ACGME Program Requirements for Graduate Medical Education in Pediatric Rehabilitation Medicine

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One-year Common Program Requirements are in BOLD

Where applicable, text in italics describes the underlying philosophy of the requirements in that section. These philosophic statements are not program requirements and are therefore not citable.

Introduction

Int.A. Residency and fellowship programs are essential dimensions of the transformation of the medical student to the independent practitioner along the continuum of medical education. They are physically, emotionally, and intellectually demanding, and require longitudinally-concentrated effort on the part of the resident or fellow.

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 and fellow physician to assume personal responsibility for the care of individual patients. For the resident and fellow, 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 and fellows 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 and fellow’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. Pediatric rehabilitation medicine utilizes an interdisciplinary approach to address the prevention, diagnosis, treatment, and management of congenital and childhood-onset physical impairments, including related or secondary medical, physical, functional, cognitive, psychosocial, and vocational limitations or conditions, with an understanding of the life course of the disability.

Int.C. The educational program in pediatric rehabilitation medicine must be 24 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 fellow 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. Sponsorship of the program must be in compliance with the policy
detailed in section 15.00 of the ACGME Manual of Policies and
Procedures. There must be close collaboration between the core program
and the pediatric rehabilitation fellowship. (Core)

I.A.2. The program director must not be required to generate clinical or other
income to provide this support. The support should be a minimum of 10
percent of the program director’s annual salary, depending on the size of
the program. (Core)

I.A.3. The Sponsoring Institution must provide financial resources, including
salaries, fringe benefits, and opportunities for fellows’ continuing
education. (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 fellows; (Detail)

I.B.1.b) specify their responsibilities for teaching, supervision, and
formal evaluation of fellows, 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 fellow
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 fellows, of one month full time equivalent (FTE) or
more through the Accreditation Council for Graduate Medical
Education (ACGME) Accreditation Data System (ADS). (Core)

I.B.3. All participating sites providing clinical experiences should be in the same
geographic location as the primary clinical site, limited to a travel time of
no more than one hour for rotations requiring daily attendance, unless
appropriate overnight accommodations are provided by the program or
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. (Core)

II.A.1.a) The program director must submit this change to the ACGME via the ADS. (Core)

II.A.2. Qualifications of the program director must include:

II.A.2.a) requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee; (Core)

II.A.2.b) current certification in the subspecialty by the American Board of Physical Medicine and Rehabilitation, or subspecialty qualifications that are acceptable to the Review Committee; and, (Core)

II.A.2.c) current medical licensure and appropriate medical staff appointment. (Core)

II.A.3. The program director must administer and maintain an educational environment conducive to educating the fellows in each of the ACGME competency areas. (Core)

The program director must:

II.A.3.a) prepare and submit all information required and requested by the ACGME; (Core)

II.A.3.b) be familiar with and oversee compliance with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures; (Detail)

II.A.3.c) obtain review and approval of the sponsoring institution’s GMEC/DIO before submitting information or requests to the ACGME, including:

II.A.3.c).(1) all applications for ACGME accreditation of new programs; (Detail)

II.A.3.c).(2) changes in fellow complement; (Detail)

II.A.3.c).(3) major changes in program structure or length of training; (Detail)
II.A.3.c).(4) progress reports requested by the Review Committee; (Detail)

II.A.3.c).(5) requests for increases or any change to fellow duty hours; (Detail)

II.A.3.c).(6) voluntary withdrawals of ACGME-accredited programs; (Detail)

II.A.3.c).(7) requests for appeal of an adverse action; and, (Detail)

II.A.3.c).(8) appeal presentations to a Board of Appeal or the ACGME. (Detail)

II.A.3.d) obtain DIO review and co-signature on all program application forms, as well as any correspondence or document submitted to the ACGME that addresses: (Detail)

II.A.3.d).(1) program citations, and/or, (Detail)

II.A.3.d).(2) request for changes in the program that would have significant impact, including financial, on the program or institution. (Detail)

II.A.3.e) develop and implement, in cooperation with the program director of the core residency, a written supervision policy that specifies lines of responsibility for faculty members and fellows, as well as residents; (Core)

II.A.3.f) ensure that fellows entering at the PRM-2 level achieve the required PRM-1 competencies by the completion of the PRM-2 year; and, (Core)

II.A.3.g) monitor fellow stress, including mental or emotional conditions inhibiting performance or learning. (Core)

II.A.3.g).(1) The program director and faculty should be sensitive to the need for timely provision of confidential counseling and psychological support services to fellows. (Detail)

II.B. Faculty

II.B.1. There must be a sufficient number of faculty with documented qualifications to instruct and supervise all fellows. (Core)

II.B.2. The faculty must devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities and demonstrate a strong interest in the education of fellows. (Core)

II.B.3. The physician faculty must have current certification in the
subspecialty by the American Board of Physical Medicine and Rehabilitation, or possess qualifications judged acceptable to the Review Committee. (Core)

II.B.4. The physician faculty must possess current medical licensure and appropriate medical staff appointment. (Core)

II.B.5. The faculty should participate in scholarly activities in pediatric rehabilitation medicine through one or more of the following: (Detail)

II.B.5.a) peer-reviewed funding; (Detail)

II.B.5.b) publication of original research or review articles in peer-reviewed journals or chapters in textbooks; (Detail)

II.B.5.c) publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or, (Detail)

II.B.5.d) participation in national committees or educational organizations. (Detail)

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. (Core)

II.D. Resources

The institution and the program must jointly ensure the availability of adequate resources for fellow education, as defined in the specialty program requirements. (Core)

II.D.1. The program must have access to a service delivery system dedicated to the care of persons with pediatric rehabilitative disorders. (Core)

II.D.2. Resources must include:

II.D.2.a) inpatient pediatric rehabilitation beds; (Core)

II.D.2.b) a designated outpatient clinic or examination area for patients with pediatric rehabilitative disorders; (Detail)

II.D.2.c) transitional services for home-care, community entry, and schooling; (Detail)

II.D.2.d) equipment, electrodiagnostic devices, radiology services, laboratory services, and clinical rehabilitation facilities necessary to provide appropriate care to patients with pediatric rehabilitative disorders; (Detail)
II.D.2.e) facilities for teaching; *(Detail)*

II.D.2.f) a medical records system that allows for efficient case retrieval; and, *(Core)*

II.D.2.g) specialty and subspecialty consulting services essential to the care of patients with pediatric rehabilitative disorders, including:

*(Detail)*

II.D.2.g).(1) anesthesiology, diagnostic radiology, emergency medicine, general surgery, medical genetics, neurological surgery, neurology, orthopaedic surgery, pathology, pediatrics, pediatric surgery, plastic surgery, psychiatry, and urology.

*(Detail)*

II.D.3. The patient population must be of sufficient size and diversity of pediatric age groups to allow fellows to care for an adequate number of patients, in both inpatient and outpatient settings, in all pediatric rehabilitative diagnostic categories. *(Core)*

II.D.4. Fellows must be provided with prompt, reliable systems for communication and interactions with supervisory physician faculty members. *(Core)*

II.E. Medical Information Access

Fellows 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. *(Detail)*

III. Fellow Appointments

III.A. 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.1. 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. 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. and III.A.1., but who does meet all of the following additional qualifications and conditions:  

III.A.2.a) 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  

III.A.2.b) Review and approval of the applicant's exceptional qualifications by the GMEC or a subcommittee of the GMEC; and  

III.A.2.c) Satisfactory completion of the United States Medical Licensing Examination (USMLE) Steps 1, 2, and, if the applicant is eligible, 3, and;  

III.A.2.d) For an international graduate, verification of Educational Commission for Foreign Medical Graduates (ECFMG) certification; and,  

III.A.2.e) 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.  

III.A.2.e).(1) 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.  

** 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.A.3. **The Review Committee for Physical Medicine and Rehabilitation does not allow exceptions to the Eligibility Requirements for Fellowship Programs in Section III.A.** (Core)

III.A.4. To be eligible for appointment at the PRM-1 level, fellows must have completed a physical medicine and rehabilitation residency accredited by the ACGME or the RCPSC located in Canada. (Core)

III.A.4.a) The educational program for these fellows must be 24 months in length. (Core)

III.A.5. To be eligible for appointment at the PRM-2 level, fellows must have completed either ACGME-accredited residency program or RCPSC-accredited residency program located in Canada in both physical medicine and rehabilitation and pediatrics, or a combined physical medicine and rehabilitation and pediatrics program approved by the American Board of Physical Medicine and Rehabilitation and the American Board of Pediatrics. (Core)

III.A.5.a) The educational program for these fellows must be 12 months in length. (Core)

III.B. **Number of Fellows**

The program’s educational resources must be adequate to support the number of fellows appointed to the program. (Core)

III.B.1. The program director may not appoint more fellows than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements. (Core)

IV. **Educational Program**

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

IV.A.1. Skills and competencies the fellow will be able to demonstrate at the conclusion of the program. The program must distribute these skills and competencies to fellows and faculty at least annually, in either written or electronic form. (Core)

IV.A.1.a) Written objectives for each clinical rotation at each level of education must be provided to each fellow. (Detail)

IV.A.2. **ACGME Competencies**

The program must integrate the following ACGME competencies into the curriculum: (Core)

IV.A.2.a) **Patient Care and Procedural Skills**

IV.A.2.a).(1) Fellows must be able to provide patient care that is
compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Fellows: (Outcome)

IV.A.2.a).(1).(a) completing the PRM-1 year must demonstrate competency in: (Outcome)

IV.A.2.a).(1).(a).(i) initial patient evaluation, including pertinent information relevant to the patient’s impairments, medical conditions, functional limitations, cognition, psychosocial issues, and educational or vocational limitations; (Outcome)

IV.A.2.a).(1).(a).(ii) implementing general pediatric rehabilitative therapeutic management, including early intervention, age-appropriate functional training, programs of therapy, play (avocation), therapeutic exercise, electrical stimulation and other modalities, communication strategies, oral motor interventions, discharge planning, educational and vocational planning, transitional planning, adjustment to disability support, and prevention strategies; (Outcome)

IV.A.2.a).(1).(a).(iii) incorporating psychological, social, and behavioral aspects of rehabilitation management, including family-centered care for pediatric patients; and, (Outcome)

IV.A.2.a).(1).(a).(iv) identifying and managing common pediatric rehabilitation medical conditions and complications, including nutrition, bowel management, bladder management, gastroesophageal reflux, skin protection, pulmonary hygiene and protection, sensory impairments, sleep disorders, spasticity, thromboembolism prophylaxis, swallowing dysfunction, seizure management, and behavioral problems. (Outcome)

IV.A.2.a).(1).(b) completing the PRM-2 year must demonstrate competency in: (Outcome)

IV.A.2.a).(1).(b).(i) prescribing age-appropriate assistive devices and technology to assist environmental accessibility, including orthotics, prosthetics, wheelchairs and positioning, activities of daily living (ADL) aids, interfaces and environmental controls,
augmentative/alternative communication, and electrical stimulation; (Outcome)

IV.A.2.a).(1).(b).(ii) rehabilitation management of common pediatric rehabilitation problems, including:

(Outcome)

augmentative/alternative communication, and electrical stimulation; (Outcome)

IV.A.2.a).(1).(b).(ii).(a) musculoskeletal disorders and trauma, including sports injuries; (Outcome)

IV.A.2.a).(1).(b).(ii).(b) cerebral palsy; (Outcome)

IV.A.2.a).(1).(b).(ii).(c) spinal dysraphism, and other congenital anomalies; (Outcome)

IV.A.2.a).(1).(b).(ii).(d) spinal cord injury; (Outcome)

IV.A.2.a).(1).(b).(ii).(e) traumatic and other acquired brain injuries; (Outcome)

IV.A.2.a).(1).(b).(ii).(f) limb deficiency/amputation; (Outcome)

IV.A.2.a).(1).(b).(ii).(g) neuromuscular disorders; and, (Outcome)

IV.A.2.a).(1).(b).(ii).(h) peripheral nerve injuries. (Outcome)

IV.A.2.a).(2) Fellows must be able to competently perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. Fellows:

(Outcome)

IV.A.2.a).(2).(a) completing the PRM-1 year must demonstrate competency in selecting and interpreting diagnostic studies commonly ordered in pediatric rehabilitation medicine, including radiographic imaging, laboratory data, genetic testing, urodynamics and electrodiagnostic studies. (Outcome)

IV.A.2.a).(2).(b) completing the PRM-2 year must demonstrate competency in performing pediatric rehabilitation medicine procedures, including spasticity management. (Outcome)

IV.A.2.b) Medical Knowledge

Fellows 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. Fellows: (Outcome)
IV.A.2.b).(1) completing the PRM-1 year must demonstrate basic knowledge of: (Outcome)

IV.A.2.b).(1).(a) normal growth and development, including physical growth, developmental skills-attainment (language and communication skills, physical skills, cognitive skills, emotional skills and maturity, and academic achievement/learning skills), transitional issues, metabolic status, biomechanics, the effects of musculoskeletal development on function, sexuality, avocational interest development, wellness and health promotion, and aging issues for adults with congenital or childhood onset disabilities; (Outcome)

IV.A.2.b).(1).(b) growth and development for children with congenital and childhood onset disabilities, throughout the life course; and, (Outcome)

IV.A.2.b).(1).(c) medicolegal aspects of care, including child protective services and guardianship. (Outcome)

IV.A.2.b).(2) completing the PRM-2 year must demonstrate competence in their knowledge of: (Outcome)

IV.A.2.b).(2).(a) the clinical course of, and functional prognosis for, common pediatric rehabilitation problems, as well as burns and rheumatologic and connective tissue disorders that are common in the pediatric population; (Outcome)

IV.A.2.b).(2).(b) applications, efficacy, and selection of pediatric rehabilitation medicine assessment tools, including general health measures, developmental attainment measures, general functional measures, and specific outcomes measures; and, (Outcome)

IV.A.2.b).(2).(c) administration and principles of organizational behaviors and leadership, quality assurance, cost efficiency, and regulations pertaining to systems of care, including external reviews, inpatient services, outpatient services, home-care, and school-based programs. (Outcome)

IV.A.2.c) Practice-based Learning and Improvement

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

IV.A.2.c).(1) systematically analyze practice using quality
improvement methods, and implement changes with the goal of practice improvement; (Outcome)

IV.A.2.c).(2) locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems; and, (Outcome)

IV.A.2.c).(3) teach other hospital personnel, including medical students, residents, and other fellows, about pediatric rehabilitation medicine. Demonstrated teaching skills must include: (Outcome)

IV.A.2.c).(3).(a) developing objectives and curriculum plans; (Outcome)

IV.A.2.c).(3).(b) effectively using audiovisual aids and other teaching materials; and, (Outcome)

IV.A.2.c).(3).(c) evaluating teaching outcomes. (Outcome)

IV.A.2.d) Interpersonal and Communication Skills

Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. (Outcome)

IV.A.2.d).(1) Fellows must demonstrate competence by the completion of the PRM-1 year in requesting appropriate medical/surgical consultations from other specialties. (Outcome)

IV.A.2.d).(2) Fellows must demonstrate competence by the completion of the PRM-2 year in: (Outcome)

IV.A.2.d).(2).(a) providing consultation to physiatrists, pediatricians, and other clinicians regarding pediatric rehabilitation issues; and, (Outcome)

IV.A.2.d).(2).(b) eliciting information from, and providing counseling to families and patients in an age-appropriate manner. (Outcome)

IV.A.2.e) Professionalism

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

IV.A.2.f) Systems-based Practice

Fellows 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)

IV.A.2.f).(1) Fellows must demonstrate a management style compatible with an interdisciplinary team process. (Outcome)

IV.A.3. Curriculum Organization and Fellow Experiences

IV.A.3.a) Fellows entering the program at any level must:

IV.A.3.a).(1) have an assigned faculty advisor/mentor. (Core)

IV.A.3.a).(1).(a) The faculty advisor/mentor must be responsible for the educational experience according to a written plan developed at the beginning of the program. (Detail)

IV.A.3.a).(1).(b) The faculty advisor/mentor must meet regularly with the program director and fellow for appropriate monitoring and feedback, and for adjustment of the written plan as appropriate. (Detail)

IV.A.3.a).(2) participate in meeting and sharing experiences with residents in the core program and in other specialties; and, (Detail)

IV.A.3.a).(3) follow individual patients longitudinally, as well as encounter a wide variety of patient problems. (Core)

IV.A.3.b) Fellows entering the program at the PRM-1 level must have an inpatient and outpatient pediatric rehabilitation experience, including: (Core)

IV.A.3.b).(1) a minimum of three months of inpatient pediatric rehabilitation experience; (Detail)

IV.A.3.b).(2) a minimum of three months of outpatient pediatric rehabilitation medicine experience; (Detail)

IV.A.3.b).(3) a minimum of six additional months of inpatient and/or outpatient pediatric rehabilitation medicine clinical experience; (Detail)

IV.A.3.b).(4) a minimum of two FTE months of dedicated research time; (Detail)

IV.A.3.b).(5) clinical rotations and didactics that ensure proficiency in medical management of common pediatric problems; and, (Detail)
IV.A.3.b).(6) additional experiences in pediatric rehabilitation medicine or relevant pediatric subspecialties, surgical subspecialties, or electives. (Detail)

IV.A.3.c) Fellows entering the program at the PRM-2 level must have an inpatient and outpatient pediatric rehabilitation medicine experience, including: (Core)

IV.A.3.c).(1) a minimum of three months of inpatient pediatric rehabilitation medicine; and, a minimum of three months of outpatient pediatric rehabilitation medicine. (Detail)

IV.A.3.c).(1).(a) The remaining time must be devoted to pediatric rehabilitation medicine or relevant pediatric subspecialties, surgical subspecialties, or electives, including a minimum of one FTE month of dedicated time for research. (Detail)

IV.A.3.c).(1).(a).(i) This must be consistent with the written plan developed and monitored by the advisor/mentor. (Detail)

IV.A.3.d) Didactic Curriculum

IV.A.3.d).(1) The program must have conferences. (Core)

IV.A.3.d).(1).(a) This must include case-oriented multidisciplinary conferences, journal clubs, and quality management seminars relevant to clinical care in pediatric rehabilitation medicine. (Detail)

IV.A.3.d).(2) The program must have a curriculum taught by faculty members and augmented by a guided reading program to address the fundamentals for managing patients with pediatric rehabilitation medicine disorders, including pathophysiology, clinical manifestations, and problem management. (Core)

IV.A.3.d).(3) For fellows entering at the PRM-1 level, the didactic curriculum must address the competencies to be achieved by the completion of that year. (Core)

IV.A.3.d).(4) For fellows entering at any level, the curriculum must provide in-depth coverage of the major topics in pediatric rehabilitation medicine. (Core)

IV.A.3.d).(4).(a) At a minimum, there must be twice-monthly conference time attended by all fellows, with documented attendance. (Detail)

IV.A.3.d).(5) The program should provide instruction in the economics
of health care and current health care management issues, including cost-effective patient care, practice management, preventive care, quality improvement, prevention of medical error, resource allocation, and clinical outcomes. (Detail)

IV.A.3.d).(5).(a) Quality improvement seminars must include discussion of initial, discharge, and follow-up data that have been analyzed regarding the functional outcomes of persons served, as well as other practice improvement activities that will help engage fellows in maintenance of certification. (Detail)

IV.A.3.d).(6) The program must provide instruction in administration through the use of specific approaches, including: (Detail)

IV.A.3.d).(6).(a) guided reading and discussion of issues related to regional and national access to care, resources, workforce, and financing appropriate to the subspecialty; and, (Detail)

IV.A.3.d).(6).(b) active participation by fellows in discussions about organization and management of a subspecialty service within the local delivery system, including: (Detail)

IV.A.3.d).(6).(b).(i) staffing a service or unit; (Detail)

IV.A.3.d).(6).(b).(ii) drafting policies or procedures; (Detail)

IV.A.3.d).(6).(b).(iii) leading interdisciplinary meetings; (Detail)

IV.A.3.d).(6).(b).(iv) developing proposals for new space or equipment; (Detail)

IV.A.3.d).(6).(b).(v) program development; and, (Detail)

IV.A.3.d).(6).(b).(vi) collaborating within and beyond the institution. (Detail)

IV.B. Fellows’ Scholarly Activities

IV.B.1. The curriculum must advance fellows’ knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care. (Core)

IV.B.2. Fellows should participate in structured, supervised research education. (Detail)

IV.B.3. Each fellow should demonstrate scholarship through at least one scientific presentation, abstract, or publication. (Outcome)
V. Evaluation

V.A. Fellow Evaluation

V.A.1. The program director must appoint the Clinical Competency Committee. (Core)

V.A.1.a) At a minimum the Clinical Competency Committee must be composed of three members of the program faculty. (Core)

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 fellows in patient care and other health care settings. (Core)

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. (Core)

V.A.1.b) There must be a written description of the responsibilities of the Clinical Competency Committee. (Core)

V.A.1.b).(1) The Clinical Competency Committee should:

V.A.1.b).(1).(a) review all fellow evaluations semi-annually; (Core)

V.A.1.b).(1).(b) prepare and ensure the reporting of Milestones evaluations of each fellow semi-annually to ACGME; and, (Core)

V.A.1.b).(1).(c) advise the program director regarding fellow progress, including promotion, remediation, and dismissal. (Detail)

V.A.2. Formative Evaluation

V.A.2.a) The faculty must evaluate fellow performance in a timely manner. (Core)

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; (Core)

V.A.2.b).(2) use multiple evaluators (e.g., faculty, peers, patients, self, and other professional staff); and, (Detail)

V.A.2.b).(3) provide each fellow with documented semiannual evaluation of performance with feedback. (Core)

V.A.2.c) The evaluations of fellow performance must be accessible for review by the fellow, in accordance with institutional policy. (Detail)

V.A.3. Summative Evaluation

V.A.3.a) The specialty-specific Milestones must be used as one of the tools to ensure fellows are able to practice core professional activities without supervision upon completion of the program. (Core)

V.A.3.b) The program director must provide a summative evaluation for each fellow upon completion of the program. (Core)

This evaluation must:

V.A.3.b).(1) become part of the fellow’s permanent record maintained by the institution, and must be accessible for review by the fellow in accordance with institutional policy; (Detail)

V.A.3.b).(2) document the fellow’s performance during their education; and, (Detail)

V.A.3.b).(3) verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision. (Detail)

V.B. Faculty Evaluation

V.B.1. At least annually, the program must evaluate faculty performance as it relates to the educational program. (Core)

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. (Detail)

V.B.3. Faculty evaluation by fellows should be conducted annually and kept confidential. (Core)
V.C. Program Evaluation and Improvement

V.C.1. The program director must appoint the Program Evaluation Committee (PEC). (Core)

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 fellow; (Core)

V.C.1.a).(2) must have a written description of its responsibilities; and, (Core)

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; (Detail)

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

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

V.C.1.a).(3).(d) reviewing the program annually using evaluations of faculty, fellows, and others, as specified below. (Detail)

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. (Core)

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

V.C.2.a) fellow performance; (Core)

V.C.2.b) faculty development; and, (Core)

V.C.2.c) progress on the previous year’s action plan(s). (Core)

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. (Core)

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

V.C.4. At least 50 percent of a program’s graduates from the preceding five
years should take the certifying examination. (Outcome)

V.C.5. At least 50 percent of a program’s graduates from the preceding five years, taking the American Board of Physical Medicine and Rehabilitation certifying examination for pediatric rehabilitation medicine for the first time, must pass. (Outcome)

VI. The Learning and Working Environment

Fellowship education must occur in the context of a learning and working environment that emphasizes the following principles:

- **Excellence in the safety and quality of care rendered to patients by fellows today**
- **Excellence in the safety and quality of care rendered to patients by today’s fellows in their future practice**
- **Excellence in professionalism through faculty modeling of:**
  - the effacement of self-interest in a humanistic environment that supports the professional development of physicians
  - the joy of curiosity, problem-solving, intellectual rigor, and discovery
- **Commitment to the well-being of the students, residents/fellows, faculty members, and all members of the health care team**

VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability

VI.A.1. Patient Safety and Quality Improvement

All physicians share responsibility for promoting patient safety and enhancing quality of patient care. Graduate medical education must prepare fellows to provide the highest level of clinical care with continuous focus on the safety, individual needs, and humanity of their patients. It is the right of each patient to be cared for by fellows who are appropriately supervised; possess the requisite knowledge, skills, and abilities; understand the limits of their knowledge and experience; and seek assistance as required to provide optimal patient care.

Fellows must demonstrate the ability to analyze the care they provide, understand their roles within health care teams, and play an active role in system improvement processes. Graduating fellows will apply these skills to critique their future unsupervised practice and effect quality improvement measures.

It is necessary for fellows and faculty members to consistently work in a well-coordinated manner with other health care professionals to
achieve organizational patient safety goals.

VI.A.1.a) Patient Safety

VI.A.1.a).(1) Culture of Safety

A culture of safety requires continuous identification of vulnerabilities and a willingness to transparently deal with them. An effective organization has formal mechanisms to assess the knowledge, skills, and attitudes of its personnel toward safety in order to identify areas for improvement.

VI.A.1.a).(1).(a) The program, its faculty, residents, and fellows must actively participate in patient safety systems and contribute to a culture of safety. (Core)

VI.A.1.a).(1).(b) The program must have a structure that promotes safe, interprofessional, team-based care. (Core)

VI.A.1.a).(2) Education on Patient Safety

Programs must provide formal educational activities that promote patient safety-related goals, tools, and techniques. (Core)

VI.A.1.a).(3) Patient Safety Events

Reporting, investigation, and follow-up of adverse events, near misses, and unsafe conditions are pivotal mechanisms for improving patient safety, and are essential for the success of any patient safety program. Feedback and experiential learning are essential to developing true competence in the ability to identify causes and institute sustainable systems-based changes to ameliorate patient safety vulnerabilities.

VI.A.1.a).(3).(a) Residents, fellows, faculty members, and other clinical staff members must:

VI.A.1.a).(3).(a).(i) know their responsibilities in reporting patient safety events at the clinical site; (Core)

VI.A.1.a).(3).(a).(ii) know how to report patient safety events, including near misses, at the clinical site; and, (Core)
VI.A.1.a).(3).(a).(iii) Fellows must be provided with summary information of their institution’s patient safety reports. *(Core)*

VI.A.1.a).(3).(b) Fellows must participate as team members in real and/or simulated interprofessional clinical patient safety activities, such as root cause analyses or other activities that include analysis, as well as formulation and implementation of actions. *(Core)*

VI.A.1.a).(4) Fellow Education and Experience in Disclosure of Adverse Events

*Patient-centered care requires patients, and when appropriate families, to be apprised of clinical situations that affect them, including adverse events. This is an important skill for faculty physicians to model, and for fellows to develop and apply.*

VI.A.1.a).(4).(a) All fellows must receive training in how to disclose adverse events to patients and families. *(Core)*

VI.A.1.a).(4).(b) Fellows should have the opportunity to participate in the disclosure of patient safety events, real or simulated. *(Detail)*

VI.A.1.b) Quality Improvement

VI.A.1.b).(1) Education in Quality Improvement

*A cohesive model of health care includes quality-related goals, tools, and techniques that are necessary in order for health care professionals to achieve quality improvement goals.*

VI.A.1.b).(1).(a) Fellows must receive training and experience in quality improvement processes, including an understanding of health care disparities. *(Core)*

VI.A.1.b).(2) Quality Metrics

*Access to data is essential to prioritizing activities for care improvement and evaluating success of improvement efforts.*

VI.A.1.b).(2).(a) Fellows and faculty members must receive data on quality metrics and benchmarks related to their patient populations. *(Core)*
VI.A.1.b).(3) Engagement in Quality Improvement Activities

Experiential learning is essential to developing the ability to identify and institute sustainable systems-based changes to improve patient care.

VI.A.1.b).(3).(a) Fellows must have the opportunity to participate in interprofessional quality improvement activities. (Core)

VI.A.1.b).(3).(a).(i) This should include activities aimed at reducing health care disparities. (Detail)

VI.A.2. Supervision and Accountability

VI.A.2.a) Although the attending physician is ultimately responsible for the care of the patient, every physician shares in the responsibility and accountability for their efforts in the provision of care. Effective programs, in partnership with their Sponsoring Institutions, define, widely communicate, and monitor a structured chain of responsibility and accountability as it relates to the supervision of all patient care.

Supervision in the setting of graduate medical education provides safe and effective care to patients; ensures each fellow’s development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishes a foundation for continued professional growth.

VI.A.2.a).(1) Each patient must have an identifiable and appropriately-credentialed and privileged attending physician (or licensed independent practitioner as specified by the applicable Review Committee) who is responsible and accountable for the patient’s care. (Core)

VI.A.2.a).(1).(a) This information must be available to fellows, faculty members, other members of the health care team, and patients. (Core)

VI.A.2.a).(1).(b) Fellows and faculty members must inform each patient of their respective roles in that patient’s care when providing direct patient care. (Core)

VI.A.2.b) Supervision may be exercised through a variety of methods. For many aspects of patient care, the supervising physician may be a more advanced fellow. Other portions of care provided by the fellow can be adequately supervised by the immediate availability of the supervising faculty member or fellow physician, either on site or by means of telephonic
and/or electronic modalities. Some activities require the physical presence of the supervising faculty member. In some circumstances, supervision may include post-hoc review of fellow-delivered care with feedback.

VI.A.2.b).(1) The program must demonstrate that the appropriate level of supervision in place for all fellows is based on each fellow’s level of training and ability, as well as patient complexity and acuity. Supervision may be exercised through a variety of methods, as appropriate to the situation. (Core)

VI.A.2.c) Levels of Supervision

To promote oversight of fellow supervision while providing for graded authority and responsibility, the program must use the following classification of supervision: (Core)

VI.A.2.c).(1) Direct Supervision – the supervising physician is physically present with the fellow and patient. (Core)

VI.A.2.c).(2) Indirect Supervision:

VI.A.2.c).(2).(a) 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. (Core)

VI.A.2.c).(2).(b) 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. (Core)

VI.A.2.c).(3) Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered. (Core)

VI.A.2.d) The privilege of progressive authority and responsibility, conditional independence, and a supervisory role in patient care delegated to each fellow must be assigned by the program director and faculty members. (Core)

VI.A.2.d).(1) The program director must evaluate each fellow’s abilities based on specific criteria, guided by the Milestones. (Core)

VI.A.2.d).(2) Faculty members functioning as supervising physicians must delegate portions of care to fellows
based on the needs of the patient and the skills of each fellow. (Core)

VI.A.2.d).(3) Fellows should serve in a supervisory role to residents or junior fellows in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual resident or fellow. (Detail)

VI.A.2.e) Programs must set guidelines for circumstances and events in which fellows must communicate with the supervising faculty member(s). (Core)

VI.A.2.e).(1) Each fellow must know the limits of their scope of authority, and the circumstances under which the fellow is permitted to act with conditional independence. (Outcome)

VI.A.2.f) Faculty supervision assignments must be of sufficient duration to assess the knowledge and skills of each fellow and to delegate to the fellow the appropriate level of patient care authority and responsibility. (Core)

VI.B. Professionalism

VI.B.1. Programs, in partnership with their Sponsoring Institutions, must educate fellows and faculty members concerning the professional responsibilities of physicians, including their obligation to be appropriately rested and fit to provide the care required by their patients. (Core)

VI.B.2. The learning objectives of the program must:

VI.B.2.a) be accomplished through an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events; (Core)

VI.B.2.b) be accomplished without excessive reliance on fellows to fulfill non-physician obligations; and, (Core)

VI.B.2.c) ensure manageable patient care responsibilities. (Core)

VI.B.3. The program director, in partnership with the Sponsoring Institution, must provide a culture of professionalism that supports patient safety and personal responsibility. (Core)

VI.B.4. Fellows and faculty members must demonstrate an understanding of their personal role in the:

VI.B.4.a) provision of patient- and family-centered care; (Outcome)
VI.B.4.b) safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and adverse events; (Outcome)

VI.B.4.c) assurance of their fitness for work, including: (Outcome)

VI.B.4.c).(1) management of their time before, during, and after clinical assignments; and, (Outcome)

VI.B.4.c).(2) recognition of impairment, including from illness, fatigue, and substance use, in themselves, their peers, and other members of the health care team. (Outcome)

VI.B.4.d) commitment to lifelong learning; (Outcome)

VI.B.4.e) monitoring of their patient care performance improvement indicators; and, (Outcome)

VI.B.4.f) accurate reporting of clinical and educational work hours, patient outcomes, and clinical experience data. (Outcome)

VI.B.5. All fellows and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. This includes the recognition 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. (Outcome)

VI.B.6. Programs must provide a professional, respectful, and civil environment that is free from mistreatment, abuse, or coercion of students, residents/fellows, faculty, and staff. Programs, in partnership with their Sponsoring Institutions, should have a process for education of fellows and faculty regarding unprofessional behavior and a confidential process for reporting, investigating, and addressing such concerns. (Core)

VI.C. Well-Being

In the current health care environment, fellows and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of fellowship training. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as they do to evaluate other aspects of fellow competence.

VI.C.1. This responsibility must include:

VI.C.1.a) efforts to enhance the meaning that each fellow finds in the experience of being a physician, including protecting time with patients, minimizing non-physician obligations,
providing administrative support, promoting progressive autonomy and flexibility, and enhancing professional relationships; (Core)

VI.C.1.b) attention to scheduling, work intensity, and work compression that impacts fellow well-being; (Core)

VI.C.1.c) evaluating workplace safety data and addressing the safety of fellows and faculty members; (Core)

VI.C.1.d) policies and programs that encourage optimal fellow and faculty member well-being; and, (Core)

VI.C.1.d).(1) Fellows must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours. (Core)

VI.C.1.e) attention to fellow and faculty member burnout, depression, and substance abuse. The program, in partnership with its Sponsoring Institution, must educate faculty members and fellows in identification of the symptoms of burnout, depression, and substance abuse, including means to assist those who experience these conditions. Fellows and faculty members must also be educated to recognize those symptoms in themselves and how to seek appropriate care. The program, in partnership with its Sponsoring Institution, must:

VI.C.1.e).(1) encourage fellows and faculty members to alert the program director or other designated personnel or programs when they are concerned that another resident, fellow, or faculty member may be displaying signs of burnout, depression, substance abuse, suicidal ideation, or potential for violence; (Core)

VI.C.1.e).(2) provide access to appropriate tools for self-screening; and, (Core)

VI.C.1.e).(3) provide access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week. (Core)

VI.C.2. There are circumstances in which fellows may be unable to attend work, including but not limited to fatigue, illness, and family emergencies. Each program must have policies and procedures in place that ensure coverage of patient care in the event that a fellow may be unable to perform their patient care responsibilities. These policies must be implemented without fear of negative consequences for the fellow who is unable to provide the clinical
VI.D. Fatigue Mitigation

VI.D.1. Programs must:

VI.D.1.a) educate all faculty members and fellows to recognize the signs of fatigue and sleep deprivation; (Core)

VI.D.1.b) educate all faculty members and fellows in alertness management and fatigue mitigation processes; and, (Core)

VI.D.1.c) encourage fellows to use fatigue mitigation processes to manage the potential negative effects of fatigue on patient care and learning. (Detail)

VI.D.2. Each program must ensure continuity of patient care, consistent with the program’s policies and procedures referenced in VI.C.2, in the event that a fellow may be unable to perform their patient care responsibilities due to excessive fatigue. (Core)

VI.D.3. The program, in partnership with its Sponsoring Institution, must ensure adequate sleep facilities and safe transportation options for fellows who may be too fatigued to safely return home. (Core)

VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care

VI.E.1. Clinical Responsibilities

The clinical responsibilities for each fellow must be based on PGY level, patient safety, fellow ability, severity and complexity of patient illness/condition, and available support services. (Core)

VI.E.2. Teamwork

Fellows must care for patients in an environment that maximizes 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 and larger health system. (Core)

VI.E.3. Transitions of Care

VI.E.3.a) Programs must design clinical assignments to optimize transitions in patient care, including their safety, frequency, and structure. (Core)

VI.E.3.b) Programs, in partnership with their Sponsoring Institutions, must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety. (Core)
VI.E.3.c) Programs must ensure that fellows are competent in communicating with team members in the hand-over process. (Outcome)

VI.E.3.d) Programs and clinical sites must maintain and communicate schedules of attending physicians and fellows currently responsible for care. (Core)

VI.E.3.e) Each program must ensure continuity of patient care, consistent with the program’s policies and procedures referenced in VI.C.2, in the event that a fellow may be unable to perform their patient care responsibilities due to excessive fatigue or illness, or family emergency. (Core)

VI.F. Clinical Experience and Education

*Programs, in partnership with their Sponsoring Institutions, must design an effective program structure that is configured to provide fellows with educational and clinical experience opportunities, as well as reasonable opportunities for rest and personal activities.*

VI.F.1. Maximum Hours of Clinical and Educational Work per Week

Clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period, inclusive of all in-house clinical and educational activities, clinical work done from home, and all moonlighting. (Core)

VI.F.2. Mandatory Time Free of Clinical Work and Education

VI.F.2.a) The program must design an effective program structure that is configured to provide fellows with educational opportunities, as well as reasonable opportunities for rest and personal well-being. (Core)

VI.F.2.b) Fellows should have eight hours off between scheduled clinical work and education periods. (Detail)

VI.F.2.b).(1) There may be circumstances when fellows choose to stay to care for their patients or return to the hospital with fewer than eight hours free of clinical experience and education. This must occur within the context of the 80-hour and the one-day-off-in-seven requirements. (Detail)

VI.F.2.c) Fellows must have at least 14 hours free of clinical work and education after 24 hours of in-house call. (Core)

VI.F.2.d) Fellows must be scheduled for a minimum of one day in seven free of clinical work and required education (when averaged over four weeks). At-home call cannot be assigned.
VI.F.3. Maximum Clinical Work and Education Period Length

VI.F.3.a) Clinical and educational work periods for fellows must not exceed 24 hours of continuous scheduled clinical assignments. (Core)

VI.F.3.a).(1) Up to four hours of additional time may be used for activities related to patient safety, such as providing effective transitions of care, and/or fellow education. (Core)

VI.F.3.a).(1).(a) Additional patient care responsibilities must not be assigned to a fellow during this time. (Core)

VI.F.4. Clinical and Educational Work Hour Exceptions

VI.F.4.a) In rare circumstances, after handing off all other responsibilities, a fellow, on their own initiative, may elect to remain or return to the clinical site in the following circumstances:

VI.F.4.a).(1) to continue to provide care to a single severely ill or unstable patient; (Detail)

VI.F.4.a).(2) humanistic attention to the needs of a patient or family; or, (Detail)

VI.F.4.a).(3) to attend unique educational events. (Detail)

VI.F.4.b) These additional hours of care or education will be counted toward the 80-hour weekly limit. (Detail)

VI.F.4.c) A Review Committee may grant rotation-specific exceptions for up to 10 percent or a maximum of 88 clinical and educational work hours to individual programs based on a sound educational rationale.

The Review Committee for Physical Medicine and Rehabilitation will not consider requests for exceptions to the 80-hour limit to the fellows’ work week.

VI.F.4.c).(1) In preparing a request for an exception, the program director must follow the clinical and educational work hour exception policy from the ACGME Manual of Policies and Procedures. (Core)

VI.F.4.c).(2) Prior to submitting the request to the Review Committee, the program director must obtain approval from the Sponsoring Institution’s GMEC and DIO. (Core)
VI.F.5. Moonlighting

VI.F.5.a) Moonlighting must not interfere with the ability of the fellow to achieve the goals and objectives of the educational program, and must not interfere with the fellow’s fitness for work nor compromise patient safety. (Core)

VI.F.5.b) Time spent by fellows in internal and external moonlighting (as defined in the ACGME Glossary of Terms) must be counted toward the 80-hour maximum weekly limit. (Core)

VI.F.6. In-House Night Float

Night float must occur within the context of the 80-hour and one-day-off-in-seven requirements. (Core)

VI.F.7. Maximum In-House On-Call Frequency

Fellows must be scheduled for in-house call no more frequently than every third night (when averaged over a four-week period). (Core)

VI.F.8. At-Home Call

VI.F.8.a) Time spent on patient care activities by fellows on at-home call must count toward the 80-hour maximum weekly 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 clinical work and education, when averaged over four weeks. (Core)

VI.F.8.a).(1) At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each fellow. (Core)

VI.F.8.b) Fellows are permitted to return to the hospital while on at-home call to provide direct care for new or established patients. These hours of inpatient patient care must be included in the 80-hour maximum weekly limit. (Detail)

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*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)