



**Accreditation Council for  
Graduate Medical Education**

**ACGME  
Common Program Requirements (Residency)**

## Common Program Requirements (Residency) Contents

Introduction .....	3
Int.A. Preamble.....	3
Int.B. Definition of Specialty.....	3
Int.C. Length of Educational Program .....	3
I. Oversight .....	4
I.A. Sponsoring Institution .....	4
I.B. Participating Sites.....	4
I.C. Recruitment .....	5
I.D. Resources .....	5
I.E. Other Learners and Other Care Providers.....	7
II. Personnel .....	7
II.A. Program Director.....	7
II.B. Faculty.....	12
II.C. Program Coordinator .....	15
II.D. Other Program Personnel.....	16
III. Resident Appointments .....	17
III.A. Eligibility Requirements .....	17
III.B. Number of Residents .....	19
III.C. Resident Transfers .....	19
IV. Educational Program.....	19
IV.A. Curriculum Components.....	19
IV.B. ACGME Competencies .....	20
IV.C. Curriculum Organization and Resident Experiences .....	25
IV.D. Scholarship.....	25
V. Evaluation.....	28
V.A. Resident Evaluation .....	28
V.B. Faculty Evaluation .....	31
V.C. Program Evaluation and Improvement.....	32
VI. The Learning and Working Environment .....	36
VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability .....	37
VI.B. Professionalism.....	43
VI.C. Well-Being.....	45
VI.D. Fatigue Mitigation .....	48
VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care.....	49
VI.F. Clinical Experience and Education .....	50

1  
2 **Proposed Common Program Requirements (Residency)**  
3

4 Where applicable, text in italics describes the underlying philosophy of the requirements  
5 in that section. These philosophic statements are not program requirements and are  
6 therefore not citable.  
7

8 **Note:** Review Committees may further specify only where indicated by “The Review  
9 Committee may/must further specify.”  
10

11 **Introduction**

12  
13 **Int.A.** *Graduate medical education is the crucial step of professional  
14 development between medical school and autonomous clinical practice. It  
15 is in this vital phase of the continuum of medical education that residents  
16 learn to provide optimal patient care under the supervision of faculty  
17 members who not only instruct, but serve as role models of excellence,  
18 compassion, professionalism, and scholarship.*  
19

20 *Graduate medical education transforms medical students into physician  
21 scholars who care for the patient, family, and a diverse community; create  
22 and integrate new knowledge into practice; and educate future generations  
23 of physicians to serve the public. Practice patterns established during  
24 graduate medical education persist many years later.*  
25

26 *Graduate medical education has as a core tenet the graded authority and  
27 responsibility for patient care. The care of patients is undertaken with  
28 appropriate faculty supervision and conditional independence, allowing  
29 residents to attain the knowledge, skills, attitudes, and empathy required  
30 for autonomous practice. Graduate medical education develops physicians  
31 who focus on excellence in delivery of safe, equitable, affordable, quality  
32 care; and the health of the populations they serve. Graduate medical  
33 education values the strength that a diverse group of physicians brings to  
34 medical care.*  
35

36 *Graduate medical education occurs in clinical settings that establish the  
37 foundation for practice-based and lifelong learning. The professional  
38 development of the physician, begun in medical school, continues through  
39 faculty modeling of the effacement of self-interest in a humanistic  
40 environment that emphasizes joy in curiosity, problem-solving, academic  
41 rigor, and discovery. This transformation is often physically, emotionally,  
42 and intellectually demanding and occurs in a variety of clinical learning  
43 environments committed to graduate medical education and the well-being  
44 of patients, residents, fellows, faculty members, students, and all members  
45 of the health care team.*  
46

47 **Int.B.** **Definition of Specialty**

48  
49 [The Review Committee must further specify]  
50

51 **Int.C.** **Length of Educational Program**

52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66

[The Review Committee must further specify]

**I. Oversight**

**I.A. Sponsoring Institution**

*The Sponsoring Institution is the organization or entity that assumes the ultimate financial and academic responsibility for a program of graduate medical education, consistent with the ACGME Institutional Requirements.*

*When the Sponsoring Institution is not a rotation site for the program, the most commonly utilized site of clinical activity for the program is the primary clinical site.*

**Background and Intent:** Participating sites will reflect the health care needs of the community and the educational needs of the residents. A wide variety of organizations may provide a robust educational experience and, thus, Sponsoring Institutions and participating sites may encompass inpatient and outpatient settings including, but not limited to a university, a medical school, a teaching hospital, a nursing home, a school of public health, a health department, a public health agency, an organized health care delivery system, a medical examiner’s office, an educational consortium, a teaching health center, a physician group practice, federally qualified health center, or an educational foundation.

67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93

**I.A.1. The program must be sponsored by one ACGME-accredited Sponsoring Institution. (Core)\***

**I.B. Participating Sites**

*A participating site is an organization providing educational experiences or educational assignments/rotations for residents.*

**I.B.1. The program, with approval of its Sponsoring Institution, must designate a primary clinical site. (Core)**

[The Review Committee may specify which other specialties/programs must be present at the primary clinical site]

**I.B.2. There must be a program letter of agreement (PLA) between the program and each participating site that governs the relationship between the program and the participating site providing a required assignment. (Core)**

**I.B.2.a) The PLA must:**

**I.B.2.a).(1) be renewed at least every 10 years; and, (Core)**

**I.B.2.a).(2) be approved by the designated institutional official (DIO). (Core)**

94 **I.B.3.** The program must monitor the clinical learning and working  
95 environment at all participating sites. <sup>(Core)</sup>

96  
97 **I.B.3.a)** At each participating site there must be one faculty member,  
98 designated by the program director as the site director, who  
99 is accountable for resident education at that site, in  
100 collaboration with the program director. <sup>(Core)</sup>  
101

**Background and Intent:** While all residency programs must be sponsored by a single ACGME-accredited Sponsoring Institution, many programs will utilize other clinical settings to provide required or elective training experiences. At times it is appropriate to utilize community sites that are not owned by or affiliated with the Sponsoring Institution. Some of these sites may be remote for geographic, transportation, or communication issues. When utilizing such sites the program must ensure the quality of the educational experience. The requirements under I.B.3. are intended to ensure that this will be the case.

**Suggested elements to be considered in PLAs will be found in the ACGME Program Director's Guide to the Common Program Requirements. These include:**

- Identifying the faculty members who will assume educational and supervisory responsibility for residents
- Specifying the responsibilities for teaching, supervision, and formal evaluation of residents
- Specifying the duration and content of the educational experience
- Stating the policies and procedures that will govern resident education during the assignment

102  
103 **I.B.4.** The program director must submit any additions or deletions of  
104 participating sites routinely providing an educational experience,  
105 required for all residents, of one month full time equivalent (FTE) or  
106 more through the ACGME's Accreditation Data System (ADS). <sup>(Core)</sup>

[The Review Committee may further specify]

107  
108  
109  
110 **I.C.** The program, in partnership with its Sponsoring Institution, must engage in  
111 practices that focus on mission-driven, ongoing, systematic recruitment  
112 and retention of a diverse and inclusive workforce of residents, fellows (if  
113 present), faculty members, senior administrative staff members, and other  
114 relevant members of its academic community. <sup>(Core)</sup>  
115

**Background and Intent:** It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution's mission and aims. The program's annual evaluation must include an assessment of the program's efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c).

116  
117 **I.D.** Resources  
118

119 **I.D.1.** The program, in partnership with its Sponsoring Institution, must  
120 ensure the availability of adequate resources for resident education.  
121 (Core)

122  
123 [The Review Committee must further specify]  
124

125 **I.D.2.** The program, in partnership with its Sponsoring Institution, must  
126 ensure healthy and safe learning and working environments that  
127 promote resident well-being and provide for: (Core)

128  
129 **I.D.2.a)** access to food while on duty; (Core)

130  
131 **I.D.2.b)** safe, quiet, clean, and private sleep/rest facilities available  
132 and accessible for residents with proximity appropriate for  
133 safe patient care; (Core)  
134

**Background and Intent: Care of patients within a hospital or health system occurs continually through the day and night. Such care requires that residents function at their peak abilities, which requires the work environment to provide them with the ability to meet their basic needs within proximity of their clinical responsibilities. Access to food and rest are examples of these basic needs, which must be met while residents are working. Residents should have access to refrigeration where food may be stored. Food should be available when residents are required to be in the hospital overnight. Rest facilities are necessary, even when overnight call is not required, to accommodate the fatigued resident.**

135  
136 **I.D.2.c)** clean and private facilities for lactation that have refrigeration  
137 capabilities, with proximity appropriate for safe patient care;  
138 (Core)  
139

**Background and Intent: Sites must provide private and clean locations where residents may lactate and store the milk within a refrigerator. These locations should be in close proximity to clinical responsibilities. It would be helpful to have additional support within these locations that may assist the resident with the continued care of patients, such as a computer and a phone. While space is important, the time required for lactation is also critical for the well-being of the resident and the resident's family, as outlined in VI.C.1.d).(1).**

140  
141 **I.D.2.d)** security and safety measures appropriate to the participating  
142 site; and, (Core)  
143

144 **I.D.2.e)** accommodations for residents with disabilities consistent  
145 with the Sponsoring Institution's policy. (Core)  
146

147 **I.D.3.** Residents must have ready access to specialty-specific and other  
148 appropriate reference material in print or electronic format. This  
149 must include access to electronic medical literature databases with  
150 full text capabilities. (Core)  
151

152 I.D.4. The program's educational and clinical resources must be adequate  
153 to support the number of residents appointed to the program. (Core)

154 [The Review Committee may further specify]

157 I.E. The presence of other learners and other care providers, including, but not  
158 limited to, residents from other programs, subspecialty fellows, and  
159 advanced practice providers, must enrich the appointed residents'  
160 education. (Core)

161 I.E.1. The program must report circumstances when the presence of other  
162 learners has interfered with the residents' education to the DIO and  
163 Graduate Medical Education Committee (GMEC). (Core)

164 **Background and Intent: The clinical learning environment has become increasingly  
165 complex and often includes care providers, students, and post-graduate residents and  
166 fellows from multiple disciplines. The presence of these practitioners and their  
167 learners enriches the learning environment. Programs have a responsibility to monitor  
168 the learning environment to ensure that residents' education is not compromised by  
169 the presence of other providers and learners.**

166 II. Personnel

167 II.A. Program Director

170 II.A.1. There must be one faculty member appointed as program director  
171 with authority and accountability for the overall program, including  
172 compliance with all applicable program requirements. (Core)

173 II.A.1.a) The Sponsoring Institution's GMEC must approve a change in  
174 program director. (Core)

175 II.A.1.b) Final approval of the program director resides with the  
176 Review Committee. (Core)

177 **Background and Intent: While the ACGME recognizes the value of input from  
178 numerous individuals in the management of a residency, a single individual must be  
179 designated as program director and ~~made responsible~~ have overall responsibility for  
180 the program. ~~This individual will have dedicated time for the leadership of the  
181 residency, and it is this individual's responsibility to communicate with the residents,  
182 faculty members, DIO, GMEC, and the ACGME.~~ The program director's nomination is  
183 reviewed and approved by the GMEC. Final approval of the program directors  
184 resides with the applicable ACGME Review Committee.**

181 II.A.1.c) The program must demonstrate retention of the program  
182 director for a length of time adequate to maintain continuity  
183 of leadership and program stability. (Core)

184 [The Review Committee may further specify]

187

Background and Intent: The success of residency programs is generally enhanced by continuity in the program director position. The professional activities required of a program director are unique and complex and take time to master. All programs are encouraged to undertake succession planning to facilitate program stability when there is necessary turnover in the program director position.

188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199  
200  
201  
202  
203  
204  
205  
206  
207  
208  
209

**II.A.2. The program director and, as applicable, the program’s leadership team, must be provided with support adequate for administration of the program based upon its size and configuration. (Core)**

~~At a minimum, the program director must be provided with the salary support required to devote 20 percent FTE of non-clinical time to the administration of the program.~~ (Core)

**[The Review Committee must further specify minimum dedicated time for program administration, and will determine whether program leadership refers to the program director or both the program director and associate/assistant program director(s).]**

~~[The Review Committee may further specify. If the Review Committee specifies support greater than 20 percent, II.A.2. and the accompanying Background and Intent will be modified to reflect the level of support specified by the Review Committee]~~

~~[The Review Committee may further specify regarding support for associate program director(s)]~~

**Background and Intent: Twenty percent FTE is defined as one day per week.**

**~~“Administrative time” is defined as non-clinical time spent meeting the responsibilities of the program director as detailed in requirements II.A.4.-II.A.4.a).(16).~~**

**~~The requirement does not address the source of funding required to provide the specified salary support.~~**

**To achieve successful graduate medical education, individuals serving as education and administrative leaders of residency programs, as well as those significantly engaged in the education, supervision, evaluation, and mentoring of residents, must have sufficient dedicated professional time to perform the vital activities required to sustain an accredited program.**

**The ultimate outcome of graduate medical education is excellence in resident education and patient care.**

**The program director and, as applicable, the program leadership team, devote a portion of their professional effort to the oversight and management of the residency program, as defined in II.A.4.-II.A.4.a).(16). Both provision of support for the time required for the leadership effort and flexibility regarding how this support is provided are important. Programs, in partnership with their Sponsoring Institutions, may provide support for this time in a variety of ways. Examples of support may include, but are not**



**limited to, salary support, supplemental compensation, educational value units, or relief of time from other professional duties.**

**Program directors and, as applicable, members of the program leadership team, who are new to the role may need to devote additional time to program oversight and management initially as they learn and become proficient in administering the program. It is suggested that during this initial period the support described above be increased as needed.**

210  
211  
212  
213  
214  
215  
216

**II.A.3. Qualifications of the program director:**

**II.A.3.a) must include specialty expertise and at least three years of documented educational and/or administrative experience, or qualifications acceptable to the Review Committee; <sup>(Core)</sup>**

**Background and Intent: Leading a program requires knowledge and skills that are established during residency and subsequently further developed. The time period from completion of residency until assuming the role of program director allows the individual to cultivate leadership abilities while becoming professionally established. The three-year period is intended for the individual's professional maturation.**

**The broad allowance for educational and/or administrative experience recognizes that strong leaders arise through diverse pathways. These areas of expertise are important when identifying and appointing a program director. The choice of a program director should be informed by the mission of the program and the needs of the community.**

**In certain circumstances, the program and Sponsoring Institution may propose and the Review Committee may accept a candidate for program director who fulfills these goals but does not meet the three-year minimum.**

217  
218  
219  
220  
221  
222  
223  
224  
225  
226  
227  
228  
229  
230  
231  
232

**II.A.3.b) must include current certification in the specialty for which they are the program director by the American Board of \_\_\_\_\_ or by the American Osteopathic Board of \_\_\_\_\_, or specialty qualifications that are acceptable to the Review Committee; <sup>(Core)</sup>**

**[The Review Committee may further specify acceptable specialty qualifications or that only ABMS and AOA certification will be considered acceptable]**

**II.A.3.c) must include current medical licensure and appropriate medical staff appointment; and, <sup>(Core)</sup>**

**II.A.3.d) must include ongoing clinical activity. <sup>(Core)</sup>**

**Background and Intent: A program director is a role model for faculty members and residents. The program director must participate in clinical activity consistent with the specialty. This activity will allow the program director to role model the Core Competencies for the faculty members and residents.**

233

234 [The Review Committee may further specify additional program  
235 director qualifications]

236  
237 **II.A.4. Program Director Responsibilities**

238  
239 The program director must have responsibility, authority, and  
240 accountability for: administration and operations; teaching and  
241 scholarly activity; resident recruitment and selection, evaluation,  
242 and promotion of residents, and disciplinary action; supervision of  
243 residents; and resident education in the context of patient care. <sup>(Core)</sup>

244  
245 **II.A.4.a) The program director must:**

246  
247 **II.A.4.a).(1) be a role model of professionalism; <sup>(Core)</sup>**

248  
**Background and Intent: The program director, as the leader of the program, must serve as a role model to residents in addition to fulfilling the technical aspects of the role. As residents are expected to demonstrate compassion, integrity, and respect for others, they must be able to look to the program director as an exemplar. It is of utmost importance, therefore, that the program director model outstanding professionalism, high quality patient care, educational excellence, and a scholarly approach to work. The program director creates an environment where respectful discussion is welcome, with the goal of continued improvement of the educational experience.**

249  
250 **II.A.4.a).(2) design and conduct the program in a fashion**  
251 **consistent with the needs of the community, the**  
252 **mission(s) of the Sponsoring Institution, and the**  
253 **mission(s) of the program; <sup>(Core)</sup>**

254  
**Background and Intent: The mission of institutions participating in graduate medical education is to improve the health of the public. Each community has health needs that vary based upon location and demographics. Programs must understand the social determinants of health of the populations they serve and incorporate them in the design and implementation of the program curriculum, with the ultimate goal of addressing these needs and health disparities.**

255  
256 **II.A.4.a).(3) administer and maintain a learning environment**  
257 **conducive to educating the residents in each of the**  
258 **ACGME Competency domains; <sup>(Core)</sup>**

259  
**Background and Intent: The program director may establish a leadership team to assist in the accomplishment of program goals. Residency programs can be highly complex. In a complex organization, the leader typically has the ability to delegate authority to others, yet remains accountable. The leadership team may include physician and non-physician personnel with varying levels of education, training, and experience.**

260  
261 **II.A.4.a).(4) develop and oversee a process to evaluate candidates**  
262 **prior to approval as program faculty members for**

- 263 participation in the residency program education and  
 264 at least annually thereafter, as outlined in V.B.; <sup>(Core)</sup>  
 265  
 266 **II.A.4.a).(5)** have the authority to approve program faculty  
 267 members for participation in the residency program  
 268 education at all sites; <sup>(Core)</sup>  
 269  
 270 **II.A.4.a).(6)** have the authority to remove program faculty  
 271 members from participation in the residency program  
 272 education at all sites; <sup>(Core)</sup>  
 273  
 274 **II.A.4.a).(7)** have the authority to remove residents from  
 275 supervising interactions and/or learning environments  
 276 that do not meet the standards of the program; <sup>(Core)</sup>  
 277

**Background and Intent: The program director has the responsibility to ensure that all who educate residents effectively role model the Core Competencies. Working with a resident is a privilege that is earned through effective teaching and professional role modeling. This privilege may be removed by the program director when the standards of the clinical learning environment are not met.**

**There may be faculty in a department who are not part of the educational program, and the program director controls who is teaching the residents.**

- 278  
 279 **II.A.4.a).(8)** submit accurate and complete information required  
 280 and requested by the DIO, GMEC, and ACGME; <sup>(Core)</sup>  
 281  
 282 **II.A.4.a).(9)** provide applicants who are offered an interview with  
 283 information related to the applicant's eligibility for the  
 284 relevant specialty board examination(s); <sup>(Core)</sup>  
 285  
 286 **II.A.4.a).(10)** provide a learning and working environment in which  
 287 residents have the opportunity to raise concerns and  
 288 provide feedback in a confidential manner as  
 289 appropriate, without fear of intimidation or retaliation;  
 290 <sup>(Core)</sup>  
 291  
 292 **II.A.4.a).(11)** ensure the program's compliance with the Sponsoring  
 293 Institution's policies and procedures related to  
 294 grievances and due process; <sup>(Core)</sup>  
 295  
 296 **II.A.4.a).(12)** ensure the program's compliance with the Sponsoring  
 297 Institution's policies and procedures for due process  
 298 when action is taken to suspend or dismiss, not to  
 299 promote, or not to renew the appointment of a  
 300 resident; <sup>(Core)</sup>  
 301

**Background and Intent: A program does not operate independently of its Sponsoring Institution. It is expected that the program director will be aware of the Sponsoring Institution's policies and procedures, and will ensure they are followed by the program's leadership, faculty members, support personnel, and residents.**

- 302  
303 **II.A.4.a).(13)** ensure the program’s compliance with the Sponsoring  
304 Institution’s policies and procedures on employment  
305 and non-discrimination; <sup>(Core)</sup>  
306
- 307 **II.A.4.a).(13).(a)** Residents must not be required to sign a non-  
308 competition guarantee or restrictive covenant.  
309 <sup>(Core)</sup>  
310
- 311 **II.A.4.a).(14)** document verification of program completion for all  
312 graduating residents within 30 days; <sup>(Core)</sup>  
313
- 314 **II.A.4.a).(15)** provide verification of an individual resident’s  
315 completion upon the resident’s request, within 30  
316 days; and, <sup>(Core)</sup>  
317

**Background and Intent: Primary verification of graduate medical education is important to credentialing of physicians for further training and practice. Such verification must be accurate and timely. Sponsoring Institution and program policies for record retention are important to facilitate timely documentation of residents who have previously completed the program. Residents who leave the program prior to completion also require timely documentation of their summative evaluation.**

- 318  
319 **II.A.4.a).(16)** obtain review and approval of the Sponsoring  
320 Institution’s DIO before submitting information or  
321 requests to the ACGME, as required in the Institutional  
322 Requirements and outlined in the ACGME Program  
323 Director’s Guide to the Common Program  
324 Requirements. <sup>(Core)</sup>  
325

326 **II.B. Faculty**

327  
328 *Faculty members are a foundational element of graduate medical education*  
329 *– faculty members teach residents how to care for patients. Faculty*  
330 *members provide an important bridge allowing residents to grow and*  
331 *become practice-ready, ensuring that patients receive the highest quality of*  
332 *care. They are role models for future generations of physicians by*  
333 *demonstrating compassion, commitment to excellence in teaching and*  
334 *patient care, professionalism, and a dedication to lifelong learning. Faculty*  
335 *members experience the pride and joy of fostering the growth and*  
336 *development of future colleagues. The care they provide is enhanced by*  
337 *the opportunity to teach. By employing a scholarly approach to patient*  
338 *care, faculty members, through the graduate medical education system,*  
339 *improve the health of the individual and the population.*

340  
341 *Faculty members ensure that patients receive the level of care expected*  
342 *from a specialist in the field. They recognize and respond to the needs of*  
343 *the patients, residents, community, and institution. Faculty members*  
344 *provide appropriate levels of supervision to promote patient safety. Faculty*  
345 *members create an effective learning environment by acting in a*

346  
347  
348

*professional manner and attending to the well-being of the residents and themselves.*

**Background and Intent: “Faculty” refers to the entire teaching force responsible for educating residents. The term “faculty,” including “core faculty,” does not imply or require an academic appointment or salary support.**

349  
350  
351  
352  
353  
354  
355  
356  
357  
358  
359  
360  
361  
362

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

**[The Review Committee may further specify]**

**II.B.2. Faculty members must:**

**II.B.2.a) be role models of professionalism; <sup>(Core)</sup>**

**II.B.2.b) demonstrate commitment to the delivery of safe, quality, cost-effective, patient-centered care; <sup>(Core)</sup>**

**Background and Intent: Patients have the right to expect quality, cost-effective care with patient safety at its core. The foundation for meeting this expectation is formed during residency and fellowship. Faculty members model these goals and continually strive for improvement in care and cost, embracing a commitment to the patient and the community they serve.**

363  
364  
365  
366  
367  
368  
369  
370  
371  
372  
373  
374  
375  
376  
377  
378

**II.B.2.c) demonstrate a strong interest in the education of residents; <sup>(Core)</sup>**

**II.B.2.d) devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; <sup>(Core)</sup>**

**II.B.2.e) administer and maintain an educational environment conducive to educating residents; <sup>(Core)</sup>**

**II.B.2.f) regularly participate in organized clinical discussions, rounds, journal clubs, and conferences; and, <sup>(Core)</sup>**

**II.B.2.g) pursue faculty development designed to enhance their skills at least annually: <sup>(Core)</sup>**

**Background and Intent: Faculty development is intended to describe structured programming developed for the purpose of enhancing transference of knowledge, skill, and behavior from the educator to the learner. Faculty development may occur in a variety of configurations (lecture, workshop, etc.) using internal and/or external resources. Programming is typically needs-based (individual or group) and may be specific to the institution or the program. Faculty development programming is to be reported for the residency program faculty in the aggregate.**

379  
380

**II.B.2.g).(1) as educators; <sup>(Core)</sup>**

- 381  
 382 **II.B.2.g).(2)** in quality improvement and patient safety; <sup>(Core)</sup>  
 383  
 384 **II.B.2.g).(3)** in fostering their own and their residents' well-being;  
 385 and, <sup>(Core)</sup>  
 386  
 387 **II.B.2.g).(4)** in patient care based on their practice-based learning  
 388 and improvement efforts. <sup>(Core)</sup>  
 389

**Background and Intent: Practice-based learning serves as the foundation for the practice of medicine. Through a systematic analysis of one's practice and review of the literature, one is able to make adjustments that improve patient outcomes and care. Thoughtful consideration to practice-based analysis improves quality of care, as well as patient safety. This allows faculty members to serve as role models for residents in practice-based learning.**

390  
 391 [The Review Committee may further specify additional faculty  
 392 responsibilities]  
 393

394 **II.B.3. Faculty Qualifications**

395  
 396 **II.B.3.a)** Faculty members must have appropriate qualifications in  
 397 their field and hold appropriate institutional appointments.  
 398 <sup>(Core)</sup>

399  
 400 [The Review Committee may further specify]  
 401

402 **II.B.3.b) Physician faculty members must:**

403  
 404 **II.B.3.b).(1)** have current certification in the specialty by the  
 405 American Board of \_\_\_\_\_ or the American Osteopathic  
 406 Board of \_\_\_\_\_, or possess qualifications judged  
 407 acceptable to the Review Committee. <sup>(Core)</sup>  
 408

409 [The Review Committee may further specify additional  
 410 qualifications]  
 411

412 **II.B.3.c)** Any non-physician faculty members who participate in  
 413 residency program education must be approved by the  
 414 program director. <sup>(Core)</sup>  
 415

416 [The Review Committee may further specify]  
 417

**Background and Intent: The provision of optimal and safe patient care requires a team approach. The education of residents by non-physician educators enables the resident to better manage patient care and provides valuable advancement of the residents' knowledge. Furthermore, other individuals contribute to the education of the resident in the basic science of the specialty or in research methodology. If the program director determines that the contribution of a non-physician individual is significant to the education of the residents, the program director may designate the individual as a program faculty member or a program core faculty member.**

418  
419  
420  
421  
422  
423  
424  
425  
426

**II.B.4. Core Faculty**

Core faculty members must have a significant role in the education and supervision of residents and must devote a significant portion of their entire effort to resident education and/or administration, and must, as a component of their activities, teach, evaluate, and provide formative feedback to residents. <sup>(Core)</sup>

~~Background and Intent: Core faculty members are critical to the success of resident education. They support the program leadership in developing, implementing, and assessing curriculum and in assessing residents' progress toward achievement of competence in the specialty. Core faculty members should be selected for their broad knowledge of and involvement in the program, permitting them to effectively evaluate the program, including completion of the annual ACGME Faculty Survey.~~

Core faculty members are critical to the success of resident education. They support the program leadership in developing, implementing, and assessing curriculum, mentoring residents, and assessing residents' progress toward achievement of competence in and the independent practice of the specialty. Core faculty members should be selected for their broad knowledge of and involvement in the program, permitting them to effectively evaluate the program. Core faculty members may also be selected for their specific expertise and unique contribution to the program. Core faculty members are engaged in a broad range of activities, which may vary across programs and specialties. Core faculty members provide clinical teaching and supervision of residents, and also participate in non-clinical activities related to resident education and program administration. Examples of these non-clinical activities include, but are not limited to, interviewing and selecting resident applicants, providing didactic instruction, mentoring residents, simulation exercises, completing the annual ACGME Faculty Survey, and participating on the program's Clinical Competency Committee, Program Evaluation Committee, and other GME committees.

427  
428  
429  
430  
431  
432  
433  
434  
435  
436  
437  
438  
439  
440  
441  
442  
443  
444  
445  
446

**II.B.4.a) Core faculty members must be designated by the program director. <sup>(Core)</sup>**

**II.B.4.b) Core faculty members must complete the annual ACGME Faculty Survey. <sup>(Core)</sup>**

[The Review Committee must specify the minimum number of core faculty and/or the core faculty-resident ratio]

[The Review Committee may further specify requirements regarding dedicated time support for core faculty members]

[The Review Committee may specify requirements specific to associate program director(s)]

**II.C. Program Coordinator**

**II.C.1. There must be a program coordinator. <sup>(Core)</sup>**

447 **II.C.2. The program coordinator must be provided with dedicated time and**  
448 **support adequate for administration of the program based upon its**  
449 **size and configuration.** (Core)

450  
451 ~~At a minimum, the program coordinator must be supported at 50~~  
452 ~~percent FTE for the administration of the program.~~ (Core)

453  
454 **[The Review Committee must further specify minimum dedicated**  
455 **time for the program coordinator.]**

456  
457 ~~[The Review Committee may further specify. If the Review~~  
458 ~~Committee specifies support greater than 50 percent, II.C.2. and the~~  
459 ~~accompanying Background and Intent will be modified to reflect the~~  
460 ~~level of support specified by the Review Committee]~~

461

**Background and Intent: Fifty percent FTE is defined as two-and-a-half (2.5) days per week.**

**The requirement does not address the source of funding required to provide the specified salary support.**

**Each program requires a lead administrative person, frequently referred to as a program coordinator, administrator, or as otherwise titled by the institution. This person will frequently manage the day-to-day operations of the program and serve as an important liaison with and facilitator between the learners, faculty and other staff members, and the ACGME. Individuals serving in this role are recognized as program coordinators by the ACGME.**

**The program coordinator is a key member of the leadership team and is critical to the success of the program. As such, the program coordinator must possess skills in leadership and personnel management appropriate to the complexity of the program. Program coordinators are expected to develop unique in-depth knowledge of the ACGME and Program Requirements, including policies, and procedures. Program coordinators assist the program director in meeting accreditation efforts-requirements, educational programming, and support of residents.**

**Programs, in partnership with their Sponsoring Institutions, should encourage the professional development of their program coordinators and avail them of opportunities for both professional and personal growth. Programs with fewer residents may not require a full-time coordinator; one coordinator may support more than one program.**

462

463 **II.D. Other Program Personnel**

464

465 **The program, in partnership with its Sponsoring Institution, must jointly**  
466 **ensure the availability of necessary personnel for the effective**  
467 **administration of the program.** (Core)

468

469 **[The Review Committee may further specify]**

470



**Background and Intent: Multiple personnel may be required to effectively administer a program. These may include staff members with clerical skills, project managers, education experts, and staff members to maintain electronic communication for the program. These personnel may support more than one program in more than one discipline.**

- 471  
472  
473  
474  
475  
476  
477  
478  
479  
480  
481  
482  
483  
484  
485  
486  
487  
488  
489  
490  
491  
492  
493  
494  
495  
496  
497  
498  
499  
500  
501  
502  
503  
504  
505  
506  
507  
508  
509  
510  
511  
512  
513  
514
- III. Resident Appointments**
  - III.A. Eligibility Requirements**
  - III.A.1. An applicant must meet one of the following qualifications to be eligible for appointment to an ACGME-accredited program: <sup>(Core)</sup>**
    - III.A.1.a) graduation from a medical school in the United States or Canada, accredited by the Liaison Committee on Medical Education (LCME) or graduation from a college of osteopathic medicine in the United States, accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOACOCA); or, <sup>(Core)</sup>**
    - III.A.1.b) graduation from a medical school outside of the United States or Canada, and meeting one of the following additional qualifications: <sup>(Core)</sup>**
      - III.A.1.b).(1) holding a currently valid certificate from the Educational Commission for Foreign Medical Graduates (ECFMG) prior to appointment; or, <sup>(Core)</sup>**
      - III.A.1.b).(2) holding a full and unrestricted license to practice medicine in the United States licensing jurisdiction in which the ACGME-accredited program is located. <sup>(Core)</sup>**
  - III.A.2. 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, AOA-approved residency programs, Royal College of Physicians and Surgeons of Canada (RCPSC)-accredited or College of Family Physicians of Canada (CFPC)-accredited residency programs located in Canada, or in residency programs with ACGME International (ACGME-I) Advanced Specialty Accreditation. <sup>(Core)</sup>**
    - III.A.2.a) Residency programs must receive verification of each resident’s level of competency in the required clinical field using ACGME, CanMEDS, or ACGME-I Milestones evaluations from the prior training program upon matriculation. <sup>(Core)</sup>**

**[The Review Committee may further specify prerequisite postgraduate clinical education]**

**Background and Intent: Programs with ACGME-I Foundational Accreditation or from institutions with ACGME-I accreditation do not qualify unless the program has also**

achieved ACGME-I Advanced Specialty Accreditation. To ensure entrants into ACGME-accredited programs from ACGME-I programs have attained the prerequisite milestones for this training, they must be from programs that have ACGME-I Advanced Specialty Accreditation.

515  
516  
517  
518  
519  
520  
521  
522  
523  
524  
525  
526  
527  
528  
529  
530  
531  
532  
533  
534  
535  
536  
537  
538  
539  
540  
541  
542  
543  
544  
545  
546  
547  
548  
549  
550  
551  
552  
553  
554  
555  
556  
557  
558  
559  
560  
561

**III.A.3.** A physician who has completed a residency program that was not accredited by ACGME, AOA, RCPSC, CFPC, or ACGME-I (with Advanced Specialty Accreditation) may enter an ACGME-accredited residency program in the same specialty at the PGY-1 level and, at the discretion of the program director of the ACGME-accredited program and with approval by the GMEC, may be advanced to the PGY-2 level based on ACGME Milestones evaluations 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. <sup>(Core)</sup>

**III.A.4. Resident Eligibility Exception**

The Review Committee for \_\_\_\_\_ will allow the following exception to the resident eligibility requirements: <sup>(Core)</sup>

[Note: A Review Committee may permit the eligibility exception if the specialty requires completion of a prerequisite residency program prior to admission. If the specialty-specific Program Requirements define multiple program formats, the Review Committee may permit the exception only for the format(s) that require completion of a prerequisite residency program prior to admission. If this language is not applicable, this section will not appear in the specialty-specific requirements.]

**III.A.4.a)** An ACGME-accredited residency program may accept an exceptionally qualified international graduate applicant who does not satisfy the eligibility requirements listed in III.A.1.-III.A.3., but who does meet all of the following additional qualifications and conditions: <sup>(Core)</sup>

**III.A.4.a).(1)** evaluation by the program director and residency selection committee of the applicant's suitability to enter the program, based on prior training and review of the summative evaluations of this training; and, <sup>(Core)</sup>

**III.A.4.a).(2)** review and approval of the applicant's exceptional qualifications by the GMEC; and, <sup>(Core)</sup>

**III.A.4.a).(3)** verification of Educational Commission for Foreign Medical Graduates (ECFMG) certification. <sup>(Core)</sup>

**III.A.4.b)** Applicants accepted through this exception must have an evaluation of their performance by the Clinical Competency Committee within 12 weeks of matriculation. <sup>(Core)</sup>

562 **III.B.** The program director must not appoint more residents than approved by  
563 the Review Committee. <sup>(Core)</sup>

564  
565 **III.B.1.** All complement increases must be approved by the Review  
566 Committee. <sup>(Core)</sup>

567  
568 [The Review Committee may further specify minimum complement  
569 numbers]

570  
571 **III.C.** Resident Transfers

572  
573 The program must obtain verification of previous educational experiences  
574 and a summative competency-based performance evaluation prior to  
575 acceptance of a transferring resident, and Milestones evaluations upon  
576 matriculation. <sup>(Core)</sup>

577  
578 [The Review Committee may further specify]

579  
580 **IV.** Educational Program

581  
582 *The ACGME accreditation system is designed to encourage excellence and*  
583 *innovation in graduate medical education regardless of the organizational*  
584 *affiliation, size, or location of the program.*

585  
586 *The educational program must support the development of knowledgeable, skillful*  
587 *physicians who provide compassionate care.*

588  
589 *In addition, the program is expected to define its specific program aims consistent*  
590 *with the overall mission of its Sponsoring Institution, the needs of the community*  
591 *it serves and that its graduates will serve, and the distinctive capabilities of*  
592 *physicians it intends to graduate. While programs must demonstrate substantial*  
593 *compliance with the Common and specialty-specific Program Requirements, it is*  
594 *recognized that within this framework, programs may place different emphasis on*  
595 *research, leadership, public health, etc. It is expected that the program aims will*  
596 *reflect the nuanced program-specific goals for it and its graduates; for example, it*  
597 *is expected that a program aiming to prepare physician-scientists will have a*  
598 *different curriculum from one focusing on community health.*

599  
600 **IV.A.** The curriculum must contain the following educational components: <sup>(Core)</sup>

601  
602 **IV.A.1.** a set of program aims consistent with the Sponsoring Institution's  
603 mission, the needs of the community it serves, and the desired  
604 distinctive capabilities of its graduates; <sup>(Core)</sup>

605  
606 **IV.A.1.a)** The program's aims must be made available to program  
607 applicants, residents, and faculty members. <sup>(Core)</sup>

608  
609 **IV.A.2.** competency-based goals and objectives for each educational  
610 experience designed to promote progress on a trajectory to  
611 autonomous practice. These must be distributed, reviewed, and  
612 available to residents and faculty members; <sup>(Core)</sup>

613

**Background and Intent:** The trajectory to autonomous practice is documented by Milestones evaluation. The Milestones detail the progress of a resident in attaining skill in each competency domain. They are developed by each specialty group and allow evaluation based on observable behaviors. Milestones are considered formative and should be used to identify learning needs. This may lead to focused or general curricular revision in any given program or to individualized learning plans for any specific resident.

614

615

**IV.A.3.** delineation of resident responsibilities for patient care, progressive responsibility for patient management, and graded supervision; <sup>(Core)</sup>

616

617

**Background and Intent:** These responsibilities may generally be described by PGY level and specifically by Milestones progress as determined by the Clinical Competency Committee. This approach encourages the transition to competency-based education. An advanced learner may be granted more responsibility independent of PGY level and a learner needing more time to accomplish a certain task may do so in a focused rather than global manner.

618

619

**IV.A.4.** a broad range of structured didactic activities; <sup>(Core)</sup>

620

621

**IV.A.4.a)** Residents must be provided with protected time to participate in core didactic activities. <sup>(Core)</sup>

622

623

**Background and Intent:** It is intended that residents will participate in structured didactic activities. It is recognized that there may be circumstances in which this is not possible. Programs should define core didactic activities for which time is protected and the circumstances in which residents may be excused from these didactic activities. Didactic activities may include, but are not limited to, lectures, conferences, courses, labs, asynchronous learning, simulations, drills, case discussions, grand rounds, didactic teaching, and education in critical appraisal of medical evidence.

624

625

**IV.A.5.** advancement of residents' knowledge of ethical principles foundational to medical professionalism; and, <sup>(Core)</sup>

626

627

628

**IV.A.6.** advancement in the residents' knowledge of the basic principles of scientific inquiry, including how research is designed, conducted, evaluated, explained to patients, and applied to patient care. <sup>(Core)</sup>

629

630

631

**IV.B.** ACGME Competencies

632

633

**Background and Intent:** The Competencies provide a conceptual framework describing the required domains for a trusted physician to enter autonomous practice. These Competencies are core to the practice of all physicians, although the specifics are further defined by each specialty. The developmental trajectories in each of the Competencies are articulated through the Milestones for each specialty.

634

635

**IV.B.1.** The program must integrate the following ACGME Competencies into the curriculum: <sup>(Core)</sup>

636

637  
638 **IV.B.1.a) Professionalism**  
639  
640 Residents must demonstrate a commitment to  
641 professionalism and an adherence to ethical principles. (Core)  
642

643 **IV.B.1.a).(1) Residents must demonstrate competence in:**

644  
645 **IV.B.1.a).(1).(a) compassion, integrity, and respect for others;**  
646 (Core)

647  
648 **IV.B.1.a).(1).(b) responsiveness to patient needs that**  
649 **supersedes self-interest; (Core)**  
650

**Background and Intent: This includes the recognition that under certain circumstances, the interests of the patient may be best served by transitioning care to another provider. Examples include fatigue, conflict or duality of interest, not connecting well with a patient, or when another physician would be better for the situation based on skill set or knowledge base.**

651  
652 **IV.B.1.a).(1).(c) respect for patient privacy and autonomy; (Core)**

653  
654 **IV.B.1.a).(1).(d) accountability to patients, society, and the**  
655 **profession; (Core)**

656  
657 **IV.B.1.a).(1).(e) respect and responsiveness to diverse patient**  
658 **populations, including but not limited to**  
659 **diversity in gender, age, culture, race, religion,**  
660 **disabilities, national origin, socioeconomic**  
661 **status, and sexual orientation; (Core)**

662  
663 **IV.B.1.a).(1).(f) ability to recognize and develop a plan for one's**  
664 **own personal and professional well-being; and,**  
665 (Core)

666  
667 **IV.B.1.a).(1).(g) appropriately disclosing and addressing**  
668 **conflict or duality of interest. (Core)**

669  
670 **IV.B.1.b) Patient Care and Procedural Skills**  
671

**Background and Intent: Quality patient care is safe, effective, timely, efficient, patient-centered, equitable, and designed to improve population health, while reducing per capita costs. (See the Institute of Medicine [IOM]'s *Crossing the Quality Chasm: A New Health System for the 21st Century*, 2001 and Berwick D, Nolan T, Whittington J. *The Triple Aim: care, cost, and quality. Health Affairs. 2008; 27(3):759-769.*) In addition, there should be a focus on improving the clinician's well-being as a means to improve patient care and reduce burnout among residents, fellows, and practicing physicians.**

**These organizing principles inform the Common Program Requirements across all Competency domains. Specific content is determined by the Review Committees with**

input from the appropriate professional societies, certifying boards, and the community.

672  
673 **IV.B.1.b).(1)** Residents must be able to provide patient care that is  
674 compassionate, appropriate, and effective for the  
675 treatment of health problems and the promotion of  
676 health. <sup>(Core)</sup>

[The Review Committee must further specify]

677  
678  
679 **IV.B.1.b).(2)** Residents must be able to perform all medical,  
680 diagnostic, and surgical procedures considered  
681 essential for the area of practice. <sup>(Core)</sup>

[The Review Committee may further specify]

682  
683  
684 **IV.B.1.c)** Medical Knowledge

685  
686 Residents must demonstrate knowledge of established and  
687 evolving biomedical, clinical, epidemiological and social-  
688 behavioral sciences, as well as the application of this  
689 knowledge to patient care. <sup>(Core)</sup>

[The Review Committee must further specify]

690  
691  
692 **IV.B.1.d)** Practice-based Learning and Improvement

693  
694 Residents must demonstrate the ability to investigate and  
695 evaluate their care of patients, to appraise and assimilate  
696 scientific evidence, and to continuously improve patient care  
697 based on constant self-evaluation and lifelong learning. <sup>(Core)</sup>

**Background and Intent: Practice-based learning and improvement is one of the defining characteristics of being a physician. It is the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.**

**The intention of this Competency is to help a physician develop the habits of mind required to continuously pursue quality improvement, well past the completion of residency.**

702  
703 **IV.B.1.d).(1)** Residents must demonstrate competence in:

704  
705 **IV.B.1.d).(1).(a)** identifying strengths, deficiencies, and limits in  
706 one's knowledge and expertise; <sup>(Core)</sup>

707  
708 **IV.B.1.d).(1).(b)** setting learning and improvement goals; <sup>(Core)</sup>

709  
710 **IV.B.1.d).(1).(c)** identifying and performing appropriate learning  
711 activities; <sup>(Core)</sup>

712		
713	<b>IV.B.1.d).(1).(d)</b>	<b>systematically analyzing practice using quality improvement methods, and implementing changes with the goal of practice improvement;</b>
714		
715		
716		<b>(Core)</b>
717		
718	<b>IV.B.1.d).(1).(e)</b>	<b>incorporating feedback and formative evaluation into daily practice;</b>
719		<b>(Core)</b>
720		
721	<b>IV.B.1.d).(1).(f)</b>	<b>locating, appraising, and assimilating evidence from scientific studies related to their patients' health problems; and,</b>
722		<b>(Core)</b>
723		
724		
725	<b>IV.B.1.d).(1).(g)</b>	<b>using information technology to optimize learning.</b>
726		<b>(Core)</b>
727		
728		<b>[The Review Committee may further specify by adding to the list of sub-competencies]</b>
729		
730		
731	<b>IV.B.1.e)</b>	<b>Interpersonal and Communication Skills</b>
732		
733		<b>Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</b>
734		<b>(Core)</b>
735		
736		
737		
738	<b>IV.B.1.e).(1)</b>	<b>Residents must demonstrate competence in:</b>
739		
740	<b>IV.B.1.e).(1).(a)</b>	<b>communicating effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;</b>
741		<b>(Core)</b>
742		
743		
744		
745	<b>IV.B.1.e).(1).(b)</b>	<b>communicating effectively with physicians, other health professionals, and health-related agencies;</b>
746		<b>(Core)</b>
747		
748		
749	<b>IV.B.1.e).(1).(c)</b>	<b>working effectively as a member or leader of a health care team or other professional group;</b>
750		<b>(Core)</b>
751		
752		
753	<b>IV.B.1.e).(1).(d)</b>	<b>educating patients, families, students, residents, and other health professionals;</b>
754		<b>(Core)</b>
755		
756	<b>IV.B.1.e).(1).(e)</b>	<b>acting in a consultative role to other physicians and health professionals; and,</b>
757		<b>(Core)</b>
758		
759	<b>IV.B.1.e).(1).(f)</b>	<b>maintaining comprehensive, timely, and legible medical records, if applicable.</b>
760		<b>(Core)</b>
761		

762 IV.B.1.e).(2) Residents must learn to communicate with patients  
763 and families to partner with them to assess their care  
764 goals, including, when appropriate, end-of-life goals.  
765 (Core)

[The Review Committee may further specify by adding to the  
list of sub-competencies]

**Background and Intent:** When there are no more medications or interventions that can achieve a patient's goals or provide meaningful improvements in quality or length of life, a discussion about the patient's goals, values, and choices surrounding the end of life is one of the most important conversations that can occur. Residents must learn to participate effectively and compassionately in these meaningful human interactions, for the sake of their patients and themselves.

**Programs may teach this skill through direct clinical experience, simulation, or other means of active learning.**

770  
771 IV.B.1.f) Systems-based Practice

772  
773 Residents must demonstrate an awareness of and  
774 responsiveness to the larger context and system of health  
775 care, including the social determinants of health, as well as  
776 the ability to call effectively on other resources to provide  
777 optimal health care. (Core)

778  
779 IV.B.1.f).(1) Residents must demonstrate competence in:

780  
781 IV.B.1.f).(1).(a) working effectively in various health care  
782 delivery settings and systems relevant to their  
783 clinical specialty; (Core)

**Background and Intent:** Medical practice occurs in the context of an increasingly complex clinical care environment where optimal patient care requires attention to compliance with external and internal administrative and regulatory requirements.

784  
785  
786 IV.B.1.f).(1).(b) coordinating patient care across the health care  
787 continuum and beyond as relevant to their  
788 clinical specialty; (Core)

**Background and Intent:** Every patient deserves to be treated as a whole person. Therefore it is recognized that any one component of the health care system does not meet the totality of the patient's needs. An appropriate transition plan requires coordination and forethought by an interdisciplinary team. The patient benefits from proper care and the system benefits from proper use of resources.

790  
791 IV.B.1.f).(1).(c) advocating for quality patient care and optimal  
792 patient care systems; (Core)

793



- 794 **IV.B.1.f).(1).(d)** working in interprofessional teams to enhance  
795 patient safety and improve patient care quality;  
796 (Core)  
797
- 798 **IV.B.1.f).(1).(e)** participating in identifying system errors and  
799 implementing potential systems solutions; (Core)  
800
- 801 **IV.B.1.f).(1).(f)** incorporating considerations of value, cost  
802 awareness, delivery and payment, and risk-  
803 benefit analysis in patient and/or population-  
804 based care as appropriate; and, (Core)  
805
- 806 **IV.B.1.f).(1).(g)** understanding health care finances and its  
807 impact on individual patients' health decisions.  
808 (Core)  
809
- 810 **IV.B.1.f).(2)** Residents must learn to advocate for patients within  
811 the health care system to achieve the patient's and  
812 family's care goals, including, when appropriate, end-  
813 of-life goals. (Core)  
814
- 815 [The Review Committee may further specify by adding to the  
816 list of sub-competencies]  
817
- 818 **IV.C. Curriculum Organization and Resident Experiences**  
819
- 820 **IV.C.1.** The curriculum must be structured to optimize resident educational  
821 experiences, the length of these experiences, and supervisory  
822 continuity. (Core)  
823
- 824 [The Review Committee must further specify]  
825
- Background and Intent:** In some specialties, frequent rotational transitions, inadequate continuity of faculty member supervision, and dispersed patient locations within the hospital have adversely affected optimal resident education and effective team-based care. The need for patient care continuity varies from specialty to specialty and by clinical situation, and may be addressed by the individual Review Committee.
- 826
- 827 **IV.C.2.** The program must provide instruction and experience in pain  
828 management if applicable for the specialty, including recognition of  
829 the signs of addiction. (Core)  
830
- 831 [The Review Committee may further specify]  
832
- 833 [The Review Committee may specify required didactic and clinical  
834 experiences]  
835
- 836 **IV.D. Scholarship**  
837

838 **Medicine is both an art and a science. The physician is a humanistic**  
839 **scientist who cares for patients. This requires the ability to think critically,**  
840 **evaluate the literature, appropriately assimilate new knowledge, and**  
841 **practice lifelong learning. The program and faculty must create an**  
842 **environment that fosters the acquisition of such skills through resident**  
843 **participation in scholarly activities. Scholarly activities may include**  
844 **discovery, integration, application, and teaching.**

845  
846 **The ACGME recognizes the diversity of residencies and anticipates that**  
847 **programs prepare physicians for a variety of roles, including clinicians,**  
848 **scientists, and educators. It is expected that the program's scholarship will**  
849 **reflect its mission(s) and aims, and the needs of the community it serves.**  
850 **For example, some programs may concentrate their scholarly activity on**  
851 **quality improvement, population health, and/or teaching, while other**  
852 **programs might choose to utilize more classic forms of biomedical**  
853 **research as the focus for scholarship.**

854  
855 **IV.D.1. Program Responsibilities**

856  
857 **IV.D.1.a) The program must demonstrate evidence of scholarly**  
858 **activities consistent with its mission(s) and aims. (Core)**

859  
860 **IV.D.1.b) The program, in partnership with its Sponsoring Institution,**  
861 **must allocate adequate resources to facilitate resident and**  
862 **faculty involvement in scholarly activities. (Core)**

863  
864 **[The Review Committee may further specify]**

865  
866 **IV.D.1.c) The program must advance residents' knowledge and**  
867 **practice of the scholarly approach to evidence-based patient**  
868 **care. (Core)**

869

**Background and Intent: The scholarly approach can be defined as a synthesis of teaching, learning, and research with the aim of encouraging curiosity and critical thinking based on an understanding of physiology, pathophysiology, differential diagnosis, treatments, treatment alternatives, efficiency of care, and patient safety. While some faculty members are responsible for fulfilling the traditional elements of scholarship through research, integration, and teaching, all faculty members are responsible for advancing residents' scholarly approach to patient care.**

**Elements of a scholarly approach to patient care include:**

- **Asking meaningful questions to stimulate residents to utilize learning resources to create a differential diagnosis, a diagnostic algorithm, and treatment plan**
- **Challenging the evidence that the residents use to reach their medical decisions so that they understand the benefits and limits of the medical literature**
- **When appropriate, dissemination of scholarly learning in a peer-reviewed manner (publication or presentation)**
- **Improving resident learning by encouraging them to teach using a scholarly approach**

The scholarly approach to patient care begins with curiosity, is grounded in the principles of evidence-based medicine, expands the knowledge base through dissemination, and develops the habits of lifelong learning by encouraging residents to be scholarly teachers.

870  
871  
872  
873  
874  
875  
876  
877  
878  
879  
880  
881  
882  
883  
884  
885  
886  
887  
888  
889  
890  
891  
892  
893  
894  
895  
896

**IV.D.2. Faculty Scholarly Activity**

**IV.D.2.a) Among their scholarly activity, programs must demonstrate accomplishments in at least three of the following domains:**  
(Core)

- Research in basic science, education, translational science, patient care, or population health
- Peer-reviewed grants
- Quality improvement and/or patient safety initiatives
- Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports
- Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials
- Contribution to professional committees, educational organizations, or editorial boards
- Innovations in education

**IV.D.2.b) The program must demonstrate dissemination of scholarly activity within and external to the program by the following methods:**

[Review Committee will choose to require either IV.D.2.b).(1) or both IV.D.2.b).(1) and IV.D.2.b).(2)]

**Background and Intent: For the purposes of education, metrics of scholarly activity represent one of the surrogates for the program’s effectiveness in the creation of an environment of inquiry that advances the residents’ scholarly approach to patient care. The Review Committee will evaluate the dissemination of scholarship for the program as a whole, not for individual faculty members, for a five-year interval, for both core and non-core faculty members, with the goal of assessing the effectiveness of the creation of such an environment. The ACGME recognizes that there may be differences in scholarship requirements between different specialties and between residencies and fellowships in the same specialty.**

897  
898  
899  
900  
901  
902  
903  
904  
905  
906

**IV.D.2.b).(1) faculty participation in grand rounds, posters, workshops, quality improvement presentations, podium presentations, grant leadership, non-peer-reviewed print/electronic resources, articles or publications, book chapters, textbooks, webinars, service on professional committees, or serving as a journal reviewer, journal editorial board member, or editor; (Outcome)‡**

- 907 IV.D.2.b).(2) peer-reviewed publication. (Outcome)  
 908  
 909 IV.D.3. Resident Scholarly Activity  
 910  
 911 IV.D.3.a) Residents must participate in scholarship. (Core)  
 912  
 913 [The Review Committee may further specify]  
 914  
 915 V. Evaluation  
 916  
 917 V.A. Resident Evaluation  
 918  
 919 V.A.1. Feedback and Evaluation  
 920

**Background and Intent:** Feedback is ongoing information provided regarding aspects of one’s performance, knowledge, or understanding. The faculty empower residents to provide much of that feedback themselves in a spirit of continuous learning and self-reflection. Feedback from faculty members in the context of routine clinical care should be frequent, and need not always be formally documented.

Formative and summative evaluation have distinct definitions. Formative evaluation is *monitoring resident learning* and providing ongoing feedback that can be used by residents to improve their learning in the context of provision of patient care or other educational opportunities. More specifically, formative evaluations help:

- residents identify their strengths and weaknesses and target areas that need work
- program directors and faculty members recognize where residents are struggling and address problems immediately

Summative evaluation is *evaluating a resident’s learning* by comparing the residents against the goals and objectives of the rotation and program, respectively. Summative evaluation is utilized to make decisions about promotion to the next level of training, or program completion.

End-of-rotation and end-of-year evaluations have both summative and formative components. Information from a summative evaluation can be used formatively when residents or faculty members use it to guide their efforts and activities in subsequent rotations and to successfully complete the residency program.

Feedback, formative evaluation, and summative evaluation compare intentions with accomplishments, enabling the transformation of a neophyte physician to one with growing expertise.

- 921  
 922 V.A.1.a) Faculty members must directly observe, evaluate, and  
 923 frequently provide feedback on resident performance during  
 924 each rotation or similar educational assignment. (Core)  
 925

**Background and Intent:** Faculty members should provide feedback frequently throughout the course of each rotation. Residents require feedback from faculty members to reinforce well-performed duties and tasks, as well as to correct

**deficiencies. This feedback will allow for the development of the learner as they strive to achieve the Milestones. More frequent feedback is strongly encouraged for residents who have deficiencies that may result in a poor final rotation evaluation.**

- 926  
927 **V.A.1.b)** Evaluation must be documented at the completion of the  
928 assignment. <sup>(Core)</sup>  
929
- 930 **V.A.1.b).(1)** For block rotations of greater than three months in  
931 duration, evaluation must be documented at least  
932 every three months. <sup>(Core)</sup>  
933
- 934 **V.A.1.b).(2)** Longitudinal experiences, such as continuity clinic in  
935 the context of other clinical responsibilities, must be  
936 evaluated at least every three months and at  
937 completion. <sup>(Core)</sup>  
938
- 939 **V.A.1.c)** The program must provide an objective performance  
940 evaluation based on the Competencies and the specialty-  
941 specific Milestones, and must: <sup>(Core)</sup>  
942
- 943 **V.A.1.c).(1)** use multiple evaluators (e.g., faculty members, peers,  
944 patients, self, and other professional staff members);  
945 and, <sup>(Core)</sup>  
946
- 947 **V.A.1.c).(2)** provide that information to the Clinical Competency  
948 Committee for its synthesis of progressive resident  
949 performance and improvement toward unsupervised  
950 practice. <sup>(Core)</sup>  
951
- 952 **V.A.1.d)** The program director or their designee, with input from the  
953 Clinical Competency Committee, must:  
954
- 955 **V.A.1.d).(1)** meet with and review with each resident their  
956 documented semi-annual evaluation of performance,  
957 including progress along the specialty-specific  
958 Milestones; <sup>(Core)</sup>  
959
- 960 **V.A.1.d).(2)** assist residents in developing individualized learning  
961 plans to capitalize on their strengths and identify areas  
962 for growth; and, <sup>(Core)</sup>  
963
- 964 **V.A.1.d).(3)** develop plans for residents failing to progress,  
965 following institutional policies and procedures. <sup>(Core)</sup>  
966

**Background and Intent: Learning is an active process that requires effort from the teacher and the learner. Faculty members evaluate a resident's performance at least at the end of each rotation. The program director or their designee will review those evaluations, including their progress on the Milestones, at a minimum of every six months. Residents should be encouraged to reflect upon the evaluation, using the information to reinforce well-performed tasks or knowledge or to modify deficiencies**

in knowledge or practice. Working together with the faculty members, residents should develop an individualized learning plan.

Residents who are experiencing difficulties with achieving progress along the Milestones may require intervention to address specific deficiencies. Such intervention, documented in an individual remediation plan developed by the program director or a faculty mentor and the resident, will take a variety of forms based on the specific learning needs of the resident. However, the ACGME recognizes that there are situations which require more significant intervention that may alter the time course of resident progression. To ensure due process, it is essential that the program director follow institutional policies and procedures.

- 967  
968 **V.A.1.e)** At least annually, there must be a summative evaluation of  
969 each resident that includes their readiness to progress to the  
970 next year of the program, if applicable. <sup>(Core)</sup>  
971
- 972 **V.A.1.f)** The evaluations of a resident’s performance must be  
973 accessible for review by the resident. <sup>(Core)</sup>  
974
- 975 [The Review Committee may further specify under any requirement  
976 in V.A.1.-V.A.1.f)]  
977
- 978 **V.A.2.** Final Evaluation  
979
- 980 **V.A.2.a)** The program director must provide a final evaluation for each  
981 resident upon completion of the program. <sup>(Core)</sup>  
982
- 983 **V.A.2.a).(1)** The specialty-specific Milestones, and when applicable  
984 the specialty-specific Case Logs, must be used as  
985 tools to ensure residents are able to engage in  
986 autonomous practice upon completion of the program.  
987 <sup>(Core)</sup>  
988
- 989 **V.A.2.a).(2)** The final evaluation must:  
990
- 991 **V.A.2.a).(2).(a)** become part of the resident’s permanent record  
992 maintained by the institution, and must be  
993 accessible for review by the resident in  
994 accordance with institutional policy; <sup>(Core)</sup>  
995
- 996 **V.A.2.a).(2).(b)** verify that the resident has demonstrated the  
997 knowledge, skills, and behaviors necessary to  
998 enter autonomous practice; <sup>(Core)</sup>  
999
- 1000 **V.A.2.a).(2).(c)** consider recommendations from the Clinical  
1001 Competency Committee; and, <sup>(Core)</sup>  
1002
- 1003 **V.A.2.a).(2).(d)** be shared with the resident upon completion of  
1004 the program. <sup>(Core)</sup>  
1005

- 1006 **V.A.3. A Clinical Competency Committee must be appointed by the**  
 1007 **program director. (Core)**
- 1008
- 1009 **V.A.3.a) At a minimum, the Clinical Competency Committee must**  
 1010 **include three members of the program faculty, at least one of**  
 1011 **whom is a core faculty member. (Core)**
- 1012
- 1013 **V.A.3.a).(1) Additional members must be faculty members from**  
 1014 **the same program or other programs, or other health**  
 1015 **professionals who have extensive contact and**  
 1016 **experience with the program’s residents. (Core)**  
 1017

**Background and Intent: The requirements regarding the Clinical Competency Committee do not preclude or limit a program director’s participation on the Clinical Competency Committee. The intent is to leave flexibility for each program to decide the best structure for its own circumstances, but a program should consider: its program director’s other roles as resident advocate, advisor, and confidante; the impact of the program director’s presence on the other Clinical Competency Committee members’ discussions and decisions; the size of the program faculty; and other program-relevant factors. The program director has final responsibility for resident evaluation and promotion decisions.**

**Program faculty may include more than the physician faculty members, such as other physicians and non-physicians who teach and evaluate the program’s residents. There may be additional members of the Clinical Competency Committee. Chief residents who have completed core residency programs in their specialty may be members of the Clinical Competency Committee.**

- 1018
- 1019 **V.A.3.b) The Clinical Competency Committee must:**
- 1020
- 1021 **V.A.3.b).(1) review all resident evaluations at least semi-annually;**  
 1022 **(Core)**
- 1023
- 1024 **V.A.3.b).(2) determine each resident’s progress on achievement of**  
 1025 **the specialty-specific Milestones; and, (Core)**
- 1026
- 1027 **V.A.3.b).(3) meet prior to the residents’ semi-annual evaluations**  
 1028 **and advise the program director regarding each**  
 1029 **resident’s progress. (Core)**
- 1030
- 1031 **V.B. Faculty Evaluation**
- 1032
- 1033 **V.B.1. The program must have a process to evaluate each faculty**  
 1034 **member’s performance as it relates to the educational program at**  
 1035 **least annually. (Core)**  
 1036

**Background and Intent: The program director is responsible for the education program and for whom delivers it. While the term “faculty” may be applied to physicians within a given institution for other reasons, it is applied to residency program faculty members only through approval by a program director. The development of the faculty improves the education, clinical, and research aspects of a program. Faculty members**

have a strong commitment to the resident and desire to provide optimal education and work opportunities. Faculty members must be provided feedback on their contribution to the mission of the program. All faculty members who interact with residents desire feedback on their education, clinical care, and research. If a faculty member does not interact with residents, feedback is not required. With regard to the diverse operating environments and configurations, the residency program director may need to work with others to determine the effectiveness of the program's faculty performance with regard to their role in the educational program. All teaching faculty members should have their educational efforts evaluated by the residents in a confidential and anonymous manner. Other aspects for the feedback may include research or clinical productivity, review of patient outcomes, or peer review of scholarly activity. The process should reflect the local environment and identify the necessary information. The feedback from the various sources should be summarized and provided to the faculty on an annual basis by a member of the leadership team of the program.

- 1037  
1038 V.B.1.a) This evaluation must include a review of the faculty member's  
1039 clinical teaching abilities, engagement with the educational  
1040 program, participation in faculty development related to their  
1041 skills as an educator, clinical performance, professionalism,  
1042 and scholarly activities. (Core)  
1043  
1044 V.B.1.b) This evaluation must include written, anonymous, and  
1045 confidential evaluations by the residents. (Core)  
1046  
1047 V.B.2. Faculty members must receive feedback on their evaluations at least  
1048 annually. (Core)  
1049  
1050 V.B.3. Results of the faculty educational evaluations should be  
1051 incorporated into program-wide faculty development plans. (Core)  
1052

**Background and Intent:** The quality of the faculty's teaching and clinical care is a determinant of the quality of the program and the quality of the residents' future clinical care. Therefore, the program has the responsibility to evaluate and improve the program faculty members' teaching, scholarship, professionalism, and quality care. This section mandates annual review of the program's faculty members for this purpose, and can be used as input into the Annual Program Evaluation.

- 1053  
1054 V.C. Program Evaluation and Improvement  
1055  
1056 V.C.1. The program director must appoint the Program Evaluation  
1057 Committee to conduct and document the Annual Program  
1058 Evaluation as part of the program's continuous improvement  
1059 process. (Core)  
1060  
1061 V.C.1.a) The Program Evaluation Committee must be composed of at  
1062 least two program faculty members, at least one of whom is a  
1063 core faculty member, and at least one resident. (Core)  
1064  
1065 V.C.1.b) Program Evaluation Committee responsibilities must include:  
1066



- 1067 **V.C.1.b).(1)** acting as an advisor to the program director, through  
1068 program oversight; <sup>(Core)</sup>  
1069
- 1070 **V.C.1.b).(2)** review of the program’s self-determined goals and  
1071 progress toward meeting them; <sup>(Core)</sup>  
1072
- 1073 **V.C.1.b).(3)** guiding ongoing program improvement, including  
1074 development of new goals, based upon outcomes;  
1075 and, <sup>(Core)</sup>  
1076
- 1077 **V.C.1.b).(4)** review of the current operating environment to identify  
1078 strengths, challenges, opportunities, and threats as  
1079 related to the program’s mission and aims. <sup>(Core)</sup>  
1080

**Background and Intent:** In order to achieve its mission and train quality physicians, a program must evaluate its performance and plan for improvement in the Annual Program Evaluation. Performance of residents and faculty members is a reflection of program quality, and can use metrics that reflect the goals that a program has set for itself. The Program Evaluation Committee utilizes outcome parameters and other data to assess the program’s progress toward achievement of its goals and aims.

- 1081
- 1082 **V.C.1.c)** The Program Evaluation Committee should consider the  
1083 following elements in its assessment of the program:  
1084
- 1085 **V.C.1.c).(1)** curriculum; <sup>(Core)</sup>  
1086
- 1087 **V.C.1.c).(2)** outcomes from prior Annual Program Evaluation(s);  
1088 <sup>(Core)</sup>  
1089
- 1090 **V.C.1.c).(3)** ACGME letters of notification, including citations,  
1091 Areas for Improvement, and comments; <sup>(Core)</sup>  
1092
- 1093 **V.C.1.c).(4)** quality and safety of patient care; <sup>(Core)</sup>  
1094
- 1095 **V.C.1.c).(5)** aggregate resident and faculty:  
1096
- 1097 **V.C.1.c).(5).(a)** well-being; <sup>(Core)</sup>  
1098
- 1099 **V.C.1.c).(5).(b)** recruitment and retention; <sup>(Core)</sup>  
1100
- 1101 **V.C.1.c).(5).(c)** workforce diversity; <sup>(Core)</sup>  
1102
- 1103 **V.C.1.c).(5).(d)** engagement in quality improvement and patient  
1104 safety; <sup>(Core)</sup>  
1105
- 1106 **V.C.1.c).(5).(e)** scholarly activity; <sup>(Core)</sup>  
1107
- 1108 **V.C.1.c).(5).(f)** ACGME Resident and Faculty Surveys; and,  
1109 <sup>(Core)</sup>  
1110
- 1111 **V.C.1.c).(5).(g)** written evaluations of the program. <sup>(Core)</sup>

- 1112  
 1113 **V.C.1.c).(6)** **aggregate resident:**  
 1114  
 1115 **V.C.1.c).(6).(a)** **achievement of the Milestones;** <sup>(Core)</sup>  
 1116  
 1117 **V.C.1.c).(6).(b)** **in-training examinations (where applicable);**  
 1118 <sup>(Core)</sup>  
 1119  
 1120 **V.C.1.c).(6).(c)** **board pass and certification rates; and,** <sup>(Core)</sup>  
 1121  
 1122 **V.C.1.c).(6).(d)** **graduate performance.** <sup>(Core)</sup>  
 1123  
 1124 **V.C.1.c).(7)** **aggregate faculty:**  
 1125  
 1126 **V.C.1.c).(7).(a)** **evaluation; and,** <sup>(Core)</sup>  
 1127  
 1128 **V.C.1.c).(7).(b)** **professional development.** <sup>(Core)</sup>  
 1129  
 1130 **V.C.1.d)** **The Program Evaluation Committee must evaluate the**  
 1131 **program’s mission and aims, strengths, areas for**  
 1132 **improvement, and threats.** <sup>(Core)</sup>  
 1133  
 1134 **V.C.1.e)** **The annual review, including the action plan, must:**  
 1135  
 1136 **V.C.1.e).(1)** **be distributed to and discussed with the members of**  
 1137 **the teaching faculty and the residents; and,** <sup>(Core)</sup>  
 1138  
 1139 **V.C.1.e).(2)** **be submitted to the DIO.** <sup>(Core)</sup>  
 1140  
 1141 **V.C.2.** **The program must complete a Self-Study prior to its 10-Year**  
 1142 **Accreditation Site Visit.** <sup>(Core)</sup>  
 1143  
 1144 **V.C.2.a)** **A summary of the Self-Study must be submitted to the DIO.**  
 1145 <sup>(Core)</sup>  
 1146

**Background and Intent: Outcomes of the documented Annual Program Evaluation can be integrated into the 10-year Self-Study process. The Self-Study is an objective, comprehensive evaluation of the residency program, with the aim of improving it. Underlying the Self-Study is this longitudinal evaluation of the program and its learning environment, facilitated through sequential Annual Program Evaluations that focus on the required components, with an emphasis on program strengths and self-identified areas for improvement. Details regarding the timing and expectations for the Self-Study and the 10-Year Accreditation Site Visit are provided in the *ACGME Manual of Policies and Procedures*. Additionally, a description of the [Self-Study process](#), as well as information on how to prepare for the [10-Year Accreditation Site Visit](#), is available on the ACGME website.**

- 1147  
 1148 **V.C.3.** ***One goal of ACGME-accredited education is to educate physicians***  
 1149 ***who seek and achieve board certification. One measure of the***  
 1150 ***effectiveness of the educational program is the ultimate pass rate.***  
 1151

1152  
1153  
1154  
1155  
1156  
1157  
1158  
1159  
1160  
1161  
1162  
1163  
1164  
1165  
1166  
1167  
1168  
1169  
1170  
1171  
1172  
1173  
1174  
1175  
1176  
1177  
1178  
1179  
1180  
1181  
1182  
1183  
1184  
1185  
1186  
1187  
1188  
1189

*The program director should encourage all eligible program graduates to take the certifying examination offered by the applicable American Board of Medical Specialties (ABMS) member board or American Osteopathic Association (AOA) certifying board.*

- V.C.3.a)** For specialties in which the ABMS member board and/or AOA certifying board offer(s) an annual written exam, in the preceding three years, the program’s aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that specialty. (Outcome)
- V.C.3.b)** For specialties in which the ABMS member board and/or AOA certifying board offer(s) a biennial written exam, in the preceding six years, the program’s aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that specialty. (Outcome)
- V.C.3.c)** For specialties in which the ABMS member board and/or AOA certifying board offer(s) an annual oral exam, in the preceding three years, the program’s aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that specialty. (Outcome)
- V.C.3.d)** For specialties in which the ABMS member board and/or AOA certifying board offer(s) a biennial oral exam, in the preceding six years, the program’s aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that specialty. (Outcome)
- V.C.3.e)** For each of the exams referenced in V.C.3.a)-d), any program whose graduates over the time period specified in the requirement have achieved an 80 percent pass rate will have met this requirement, no matter the percentile rank of the program for pass rate in that specialty. (Outcome)

**Background and Intent:** Setting a single standard for pass rate that works across specialties is not supportable based on the heterogeneity of the psychometrics of different examinations. By using a percentile rank, the performance of the lower five percent (fifth percentile) of programs can be identified and set on a path to curricular and test preparation reform.

There are specialties where there is a very high board pass rate that could leave successful programs in the bottom five percent (fifth percentile) despite admirable performance. These high-performing programs should not be cited, and V.C.3.e) is designed to address this.

1190

1191  
1192  
1193  
1194

V.C.3.f) Programs must report, in ADS, board certification status annually for the cohort of board-eligible residents that graduated seven years earlier. <sup>(Core)</sup>

**Background and Intent:** It is essential that residency programs demonstrate knowledge and skill transfer to their residents. One measure of that is the qualifying or initial certification exam pass rate. Another important parameter of the success of the program is the ultimate board certification rate of its graduates. Graduates are eligible for up to seven years from residency graduation for initial certification. The ACGME will calculate a rolling three-year average of the ultimate board certification rate at seven years post-graduation, and the Review Committees will monitor it.

The Review Committees will track the rolling seven-year certification rate as an indicator of program quality. Programs are encouraged to monitor their graduates' performance on board certification examinations.

In the future, the ACGME may establish parameters related to ultimate board certification rates.

1195  
1196  
1197  
1198  
1199  
1200  
1201  
1202  
1203  
1204  
1205  
1206  
1207  
1208  
1209  
1210  
1211  
1212  
1213  
1214  
1215  
1216

VI. The Learning and Working Environment

*Residency 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 residents today*
- *Excellence in the safety and quality of care rendered to patients by today's residents 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, faculty members, and all members of the health care team*

**Background and Intent:** The revised requirements are intended to provide greater flexibility within an established framework, allowing programs and residents more discretion to structure clinical education in a way that best supports the above principles of professional development. With this increased flexibility comes the responsibility for programs and residents to adhere to the 80-hour maximum weekly limit (unless a rotation-specific exception is granted by a Review Committee), and to utilize flexibility in a manner that optimizes patient safety, resident education, and resident well-being. The requirements are intended to support the development of a sense of professionalism by encouraging residents to make decisions based on patient needs and their own well-being, without fear of jeopardizing their program's

accreditation status. In addition, the proposed requirements eliminate the burdensome documentation requirement for residents to justify clinical and educational work hour variations.

Clinical and educational work hours represent only one part of the larger issue of conditions of the learning and working environment, and Section VI has now been expanded to include greater attention to patient safety and resident and faculty member well-being. The requirements are intended to support programs and residents as they strive for excellence, while also ensuring ethical, humanistic training. Ensuring that flexibility is used in an appropriate manner is a shared responsibility of the program and residents. With this flexibility comes a responsibility for residents and faculty members to recognize the need to hand off care of a patient to another provider when a resident is too fatigued to provide safe, high quality care and for programs to ensure that residents remain within the 80-hour maximum weekly limit.

1217  
1218  
1219  
1220  
1221  
1222  
1223  
1224  
1225  
1226  
1227  
1228  
1229  
1230  
1231  
1232  
1233  
1234  
1235  
1236  
1237  
1238  
1239  
1240  
1241  
1242  
1243  
1244  
1245  
1246  
1247  
1248  
1249  
1250  
1251  
1252

**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 residents 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 residents 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.*

*Residents 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 residents will apply these skills to critique their future unsupervised practice and effect quality improvement measures.*

*It is necessary for residents 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.*

1253	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)
1254		
1255		
1256		
1257		
1258	VI.A.1.a).(1).(b)	The program must have a structure that promotes safe, interprofessional, team-based care. (Core)
1259		
1260		
1261		
1262	VI.A.1.a).(2)	Education on Patient Safety
1263		
1264		Programs must provide formal educational activities that promote patient safety-related goals, tools, and techniques. (Core)
1265		
1266		
1267		

<p><b>Background and Intent: Optimal patient safety occurs in the setting of a coordinated interprofessional learning and working environment.</b></p>
--

1268		
1269		[The Review Committee may further specify]
1270		
1271	VI.A.1.a).(3)	Patient Safety Events
1272		
1273		<i>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.</i>
1274		
1275		
1276		
1277		
1278		
1279		
1280		
1281		
1282		
1283	VI.A.1.a).(3).(a)	Residents, fellows, faculty members, and other clinical staff members must:
1284		
1285		
1286	VI.A.1.a).(3).(a).(i)	know their responsibilities in reporting patient safety events at the clinical site; (Core)
1287		
1288		
1289		
1290	VI.A.1.a).(3).(a).(ii)	know how to report patient safety events, including near misses, at the clinical site; and, (Core)
1291		
1292		
1293		
1294	VI.A.1.a).(3).(a).(iii)	be provided with summary information of their institution's patient safety reports. (Core)
1295		
1296		
1297		
1298	VI.A.1.a).(3).(b)	Residents 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
1299		
1300		
1301		

1302		analysis, as well as formulation and
1303		implementation of actions. <sup>(Core)</sup>
1304		
1305	<b>VI.A.1.a).(4)</b>	<b>Resident Education and Experience in Disclosure of</b>
1306		<b>Adverse Events</b>
1307		
1308		<i>Patient-centered care requires patients, and when</i>
1309		<i>appropriate families, to be apprised of clinical</i>
1310		<i>situations that affect them, including adverse events.</i>
1311		<i>This is an important skill for faculty physicians to</i>
1312		<i>model, and for residents to develop and apply.</i>
1313		
1314	<b>VI.A.1.a).(4).(a)</b>	<b>All residents must receive training in how to</b>
1315		<b>disclose adverse events to patients and</b>
1316		<b>families. <sup>(Core)</sup></b>
1317		
1318	<b>VI.A.1.a).(4).(b)</b>	<b>Residents should have the opportunity to</b>
1319		<b>participate in the disclosure of patient safety</b>
1320		<b>events, real or simulated. <sup>(Detail)†</sup></b>
1321		
1322	<b>VI.A.1.b)</b>	<b>Quality Improvement</b>
1323		
1324	<b>VI.A.1.b).(1)</b>	<b>Education in Quality Improvement</b>
1325		
1326		<i>A cohesive model of health care includes quality-</i>
1327		<i>related goals, tools, and techniques that are necessary</i>
1328		<i>in order for health care professionals to achieve</i>
1329		<i>quality improvement goals.</i>
1330		
1331	<b>VI.A.1.b).(1).(a)</b>	<b>Residents must receive training and experience</b>
1332		<b>in quality improvement processes, including an</b>
1333		<b>understanding of health care disparities. <sup>(Core)</sup></b>
1334		
1335	<b>VI.A.1.b).(2)</b>	<b>Quality Metrics</b>
1336		
1337		<i>Access to data is essential to prioritizing activities for</i>
1338		<i>care improvement and evaluating success of</i>
1339		<i>improvement efforts.</i>
1340		
1341	<b>VI.A.1.b).(2).(a)</b>	<b>Residents and faculty members must receive</b>
1342		<b>data on quality metrics and benchmarks related</b>
1343		<b>to their patient populations. <sup>(Core)</sup></b>
1344		
1345	<b>VI.A.1.b).(3)</b>	<b>Engagement in Quality Improvement Activities</b>
1346		
1347		<i>Experiential learning is essential to developing the</i>
1348		<i>ability to identify and institute sustainable systems-</i>
1349		<i>based changes to improve patient care.</i>
1350		

1351	VI.A.1.b).(3).(a)	Residents must have the opportunity to participate in interprofessional quality improvement activities. <sup>(Core)</sup>
1352		
1353		
1354		
1355	VI.A.1.b).(3).(a).(i)	This should include activities aimed at reducing health care disparities. <sup>(Detail)</sup>
1356		
1357		
1358		[The Review Committee may further specify under any requirement in VI.A.1.b)-VI.A.1.b).(3).(a).(i)]
1359		
1360		
1361	VI.A.2.	Supervision and Accountability
1362		
1363	VI.A.2.a)	<i>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.</i>
1364		
1365		
1366		
1367		
1368		
1369		
1370		
1371		
1372		<i>Supervision in the setting of graduate medical education provides safe and effective care to patients; ensures each resident's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishes a foundation for continued professional growth.</i>
1373		
1374		
1375		
1376		
1377		
1378	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. <sup>(Core)</sup>
1379		
1380		
1381		
1382		
1383		
1384		
1385	VI.A.2.a).(1).(a)	This information must be available to residents, faculty members, other members of the health care team, and patients. <sup>(Core)</sup>
1386		
1387		
1388		
1389	VI.A.2.a).(1).(b)	Residents and faculty members must inform each patient of their respective roles in that patient's care when providing direct patient care. <sup>(Core)</sup>
1390		
1391		
1392		
1393		
1394	VI.A.2.b)	<i>Supervision may be exercised through a variety of methods. 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 appropriate availability of the supervising faculty member, fellow, or senior resident physician, either on site or by means of telecommunication technology. Some activities require the physical presence of the supervising faculty</i>
1395		
1396		
1397		
1398		
1399		
1400		
1401		



1402  
1403  
1404

*member. In some circumstances, supervision may include post-hoc review of resident-delivered care with feedback.*

**Background and Intent: Appropriate supervision is essential for patient safety and high-quality teaching. Supervision is also contextual. There is tremendous diversity of resident patient interactions, education and training locations, and resident skills and abilities even at the same level of the educational program. The degree of supervision is expected to evolve progressively as a resident gains more experience, even with the same patient condition or procedure. All residents have a level of supervision commensurate with their level of autonomy in practice; this level of supervision may be enhanced based on factors such as patient safety, complexity, acuity, urgency, risk of serious adverse events, or other pertinent variables.**

1405  
1406  
1407  
1408  
1409  
1410  
1411  
1412  
1413  
1414  
1415  
1416  
1417  
1418  
1419  
1420  
1421  
1422  
1423  
1424  
1425  
1426  
1427  
1428  
1429  
1430  
1431  
1432  
1433  
1434  
1435  
1436  
1437  
1438  
1439  
1440  
1441  
1442  
1443

**VI.A.2.b).(1)**

The program must demonstrate that the appropriate level of supervision in place for all residents is based on each resident'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. <sup>(Core)</sup>

[The Review Committee may specify which activities require different levels of supervision.]

**VI.A.2.b).(2)**

The program must define when physical presence of a supervising physician is required. <sup>(Core)</sup>

**VI.A.2.c)**

**Levels of Supervision**

To promote appropriate resident supervision while providing for graded authority and responsibility, the program must use the following classification of supervision: <sup>(Core)</sup>

**VI.A.2.c).(1)**

**Direct Supervision:**

**VI.A.2.c).(1).(a)**

the supervising physician is physically present with the resident during the key portions of the patient interaction; or, <sup>(Core)</sup>

[The Review Committee may further specify]

**VI.A.2.c).(1).(a).(i)**

PGY-1 residents must initially be supervised directly, only as described in VI.A.2.c).(1).(a). <sup>(Core)</sup>

[The Review Committee may describe the conditions under which PGY-1 residents progress to be supervised indirectly]

1444	<b>VI.A.2.c).(1).(b)</b>	the supervising physician and/or patient is not physically present with the resident and the supervising physician is concurrently monitoring the patient care through appropriate telecommunication technology. <sup>(Core)</sup>
1445		
1446		
1447		
1448		
1449		
1450		[The Review Committee must further specify]
1451		
1452		
1453		[The RC may choose not to permit VI.A.2.c).(1).(b)]
1454		
1455		
1456	<b>VI.A.2.c).(2)</b>	Indirect Supervision: the supervising physician is not providing physical or concurrent visual or audio supervision but is immediately available to the resident for guidance and is available to provide appropriate direct supervision. <sup>(Core)</sup>
1457		
1458		
1459		
1460		
1461		
1462	<b>VI.A.2.c).(3)</b>	Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered. <sup>(Core)</sup>
1463		
1464		
1465		
1466	<b>VI.A.2.d)</b>	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>
1467		
1468		
1469		
1470		
1471	<b>VI.A.2.d).(1)</b>	The program director must evaluate each resident’s abilities based on specific criteria, guided by the Milestones. <sup>(Core)</sup>
1472		
1473		
1474		
1475	<b>VI.A.2.d).(2)</b>	Faculty members functioning as supervising physicians must delegate portions of care to residents based on the needs of the patient and the skills of each resident. <sup>(Core)</sup>
1476		
1477		
1478		
1479		
1480	<b>VI.A.2.d).(3)</b>	Senior residents or fellows should serve in a supervisory role to 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>
1481		
1482		
1483		
1484		
1485		
1486	<b>VI.A.2.e)</b>	Programs must set guidelines for circumstances and events in which residents must communicate with the supervising faculty member(s). <sup>(Core)</sup>
1487		
1488		
1489		
1490	<b>VI.A.2.e).(1)</b>	Each resident must know the limits of their scope of authority, and the circumstances under which the resident is permitted to act with conditional independence. <sup>(Outcome)</sup>
1491		
1492		
1493		
1494		



- 1524 VI.B.3. The program director, in partnership with the Sponsoring Institution,  
 1525 must provide a culture of professionalism that supports patient  
 1526 safety and personal responsibility. <sup>(Core)</sup>  
 1527
- 1528 VI.B.4. Residents and faculty members must demonstrate an understanding  
 1529 of their personal role in the:  
 1530
- 1531 VI.B.4.a) provision of patient- and family-centered care; <sup>(Outcome)</sup>  
 1532
- 1533 VI.B.4.b) safety and welfare of patients entrusted to their care,  
 1534 including the ability to report unsafe conditions and adverse  
 1535 events; <sup>(Outcome)</sup>  
 1536

**Background and Intent: This requirement emphasizes that responsibility for reporting unsafe conditions and adverse events is shared by all members of the team and is not solely the responsibility of the resident.**

- 1537
- 1538 VI.B.4.c) assurance of their fitness for work, including: <sup>(Outcome)</sup>  
 1539

**Background and Intent: This requirement emphasizes the professional responsibility of faculty members and residents to arrive for work adequately rested and ready to care for patients. It is also the responsibility of faculty members, residents, and other members of the care team to be observant, to intervene, and/or to escalate their concern about resident and faculty member fitness for work, depending on the situation, and in accordance with institutional policies.**

- 1540
- 1541 VI.B.4.c).(1) management of their time before, during, and after  
 1542 clinical assignments; and, <sup>(Outcome)</sup>  
 1543
- 1544 VI.B.4.c).(2) recognition of impairment, including from illness,  
 1545 fatigue, and substance use, in themselves, their peers,  
 1546 and other members of the health care team. <sup>(Outcome)</sup>  
 1547
- 1548 VI.B.4.d) commitment to lifelong learning; <sup>(Outcome)</sup>  
 1549
- 1550 VI.B.4.e) monitoring of their patient care performance improvement  
 1551 indicators; and, <sup>(Outcome)</sup>  
 1552
- 1553 VI.B.4.f) accurate reporting of clinical and educational work hours,  
 1554 patient outcomes, and clinical experience data. <sup>(Outcome)</sup>  
 1555
- 1556 VI.B.5. All residents and faculty members must demonstrate  
 1557 responsiveness to patient needs that supersedes self-interest. This  
 1558 includes the recognition that under certain circumstances, the best  
 1559 interests of the patient may be served by transitioning that patient's  
 1560 care to another qualified and rested provider. <sup>(Outcome)</sup>  
 1561
- 1562 VI.B.6. Programs, in partnership with their Sponsoring Institutions, must  
 1563 provide a professional, equitable, respectful, and civil environment  
 1564 that is free from discrimination, sexual and other forms of

1565 harassment, mistreatment, abuse, or coercion of students,  
1566 residents, faculty, and staff. <sup>(Core)</sup>  
1567  
1568 **VI.B.7.** Programs, in partnership with their Sponsoring Institutions, should  
1569 have a process for education of residents and faculty regarding  
1570 unprofessional behavior and a confidential process for reporting,  
1571 investigating, and addressing such concerns. <sup>(Core)</sup>  
1572

1573 **VI.C. Well-Being**

1574  
1575 *Psychological, emotional, and physical well-being are critical in the*  
1576 *development of the competent, caring, and resilient physician and require*  
1577 *proactive attention to life inside and outside of medicine. Well-being*  
1578 *requires that physicians retain the joy in medicine while managing their*  
1579 *own real-life stresses. Self-care and responsibility to support other*  
1580 *members of the health care team are important components of*  
1581 *professionalism; they are also skills that must be modeled, learned, and*  
1582 *nurtured in the context of other aspects of residency training.*  
1583

1584 *Residents and faculty members are at risk for burnout and depression.*  
1585 *Programs, in partnership with their Sponsoring Institutions, have the same*  
1586 *responsibility to address well-being as other aspects of resident*  
1587 *competence. Physicians and all members of the health care team share*  
1588 *responsibility for the well-being of each other. For example, a culture which*  
1589 *encourages covering for colleagues after an illness without the expectation*  
1590 *of reciprocity reflects the ideal of professionalism. A positive culture in a*  
1591 *clinical learning environment models constructive behaviors, and prepares*  
1592 *residents with the skills and attitudes needed to thrive throughout their*  
1593 *careers.*  
1594

**Background and Intent: The ACGME is committed to addressing physician well-being for individuals and as it relates to the learning and working environment. The creation of a learning and working environment with a culture of respect and accountability for physician well-being is crucial to physicians' ability to deliver the safest, best possible care to patients. The ACGME is leveraging its resources in four key areas to support the ongoing focus on physician well-being: education, influence, research, and collaboration. Information regarding the ACGME's ongoing efforts in this area is available on the ACGME website.**

**As these efforts evolve, information will be shared with programs seeking to develop and/or strengthen their own well-being initiatives. In addition, there are many activities that programs can utilize now to assess and support physician well-being. These include culture of safety surveys, ensuring the availability of counseling services, and attention to the safety of the entire health care team.**

1595  
1596 **VI.C.1.** The responsibility of the program, in partnership with the  
1597 Sponsoring Institution, to address well-being must include:  
1598

1599 **VI.C.1.a)** efforts to enhance the meaning that each resident finds in the  
1600 experience of being a physician, including protecting time  
1601 with patients, minimizing non-physician obligations,

1602 providing administrative support, promoting progressive  
1603 autonomy and flexibility, and enhancing professional  
1604 relationships; <sup>(Core)</sup>

1605  
1606 VI.C.1.b) attention to scheduling, work intensity, and work  
1607 compression that impacts resident well-being; <sup>(Core)</sup>  
1608

1609 VI.C.1.c) evaluating workplace safety data and addressing the safety of  
1610 residents and faculty members; <sup>(Core)</sup>  
1611

**Background and Intent: This requirement emphasizes the responsibility shared by the Sponsoring Institution and its programs to gather information and utilize systems that monitor and enhance resident and faculty member safety, including physical safety. Issues to be addressed include, but are not limited to, monitoring of workplace injuries, physical or emotional violence, vehicle collisions, and emotional well-being after adverse events.**

1612  
1613 VI.C.1.d) policies and programs that encourage optimal resident and  
1614 faculty member well-being; and, <sup>(Core)</sup>  
1615

**Background and Intent: Well-being includes having time away from work to engage with family and friends, as well as to attend to personal needs and to one's own health, including adequate rest, healthy diet, and regular exercise.**

1616  
1617 VI.C.1.d).(1) Residents must be given the opportunity to attend  
1618 medical, mental health, and dental care appointments,  
1619 including those scheduled during their working hours.  
1620 <sup>(Core)</sup>  
1621

**Background and Intent: The intent of this requirement is to ensure that residents have the opportunity to access medical and dental care, including mental health care, at times that are appropriate to their individual circumstances. Residents must be provided with time away from the program as needed to access care, including appointments scheduled during their working hours.**

1622  
1623 VI.C.1.e) attention to resident and faculty member burnout,  
1624 depression, and substance abuse. The program, in  
1625 partnership with its Sponsoring Institution, must educate  
1626 faculty members and residents in identification of the  
1627 symptoms of burnout, depression, and substance abuse,  
1628 including means to assist those who experience these  
1629 conditions. Residents and faculty members must also be  
1630 educated to recognize those symptoms in themselves and  
1631 how to seek appropriate care. The program, in partnership  
1632 with its Sponsoring Institution, must: <sup>(Core)</sup>  
1633

**Background and Intent: Programs and Sponsoring Institutions are encouraged to review materials in order to create systems for identification of burnout, depression, and substance abuse. Materials and more information are available on the Physician Well-**

being section of the ACGME website (<http://www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being>).

1634  
1635  
1636  
1637  
1638  
1639  
1640  
1641

**VI.C.1.e).(1)** encourage residents 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; <sup>(Core)</sup>

**Background and Intent:** Individuals experiencing burnout, depression, substance abuse, and/or suicidal ideation are often reluctant to reach out for help due to the stigma associated with these conditions, and are concerned that seeking help may have a negative impact on their career. Recognizing that physicians are at increased risk in these areas, it is essential that residents and faculty members are able to report their concerns when another resident or faculty member displays signs of any of these conditions, so that the program director or other designated personnel, such as the department chair, may assess the situation and intervene as necessary to facilitate access to appropriate care. Residents and faculty members must know which personnel, in addition to the program director, have been designated with this responsibility; those personnel and the program director should be familiar with the institution's impaired physician policy and any employee health, employee assistance, and/or wellness programs within the institution. In cases of physician impairment, the program director or designated personnel should follow the policies of their institution for reporting.

1642  
1643  
1644  
1645  
1646  
1647  
1648  
1649  
1650

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

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

**Background and Intent:** The intent of this requirement is to ensure that residents have immediate access at all times to a mental health professional (psychiatrist, psychologist, Licensed Clinical Social Worker, Primary Mental Health Nurse Practitioner, or Licensed Professional Counselor) for urgent or emergent mental health issues. In-person, telemedicine, or telephonic means may be utilized to satisfy this requirement. Care in the Emergency Department may be necessary in some cases, but not as the primary or sole means to meet the requirement.

The reference to affordable counseling is intended to require that financial cost not be a barrier to obtaining care.

1651  
1652  
1653  
1654  
1655  
1656

**VI.C.2.** There are circumstances in which residents may be unable to attend work, including but not limited to fatigue, illness, family emergencies, and parental leave. Each program must allow an appropriate length of absence for residents unable to perform their patient care responsibilities. <sup>(Core)</sup>

- 1657  
 1658 **VI.C.2.a)**                    **The program must have policies and procedures in place to**  
 1659    **ensure coverage of patient care.** <sup>(Core)</sup>  
 1660  
 1661 **VI.C.2.b)**                    **These policies must be implemented without fear of negative**  
 1662    **consequences for the resident who is or was unable to**  
 1663    **provide the clinical work.** <sup>(Core)</sup>  
 1664

**Background and Intent: Residents may need to extend their length of training depending on length of absence and specialty board eligibility requirements. Teammates should assist colleagues in need and equitably reintegrate them upon return.**

- 1665  
 1666 **VI.D.**                    **Fatigue Mitigation**  
 1667  
 1668 **VI.D.1.**                    **Programs must:**  
 1669  
 1670 **VI.D.1.a)**                    **educate all faculty members and residents to recognize the**  
 1671    **signs of fatigue and sleep deprivation;** <sup>(Core)</sup>  
 1672  
 1673 **VI.D.1.b)**                    **educate all faculty members and residents in alertness**  
 1674    **management and fatigue mitigation processes; and,** <sup>(Core)</sup>  
 1675  
 1676 **VI.D.1.c)**                    **encourage residents to use fatigue mitigation processes to**  
 1677    **manage the potential negative effects of fatigue on patient**  
 1678    **care and learning.** <sup>(Detail)</sup>  
 1679

**Background and Intent: Providing medical care to patients is physically and mentally demanding. Night shifts, even for those who have had enough rest, cause fatigue. Experiencing fatigue in a supervised environment during training prepares residents for managing fatigue in practice. It is expected that programs adopt fatigue mitigation processes and ensure that there are no negative consequences and/or stigma for using fatigue mitigation strategies.**

**This requirement emphasizes the importance of adequate rest before and after clinical responsibilities. Strategies that may be used include, but are not limited to, strategic napping; the judicious use of caffeine; availability of other caregivers; time management to maximize sleep off-duty; learning to recognize the signs of fatigue, and self-monitoring performance and/or asking others to monitor performance; remaining active to promote alertness; maintaining a healthy diet; using relaxation techniques to fall asleep; maintaining a consistent sleep routine; exercising regularly; increasing sleep time before and after call; and ensuring sufficient sleep recovery periods.**

- 1680  
 1681 **VI.D.2.**                    **Each program must ensure continuity of patient care, consistent**  
 1682    **with the program’s policies and procedures referenced in VI.C.2–**  
 1683    **VI.C.2.b), in the event that a resident may be unable to perform their**  
 1684    **patient care responsibilities due to excessive fatigue.** <sup>(Core)</sup>  
 1685



1686 VI.D.3. The program, in partnership with its Sponsoring Institution, must  
1687 ensure adequate sleep facilities and safe transportation options for  
1688 residents who may be too fatigued to safely return home. <sup>(Core)</sup>  
1689

1690 VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care  
1691

1692 VI.E.1. Clinical Responsibilities  
1693

1694 The clinical responsibilities for each resident must be based on PGY  
1695 level, patient safety, resident ability, severity and complexity of  
1696 patient illness/condition, and available support services. <sup>(Core)</sup>  
1697

1698 [Optimal clinical workload may be further specified by each Review  
1699 Committee]  
1700

**Background and Intent: The changing clinical care environment of medicine has meant that work compression due to high complexity has increased stress on residents. Faculty members and program directors need to make sure residents function in an environment that has safe patient care and a sense of resident well-being. Some Review Committees have addressed this by setting limits on patient admissions, and it is an essential responsibility of the program director to monitor resident workload. Workload should be distributed among the resident team and interdisciplinary teams to minimize work compression.**

1701 VI.E.2. Teamwork  
1702  
1703

1704 Residents must care for patients in an environment that maximizes  
1705 communication. This must include the opportunity to work as a  
1706 member of effective interprofessional teams that are appropriate to  
1707 the delivery of care in the specialty and larger health system. <sup>(Core)</sup>  
1708

1709 [The Review Committee may further specify]  
1710

1711 VI.E.3. Transitions of Care  
1712

1713 VI.E.3.a) Programs must design clinical assignments to optimize  
1714 transitions in patient care, including their safety, frequency,  
1715 and structure. <sup>(Core)</sup>  
1716

1717 VI.E.3.b) Programs, in partnership with their Sponsoring Institutions,  
1718 must ensure and monitor effective, structured hand-over  
1719 processes to facilitate both continuity of care and patient  
1720 safety. <sup>(Core)</sup>  
1721

1722 VI.E.3.c) Programs must ensure that residents are competent in  
1723 communicating with team members in the hand-over process.  
1724 <sup>(Outcome)</sup>  
1725

1726 VI.E.3.d) Programs and clinical sites must maintain and communicate  
1727 schedules of attending physicians and residents currently  
1728 responsible for care. <sup>(Core)</sup>

1729  
1730 VI.E.3.e) Each program must ensure continuity of patient care,  
1731 consistent with the program’s policies and procedures  
1732 referenced in VI.C.2-VI.C.2.b), in the event that a resident may  
1733 be unable to perform their patient care responsibilities due to  
1734 excessive fatigue or illness, or family emergency. <sup>(Core)</sup>  
1735

1736 VI.F. Clinical Experience and Education  
1737  
1738 *Programs, in partnership with their Sponsoring Institutions, must design*  
1739 *an effective program structure that is configured to provide residents with*  
1740 *educational and clinical experience opportunities, as well as reasonable*  
1741 *opportunities for rest and personal activities.*  
1742

**Background and Intent:** In the new requirements, the terms “clinical experience and education,” “clinical and educational work,” and “clinical and educational work hours” replace the terms “duty hours,” “duty periods,” and “duty.” These changes have been made in response to concerns that the previous use of the term “duty” in reference to number of hours worked may have led some to conclude that residents’ duty to “clock out” on time superseded their duty to their patients.

1743  
1744 VI.F.1. Maximum Hours of Clinical and Educational Work per Week  
1745  
1746 Clinical and educational work hours must be limited to no more than  
1747 80 hours per week, averaged over a four-week period, inclusive of all  
1748 in-house clinical and educational activities, clinical work done from  
1749 home, and all moonlighting. <sup>(Core)</sup>  
1750

**Background and Intent:** Programs and residents have a shared responsibility to ensure that the 80-hour maximum weekly limit is not exceeded. While the requirement has been written with the intent of allowing residents to remain beyond their scheduled work periods to care for a patient or participate in an educational activity, these additional hours must be accounted for in the allocated 80 hours when averaged over four weeks.

**Scheduling**

While the ACGME acknowledges that, on rare occasions, a resident may work in excess of 80 hours in a given week, all programs and residents utilizing this flexibility will be required to adhere to the 80-hour maximum weekly limit when averaged over a four-week period. Programs that regularly schedule residents to work 80 hours per week and still permit residents to remain beyond their scheduled work period are likely to exceed the 80-hour maximum, which would not be in substantial compliance with the requirement. These programs should adjust schedules so that residents are scheduled to work fewer than 80 hours per week, which would allow residents to remain beyond their scheduled work period when needed without violating the 80-hour requirement. Programs may wish to consider using night float and/or making adjustments to the frequency of in-house call to ensure compliance with the 80-hour maximum weekly limit.

**Oversight**

With increased flexibility introduced into the Requirements, programs permitting this flexibility will need to account for the potential for residents to remain beyond their

assigned work periods when developing schedules, to avoid exceeding the 80-hour maximum weekly limit, averaged over four weeks. The ACGME Review Committees will strictly monitor and enforce compliance with the 80-hour requirement. Where violations of the 80-hour requirement are identified, programs will be subject to citation and at risk for an adverse accreditation action.

#### ***Work from Home***

While the requirement specifies that clinical work done from home must be counted toward the 80-hour maximum weekly limit, the expectation remains that scheduling be structured so that residents are able to complete most work on site during scheduled clinical work hours without requiring them to take work home. The new requirements acknowledge the changing landscape of medicine, including electronic health records, and the resulting increase in the amount of work residents choose to do from home. The requirement provides flexibility for residents to do this while ensuring that the time spent by residents completing clinical work from home is accomplished within the 80-hour weekly maximum. Types of work from home that must be counted include using an electronic health record and taking calls from home. Reading done in preparation for the following day's cases, studying, and research done from home do not count toward the 80 hours. Resident decisions to leave the hospital before their clinical work has been completed and to finish that work later from home should be made in consultation with the resident's supervisor. In such circumstances, residents should be mindful of their professional responsibility to complete work in a timely manner and to maintain patient confidentiality.

During the public comment period many individuals raised questions and concerns related to this change. Some questioned whether minute by minute tracking would be required; in other words, if a resident spends three minutes on a phone call and then a few hours later spends two minutes on another call, will the resident need to report that time. Others raised concerns related to the ability of programs and institutions to verify the accuracy of the information reported by residents. The new requirements are not an attempt to micromanage this process. Residents are to track the time they spend on clinical work from home and to report that time to the program. Decisions regarding whether to report infrequent phone calls of very short duration will be left to the individual resident. Programs will need to factor in time residents are spending on clinical work at home when schedules are developed to ensure that residents are not working in excess of 80 hours per week, averaged over four weeks. There is no requirement that programs assume responsibility for documenting this time. Rather, the program's responsibility is ensuring that residents report their time from home and that schedules are structured to ensure that residents are not working in excess of 80 hours per week, averaged over four weeks.

#### ***PGY-1 and PGY-2 Residents***

PGY-1 and PGY-2 residents may not have the experience to make decisions about when it is appropriate to utilize flexibility or may feel pressured to use it when unnecessary. Programs are responsible for ensuring that residents are provided with manageable workloads that can be accomplished during scheduled work hours. This includes ensuring that a resident's assigned direct patient load is manageable, that residents have appropriate support from their clinical teams, and that residents are not overburdened with clerical work and/or other non-physician duties.

1751  
1752

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

1753  
1754 VI.F.2.a) The program must design an effective program structure that  
1755 is configured to provide residents with educational  
1756 opportunities, as well as reasonable opportunities for rest  
1757 and personal well-being. <sup>(Core)</sup>  
1758

1759 VI.F.2.b) Residents should have eight hours off between scheduled  
1760 clinical work and education periods. <sup>(Detail)</sup>  
1761

1762 VI.F.2.b).(1) There may be circumstances when residents choose  
1763 to stay to care for their patients or return to the  
1764 hospital with fewer than eight hours free of clinical  
1765 experience and education. This must occur within the  
1766 context of the 80-hour and the one-day-off-in-seven  
1767 requirements. <sup>(Detail)</sup>  
1768

**Background and Intent:** While it is expected that resident schedules will be structured to ensure that residents are provided with a minimum of eight hours off between scheduled work periods, it is recognized that residents may choose to remain beyond their scheduled time, or return to the clinical site during this time-off period, to care for a patient. The requirement preserves the flexibility for residents to make those choices. It is also noted that the 80-hour weekly limit (averaged over four weeks) is a deterrent for scheduling fewer than eight hours off between clinical and education work periods, as it would be difficult for a program to design a schedule that provides fewer than eight hours off without violating the 80-hour rule.

1769  
1770 VI.F.2.c) Residents must have at least 14 hours free of clinical work  
1771 and education after 24 hours of in-house call. <sup>(Core)</sup>  
1772

**Background and Intent:** Residents have a responsibility to return to work rested, and thus are expected to use this time away from work to get adequate rest. In support of this goal, residents are encouraged to prioritize sleep over other discretionary activities.

1773  
1774 VI.F.2.d) Residents must be scheduled for a minimum of one day in  
1775 seven free of clinical work and required education (when  
1776 averaged over four weeks). At-home call cannot be assigned  
1777 on these free days. <sup>(Core)</sup>  
1778

**Background and Intent:** The requirement provides flexibility for programs to distribute days off in a manner that meets program and resident needs. It is strongly recommended that residents' preference regarding how their days off are distributed be considered as schedules are developed. It is desirable that days off be distributed throughout the month, but some residents may prefer to group their days off to have a "golden weekend," meaning a consecutive Saturday and Sunday free from work. The requirement for one free day in seven should not be interpreted as precluding a golden weekend. Where feasible, schedules may be designed to provide residents with a weekend, or two consecutive days, free of work. The applicable Review Committee will evaluate the number of consecutive days of work and determine whether they meet educational objectives. Programs are encouraged to distribute days off in a fashion that optimizes resident well-being, and educational and personal goals. It is noted that a day

off is defined in the ACGME Glossary of Terms as “one (1) continuous 24-hour period free from all administrative, clinical, and educational activities.”

1779  
1780  
1781  
1782  
1783  
1784  
1785

**VI.F.3. Maximum Clinical Work and Education Period Length**

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

**Background and Intent: The Task Force examined the question of “consecutive time on task.” It examined the research supporting the current limit of 16 consecutive hours of time on task for PGY-1 residents; the range of often conflicting impacts of this requirement on patient safety, clinical care, and continuity of care by resident teams; and resident learning found in the literature. Finally, it heard a uniform request by the specialty societies, certifying boards, membership societies and organizations, and senior residents to repeal this requirement. It heard conflicting perspectives from resident unions, a medical student association, and a number of public advocacy groups, some arguing for continuation of the requirement, others arguing for extension of the requirement to all residents.**

**Of greatest concern to the Task Force were the observations of disruption of team care and patient care continuity brought about with residents beyond the PGY-1 level adhering to differing requirements. The graduate medical education community uniformly requested that the Task Force remove this requirement. The most frequently-cited reason for this request was the complete disruption of the team, separating the PGY-1 from supervisory faculty members and residents who were best able to judge the ability of the resident and customize the supervision of patient care for each PGY-1. Cited nearly as frequently was the separation of the PGY-1 from the team, delaying maturation of clinical skills, and threatening to create a “shift” mentality in disciplines where overnight availability to patients is essential in delivery of care.**

**The Task Force examined the impact of the request to consider 16-consecutive-hour limits for all residents, and rejected the proposition. It found that model incompatible with the actual practice of medicine and surgery in many specialties, excessively limiting in configuration of clinical services in many disciplines, and potentially disruptive of the inculcation of responsibility and professional commitment to altruism and placing the needs of patients above those of the physician.**

**After careful consideration of the information available, the testimony and position of all parties submitting information, and presentations to the Task Force, the Task Force removed the 16-hour-consecutive-time-on-task requirement for PGY-1 residents. It remains crucial that programs ensure that PGY-1 residents are supervised in compliance with the applicable Program Requirements, and that resident well-being is prioritized as described in Section VI.C. of these requirements.**

1786  
1787  
1788  
1789  
1790  
1791

**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 resident education. (Core)**

1792 VI.F.3.a).(1).(a) Additional patient care responsibilities must not  
1793 be assigned to a resident during this time. <sup>(Core)</sup>  
1794

**Background and Intent:** The additional time referenced in VI.F.3.a).(1) should not be used for the care of new patients. It is essential that the resident continue to function as a member of the team in an environment where other members of the team can assess resident fatigue, and that supervision for post-call residents is provided. This 24 hours and up to an additional four hours must occur within the context of 80-hour weekly limit, averaged over four weeks.

1795  
1796 VI.F.4. Clinical and Educational Work Hour Exceptions  
1797

1798 VI.F.4.a) In rare circumstances, after handing off all other  
1799 responsibilities, a resident, on their own initiative, may elect  
1800 to remain or return to the clinical site in the following  
1801 circumstances:

1802  
1803 VI.F.4.a).(1) to continue to provide care to a single severely ill or  
1804 unstable patient; <sup>(Detail)</sup>

1805  
1806 VI.F.4.a).(2) humanistic attention to the needs of a patient or  
1807 family; or, <sup>(Detail)</sup>

1808  
1809 VI.F.4.a).(3) to attend unique educational events. <sup>(Detail)</sup>

1810  
1811 VI.F.4.b) These additional hours of care or education will be counted  
1812 toward the 80-hour weekly limit. <sup>(Detail)</sup>  
1813

**Background and Intent:** This requirement is intended to provide residents with some control over their schedules by providing the flexibility to voluntarily remain beyond the scheduled responsibilities under the circumstances described above. It is important to note that a resident may remain to attend a conference, or return for a conference later in the day, only if the decision is made voluntarily. Residents must not be required to stay. Programs allowing residents to remain or return beyond the scheduled work and clinical education period must ensure that the decision to remain is initiated by the resident and that residents are not coerced. This additional time must be counted toward the 80-hour maximum weekly limit.

1814  
1815 VI.F.4.c) A Review Committee may grant rotation-specific exceptions  
1816 for up to 10 percent or a maximum of 88 clinical and  
1817 educational work hours to individual programs based on a  
1818 sound educational rationale.

1819  
1820 VI.F.4.c).(1) In preparing a request for an exception, the program  
1821 director must follow the clinical and educational work  
1822 hour exception policy from the *ACGME Manual of*  
1823 *Policies and Procedures.* <sup>(Core)</sup>  
1824

1825 VI.F.4.c).(2) Prior to submitting the request to the Review  
1826 Committee, the program director must obtain approval  
1827 from the Sponsoring Institution's GMEC and DIO. (Core)  
1828

**Background and Intent:** The provision for exceptions for up to 88 hours per week has been modified to specify that exceptions may be granted for specific rotations if the program can justify the increase based on criteria specified by the Review Committee. As in the past, Review Committees may opt not to permit exceptions. The underlying philosophy for this requirement is that while it is expected that all residents should be able to train within an 80-hour work week, it is recognized that some programs may include rotations with alternate structures based on the nature of the specialty. DIO/GMEC approval is required before the request will be considered by the Review Committee.

1829  
1830 VI.F.5. Moonlighting  
1831  
1832 VI.F.5.a) Moonlighting must not interfere with the ability of the resident  
1833 to achieve the goals and objectives of the educational  
1834 program, and must not interfere with the resident's fitness for  
1835 work nor compromise patient safety. (Core)  
1836  
1837 VI.F.5.b) Time spent by residents in internal and external moonlighting  
1838 (as defined in the ACGME Glossary of Terms) must be  
1839 counted toward the 80-hour maximum weekly limit. (Core)  
1840  
1841 VI.F.5.c) PGY-1 residents are not permitted to moonlight. (Core)  
1842

**Background and Intent:** For additional clarification of the expectations related to moonlighting, please refer to the Common Program Requirement FAQs (available at <http://www.acgme.org/What-We-Do/Accreditation/Common-Program-Requirements>).

1843  
1844 VI.F.6. In-House Night Float  
1845  
1846 Night float must occur within the context of the 80-hour and one-  
1847 day-off-in-seven requirements. (Core)  
1848  
1849 [The maximum number of consecutive weeks of night float, and  
1850 maximum number of months of night float per year may be further  
1851 specified by the Review Committee.]  
1852

**Background and Intent:** The requirement for no more than six consecutive nights of night float was removed to provide programs with increased flexibility in scheduling.

1853  
1854 VI.F.7. Maximum In-House On-Call Frequency  
1855  
1856 Residents must be scheduled for in-house call no more frequently  
1857 than every third night (when averaged over a four-week period). (Core)  
1858  
1859 VI.F.8. At-Home Call  
1860

- 1861 **VI.F.8.a)** Time spent on patient care activities by residents on at-home  
 1862 call must count toward the 80-hour maximum weekly limit.  
 1863 The frequency of at-home call is not subject to the every-  
 1864 third-night limitation, but must satisfy the requirement for one  
 1865 day in seven free of clinical work and education, when  
 1866 averaged over four weeks. <sup>(Core)</sup>  
 1867
- 1868 **VI.F.8.a).(1)** At-home call must not be so frequent or taxing as to  
 1869 preclude rest or reasonable personal time for each  
 1870 resident. <sup>(Core)</sup>  
 1871
- 1872 **VI.F.8.b)** Residents are permitted to return to the hospital while on at-  
 1873 home call to provide direct care for new or established  
 1874 patients. These hours of inpatient patient care must be  
 1875 included in the 80-hour maximum weekly limit. <sup>(Detail)</sup>  
 1876
- 1877 [The Review Committee may further specify under any requirement in VI.F.-  
 1878 VI.F.8.b)]  
 1879

**Background and Intent:** This requirement has been modified to specify that clinical work done from home when a resident is taking at-home call must count toward the 80-hour maximum weekly limit. This change acknowledges the often significant amount of time residents devote to clinical activities when taking at-home call, and ensures that taking at-home call does not result in residents routinely working more than 80 hours per week. At-home call activities that must be counted include responding to phone calls and other forms of communication, as well as documentation, such as entering notes in an electronic health record. Activities such as reading about the next day's case, studying, or research activities do not count toward the 80-hour weekly limit.

**In their evaluation of residency/fellowship programs, Review Committees will look at the overall impact of at-home call on resident/fellow rest and personal time.**

- 1880
- 1881 \*\*\*
- 1882 **\*Core Requirements:** Statements that define structure, resource, or process elements  
 1883 essential to every graduate medical educational program.  
 1884
- 1885 **†Detail Requirements:** Statements that describe a specific structure, resource, or process, for  
 1886 achieving compliance with a Core Requirement. Programs and sponsoring institutions in  
 1887 substantial compliance with the Outcome Requirements may utilize alternative or innovative  
 1888 approaches to meet Core Requirements.  
 1889
- 1890 **‡Outcome Requirements:** Statements that specify expected measurable or observable  
 1891 attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their  
 1892 graduate medical education.  
 1893
- 1894 **Osteopathic Recognition**  
 1895 For programs with or applying for Osteopathic Recognition, the Osteopathic Recognition  
 1896 Requirements also apply ([www.acgme.org/OsteopathicRecognition](http://www.acgme.org/OsteopathicRecognition)).