

IV. Educational Program

A. Curriculum components

5. ACGME Competencies

c. Practice-based Learning and Improvement

Common Program Requirement:

5. *ACGME Competencies*

The program must integrate the following ACGME competencies into the curriculum:

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

- (1) identify strengths, deficiencies, and limits in one's knowledge and expertise;*
- (2) set learning and improvement goals;*
- (3) identify and perform appropriate learning activities;*
- (4) systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement; (Review Committees should define expectations regarding quality improvement within specialty specific program requirements.)*
- (5) incorporate formative evaluation feedback into daily practice;*
- (6) locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;*
- (7) use information technology to optimize learning; and,*
- (8) participate in the education of patients, families, students, residents and other health professionals.*

[As further specified by the Review Committee]

- **Documentation for self assessment and reflection:** The Common PIF requests a description of one learning activity that demonstrates how the program supports development of self assessment and reflection skills and habits. (See PIF question below.) Programs may use a structured process for reflection in which a faculty advisor guides the resident in using feedback and evaluations to inform the self assessment process. Documentation of the semi-annual evaluation meetings in which this process is demonstrated would provide evidence that this requirement is being addressed. Site visitors may verify that self assessment and reflection are encouraged and that many faculty and residents engage in this activity during faculty and resident interviews.

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PIF Question:

*a. Describe one learning activity in which residents engage to identify strengths, deficiencies, and limits in their knowledge and expertise (self-reflection and self-assessment); set learning and improvement goals; identify and perform appropriate learning activities to achieve self-identified goals (life-long learning).
Limit your response to 400 words.*

- **Documentation for EBM-related skills:** The Common PIF requests a description of one learning activity designed for residents to develop EBM abilities. (See PIF question below.) An appropriate learning activity could be structured EBM activities such as a journal club presentation, critical appraisal of a topic, or educational prescription with appropriate faculty oversight and formal assessment of skills. Additional documentation would be the written goals and objectives for this learning activity and how residents are assessed. Site visitors may verify through spot checks of resident files and interviews with residents and faculty as needed.

PIF Question:

b. Describe one example of a learning activity in which residents engage to develop the skills needed to use information technology to locate, appraise, and assimilate evidence from scientific studies and apply it to their patients' health problems. The description should include:

- (1) locating information*
- (2) using information technology*
- (3) appraising information*
- (4) assimilating evidence information (from scientific studies)*
- (5) applying information to patient care*

Limit your response to 400 words

- **Documentation for quality improvement:** The Common PIF requests a description of an example and the outcome of a QI activity in which at least one resident participated. (See PIF question below.) Documentation could be the written project description of a full PDSA cycle in which an individual resident or group of residents actively participated with appropriate faculty oversight and formal assessment of skills, or proceedings from events in which QI projects were presented orally. Site visitors may verify through resident interviews.

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PIF Question:

*c. Give one example and the outcome of a planned quality improvement activity or project in which at least one resident participated in the past year that required the resident to demonstrate an ability to analyze, improve and change practice or patient care. Describe planning, implementation, evaluation and provisions of faculty support and supervision that guided this process.
Limit your response to 400 words.*

- **Documentation for teaching skills:** The common PIF requests a description of structured learning activities that demonstrates how the program supports the development of teaching skills. (See PIF question below.) Documentation would include the written goals and objectives for this learning activity and how residents are assessed. Additional documentation may include evidence for structured teaching opportunities, feedback from learners such as medical students, or patient perceptions of the clarity of residents' explanations. Site visitors may verify through resident interviews.

PIF Question:

*d. Describe how residents:
(1) develop teaching skills necessary to educate patients, families, students, and other residents;
(2) teach patients, families, and others; and
(3) receive and incorporate formative evaluation feedback into daily practice.
(If a specific tool is used to evaluate these skills have it available for review by the site visitor.)
Limit your response to 400 words.*