Session 031
Updates from the Review Committee for Physical Medicine and Rehabilitation
Wendy Helkowskii, MD, Review Committee Chair
Caroline Fischer, MBA, Executive Director

#ACGME2020
Speaker(s):
Wendy Helkowski, MD, Review Committee Chair
Caroline Fischer, MBA, Executive Director

Disclosure to the Learner:
None of the above speakers or planners have any conflicts of interest to report.

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Review Committee Composition

- 4 appointing organizations – AAPM&R, ABPM&R, AOA, & AMA
- 9 voting members
- 6-year terms – except resident (2 years)
- Generalists, subspecialists, 1 public member
- 1 ex-officio (non-voting) member each from AAPM&R and ABPM&R
Geographic Distribution of the Review Committee

Current Members:
- CA, IL, MA, MD, MI, PA and VA

Incoming Members:
- UT
Review Committee Composition

- Nancy D. Harada, PhD, PT (Public Member)
- Wendy Helkowski, MD (Chair)
- Emily J. Kivlehan, MD (Resident Member)
- Robert Samuel Mayer, MD (Vice Chair)
- Lawrence L. Prokop, DO

- Beverly Roberts-Atwater, DO
- Sunil Sabharwal, MBBS, MRCP
- Stacy Stark, DO
- Carol Vandenakker-Albanese, MD
- Pamela Hansen, MD (7/1/2020)
Number of Accredited Residency and Fellowship Programs

As of January 2020

93 Physical Medicine and Rehabilitation Residency Programs

100 Fellowship Programs

- 24 Spinal Cord Injury Medicine
- 21 Pediatric Rehabilitation Medicine
- 23 Brain Injury Medicine

- 11 Pain Medicine
- 20 Sports Medicine
- One Neuromuscular Medicine
## Status Decisions | Fall 2019/Winter 2020

<table>
<thead>
<tr>
<th>Status</th>
<th>Core</th>
<th>Subs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Accreditation</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Initial Accreditation w/Warning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Continued Accreditation</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td>Continued Accreditation w/Warning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Probation</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Withholding of Accreditation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Withdrawal of Accreditation</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
New Programs Accredited in 2019-2020

Physical Medicine and Rehabilitation
- Larkin Community Hospital
- University of Central Florida/HCA Healthcare GME (Pensacola)
- University of Florida College of Medicine

Sports Medicine
- Burke Rehabilitation Hospital

Pediatric Rehabilitation Medicine
- University of California Davis Health
- Brain Injury Medicine
- University of Miami/Jackson Health System
- Burke Rehabilitation Hospital
- Baylor University Medical Center
### Program Director Changes in 2019-2020

<table>
<thead>
<tr>
<th>Specialty Code</th>
<th>Specialty</th>
<th># of Programs</th>
<th># of New PDs</th>
<th># of Programs with New PDs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>340</td>
<td>Physical medicine and rehabilitation</td>
<td>93</td>
<td>12</td>
<td>11</td>
<td>11.83%</td>
</tr>
<tr>
<td>347</td>
<td>Brain injury medicine (Physical medicine and rehabilitation)</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>4.35%</td>
</tr>
<tr>
<td>343</td>
<td>Neuromuscular medicine (Physical medicine and rehabilitation)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>345</td>
<td>Spinal cord injury medicine</td>
<td>24</td>
<td>3</td>
<td>3</td>
<td>12.50%</td>
</tr>
<tr>
<td>346</td>
<td>Pediatric rehabilitation medicine</td>
<td>21</td>
<td>2</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>342</td>
<td>Sports medicine (Physical medicine and rehabilitation)</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>10.00%</td>
</tr>
</tbody>
</table>
Citations vs. Areas for Improvement (AFIs)

2018-2019

AFIs

- Subspecialty programs: 4
- Core programs: 43

Citations

- Subspecialty programs: 6
- Core programs: 15
Evaluations
- Timely evaluations
- Confidentiality
- Annual faculty evaluations
Faculty supervision/interest in teaching
Faculty scholarly activity
AFIs | Core Programs

- Evaluations
- Faculty supervision and teaching
- Educational content
  - Education compromised by service/appropriate balance for education
- Board pass rate
- Resources
  - Process to deal with residents’ problems/concerns
AFIs/Citations Subspecialty Programs

- Supervision policy
  - Supervision classification
- Faculty supervision and teaching
- Incomplete/inaccurate data
Incomplete/Inaccurate Data

- Faculty Roster | Current certification information
- Block Diagram | Key for abbreviations, non-standard format, no individual schedules, consistent with list of sites
- CVs | Current licensure, scholarly activities from last five years
Avoiding Common Errors in ADS

- Instructional Videos
  - Responding to Citations
  - Entering Scholarly Activity into ADS
  - Creating an Effective Block Rotation Schedule
80-Hour Requirement Citations

- *Letter to the Community* dated January 9, 2019 from Dr. Nasca
- Compliance with 80-hour requirement will be strictly monitored
- Programs will receive citations where violations are identified
AFIs

- Written response to AFIs not required, but encouraged
- Programs may address improvements and/or innovations implemented to address AFIs in the “Major Changes and Other Updates” section of ADS
## National Case Log Data

### Definitions

- **EMG/NCS (Total)**: Electromyography and Nerve Conduction Studies (total)
- **EMG/NCS (Performed)**: Electromyography and Nerve Conduction Studies performed
- **Axial epidural injection (total)**: Axial epidural injection (total)
- **Axial: facet, SI joint, nerve block (total)**: Axial: facet, SI joint, nerve block (total)
- **Periph joint/intra-artic inj/tendon sheath/bursa inj (total)**: Peripheral joint/intra-artic injection/tendon sheath/bursa injection (total)
- **Periph joint/intra-artic inj/tendon sheath/bursa inj (performed)**: Peripheral joint/intra-artic injection/tendon sheath/bursa injection (performed)
- **Botulinum toxin injection (total)**: Botulinum toxin injection (total)
- **Botulinum toxin injection (performed)**: Botulinum toxin injection (performed)
- **Ultrasound (total)**: Ultrasound (total)

### Data Table

<table>
<thead>
<tr>
<th>Defined Category</th>
<th>Natl Res AVE</th>
<th>Natl Prog AVE</th>
<th>RRC Minimum</th>
<th>Natl Res Below Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMG/NCS (Total)</td>
<td>245.7</td>
<td>249.0</td>
<td>200</td>
<td>9</td>
</tr>
<tr>
<td>EMG/NCS (Performed)</td>
<td>208.2</td>
<td>211.3</td>
<td>150</td>
<td>5</td>
</tr>
<tr>
<td>Axial epidural injection (total)</td>
<td>38.2</td>
<td>39.2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Axial: facet, SI joint, nerve block (total)</td>
<td>36.5</td>
<td>37.6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Periph joint/intra-artic inj/tendon sheath/bursa inj (total)</td>
<td>81.4</td>
<td>80.8</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Periph joint/intra-artic inj/tendon sheath/bursa inj (performed)</td>
<td>68.8</td>
<td>68.1</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Botulinum toxin injection (total)</td>
<td>60.0</td>
<td>62.9</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Botulinum toxin injection (performed)</td>
<td>51.2</td>
<td>54.1</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Ultrasound (total)</td>
<td>48.6</td>
<td>46.9</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
Common Program Requirements

**Major Changes effective July 1, 2019**

- **Mission Statement |** focus of the educational program (e.g., academic/research, community care), what community the program will serve and how that will be accomplished, and how the program’s mission aligns with the larger mission of the Sponsoring Institution

- **Program Aims |** goals, objectives that the program intends to achieve
  - Design of program consistent with needs of the community and program/Sponsoring Institution mission effective 2020
Common Program Requirements

Major Changes effective July 1, 2019

- Site director
- Lactation facilities (citable 7/2020)
- Accommodations for residents with disabilities consistent with Sponsoring Institution’s policy (citable 7/2020)
- Coordinator support for administration of the program
  - Minimum of 50% FTE (2 ½ days/week)
  - Residency programs only
Common Program Requirements
Major Changes effective July 1, 2019

- Program director support for administration of the program
  - Minimum of 20% FTE (1 day/week); further specified by RCs
  - Residency programs only
- Core faculty determined by program director
- Faculty development | Faculty as a whole, must participate in all four categories (citable 7/2020)
- Faculty scholarly activity | Faculty as a whole (core and non-core faculty)
Common Program Requirements

*Major Changes effective July 1, 2019*

- Program Evaluation Committee/Clinical Competency Committee
- Board pass rate \( > \) bottom 5th percentile or \( \geq 80\% \)
- Programs must report, in ADS, board certification status annually for the cohort of board-eligible residents that graduated seven years earlier
Compliance with Diversity Requirements

- Each program/Sponsoring Institution should develop an intentional workforce plan with respect to diversity and inclusion.
- Descriptions of processes (i.e., initiatives, methods, procedures) used to address elements of the requirement will be described in the ADS Annual Update: Workforce Plan.
  - Review Committees will not review this year; responses will be reviewed by the Chief Diversity and Inclusion Officer.
- Initially, emphasis will be on ensuring processes are undertaken rather than outcomes achieved because actualizing diversity goals is a long-term commitment.
- New relevant questions added to the Resident and Faculty Surveys.
Revision to Supervision Requirements

- New Common Program Requirements approved by the ACGME Board in February
- Allows Review Committees to specify whether supervision by means of telecommunication may occur
  - VI.A.2.c).(1).(b) the supervising physician and/or patient is not physically present with the resident and the supervising physician is concurrently monitoring the patient care through appropriate telecommunication technology. (Core)
Common Program Requirements

Specialty-Specific Changes

- Minimum number of core faculty or core faculty/resident ratio
- Frequent rotational transitions, length of educational experiences and supervisory continuity
Common Program Requirements

Specialty-Specific Changes

- Focused revisions to make the aforementioned changes will be made to:
  - Physical Medicine and Rehabilitation
  - Brain Injury Medicine
- Will be posted for public Review and Comment in late spring/early summer
Pediatric Rehabilitation, Spinal Cord Injury Medicine & Sports Medicine Program Requirements

- Revisions to the pediatric rehabilitation medicine, spinal cord injury medicine and sports medicine Program Requirements were approved by the ACGME Board of Directors in February.
- Posted on the physical medicine and rehabilitation page of the ACGME website under “Future Effective Date.”
- The effective date is July 2020.
Pain Medicine Program Requirements

- Major revision approved by the ACGME Board of Directors in June 2019
- The effective date was July 2019
- Restriction of only one program per Sponsoring Institution removed
- Only one residency program required
Resident/Faculty Surveys

- Updated surveys implemented this year
- Survey window is February 10-March 15
- Required response rate is 70%
- ACGME Resident/Fellow Survey Content Areas Document
Resident Survey Content Areas

Clinical Experience and Education
- 80 hours per week
- Four or more days free in 28-day period
- Taken in-hospital call
- Taken in-hospital call more than once every third night
- Less than 14 hours free after 24 hours of work
- More than 28 consecutive hours work
- Adequately manage patient care within 30 hours
- Pressured to work more than 80 hours
- Additional responsibilities after 24 consecutive hours of work

Faculty Teaching and Supervision
- Faculty members interested in education
- Faculty effectively creates environment of inquiry
- Appropriate level of supervision
- Appropriate amount of teaching
- Quality of teaching received
- Extent increasing responsibility granted

Evaluation
- Ability to access evaluations
- Opportunity to evaluate faculty members
- Opportunity to evaluate program
- Satisfied with faculty members’ feedback

Educational Content
- Instruction on scientific inquiry principles
- Opportunities for research participation
- Taught about health care disparities
- Education in assessing patient goals
- Instruction on maintaining physical and emotional well-being
- Instruction on minimizing effects of sleep deprivation

Professionalism
- Faculty members act professionally when teaching
- Faculty members act professionally when providing care
- Residents/fellows comfortable calling supervisor with questions
- Able to raise concerns without fear or intimidation
- Satisfied with process for problems and concern
- Experienced or witnessed abuse
- Process in place for confidential reporting of unprofessional behavior

Diversity and Inclusion
- Preparation for interaction with diverse individuals
- Program fosters inclusive work environment
- Diverse resident/fellow recruitment and retention
- Overall evaluation of the program
- Overall opinion of program

Resources
- Education compromised by non-physician obligations
- Impact of other learners on education
- Access to mental health counseling or treatment
- Satisfied with safety and health conditions
- Faculty members discuss cost awareness in patient care

Patient Safety and Teamwork
- Culture emphasizes patient safety
- Know how to report patient safety events
- Information not lost during shift changes or patient transfers
- Interprofessional teamwork skills modeled or taught
- Participate in adverse event analysis
- Process to transition care when fatigue

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### Faculty Teaching and Supervision
- Program director effectiveness
- Faculty members committed to educating
- Faculty members satisfied with process for evaluation as educators

### Educational Content
- Learning environment conducive to education
- Residents/fellows instructed in cost-effectiveness
- Residents/fellows prepared for unsupervised practice

### Diversity and Inclusion
- Efforts to recruit diverse residents/fellows
- Program fosters inclusive work environment
- Efforts to retain diverse residents/fellows
- Participated in efforts to recruit diverse:
  - Faculty members, residents, fellows, other GME staff, pre-residency learners, including medical students

### Resources
- Satisfied with professional development and education
- Workload exceeded residents/fellows’ available time for work
- Participated in activities to enhance professional skills in:
  - Quality improvement and patient safety
  - Practice-based learning and improvement
  - Fostering residents/fellows’ well-being
  - Fostering own well-being
  - Education
  - Contributing to an inclusive clinical learning environment

### Patient Safety and Teamwork
- Know how to report patient safety events
- Culture emphasizes patient safety
- Effective teamwork in patient care
- Information not lost during shift changes or patient transfers
- Interprofessional teamwork skills modeled or taught
- Residents/fellows participate in adverse event analysis
- Process to transition care when residents/fellows fatigued

### Professionalism
- Satisfied with process for problems and concerns
- Experienced or witnessed abuse
- Residents/fellows comfortable calling supervisor with questions
- Faculty members act unprofessionally
- Process for confidential reporting of unprofessional behavior

### Overall
- Overall evaluation of the program
ACGME Award Nominations

- Now accepting nominations for outstanding DIOs, program directors, coordinators, GME staff members, or residents/fellows for 2021 ACGME Awards.

- Visit the Awards page on the ACGME website for additional information and to download applications.

- Nominations are due by:

  Friday, March 25, 2020, 5:00 p.m. (Central)
New Program Directors’ Guide

- Program Directors’ Guide to the Common Program Requirements
  - Residency version
  - Fellowship version
  - Interactive version with links posted on the Review Committee web pages | Documents and Resources
  - E-book version that can be downloaded is housed in Learn at ACGME

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Distance Learning

www.acgme.org/distancelearning

Learn at ACGME offers:
- Interactive Courses
- Video presentations
- Discussion Forums
- On-Demand Webcasts
- Toolkits and Assessments

Topics include:
- Best Practices for the ADS Annual Update
- Diversity and Inclusion
- Evaluation and Assessment
- Faculty Development
- Physician Well-Being
- Many more…

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Distance Learning

Visit the portal at https://acgme.org/distancelearning
or scan the QR code using your mobile phone.

Have a question or need assistance?
Contact desupport@acgme.org
New ACGME AWARE | Resources for Well-Being

Cognition and Well-Being Skill Development Video Workshop
Designed for program directors and DIOs, this video workshop provides programs with a model framework for raising well-being with residents and leading a local workshop around the role of cognition in well-being. Visit Learn at ACGME to access workshop resources.

AWARE App (available in the Apple App Store and Google Play)
Developed for junior residents, the app introduces common cognitive habits that contribute to stress and burnout, then identifies practices and resources for improving well-being. Can also be used by programs and institutions as part of a broader well-being curriculum.

AWARE Podcasts (available on most popular podcast platforms)
Consists of two series: Cognitive Skill-Building for Well-Being teaches individual clinicians about common cognitive mindsets and effective strategies to enhance their well-being. Systems and Research in Well-Being connects program directors and DIOs with resources to help inform local efforts to support their clinicians’ well-being and provide updates on the evolving research in well-being.

#ACGME2020
For more information, contact the Office of Distance Learning at de@acgme.org
Milestones 2.0 Are Here!

*Physical Medicine and Rehabilitation Work Group*

- Heather R. Baer, MD
- Laura Edgar, EdD, CAE
- Gerard Francisco, MD
- Rita Hamilton, DO
- Nancy Harada, PhD
- Wendy Helkowski, MD
- Jeffrey Jenkins, MD
- Drew Lewis, DO
- Michael Mallow, MD
- Sunil Sabharwal, MD
- Charles Taylor, MD, MS, MSEE
- Jennifer Zumsteg, MD

#ACGME2020
Milestones 2.0

- A draft of the revised Physical Medicine and Rehabilitation Milestones was posted for public review and comment
- The Work Group is reviewing comments received to determine if further modifications are needed
Milestones 2.0 | What’s New?

- Use of Cross-specialty Harmonized Milestones (Interpersonal and Communication Skills, Professionalism, Practice-based Learning and Improvement, Systems-based Practice)
- Reduced Milestones Complexity
- Streamlined subcompetencies within a milestone
- Supplemental Guide (word document for programs to customize)
  - Intent
  - Examples
  - Assessment Tools
  - Resources

Edgar L, Roberts S, Holmboe E, Milestones 2.0: A Step Forward. Journal of Graduate Medical Education, June 2018
Use the Microsoft Word version to create a shared mental model of the new Milestones in your program.
**Overall Intent:** To develop an understanding of QI principles and engage in QI activities

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Demonstrates knowledge of basic quality improvement methodologies and metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Has basic knowledge of QI principles and strategies, but has not yet participated in such activities</td>
</tr>
<tr>
<td></td>
<td>Participated in annual QI workshop</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Describes quality improvement initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Is aware of improvement initiatives within their scope of practice</td>
</tr>
<tr>
<td></td>
<td>Answers QI initiatives question on self evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Participates in quality improvement initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Participates in a QI activity to improve patient hand-offs</td>
</tr>
<tr>
<td></td>
<td>Resident chooses QI project and it has been approved by the hospital system for quality (reported for semi-annual meeting)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Initiates a QI project with the use of a standardized template for hand-offs and analyzes the results</td>
</tr>
<tr>
<td></td>
<td>QI project completed including data analysis and presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Creates, implements, and assesses quality improvement initiatives at the institutional or community level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Competently assumes an active role at the departmental or institutional level for QI initiatives, possibly even being the person to initiate action or call attention to the need for action</td>
</tr>
<tr>
<td></td>
<td>Involved in hospital QI committee or other system level QI initiatives</td>
</tr>
</tbody>
</table>

**Assessment Models or Tools**
- Chart or other system documentation by resident (approval of project)
- Direct observation at bedside or in meetings
- Documentation of QI or patient safety project processes or outcomes – presentation of QI outcomes in appropriate setting
- E-module multiple choice tests
- Multisource feedback, portfolio, simulation

**Curriculum Mapping**

**Notes or Resources**
- ABPMR QI Guidelines Resource
Milestones 2.0 Input Needed

- Implementation date
  - July 2020 or July 2021?
  - Review of comments on draft Milestones showed 12 of 21 prefer 2021
Milestones

- Resources are available on the Milestones web page and Learn at ACGME
- Please share your new Milestone experiences with the Milestones team

milestones@acgme.org
Program Resources

www.acgme.org

- Accreditation Data System (ADS)
- ACGME Policies and Procedures
- FAQ documents (e.g., Milestones, Common Program Requirements)
- Milestones and Clinical Competency Committee Guidebooks
- List of accredited programs
- General information on the site visit process and your Accreditation Field Representative(s)
Program Resources cont.

Physical Medicine and Rehabilitation web pages

- Complement increase policy
- Program Requirements, FAQ documents, and application forms
- Case Log procedure entry instructions
- Milestones
- Presentations

Weekly e-Communication

- Contains general GME information, accreditation-related updates, announcements regarding Program Requirements, updates from the Review Committee on ACGME issues/initiatives, etc.
ACGME Contacts

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**Requirements, Forms, or Notification Letters:**
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Denise Braun-Hart
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Elizabeth Prendergast
eprendergast@acgme.org | 312.755.7054
Group Activity *(if time permits)*

- Create groups of 5-10
- Choose a presenter
- Each group will be provided with one milestone from the Draft Supplemental Guide to review
- The group will discuss a shared mental model of what a resident would need to demonstrate in their program to achieve each Milestone level
- The presenter will share the new examples with the audience