SES#006 Updates from the Review Committee for Pediatrics

Susie Buchter, MD, Chair
Caroline Fischer, MBA, Executive Director
Disclosure to the Learner:

None of the above speakers or planners have any conflicts of interest to report.
Congratulations!

Parker J. Palmer Courage to Teach Award

- Robyn J. Blair, MD; Stony Brook Medicine; Stony Brook, New York; Pediatrics
- Suzanne McLaughlin, MD, MSc; Alpert Medical School of Brown University; Providence, Rhode Island; Internal Medicine-Pediatrics
- Edwin L. Zalneraitis, MD; University of Connecticut School of Medicine; Hartford, Connecticut; Pediatrics
Review Committee Composition

4 appointing organizations

- AAP, ABP, AOA, AMA

15 voting members

6-year terms – except resident (2 years)

Generalists, subspecialists, 1 public member

1 ex-officio (non-voting) member each from each nominating organization
Geographic Distribution of the Review Committee


Departing members [6/30/2020]: CT

Incoming members [7/1/2020]: CA
Review Committee Composition

- Dona S. Buchter, MD (Chair)
- Stephanie B. Dewar, MD
- Shawna Seagraves Duncan, DO
- Alan H. Friedman, MD
- Lynn Garfunkel, MD
- Rani Gereige, MD, MPH, FAAP (Vice Chair)
- Bruce Herman, MD
- Jason Homme, MD
- Jennifer Kesselheim, MD

- Su-Ting Li, MD, MPH (effective July 1, 2020)
- Richard B. Mink, MD, MACM
- Michelle Montalvo Macias, MD
- Adam Rosenberg, MD
- Nefertari Terrill-Jones, MD, (Resident)
- Judith S. Shaw, EdD, MPH, RN, FAAP (Public Member)
- Linda Waggoner-Fountain, MD, MAMEd, FAAP
## 2019-2020 Status Decisions

<table>
<thead>
<tr>
<th>Status</th>
<th>Core</th>
<th>Subs</th>
<th>Med-Peds</th>
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Citations vs. Areas for Improvement (AFIs)

- Core programs:
  - 2018-2019 Citations: 113
  - 2018-2019 AFIs: 173

- Subspecialty programs:
  - 2018-2019 Citations: 95
  - 2018-2019 AFIs: 351

#ACGME2020
2018-2019 Frequent Citations

Categorical Pediatrics Programs

- Learning and working environment
  - 80 hours
- Faculty qualifications
- Board pass rate
- Faculty member responsibilities (time, interest)
- Evaluations (timely feedback)
2018-2019 Frequent AFIs
Categorical Pediatrics Programs

- Educational content
  - Appropriate balance for education
  - Education compromised by service
  - Opportunities for scholarly activity
- Procedural experience
- Evaluations

- Accurate/complete information
- Resources
  - Process to deal with problems/concerns
  - Raise issues/concerns without fear
- Learning and working environment
- Faculty supervision and teaching
2018-2019 Frequent Citations

Subspecialty Programs

- Faculty qualifications
- Learning and working environment
  - 80 hours
- Evaluations (timely feedback, Program Evaluation Committee composition)
- Qualifications of the program director (lack of scholarly activity)
2018-2019 Frequent AFIs
Subspecialty Programs

- Evaluations
  - Timeliness of feedback
- Faculty supervision and teaching
- Resources
  - Raise concerns without fear
  - Process to deal with problems/concerns
- Educational content
  - Appropriate balance for education
  - Education compromised by service
- Inaccurate/incomplete information
Incomplete/Inaccurate Data

- Faculty Roster | Current certification information
  - Participating in MOC/CC Requirements
  - Re-certified should not be used
- CVs | Current licensure, scholarly activities from last five years
- Medical centers with multiple campuses should list each campus as a participating site
Incomplete/Inaccurate Data

- Block Diagram | Follow instructions in Accreditation Data System (ADS), provide key for abbreviations, do not include individual schedules
- Identify individualized curriculum and subspecialty experiences
  - Do not use the term “elective” for these rotations
- Specialty-specific instructions to be posted before the start of the next annual update
### Sample 1

*This is a commonly used example in which the year’s rotations are divided into 12 (presumably one-month) rotations. Rotations may include structured outpatient or research time and electives.*

<table>
<thead>
<tr>
<th>Block</th>
<th>Site</th>
<th>Rotation Name</th>
<th>% Outpatient</th>
<th>% Research</th>
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<td>0</td>
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<td>CM</td>
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<td>RS</td>
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<td>IC</td>
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<td>variable</td>
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### Sample 2

*In this common example, the year’s rotations are divided into 13 equal (presumably four-week) rotations. Rotations may include structured outpatient or research time, and electives.*

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<th>Site</th>
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<th>% Outpatient</th>
<th>% Research</th>
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<td>Site 1</td>
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<td>Site 1</td>
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<tr>
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<td>Site 1</td>
<td>RS</td>
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<td>Site 1</td>
<td>PEM</td>
<td>100</td>
<td>0</td>
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<td>Site 1</td>
<td>PICU</td>
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<td>Site 2</td>
<td>EM</td>
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<td>8</td>
<td>Site 2</td>
<td>CM</td>
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<td>Site 1 or 2</td>
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<td>Site 3</td>
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<tr>
<td>13</td>
<td>Site 3</td>
<td>NICU</td>
<td>10</td>
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</table>
Avoiding Common Errors in ADS

- Instructional videos on the ACGME’s online learning platform, Learn at ACGME
  - Responding to Citations
  - Entering Scholarly Activity into ADS
  - Creating an Effective Block Schedule
Revision to Supervision Requirements

- New Common Program Requirements approved by the ACGME Board of Directors in February
- Allows Review Committees to specify whether supervision by means of telecommunication may occur
Pediatrics Program Requirements
Focused Revision

- Minimum number of core faculty members or core faculty/resident ratio
- Minimize rotational transitions, provide adequate length of educational experiences to allow for both assessment and supervisory continuity
Pediatrics Program Requirements

- Program director must participate in either pediatrics or subspecialty MOC
- Mental health
  - Patient care competency
  - Curriculum
- Supervision by means of telecommunication
Procedure Requirements

- Will be revised in conjunction with the next full revision
- Information will be gathered on the procedures performed/availability of procedures
- Consideration will be given to the future practice of pediatricians
Compliance with Procedure Requirements

- Review Committee will take into consideration national difficulty in achieving competence in some procedures (e.g., neonatal intubation)
- Simulation may be used, but competence should ultimately be demonstrated with an actual patient
Internal Medicine-Pediatrics Program Requirements

- Focused revision
- Minimum number of core faculty members or core faculty/resident ratio
- Minimize rotational transitions, provide adequate length of educational experiences to allow for both assessment and supervisory continuity
- Supervision by means of telecommunication
Pediatric Emergency Medicine Program Requirements

- Focused revision
- Correct outline in section IV.C.3.b).(3)-(8); should be numbered IV.C.3.c)-h)
Pediatric Critical Care Medicine Program Requirements

- Focused revision
- Clarify the required minimum time spent in the pediatric intensive care unit (PICU)
- Clarify experiences that count toward the non-ICU experiences
Pediatric Hospital Medicine (PHM) Timeline

- Requirements approved by the ACGME Board of Directors in September 2019
- Review Committee to review applications in 2020
  - Four PHM programs granted Initial Accreditation | January 2020
# Upcoming Review Committee Meeting Dates

<table>
<thead>
<tr>
<th>Meeting Dates:</th>
<th>Agenda Closes:</th>
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<tbody>
<tr>
<td>April 23-24, 2020</td>
<td>February 28, 2020</td>
</tr>
<tr>
<td>September 14-15, 2020</td>
<td>July 17, 2020</td>
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<tr>
<td>January 25-27, 2021</td>
<td>November 23, 2020</td>
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<tr>
<td>April 19-20, 2021</td>
<td>February 19, 2021</td>
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<tr>
<td>September 30-October 1, 2021</td>
<td>July 30, 2021</td>
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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
  Documents
Resident Survey | New Content

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 every third night
- Less than 14 hours free after 24 hours of work

- More than 28 consecutive hours work
- Adequately manage patient care within 80 hours
- Pressured to work more than 80 hours
- Additional responsibilities after 24 consecutive hours of work
Resident Survey | New Content

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
Resident Survey | New Content

**Evaluation**

- Able to access evaluations
- Opportunity to evaluate faculty members
- Opportunity to evaluate program
- Satisfied with faculty members’ feedback
Resident Survey | New Content

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
- Program instruction in when to seek care regarding:
  - Fatigue and sleep deprivation
  - Depression
  - Burnout
  - Substance abuse
Resident Survey | New Content
Diversity and Inclusion

- Preparation for interaction with diverse individuals
- Program fosters inclusive work environment
- Diverse resident/fellow recruitment and retention
Resident Survey | New Content

Resources

- Education compromised by non-physician obligations
- Impact of other learners on education
- Provided direct clinical patient care
- Time to interact with patients
- Appropriate balance between education and patient care
- Time to participate in structured learning activities
- Able to attend personal appointments
- Access to mental health counseling or treatment
- Satisfied with safety and health conditions
- Faculty members discuss cost awareness in patient care decisions
Resident Survey | New Content

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 fatigued
Resident Survey | New Content

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 concerns
- Experienced or witnessed abuse
- Process in place for confidential reporting of unprofessional behavior
Faculty Survey | New Content

Faculty Teaching and Supervision

- Program director effectiveness
- Faculty members committed to educating
- Faculty members satisfied with process for evaluation as educators
- Sufficient time to supervise residents/fellows
- Performance as educator evaluated at least once per year
Faculty Survey | New Content

Educational Content

- Learning environment conducive to education
- Residents/fellows instructed in cost effectiveness
- Residents/fellows prepared for unsupervised practice
Faculty Survey | New Content

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
Faculty Survey | New Content

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
Faculty Survey | New Content

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
Faculty Survey | New Content

Professionalism

- Satisfied with process for problems and concerns
- Experienced or witnessed abuse
- Residents/fellows comfortable calling supervisor with/for questions
- Faculty members act unprofessionally
- Process for confidential reporting of unprofessional behavior
Milestones 2.0

- Development of the new Pediatrics Milestones has begun
  - Working Group will meet in March to finalize draft
  - Draft Milestones will be posted for review and comment
- Pediatric subspecialty Milestones to be reviewed after the core Pediatrics Milestones are completed
- Resources are available on the Milestones web page and Learn at ACGME
- Contact milestones@acgme.org with any questions or concerns
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…
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

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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
ADS has launched a beta version of a new tool for residents/fellows to retrieve their Milestone evaluations and the program-level aggregated results of their Resident/Fellow Survey reports.

The Resident/Fellow Portal will also allow users the ability to edit some of their personal information.

To create their Resident/Fellow Portal account, individual residents and fellows should visit https://apps.acgme.org/ads/public/residentportal/search, or click Resident/Fellow Portal from the ADS login page, and enter their relevant information.

Email questions or feedback regarding the Portal to qa@acgme.org
JGME News

- Call for Resident Members of the JGME Editorial Board

- **JGME** seeks a current resident or fellow to serve on its Editorial Board. Applicants are eligible from any specialty or subspecialty to serve a two-year term.

- Candidates should email their CV and a brief letter of interest to jgme@acgme.org. The deadline for receipt of nomination materials is **Monday, March 9, 2020**.

- Additional information on the ACGME website
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
- Program Directors’ Guide to the Common Program Requirements
  - Residency version | Fellowship version
- List of accredited programs
- General information on the site visit process and your Accreditation Field Representative(s)
Program Resources continued

Pediatrics web pages
- Program Requirements and application forms
- Milestones
- Presentations
- Complement increase policy

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

ADS: ads@acgme.org
  ▪ Lauren Criste | lcriste@acgme.org
    312.755.7443

Site Visit:
  ▪ Linda Andrews, MD | landrews@acgme.org
    312.755.5003
  ▪ Andrea Chow | achow@acgme.org
    312.755.5009
  ▪ Penny Iverson-Lawrence | pil@acgme.org
    312.755.5014

Requirements, Forms, or Notification Letters:
  ▪ Caroline Fischer | cfischer@acgme.org
    312.755.5046
  ▪ Denise Braun-Hart | dbraun@acgme.org
    312.755.7478
  ▪ Elizabeth Prendergast
    eprendergast@acgme.org | 312.755.7054