ACGME Program Requirements for Graduate Medical Education in Diagnostic Radiology including FAQs

Revision Information

Frequently asked questions (FAQs) incorporated into the Requirements July 1, 2026; effective July 1, 2026

ACGME-approved interim revision February 9, 2026; effective immediately. Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirements 1.3.a., 2.2.a., 2.8.c., 4.2.a., 4.2.e., 5.5.f., 5.5.h., 6.24., and 6.24.a. has been suspended. See explanatory text under 1.2. for modifications to this and related specialty-specific requirements.

ACGME-approved interim revision February 7, 2026; effective immediately. Pending the outcome of the major revision of the Common Program Requirements, enforcement of requirement 2.8.k. - 2.8.k.1. has been suspended.

ACGME-approved interim revision September 29, 2025; effective July 1, 2026

Definitions

For more information, see the ACGME Glossary of Terms.

Core Requirements: Statements that define structure, resource, or process elements essential to every graduate medical educational program.

Detail Requirements: Statements that describe a specific structure, resource, or process, for achieving compliance with a Core Requirement. Programs and sponsoring institutions in substantial compliance with the Outcome Requirements may utilize alternative or innovative approaches to meet Core Requirements.

Outcome Requirements: Statements that specify expected measurable or observable attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their graduate medical education.

Osteopathic Recognition

For programs with or applying for Osteopathic Recognition, the Osteopathic Recognition Requirements also apply (www.acgme.org/OsteopathicRecognition).

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ACGME Program Requirements for Graduate Medical Education

in Diagnostic Radiology

Common Program Requirements (Residency) are in BOLD

Where applicable, italicized text is used to provide definitions or describe the underlying philosophy of the requirements in that section. These statements are not program requirements and are therefore not citable.

Introduction

Definition of Graduate Medical Education

Graduate medical education is the crucial step of professional development between medical school and autonomous clinical practice. It is in this vital phase of the continuum of medical education that residents learn to provide optimal patient care under the supervision of faculty members who not only instruct, but serve as role models of excellence, compassion, cultural sensitivity, professionalism, and scholarship.

Graduate medical education transforms medical students into physician scholars who care for the patient, patient's family, and a heterogeneous community; create and integrate new knowledge into practice; and educate future generations of physicians to serve the public. Practice patterns established during graduate medical education persist many years later.

Graduate medical education has as a core tenet the graded authority and responsibility for patient care. The care of patients is undertaken with appropriate faculty supervision and conditional independence, allowing residents to attain the knowledge, skills, attitudes, judgment, and empathy required for autonomous practice. Graduate medical education develops physicians who focus on excellence in delivery of safe, accessible, affordable, high-quality care for all, to improve the health of the populations they serve.

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

Definition of Specialty

Diagnostic radiology encompasses image-based diagnosis and image-guided therapeutic techniques, and includes but is not limited to: computed tomography (CT); interventional procedures; magnetic resonance imaging (MRI); medical physics; nuclear radiology and molecular imaging; radiography/fluoroscopy; ultrasonography; and radiology quality and safety.

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Diagnostic radiology educational content includes, but is not limited to, diagnostic imaging and related image-guided interventions in the following 10 categories: breast; cardiac; gastrointestinal; musculoskeletal; neurologic; pediatric; reproductive and endocrine; thoracic; urinary; and vascular.

Section 1: Oversight

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.

1.1. The program must be sponsored by one ACGME-accredited Sponsoring Institution. (Core)

Participating Sites

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

1.2. The program, with approval of its Sponsoring Institution, must designate a primary clinical site. (Core)

1.2.a. Diagnostic radiology education should occur in environments with other residents and/or fellows from other specialties at the Sponsoring Institution and/or participating sites to facilitate the interchange of knowledge and experience among the residents. (Core)

1.3. 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)

[See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix]

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1.3.a. **The PLA must be renewed at least every 10 years.** (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 1.3.a has been suspended]

1.3.b. **The PLA must be approved by the designated institutional official (DIO).** (Core)

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.

Suggested elements to be considered in PLAs will be found in the 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**

1.4. **The program must monitor the clinical learning and working environment at all participating sites.** (Core)

1.5. **At each participating site there must be one faculty member, designated by the program director as the site director, who is accountable for resident education at that site, in collaboration with the program director.** (Core)

1.6. **The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all residents, of one month full time equivalent (FTE) or more through the ACGME's Accreditation Data System (ADS).** (Core)

1.6.a. Programs with multiple participating sites must ensure the provision of a cohesive educational experience. (Core)

1.6.b. Each participating site must offer meaningful educational opportunities that enrich the overall program. (Core)

1.7. **Resources**

The program, in partnership with its Sponsoring Institution, must ensure the availability of adequate resources for resident education. (Core)

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1.7.a. The program must provide adequate space, necessary equipment, and modern facilities to ensure an effective educational experience for residents in all of the specialty/subspecialty rotations in diagnostic radiology. (Core)

1.7.b. The program must ensure a sufficient volume and variety of pediatric and adult patients for residents to gain experience in the full spectrum of radiological examinations, procedures, and interpretations. (Core)

1.7.b.1. The program must have at least 7,000 radiological examinations per year per resident in both the diagnostic radiology program and in the PGY-2-4 years of the integrated interventional radiology program, if applicable. (Core)

1.8. The program, in partnership with its Sponsoring Institution, must ensure healthy and safe learning and working environments that promote resident well-being and provide for:

1.8.a. access to food while on duty; (Core)

1.8.b. safe, quiet, clean, and private sleep/rest facilities available and accessible for residents with proximity appropriate for safe patient care; (Core)

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.

1.8.c. clean and private facilities for lactation that have refrigeration capabilities, with proximity appropriate for safe patient care; (Core)

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 6.13.c.1.

1.8.d. security and safety measures appropriate to the participating site; and, (Core)

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1.8.e. **accommodations for residents with disabilities consistent with the Sponsoring Institution's policy.** (Core)

1.9. **Residents must have ready access to specialty-specific and other appropriate reference material in print or electronic format. This must include access to electronic medical literature databases with full text capabilities.** (Core)

1.10. **Other Learners and Health Care Personnel**

The presence of other learners and other health care personnel, including, but not limited to residents from other programs, subspecialty fellows, and advanced practice providers, must not negatively impact the appointed residents' education. (Core)

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

Specialty-Specific Background and Intent: In providing oversight of the clinical resources available to the residents, programs have a responsibility to ensure that the educational opportunities available to diagnostic radiology residents are not diluted or detracted by the presence of interventional radiology residents.

Section 2: Personnel

2.1. **Program Director**

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

[See FAQ in Appendix]

2.2. **The Sponsoring Institution's GMEC must approve a change in program director and must verify the program director's licensure and clinical appointment.** (Core)

2.2.a. **Final approval of the program director resides with the Review Committee.** (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 2.2.a has been suspended. It is noted that appointment of a program director who does not meet the

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Common Program Requirements and specialty specific requirements related to minimum qualifications of the program director may result in citation(s) for non-compliance with those requirements]

Background and Intent: While the ACGME recognizes the value of input from numerous individuals in the management of a residency, a single individual must be designated as program director and have overall responsibility for the program. The program director's nomination is reviewed and approved by the GMEC.

2.3. The program must demonstrate retention of the program director for a length of time adequate to maintain continuity of leadership and program stability. (Core)

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.

2.4. 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)

[See FAQ in Appendix]

2.4.a. At a minimum, the program director must be provided with the dedicated time and support specified below for administration of the program. Additional support for program leadership must be provided as specified below. This additional support may be for the program director only or divided among the program director and one or more associate (or assistant) program directors. (Core)

Number of Approved Resident Positions	Minimum support required (percent time/FTE or number of hours) for the Program Director	Minimum Additional Support Required (FTE or Number of Hours) for Program Leadership in Aggregate
8 to 10	0.25	n/a
11 to 15	0.3	n/a
16 to 23	0.4	n/a
24 to 31	0.5	n/a
32 to 39		0.6
40 to 47		0.7
48 to 55		0.8
56 to 63		0.9
64 to 71		1.0
72 or more		1.1

[See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix]

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2.4.b. 60-month programs: In addition to the support requirements outlined above, 60-month programs must be provided additional support for the administration and oversight of the clinical year as follows: (Core)

Number of Clinical Year Positions	Minimum Additional Program Leadership FTE
1-3 residents	0.10
4 or more residents	0.15

2.4.c. There must be at least one associate/assistant program director for programs with resident complements of 32 or more. (Core)

Background and Intent: 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 2.6. – 2.6.l. 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.

In addition, it is important to remember that the dedicated time and support requirement for ACGME activities is a *minimum*, recognizing that, depending on the unique needs of the program, additional support may be warranted. The need to ensure adequate resources, including adequate support and dedicated time for the program director, is also addressed in Institutional Requirement 2.2.a. The amount of support and dedicated time needed for individual programs will vary based on a number of factors and may exceed the minimum specified in the applicable specialty/subspecialty-specific Program Requirements. It is expected that the Sponsoring In-

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stitution, in partnership with its accredited programs, will ensure support for program directors to fulfill their program responsibilities effectively.

2.5. Qualifications of the Program Director

The program director must possess specialty expertise and at least three years of documented educational and/or administrative experience, or qualifications acceptable to the Review Committee. (Core)

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 a variety of 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.

Specialty-Specific Background and Intent: The Review Committee considers three years of educational and/or administrative experience an important quality for new program director candidates. Examples of educational and/or administrative experiences may include previous participation as an active faculty member in an ACGME-accredited or AOA-approved diagnostic radiology residency, interventional radiology residency, or vascular and interventional radiology fellowship program. In submitting a new program director request in ADS, the Review Committee will additionally request a letter of support from the DIO and a copy of the candidate’s full CV for review.

2.5.a. The program director must possess current certification in the specialty for which they are the program director by the American Board of Radiology **or by the American Osteopathic Board of** Radiology**, or specialty qualifications that are acceptable to the Review Committee. (Core)**

2.5.a.1. The Review Committee accepts only ABMS and AOA certification as acceptable qualifications for program director certification. (Core)

2.5.b. The program director must demonstrate ongoing clinical activity. (Core)

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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.

2.5.c. The program director should demonstrate an active practice in radiology. (Core)

2.6. Program Director Responsibilities

The program director must have responsibility, authority, and accountability for: administration and operations; teaching and scholarly activity; resident recruitment and selection, evaluation, and promotion of residents, and disciplinary action; supervision of residents; and resident education in the context of patient care. (Core)

2.6.a. The program director must be a role model of professionalism. (Core)

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.

2.6.b. The program director must design and conduct the program in a fashion consistent with the needs of the community, the mission(s) of the Sponsoring Institution, and the mission(s) of the program. (Core)

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 eliminating health disparities.

2.6.c. The program director must administer and maintain a learning environment conducive to educating the residents in each of the ACGME Competency domains. (Core)

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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.

Specialty-Specific Background and Intent: Due to the intricate relationship between the diagnostic radiology and interventional radiology program(s), routine collaboration between the leadership of these programs is essential in administering and maintaining a learning environment that ensures a cohesive educational experience for all diagnostic and interventional radiology residents.

2.6.d. The program director must have the authority to approve or remove physicians and non-physicians as faculty members at all participating sites, including the designation of core faculty members, and must develop and oversee a process to evaluate candidates prior to approval. (Core)

Background and Intent: The provision of optimal and safe patient care requires a team approach. The education of residents by non-physician educators may enable the resident to better manage patient care and provides valuable advancement of the residents' knowledge. Furthermore, other individuals contribute to the education of residents 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.

2.6.e. The program director must have the authority to remove residents from supervising interactions and/or learning environments that do not meet the standards of the program. (Core)

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.

2.6.f. The program director must submit accurate and complete information required and requested by the DIO, GMEC, and ACGME. (Core)

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Background and Intent: This includes providing information in the form and format requested by the ACGME and obtaining requisite sign-off by the DIO.

2.6.g. **The program director must provide a learning and working environment in which residents have the opportunity to raise concerns, report mistreatment, and provide feedback in a confidential manner as appropriate, without fear of intimidation or retaliation.** (Core)

2.6.h. **The program director must ensure the program's compliance with the Sponsoring Institution's policies and procedures related to grievances and due process, including when action is taken to suspend or dismiss, or not to promote or renew the appointment of a resident.** (Core)

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.

2.6.i. **The program director must ensure the program's compliance with the Sponsoring Institution's policies and procedures on employment and non-discrimination.** (Core)

2.6.j. **The program director must document verification of education for all residents within 30 days of completion of or departure from the program.** (Core)

2.6.k. **The program director must provide verification of an individual resident's education upon the resident's request, within 30 days.** (Core)

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.

2.6.l. **The program director must provide applicants who are offered an interview with information related to the applicant's eligibility for the relevant specialty board examination(s).** (Core)

Faculty

Faculty members are a foundational element of graduate medical education – faculty members teach residents how to care for patients. Faculty members provide an important bridge allowing residents to grow and become practice-ready, ensuring that patients re-

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ceive the highest quality of care. They are role models for future generations of physicians by demonstrating compassion, commitment to excellence in teaching and patient care, professionalism, and a dedication to lifelong learning. Faculty members experience the pride and joy of fostering the growth and development of future colleagues. The care they provide is enhanced by the opportunity to teach and model exemplary behavior. By employing a scholarly approach to patient care, faculty members, through the graduate medical education system, improve the health of the individual and the population.

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

2.7. There must be a sufficient number of faculty members with competence to instruct and supervise all residents. (Core)

2.7.a. There must be a minimum of one physician faculty member for every resident in the program. (Core)

2.7.b. In addition to the practice domains, there should be designated physician faculty members with expertise in and responsibility for developing didactic content in the following educational content areas:

2.7.b.1. CT; (Core)

2.7.b.2. MRI; (Core)

2.7.b.3. radiography/fluoroscopy; and, (Core)

2.7.b.4. ultrasonography. (Core)

Specialty-Specific Background and Intent: Programs do not need to have additional faculty members to provide the didactic content for the educational content areas of CT, MRI, radiography/fluoroscopy, and ultrasonography. Any of the required eight core faculty members with additional expertise in any of the educational content areas may also provide education in these areas to fulfill this requirement and develop the didactic content for the related area.

2.7.c. There should be physician faculty, non-physician faculty, or other staff members available to the program, within the institution, with expertise in quality, safety, and informatics. (Core)

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2.7.c.1. These faculty or staff members should develop didactic content related to their area of expertise. (Core)

Specialty-Specific Background and Intent: The faculty or staff members who fulfill the roles for expertise in quality, safety, and informatics are not required to have formal certification in their respective area(s) of expertise. It is not the Committee's expectation that there be dedicated staff members for each area of expertise. For example, programs may have an information technology staff member or administrator with relevant expertise in informatics, and this would satisfy the requirement as long as the individual was available to the program to dedicate the time to develop the necessary didactic content related to the area of expertise. The Committee's expectation is that there be some resident education in each area.

2.8. Faculty Responsibilities

Faculty members must be role models of professionalism. (Core)

2.8.a. Faculty members must demonstrate commitment to the delivery of safe, high-quality, cost-effective, patient-centered care. (Core)

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.

2.8.b. Faculty members must demonstrate a strong interest in the education of residents, including devoting sufficient time to the educational program to fulfill their supervisory and teaching responsibilities. (Core)

2.8.c. Faculty members must administer and maintain an educational environment conducive to educating residents. (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 2.8.c. has been suspended]

2.8.d. Faculty members must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences. (Core)

2.8.e. Faculty members must pursue faculty development designed to enhance their skills at least annually: (Core)

Background and Intent: Faculty development is intended to describe structured programming developed for the purpose of enhancing transfer-

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ence 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.

[See FAQ in Appendix]

2.8.e.1. as educators and evaluators; (Detail)

2.8.e.2. in quality improvement, eliminating health care disparities, and patient safety; (Detail)

2.8.e.3. in fostering their own and their residents' well-being; and, (Detail)

2.8.e.4. in patient care based on their practice-based learning and improvement efforts. (Detail)

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.

2.8.f. Faculty members must review all resident-interpreted studies. (Core)

2.8.f.1. Faculty members should sign and verify these reports within 24 hours. (Detail)

2.8.g. Faculty members must always be available when residents are on call after hours, on weekends, or on holidays. (Core)

2.8.h. Faculty members representing each practice domain must be responsible for the educational content of the faculty member's respective practice domain, and must organize conferences that cover topics in that domain. (Core)

2.8.i. Faculty members representing each practice domain must not have primary responsibility for the educational content of more than one practice domain, but may have clinical responsibilities and/or teaching responsibilities in multiple practice domains. (Core)

2.8.j. Faculty members representing each practice domain must devote at least 50 percent in their practice domain. (Core)

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2.8.k. Faculty members responsible for the educational content of the faculty member's respective practice domain must demonstrate a commitment to the faculty member's respective practice domain. (Core)

Specialty-Specific Background and Intent: Effective February 7, 2026, a program will not be cited on the basis of lack of participation of the program director/faculty member in Maintenance of Certification or Continuous Certification, if the program provides evidence that the individual remains current in their specialty through participation in lifelong learning.

2.8.k.1. Such commitment should be demonstrated by any two of the following:

- specialty/subspecialty certification in the practice domain, fellowship training, or three years of practice in the domain;
- active participation in specialty/subspecialty societies, including CME activities in the practice domain;
- publications or presentations in the specialty/subspecialty practice domain; or,
- participation in Maintenance of Certification with emphasis on the specialty/subspecialty practice domain.

Specialty-Specific Background and Intent: Effective February 7, 2026, a program will not be cited on the basis of lack of participation of the program director/faculty member in Maintenance of Certification or Continuous Certification, if the program provides evidence that the individual remains current in their specialty through participation in lifelong learning.

2.9. Faculty Qualifications

Faculty members must have appropriate qualifications in their field and hold appropriate institutional appointments. (Core)

2.10. Physician Faculty Members

Physician faculty members must have current certification in the specialty by the American Board of Radiology **or the American Osteopathic Board of** Radiology**, or possess qualifications judged acceptable to the Review Committee. (Core)**

2.10.a. Any other specialty or subspecialty physician faculty members must have current certification in their specialty or subspecialty by the appropriate American Board of Medical Specialties (ABMS) member board or American Osteopathic Association (AOA) certifying board, or possess qualifications judged acceptable to the Review Committee. (Core)

Background and Intent: The ACGME expects that physician faculty members (especially core and other required faculty members) have current certification in the specialty or subspecialty by the relevant ABMS member

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board and/or AOA certifying board. However, in certain instances when a physician faculty member was never eligible for initial certification in the US by one of these entities, programs will be considered in compliance if all the following qualifications are met. The physician faculty member:

1. **completed residency or fellowship in the relevant specialty or subspecialty;**
2. **held board certification (if available) in the country where they trained or practiced, if outside the US;**
3. **holds full and unrestricted licensure to practice medicine in the state where the program is located;**
4. **has three years of experience in practice (after residency/fellowship) in the US, in the specialty or subspecialty for which they will serve as a physician faculty member;**
5. **meets standards of professionalism;**
6. **has demonstrated clinical qualifications and satisfactory patient outcomes; and,**
7. **fulfills at least one of the following: a) demonstrated participation in additional clinical or research training in the specialty or subspecialty; b) demonstrated scholarship in the specialty or subspecialty; c) demonstrated leadership during or after residency/fellowship.**

2.11. 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. (Core)

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, mentoring residents, and assessing residents' progress toward achievement of competence in and the autonomous 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 pro-

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gram's Clinical Competency Committee, Program Evaluation Committee, and other GME committees.

2.11.a. Core faculty members must complete the annual ACGME Faculty Survey. (Core)

2.11.b. There must be at least eight core physician faculty members to represent each of the following practice domains: (Core)

2.11.b.1. abdominal (gastrointestinal and genitourinary) radiology; (Core)

2.11.b.2. breast radiology; (Core)

2.11.b.3. cardiothoracic (cardiac and thoracic) radiology; (Core)

2.11.b.4. interventional radiology; (Core)

2.11.b.5. musculoskeletal radiology; (Core)

2.11.b.6. neuroradiology; (Core)

2.11.b.7. nuclear radiology and molecular imaging; and, (Core)

2.11.b.8. pediatric radiology. (Core)

Specialty-Specific Background and Intent: A pediatric radiologist may have a primary appointment at another site and still be the designated faculty member supervising pediatric radiologic education for the program.

2.12. Program Coordinator

There must be a program coordinator. (Core)

2.12.a. The program coordinator must be provided with dedicated time and support adequate for administration of the program based upon its size and configuration. (Core)

[See FAQ in Appendix]

2.12.b. At a minimum, the program coordinator must be provided with the dedicated time and support specified below for administration of the program: (Core)

Number of Approved Resident Positions	Minimum FTE
8 to 10	0.7
11 to 15	0.8
16 to 20	0.9
21 to 25	1.0
26 to 30	1.10
31 to 35	1.20

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Number of Approved Resident Positions	Minimum FTE
36 to 40	1.30
41 to 45	1.40
46 to 50	1.50
51 to 55	1.60
56 to 60	1.70
61 to 65	1.80
66 to 70	1.90
71 or more	2.0

Background and Intent: 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 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 in-depth knowledge of the ACGME and Program Requirements, including policies and procedures. Program coordinators assist the program director in meeting accreditation 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.

The minimum required dedicated time and support specified in 2.12.b. includes activities directly related to administration of the accredited program. It is understood that coordinators often have additional responsibilities, beyond those directly related to program administration, including, but not limited to, departmental administrative responsibilities, medical school clerkships, planning lectures that are not solely intended for the accredited program, and mandatory reporting for entities other than the ACGME. Assignment of these other responsibilities will necessitate consideration of allocation of additional support so as not to preclude the co-

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ordinator from devoting the time specified above solely to administrative activities that support the accredited program.

In addition, it is important to remember that the dedicated time and support requirement for ACGME activities is a minimum, recognizing that, depending on the unique needs of the program, additional support may be warranted. The need to ensure adequate resources, including adequate support and dedicated time for the program coordinator, is also addressed in Institutional Requirement 2.2.d. The amount of support and dedicated time needed for individual programs will vary based on a number of factors and may exceed the minimum specified in the applicable specialty/subspecialty-specific Program Requirements. It is expected that the Sponsoring Institution, in partnership with its accredited programs, will ensure support for program coordinators to fulfill their program responsibilities effectively.

[See FAQ in Appendix] [See FAQ in Appendix]

2.13. Other Program Personnel

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

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.

Section 3: Resident Appointments

3.1. Residents must not be required to sign a non-competition guarantee or restrictive covenant. (Core)

3.2. Eligibility Requirements

An applicant must meet one of the following qualifications to be eligible for appointment to an ACGME-accredited program: (Core)

3.2.a. graduation from a medical school in the United States, 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, (Core)

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3.2.b. graduation from a medical school outside of the United States, and meeting one of the following additional qualifications: (Core)

- **holding a currently valid certificate from the Educational Commission for Foreign Medical Graduates (ECFMG) prior to appointment; or, (Core)**
- **holding a full and unrestricted license to practice medicine in the United States licensing jurisdiction in which the ACGME-accredited program is located. (Core)**

3.3. 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. (Core)

3.3.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. (Core)

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.

3.3.a.1. To be eligible for appointment to the 48-month program, residents must have successfully completed a prerequisite year of direct patient care in a program that satisfies the requirements in 3.3. in anesthesiology, emergency medicine, family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, surgery or a surgical specialty, a transitional year, or any combination of these. (Core)

3.3.a.1.a. The prerequisite year must include a minimum of 36 weeks in direct patient care. (Core)

3.3.a.1.b. During the prerequisite year, elective rotations in diagnostic radiology, interventional radiology, or nuclear medicine must only occur in radiology departments with a diagnostic radiology, interventional radiology, or nuclear medicine residency program that satisfies the requirements in 3.3., and must not exceed a combined total of two months. (Core)

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3.3.a.1.b.1. The elective rotations in radiology should involve active resident participation and must not be observational only. (Detail)

3.3.a.1.b.2. The elective rotations in radiology should be supervised by a radiology program faculty member. (Detail)

Specialty-Specific Background and Intent: When considering whether to count a resident's participation in elective rotations in interventional radiology, diagnostic radiology, or nuclear medicine taken during the resident's prerequisite clinical year in radiology departments without an accredited diagnostic radiology, interventional radiology, or nuclear medicine program, it is up to the receiving diagnostic radiology program director to determine whether the elective experience will count toward the resident's required 12 months of diagnostic radiology education for call responsibilities or interpreting exams without direct supervision.

3.4. Resident Complement

The program director must not appoint more residents than approved by the Review Committee. (Core)

Background and Intent: Programs are required to request approval of all complement changes, whether temporary or permanent, by the Review Committee through ADS. Permanent increases require prior approval from the Review Committee and temporary increases may also require approval. Specialty-specific instructions for requesting a complement increase are found in the "Documents and Resources" page of the applicable specialty section of the ACGME website.

3.4.a. The program must appoint a minimum of eight residents. (Core)

3.5. Resident Transfers

The program must obtain verification of previous educational experiences and a summative competency-based performance evaluation prior to acceptance of a transferring resident. (Core)

3.6. Prior to accepting a transfer resident, the program must obtain from the resident, and retain written confirmation that the resident understands the impact of the transfer on their eligibility for their intended specialty board's initial certification. (Core)

Section 4: Educational Program

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

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

It is recognized that programs may place different emphasis on research, leadership, public health, etc. It is expected that the program aims will reflect the nuanced program-specific goals for it and its graduates; for example, it is expected that a program aiming to prepare physician-scientists will have a different curriculum from one focusing on community health.

4.1. Length of Program

The educational programs in diagnostic radiology are configured in 48-month and 60-month formats. The latter includes 12 months of education in fundamental clinical skills of medicine, and both include 48 months of education in radiology (R1, R2, R3, and R4 years.) (Core)

4.1.a. The 48-month program must be comprised of 48 months of radiology education. (Core)

4.1.b. The 60-month program must be comprised of 12 months of education in fundamental clinical skills of medicine followed by 48 months of radiology education. (Core)

4.1.c. Programs seeking to utilize the 60-month format must submit an educational justification for using this format to the Review Committee for approval prior to implementation. The educational effectiveness of this format will be subject to evaluation at each subsequent program accreditation review. (Core)

4.2. Educational Components

The curriculum must contain the following educational components:

4.2.a. a set of program aims consistent with the Sponsoring Institution's mission, the needs of the community it serves, and the desired distinctive capabilities of its graduates, which must be made available to program applicants, residents, and faculty members; (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 4.2.a. has been suspended]

4.2.b. competency-based goals and objectives for each educational experience designed to promote progress on a trajectory to autonomous practice. These must be distributed, reviewed, and available to residents and faculty members; (Core)

Background and Intent: The trajectory to autonomous practice is documented by Milestones evaluations. Milestones are considered formative and should be used to identify learning needs. Milestones data may lead

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to focused or general curricular revision in any given program or to individualized learning plans for any specific resident.

4.2.c. delineation of resident responsibilities for patient care, progressive responsibility for patient management, and graded supervision; (Core)

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.

4.2.d. a broad range of structured didactic activities; and, (Core)

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.

4.2.e. formal educational activities that promote patient safety-related goals, tools, and techniques. (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 4.2.e. has been suspended]

ACGME Competencies

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.

The program must integrate all ACGME Competencies into the curriculum.

4.3. ACGME Competencies – Professionalism

Residents must demonstrate a commitment to professionalism and an adherence to ethical principles. (Core)

Residents must demonstrate competence in:

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4.3.a. compassion, integrity, and respect for others; (Core)

4.3.b. responsiveness to patient needs that supersedes self-interest; (Core)

4.3.c. cultural awareness; (Core)

4.3.d. respect for patient privacy and autonomy; (Core)

4.3.e. accountability to patients, society, and the profession; (Core)

4.3.f. respect and responsiveness to heterogeneous patient populations, including but not limited to gender, age, culture, race, religion, disabilities, national origin, socioeconomic status, and sexual orientation; (Core)

4.3.g. ability to recognize and develop a plan for one's own personal and professional well-being; and, (Core)

4.3.h. appropriately disclosing and addressing conflict or duality of interest. (Core)

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 practitioner. 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.

4.4. ACGME Competencies – Patient Care and Procedural Skills (Part A)
Residents must be able to provide patient care that is patient- and family-centered, compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. (Core)

Background and Intent: Quality patient care is safe, effective, timely, efficient, patient-centered, fair, and designed to improve population health, while reducing per capita costs. 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.

4.4.a. Residents should demonstrate competent patient care through safe, efficient, appropriately utilized, quality-controlled diagnostic and/or interventional radiological techniques. (Core)

4.4.b. Residents in 60-month programs must demonstrate competence in fundamental clinical skills of medicine, including:

4.4.b.1. obtaining a comprehensive medical history; (Core)

4.4.b.2. performing a comprehensive physical examination; (Core)

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4.4.b.3. assessing a patient's medical conditions; (Core)

4.4.b.4. making appropriate use of diagnostic studies and tests; (Core)

4.4.b.5. integrating information to develop a differential diagnosis; and, (Core)

4.4.b.6. implementing a treatment plan. (Core)

4.5. ACGME Competencies – Patient Care and Procedural Skills (Part B)

Residents must be able to perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. (Core)

4.5.a. Residents must demonstrate competence in the performance of basic image-guided procedures. (Core)

4.5.b. Residents must demonstrate competence in interpretation of CT, MRI, radiography, and radionuclide imaging of the cardiovascular system (heart and great vessels). (Core)

4.5.c. Residents must demonstrate competence in generation of ultrasound images using the transducer and imaging system, and interpretation of ultrasonographic examinations of various types. (Core)

[See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix]

4.5.c.1. Residents should have sufficient hands-on scanning experience. (Core)

4.5.c.1.a. This should include the performance of 75 hands-on scans. (Core)

4.5.c.2. Programs should incorporate a process to document resident proficiency of ultrasonographic skills. (Core)

> Specialty-Specific Background and Intent: The Review Committee has defined "sufficient" hands-on ultrasound scanning experience to mean that residents are to experience the basic aspects of ultrasound such as ultrasound physics, knobology, image generation, and interpretation. Examples of the types of routine ultrasound examinations that could provide these experiences include, but are not limited to, abdominal ultrasound, obstetrical/gynecological ultrasound, pediatric ultrasound, musculoskeletal ultrasound, vascular ultrasound, and breast ultrasound. Ultrasound-guided interventional procedures are also acceptable.

4.5.d. Residents must demonstrate competence in management of contrast reactions. (Core)

4.5.e. Residents must demonstrate competence in ongoing awareness of radiation exposure, protection, and safety, and the application of these principles in practice. (Core)

4.6. ACGME Competencies – Medical Knowledge

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Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, including scientific inquiry, as well as the application of this knowledge to patient care. **(Core)**

4.6.a. Residents must demonstrate knowledge of the principles of medical imaging physics, including CT, dual-energy X-ray absorptiometry, fluoroscopy, gamma camera and hybrid imaging technologies, MRI, radiography, and ultrasonography. (Core)

4.6.b. Residents must demonstrate knowledge of non-interpretive skills, including health care economics, coding and billing compliance, and the business of medicine. (Core)

4.6.c. Residents must demonstrate knowledge of appropriate and patient-centered imaging utilization. (Core)
[See FAQ in Appendix]

4.6.d. Residents must demonstrate knowledge of quality improvement techniques. (Core)

4.6.e. Residents must demonstrate knowledge of radiologic/pathologic correlation. (Core)
[See FAQ in Appendix] [See FAQ in Appendix]

4.6.f. Residents must demonstrate knowledge of physiology, utilization, and safety of contrast agents and pharmaceuticals. (Core)

4.7. ACGME Competencies – Practice-Based Learning and Improvement

Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning. **(Core)**

4.7.a. Residents must demonstrate competence in identifying strengths, deficiencies, and limits in one's knowledge and expertise. **(Core)**

4.7.b. Residents must demonstrate competence in setting learning and improvement goals. **(Core)**

4.7.c. Residents must demonstrate competence in identifying and performing appropriate learning activities. **(Core)**

4.7.d. Residents must demonstrate competence in systematically analyzing practice using quality improvement methods, including activities aimed at reducing health care disparities, and implementing changes with the goal of practice improvement. **(Core)**

4.7.e. Residents must demonstrate competence in incorporating feedback and formative evaluation into daily practice. **(Core)**

4.7.f. Residents must demonstrate competence in locating, appraising, and assimilating evidence from scientific studies related to their patients' health problems. **(Core)**

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4.8. ACGME Competencies – Interpersonal and Communication Skills

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

4.8.a. Residents must demonstrate competence in communicating effectively with patients and patients' families, as appropriate, across a broad range of socioeconomic circumstances, cultural backgrounds, and language capabilities, learning to engage interpretive services as required to provide appropriate care to each patient. (Core)

4.8.a.1. Residents must demonstrate competence in obtaining informed consent and effectively describing imaging appropriateness, safety issues, and the results of diagnostic imaging and procedures to patients. (Core)

4.8.b. Residents must demonstrate competence in communicating effectively with physicians, other health professionals, and health-related agencies. (Core)

4.8.b.1. Residents must demonstrate competence in communicating the results of examinations and procedures to the referring provider and/or other appropriate individuals effectively and in a timely manner. (Core)

4.8.c. Residents must demonstrate competence in working effectively as a member or leader of a health care team or other professional group. (Core)

4.8.d. Residents must demonstrate competence in educating patients, patients' families, students, other residents, and other health professionals. (Core)

4.8.e. Residents must demonstrate competence in acting in a consultative role to other physicians and health professionals. (Core)

4.8.f. Residents must demonstrate competence in maintaining comprehensive, timely, and legible health care records, if applicable. (Core)

4.8.g. Residents must learn to communicate with patients and patients' families to partner with them to assess their care goals, including, when appropriate, end-of-life goals. (Core)

4.8.h. Residents must demonstrate competence in supervising, providing consultation to, and teaching medical students and/or residents. (Core)

4.9. ACGME Competencies – Systems-Based Practice

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

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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.

4.9.a. **Residents must demonstrate competence in working effectively in various health care delivery settings and systems relevant to their clinical specialty.** **(Core)**

4.9.b. **Residents must demonstrate competence in coordinating patient care across the health care continuum and beyond as relevant to their 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.

4.9.c. **Residents must demonstrate competence in advocating for quality patient care and optimal patient care systems.** **(Core)**

4.9.d. **Residents must demonstrate competence in participating in identifying system errors and implementing potential systems solutions.** **(Core)**

4.9.e. **Residents must demonstrate competence in incorporating considerations of value, cost awareness, delivery and payment, and risk-benefit analysis in patient and/or population-based care as appropriate.** **(Core)**

4.9.f. **Residents must demonstrate competence in understanding health care finances and its impact on individual patients' health decisions.** **(Core)**

4.9.g. **Residents must demonstrate competence in using tools and techniques that promote patient safety and disclosure of patient safety events (real or simulated).** **(Detail)**

4.9.h. **Residents must learn to advocate for patients within the health care system to achieve the patient's and patient's family's care goals, including, when appropriate, end-of-life goals.** **(Core)**

4.9.i. Residents must demonstrate competence in compliance with institutional and departmental policies, such as HIPAA, the Joint Commission, patient safety, and infection control. (Core)

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Curriculum Organization and Resident Experiences

4.10. Curriculum Structure

The curriculum must be structured to optimize resident educational experiences, the length of the experiences, and the supervisory continuity. These educational experiences include an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events. (Core)

> **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.**

4.10.a. The assignment of educational experiences should be structured to minimize the frequency of transitions. (Detail)

4.10.b. Educational experiences should be of sufficient length to provide a quality educational experience defined by ongoing supervision, longitudinal relationships with faculty members, and high-quality assessment and feedback. (Detail)

4.11. Didactic and Clinical Experiences

Residents must be provided with protected time to participate in core didactic activities. (Core)

4.11.a. Didactics

The core didactic curriculum:

[See FAQ in Appendix]

4.11.a.1. must be repeated at least every two years; (Core)

> Specialty-Specific Background and Intent: While the core didactic curriculum must be repeated every two years at a minimum, programs are encouraged to repeat the didactic curriculum on a 1.5-year cycle so that residents can be exposed to all essential topics twice before the ABR Core Examination or the AOBR Combined Physics and Diagnostic Imaging written exam.

[See FAQ in Appendix]

4.11.a.2. must provide at least five hours per week of didactic activities; (Core)

[See FAQ in Appendix]

4.11.a.3. must include interactive conferences; (Core)

4.11.a.4. must be documented; and, (Core)

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4.11.a.5. should include interdisciplinary conferences in which both residents and faculty members participate on a regular basis. (Core)

> Specialty-Specific Background and Intent: Interdisciplinary conferences include any clinical or didactic conferences at which representation from multiple clinical specialties is present. Examples include an oncology conference with representation from the medical, surgical, and/or radiation oncology departments, or a peripheral vascular conference with representation from the vascular surgery and/or cardiology departments.

4.11.b. Residents must be provided protected time to attend didactic activities scheduled by the program. (Core)

4.11.c. The program must provide mechanisms for residents to participate in all scheduled didactic activities either in-person or by electronic means. (Core)

4.11.d. The program should document resident participation in didactic activities for all 48 months of the educational program. (Detail)

4.11.e. The didactic curriculum must include:
[See FAQ in Appendix]

4.11.e.1. anatomy, disease processes, imaging, and physiology; (Core)

4.11.e.2. specialty/subspecialty clinical and general content; (Core)

4.11.e.3. topics related to professionalism, physician well-being, and ethics; (Core)

4.11.e.4. training in the clinical application of medical physics, distributed throughout the 48 months of the educational program; and, (Core)

4.11.e.4.a. A medical physicist must oversee the development of the physics curriculum. (Core)

4.11.e.4.b. The curriculum should include real-time expert discussions and interactive educational experiences. (Core)

> Specialty-Specific Background and Intent: It is not the Committee's expectation that all physics education be delivered in person by a physicist faculty member or a physicist on site; this resource could be an area physicist at another site or program. Programs can share this resource and collaborate on the curriculum and lectures.
>
> Essentially, the physics didactic curriculum should not consist entirely of online-recorded lectures for the residents to review without real-time interaction. While programs are free to use alternative educational tools such as online modules,

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these tools should provide a real-time and interactive component that allows residents to engage with the lecturer.

[See FAQ in Appendix]

4.11.e.5. a minimum of 80 hours of classroom and laboratory training in basic radionuclide handling techniques applicable to the medical use of unsealed byproduct material for imaging and localization studies (10 CFR 35.290) and oral administration of sodium iodide I-131 for procedures requiring a written directive (10 CFR 35.392, 10 CFR 35.394). (Core)

4.11.f. Integral to the practice of nuclear radiology, these didactics must include, at a minimum, the following subjects:

4.11.f.1. radiation physics and instrumentation; (Core)

4.11.f.2. radiation protection; (Core)

4.11.f.3. mathematics pertaining to use and measurement of radioactivity; (Core)

4.11.f.4. chemistry of by-product material for medical use; and, (Core)

4.11.f.5. radiation biology. (Core)

4.11.g. Curriculum – 60-Month Programs
Programs using the 60-month format must provide a clinical experience during the first 12 months of the program, including: (Core)

4.11.g.1. at least nine months of rotations designed to provide the fundamental clinical skills of medicine, which must include:

4.11.g.1.a. six months of inpatient care, which must include at least one month of critical care; (Core)

4.11.g.1.b. one month of emergency medicine; and, (Core)

4.11.g.1.c. two months of additional inpatient or outpatient care. (Core)

4.11.g.2. the nine months of fundamental clinical skills of medicine, which should occur in the disciplines of anesthesiology, emergency medicine, family medicine, internal medicine or internal medicine subspecialties, neurology, obstetrics and gynecology, pediatrics, surgery or surgical specialties, or any combination of these. (Core)

4.11.g.3. elective rotations in diagnostic radiology, interventional radiology, or nuclear medicine, which must only occur in radiology departments with a diagnostic radiology, interventional radiology, or nuclear medicine residency program accredited by the ACGME, AOA, RCPSC, or College of Family Physicians of

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Canada, or in an ACGME International (ACGME-I)-accredited program with Advanced Specialty Accreditation. (Core)

4.11.g.3.a. These electives must not exceed a combined total of two months. (Core)

4.11.g.3.b. The elective rotations in radiology should involve active resident participation and must not be observational only. (Core)

4.11.g.3.c. The elective rotations in radiology should be supervised by a radiology program faculty member. (Detail)

4.11.h. The program director must maintain oversight of resident education in fundamental clinical skills of medicine. (Core)

4.11.i. All Diagnostic Radiology Programs

The program and curriculum must demonstrate adherence to all guidelines for Early Specialization in Interventional Radiology (ESIR), if applicable. The ESIR curriculum must include: (Core)

[See FAQ in Appendix]

4.11.i.1. at least 11 interventional radiology and interventional radiology-related rotations; and, (Core)

4.11.i.1.a. Of these, at least eight rotations must take place in the interventional radiology section under the supervision of interventional radiology faculty members. (Core)

4.11.i.2. one critical care rotation of at least four continuous weeks. (Core)

4.11.j. ESIR residents must perform a minimum of 500 interventional radiology and/or interventional radiology-related patient procedural encounters. (Core)

4.11.k. The program must provide residents with written verification of their successful completion of an ESIR curriculum and performance of 500 patient procedural encounters. (Core)

4.11.l. The program must demonstrate collaboration with the ACGME-accredited interventional radiology program(s), if applicable, to ensure a cohesive curriculum and educational experience for all diagnostic radiology and interventional radiology residents. (Core)

4.11.m. The duration of education in a single practice domain or in research must not exceed 16 months. (Core)

4.11.n. Each resident must complete a minimum of 12 weeks of clinical rotations in breast imaging. (Core)

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4.11.n.1. Each resident must interpret the minimum number of mammograms within the specified time period as designated by the U.S. Food and Drug Administration's (FDA) Mammography Quality Standards Act (MQSA) regulations. (Core)

4.11.o. Each resident must complete a minimum of 700 hours of training and work experience under the supervision of an authorized user (AU) in basic radionuclide handling techniques and radiation safety applicable to the medical use of unsealed byproduct material for imaging and localization studies (10 CFR 35.290) and oral administration of sodium iodide I-131 for procedures requiring a written directive (10 CFR 35.392, 10 CFR 35.394). (Core)

Specialty-Specific Background and Intent: According to Nuclear Regulatory Commission (NRC) Guidelines § 35.290 Training for imaging and localization studies, the NRC requires "700 hours of training and experience, including a minimum of 80 hours of classroom and laboratory training." Thus, there is the option to count the 80 hours of classroom and laboratory training toward the 700-hour total. In any case, the 80-hour requirement (4.11.f.) must be met, either in addition to the 700 hours (more than 700 hours total) or as part of the 700 hours.

[See FAQ in Appendix] [See FAQ in Appendix]

4.11.o.1. Supervised work experience, at a minimum, must involve all operational and quality control procedures integral to the practice of nuclear radiology, including but not limited to: (Core)

4.11.o.1.a. receiving packages; (Core)

4.11.o.1.b. using generator systems; (Core)

4.11.o.1.c. calibrating and administering unsealed radioactive materials for diagnostic and therapeutic use; (Core)

4.11.o.1.d. completing written directives; (Core)

4.11.o.1.e. adhering to the ALARA (as low as reasonably achievable) principle; (Core)

4.11.o.1.f. ensuring radiation protection in practice, to include dosimeters, exposure limits, and signage; (Core)

4.11.o.1.g. using radiation-measuring instruments; (Core)

4.11.o.1.h. conducting area surveys; (Core)

4.11.o.1.i. managing radioactive waste; (Core)

4.11.o.1.j. preventing medical events; and, (Core)

4.11.o.1.k. responding to radiation spills and accidents. (Core)

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4.11.o.2. Under AU preceptor supervision, each resident must:

4.11.o.2.a. participate in at least three cases involving the oral administration of less than or equal to 1.22 gigabecquerels (33 millicuries) of sodium iodide I-131 and at least three cases involving the oral administration of greater than 1.22 gigabecquerels (33 millicuries) of sodium iodide I-131. (Core)

4.11.o.2.b. participate in patient selection and preparation; (Core)

4.11.o.2.c. complete documentation, including the written directive and informed consent; (Core)

4.11.o.2.d. understand and calculate the administered dosage; (Core)

4.11.o.2.e. counsel patients and their families on radiation safety issues; (Core)

4.11.o.2.f. determine release criteria; (Core)

4.11.o.2.g. arrange patient follow-up; and, (Core)

4.11.o.2.h. make pregnancy and breastfeeding recommendations. (Core)

4.11.p. Resident Experiences

Residents must not interpret examinations without direct supervision until they have completed at least 12 months of radiology rotations. (Core)

4.11.q. Resident participation in on-call activities, including being on-duty after-hours and on weekends or holidays, should occur throughout PGY-3-5. (Core)

4.11.q.1. Resident competence must be assessed and documented prior to residents assuming independent responsibilities. (Core)

4.11.q.2. Resident supervision during on-call activities must be provided by a senior resident, fellow, or radiology faculty member. (Core)

[See FAQ in Appendix]

4.11.q.2.a. A radiology faculty member must be available to residents for direct or indirect supervision. (Core)

4.11.q.3. Resident on-call experiences must include interpretation, reporting, and management of active cases, and must not include administrative roles or duties consisting primarily of re-review of previously reported cases. (Core)

4.11.q.4. Relief from after-hours duty granted to residents, at the program director's discretion, should not exceed three months preceding the ABR Core Examination. (Core)

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Specialty-Specific Background and Intent: The Review Committee expects residents to be engaged in clinical (or research-related) work throughout all 60 or 72 months of the educational program. In preparation for the ABR Core examination or AOBR Combined Physics and Diagnostic Imaging Exam, prolonged resident absence from supervised and on-call clinical education as described above may adversely affect the quality of the residency program study activities and in turn adversely affect patient care or radiology residency education and is therefore prohibited.

The Review Committee acknowledges that protected independent study time immediately before the examination may serve to preserve residents' work-life balance and promote their well-being.

Programs may determine the amount of independent study time appropriate for their residents. Protected study time is expected to be distributed fairly and equally among all residents in a residency program who are preparing for the examination.

4.11.r. Resident participation in patient care and radiology-related activities must occur throughout all 48 months of the program. (Core)

4.11.s. Residents must maintain current certification in advanced cardiac life-support (ACLS). (Core)

4.11.t. Residents should have experience in sedation analgesia. (Detail)

4.11.u. Resident procedural experiences must be tracked using the ACGME Case Log System, and must at least meet the procedural minimums as defined by the Review Committee. (Core)

4.11.v. Residents must maintain a Resident Learning Portfolio, which must include, at a minimum, documentation of the following: (Core)

4.11.v.1. Patient Care
participation in therapies involving oral administration of sodium iodide I-131, including the date, diagnosis, and dosage; (Core)

4.11.v.2. interpretation/multi-reading of mammograms; (Core)

4.11.v.3. participation in 75 hands-on ultrasonographic examinations of various types; and, (Core)

4.11.v.4. performance of invasive procedures and any complications. (Core)

4.11.v.5. Medical Knowledge
conferences/courses/meetings attended, and self-assessment modules completed; and, (Core)

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4.11.v.6. performance on rotation-specific and/or annual objective examinations. (Core)
[See FAQ in Appendix]

4.11.v.7. Practice-Based Learning and Improvement
evidence of a reflective process that must result in the annual documentation of an individual learning plan and self-assessment; and, (Core)

4.11.v.8. scholarly activity, such as publications and/or presentations. (Core)

4.11.v.9. Interpersonal and Communication Skills
formal documented assessment of oral and written communication. (Core)

4.11.v.10. Professionalism
status of medical license, if appropriate. (Core)

4.11.v.11. Systems-Based Practice
a learning activity that involves deriving a solution to a system problem at the departmental, institutional, local, regional, national, or international level; and, (Core)

4.11.v.12. compliance with institutional and departmental policies including, but not limited to HIPAA, Joint Commission, patient safety, infection control, and dress code. (Core)

4.12. Pain Management

The program must provide instruction and experience in pain management if applicable for the specialty, including recognition of the signs of substance use disorder. (Core)

Scholarship

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

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

4.13. Program Responsibilities

The program must demonstrate evidence of scholarly activities consistent with its mission(s) and aims. (Core)

4.13.a. **The program, in partnership with its Sponsoring Institution, must allocate adequate resources to facilitate resident and faculty involvement in scholarly activities.** (Core)

4.13.b. **The program must advance residents' knowledge and practice of the scholarly approach to evidence-based patient care.** (Core)

4.14. **Faculty Scholarly Activity**

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**

4.14.a. **The program must demonstrate dissemination of scholarly activity within and external to the program by the following methods:**

- **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)
- **peer-reviewed publication.** (Outcome)

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.

4.15. **Resident Scholarly Activity**

Residents must participate in scholarship. (Core)

[See FAQ in Appendix]

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4.15.a. Residents must have training in critical thinking skills and research design. (Core)

4.15.b. All residents must engage in a scholarly project under faculty member supervision. (Core)

4.15.b.1. The results of such projects must be published or presented at institutional, local, regional, national, or international meetings, and must be included in each resident's Learning Portfolio. (Outcome)

4.15.b.2. The program should specify how each project will be evaluated. (Detail)

4.15.c. All graduating residents should have submitted at least one scholarly work to a national, regional, or local meeting, or for publication. (Core)

Section 5: Evaluation

5.1. Resident Evaluation: Feedback and Evaluation

Faculty members must directly observe, evaluate, and frequently provide feedback on resident performance during each rotation or similar educational assignment. (Core)

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

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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.

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.

5.1.a. Evaluation must be documented at the completion of the assignment. (Core)

5.1.a.1. For block rotations of greater than three months in duration, evaluation must be documented at least every three months. (Core)

5.1.a.2. Longitudinal experiences, such as continuity clinic in the context of other clinical responsibilities, must be evaluated at least every three months and at completion. (Core)

5.1.a.3. Written end-of-rotation evaluations by faculty members must be provided to residents within one month of completion of each rotation. (Core)

5.1.b. The program must provide an objective performance evaluation based on the Competencies and the specialty-specific Milestones. (Core)

5.1.b.1. The program must use multiple evaluators (e.g., faculty members, peers, patients, self, and other professional staff members). (Core)

5.1.b.2. The program must provide that information to the Clinical Competency Committee for its synthesis of progressive resident performance and improvement toward unsupervised practice. (Core)

5.1.b.3. The program must ensure that assessment for progressive resident responsibility or independence is based upon knowledge, skills, and experience. (Core)

5.1.b.4. The program must ensure that resident assessment includes: (Core)

5.1.b.4.a. global faculty evaluation (all Competencies); (Core)

5.1.b.4.b. multi-source evaluation (for interpersonal skills/communication and professionalism); (Core)

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5.1.b.4.c. resident ability to take independent call; and, (Core)

5.1.b.4.d. review of the resident Learning Portfolio. (Core)

5.1.c. The program director or their designee, with input from the Clinical Competency Committee, must meet with and review with each resident their documented semi-annual evaluation of performance, including progress along the specialty-specific Milestones. (Core)

5.1.d. The program director or their designee, with input from the Clinical Competency Committee, must assist residents in developing individualized learning plans to capitalize on their strengths and identify areas for growth. (Core)

5.1.e. The program director or their designee, with input from the Clinical Competency Committee, must develop plans for residents failing to progress, following institutional policies and procedures. (Core)

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.

5.1.e.1. The program must have a clearly defined process for remediation of resident underperformance. (Core)
[See FAQ in Appendix]

5.1.e.1.a. The program should provide more frequent performance reviews of residents experiencing difficulties or receiving unfavorable evaluations. (Core)

5.1.e.1.b. When a resident fails to progress satisfactorily, the program should develop a written plan identifying the problems and addressing how they can be corrected, and then discuss this plan with the resident. (Core)

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5.1.e.1.b.1. This plan should be signed by the resident and placed in the resident's individual file. (Core)

[See FAQ in Appendix]

5.1.f. At least annually, there must be a summative evaluation of each resident that includes their readiness to progress to the next year of the program, if applicable. (Core)

5.1.f.1. This should include a review of the resident procedural experiences to ensure complete and accurate tracking in the ACGME Case Log System throughout the duration of residency education. (Core)

5.1.g. The evaluations of a resident's performance must be accessible for review by the resident. (Core)

5.2. Resident Evaluation: Final Evaluation

The program director must provide a final evaluation for each resident upon completion of the program. (Core)

5.2.a. The specialty-specific Milestones, and when applicable the specialty-specific Case Logs, must be used as tools to ensure residents are able to engage in autonomous practice upon completion of the program. (Core)

5.2.b. The final evaluation must become part of the resident's permanent record maintained by the institution, and must be accessible for review by the resident in accordance with institutional policy. (Core)

5.2.c. The final evaluation must verify that the resident has demonstrated the knowledge, skills, and behaviors necessary to enter autonomous practice. (Core)

5.2.d. The final evaluation must be shared with the resident upon completion of the program. (Core)

5.3. Clinical Competency Committee

A Clinical Competency Committee must be appointed by the program director. (Core)

[See FAQ in Appendix] [See FAQ in Appendix]

5.3.a. At a minimum, the Clinical Competency Committee must include three members of the program faculty, at least one of whom is a core faculty member. (Core)

[See FAQ in Appendix] [See FAQ in Appendix]

5.3.b. Additional members must be faculty members from the same program or other programs, or other health professionals who have extensive contact and experience with the program's residents. (Core)

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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.

5.3.c. **The Clinical Competency Committee must review all resident evaluations at least semi-annually. (Core)**

5.3.d. **The Clinical Competency Committee must determine each resident's progress on achievement of the specialty-specific Milestones. (Core)**

5.3.e. **The Clinical Competency Committee must meet prior to the residents' semi-annual evaluations and advise the program director regarding each resident's progress. (Core)**

5.4. **Faculty Evaluation**

The program must have a process to evaluate each faculty member's performance as it relates to the educational program at least annually. (Core)

Background and Intent: The program director is responsible for the educational program and all educators. 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 varied operating environments and configurations, the residency program director may need to work with oth-

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ers 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.

5.4.a. **This evaluation must include a review of the faculty member's clinical teaching abilities, engagement with the educational program, participation in faculty development related to their skills as an educator, clinical performance, professionalism, and scholarly activities. (Core)**

5.4.b. **This evaluation must include written, anonymous, and confidential evaluations by the residents. (Core)**

5.4.c. **Faculty members must receive feedback on their evaluations at least annually. (Core)**

5.4.d. **Results of the faculty educational evaluations should be incorporated into program-wide faculty development plans. (Core)**

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.

5.5. **Program Evaluation and Improvement**

The program director must appoint the Program Evaluation Committee to conduct and document the Annual Program Evaluation as part of the program's continuous improvement process. (Core)

5.5.a. **The Program Evaluation Committee must be composed of at least two program faculty members, at least one of whom is a core faculty member, and at least one resident. (Core)**

5.5.b. **Program Evaluation Committee responsibilities must include review of the program's self-determined goals and progress toward meeting them. (Core)**

5.5.c. **Program Evaluation Committee responsibilities must include guiding ongoing program improvement, including development of new goals, based upon outcomes. (Core)**

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5.5.d. **Program Evaluation Committee responsibilities must include review of the current operating environment to identify strengths, challenges, opportunities, and threats as related to the program's mission and aims.** (Core)

Background and Intent: To achieve its mission and educate 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. The Program Evaluation Committee advises the program director through program oversight.

5.5.e. **The Program Evaluation Committee should consider the outcomes from prior Annual Program Evaluation(s), aggregate resident and faculty written evaluations of the program, and other relevant data in its assessment of the program .** (Core)

Background and Intent: Other data to be considered for assessment include:

- **Curriculum**
- **ACGME letters of notification, including citations, Areas for Improvement, and comments**
- **Quality and safety of patient care**
- **Aggregate resident and faculty well-being; recruitment and retention; engagement in quality improvement and patient safety; and scholarly activity**
- **ACGME Resident and Faculty Survey results**
- **Aggregate resident Milestones evaluations, and achievement on in-training examinations (where applicable), board pass and certification rates, and graduate performance.**
- **Aggregate faculty evaluation and professional development**

5.5.f. **The Program Evaluation Committee must evaluate the program's mission and aims, strengths, areas for improvement, and threats.** (Core)

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 5.5.f. has been suspended]

5.5.g. **The Annual Program Evaluation, including the action plan, must be distributed to and discussed with the residents and the members of the teaching faculty, and be submitted to the DIO.** (Core)

5.5.h. **The program must complete a Self-Study and submit it to the DIO.** (Core)

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[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 5.5.h. has been suspended]

Board Certification

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.

5.6. Board Certification

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)**

Specialty-Specific Background and Intent: For diagnostic radiology programs, the annual written exam referenced in 5.6. will be considered equivalent to the ABR's Core Exam or the AOBR's Combined Physics and Diagnostic Imaging Examination and will be the basis for the aggregate program pass rate.

5.6.a. 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)**

5.6.b. 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)**

Specialty-Specific Background and Intent: For diagnostic radiology programs, while the ABR's certifying examination is not an oral exam, it is the second and final exam that must be taken and passed to obtain certification; therefore, requirement 5.6.b. will be applicable to the ABR's computer-based certifying exam.

5.6.c. 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)**

5.6.d. For each of the exams referenced in 5.6.a.-c., any program whose graduates over the time period specified in the requirement have achieved an 80 percent

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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 5.6.d. is designed to address this.

5.6.e. Programs must report, in ADS, board certification status annually for the cohort of board-eligible residents that graduated seven years earlier. (Core)

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.

Section 6: The Learning and Working Environment

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***
- ***Appreciation for the privilege of caring for patients***

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- ***Commitment to the well-being of the students, residents, faculty members, and all members of the health care team***

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.

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

Patient Safety Events

Reporting, investigation, and follow-up of safety 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.

6.2. Residents, fellows, faculty members, and other clinical staff members must know their responsibilities in reporting patient safety events and unsafe conditions at the clinical site, including how to report such events. (Core)

6.2.a. Residents, fellows, faculty members, and other clinical staff members must be provided with summary information of their institution's patient safety reports. (Core)

6.3. Residents must participate as team members in real and/or simulated interprofessional clinical patient safety and quality improvement activities, such as root cause analyses or other activities that include analysis, as well as formulation and implementation of actions. (Core)

Quality Metrics

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

6.4. Residents and faculty members must receive data on quality metrics and benchmarks related to their patient populations. (Core)
[See FAQ in Appendix]

Supervision and Accountability

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

Supervision in the setting of graduate medical education provides safe and effective care to patients; ensures each resident's development of the skills, knowledge, and attitudes

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required to enter the unsupervised practice of medicine; and establishes a foundation for continued professional growth.

6.5. Residents and faculty members must inform each patient of their respective roles in that patient's care when providing direct patient care. This information must be available to residents, faculty members, other members of the health care team, and patients. (Core)

> **Background and Intent: Each patient will 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.**

6.6. 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. (Core)

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

[See FAQ in Appendix]

Levels of Supervision

To promote appropriate resident supervision while providing for graded authority and responsibility, the program must use the following classification of supervision.

6.7. Direct Supervision

The supervising physician is physically present with the resident during the key portions of the patient interaction.

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.

[See FAQ in Appendix]

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6.7.a. PGY-1 residents must initially be supervised directly, only as described in the above definition. (Core)

[See FAQ in Appendix]

6.7.b. The program must have clear guidelines that delineate which competencies must be demonstrated to determine when a resident can progress to indirect supervision. (Core)

6.7.c. The program director must ensure that clear expectations exist and are communicated to the residents, and that these expectations outline specific situations in which a resident would still require direct supervision. (Core)

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.

Oversight

The supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered.

6.8. The program must define when physical presence of a supervising physician is required. (Core)

[See FAQ in Appendix]

6.9. 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. (Core)

6.9.a. The program director must evaluate each resident's abilities based on specific criteria, guided by the Milestones. (Core)

6.9.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. (Core)

6.9.c. 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. (Detail)

6.10. Programs must set guidelines for circumstances and events in which residents must communicate with the supervising faculty member(s). (Core)

6.10.a. 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. (Outcome)

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Background and Intent: The ACGME Glossary of Terms defines conditional independence as: Graded, progressive responsibility for patient care with defined oversight.

6.11. Faculty supervision assignments must be of sufficient duration to assess the knowledge and skills of each resident and to delegate to the resident the appropriate level of patient care authority and responsibility. (Core)

6.12. Professionalism

Programs, in partnership with their Sponsoring Institutions, must educate residents and faculty members concerning the professional and ethical responsibilities of physicians, including but not limited to their obligation to be appropriately rested and fit to provide the care required by their patients. (Core)

Background and Intent: This requirement emphasizes the professional responsibility of residents and faculty members to arrive for work adequately rested and ready to care for patients. It is also the responsibility of residents, faculty members, 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. This includes recognition of impairment, including from illness, fatigue, and substance use, in themselves, their peers, and other members of the health care team, and the recognition that under certain circumstances, the best interests of the patient may be served by transitioning that patient's care to another qualified and rested practitioner.

6.12.a. The learning objectives of the program must be accomplished without excessive reliance on residents to fulfill non-physician obligations. (Core)

Background and Intent: Routine reliance on residents to fulfill non-physician obligations increases work compression for residents and does not provide an optimal educational experience. Non-physician obligations are those duties which in most institutions are performed by nursing and allied health professionals, transport services, or clerical staff. Examples of such obligations include transport of patients from the wards or units for procedures elsewhere in the hospital; routine blood drawing for laboratory tests; routine monitoring of patients when off the ward; and clerical duties, such as scheduling. While it is understood that residents may be expected to do any of these things on occasion when the need arises, these activities should not be performed by residents routinely and must be kept to a minimum to optimize resident education.

6.12.b. The learning objectives of the program must ensure manageable patient care responsibilities. (Core)

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Background and Intent: The Common Program Requirements do not define "manageable patient care responsibilities" as this is variable by specialty and PGY level. Review Committees will provide further detail regarding patient care responsibilities in the applicable specialty-specific Program Requirements and accompanying FAQs. However, all programs, regardless of specialty, should carefully assess how the assignment of patient care responsibilities can affect work compression, especially at the PGY-1 level.

6.12.c. **The learning objectives of the program must include efforts to enhance the meaning that each resident finds in the experience of being a physician, including protecting time with patients, providing administrative support, promoting progressive independence and flexibility, and enhancing professional relationships.** (Core)

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

Background and Intent: The accurate reporting of clinical and educational work hours, patient outcomes, and clinical experience data are the responsibility of the program leadership, residents, and faculty.

[See FAQ in Appendix]

6.12.e. **Residents and faculty members must demonstrate an understanding of their personal role in the safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and safety events.** (Core)

[See FAQ in Appendix]

6.12.f. **Programs, in partnership with their Sponsoring Institutions, must provide a professional, respectful, and civil environment that is psychologically safe and that is free from discrimination, sexual and other forms of harassment, mistreatment, abuse, or coercion of students, residents, faculty, and staff.** (Core)

Background and Intent: Psychological safety is defined as an environment of trust and respect that allows individuals to feel able to ask for help, admit mistakes, raise concerns, suggest ideas, and challenge ways of working and the ideas of others on the team, including the ideas of those in authority, without fear of humiliation, and the knowledge that mistakes will be handled justly and fairly.

The ACGME is unable to adjudicate disputes between individuals, including residents, faculty members, and staff members. However, information that suggests a pattern of behavior that violates the requirement above

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will trigger a careful review and, if deemed appropriate, action by the Review Committee and/or ACGME, in accordance with ACGME Policies and Procedures.

6.12.g. Programs, in partnership with their Sponsoring Institutions, should have a process for education of residents and faculty regarding unprofessional behavior and a confidential process for reporting, investigating, and addressing such concerns. (Core)

Well-Being

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

Residents and faculty members are at risk for burnout and depression. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as other aspects of resident competence. Physicians and all members of the health care team share responsibility for the well-being of each other. A positive culture in a clinical learning environment models constructive behaviors, and prepares residents with the skills and attitudes needed to thrive throughout their careers.

6.13. The responsibility of the program, in partnership with the Sponsoring Institution, must include:

6.13.a. attention to scheduling, work intensity, and work compression that impacts resident well-being; (Core)

6.13.b. evaluating workplace safety data and addressing the safety of residents and faculty members; (Core)

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 safety events.

6.13.c. policies and programs that encourage optimal resident and faculty member well-being; and, (Core)

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. 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.

6.13.c.1. **Residents must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours.** (Core)

6.13.d. **education of residents and faculty members in:**

6.13.d.1. **identification of the symptoms of burnout, depression, and substance use disorders, suicidal ideation, or potential for violence, including means to assist those who experience these conditions;** (Core)
[See FAQ in Appendix]

6.13.d.2. **recognition of these symptoms in themselves and how to seek appropriate care; and,** (Core)

6.13.d.3. **access to appropriate tools for self-screening.** (Core)

Background and Intent: Programs and Sponsoring Institutions are encouraged to review materials to create systems for identification of burnout, depression, and substance use disorders. Materials and more information are available in Learn at ACGME (https://dl.acgme.org/pages/well-being-tools-resources).

Individuals experiencing burnout, depression, a substance use disorder, and/or suicidal ideation are often reluctant to reach out for help due to the stigma associated with these conditions and may be 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/well-be-

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ing programs within the institution. In cases of physician impairment, the program director or designated personnel should follow the policies of their institution for reporting.

6.13.e. providing access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week. (Core)

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.

6.14. There are circumstances in which residents may be unable to attend work, including but not limited to fatigue, illness, family emergencies, and medical, parental, or caregiver leave. Each program must allow an appropriate length of absence for residents unable to perform their patient care responsibilities. (Core)

6.14.a. The program must have policies and procedures in place to ensure coverage of patient care and ensure continuity of patient care. (Core)

6.14.b. These policies must be implemented without fear of negative consequences for the resident who is or was unable to provide the clinical work. (Core)

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 fairly reintegrate them upon return.

6.15. Fatigue Mitigation

Programs must educate all residents and faculty members in recognition of the signs of fatigue and sleep deprivation, alertness management, and fatigue mitigation processes. (Detail)

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.

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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.

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.

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

6.17. Clinical Responsibilities

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

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. 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.

6.18. Teamwork

Residents must care for patients in an environment that maximizes communication and promotes safe, interprofessional, team-based care in the specialty and larger health system. (Core)

Background and Intent: Effective programs will have a structure that promotes safe, interprofessional, team-based care. Optimal patient safety occurs in the setting of a coordinated interprofessional learning and working environment.

6.19. Transitions of Care

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

[See FAQ in Appendix]

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6.19.a. **Programs, in partnership with their Sponsoring Institutions, must ensure and monitor effective, structured hand-off processes to facilitate both continuity of care and patient safety.** (Core)

6.19.b. **Programs must ensure that residents are competent in communicating with team members in the hand-off process.** (Outcome)

Clinical Experience and Education

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

Background and Intent: 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 terms are used 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.

6.20. **Maximum Hours of Clinical and Educational Work per Week**

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

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.

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 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

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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.

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.

[See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix] [See FAQ in Appendix]

6.21. Mandatory Time Free of Clinical Work and Education
Residents should have eight hours off between scheduled clinical work and education periods. (Detail)

Background and Intent: There may be circumstances when residents choose to stay to care for their patients or return to the hospital with fewer than eight hours free of clinical experience and education. This occurs within the context of the 80-hour and the one-day-off-in-seven requirements. 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.

6.21.a. Residents must have at least 14 hours free of clinical work and education after 24 hours of in-house call. (Core)

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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.

[See FAQ in Appendix]

6.21.b. **Residents must be scheduled for a minimum of one day in seven free of clinical work and required education (when averaged over four weeks). At-home call cannot be assigned on these free days.** (Core)

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."

[See FAQ in Appendix]

6.22. **Maximum Clinical Work and Education Period Length**
Clinical and educational work periods for residents must not exceed 24 hours of continuous scheduled clinical assignments. (Core)

6.22.a. **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. Additional patient care responsibilities must not be assigned to a resident during this time.** (Core)

Background and Intent: The additional time referenced in 6.22.a. 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 addi-

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tional four hours must occur within the context of 80-hour weekly limit, averaged over four weeks.

[See FAQ in Appendix]

6.23. Clinical and Educational Work Hour Exceptions

In rare circumstances, after handing off all other responsibilities, a resident, on their own initiative, may elect to remain or return to the clinical site in the following circumstances: to continue to provide care to a single severely ill or unstable patient; to give humanistic attention to the needs of a patient or patient's family; or to attend unique educational events. (Detail)

6.23.a. These additional hours of care or education must be counted toward the 80-hour weekly limit. (Detail)

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.

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

The Review Committee for Radiology will not consider requests for exceptions to the 80-hour limit to the residents' work week.

[Pending the outcome of the major revision of the Common Program Requirements, enforcement of Common Program Requirement 6.24. has been suspended]

6.25. Moonlighting

Moonlighting must not interfere with the ability of the resident to achieve the goals and objectives of the educational program, and must not interfere with the resident's fitness for work nor compromise patient safety. (Core)

[See FAQ in Appendix]

6.25.a. Time spent by residents in internal and external moonlighting (as defined in the ACGME Glossary of Terms) must be counted toward the 80-hour maximum weekly limit. (Core)

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6.25.b. **PGY-1 residents are not permitted to moonlight.** (Core)

[See FAQ in Appendix]

6.26. **In-House Night Float**

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

6.27. **Maximum In-House On-Call Frequency**

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

6.28. **At-Home Call**

Time spent on patient care activities by residents on at-home call must count toward the 80-hour maximum weekly limit. The frequency of at-home call is not subject to the every-third-night limitation, but must satisfy the requirement for one day in seven free of clinical work and education, when averaged over four weeks. (Core)

[See FAQ in Appendix] [See FAQ in Appendix]

6.28.a. **At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident.** (Core)

Background and Intent: As noted in 6.20., clinical work done from home when a resident is taking at-home call must count toward the 80-hour maximum weekly limit. This 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.

[See FAQ in Appendix]

7. Frequently Asked Questions: Diagnostic Radiology

FAQs related to Diagnostic Radiology Program Requirements

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Section 1: Oversight

Questions concerning *"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)"* (1.3)

Q: What is the purpose of program letters of agreement (PLAs)?
A: PLAs provide details on faculty members, supervision, evaluation, educational content, length of assignment, and policies and procedures for each required assignment that occurs outside of an accredited program's Sponsoring Institution. These documents are intended to protect the program's residents/fellows by ensuring an appropriate educational experience under adequate supervision.

Questions concerning *"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)"* (1.3)

Q: Under what circumstances are PLAs required?
A: There must be PLAs between an accredited program and all participating sites to which residents/fellows rotate for required education or assignments. PLAs are not required for participating sites under the same governance as the program's Sponsoring Institution. PLAs are not required for elective rotations for individual residents and fellows, but programs and Sponsoring Institutions may determine if there are local expectations for a PLA or similar agreement.

Questions concerning *"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)"* (1.3)

Q: Are PLAs necessary for "courses," such as the Armed Forces Institute of Pathology course or the Bellevue Hospital Toxicology Course?
A: These types of courses are not examples of participating sites, and therefore do not require PLAs.

Questions concerning *"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)"* (1.3)

Q: Who should sign the PLAs?
A: It is the responsibility of the designated institutional official (DIO), in collaboration with the Graduate Medical Education Committee (GMEC) of the Sponsoring Institution, to establish and administer the local policies and procedures regarding PLAs and determine the individuals authorized to sign the PLAs.

Section 2: Personnel

Questions concerning *"Program Director"* (2.1)

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Q: Does the Review Committee expect the program director appointment to be a 1.0 FTE faculty appointment?

A: The Review Committee expects the program director appointment to be a full-time role and various faculty institutional appointments could fulfill this expectation including, but not limited to, 1.0, 0.8, or 0.7 FTE faculty appointment.

Questions concerning *"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)"* (2.4) , *"At a minimum, the program director must be provided with the dedicated time and support specified below for administration of the program. Additional support for program leadership must be provided as specified below. This additional support may be for the program director only or divided among the program director and one or more associate (or assistant) program directors. (Core) "* (2.4.a) , *"The program coordinator must be provided with dedicated time and support adequate for administration of the program based upon its size and configuration. (Core)"* (2.12.a) , *"At a minimum, the program coordinator must be provided with the dedicated time and support specified below for administration of the program: (Core)"* (2.12.b)

Q: Are there circumstances in which a Sponsoring Institution, in partnership with its programs, is required to provide support and dedicated time that exceeds the minimum specified in the requirements?

A: The dedicated time and support requirements for ACGME activities specified in 2.4. and 2.4.a. for program leadership, 2.12.a. and 2.12.b. for program coordinators, and section 2.11. for those specialties that specify a minimum level of support for core faculty members, are minimum requirements, recognizing that, depending on the unique needs of the program, additional support may be warranted. The need to ensure adequate resources, including adequate support and dedicated time for the program director, is also addressed in Institutional Requirements 2.2.-2.2.d. The amount of support and dedicated time needed for individual programs will vary based on a number of factors and may exceed the minimum specified in the applicable specialty-/subspecialty-specific Program Requirements. It is expected that the Sponsoring Institution, in partnership with its accredited programs, will ensure support for program directors, core faculty members, and program coordinators to fulfill their program responsibilities effectively. If the Institutional Review Committee determines that support and dedicated time for one or more programs within a Sponsoring Institution is inadequate, it may issue a citation even if the minimum specified in the applicable specialty-/subspecialty-specific Program Requirements has been met.

Note that Review Committees may choose to specify minimum time and support for the program director only, or may specify minimum time and support that may be divided among the program director and one or more associate or assistant program directors. Questions regarding the requirements for a specific specialty should be directed to the Review Committee Executive Director.

Questions concerning *"At a minimum, the program director must be provided with the dedicated time and support specified below for administration of the program. Additional support for program leadership must be provided as specified below. This additional support may be for the program director only or divided among the program director and one or more associate (or assistant) program directors. (Core) "* (2.4.a)

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Q: For programs with eight to 31 residents, can the required program director support be shared or must it all be allocated to the program director?

A: For programs with 31 or fewer residents, the Review Committee determined that the decision to share the required support is up to the department and institution.

Questions concerning *"At a minimum, the program director must be provided with the dedicated time and support specified below for administration of the program. Additional support for program leadership must be provided as specified below. This additional support may be for the program director only or divided among the program director and one or more associate (or assistant) program directors. (Core) "* (2.4.a) , *"At a minimum, the program coordinator must be provided with the dedicated time and support specified below for administration of the program: (Core)"* (2.12.b)

Q: How is program size used to determine the necessary level of support for both program directors and program coordinators?

A: The graduated levels of support for both program director and program coordinator are based on the program's approved resident complement, not the number of residents on duty each academic year.

Questions concerning *"Faculty members must pursue faculty development designed to enhance their skills at least annually: (Core)"* (2.8.e)

Q: Where should programs seek faculty development opportunities?

A: Programs are free to select faculty development opportunities that work best for their faculty members' time, availability, and budget. Examples of some national organizations with faculty development options are:

- Association for Program Directors in Radiology (APDR)
- Society of Chairs of Academic Radiology Departments (SCARD)
- American College of Radiology (ACR)
- Radiological Society of North America (RSNA)

Section 4: Educational Program

Questions concerning *"Residents must demonstrate competence in generation of ultrasound images using the transducer and imaging system, and interpretation of ultrasonographic examinations of various types. (Core) "* (4.5.c)

Q: How should programs teach for development of proficiency in ultrasound skills?

A: It is recommended that programs use an integrated approach of lectures, demonstrations, and hands-on scanning opportunities designed to help residents develop the fundamental knowledge base and master skills. Simulation, web-based modules, and/or skills lab experiences are also appropriate.

Questions concerning *"Residents must demonstrate competence in generation of ultrasound images using the transducer and imaging system, and interpretation of ultrasonographic examinations of various types. (Core) "* (4.5.c)

Q: What is the expectation regarding "sufficient" experience in ultrasound?

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A: Residents are expected to demonstrate competence in basic ultrasound physics, knobology, image generation, and interpretation. As a guideline, supervised residents should perform 75 hands-on scans and interpret 150 examinations of various types prior to graduation.

Questions concerning *"Residents must demonstrate competence in generation of ultrasound images using the transducer and imaging system, and interpretation of ultrasonographic examinations of various types. (Core) "* (4.5.c)

Q: How should programs measure and document resident ultrasound scans and ultrasonographic skills?

A: A procedure log should be maintained for ultrasound scans, similar to procedure logs kept for interventional procedures and nuclear radiology treatments.

Programs should develop and implement a process to measure and document resident proficiency in ultrasound scanning. Examples might include a procedure "passport," an objective structured clinical examination (OSCE), or a standardized practical examination using direct assessment. Proficiency assessment should include evaluation of proper machine settings, cleanliness, probe positioning, image acquisition, interpretation, documentation, and communication of results. Ultrasound images should be assessed for technique, including image quality, identification of landmarks, labeling and appropriateness, and completeness of the scan protocol. Interpretation assessment should include identification of sonographic anatomy, artifacts, measurements, and recognition/communication of normal and pathologic findings.

Questions concerning *"Residents must demonstrate knowledge of appropriate and patient-centered imaging utilization. (Core) "* (4.6.c)

Q: What is considered "appropriate" patient-centered imaging utilization?

A: Residency programs are required to both teach and assess competence in imaging utilization, to include appropriateness (correct modality and sequencing of exams), radiation dose, safety, cost, and patient benefit.

Questions concerning *"Residents must demonstrate knowledge of radiologic/pathologic correlation. (Core) "* (4.6.e)

Q: How should programs facilitate resident education in radiologic/pathologic correlation?

A: This requirement may be satisfied by resident participation in a formal course on radiologic/pathologic correlation if the curriculum includes assessment of resident knowledge.

Questions concerning *"Residents must demonstrate knowledge of radiologic/pathologic correlation. (Core) "* (4.6.e)

Q: Does the Review Committee require resident attendance at the American Institute of Radiologic Pathology (AIRP)?

A: No. The Review Committee is only concerned that residents gain experience with radiologic-pathologic correlation. Each program can determine how this requirement will be fulfilled.

Questions concerning *"Didactics"* (4.11.a) , *"must provide at least five hours per week of didactic activities; (Core) "* (4.11.a.2)

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Q: Does the didactic curriculum have to consist entirely of lectures and conferences?
A: The didactic curriculum can consist of several didactic activities, which may include, but is not limited to lectures, conferences, courses, labs, asynchronous learning, simulations, drills, case discussions, grand rounds, and didactic teaching.

Questions concerning *"must be repeated at least every two years; (Core) "* (4.11.a.1)

Q: Are there any expectations regarding how often the didactic curriculum should be repeated?
A: While the core didactic curriculum must be repeated every two years at a minimum, programs are encouraged to repeat the didactic curriculum on a one-and-a-half-year cycle so that residents can be exposed to all essential topics twice before the ABR Core Examination.

Questions concerning *"The didactic curriculum must include:"* (4.11.e)

Q: Are there any expectations for the didactic curriculum content other than what is stated in the Program Requirements?
A: It is highly advisable that the curriculum for diagnostic radiologic physics and radiation biology be based on national recommendations, such as the American Association of Physicists in Medicine Residents Physics Curriculum and the ABR Core Examination Study Guide.

Questions concerning *"The curriculum should include real-time expert discussions and interactive educational experiences. (Core) "* (4.11.e.4.b)

Q: What is the Committee's expectation for in-person physics education and what does "real-time expert discussions and interactive educational experiences" mean in relation to the physics curriculum?
A: It is not the Committee's expectation that all physics education be delivered in person by a physicist faculty member or a physicist on site; this resource could be an area physicist at another site or program. Programs can share this resource and collaborate on the curriculum and lectures.

Essentially, the physics didactic curriculum should not consist entirely of online-recorded lectures for the residents to review without real-time interaction. While programs are free to use alternative educational tools such as online modules, these tools should provide a "real-time" and "interactive" component that allows residents to engage with the lecturer.

Questions concerning *"All Diagnostic Radiology Programs"* (4.11.i)

Q: What is the Early Specialization in Interventional Radiology (ESIR) track referenced in the Program Requirements for both Diagnostic and Interventional Radiology, and how does it affect diagnostic radiology programs?
A: The ESIR track was created to provide the independent interventional radiology program director assurance that residents planning advanced entry in an independent program at the year two level will have had an adequate interventional radiology experience during their diagnostic radiology education and training. Diagnostic radiology programs that would like to participate in ESIR will need follow the ESIR guidelines posted on the Documents and Resources page of the Radiology section of the ACGME website, and work with their interventional radiologist to develop an interventional radiology curriculum that is compliant

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with the guidelines for entry into the second year of the independent program. The Review Committee must review and approve each submission for consideration.

Questions concerning *"Each resident must complete a minimum of 12 weeks of clinical rotations in breast imaging. (Core) "* (4.11.n)

Q: How should residents consider the minimum number of mammograms required by the Review Committee versus the Mammography Quality Standards Act (MQSA) standard?

A: In order to meet current MQSA regulations, residents must have interpreted or multi-read, under direct supervision of a qualified interpreting physician, at least 240 mammographic examinations in any six-month period during the last two years of a diagnostic radiology residency program. The Review Committee has determined that in order to obtain true proficiency in performing these examinations, a minimum of 300 mammograms must be completed by each resident by graduation. See the Diagnostic Radiology Case Log Categories and Required Minimum Numbers document.

Questions concerning *"Each resident must complete a minimum of 700 hours of training and work experience under the supervision of an authorized user (AU) in basic radionuclide handling techniques and radiation safety applicable to the medical use of unsealed byproduct material for imaging and localization studies (10 CFR 35.290) and oral administration of sodium iodide I-131 for procedures requiring a written directive (10 CFR 35.392, 10 CFR 35.394). (Core)"* (4.11.o)

Q: What is the Committee's expectation for program compliance with the requirement for 700 hours of nuclear training?

A: To approach the NRC requirement of 700 hours of training, the Review Committee will expect the curriculum of both the diagnostic and integrated interventional radiology programs to include at least four rotations or 16 weeks in nuclear medicine/nuclear radiology experiences, and these rotations should be clearly identified on the block diagram.

Questions concerning *"Each resident must complete a minimum of 700 hours of training and work experience under the supervision of an authorized user (AU) in basic radionuclide handling techniques and radiation safety applicable to the medical use of unsealed byproduct material for imaging and localization studies (10 CFR 35.290) and oral administration of sodium iodide I-131 for procedures requiring a written directive (10 CFR 35.392, 10 CFR 35.394). (Core)"* (4.11.o)

Q: Can residents participate in I-131 administrations remotely?

A: No; the Review Committee determined that oral I-131 administration is a clinical procedure that requires consultation and consent in person, along with direct participation in the administration of the radioactive treatment to the patient, all under the supervision of a faculty member who is an NRC authorized user.

Questions concerning *"Resident supervision during on-call activities must be provided by a senior resident, fellow, or radiology faculty member. (Core) "* (4.11.q.2)

Q: Can our NightHawk radiology service supervise on-call residents overnight?

A: No; on-call residents must be supervised by a faculty member, senior resident, or fellow. If a faculty member(s) works for the NightHawk service and is on duty, then supervision would be acceptable.

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Questions concerning *"performance on rotation-specific and/or annual objective examinations. (Core) "* (4.11.v.6)

Q: What types of annual objective examinations are acceptable?

A: Annual objective examinations can be any exam the program creates or implements, as programs are free to use any objective assessment tool. Many programs use the ACR In-Service Examination and the ABR Core Examination as comprehensive tools to assess resident competence in medical knowledge, and it is perfectly fine to do so. The annual objective examination can be rotation-specific or specific to a section of radiology. Examples of other objective examination tools could include but are not limited to:

a. A subsection of STATdx
b. An objective tool developed by another program/institution
c. Mock oral exam
d. Online exams
e. RADprimer
f. RADexam

Questions concerning *"Resident Scholarly Activity"* (4.15)

Q: What does the Review Committee consider to be acceptable resident scholarly involvement and to what degree?

A: The following criteria define the Review Committee's expectations with regard to residents' degree of involvement in scholarly activity:

1. Before graduation, every resident should submit at least one scholarly work to a meeting or for publication.
2. The resident should be the principal learner-investigator. The position of authorship in a multi-author work in and of itself is not critical, although first or second authorship is preferred.
3. If more than one resident is among the authors, credit shall be given to the principal (as designated by investigators/program), though an allowance might be extended for more than one resident participant in extensive projects where the residents can define their specific involvement in the project, as attested to by faculty investigators/authors.
4. In brief, the International Committee of Medical Journal Editors (ICMJE) rules of authorship should be followed:

a. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
b. Drafting the work or revising it critically for important intellectual content; AND
c. Final approval of the version to be published; AND
d. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Section 5: Evaluation

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Questions concerning *"The program must have a clearly defined process for remediation of resident underperformance. (Core) "* (5.1.e.1) , *"This plan should be signed by the resident and placed in the resident's individual file. (Core) "* (5.1.e.1.b.1)

Q: How does the Review Committee expect programs to demonstrate a defined process for remediation of resident underperformance?

A: Programs can develop their own process for resident remediation, which should include a written plan identifying the problems and addressing how those problems can be corrected. Programs can also use remediation policies and processes developed by the department and/or Sponsoring Institution.

Questions concerning *"Clinical Competency Committee"* (5.3)

Q: What is the role of the program director on the Clinical Competency Committee (CCC)?

A: The requirements regarding the CCC do not preclude or limit a program director's participation on the committee, however, programs should consult with Review Committee staff for any specialty or subspecialty-specific guidance. The intent is to leave flexibility for each program to decide the best structure for its own circumstances. Still, a program should consider: its program director's other roles as resident/fellow advocate, advisor, and confidante; the impact of the program director's presence on the other CCC members' discussions and decisions; the size of the program faculty; and other program-relevant factors. The program director has final responsibility for the program's evaluation and promotion decisions.

Questions concerning *"Clinical Competency Committee"* (5.3)

Q: What is the role of the program coordinator on the CCC?

A: Program coordinators play a critical role in their programs and may, through the program's resident/fellow evaluation system, provide valuable insight on resident/fellow performance in areas such as interpersonal and communication skills, teamwork, and professionalism. Further, the program coordinator may, at the program director's discretion, attend CCC meetings to support the activities of the CCC, such as collation of data on each resident/fellow, taking meeting minutes, recording decisions, and managing the submission of Milestones data to the ACGME. However, evaluation of resident/fellow competence related to the Milestones for patient care and medical knowledge is a vital responsibility of the CCC and these assessments should be made by individuals with background and experience in health care. Therefore, program coordinators, although they may administratively support the committee and take part in the 360 assessments of the residents/fellows, may not serve as voting members of the CCC.

Questions concerning *"At a minimum, the Clinical Competency Committee must include three members of the program faculty, at least one of whom is a core faculty member. (Core)"* (5.3.a)

Q: How can small programs have three program faculty members on the CCC?

A: The intent is to have enough members to broaden the input on each resident's/fellow's evaluation. Program faculty representation can include more than physician faculty members, such as other physicians and non-physicians who teach and evaluate the program's residents/fellows. For example, a fellowship may include faculty members from the affiliated residency program or from required rotations in other specialties.

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Questions concerning *"At a minimum, the Clinical Competency Committee must include three members of the program faculty, at least one of whom is a core faculty member. (Core)"* (5.3.a)

Q: What role can program residents, including chief residents who have not completed the program, play on the CCC?

A: Program residents and chief residents in accredited years of the program may provide input to the CCC Chair and/or the program director, outside the context of CCC meetings, through the evaluation system. However, to ensure that residents' peers are not involved in promotion and graduation decisions, and that they are not involved in recommendations for remediation or disciplinary actions, these residents may not serve as CCC members or attend CCC meetings.

Section 6: The Learning and Working Environment

Questions concerning *"Residents and faculty members must receive data on quality metrics and benchmarks related to their patient populations. (Core)"* (6.4)

Q: With regards to the requirement relating to provision of data to residents/fellows and faculty members on quality metrics and benchmarks related to their patient populations, is the expectation that individual data regarding clinical performance must be provided?

A: Providing individual, specialty-specific data is desirable, but not required. The requirement seeks to ensure that quality metrics used by the Sponsoring Institution are shared with residents/fellows and faculty members. Examples of metrics include, but are not limited to, those provided by the Hospital Consumer Assessment of Healthcare Providers and Systems, Centers for Medicaid and Medicare Services, Press Gainey, and National Surgical Quality Improvement Program.

Questions concerning *"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. (Core)"* (6.6) , *"Direct Supervision"* (6.7) , *"The program must define when physical presence of a supervising physician is required. (Core)"* (6.8)

Q: How should the appropriate level of supervision be determined for each resident or fellow?

A: The assignment of progressive responsibility for patient care to residents and fellows is an essential component of graduate medical education and is necessary to prepare residents and fellows to be independent practitioners. While decisions regarding the appropriate level of supervision are made by the program director in consultation with the CCC, the Common Program Requirements provide a framework for the progression from direct supervision to oversight. The program director determines the level of supervision required for an individual resident or fellow both by assessing the abilities and competence of the resident/fellow and the needs of the individual patient. Therefore, the level of supervision required for a resident or fellow may vary based on the circumstances.

Questions concerning *"PGY-1 residents must initially be supervised directly, only as described in the above definition. (Core)"* (6.7.a)

Q: Can PGY-1 residents take at-home call, and if so, what are the work hour restrictions for this?

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A: PGY-1 residents are not initially allowed to take at-home call because appropriate supervision (either direct supervision or indirect supervision with direct supervision immediately available) is not possible when a resident is on at-home call. However, a Review Committee may specify the circumstances and achieved competencies required for residents to progress to be supervised indirectly with direct supervision available at some point after the beginning and before the end of the PGY-1. Program directors should review the specialty-specific Program Requirements for further clarification.

Questions concerning *"The program director, in partnership with the Sponsoring Institution, must provide a culture of professionalism that supports patient safety and personal responsibility. (Core)"* (6.12.d) , *"Residents and faculty members must demonstrate an understanding of their personal role in the safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and safety events. (Core)"* (6.12.e) , *"Moonlighting"* (6.25) , *"PGY-1 residents are not permitted to moonlight. (Core)"* (6.25.b)

Q: In addition to the 80-hour maximum weekly limit, do all other clinical and educational work hour rules apply to moonlighting (maximum clinical and educational work period length, minimum time off between shifts, etc.)?

A: The hours spent moonlighting are counted toward the total hours worked for the week. No other clinical and educational work hour requirements apply, but the following requirements do:

- 6.25 “Moonlighting must not interfere with the ability of the resident/fellow to achieve the goals and objectives of the educational program, and must not interfere with the resident’s/fellow’s fitness for work nor compromise patient safety.”
- 6.12.d.-6.12.e.“The program director, in partnership with the Sponsoring Institution, must provide a culture of professionalism that supports patient safety and personal responsibility. Residents/Fellows and faculty members must demonstrate an understanding of their personal role in the safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and safety events.”

Questions concerning *"identification of the symptoms of burnout, depression, and substance use disorders, suicidal ideation, or potential for violence, including means to assist those who experience these conditions; (Core)"* (6.13.d.1)

Q: Can residents/fellows be required to use vacation or sick time when attending appointments during scheduled working hours?

A: The requirements do not specify whether residents/fellows will be required to use vacation or sick time for medical, dental, and mental health appointments. Programs should comply with their institution’s policies regarding time off for such appointments.

The intent of this requirement is to ensure that residents and fellows are able to attend appointments as needed, and that their work schedule not prevent them from seeking care when they need it, including during scheduled call days.

Questions concerning *"Transitions of Care"* (6.19)

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Q: What are the ACGME's expectations regarding transitions of care, and how should programs and institutions monitor effective transitions of care and minimize the number of such transitions?

A: Transitions of care are critical elements in patient safety and must be organized such that complete and accurate clinical information on all involved patients is transmitted between the outgoing and incoming individuals and/or teams responsible for the specific patient or group of patients. Sponsoring Institutions and programs are expected to have a documented process in place for ensuring the effectiveness of transitions. Scheduling of on-call assignments should be optimized to ensure a minimal number of transitions, and there should be documentation of the process involved in arriving at the final schedule. Specific schedules will depend upon various factors, including the size of the program, the acuity and quantity of the workload, and the level of resident/fellow education.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: What are the ACGME's expectations regarding monitoring of clinical and educational work hours for all accredited programs?

A: The ACGME requires that Sponsoring Institutions and programs monitor residents'/fellows' clinical and educational work hours, including work done from home (as applicable), to ensure they comply with the requirements, but does not specify how monitoring and tracking of clinical and educational work hours should be accomplished. The ACGME does not mandate a specific monitoring approach since the ideal approach should be tailored to each program and its Sponsoring Institution.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: Do the ACGME Common Program Requirements related to clinical and educational work hours apply to research activities?

A: The clinical and educational work hour requirements pertain to all required hours in the program (the only exceptions are reading and self-learning). When research is a formal part of the residency/fellowship and occurs during the accredited years of the program, research hours or any combination of research and patient care activities must comply with the weekly limit on hours and other pertinent clinical and educational work hour requirements.

When programs offer an additional research year that is not part of the accredited years, or when residents/fellows conduct research on their own time, making these hours identical to other personal pursuits, these hours do not count toward the limit on clinical and educational work hours. The combined hours spent on self-directed research and program-required activities should meet the test for a reasonably rested and alert resident/fellow when the resident/fellow participates in patient care.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: What is included in the definition of clinical and educational work hours under the requirement limiting them to 80 hours per week?

A: Clinical and educational work hours are defined as all clinical and academic activities related to the residency/fellowship program. This includes inpatient and outpatient clinical care, in-house call, short call, night float and day float, transfer of patient care, and adminis-

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trative activities related to patient care, such as completing medical records, ordering and reviewing lab tests, and signing orders. For call from home, time devoted to clinical work done from home and time spent in the hospital after being called in to provide patient care count toward the 80-hour weekly limit. Types of work from home that must be counted include using an electronic health record and taking calls. Reading done in preparation for the following day's cases, studying, and research done from home do not count toward the 80 hours.

Hours spent on activities that are required in the accreditation requirements, such as membership on a hospital committee, or that are accepted practice in residency/fellowship programs, such as residents'/fellows' participation in interviewing residency/fellowship candidates, must be included in the count of clinical and educational work hours.

Time residents and fellows devote to military commitments counts toward the 80-hour limit only if that time is spent providing patient care.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: If some of a program's residents/fellows attend a conference that requires travel, how should the hours be counted for clinical and educational work hour compliance?

A: If attendance at the conference is required by the program, or if the resident/fellow is a representative for the program (e.g., presenting a paper or poster), the hours should be included as clinical and educational work hours. Travel time and non-conference hours while away do not meet the definition of "clinical and educational work hours" in the ACGME requirements.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: Why do the requirements specify that clinical work done from home must count toward the 80-hour weekly maximum, averaged over four weeks?

A: The requirements acknowledge the changes in medicine, including electronic health records, and the increase in the amount of work residents and fellows choose to do from home. Resident/Fellow decisions to complete work at home should be made in consultation with the resident's/fellow's supervisor. In such circumstances, residents/fellows should be mindful of their professional responsibility to complete work in a timely manner and to maintain patient confidentiality. The requirement provides flexibility for residents/fellows to do this while ensuring that the time spent completing clinical work from home is accomplished within the 80-hour weekly maximum.

Questions concerning *"Maximum Hours of Clinical and Educational Work per Week"* (6.20)

Q: How should the averaging of the clinical and educational work hour requirements (e.g., 80-hour weekly limit, one day free of clinical and educational work every week, and call no more frequently than every third night) be handled? For example, what should be done if a resident/fellow takes a vacation week?

A: Averaging must occur by rotation. This is done over one of the following: a four-week period; a one-month period (28-31 days); or the period of the rotation if it is shorter than four weeks. When rotations are shorter than four weeks in length, averaging must be made

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over these shorter assignments. This avoids heavy and light assignments being combined to achieve compliance.

If a resident/fellow takes vacation or other leave, the ACGME requires that vacation or leave days be omitted from the numerator and the denominator for calculating clinical and educational work hours, call frequency, or days off. The requirements do not permit a "rolling" average, because this may mask compliance problems by averaging across high and low clinical and educational work hour rotations. The rotation with the greatest hours and frequency of call must comply with the common clinical and educational work hour requirements.

Questions concerning *"Residents must have at least 14 hours free of clinical work and education after 24 hours of in-house call. (Core)"* (6.21.a)

Q: If a post-call resident/fellow remains on site for up to four additional hours as described in the requirements, does the required 14-hour time-off period begin at the end of the scheduled 24-hour period, or when the resident/fellow leaves the hospital?

A: The 14-hour time-off period begins when the resident/fellow completes all required clinical and educational work, regardless of when the resident/fellow was scheduled to leave.

Questions concerning *"Residents must be scheduled for a minimum of one day in seven free of clinical work and required education (when averaged over four weeks). At-home call cannot be assigned on these free days. (Core)"* (6.21.b)

Q: Since the requirements state that residents/fellows must be provided with one day in seven free from all responsibilities, with one day defined as one continuous 24-hour period, how should programs interpret this requirement if the "day off" occurs after a resident's/fellow's on-call day?

A: The requirements specify a 24-hour day off. This day should ideally be a calendar day (i.e., the resident/fellow wakes up at home and has a whole day available). It is not permissible to have the day off regularly or frequently scheduled on a resident's/fellow's post-call day, but in smaller programs this may occasionally be necessary. Note that in this case, a resident/fellow would need to leave the hospital post-call early enough to allow for 24 hours off from clinical and educational work. Because call from home does not require a rest period, the day after home call may be used as a day off.

Questions concerning *"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. Additional patient care responsibilities must not be assigned to a resident during this time. (Core)"* (6.22.a)

Q: What activities are permitted during the four hours allowed for activities related to patient safety and/or resident/fellow education?

A: Residents/fellows who have completed a 24-hour clinical and educational work period may spend up to an additional four hours on site to ensure an appropriate, effective, and safe transition of care (including rounds), to maintain continuity of patient care, and to participate in educational activities such as conferences. During this four-hour period, residents/fellows must not be permitted to participate in the care of new patients in any patient care setting; must not be assigned to outpatient clinics, including continuity clinics; and must not

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be assigned to participate in a new procedure, such as an elective scheduled surgery. Residents/fellows who have satisfactorily completed the transition of care may attend an educational conference that occurs during this four-hour period.

Questions concerning *"At-Home Call"* (6.28)

Q: Is it permissible for residents/fellows to take call from home for extended periods, such as a month?

A: No. The requirement for one day free every week prohibits being assigned home call for an entire month. Assignment of a partial month (more than six days but fewer than 28 days) is possible. However, keep in mind that call from home is appropriate if service intensity and frequency of being called is low. Program directors are expected to monitor the intensity and workload resulting from home call through periodic assessment of workload and intensity of in-house activities.

Questions concerning *"At-Home Call"* (6.28) , *"At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident. (Core)"* (6.28.a)

Q: Which requirements apply to time in the hospital after being called in from home call?

A: For call taken from home (home or pager call), the time a resident/fellow spends in the hospital after being called in counts toward the weekly clinical and educational work hour limit. The only other numeric clinical and educational work hour requirement that applies is the one day free of clinical and educational work every week that must be free of all patient care responsibilities, which includes at-home call. Program directors must monitor the intensity and workload resulting from at-home call through periodic assessment of the frequency of being called into the hospital, and the length and intensity of the in-house activities.

When residents/fellows assigned to at-home call return to the hospital to care for patients, a new time-off period is not initiated, and therefore the requirement for eight hours between shifts does not apply. The frequency and duration of clinical work done from home and time returning to the hospital must not preclude rest or reasonable personal time for residents/fellows.

Other

Q: Often, PGY-5 (R4) residents want to concentrate their education and training in a subspecialty area of radiology. What considerations should be given to these resident requests?

A: During the final year of diagnostic radiology residency (PGY-5), residents should be allowed, within program resources, to select and participate in rotations, including “general radiology,” that will reflect their desired areas of concentration as they enter practice.

Q: In meeting the established Case Log minimums, can programs use teaching file cases or cases that were only observed by the resident to supplement the residents’ procedure numbers?

A: No; only actual clinical cases in which residents were directly involved can be recorded for credit in the Case Log System.

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Q: Is it possible for more than one resident to take credit for the same case?

A: The Committee has determined that other than I-131 therapies, procedures should not be shared by, nor should credit be given to, more than one resident, including for mammograms.

For I-131 therapies, up to two residents may share and claim credit for the same case.

Q: Can residents read cases for hospitals and/or outside imaging centers that are not officially part of the teaching program?

A: The Review Committee determined that this activity is acceptable as long as the external cases are being used for education, are supervised by program faculty member(s), and are documented.

Q: Can the clinical and educational work hour requirements be relaxed over holidays or during other times when a hospital is short-staffed, during periods when some residents/fellows are ill or on leave, or when there is an unusually large patient census or demand for care?

A: The ACGME expects that clinical and educational work hours in any given four-week period comply with all applicable requirements. This includes months with holidays, during which institutions may have fewer staff members available. During the holiday period, scheduling for the rotation (generally four weeks or a month) must comply with the common and specialty-specific clinical and educational work hour requirements. Further, the schedule during the holidays themselves may not violate common clinical and educational work hour requirements (such as the requirement for adequate rest between clinical and educational work periods), or specialty-specific requirements.

Q: Where are the ACGME Resident/Fellow and Faculty Survey -Common Program Requirements Crosswalk documents located?

A: The crosswalk documents for the Resident/Fellow and Faculty Surveys can be found on the ACGME website here. These resources help programs, residents, fellows, and faculty understand and interpret their ACGME Resident/Fellow and Faculty Survey results by mapping ACGME survey questions to the corresponding Common Program Requirements.

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