

SES020 Specialty Update: Preventive Medicine

February 21, 2025 | 1:30pm-2:05pm

Joshua Mann, MD, MPH, Chair

Cindy Riyad, PhD, Executive Director

Conflict of Interest Disclosure

Speaker: Joshua R. Mann, MD, MPH – Chair, Review Committee for Preventive Medicine (jmann4@umc.edu)

Speaker: Cindy Riyad, PhD – Executive Director, Review Committee for Preventive Medicine (criyad@acgme.org)

Disclosure

None of the speakers for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

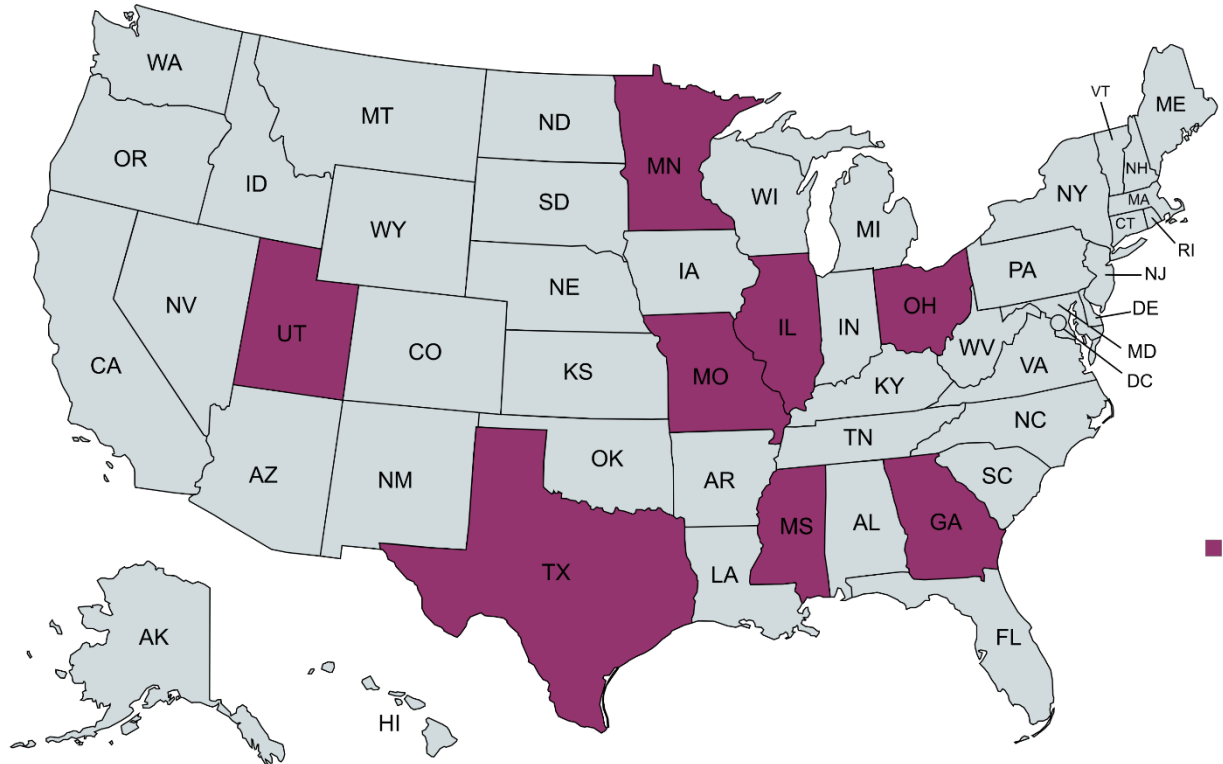
Session Objectives

1. Review Committee Statistics
2. Annual Program Review
3. ACGME/Review Committee Updates

Review Committee Statistics

Review Committee Composition

- ✓ Three nominating organizations: American Board of Preventive Medicine (ABPM); American Medical Association (AMA), American Osteopathic Association (AOA)
- ✓ One public member
- ✓ One resident member
- ✓ Nine voting members
- ✓ Ex-officios members from ABPM and AOA (non-voting)
- ✓ Six-year terms (except resident member, who serves two years)
- ✓ Program Directors, Chairs, Faculty, DIOs, Resident and Public representation



Review Committee Members



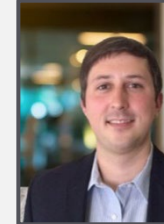
Joshua Mann, MD, MPH
*University of Mississippi Medical Center
(Chair)*



Heather O'Hara, MD, MSPH
*John Cochran VA Hospital
(Vice Chair)*



Andrew Sullivan, DO, MS
*Navy Medicine Readiness, Great Lakes
(Resident Member)*



Adam Barefoot, DMD, MPH
*Health Resources and Services Administration
(Public Member)*



Joseph (Tim) LaVan, MD, MPH
NASA Johnson Space Center



David Miller, DO, MPH, FASMA
Aerospace Medicine Physician



Hassan Murad, MD
Mayo Clinic College of Medicine and Science



Antonio Neri, MD, MPH, Captain USPHS
Centers for Disease Control and Prevention



Eric Wood, MD, MPH
Mass General Brigham

Ex-Officios



Chris Ondrula, JD

American Board of Preventive
Medicine (ABPM)



Howard Teitelbaum, DO, PhD, MPH

American Osteopathic Board of
Preventive Medicine (AOBPM)

Incoming Resident Member



Mrinalini Buddha, MD

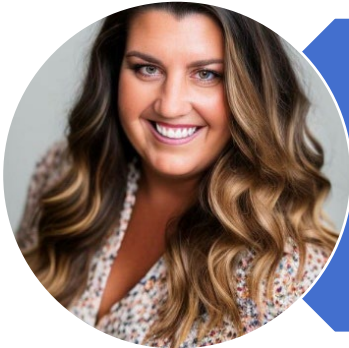
University of Kentucky

Term: July 1, 2025 – June 30, 2027

Review Committee Staff



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Rebecca Houston, MA
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Preventive Medicine Statistics

70 Residency Programs

- Aerospace Medicine (5)
- Occupational and Environmental Medicine (23)
- Public Health and General Preventive Medicine (42)

1 Fellowship Program

- Undersea and Hyperbaric Medicine (1)

313 residents enrolled (academic year 2024-2025)

- 640 approved positions



Annual Program Review

November 2024 Program Review

- 11 programs pulled for in-depth review
 - Due to existing citations and/or outcome indicators flagged
- 65 programs received Continued Accreditation

Citations

New Citations

- Interest in education of residents (4)
- Personnel
 - Program coordinator support
 - ACGME Faculty Survey (3)
- Resources
 - Impact of other learners in education
- Professionalism
 - Reporting concerns (3)
 - Ability to raise concerns
- Evaluation
 - Annual feedback

- Appropriate amount of teaching in all clinical and didactic activities (2)

- Patient Safety and Teamwork
 - Transitions of care

Extended Citations

- Annual Board Pass Rate
- Continuity of Leadership
- Professionalism
 - Ability to Raise Concerns

5 Resolved Citations



Areas for Improvement

- Board Pass Rate (4)
- Faculty Supervision and Teaching (4)
- Diversity and Inclusion (2)
- Professionalism (2)
- Teamwork (2)
- Clinical Experience (1)
- Educational Content (1)
- Faculty Scholarly Activity (1)
- Failure to Provide Accurate Information (1)
- Resident/Fellow Scholarly Activity (1)



Program Status & Citations

- Focus on *substantial* (not absolute) compliance with program requirements
- A few minor issues will *not* cause the Review Committee to withdraw accreditation
- Review Committee understands some things take time to fix
- Statuses typically go in stepwise fashion
 - Continued Accreditation → Continued Accreditation w/Warning → Probation



What is a Citation?

- Area of noncompliance with a program requirement
- Something the program doesn't have, doesn't do, or didn't clearly describe
- Citations *must* be responded to in ADS
- Reviewed by the Review Committee each year until determined issue is resolved





What is an Area for Improvement?

- Often referred to as “AFI”
- Areas of concern or repeat trends/issues
- May or may not be tied to program requirement
- ‘Heads up’ to the program before it becomes serious
- Do not have to respond to in ADS
 - Can provide updates to Review Committee via ‘Major Changes’ section’
- Repeat areas may become citations

#ACGME2025

2025 ACGME ANNUAL
EDUCATIONAL CONFERENCE

MEANING
in MEDICINE



Key Takeaways

1. Ensure graduating residents understand clinical experience questions at the end of the Resident/Fellow Survey
 - “I feel well prepared to perform the following patient care and population health activities without supervision.”
2. Ensure block diagrams are clear and easy to read
 - ✓ Direct patient care experience?
 - ✓ Governmental agency experience (PH/GPM)?
 - ✓ Abbreviations defined?
 - ✓ Easy to calculate months/weeks?

Key Takeaways

3. Ensure accurate and complete information
 - ✓ Participating sites updated/match block diagram?
 - ✓ Information is consistent throughout?

Resident/Fellow and Faculty Surveys

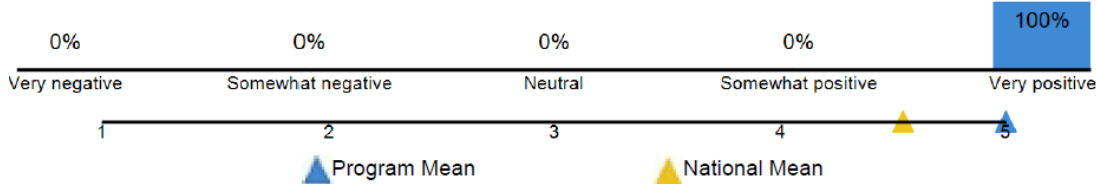
- Programs receive results if:
 - There are at least four respondents
 - The response rate is at least 70%
- Programs who do not receive annual results will receive multi-year results once enough data is collected
- Important to preserve anonymity

How to Use Survey Results

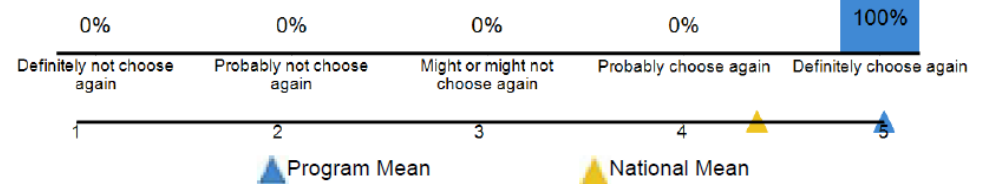
- Review results with Program Evaluation Committee (PEC)
 - Program should still do 'internal' survey
- Review areas of concern with residents
 - Try to identify source of problem
 - Solicit specific improvement suggestions
- Use the 'Major Changes' section of ADS to proactively communicate how you are addressing poor survey results
- Poor Resident/Fellow Survey results alone will *not* cause the Review Committee to withdraw accreditation

Residents Surveyed 11
 Residents Responded 11
 Response Rate 100%

Residents' overall evaluation of the program



Residents' overall opinion of the program



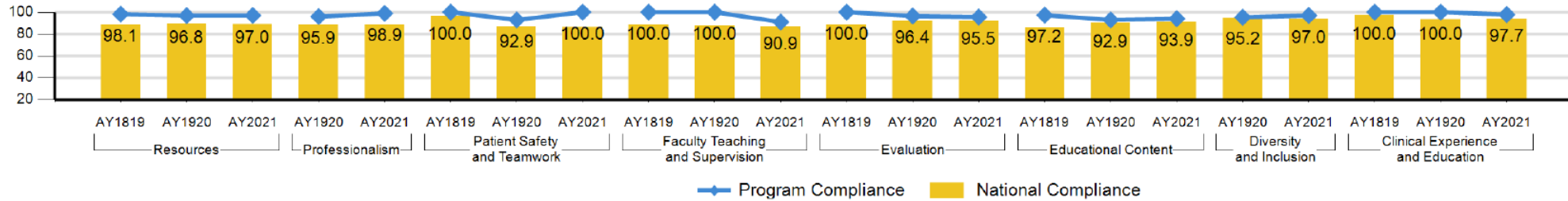
Resources

Education compromised by non-physician obligations

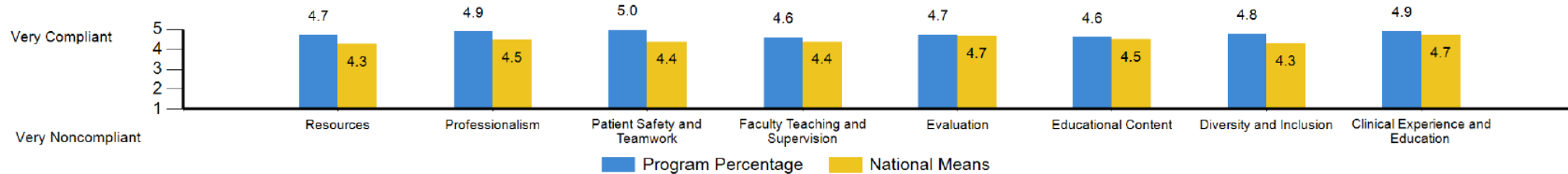
- Impact of other learners on education
- Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care
- Faculty members discuss cost awareness in patient care decisions
- Time to interact with patients
- Protected time to participate in structured learning activities
- Able to attend personal appointments
- Able to access confidential mental health counseling or treatment
- Satisfied with safety and health conditions

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Education compromised by non-physician obligations	100%	5.0	95%	4.8	88%	4.4
Impact of other learners on education	100%	4.5	97%	3.7	89%	3.7
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	5.0	95%	4.6	80%	4.1
Faculty members discuss cost awareness in patient care decisions	73%	3.3	92%	3.6	90%	3.5
Time to interact with patients	100%	4.6	99%	4.7	89%	4.3
Protected time to participate in structured learning activities	100%	5.0	97%	4.8	85%	4.3
Able to attend personal appointments	100%	5.0	100%	5.0	92%	4.7
Able to access confidential mental health counseling or treatment	100%	5.0	97%	4.9	95%	4.8
Satisfied with safety and health conditions	100%	5.0	97%	4.8	88%	4.5

Total Percentage of Compliance by Category



Program Percentage at-a-glance





ACGME / Review Committee Updates

Frequently Asked Questions



Q Enter your search

ADS

Program Requirements, FAQs, and Applications

Share This




The Program Requirements specify the Core Competencies and other standards of quality and education for each specialty and subspecialty. *Note: The Program Requirements below that have (TCC) in the title are tracked changes copies. Tracked changes copies reflect any changes that were made to the Requirements following the last Program Requirement revision.*


The Frequently Asked Questions (FAQs) documents help to clarify the Program Requirements.


The Specialty-Specific Applications correspond to these Requirements and are provided for those seeking to apply for a new specialty or subspecialty program. *Note: Program applications must be initiated first in the Accreditation Data System (ADS). The Specialty-Specific Applications below must be completed and uploaded into ADS.*

For more information on the process to submit a program application, visit the [Program Application Information](#) web page or review this three-part course [Applying for Program Accreditation](#), available in Learn at ACGME. For information about combined programs, visit the [Combined Programs](#) web page.


Aerospace Medicine


 [Program Requirements Effective 7/1/2023](#) ↓


 [FAQs](#) ↓

 [Specialty-Specific Application](#) ↓


Occupational and Environmental Medicine


 [Program Requirements Effective 7/1/2023](#) ↓


 [FAQs](#) ↓

 [Specialty-Specific Application](#) ↓


Public Health and General Preventive Medicine


 [Program Requirements Effective 7/1/2023](#) ↓


 [FAQs](#) ↓


 [Specialty-Specific Application](#) ↓

Addiction Medicine

 [Program Requirements Effective 7/1/2023](#) ↓

 [FAQs](#) ↓

 [Program Requirements Effective 7/1/2025](#) ↓

 [Program Requirements \(TCC\) Effective 7/1/2025](#) ↓



Accreditation of Combined Programs

- The ACGME developed a plan to initiate accreditation of combined and integrated programs.
- A set of Program Requirements specific to programs offering combined or integrated formats was approved by the ACGME at its September 2024 meeting.
- Existing unaccredited combined programs currently listed in the ACGME's Accreditation Data System (ADS) have been offered the opportunity to opt into the accreditation process by June 30, 2025 without having to apply for accreditation.





Accreditation of Combined Programs

- Current unaccredited combined programs that choose to opt into the accreditation process will receive an accreditation status of Initial Accreditation effective July 1, 2025.
- All other programs must submit an application form.
- The ACGME will accredit only programs that plan to offer an ongoing combined program. Programs interested in designing a combined program format for a single resident/fellow, or a format that will not be offered every year, should contact the applicable certifying board(s) to ensure that the resident/fellow meets the board's eligibility requirements for certification.





Site Visits for Programs on Continued Accreditation

- Suspension of 10-Year Accreditation Site Visits
- Continued Accreditation Site Visits
 - In 2024, the ACGME conducted site visits for 149 programs on Continued Accreditation that have not had a site visit in approximately 9 years or more. These site visits were identified through a sampling process and will support the ACGME's assurance responsibility to the public.
 - For 2025, ACGME selected 200 programs for these randomly selected site visits and notifications were sent out in November with future approximate site visit target dates ranging from April to October 2025.

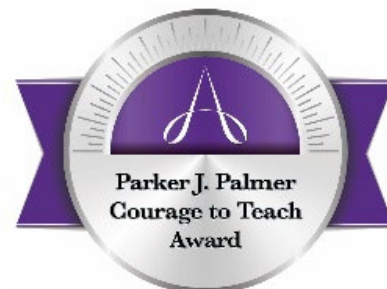




Temporary Complement Increase Requests

- All RCs will allow extensions of education up to 90 days without requiring formal submission of a temporary complement increase request.
- This applies to all specialty/subspecialty programs except one-year programs.
- Requests for temporary changes in complement longer than 90 days are still required and must be approved by the Designated Institutional Official (DIO) prior to being submitted in ADS for RC consideration.





The ACGME is now accepting nominations for the 2025 ACGME Awards.

**Deadline:
Wednesday, March 12, 2025**

For additional information and to download nomination materials:

<https://www.acgme.org/initiatives/awards/>



Program Resources


www.acgme.org

- [Accreditation Data System | ADS Public Site](#)
- [ACGME Policies and Procedures](#)
- [Clinical Competency Committee \(CCC\) Guidebook](#)
- [Milestones Guidebook](#) | [Milestones FAQs](#)
- [How to Complete an Application](#)
- [Institutional Requirements](#)
- [Sample Program Letter of Agreement \(PLA\)](#)
- [FAQs for New Programs](#)
- [Resident Survey Crosswalk Document](#)
- [Faculty Survey Crosswalk Document](#)
- [Journal of Graduate Medical Education](#)
- Specialty Specific Resources (Program Requirements, Application Forms, Case Log entry instructions, complement increase policy, Guide to Construction of a Block Diagram) | Access via specialty pages
- Common Resources (e.g., [Program Directors' Guide to the Common Program Requirements](#), ACGME Glossary of Terms, [Common Program Requirements FAQs](#), Key to Standard LON) | Access via specialty pages
- [Site Visit Information](#) (e.g., types of visits, [Site Visit FAQ](#), [remote site visit FAQs](#), [listing of accreditation field representatives](#))
- Weekly *e-Communication* | Sent via email

A blue header image with a white cross in the center, surrounded by various medical icons like a microscope, pills, and a heart rate line.

Accreditation

Targeted learning to support your understanding and compliance with all things related to ACGME accreditation.

A purple header image with a network of gold circles and lines, representing a molecular or network structure.


ACGME Equity Matters[®]

Educational experiences that promote meaningful change toward diversity, equity, and inclusion while remaining aware of audience impact.

A photograph of a doctor in a white coat and stethoscope looking at a tablet device.

Faculty Development

Tailored resources for faculty assessment and development that cultivate expertise in competency-based medical education.

A close-up photograph of green aloe vera leaves with water droplets on them.

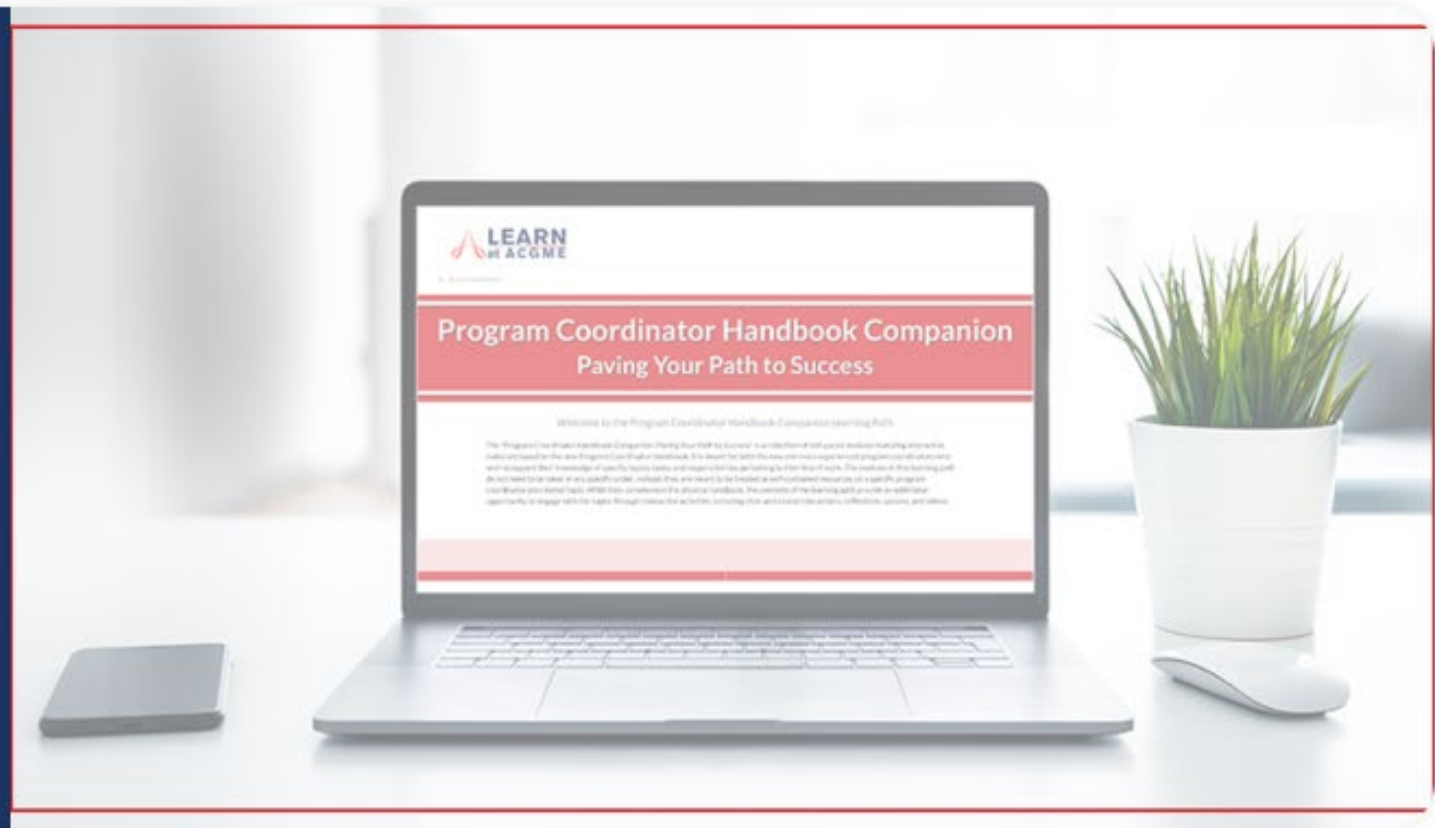
Well-Being

Essential insights and resources for promoting well-being in graduate medical education.

Program Coordinator Handbook Companion: Paving Your Path to Success

Collection of self-paced modules featuring interactive materials based on the ACGME's Program Coordinator Handbook.

 Learn More





Your Opinion Matters to Milestones!

Please complete this 15-minute survey regarding your experience with the Milestones.

Deadline to complete:
March 30, 2025





Are you in Program Leadership, Program Faculty, or a member of the CCC?

#ACGME2025



Please join our Milestones Focus
Group on Practice-Based
Learning and Improvement

Use the QR code to enter your
information

Available Now

ACGME Self-Empowerment Workshop for Coordinators

Be on the lookout (ACGME e-Communications post)

Focus

- acting as a **leader** in the coordinator role
- recognizing effective **networking** practices
- overcoming challenges to **professionalism**
- distinguishing between productive and unproductive strategies for promoting your **achievements**
- effectively navigating complex **interpersonal situations**



Learn More in the Hub!

Available Now

ACGME Program Coordinator Handbook Companion

Focus

- developing a comprehensive understanding of the coordinator role
- expanding knowledge of **accreditation processes** and **requirements to ensure compliance**
- improving skills to **support recruitment, orientation, and onboarding**, and other relevant tasks
- selecting appropriate **professional development** and **continuous growth** strategies



Learn More in the Hub!

Available Now

ACGME Language Equity in Health Care Toolkit

Focus

- defining **language equity** and describing the evidence linking the lack of language-appropriate care to health disparities, cost, and dissatisfaction
- reviewing **legal requirements** for providing language-appropriate health care services
- outlining a step-by-step approach to **collaborating with a qualified medical interpreter** for patient-centered care



Learn More in the Hub!

Coming Soon

ACGME Coordinator's Guide to Effective Abstract Writing

Focus

- outlining the **structure of an abstract**;
- assessing abstracts for their **adherence to accepted standards** and overall effectiveness;
- discussing **issues that arise** when writing an abstract and developing **strategies to overcome them**;
- exploring available resources and identifying those that are still needed to support abstract writing; and,
- applying information about proper abstract structure and content to **compose a sample abstract**.



Learn More in the Hub!



Review Committee Meeting Dates

Meeting Dates:	Agenda Closes:
March 27, 2025	February 3, 2025
November 12-13, 2025	September 5, 2025
March 26, 2026	February 2, 2026



ACGME Contact Information

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Questions?



Thank you