Updates from the Review Committee for Pediatrics

Susie Buchter, MD, Review Committee Chair
Caroline Fischer, MBA, Executive Director
Disclosure

We have no conflicts of interest to report.
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 resident member

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

Current members: CA, CO, CT, FL, GA, MA, NJ, NY, NC, OH, OK, PA, UT, VT, and VA

Incoming members: MN, MO, SC, and VA
Review Committee Composition

Dona S. Buchter, MD (Chair)  
Ann E. Burke, MD  
Dalya L. Chefitz, MD  
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  
Jennifer Kesselheim, MD  
Richard B. Mink, MD, MACM  
Victoria F. Norwood, MD  
Judy-April Oparaji, MD, RD (Resident)  
Adam Rosenberg, MD  
Judith S. Shaw, EdD, MPH, RN, FAAP (Public Member)
Congratulations!

New Review Committee members

- Shawna Seagraves Duncan, DO
- Adam Rosenberg, MD
- Jason Homme, MD (Beginning 7/1/2019)
- Michelle Montalvo Macias, MD (Beginning 7/1/2019)
- Nefertari Terrill-Jones, MD (Beginning 7/1/2019)
- Linda Ann Waggoner-Fountain, MD, MAMEd, FAAP (Beginning 7/1/2019)
Congratulations!

ACGME Courage to Teach Award (honoring program directors)

- Sandra A. Moutsios, MD; Vanderbilt University Medical Center; Nashville, Tennessee (Med-Peds)
- Brett W. Robbins, MD; University of Rochester; Rochester, New York (Med-Peds)

David C. Leach Award (honoring residents or fellows)

- Eric J. Chow, MD, MPH; Brown University/Rhode Island Hospital – Lifespan; Providence, Rhode Island (Med-Peds)
- Laura C. Page, MD; Duke University Medical Center; Durham, North Carolina (Pediatric Endocrinology)
# 2019 Status Decisions

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

![Bar chart showing citations and areas for improvement (AFIs) for core and subspecialty programs across 2017-2018.]
80-Hour Requirement Citations

- Letter to the Community dated January 9 from Dr. Nasca
- Compliance with 80-hour requirement will be strictly monitored
- Programs will receive citations where violations are identified
2017-2018 Frequent Citations

Categorical Pediatrics Programs

- Faculty qualifications
- Board pass rate
- Faculty responsibilities (time, interest)
- Curricular development
- Service to education imbalance
2017-2018 Frequent AFIs

Categorical Pediatrics Programs

- Procedural experience
- Evaluations
- Educational content
  - Appropriate balance for education
  - Education compromised by service
- Learning and working environment
- Faculty supervision and teaching
2017-2018 Frequent Citations
Subspecialty Programs

- Qualifications of the faculty members
- Curricular development (structured didactics)
- Patient care experience (inadequate number/variety)
- Qualifications of the program director (lack of scholarly activity)
2017-2018 Frequent AFIs
Subspecialty Programs

- Evaluations
  - Timeliness of feedback
- Faculty supervision and teaching
- Resources
  - Fellows can raise concerns without fear
  - Satisfied with 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 Maintenance of Certification - M
- CVs – current licensure, scholarly activities from last five years
- Block Diagram – provide key for abbreviations, do not include individual schedules
Avoiding Common Errors in ADS

- Instructional videos on the ACGME Distance Learning page on the ACGME website
  - Responding to Citations
  - Entering Scholarly Activity into ADS
  - Creating an Effective Block Schedule
Avoiding Common Errors in ADS
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
Common Program Requirements: Sections I-V

- Effective date is July 1, 2019
- All specialty-specific requirement documents will be updated to include the new Common Program Requirements and will be posted by July 1
Common Program Requirements: Specialty-Specific Changes

- Minimum number of core faculty or core faculty/resident ratio
- Faculty scholarly activity dissemination – whether to require peer-reviewed publications
- Frequent rotational transitions, length of educational experiences and supervisory continuity
Common Program Requirements: Specialty-Specific Changes

- Focused revisions to align with the aforementioned changes will be made to the pediatrics requirements
- Should be posted for public review and comment in late spring/early summer
Pediatric Subspecialty Program Requirement Revisions

- Revisions to Program Requirements approved by the ACGME Board of Directors in February 2019
- Effective date: July 1, 2019
Pediatric Hospital Medicine

- Development of Program Requirements began last year
- Posted for review and comment: Comments due April 10
- Requirements should be approved in September 2019
- Application form will be available once requirements are finalized
- Review Committee will probably begin to review applications in January 2020
Upcoming Changes in ADS

- Align the data collected with the Common Program Requirements going into effect July 1, 2019
- Changes will go live after ADS Rollover June 24, 2019
- Programs applying and re-applying will be required to respond to new/updated ADS elements
- Accredited programs will be required to respond to new/updated questions in the ADS Annual Update
ADS Change:
Site Director Identification

Edit Participating Sites

Program Letter of Agreement (PLA) exists between program and site?
- Yes
- No
- N/A (site under governance of sponsoring institution)

Rotation Months:

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<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
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</table>

Distance to Primary Clinical Site:

<table>
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<tr>
<th>Miles</th>
<th>Minutes</th>
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</thead>
<tbody>
<tr>
<td>2.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Briefly describe the content of the educational experience (e.g., faculty coverage, volume/variety of clinical experience, site support and educational impact):

University of South Alabama Children’s Hospital Pediatric Surgical Site, an integrated site for the USA residency. Residents gain experience in pediatric surgical and obstetric health issues in an academic tertiary care setting.

Site Director:
Designation of Core Faculty

Designate faculty as “Core” on the Faculty Roster

II.B.4. Core faculty members must have a significant role in the education and supervision of residents and must devote a significant portion of their entire effort to resident education and/or administration, and must, as a component of their activities, teach, evaluate, and provide formative feedback to residents. (Core)
ADS Change:
Faculty Certification

After the ADS Rollover, all programs will enter the expiration date of their faculty members’ certification, if available.

Exceptions:
Some specialties/subs (e.g., pediatrics) do not have an expiration date for Maintenance of Certification, so it will not be required.

Faculty members with AOA certification with a status of “OCC” will not be required to enter an expiration date.
ADS Change: Faculty Scholarly Activity

- Residency programs will complete a table for all physician faculty members and a separate table for non-physician faculty members
### ADS Changes: Questions

<table>
<thead>
<tr>
<th>Common Application &amp; Annual Update Questions</th>
<th>Application (Non-Single GME)</th>
<th>Pre-Accreditation &amp; Continued Pre-Accreditation</th>
<th>Initial Accreditation Statuses</th>
<th>Continued Accreditation Statuses &amp; Probation</th>
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<tbody>
<tr>
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<td>X</td>
<td>X</td>
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</tbody>
</table>

There will be multiple changes to the questions in ADS
ADS Changes

Programs to provide their mission statement

The mission statement is a written statement of a program’s core purpose. This statement should clarify the focus of the educational program (e.g., academic/research focus, community care focus, etc.), 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.
Provide the program aims that are guided by the program’s mission statement.

The program’s aims (i.e., goals, objectives) should describe what the program intends to achieve in accordance with the Common Program Requirements. The program aims should be consistent with the overall mission of its Sponsoring Institution, the needs of the community it serves and that its graduates serve, and the distinctive capabilities of its graduates (e.g., leadership, research, public health).
ADS Change: Document Uploads

- Reorganized for clarity
- Some documents may be separated (e.g., evaluation documents)
- Descriptions of documents to be updated for clarity
- Additional documents may be required (e.g., policy for well-being)
- Documents will be retained after Initial Accreditation
ADS Changes

- Multiple revisions to specialty-specific documents likely to occur between July 2019 and July 2021

*Watch for the e-Communication e-mails*
New Subspecialties Approved

- Pediatric Dermatology (Review Committee for Dermatology)
- Multidisciplinary Neurocritical Care Medicine (Review Committees for Anesthesiology, Emergency Medicine, Neurological Surgery, Neurology)
New Subspecialty Applications

- Complex Family Planning (Review Committee for Obstetrics and Gynecology)
- Wound Care (Multidisciplinary)
Self-Study and 10-Year Site Visit Dates

- Programs scheduled with a Self-Study date prior to April 2019 will likely have their 10-Year Accreditation Site Visit more than 24 months after the Self-Study date listed in ADS

- Programs with Self-Study dates of May 2019 and beyond will have their Self-Study dates pushed forward into the future (exact timeframe under review)

- More information about the date changes are forthcoming
Self-Study Resources

- Updated site visit FAQs on the ACGME website, with more information about the Self-Study and 10-Year Accreditation Site Visit

- Webinar, August 2, 2019:

  Maximizing the Value of the ACGME Self-Study Process for Your Program:

  No Need to Be Afraid!
Milestones 2.0

- A working group will convene in August 2019 for its first of typically three meetings
- Draft will be posted for review and comment
- A Supplemental Guide (SG) will be developed to provide insight into the intent of the subcompetencies with examples for each level, sample assessment methods, and other available resources
- The guide will be available as a Microsoft Word document so that your Clinical Competency Committee can personalize it to your program
Milestones Resources

Tell us what you need and how we can help you!

milestones@acgme.org
Milestones Research

Research

The ACGME Milestones research team aims to provide relevant data and publications whenever possible. If you have any questions, please contact us at milestones@acgme.org.

Publications:
- Milestones 2.0: A Forward Step
- Harmonizing the Approach to Milestone Assessment of Systems-Based Practice
- Improving the Practice-Based Learning and Improvement Milestone
- Refining the Milestone for Assessment of Professional Skills
- Strengthening Interpersonal and Communication Skills: Resilience in Milestone 2.0
- Revisiting the Milestone Criteria for Milestone 2.0
- Reflections on the First 2 Years of Milestone Implementation
- Milestones Bibliography

Quick Links
- Overview
- Research
- Engagement
- Milestones by Specialty
- Feedback and Questions

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Physician Well-Being

- Common Program Requirements
- Clinical Learning Environment Review (CLER) Program
- Journal of Graduate Medical Education (JGME)
- Back to Bedside
- National Academy of Medicine Collaborative
Physician Well-Being

National Academy of Medicine Collaborative goals:

- Raise the visibility of clinician anxiety, burnout, depression, stress, and suicide
- Improve baseline understanding of challenges to clinician well-being
- Advance evidence-based, multidisciplinary solutions to improve patient care by caring for the caregiver.

A comprehensive resource repository – The Clinician Well-Being Knowledge Hub
Program Resources

www.acgme.org

- ACGME Policies and Procedures
- Milestones and Clinical Competency Committee Guidebooks
- List of accredited programs
- Accreditation Data System (ADS)
- FAQ documents (e.g., Milestones, Common Program Requirements)
- General information on site visit process and your site visitor
- Videos: Avoiding Common Errors in the ADS Annual Update
Program Resources *cont.*

**Pediatrics web pages**
- Complement increase policy
- Program Requirements, FAQ documents, and application forms
- 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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  - Samantha Alvarado (salvarado@acgme.org) 312.755.7118

Site Visit:
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  - 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
Thank you!