developing the skills, knowledge, and attitudes leading to proficiency in all the domains of clinical competency requires the resident and fellow physician to assume personal responsibility for the care of individual patients. For the resident and fellow, the essential learning activity is interaction with patients under the guidance and supervision of faculty members who give value, context, and meaning to those interactions. As residents and fellows gain experience and demonstrate growth in their ability to care for patients, they assume roles that permit them to exercise those skills with greater independence. This concept--graded and progressive responsibility--is one of the core tenets of American graduate medical education. Supervision in the setting of graduate medical education has the goals of assuring the provision of safe and effective care to the individual patient; assuring each resident's and fellow's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.

### I. Institutions

#### I.A. Sponsoring Institution

One sponsoring institution must assume ultimate responsibility for the program, as described in the Institutional Requirements, and this responsibility extends to fellow assignments at all participating sites. <sup>(Core)\*</sup>

The sponsoring institution and the program must ensure that the program director has sufficient protected time and financial support for his or her educational and administrative responsibilities to the program. <sup>(Core)</sup>

#### I.B. Participating Sites

I.B.1. There must be a program letter of agreement (PLA) between the program and each participating site providing a required assignment. The PLA must be renewed at least every five years. <sup>(Core)</sup>

The PLA should:

I.B.1.a) identify the faculty who will assume both educational and supervisory responsibilities for fellows; <sup>(Detail)</sup>

I.B.1.b) specify their responsibilities for teaching, supervision, and formal

evaluation of fellows, as specified later in this document; <sup>(Detail)</sup>

I.B.1.c) specify the duration and content of the educational experience; and, <sup>(Detail)</sup>

I.B.1.d) state the policies and procedures that will govern fellow education during the assignment. <sup>(Detail)</sup>

I.B.2. The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all fellows, of one month full time equivalent (FTE) or more through the Accreditation Council for Graduate Medical Education (ACGME) Accreditation Data System (ADS). <sup>(Core)</sup>

*[As further specified by the Review Committee]*

## II. Program Personnel and Resources

### II.A. Program Director

II.A.1. There must be a single program director with authority and accountability for the operation of the program. The sponsoring institution's GMEC must approve a change in program director. <sup>(Core)</sup>

II.A.1.a) The program director must submit this change to the ACGME via the ADS. <sup>(Core)</sup>

II.A.2. Qualifications of the program director must include:

II.A.2.a) requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee; <sup>(Core)</sup>

II.A.2.b) current certification in the subspecialty by the American Board of \_\_\_\_\_, or subspecialty qualifications that are acceptable to the Review Committee; and, <sup>(Core)</sup>

II.A.2.c) current medical licensure and appropriate medical staff appointment. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

II.A.3. The program director must administer and maintain an educational environment conducive to educating the fellows in each of the ACGME competency areas. <sup>(Core)</sup>

The program director must:

II.A.3.a) prepare and submit all information required and requested by the ACGME; <sup>(Core)</sup>

- II.A.3.b) be familiar with and oversee compliance with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures; <sup>(Detail)</sup>
- II.A.3.c) obtain review and approval of the sponsoring institution's GMEC/DIO before submitting information or requests to the ACGME, including: <sup>(Core)</sup>
- II.A.3.c).(1) all applications for ACGME accreditation of new programs; <sup>(Detail)</sup>
- II.A.3.c).(2) changes in fellow complement; <sup>(Detail)</sup>
- II.A.3.c).(3) major changes in program structure or length of training; <sup>(Detail)</sup>
- II.A.3.c).(4) progress reports requested by the Review Committee; <sup>(Detail)</sup>
- II.A.3.c).(5) requests for increases or any change to fellow duty hours; <sup>(Detail)</sup>
- II.A.3.c).(6) voluntary withdrawals of ACGME-accredited programs; <sup>(Detail)</sup>
- II.A.3.c).(7) requests for appeal of an adverse action; and, <sup>(Detail)</sup>
- II.A.3.c).(8) appeal presentations to a Board of Appeal or the ACGME. <sup>(Detail)</sup>
- II.A.3.d) obtain DIO review and co-signature on all program application forms, as well as any correspondence or document submitted to the ACGME that addresses: <sup>(Detail)</sup>
- II.A.3.d).(1) program citations, and/or, <sup>(Detail)</sup>
- II.A.3.d).(2) request for changes in the program that would have significant impact, including financial, on the program or institution. <sup>(Detail)</sup>

*[As further specified by the Review Committee]*

- II.B. Faculty
- II.B.1. There must be a sufficient number of faculty with documented qualifications to instruct and supervise all fellows. <sup>(Core)</sup>
- II.B.2. The faculty must devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities and demonstrate a strong interest in the education of fellows. <sup>(Core)</sup>

II.B.3. The physician faculty must have current certification in the subspecialty by the American Board of \_\_\_\_\_, or possess qualifications judged acceptable to the Review Committee. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

II.B.4. The physician faculty must possess current medical licensure and appropriate medical staff appointment. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

### II.C. Other Program Personnel

The institution and the program must jointly ensure the availability of all necessary professional, technical, and clerical personnel for the effective administration of the program. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

### II.D. Resources

The institution and the program must jointly ensure the availability of adequate resources for fellow education, as defined in the specialty program requirements. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

### II.E. Medical Information Access

Fellows must have ready access to specialty-specific and other appropriate reference material in print or electronic format. Electronic medical literature databases with search capabilities should be available. <sup>(Detail)</sup>

## III. Fellow Appointments

### III.A. Eligibility Requirements – Fellowship Programs

All required clinical education for entry into ACGME-accredited fellowship programs must be completed in an ACGME-accredited residency program, or in an RCPSC-accredited or CFPC-accredited residency program located in Canada. <sup>(Core)</sup>

III.A.1. Fellowship programs must receive verification of each entering fellow's level of competency in the required field using ACGME or CanMEDS Milestones assessments from the core residency program. <sup>(Core)</sup>

### III.A.2. Fellow Eligibility Exception

A Review Committee may grant the following exception to the fellowship eligibility requirements:

An ACGME-accredited fellowship program may accept an exceptionally qualified applicant\*\*, who does not satisfy the eligibility requirements listed in Sections III.A. and III.A.1., but who does meet all of the following additional qualifications and conditions: <sup>(Core)</sup>

- III.A.2.a) Assessment by the program director and fellowship selection committee of the applicant's suitability to enter the program, based on prior training and review of the summative evaluations of training in the core specialty; and <sup>(Core)</sup>
- III.A.2.b) Review and approval of the applicant's exceptional qualifications by the GMEC or a subcommittee of the GMEC; and <sup>(Core)</sup>
- III.A.2.c) Satisfactory completion of the United States Medical Licensing Examination (USMLE) Steps 1, 2, and, if the applicant is eligible, 3, and; <sup>(Core)</sup>
- III.A.2.d) For an international graduate, verification of Educational Commission for Foreign Medical Graduates (ECFMG) certification; and, <sup>(Core)</sup>
- III.A.2.e) Applicants accepted by this exception must complete fellowship Milestones evaluation (for the purposes of establishment of baseline performance by the Clinical Competency Committee), conducted by the receiving fellowship program within six weeks of matriculation. This evaluation may be waived for an applicant who has completed an ACGME International-accredited residency based on the applicant's Milestones evaluation conducted at the conclusion of the residency program. <sup>(Core)</sup>
- III.A.2.e).(1) If the trainee does not meet the expected level of Milestones competency following entry into the fellowship program, the trainee must undergo a period of remediation, overseen by the Clinical Competency Committee and monitored by the GMEC or a subcommittee of the GMEC. This period of remediation must not count toward time in fellowship training. <sup>(Core)</sup>

\*\* An exceptionally qualified applicant has (1) completed a non-ACGME-accredited residency program in the core specialty, and (2) demonstrated clinical excellence, in comparison to peers, throughout training. Additional evidence of exceptional qualifications is required, which may include one of the following: (a) participation in additional clinical or research training in the specialty or subspecialty; (b) demonstrated scholarship in the specialty or subspecialty; (c) demonstrated leadership during or after residency training; (d) completion of an ACGME-International-accredited residency program.

[Each Review Committee will decide no later than December 31, 2013 whether the exception specified above will be permitted. If the Review Committee will not allow this exception, the program requirements will include the following statement]:

III.A.3. The Review Committee for \_\_\_\_\_ does not allow exceptions to the Eligibility Requirements for Fellowship Programs in Section III.A. <sup>(Core)</sup>

III.B. Number of Fellows

The program's educational resources must be adequate to support the number of fellows appointed to the program. <sup>(Core)</sup>

III.B.1. The program director may not appoint more fellows than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements. <sup>(Core)</sup>

*[As further specified by the Review Committee]*

IV. Educational Program

IV.A. The curriculum must contain the following educational components:

IV.A.1. Skills and competencies the fellow will be able to demonstrate at the conclusion of the program. The program must distribute these skills and competencies to fellows and faculty at least annually, in either written or electronic form. <sup>(Core)</sup>

IV.A.2. ACGME Competencies

The program must integrate the following ACGME competencies into the curriculum: <sup>(Core)</sup>

IV.A.2.a) Patient Care and Procedural Skills

IV.A.2.a).(1) Fellows must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Fellows: <sup>(Outcome)</sup>

*[Further specified by the Review Committee]*

IV.A.2.a).(2) Fellows must be able to competently perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. Fellows: <sup>(Outcome)</sup>

*[Further specified by the Review Committee]*

IV.A.2.b) Medical Knowledge

Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Fellows: <sup>(Outcome)</sup>

*[Further specified by the Review Committee]*

IV.A.2.c) Practice-based Learning and Improvement

Fellows are expected to develop skills and habits to be able to meet the following goals:

IV.A.2.c).(1) systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement; and, <sup>(Outcome)</sup>

IV.A.2.c).(2) locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems. <sup>(Outcome)</sup>

*[As further specified by the Review Committee]*

IV.A.2.d) Interpersonal and Communication Skills

Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. <sup>(Outcome)</sup>

*[As further specified by the Review Committee]*

IV.A.2.e) Professionalism

Fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. <sup>(Outcome)</sup>

*[As further specified by the Review Committee]*

IV.A.2.f) Systems-based Practice

Fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. <sup>(Outcome)</sup>

*[As further specified by the Review Committee]*

IV.B. Fellows' Scholarly Activities

*[As further specified by the Review Committee]*

V. Evaluation

V.A. Fellow Evaluation

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. <sup>(Core)</sup>
- V.A.1.a).(1) The program director may appoint additional members of the Clinical Competency Committee.
- V.A.1.a).(1).(a) These additional members must be physician faculty members from the same program or other programs, or other health professionals who have extensive contact and experience with the program's fellows in patient care and other health care settings. <sup>(Core)</sup>
- V.A.1.a).(1).(b) Chief residents who have completed core residency programs in their specialty and are eligible for specialty board certification may be members of the Clinical Competency Committee. <sup>(Core)</sup>
- V.A.1.b) There must be a written description of the responsibilities of the Clinical Competency Committee. <sup>(Core)</sup>
- V.A.1.b).(1) The Clinical Competency Committee should:
- V.A.1.b).(1).(a) review all fellow evaluations semi-annually; <sup>(Core)</sup>
- V.A.1.b).(1).(b) prepare and ensure the reporting of Milestones evaluations of each fellow semi-annually to ACGME; and, <sup>(Core)</sup>
- V.A.1.b).(1).(c) advise the program director regarding fellow progress, including promotion, remediation, and dismissal. <sup>(Detail)</sup>
- V.A.2. Formative Evaluation
- V.A.2.a) The faculty must evaluate fellow performance in a timely manner. <sup>(Core)</sup>
- [As further specified by the Review Committee]*
- V.A.2.b) The program must:
- V.A.2.b).(1) provide objective assessments of competence in patient care and procedural skills, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice based on the specialty-specific Milestones; <sup>(Core)</sup>
- V.A.2.b).(2) use multiple evaluators (e.g., faculty, peers, patients, self,

and other professional staff); and, <sup>(Detail)</sup>

V.A.2.b).(3)

provide each fellow with documented semiannual evaluation of performance with feedback. <sup>(Core)</sup>

V.A.2.c)

The evaluations of fellow performance must be accessible for review by the fellow, in accordance with institutional policy. <sup>(Detail)</sup>

V.A.3.

### Summative Evaluation

V.A.3.a)

The specialty-specific Milestones must be used as one of the tools to ensure fellows are able to practice core professional activities without supervision upon completion of the program. <sup>(Core)</sup>

V.A.3.b)

The program director must provide a summative evaluation for each fellow upon completion of the program. <sup>(Core)</sup>

This evaluation must:

V.A.3.b).(1)

become part of the fellow's permanent record maintained by the institution, and must be accessible for review by the fellow in accordance with institutional policy; <sup>(Detail)</sup>

V.A.3.b).(2)

document the fellow's performance during their education; and, <sup>(Detail)</sup>

V.A.3.b).(3)

verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision. <sup>(Detail)</sup>

V.B.

### Faculty Evaluation

V.B.1.

At least annually, the program must evaluate faculty performance as it relates to the educational program. <sup>(Core)</sup>

V.B.2.

These evaluations should include a review of the faculty's clinical teaching abilities, commitment to the educational program, clinical knowledge, professionalism, and scholarly activities. <sup>(Detail)</sup>

*[As further specified by the Review Committee]*

V.C.

### Program Evaluation and Improvement

V.C.1.

The program director must appoint the Program Evaluation Committee (PEC). <sup>(Core)</sup>

V.C.1.a)

The Program Evaluation Committee:

V.C.1.a).(1)

must be composed of at least two program faculty members and should include at least one fellow; <sup>(Core)</sup>

- V.C.1.a).(2) must have a written description of its responsibilities; and,  
(Core)
- V.C.1.a).(3) should participate actively in:
- V.C.1.a).(3).(a) planning, developing, implementing, and evaluating  
educational activities of the program; (Detail)
- V.C.1.a).(3).(b) reviewing and making recommendations for  
revision of competency-based curriculum goals and  
objectives; (Detail)
- V.C.1.a).(3).(c) addressing areas of non-compliance with ACGME  
standards; and, (Detail)
- V.C.1.a).(3).(d) reviewing the program annually using evaluations  
of faculty, fellows, and others, as specified below.  
(Detail)
- V.C.2. The program, through the PEC, must document formal, systematic  
evaluation of the curriculum at least annually, and is responsible for  
rendering a written, annual program evaluation. (Core)
- The program must monitor and track each of the following areas:
- V.C.2.a) fellow performance; (Core)
- V.C.2.b) faculty development; and, (Core)
- V.C.2.c) progress on the previous year's action plan(s). (Core)
- V.C.3. The PEC must prepare a written plan of action to document initiatives to  
improve performance in one or more of the areas listed in section V.C.2.,  
as well as delineate how they will be measured and monitored. (Core)
- V.C.3.a) The action plan should be reviewed and approved by the teaching  
faculty and documented in meeting minutes. (Detail)

## VI. Fellow Duty Hours in the Learning and Working Environment

### VI.A. Professionalism, Personal Responsibility, and Patient Safety

- VI.A.1. Programs and sponsoring institutions must educate fellows and faculty  
members concerning the professional responsibilities of physicians to  
appear for duty appropriately rested and fit to provide the services  
required by their patients. (Core)
- VI.A.2. The program must be committed to and responsible for promoting patient  
safety and fellow well-being in a supportive educational environment. (Core)
- VI.A.3. The program director must ensure that fellows are integrated and actively

participate in interdisciplinary clinical quality improvement and patient safety programs. <sup>(Core)</sup>

- VI.A.4. The learning objectives of the program must:
- VI.A.4.a) be accomplished through an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events; and, <sup>(Core)</sup>
  - VI.A.4.b) not be compromised by excessive reliance on fellows to fulfill non-physician service obligations. <sup>(Core)</sup>
- VI.A.5. The program director and sponsoring institution must ensure a culture of professionalism that supports patient safety and personal responsibility. <sup>(Core)</sup>
- VI.A.6. Fellows and faculty members must demonstrate an understanding and acceptance of their personal role in the following:
- VI.A.6.a) assurance of the safety and welfare of patients entrusted to their care; <sup>(Outcome)</sup>
  - VI.A.6.b) provision of patient- and family-centered care; <sup>(Outcome)</sup>
  - VI.A.6.c) assurance of their fitness for duty; <sup>(Outcome)</sup>
  - VI.A.6.d) management of their time before, during, and after clinical assignments; <sup>(Outcome)</sup>
  - VI.A.6.e) recognition of impairment, including illness and fatigue, in themselves and in their peers; <sup>(Outcome)</sup>
  - VI.A.6.f) attention to lifelong learning; <sup>(Outcome)</sup>
  - VI.A.6.g) the monitoring of their patient care performance improvement indicators; and, <sup>(Outcome)</sup>
  - VI.A.6.h) honest and accurate reporting of duty hours, patient outcomes, and clinical experience data. <sup>(Outcome)</sup>
- VI.A.7. All fellows and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. They must recognize that under certain circumstances, the best interests of the patient may be served by transitioning that patient's care to another qualified and rested provider. <sup>(Outcome)</sup>
- VI.B. Transitions of Care
- VI.B.1. Programs must design clinical assignments to minimize the number of transitions in patient care. <sup>(Core)</sup>

- VI.B.2. Sponsoring institutions and programs must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety. <sup>(Core)</sup>
- VI.B.3. Programs must ensure that fellows are competent in communicating with team members in the hand-over process. <sup>(Outcome)</sup>
- VI.B.4. The sponsoring institution must ensure the availability of schedules that inform all members of the health care team of attending physicians and fellows currently responsible for each patient's care. <sup>(Detail)</sup>

VI.C. Alertness Management/Fatigue Mitigation

- VI.C.1. The program must:
  - VI.C.1.a) educate all faculty members and fellows to recognize the signs of fatigue and sleep deprivation; <sup>(Core)</sup>
  - VI.C.1.b) educate all faculty members and fellows in alertness management and fatigue mitigation processes; and, <sup>(Core)</sup>
  - VI.C.1.c) adopt fatigue mitigation processes to manage the potential negative effects of fatigue on patient care and learning, such as naps or back-up call schedules. <sup>(Detail)</sup>
- VI.C.2. Each program must have a process to ensure continuity of patient care in the event that a fellow may be unable to perform his/her patient care duties. <sup>(Core)</sup>
- VI.C.3. The sponsoring institution must provide adequate sleep facilities and/or safe transportation options for fellows who may be too fatigued to safely return home. <sup>(Core)</sup>

VI.D. Supervision of Fellows

- VI.D.1. In the clinical learning environment, each patient must have an identifiable, appropriately-credentialed and privileged attending physician (or licensed independent practitioner as approved by each Review Committee) who is ultimately responsible for that patient's care. <sup>(Core)</sup>
  - VI.D.1.a) This information should be available to fellows, faculty members, and patients. <sup>(Detail)</sup>
  - VI.D.1.b) Fellows and faculty members should inform patients of their respective roles in each patient's care. <sup>(Detail)</sup>
- VI.D.2. The program must demonstrate that the appropriate level of supervision is in place for all fellows who care for patients. <sup>(Core)</sup>

Supervision may be exercised through a variety of methods. Some activities require the physical presence of the supervising faculty member.

For many aspects of patient care, the supervising physician may be a more advanced fellow. Other portions of care provided by the fellow can be adequately supervised by the immediate availability of the supervising faculty member or fellow physician, either in the institution, or by means of telephonic and/or electronic modalities. In some circumstances, supervision may include post-hoc review of fellow-delivered care with feedback as to the appropriateness of that care. <sup>(Detail)</sup>

### VI.D.3. Levels of Supervision

To ensure oversight of fellow supervision and graded authority and responsibility, the program must use the following classification of supervision: <sup>(Core)</sup>

VI.D.3.a) Direct Supervision – the supervising physician is physically present with the fellow and patient. <sup>(Core)</sup>

VI.D.3.b) Indirect Supervision:

VI.D.3.b).(1) with direct supervision immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide Direct Supervision. <sup>(Core)</sup>

VI.D.3.b).(2) with direct supervision available – the supervising physician is not physically present within the hospital or other site of patient care, but is immediately available by means of telephonic and/or electronic modalities, and is available to provide Direct Supervision. <sup>(Core)</sup>

VI.D.3.c) Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered. <sup>(Core)</sup>

VI.D.4. The privilege of progressive authority and responsibility, conditional independence, and a supervisory role in patient care delegated to each fellow must be assigned by the program director and faculty members. <sup>(Core)</sup>

VI.D.4.a) The program director must evaluate each fellow’s abilities based on specific criteria. When available, evaluation should be guided by specific national standards-based criteria. <sup>(Core)</sup>

VI.D.4.b) Faculty members functioning as supervising physicians should delegate portions of care to fellows, based on the needs of the patient and the skills of the fellows. <sup>(Detail)</sup>

VI.D.4.c) Fellows should serve in a supervisory role of residents or junior fellows in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual fellow. <sup>(Detail)</sup>

VI.D.5. Programs must set guidelines for circumstances and events in which fellows must communicate with appropriate supervising faculty members, such as the transfer of a patient to an intensive care unit, or end-of-life decisions. <sup>(Core)</sup>

VI.D.5.a) Each fellow must know the limits of his/her scope of authority, and the circumstances under which he/she is permitted to act with conditional independence. <sup>(Outcome)</sup>

VI.D.6. Faculty supervision assignments should be of sufficient duration to assess the knowledge and skills of each fellow and delegate to him/her the appropriate level of patient care authority and responsibility. <sup>(Detail)</sup>

VI.E. Clinical Responsibilities

The clinical responsibilities for each fellow must be based on PGY-level, patient safety, fellow education, severity and complexity of patient illness/condition and available support services. <sup>(Core)</sup>

*[Optimal clinical workload will be further specified by each Review Committee.]*

VI.F. Teamwork

Fellows must care for patients in an environment that maximizes effective communication. This must include the opportunity to work as a member of effective interprofessional teams that are appropriate to the delivery of care in the specialty. <sup>(Core)</sup>

*[Each Review Committee will define the elements that must be present in each specialty.]*

VI.G. Fellow Duty Hours

VI.G.1. Maximum Hours of Work per Week

Duty hours must be limited to 80 hours per week, averaged over a four-week period, inclusive of all in-house call activities and all moonlighting. <sup>(Core)</sup>

VI.G.1.a) Duty Hour Exceptions

A Review Committee may grant exceptions for up to 10% or a maximum of 88 hours to individual programs based on a sound educational rationale. <sup>(Detail)</sup>

VI.G.1.a).(1) In preparing a request for an exception the program director must follow the duty hour exception policy from the ACGME Manual on Policies and Procedures. <sup>(Detail)</sup>

VI.G.1.a).(2) Prior to submitting the request to the Review Committee,

the program director must obtain approval of the institution's GMEC and DIO. <sup>(Detail)</sup>

- VI.G.2. Moonlighting
- VI.G.2.a) Moonlighting must not interfere with the ability of the fellow to achieve the goals and objectives of the educational program. <sup>(Core)</sup>
- VI.G.2.b) Time spent by fellows in Internal and External Moonlighting (as defined in the ACGME Glossary of Terms) must be counted towards the 80-hour Maximum Weekly Hour Limit. <sup>(Core)</sup>
- VI.G.3. Mandatory Time Free of Duty
- Fellows must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks). At-home call cannot be assigned on these free days. <sup>(Core)</sup>
- VI.G.4. Maximum Duty Period Length
- Duty periods of fellows may be scheduled to a maximum of 24 hours of continuous duty in the hospital. <sup>(Core)</sup>
- VI.G.4.a) Programs must encourage fellows to use alertness management strategies in the context of patient care responsibilities. Strategic napping, especially after 16 hours of continuous duty and between the hours of 10:00 p.m. and 8:00 a.m., is strongly suggested. <sup>(Detail)</sup>
- VI.G.4.b) It is essential for patient safety and fellow education that effective transitions in care occur. Fellows may be allowed to remain on-site in order to accomplish these tasks; however, this period of time must be no longer than an additional four hours. <sup>(Core)</sup>
- VI.G.4.c) Fellows must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty. <sup>(Core)</sup>
- VI.G.4.d) In unusual circumstances, fellows, on their own initiative, may remain beyond their scheduled period of duty to continue to provide care to a single patient. Justifications for such extensions of duty are limited to reasons of required continuity for a severely ill or unstable patient, academic importance of the events transpiring, or humanistic attention to the needs of a patient or family. <sup>(Detail)</sup>
- VI.G.4.d).(1) Under those circumstances, the fellow must:
- VI.G.4.d).(1).(a) appropriately hand over the care of all other patients to the team responsible for their continuing care; and, <sup>(Detail)</sup>
- VI.G.4.d).(1).(b) document the reasons for remaining to care for the

patient in question and submit that documentation in every circumstance to the program director. <sup>(Detail)</sup>

VI.G.4.d).(2)

The program director must review each submission of additional service, and track both individual fellow and program-wide episodes of additional duty. <sup>(Detail)</sup>

VI.G.5.

#### Minimum Time Off between Scheduled Duty Periods

VI.G.5.a)

Fellows must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods. <sup>(Outcome)</sup>

VI.G.5.a).(1)

This preparation must occur within the context of the 80-hour, maximum duty period length, and one-day-off-in-seven standards. While it is desirable that fellows have eight hours free of duty between scheduled duty periods, there may be circumstances *[as defined by the Review Committee]* when these fellows must stay on duty to care for their patients or return to the hospital with fewer than eight hours free of duty. <sup>(Detail)</sup>

VI.G.5.a).(1).(a)

Circumstances of return-to-hospital activities with fewer than eight hours away from the hospital by fellows must be monitored by the program director. <sup>(Detail)</sup>

VI.G.6.

#### Maximum Frequency of In-House Night Float

Fellows must not be scheduled for more than six consecutive nights of night float. <sup>(Core)</sup>

*[The maximum number of consecutive weeks of night float, and maximum number of months of night float per year may be further specified by the Review Committee.]*

VI.G.7.

#### Maximum In-House On-Call Frequency

Fellows must be scheduled for in-house call no more frequently than every-third-night (when averaged over a four-week period). <sup>(Core)</sup>

VI.G.8.

#### At-Home Call

VI.G.8.a)

Time spent in the hospital by fellows on at-home call must count towards the 80-hour maximum weekly hour limit. The frequency of at-home call is not subject to the every-third-night limitation, but must satisfy the requirement for one-day-in-seven free of duty, when averaged over four weeks. <sup>(Core)</sup>

VI.G.8.a).(1)

At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each fellow.

(Core)

VI.G.8.b)

Fellows are permitted to return to the hospital while on at-home call to care for new or established patients. Each episode of this type of care, while it must be included in the 80-hour weekly maximum, will not initiate a new “off-duty period”. <sup>(Detail)</sup>

\*\*\*

**\*Core Requirements:** Statements that define structure, resource, or process elements essential to every graduate medical educational program.

**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.

**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.