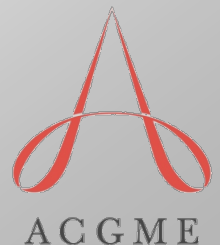# Next Accreditation System (NAS)

Caroline Fischer, MBA,
Executive Director
RC for PM&R

Goals of the NAS

- To begin the realization of the promise of the Outcomes Project
- To free good programs to innovate
- To assist poor programs in improving
- To reduce the burden of accreditation
- To provide accountability for outcomes (in tandem with ABMS) to the public

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Attributes of the NAS

- Continuous program accreditation model
  - Based on annual data submitted, other data requested, and program trends
- 10 year Self-Study and site visit
  - Interim site visits as needed
- Requirements revised every 10 years
  - Categorized by outcome, core and detail
- Foster innovation
- Concentrate on problem programs to rapidly enhance performance/outcomes

The Next Accreditation System
Timeline

- Seven specialties/RC's begin "training" July 2012
  - Pediatrics
  - Internal Medicine
  - Diagnostic Radiology
  - Emergency Medicine
  - Orthopedic Surgery
  - Neurological Surgery
  - Urological Surgery
- Sponsor Visit Program begins September 2012
- The "Next Accreditation System" begins July 2013
- These seven specialties "go live" and specialties in phase II begin "training" July 2013
- All specialties/RC's using the "Next Accreditation System" 7/2014

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# The Next Accreditation System
Program Review

- RC hiatus from program review – July 2013 through June, 2014, except:
  - Programs with a short cycle (two years or less)
  - Proposed adverse actions
  - Programs with initial accreditation that are due for a site visit

Data Reviewed by RRC

• *Most* already in place

✓ Annual ADS Update

    ✓ Program Characteristics – Structure and resources

    ✓ Program Changes – PD / core faculty / residents

    ➢ Scholarly Activity – Faculty and residents

    ➢ Omission of data

✓ Board Pass Rate – 3-5 year rolling averages

✓ Resident Survey – Common and specialty elements

✓ Clinical Experience – Case logs

✓ Semi-Annual Resident Evaluation and Feedback

    ➢ Milestones

➢ Faculty Survey
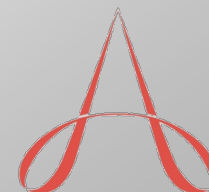
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Program Attrition

- _General Definition_: Composite variable that measures the degree of personnel and trainee change within the program.

- _How measured_: Has the program experienced any of the following:
  - _Change in PD?_
  - _Decrease in core faculty?_
  - _Residents withdraw/transfer/dismissed?_
  - _Change in Chair?_
  - _DIO Change?_
  - _CEO Change?_

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Program Changes

- *General Definition*: Composite variable that measures the degree of structural changes to the program.
- *How measured*: Has the program experienced any of the following:
  - *Participating sites added or removed?*
  - *Resident complement changes?*
  - *Block diagram changes?*
  - *Major structural change?*
  - *Sponsorship change?*
  - *GMEC reporting structural change?*

Scholarly Activity in NAS

- Annual summary for faculty and residents/fellows:
  - Publications (PubMed IDs and textbooks)
  - Number of presentations (conferences/grand rounds)
  - Grant activity (funding, PI)
  - Teaching responsibilities

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Scholarly Activity Template

Scholarly Activity as Performance Indicator

Templates for Scholarly Activity

Faculty Scholarly Activity	Mouse-over definitions:	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4				Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012	Number of other presentations given (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications between 7/1/2011 and 6/30/2012	Number of chapters or textbooks published between 7/1/2011 and 6/30/2012	Number of grants for which faculty member had a leadership role (PI, Co-PI, or site director) between 7/1/2011 and 6/30/2012	Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
	Faculty Member	PMID 1	PMID 2	PMID 3	PMID 4	Conference Presentations	Other Presentations	Chapters / Textbooks	Grant Leadership	Leadership or Peer-Review Role	Teaching Formal Courses
	John Smith	12433	32411			3	1	1	3	Y	N
Resident Scholarly Activity	Mouse-over definitions:	Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 3.				Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012		Number of chapters or textbooks published between 7/1/2011 and 6/30/2012	Participated in funded or non-funded basic science or clinical outcomes research project between 7/1/2011 and 6/30/2012		Lecture, or presentation (such as grand rounds or case presentations) of at least 30 minute duration within the sponsoring institution or program between 7/1/2011 and 6/30/2012
	Resident	PMID 1	PMID 2	PMID 3		Conference Presentations		Chapters / Textbooks	Participated in research		Teaching / Presentations
	June Smith	12433				1		0	N		Y
Categories for points:		Peer Review Publication				Other Scholarly		Grantsmanship		Leadership / Peer Review	Education

Faculty Scholarly Activity

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

PMID 1	PMID 2	PMID 3	PMID 4
12433	32411		

Enter
Pub Med ID #'s

Faculty Scholarly Activity

Enter a number

Faculty Scholarly Activity

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

Other Presentations

1

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

•Enter a number

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Faculty Scholarly Activity

Faculty Scholarly Activity

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

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

Grant Leadership

Enter a number

3

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Faculty Scholarly Activity

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

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

Leadership or Peer-Review Role

Y

Answer Yes or No

Faculty Scholarly Activity

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

Teaching Formal Courses

N

Answer Yes or No

Scholarly Activity Template

Scholarly Activity as Performance Indicator

Templates for Scholarly Activity

		Pub Med Ids (assigned by PubMed) for articles published between 7/1/2011 and 6/30/2012. List up to 4				Number of abstracts, posters, and presentations given at international, national, or regional meetings between 7/1/2011 and 6/30/2012	Number of other presentations given (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications between 7/1/2011 and 6/30/2012	Number of chapters or textbooks published between 7/1/2011 and 6/30/2012	Number of grants for which faculty member had a leadership role (PI, Co-PI, or site director) between 7/1/2011 and 6/30/2012	Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal between 7/1/2011 and 6/30/2012	Between 7/1/2011 and 6/30/2012, held responsibility for seminar, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
Faculty Scholarly Activity	Mouse-over definitions:										
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Resident		PMID 1	PMID 2	PMID 3		Conference Presentations		Chapters / Textbooks	Participated in research		Teaching / Presentations
June Smith		12433				1		0	N		Y
Categories for points:		Peer Review Publication				Other Scholarly		Grantsmanship	Leadership / Peer Review		Education

Board Certification

- RRCs working with ABMS boards
- Composite pass rate only, not individual scores
- Multi-year rolling rates for small programs

Resident Survey

- Emphasis on themes
  - De-emphasize individual questions
- High level
- Minimize single resident impact
- Only significant deviation from compliance are indicators
- Trend data
- Domains: Duty hours, Faculty, Educational Content, Evaluations, Resources, Patient safety, Teamwork

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Faculty Survey

- "Core" faculty only because they are most knowledgeable about the program
    - dedicate an average of 15 hours/week
    - trained in the evaluation and assessment of the competencies;
    - spend significant time in the evaluation of the residents
    - advise residents w/ respect to career and educational goals
- Similar domains as the Resident Survey
- Will be administered at same time as Resident Survey
    - Start in winter-spring 2013 for 2012-2013 for Phase 1

Clinical Experience

- Procedure Logs
- Review the number and mix of procedures
  - How do you know what your residents are doing?
- Correct incomplete data entry
  - Need all (not just minimum) numbers
  - Tracking incomplete reporting

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Review of Annual Data: Decisions Available to the RC

- <u>Confirm</u> existing accreditation status based on data review

- <u>Change</u> existing status based on data review

- Request clarifying information prior to rendering an accreditation decision
  - Request progress report
  - Request focused site visit
  - Request full site visit

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Accreditation Status Options:
Core/Subspecialty and SIs

Applications

- Initial Accreditation

- Initial Accreditation with warning – New

- Accreditation Withheld (adverse)

Accreditation Status Options
Core/ Subspecialty and SIs

- Continued Accreditation

- Continued Accreditation with warning - New

- Probationary Accreditation (adverse)

  - can't exceed 2 years - new

- Withdrawal of Accreditation (adverse)

  - does not require probation first - new

- Administrative Withdrawal

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Focused Site Visit

- Assesses *selected* aspects of a program and may be used:

  - to address *potential* problems identified during review of annually submitted data;

  - to diagnose/explore factors underlying deterioration in a program's performance

  - to evaluate a complaint against a program

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Full Site Visits

- <u>May</u> be scheduled:
    - To review an application
    - When review of continuous data identifies broad issues and/or concerns
    - For other serious conditions or situations at the discretion of an RC
- <u>Must</u> be scheduled:
    - at the end of initial accreditation

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Along with an accreditation decision…

…a Review Committee may:

- Recognize and commend exemplary performance or innovations
- Identify opportunities for improvement
- Identify concerning trends
- Issue citations
- Acknowledge correction of previous citations
- Increase or reduce resident complement
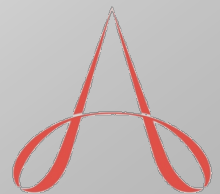
Self Study

- Departmentally coordinated effort
- Respond to active citations
- Evaluate program performance against goals
- Review previous 10 year annual program evaluations
- Demonstrate effectiveness of modifications of the program over time/Continuous improvement
- Establish program goals for the future
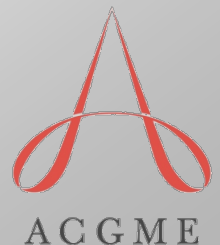
Self Study Visit

- Team of site visitors
- Review the self-study of the core and subs
- Conduct a PIF-less site visit
- Validate annual data submitted
- Potentially serve as a vehicle for:
  - Description of salutary practices
  - Accumulation of innovations in the field

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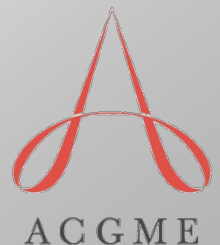
Clinical Competency Committee

- May already be in place under a different name

- Start thinking about the composition, procedure, data elements

- What should be reviewed:
  - Continue to look at current methods of evaluations: OSCE, simulation, 360-degree evaluations
  - Milestones, Entrustable Professional Activities, narratives

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Clinical Competence Committee
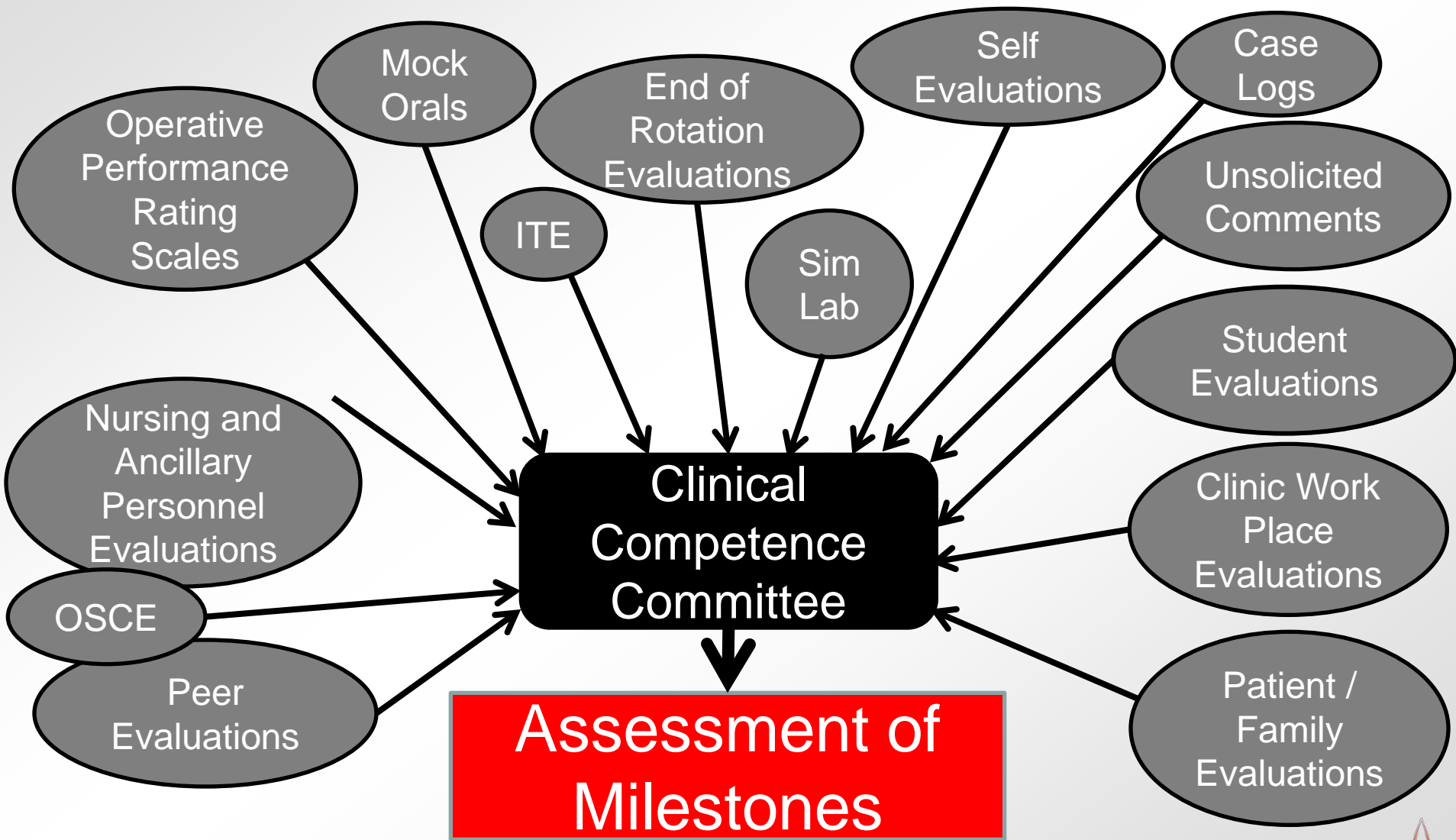
CCC: Who/how many

- Decision for PD

- *Consider*:
  - Sufficient number for broad consensus
  - Representation from each major site
  - Subspecialty representation
  - Dedication to education
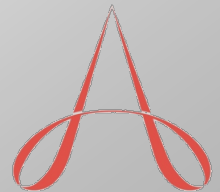
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Categorization of All Requirements

- Standards (CPRs and Specialty specific) Organized by
  - Core (Structure, Resource, Process)
    - Followed by all programs
  - Detail (Structure, Resource, Process)
    - Way to achieve compliance with "Core" requirements
    - Good programs allowed to innovate/use alternate methods
  - Outcomes
    - The Competencies and Sub-competencies which are tied to the Milestones

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Decisions on Program Standing in NAS

Application for New Program

→

Initial Accreditation

Accreditation w/ warning

Probation

→

Continued Accreditation
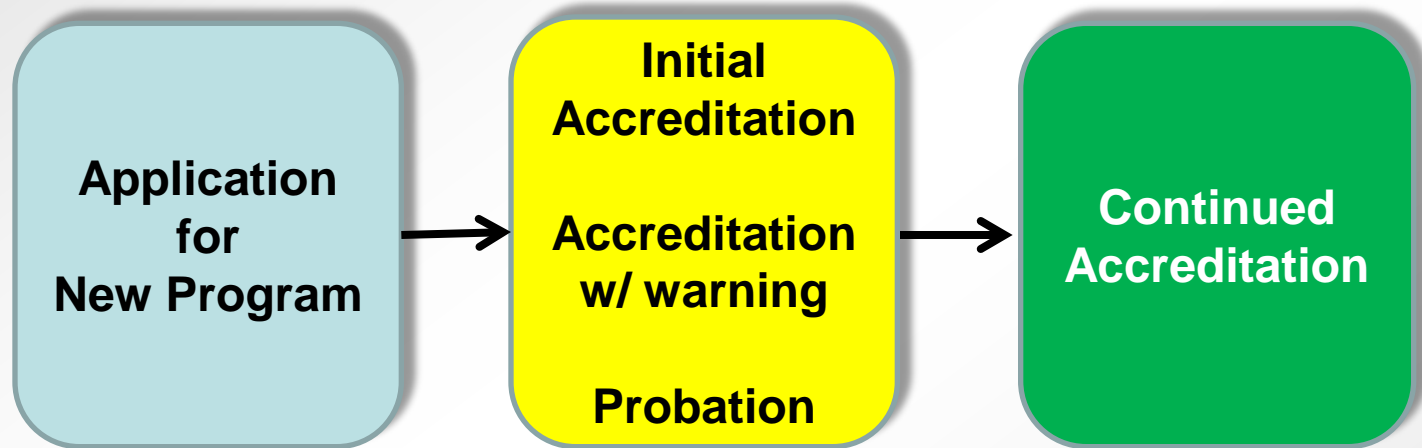
STANDARDS

Outcomes
Core Process
Detail Process

Outcomes
Core Process
Detail Process

Outcomes
Core Process
Detail Process

Outcomes
Core Process
Detail Process

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The Clinical Learning Environment Review (CLER) Program

- Focus on institutional environment – *not* individual programs
- Six focus areas

CLER Program

- Integration of residents/fellows (along with demonstration of impact) into:

  - 1. Patient Safety Programs

  - 2. Quality Improvement Programs

    - Reduction of Disparities in Health Care Delivery

- 3. Supervision

- 4. Transitions in Care

- 5. Duty hours policy, fatigue management and mitigation

- 6. Professionalism (including Honest and Accurate Reporting of Information, Scientific Integrity and Issues of Mistreatment)

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SCHEMATIC OF FLOW OF CLER SITE VISIT

Resident meeting

Core faculty meeting

Team Huddle and review

Team Huddle and review

Walk-Around I

Walk-Around II

Walk-Around III

Team Huddle and review

Team Huddle

P.D. meeting

Initial Drafting

Initial meeting
DIO, GMEC Chair
CEO, CSO/CMO

Exit meeting
DIO, GMEC Chair
CEO, CSO/CMO

Team Prep meeting

Foundational Learning

Exploration and Inquiry

Review, Clarify & Feedback

Three phases of Visit

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Future Educational Sessions

- Completed/posted: CLER and NAS
- Future ACGME webinars
  - Milestones
  - Self-study
  - Phase 1 specialties
- Previous webinars available for review at: http://www.acgme-nas.org under "ACGME Webinars".

•Key Dates for Phase II specialties under NAS

•http://www.acgme-nas.org/assets/pdf/KeyDatesPhase1Specialties.pdf

Month & Year	ACGME Activities	Program and Institutional Activities
Spring 2013	PRs categorized into detail and core processes, and outcomes	
July 1, 2013 – June 30, 2014		Programs provide: annual ADS, RS, FS, Case Log data, SA
Spring 2014	Final SVs in the current system completed for newly accredited or with short cycle length	
June 2014		Phase II Programs form CCC and prepare to assess milestones
July 2014	**Phase II Specialties and Subspecialties Begin Operating in NAS**	

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Key Dates for Phase II specialties under NAS

ACGME News and Reviews, J Grad Med Educ, 2012; 4(4): 562
http://www.acgme-nas.org/assets/pdf/KeyDatesPhase1Specialties.pdf

7/1/14-6/30/15		Milestones assessments begin for core programs
Fall 2014	RRCs review annual data from Academic year 2013-2014 (<u>without milestone data</u>)	
December 2014		Core Programs submit the first set of milestones assessments to ACGME
June 2015		Programs submit 2nd set of milestones assessments to ACGME
Fall 2015	First self study SVs for programs with 2015 self study date	
Fall 2015	RRCs review annual data from 2014-2015 (<u>with milestone data</u>)	

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Questions???