



**Accreditation Council for  
Graduate Medical Education**

**ACGME Program Requirements for  
Graduate Medical Education  
in Obstetrics and Gynecology**

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Revised Common Program Requirements effective: July 1, 2015  
Revised Common Program Requirements effective: July 1, 2016

# **ACGME Program Requirements for Graduate Medical Education in Obstetrics and Gynecology**

**Common Program Requirements are in BOLD**

## **Introduction**

**Int.A.      Residency is an essential dimension of the transformation of the medical student to the independent practitioner along the continuum of medical education. It is physically, emotionally, and intellectually demanding, and requires longitudinally-concentrated effort on the part of the resident.**

**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 physician to assume personal responsibility for the care of individual patients. For the resident, 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 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 development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.**

**Int.B.      Obstetrician gynecologists are physicians who, by virtue of satisfactory completion of a defined course of graduate medical education, possess special knowledge, skills, and professional capability in the medical and surgical care of the female reproductive system across the life span and women's health conditions, such that it distinguishes them from other physicians and enables them to serve as primary physicians for women, and as consultants to other physicians.**

**Int.C.      The educational program in obstetrics and gynecology must be 48 months in length.** (Core)

## **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 resident assignments at all participating sites.** (Core)

**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.** (Core)

- I.A.1. The program director must dedicate no less than 20 hours per week of his or her professional effort to the administrative and educational activities of the Obstetrics and Gynecology educational program and receive institutional support for this time. (Core)
- I.A.2. The program director must not be required to generate clinical or other income to finance this administrative time. (Core)
- I.A.3. At a minimum, a full-time program coordinator is required for all programs, and should receive full financial support from the institution. (Detail)
- I.A.4. The sponsoring institution must also sponsor Accreditation for Graduate Medical Education (ACGME)-accredited programs in at least one of the following specialties: family medicine, internal medicine, pediatrics, or surgery. (Core)

**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.** (Core)

**The PLA should:**

- I.B.1.a) **identify the faculty who will assume both educational and supervisory responsibilities for residents;** (Detail)
- I.B.1.b) **specify their responsibilities for teaching, supervision, and formal evaluation of residents, as specified later in this document;** (Detail)
- I.B.1.c) **specify the duration and content of the educational experience; and,** (Detail)
- I.B.1.d) **state the policies and procedures that will govern resident education during the assignment.** (Detail)
- I.B.2. **The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all residents, of one month full time equivalent (FTE) or more through the Accreditation Council for Graduate Medical Education (ACGME) Accreditation Data System (ADS).** (Core)

**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.**                      **The program director should continue in his or her position for a length of time adequate to maintain continuity of leadership and program stability.** <sup>(Detail)</sup>
- II.A.3.**                      **Qualifications of the program director must include:**
- II.A.3.a)**                      **requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee;** <sup>(Core)</sup>
- II.A.3.b)**                      **current certification in the specialty by the American Board of Obstetrics and Gynecology (ABOG), or specialty qualifications that are acceptable to the Review Committee;** <sup>(Core)</sup>
- II.A.3.c)**                      **current medical licensure and appropriate medical staff appointment; and,** <sup>(Core)</sup>
- II.A.3.c).(1)**                      **The program director should be a member of the staff of the sponsoring institution or a major participating site.** <sup>(Detail)</sup>
- II.A.3.d)**                      **a minimum five years' of clinical experience in obstetrics or gynecology after completion of a residency in obstetrics and gynecology.** <sup>(Core)</sup>
- II.A.4.**                      **The program director must administer and maintain an educational environment conducive to educating the residents in each of the ACGME competency areas.** <sup>(Core)</sup>
- The program director must:**
- II.A.4.a)**                      **oversee and ensure the quality of didactic and clinical education in all sites that participate in the program;** <sup>(Core)</sup>
- II.A.4.b)**                      **approve a local director at each participating site who is accountable for resident education;** <sup>(Core)</sup>
- II.A.4.c)**                      **approve the selection of program faculty as appropriate;** <sup>(Core)</sup>
- II.A.4.d)**                      **evaluate program faculty;** <sup>(Core)</sup>
- II.A.4.e)**                      **approve the continued participation of program faculty based on evaluation;** <sup>(Core)</sup>
- II.A.4.f)**                      **monitor resident supervision at all participating sites;** <sup>(Core)</sup>

- II.A.4.g)** prepare and submit all information required and requested by the ACGME. <sup>(Core)</sup>
- II.A.4.g).(1)** This includes but is not limited to the program application forms and annual program updates to the ADS, and ensure that the information submitted is accurate and complete. <sup>(Core)</sup>
- II.A.4.h)** ensure compliance with grievance and due process procedures as set forth in the Institutional Requirements and implemented by the sponsoring institution; <sup>(Detail)</sup>
- II.A.4.i)** provide verification of residency education for all residents, including those who leave the program prior to completion; <sup>(Detail)</sup>
- II.A.4.j)** implement policies and procedures consistent with the institutional and program requirements for resident duty hours and the working environment, including moonlighting, <sup>(Core)</sup>
- and, to that end, must:
- II.A.4.j).(1)** distribute these policies and procedures to the residents and faculty; <sup>(Detail)</sup>
- II.A.4.j).(2)** monitor resident duty hours, according to sponsoring institutional policies, with a frequency sufficient to ensure compliance with ACGME requirements; <sup>(Core)</sup>
- II.A.4.j).(3)** adjust schedules as necessary to mitigate excessive service demands and/or fatigue; and, <sup>(Detail)</sup>
- II.A.4.j).(4)** if applicable, monitor the demands of at-home call and adjust schedules as necessary to mitigate excessive service demands and/or fatigue. <sup>(Detail)</sup>
- II.A.4.k)** monitor the need for and ensure the provision of back up support systems when patient care responsibilities are unusually difficult or prolonged; <sup>(Detail)</sup>
- II.A.4.l)** comply with the sponsoring institution's written policies and procedures, including those specified in the Institutional Requirements, for selection, evaluation and promotion of residents, disciplinary action, and supervision of residents; <sup>(Detail)</sup>
- II.A.4.m)** be familiar with and comply with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures; <sup>(Detail)</sup>

- II.A.4.n)** 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.4.n).(1)** all applications for ACGME accreditation of new programs; <sup>(Detail)</sup>
- II.A.4.n).(2)** changes in resident complement; <sup>(Detail)</sup>
- II.A.4.n).(3)** major changes in program structure or length of training; <sup>(Detail)</sup>
- II.A.4.n).(4)** progress reports requested by the Review Committee; <sup>(Detail)</sup>
- II.A.4.n).(5)** requests for increases or any change to resident duty hours; <sup>(Detail)</sup>
- II.A.4.n).(6)** voluntary withdrawals of ACGME-accredited programs; <sup>(Detail)</sup>
- II.A.4.n).(7)** requests for appeal of an adverse action; and, <sup>(Detail)</sup>
- II.A.4.n).(8)** appeal presentations to a Board of Appeal or the ACGME. <sup>(Detail)</sup>
- II.A.4.o)** 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.4.o).(1)** program citations, and/or, <sup>(Detail)</sup>
- II.A.4.o).(2)** request for changes in the program that would have significant impact, including financial, on the program or institution. <sup>(Detail)</sup>
- II.A.4.p)** notify the Review Committee, via ADS, within 30 days of any major change in the program that may significantly alter the educational experience for the residents, including: <sup>(Core)</sup>
- II.A.4.p).(1)** changes in leadership of the department or the program; and, <sup>(Core)</sup>
- II.A.4.p).(2)** any major changes in participating sites. <sup>(Core)</sup>
- II.A.4.q)** conduct and document ongoing and final reviews of operative logs with residents to ensure an adequate distribution, volume, and variety of operative experiences; and, <sup>(Core)</sup>
- II.A.4.r)** ensure accurate and complete documentation of each resident's experience, and retain the numbers and types of operative

procedures performed by residents in the program for each year of the program. <sup>(Core)</sup>

II.A.4.r).(1) These records should indicate the level of participation of the resident and Milestones achieved. <sup>(Core)</sup>

II.A.4.r).(2) This information must be provided in the format and form specified by the Review Committee. <sup>(Core)</sup>

## **II.B. Faculty**

**II.B.1. At each participating site, there must be a sufficient number of faculty with documented qualifications to instruct and supervise all residents at that location.** <sup>(Core)</sup>

**The faculty must:**

**II.B.1.a) devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; and to demonstrate a strong interest in the education of residents;** <sup>(Core)</sup>

**II.B.1.b) administer and maintain an educational environment conducive to educating residents in each of the ACGME competency areas; and,** <sup>(Core)</sup>

**II.B.1.c) provide on-site faculty physician supervision when residents are on-duty in the hospital or ambulatory site.** <sup>(Core)</sup>

**II.B.2. The physician faculty must have current certification in the specialty by the American Board of Obstetrics and Gynecology (ABOG), or possess qualifications judged acceptable to the Review Committee.** <sup>(Core)</sup>

**II.B.3. The physician faculty must possess current medical licensure and appropriate medical staff appointment.** <sup>(Core)</sup>

**II.B.4. The nonphysician faculty must have appropriate qualifications in their field and hold appropriate institutional appointments.** <sup>(Core)</sup>

**II.B.4.a) Other health professional with appropriate certification, such as Certified Nurse Midwife, Nurse Practitioner, or Physician Assistant, may be listed as faculty.** <sup>(Core)</sup>

**II.B.5. The faculty must establish and maintain an environment of inquiry and scholarship with an active research component.** <sup>(Core)</sup>

**II.B.5.a) The faculty must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.** <sup>(Detail)</sup>

**II.B.5.b) Some members of the faculty should also demonstrate**

**scholarship by one or more of the following:**

- II.B.5.b).(1)** **peer-reviewed funding;** <sup>(Detail)</sup>
- II.B.5.b).(2)** **publication of original research or review articles in peer-reviewed journals, or chapters in textbooks;** <sup>(Detail)</sup>
- II.B.5.b).(3)** **publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or,** <sup>(Detail)</sup>
- II.B.5.b).(4)** **participation in national committees or educational organizations.** <sup>(Detail)</sup>

**II.B.5.c)** **Faculty should encourage and support residents in scholarly activities.** <sup>(Core)</sup>

**II.B.6.** The physician faculty must be immediately available to a resident if clinical activity is taking place in the operating rooms and/or labor and delivery areas; and, <sup>(Core)</sup>

**II.B.6.a)** If the program director judges that the size and nature of the patient population does not require a 24-hour on-site presence of residents or physician faculty members, this situation must be carefully defined, and must receive prior approval from the Review Committee. <sup>(Core)</sup>

**II.B.7.** The physician faculty should be within easy walking distance of patient care units. <sup>(Detail)</sup>

**II.B.8.** The program director should identify a qualified individual, as a Subspecialty Faculty Educator in each of the following subspecialties of obstetrics and gynecology: female pelvic medicine and reconstructive surgery, gynecologic oncology, maternal-fetal medicine, and reproductive endocrinology and infertility. <sup>(Detail)</sup>

The Subspecialty Faculty Educator should be:

**II.B.8.a)** currently certified in the subspecialty by ABOG, or possess qualifications that are acceptable to the Review Committee; and, <sup>(Detail)</sup>

**II.B.8.b)** accountable to the program director for coordination of the residents' educational experiences in order to accomplish the goals and objectives in the subspecialty. <sup>(Detail)</sup>

## **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>



## **II.D. Resources**

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

- II.D.1. There must be medical and laboratory data retrieval capabilities accessible from all outpatient and inpatient facilities to enable efficient and effective patient care. <sup>(Core)</sup>
- II.D.2. Clinical support services must include pathology and radiology with laboratory and radiologic information retrieval systems that allow rapid access to results. <sup>(Core)</sup>
- II.D.3. There must be space and equipment for the educational program, including meeting rooms and classrooms with audiovisual and other educational aids, simulation capabilities, and office space for staff members. <sup>(Core)</sup>
- II.D.4. Clinical facilities must include adequate inpatient and outpatient facilities, and office space accessible to residents. <sup>(Core)</sup>
- II.D.5. The program must provide safe, quiet private sleep facilities in close proximity to where obstetrics and gynecology patient care is rendered for residents to support safe patient care. <sup>(Core)</sup>
- II.D.6. The patient population on which the educational program is based must be sufficient in volume and variety so that the broad spectrum of experiences necessary to meet the educational objectives will be provided. Any major changes in these resources must be reported to the Review Committee. <sup>(Core)</sup>

## **II.E. Medical Information Access**

**Residents 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. Resident Appointments**

### **III.A. Eligibility Criteria**

**The program director must comply with the criteria for resident eligibility as specified in the Institutional Requirements.** <sup>(Core)</sup>

#### **III.A.1. Eligibility Requirements – Residency Programs**

- III.A.1.a) **All prerequisite post-graduate clinical education required for initial entry or transfer into ACGME-accredited residency**

programs must be completed in ACGME-accredited residency programs, or in Royal College of Physicians and Surgeons of Canada (RCPSC)-accredited or College of Family Physicians of Canada (CFPC)-accredited residency programs located in Canada. Residency programs must receive verification of each applicant's level of competency in the required clinical field using ACGME or CanMEDS Milestones assessments from the prior training program. (Core)

**III.A.1.b)** A physician who has completed a residency program that was not accredited by ACGME, RCPSC, or CFPC may enter an ACGME-accredited residency program in the same specialty at the PGY-1 level and, at the discretion of the program director at the ACGME-accredited program may be advanced to the PGY-2 level based on ACGME Milestones assessments at the ACGME-accredited program. This provision applies only to entry into residency in those specialties for which an initial clinical year is not required for entry. (Core)

**III.A.1.c)** A Review Committee may grant the exception to the eligibility requirements specified in Section III.A.2.b) for residency programs that require completion of a prerequisite residency program prior to admission. (Core)

**III.A.1.d)** Review Committees will grant no other exceptions to these eligibility requirements for residency education. (Core)

### **III.A.2. 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. (Core)

**III.A.2.a)** 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. (Core)

#### **III.A.2.b) 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.2. and III.A.2.a), but who does meet all of the following additional qualifications and conditions: (Core)

- III.A.2.b).(1)**                      **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).(2)**                      **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.b).(3)**                      **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.b).(4)**                      **For an international graduate, verification of Educational Commission for Foreign Medical Graduates (ECFMG) certification; and,** <sup>(Core)</sup>
- III.A.2.b).(5)**                      **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.b).(5).(a)**                      **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.**

**III.B.                      Number of Residents**

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

- III.B.1.**            **The program director may not appoint more residents than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements.** <sup>(Core)</sup>
- III.B.2.**            There should be at least three approved categorical positions per PGY level. <sup>(Detail)</sup>
- III.B.3.**            Changes in resident complement must first be approved by the Review Committee. <sup>(Core)</sup>
- III.B.4.**            All requests for a change in resident complement must demonstrate adequate resources to support the number of resident positions requested and must demonstrate that the change will not adversely impact the education of residents currently in the program. Such requests must be based not only on the availability of an adequate patient population but also on adequate resources for supervision, education, and evaluation. <sup>(Core)</sup>
- III.B.5.**            Programs must receive prior approval if appointing more residents in the first year than the number approved for subsequent years. <sup>(Core)</sup>

**III.C.            Resident Transfers**

- III.C.1.**            **Before accepting a resident who is transferring from another program, the program director must obtain written or electronic verification of previous educational experiences and a summative competency-based performance evaluation of the transferring resident.** <sup>(Detail)</sup>
- III.C.2.**            **A program director must provide timely verification of residency education and summative performance evaluations for residents who may leave the program prior to completion.** <sup>(Detail)</sup>

**III.D.            Appointment of Fellows and Other Learners**

**The presence of other learners (including, but not limited to, residents from other specialties, subspecialty fellows, PhD students, and nurse practitioners) in the program must not interfere with the appointed residents' education.** <sup>(Core)</sup>

- III.D.1.**            **The program director must report the presence of other learners to the DIO and GMEC in accordance with sponsoring institution guidelines.** <sup>(Detail)</sup>

**IV.            Educational Program**

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

- IV.A.1. Overall educational goals for the program, which the program must make available to residents and faculty;** <sup>(Core)</sup>
- IV.A.1.a) An educational program in obstetrics and gynecology must provide an opportunity for resident physicians to achieve the knowledge, skills, and attitudes essential to the practice of obstetrics and gynecology and ambulatory health care for women. The program must provide opportunity for increasing responsibility, appropriate supervision, formal instruction, critical evaluation, and feedback for residents. <sup>(Core)</sup>
- IV.A.2. Competency-based goals and objectives for each assignment at each educational level, which the program must distribute to residents and faculty at least annually, in either written or electronic form;** <sup>(Core)</sup>
- IV.A.3. Regularly scheduled didactic sessions;** <sup>(Core)</sup>
- IV.A.3.a) Educational sessions in obstetrics and gynecology must be structured and regularly scheduled and held. <sup>(Core)</sup>
- IV.A.3.b) These sessions should consist of patient rounds, case conferences, simulation training, journal clubs, and protected time for educational activities covering all aspects of obstetrics and gynecology, including basic sciences pertinent to the specialty. <sup>(Detail)</sup>
- IV.A.3.c) Interdisciplinary sessions should occur and include health care providers from appropriate specialties. <sup>(Detail)</sup>
- IV.A.4. Delineation of resident responsibilities for patient care, progressive responsibility for patient management, and supervision of residents over the continuum of the program; and,** <sup>(Core)</sup>
- IV.A.5. ACGME Competencies**
- The program must integrate the following ACGME competencies into the curriculum:** <sup>(Core)</sup>
- IV.A.5.a) Patient Care and Procedural Skills**
- IV.A.5.a).(1) Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Residents:** <sup>(Outcome)</sup>
- must develop and ultimately demonstrate the ability to manage patients:
- IV.A.5.a).(1).(a) in the medical and surgical care of the female

reproductive system and associated disorders, and as the primary physician of women; (Outcome)

IV.A.5.a).(1).(b)

in a variety of roles within health systems, with progressive responsibility to include serving as the direct provider, the leader or member of a multi-disciplinary team of providers, a consultant to other physicians, and an educational resource to the patient and other members of the health care team; and, (Outcome)

IV.A.5.a).(1).(c)

in a variety of health care settings to include the inpatient unit, labor and delivery, operating room, critical care units, and emergency and ambulatory settings. (Outcome)

**IV.A.5.a).(2)**

**Residents must be able to competently perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. Residents:** (Outcome)

IV.A.5.a).(2).(a)

must develop and ultimately demonstrate proficiency in obstetric and gynecologic procedures essential for specialty board certification. (Outcome)

**IV.A.5.b)**

### **Medical Knowledge**

**Residents 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. Residents:** (Outcome)

IV.A.5.b).(1)

must develop and ultimately demonstrate knowledge of the core and subspecialty content of obstetrics and gynecology, and topics related to women's health care appropriate for the unsupervised practice of obstetrics and gynecology. (Outcome)

**IV.A.5.c)**

### **Practice-based Learning and Improvement**

**Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.** (Outcome)

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

**IV.A.5.c).(1)**

**identify strengths, deficiencies, and limits in one's knowledge and expertise;** (Outcome)

- IV.A.5.c).(2) **set learning and improvement goals;** <sup>(Outcome)</sup>
- IV.A.5.c).(3) **identify and perform appropriate learning activities;** <sup>(Outcome)</sup>
- IV.A.5.c).(4) **systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;** <sup>(Outcome)</sup>
- IV.A.5.c).(5) **incorporate formative evaluation feedback into daily practice;** <sup>(Outcome)</sup>
- IV.A.5.c).(6) **locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;** <sup>(Outcome)</sup>
- IV.A.5.c).(7) **use information technology to optimize learning; and,** <sup>(Outcome)</sup>
- IV.A.5.c).(8) **participate in the education of patients, families, students, residents and other health professionals.** <sup>(Outcome)</sup>

#### IV.A.5.d) **Interpersonal and Communication Skills**

**Residents 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>

**Residents are expected to:**

- IV.A.5.d).(1) **communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;** <sup>(Outcome)</sup>
- IV.A.5.d).(2) **communicate effectively with physicians, other health professionals, and health related agencies;** <sup>(Outcome)</sup>
- IV.A.5.d).(3) **work effectively as a member or leader of a health care team or other professional group;** <sup>(Outcome)</sup>
- IV.A.5.d).(4) **act in a consultative role to other physicians and health professionals;** <sup>(Outcome)</sup>
- IV.A.5.d).(5) **maintain comprehensive, timely, and legible medical records, if applicable;** <sup>(Outcome)</sup>
- IV.A.5.d).(6) **provide counseling, engage in shared decision making, and obtain informed consent for procedures, including the**

alternatives, risks, benefits, complications, and peri-operative course of those procedures; and, (Outcome)

IV.A.5.d).(7) discuss adverse events. (Outcome)

#### **IV.A.5.e) Professionalism**

**Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.** (Outcome)

**Residents are expected to demonstrate:**

**IV.A.5.e).(1) compassion, integrity, and respect for others;** (Outcome)

**IV.A.5.e).(2) responsiveness to patient needs that supersedes self-interest;** (Outcome)

**IV.A.5.e).(3) respect for patient privacy and autonomy;** (Outcome)

**IV.A.5.e).(4) accountability to patients, society and the profession;** (Outcome)

**IV.A.5.e).(5) sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; and,** (Outcome)

**IV.A.5.e).(6) commitment to self-improvement.** (Outcome)

#### **IV.A.5.f) Systems-based Practice**

**Residents 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.** (Outcome)

**Residents are expected to:**

**IV.A.5.f).(1) work effectively in various health care delivery settings and systems relevant to their clinical specialty;** (Outcome)

**IV.A.5.f).(2) coordinate patient care within the health care system relevant to their clinical specialty;** (Outcome)

**IV.A.5.f).(3) incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;** (Outcome)

**IV.A.5.f).(4) advocate for quality patient care and optimal patient**



**care systems;** (Outcome)

**IV.A.5.f).(5)**

**work in interprofessional teams to enhance patient safety and improve patient care quality; and,** (Outcome)

**IV.A.5.f).(6)**

**participate in identifying system errors and implementing potential systems solutions.** (Outcome)

IV.A.6.

Curriculum Organization and Resident Experiences:

IV.A.6.a)

Chief Resident Experience:

IV.A.6.a).(1)

Within the final 24 months of education, residents must serve at least 12 months as a chief resident. (Core)

IV.A.6.a).(2)

The clinical and academic experience as a chief resident should be structured to prepare the resident for an independent practice of obstetrics and gynecology. This chief resident experience, with appropriate supervision, should promote a high level of responsibility and independence, and should include development of technical competence and proficiency in the management of patients with complex gynecological conditions, management of complicated pregnancies, and the performance of advanced procedures. (Detail)

IV.A.6.b)

Ambulatory Longitudinal Care Experience

IV.A.6.b).(1)

Continuity of care is a recognized core value of the specialty of obstetrics and gynecology and must be a priority in each program. Continuity may pertain to individuals, groups of residents, or to a team of providers in its entirety. (Core)

IV.A.6.b).(2)

Resident experience in the provision of ambulatory care must be structured to include a minimum of 120 distinct half-day sessions over the course of the program. (Core)

IV.A.6.b).(3)

Ambulatory care experiences must include longitudinal care for a group of patients whose obstetric, gynecologic, or primary care is the primary responsibility of the residents. (Core)

IV.A.6.b).(4)

Each resident's ambulatory longitudinal experience must include:

IV.A.6.b).(4).(a)

evaluation of performance data for the resident's patients relating to problem orientated and preventative health care; (Core)

IV.A.6.b).(4).(b)

faculty member guidance for developing an action

- plan to improve patient care outcomes based on performance data, and evaluation of this plan at least twice per year; <sup>(Core)</sup>
- IV.A.6.b).(4).(c) resident participation in coordination of care within and across hospital-based and outpatient health care settings; and, <sup>(Core)</sup>
- IV.A.6.b).(4).(d) availability to participate in the management of their continuity patients between outpatient visits. <sup>(Core)</sup>
- IV.A.6.b).(4).(d).(i) There must be systems of care to provide coverage of urgent problems when a resident is not readily available. <sup>(Core)</sup>
- IV.A.6.c) Peri-operative Management
- IV.A.6.c).(1) The opportunity to demonstrate proficiency in peri-operative management must be included in the residents' clinical experience. <sup>(Core)</sup>
- IV.A.6.c).(2) The program must ensure that residents' clinical experience emphasizes appropriate involvement in the process that leads to selection of the surgical or therapeutic option, the pre-operative assessment, and the post-operative care of the patients for whom they share surgical responsibility. <sup>(Core)</sup>
- IV.A.6.d) Family Planning and Contraception
- IV.A.6.d).(1) Programs must provide training or access to training in the provision of abortions, and this must be part of the planned curriculum. <sup>(Core)</sup>
- IV.A.6.d).(2) Residents who have a religious or moral objection may opt-out, and must not be required to participate in training in or performing induced abortions. <sup>(Core)</sup>
- IV.A.6.d).(3) Residents must have experience in managing complications of abortions and training in all forms of contraception, including reversible methods and sterilization. <sup>(Outcome)</sup>

## **IV.B. Residents' Scholarly Activities**

- IV.B.1. The curriculum must advance residents' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.** <sup>(Core)</sup>
- IV.B.2. Residents should participate in scholarly activity.** <sup>(Core)</sup>

**IV.B.3.** The sponsoring institution and program should allocate adequate educational resources to facilitate resident involvement in scholarly activities. <sup>(Detail)</sup>

**V. Evaluation**

**V.A. Resident Evaluation**

**V.A.1.** The program director must appoint the Clinical Competency Committee. <sup>(Core)</sup>

**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 residents 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 resident evaluations semi-annually; <sup>(Core)</sup>

**V.A.1.b).(1).(b)** prepare and ensure the reporting of Milestones evaluations of each resident semi-annually to ACGME; and, <sup>(Core)</sup>

**V.A.1.b).(1).(c)** advise the program director regarding resident progress, including promotion, remediation, and dismissal. <sup>(Detail)</sup>

**V.A.2. Formative Evaluation**

**V.A.2.a)** The faculty must evaluate resident performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of

**the assignment.** <sup>(Core)</sup>

**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);** <sup>(Detail)</sup>

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

**document progressive resident performance improvement appropriate to educational level; and,** <sup>(Core)</sup>

**V.A.2.b).(4)**

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

**V.A.2.c)**

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

**V.A.2.d)**

The semiannual evaluation must include review, with each resident, of progress along the Milestone continuum and of the record of operative experience to ensure breadth and depth of experience and continuing growth in technical and clinical competence. <sup>(Core)</sup>

**V.A.2.e)**

Assessment should specifically monitor the resident's knowledge by use of a formal exam such as the Council on Resident Education in Obstetrics and Gynecology (CREOG) In-Training Examination or other cognitive exams. Tests results should not be the sole criterion of resident knowledge, and should not be used as the sole criterion for promotion to a subsequent PG level. <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 residents 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 resident upon completion of the program.** <sup>(Core)</sup>

**This evaluation must:**

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

**become part of the resident's permanent record**

**maintained by the institution, and must be accessible for review by the resident in accordance with institutional policy;** <sup>(Detail)</sup>

**V.A.3.b).(2)** document the resident's performance during the final period of education; and, <sup>(Detail)</sup>

**V.A.3.b).(3)** verify that the resident 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>

**V.B.3.** This evaluation must include at least annual written confidential evaluations by the residents. <sup>(Detail)</sup>

**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 resident; <sup>(Core)</sup>

**V.C.1.a).(2)** must have a written description of its responsibilities; and, <sup>(Core)</sup>

**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; <sup>(Detail)</sup>

**V.C.1.a).(3).(b)** reviewing and making recommendations for revision of competency-based curriculum goals and objectives; <sup>(Detail)</sup>

**V.C.1.a).(3).(c)** addressing areas of non-compliance with ACGME standards; and, <sup>(Detail)</sup>

**V.C.1.a).(3).(d)** reviewing the program annually using

**evaluations of faculty, residents, and others, as specified below.** <sup>(Detail)</sup>

**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. <sup>(Core)</sup>

The program must monitor and track each of the following areas:

**V.C.2.a)** resident performance; <sup>(Core)</sup>

**V.C.2.b)** faculty development; <sup>(Core)</sup>

**V.C.2.c)** graduate performance, including performance of program graduates on the certification examination; <sup>(Core)</sup>

**V.C.2.c).(1)** At least 80 percent of the program's graduates from the preceding three-year period must have taken the ABOG written certification examination. <sup>(Outcome)</sup>

**V.C.2.c).(1).(a)** At least 80 percent of a program's graduates from the preceding three-year period who take the ABOG written certification exam for the first time must pass. <sup>(Outcome)</sup>

**V.C.2.d)** program quality; and, <sup>(Core)</sup>

**V.C.2.d).(1)** Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually, and <sup>(Detail)</sup>

**V.C.2.d).(2)** The program must use the results of residents' and faculty members' assessments of the program together with other program evaluation results to improve the program. <sup>(Detail)</sup>

**V.C.2.e)** progress on the previous year's action plan(s). <sup>(Core)</sup>

**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. <sup>(Core)</sup>

**V.C.3.a)** The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes. <sup>(Detail)</sup>

## **VI. Resident 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 residents 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.** <sup>(Core)</sup>

- VI.A.2.**                    **The program must be committed to and responsible for promoting patient safety and resident well-being in a supportive educational environment.** <sup>(Core)</sup>
- VI.A.3.**                    **The program director must ensure that residents 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 residents to fulfill non-physician service obligations.** <sup>(Core)</sup>
- VI.A.5.**                    **The program director and institution must ensure a culture of professionalism that supports patient safety and personal responsibility.** <sup>(Core)</sup>
- VI.A.6.**                    **Residents 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 residents 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 residents 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 residents 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 residents to recognize the signs of fatigue and sleep deprivation;** <sup>(Core)</sup>

**VI.C.1.b) educate all faculty members and residents 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 resident 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 residents who may be too fatigued to safely return home.** <sup>(Core)</sup>

**VI.D. Supervision of Residents**

**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 residents, faculty members, and patients. <sup>(Detail)</sup>
- VI.D.1.b)** Residents 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 residents 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 resident or fellow. Other portions of care provided by the resident can be adequately supervised by the immediate availability of the supervising faculty member or resident physician, either in the institution, or by means of telephonic and/or electronic modalities. In some circumstances, supervision may include post-hoc review of resident-delivered care with feedback as to the appropriateness of that care. <sup>(Detail)</sup>
- VI.D.3.** Levels of Supervision
- To ensure oversight of resident 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 resident 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 resident must be assigned by the program director and faculty members. <sup>(Core)</sup>

- VI.D.4.a)** The program director must evaluate each resident'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 residents, based on the needs of the patient and the skills of the residents. <sup>(Detail)</sup>
- VI.D.4.c)** Senior residents or fellows should serve in a supervisory role of junior residents in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual resident or fellow. <sup>(Detail)</sup>
- VI.D.5.** Programs must set guidelines for circumstances and events in which residents 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 resident 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.5.a).(1)** In particular, PGY-1 residents should be supervised either directly or indirectly with direct supervision immediately available. <sup>(Core)</sup>
- VI.D.6.** Faculty supervision assignments should be of sufficient duration to assess the knowledge and skills of each resident 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 resident must be based on PGY-level, patient safety, resident education, severity and complexity of patient illness/condition and available support services. <sup>(Core)</sup>
- VI.F.** **Teamwork**
- Residents 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>
- VI.G.** **Resident 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>

However, the Review Committee for Obstetrics and Gynecology does not allow requests for exceptions to the 80-hour per week limitation on resident duty hours.

**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 resident to achieve the goals and objectives of the educational program.** <sup>(Core)</sup>

**VI.G.2.b) Time spent by residents 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.2.c) PGY-1 residents are not permitted to moonlight.** <sup>(Core)</sup>

**VI.G.3. Mandatory Time Free of Duty**

**Residents 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**

**VI.G.4.a) Duty periods of PGY-1 residents must not exceed 16 hours in duration.** <sup>(Core)</sup>

**VI.G.4.b) Duty periods of PGY-2 residents and above may be scheduled to a maximum of 24 hours of continuous duty in the hospital.** <sup>(Core)</sup>

**VI.G.4.b).(1) Programs must encourage residents 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).(2)**

It is essential for patient safety and resident education that effective transitions in care occur. Residents 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.b).(3)**

Residents must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty. <sup>(Core)</sup>

**VI.G.4.b).(4)**

In unusual circumstances, residents, 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.b).(4).(a)**

Under those circumstances, the resident must:

**VI.G.4.b).(4).(a).(i)**

appropriately hand over the care of all other patients to the team responsible for their continuing care; and, <sup>(Detail)</sup>

**VI.G.4.b).(4).(a).(ii)**

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.b).(4).(b)**

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

**VI.G.5.**

#### **Minimum Time Off between Scheduled Duty Periods**

**VI.G.5.a)**

PGY-1 residents should have 10 hours, and must have eight hours, free of duty between scheduled duty periods. <sup>(Core)</sup>

**VI.G.5.b)**

Intermediate-level residents should have 10 hours free of duty, and must have eight hours between scheduled duty periods. They must have at least 14 hours free of duty after 24 hours of in-house duty. <sup>(Core)</sup>

PGY-2 residents are considered to be at the intermediate level.

- VI.G.5.c)** Residents in the final years of education must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods. <sup>(Outcome)</sup>
- PGY-3 and PGY-4 residents are considered to be in the final years of education.
- VI.G.5.c).(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 residents in their final years of education have eight hours free of duty between scheduled duty periods, there may be circumstances when these residents 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.c).(1).(a)** Circumstances of return-to-hospital activities with fewer than eight hours away from the hospital by residents in their final years of education must be monitored by the program director. <sup>(Detail)</sup>
- VI.G.5.c).(1).(b)** The Review Committee defines such circumstances as: required continuity of care for a severely ill or unstable patient, or a complex patient with whom the resident has been involved; events of exceptional educational value; or, humanistic attention to the needs of a patient or family.
- VI.G.6.** **Maximum Frequency of In-House Night Float**
- Residents must not be scheduled for more than six consecutive nights of night float. <sup>(Core)</sup>
- VI.G.7.** **Maximum In-House On-Call Frequency**
- PGY-2 residents and above 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 residents 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 resident.** <sup>(Core)</sup>

**VI.G.8.b)**

**Residents 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 and sponsoring institutions 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.

**Osteopathic Recognition**

For programs seeking Osteopathic Recognition for the entire program, or for a track within the program, the Osteopathic Recognition Requirements are also applicable.

([http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/Osteopathic\\_Recognition\\_Requirements.pdf](http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/Osteopathic_Recognition_Requirements.pdf))