

SES046: Review Committee for Radiology Update

Mark McKinney, MD – Review Committee Chair

Felicia Davis, MHA – Review Committee Executive Director

Conflict of Interest Disclosure

Speaker(s):

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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.

Topics for Today...

- ✓ Overview of the Review Committee
- ✓ Radiology Stats
- ✓ Early Specialization in Interventional Radiology (ESIR) Update
- ✓ Review Committee Discussions
- ✓ Competency-Based Medical Education (CBME)
- ✓ ACGME Updates

The Review Committee



Review Committee Function

The function of the Review Committee is to **set accreditation standards** (i.e., requirements) and to provide **peer evaluation of residency and fellowship programs**. The purpose of the evaluation is to assess whether a program is in **substantial compliance** with the applicable Program Requirements, and to confer an accreditation or recognition status.

Radiology Review Committee Composition

- Four nominating organizations – ABR [American Board of Radiology], ACR [American College of Radiology], AMA [American Medical Association], AOA [American Osteopathic Association]
- 12 voting members
(includes one resident and one public member)
- Six-year terms – except resident (two years)
- Composed of program directors, chairs, faculty members
- Ex-officios from ABR, ACR, AOA (non-voting)

Review Committee for Radiology

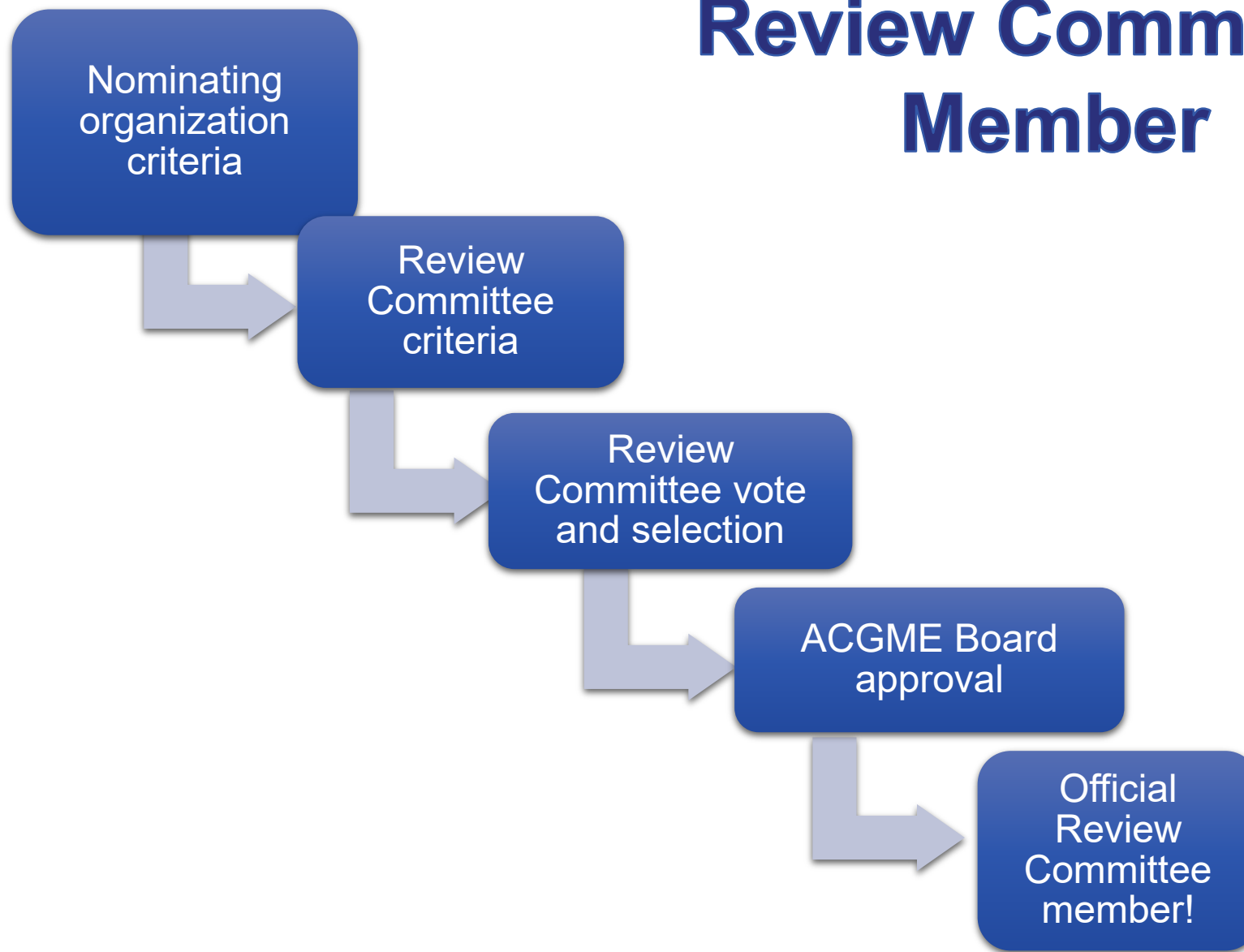
Mark McKinney, MD (Chair) Mayo Clinic	Lea Gilliland, MD Emory University	Steven Shankman, MD Maimonides Medical Center
Bruno Policeni, MD (Vice Chair) University of Iowa	Toby Gordon, ScD (Public Member) Johns Hopkins	David Wymer, MD University of Florida
Kamran Ali, MD University of Kansas Wichita	Candise Ferguson, MD (Resident Member) Ohio State University	
Ellen Benya, MD Lurie Children's Hospital	Mollie Meek, MD University of Arkansas for Medical Sciences	
Keri Conner, DO University of Oklahoma Center For Health Sciences	Eric Rohren, MD, PhD Baylor College of Medicine	

Committee Members

Map of the United States showing the locations of Committee Members. States are color-coded: blue for Committee Members and light gray for others. Blue states include TX, OK, KS, IA, IL, OH, NY, GA, FL, and DC. Gray states include WA, OR, ID, MT, ND, MN, WI, MI, PA, NJ, DE, VA, WV, KY, TN, MS, AL, SC, NC, ME, NH, VT, MA, CT, RI, and HI.



Steps to Become a Review Committee Member



Review Committee for Radiology Seeking Members!

- Currently looking for **cardiothoracic** and **musculoskeletal** radiologists
- Term start July 1, 2025
- Will need to go through the AMA
- Cannot be from any institution currently represented on the Committee
- Must have sufficient time to review program information for each meeting (an estimated 24-30 hours per meeting)
- Should have five years' experience as a program director or faculty member in an ACGME-accredited radiology residency or fellowship program, with no more than five years since serving in that capacity.
- Contact Review Committee staff

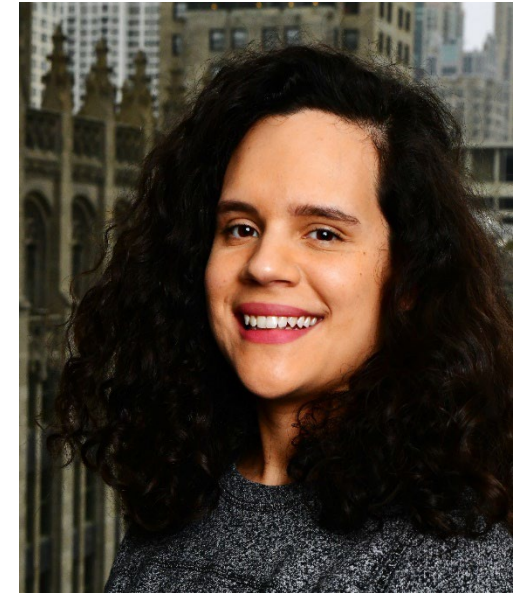
Review Committee Staff



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Radiology Data



Radiology Accredited Programs 2024-2025

Specialty	Pgms	Approved	Filled
Diagnostic Radiology	200	5527	4788
Interventional Radiology - Integrated	99	1049	813
Interventional Radiology - Independent	91	231	166
Abdominal Radiology	13	62	57
Musculoskeletal Radiology	23	57	36
Neuroendovascular Intervention	5	9	9
Neuroradiology	93	395	320
Nuclear Radiology	19	38	18
Pediatric Radiology	47	132	63

Interventional Radiology 2024-2025

Interventional Radiology Integrated	
2023-2024	2024-2025
97 Programs	99 Programs
956 Accredited Positions	1049 Accredited Positions
787 Filled Positions	813 Filled Positions

Interventional Radiology Independent	
2023-2024	2024-2025
91 Programs	91 Programs
229 Accredited Positions	231 Accredited Positions
154 Filled Positions	166 Filled Positions

- 74 Institutions – Both
- 21 Institutions – Integrated Only
- 16 Institutions – Independent Only

Interventional ↔ Diagnostic Transfers

	2021- 2022	2022- 2023	2023-2024
Diagnostic → IR Integrated	30	23	8
IR Integrated → Diagnostic	12	19	19
TOTAL	42	42	27

New Programs 2024-2025

DR	Mission Community Hospital Program <i>Robert Lufkin, MD</i>	California
DR	Ascension St Vincent Hospital <i>Johanne Dillon, MD</i>	Indiana
DR	Lehigh Valley Health Network Program <i>David Pryluck, MD</i>	Pennsylvania
MSK	University of Arizona – Tucson Program <i>Tyson Chadaz, MD</i>	Arizona
MSK	West Virginia University Program <i>Jennifer White, MD</i>	West Virginia

New Programs 2024-2025

Neuro	University of Oklahoma HSC Program <i>Benjamin Cornwell, DO</i>	Oklahoma
Neuro	Virginia Commonwealth University <i>Brian Suddarth, MD</i>	Virginia
IR-int.	Baptist Memorial Medical Education Program <i>John Braun, MD</i>	Mississippi

ESIR Observations

ESIR Annual Data Collection Summary

Program-Level Data

- ' - 164 programs (83.2%) have ESIR
- ' - 164 programs (83.2%) have an active interventional radiology clinical service in the radiology department.
- 163 programs (82.7%) have at least 50 percent of all interventional radiology-related rotations spent performing interventional radiology procedures (one narrative response)

ESIR Annual Data Collection Summary

Faculty-Level Data

- 962 faculty members listed for the 164 ESIR programs
- Range was one to ten faculty members, with a median of six faculty members per program
- ' - 37 programs (22.6%) listed at least nine faculty members
- ' - 905 faculty members (94.1%) were listed as American Board of Medical Specialties (ABMS) certified
- ' - Approximately 390 (43.1%) of the Certificate Names mentioned Interventional Radiology.
- ' - Almost all of the specialty areas (884, 97.7%) mentioned interventional radiology
- 36 programs also mentioned other qualifications for at least one of their faculty members

Interventional Radiology Faculty 1

Faculty Name

Specialty/Subspecialty Area

Interventional Radiology

ABMS Board Certified?

☒ Yes ☐ No

ABMS Board Certificate Name

American Board of Radiology/Diagnostic Radiology

Other Qualifications to Teach Interventional Radiology

Interventional Radiology Faculty 2

Faculty Name

Specialty/Subspecialty Area

Interventional Radiology

ABMS Board Certified?

☒ Yes ☐ No

ABMS Board Certificate Name

American Board of Radiology/Interventional and Diagnostic Radiology

Other Qualifications to Teach Interventional Radiology



Board Certification

ACGME Requirement:

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)

For diagnostic radiology, the annual pass rate on the Core Exam is evaluated for this requirement.

ACGME Requirement:

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

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.

No current utilization of this data, but being collected by the ACGME.

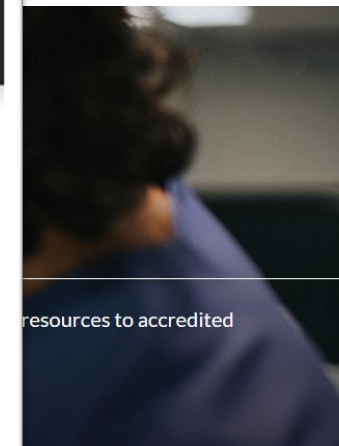
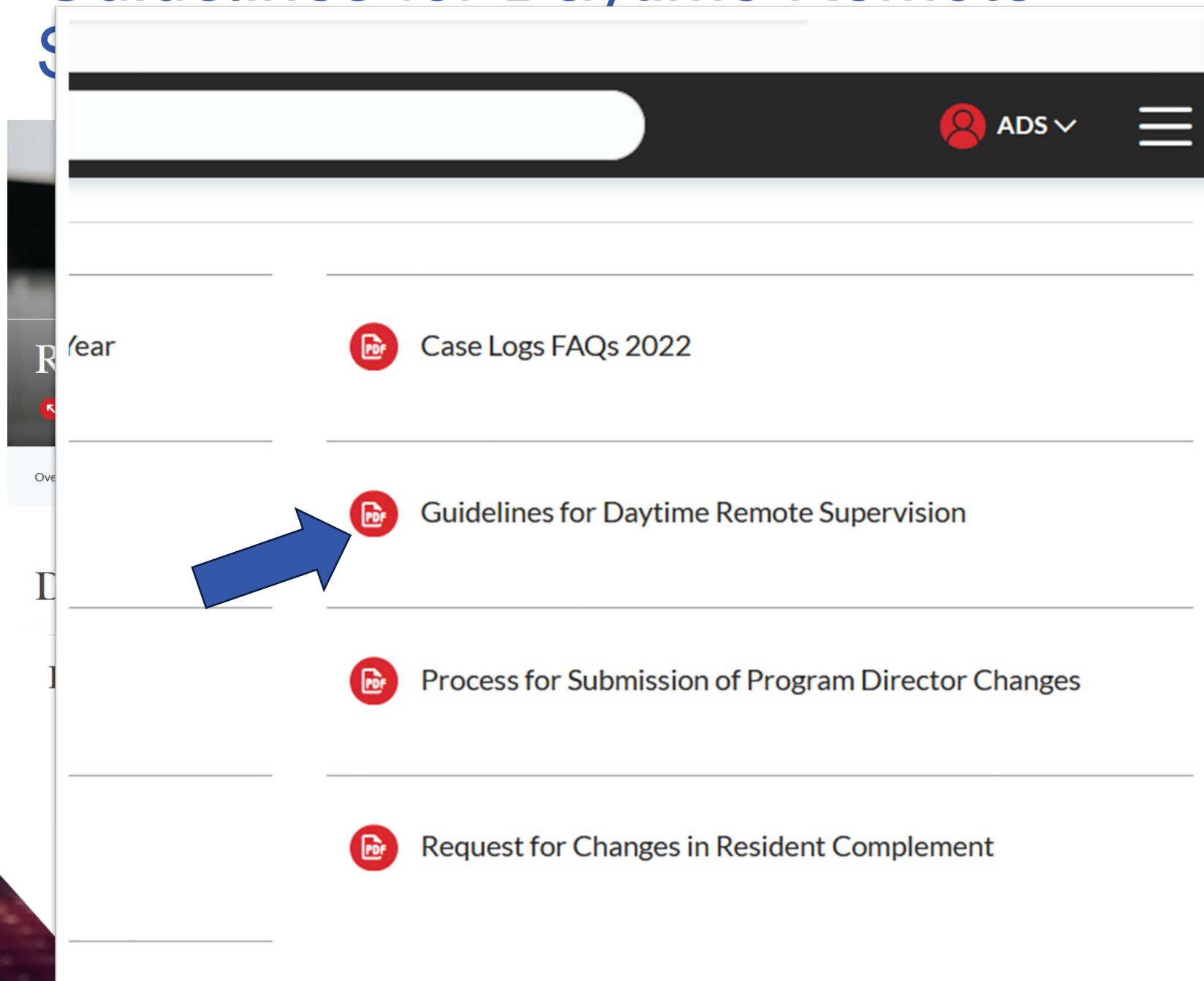
1. Discussion of board certification and board pass rate
 - a. Core Exam. Fifth percentile.
 - b. Certification exam data. No current utilization of this data, but being collected by the ACGME.
 - i. Steven Stain on the ACGME's Common Program Requirements Task Force suggests that first-time certification pass rate measures the program quality.
 - c. Mention ABR diagnostic radiology oral exams or possible second interventional radiology oral exam will not change collected certification data.

Remote Supervision GUIDELINES

- Remote supervision hot topic in radiology
- Many practices currently rely on teleradiology to serve their institution's needs for radiology coverage
- ACGME-accredited radiology residency and fellowship programs may have faculty members who work remotely
- Review Committee guidelines on remote supervision posted on the Radiology page of the ACGME website

Guidelines \neq Requirements

Guidelines for Daytime Remote



resources to accredited

gram Guidelines

supervision

Remote Supervision in Radiology

- “Four solutions to the biggest challenges facing remote radiologists” Radiology Business, January 6, 2025
- Over 200 members of Association of Academic Radiology (AAR) surveyed
- **“Optimized education and trainee supervision:** Remote work and the expansion of academic and private practices across multiple sites pose challenges to trainee education and supervision. Faculty development programs focused on pedagogically sound remote teaching and supervision methods are crucial. This would enhance remote faculty engagement in educational missions and support equal involvement in mentorship opportunities for trainees.”

Case Logs



Procedures Expected of a General Radiologist
Mayo Clinic College of Medicine and Science (Jacksonville) Program - 4161100001
As of 1/10/2025

Category	Assisting	Primary	Secondary	Total
Paracentesis	0	0	0	0
Thoracentesis	0	0	0	0
Thyroid FNA	0	0	0	0
Breast Bx	0	0	0	0
Lumbar Puncture (e.g. CSF drainage, myelography)	0	0	0	0
Arthrogram/Joint Aspiration/Injection	0	0	0	0
Image-guided core biopsies	0	0	0	0
Exchange catheter over a wire	0	0	0	0
US-guided venous access	0	1	0	1
Image guided abscess drainage	0	0	0	0

Case Logs

- Eliminate roles: Assisting, Primary, and Secondary roles? Retain “Primary” only
- Interventional radiology minimums to be discussed in 2026-2027 after complete class progression
- Review Committee evaluating interventional radiology - independent Case Logs to reflect at least 500 procedures for each graduate; will start citing this area next year
- Commonly noted that interventional radiology Case Logs show “0” for Outpatient Clinic – programs can expect an Area for Improvement (AFI)

(show national reports)



#ACGME2025

Case Logs



CBME

COMPETENCY-BASED
MEDICAL EDUCATION





CBME

#ACGME2025



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ACGME Updates



Site Visits

Continued Accreditation Status

- As of 2024, the ACGME began conducting site visits annually for approximately one to two percent of programs with a status of Continued Accreditation that have not had a site visit in 10 or more years
- These site visits are determined through a sampling process and support the ACGME's responsibility to the public
- All selected programs for 2025 were notified in January of the site visit target date (May – July 2025)
- As a reminder, the 10-year accreditation site visit has been discontinued
- The program Self-Study requirement has been paused, but will be reconfigured and will no longer be linked to a site visit

Direct questions to accreditation@acgme.org

Site Visit FAQs may be found on the ACGME website
under the category Programs and Institutions > Site Visit



Learn at ACGME has been redesigned!

The ACGME's distance learning platform is now easier to navigate and more beneficial for the graduate medical education (GME) community.

The ACGME's online learning management system and community is designed to provide members of the GME community and others with access to the full range of the ACGME's educational resources.

The platform includes courses, learning paths, webinars, recordings, discussion boards, and more to support the community's learning, access to information, and connection.

Improved Features

- Streamlined and clear navigation menus on every page
- User-friendly dashboard for tracking started / completed courses
- Easier ways to share content
- Ability to identify relevant content by role in GME

A free account is required to access most of the content in the platform.

Achieve Excellence in GME

Learning experiences designed to enhance your expertise and support your professional growth. Explore our dynamic content and join a community committed to educational excellence and innovation.



Featured Topics



Accreditation

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



ACGME Equity Matters®

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



Faculty Development

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



Well-Being

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

Coming Soon

ACGME Self-Empowerment Workshop for Coordinators

Be on the lookout (ACGME *e-Communication* announcement)

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**



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



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



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
- applying information about proper abstract structure and content to **compose a sample abstract**





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The evaluation can be found in the Conference Mobile App and a link will be sent post-conference by email to attendees.

Evaluations are tied to your registered sessions.

Register/un-register for sessions in the Conference Mobile App.

Deadline – March 14, 2025

Questions? cme@acgme.org



Questions?



Thank you