

# Review Committee for Anesthesiology Update

Manuel Vallejo, MD, DMD, Chair

Cheryl Gross, MA, CAE, Executive Director

# Conflict of Interest Disclosure

**Speaker(s):** Manuel Vallejo, MD, DMD  
Cheryl Gross, MA, CAE

## Disclosure

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



# Current Review Committee Members

#ACGME2024

Manuel Vallejo Jr., MD ( <i>Chair</i> )	Alex Macario, MD, MBA
Anne Marie McKenzie-Brown, MD ( <i>Vice Chair</i> )	Susan Martinelli, MD
David Rodgers, EdD ( <i>Public Member</i> )	Thomas McLoughlin Jr., MD
Tara Dhawan, MD ( <i>Resident Member</i> )	Jill Mhyre, MD
Jennifer Hargrave, DO	Vivek Moitra, MD
Adam Levine, MD	Chaunessie Baggett ( <i>Ex-Officio, AOA</i> )
Timothy Long, MD	Michele Pore, MBA, CAE ( <i>Ex-Officio, ABA</i> )



# Trends in Core Anesthesiology Programs

Academic Year	# Approved Resident Positions	# Core Programs
2022-2023	8,113	165
2021-2022	7,859	166
2020-2021	7,640	161
2019-2020	7,531	160
2018-2019	7,299	153
<b>5-Year Trend</b>	<b>↑ 11.2%</b>	<b>↑ 7.8%</b>

# Core Anesthesiology Program Size – 2022-2023

Number of Filled Positions	# of Programs
0 Residents	3
1-24 Residents	49
25-49 Residents	51
50-74 Residents	36
74-99 Residents	17
100+ Residents	9

	# of Filled Positions
Range	0-111
Mode	12
Median	40
Mean	44

**89.5% Fill**

# Subspecialty Programs 2022-2023

Subspecialty	Number of Programs	Filled	Active Fellows
Adult Cardiothoracic	75	96.0%	263
Critical Care Medicine	65	84.1%	222
Obstetric Anesthesiology	41	87.0%	60
Pain Medicine	115	94.3%	434
Pediatric Anesthesiology	62	80.3%	216
Pediatric Cardiac	15	81.5%	22
Regional Anesthesiology and Acute Pain Medicine	42	92.7%	101

# Annual Review Committee Activities

- Applications for new programs
- Permanent complement increase requests
- Annual data
  - *Programs with Citations*
  - *Programs with Annual Data Indicators*
- 10-year site visit reports



# Accreditation Status All Programs – 2022-2023

Status	Number of Programs	Percent
Initial Accreditation	45	7.8%
Continued Accreditation	526	90.7%
Continued Accreditation with Warning	6	1.0%
Probation	0	--
Withdrawn	3	0.5%



# Common Citations

- Faculty and Resident Scholarly Activity
- Qualifications of Faculty (subspecialty)
- Responsibilities of Program Director (Failure to provide accurate information)
- Responsibilities of Faculty
- Curricular Development
- Evaluation of Residents
- Educational Program—Patient Care Experience and Didactic Components



# NOW! Major Revisions of the Subspecialty Program Requirements

- Taking comments **NOW** on proposed revisions

Adult Cardiothoracic Anesthesiology	Obstetric Anesthesiology
Critical Care Medicine Anesthesiology	Pediatric Anesthesiology

- Use QR code for [web page](#).
- Common Program Requirement changes will **NOT** be considered – specialty-specific changes **ONLY**



# Temporary Complement Increases

- **NEW! NOT** required for increases for 90 days or fewer
- Programs with Continued Accreditation – reviewed as they are submitted
  - *Remediation*
  - *Off-cycle residents*
- **NOT** for long-term “temporary-permanent” increases (i.e., multiple-year temporary increases with a rationale that “the position is funded”)
- Multiple-year increases for the same position will **NOT** be approved

# Permanent Complement Increases

- Reviewed at the Review Committee's scheduled meeting
- Need SOLID educational rationale (increased need for coverage does **NOT** qualify)
- Review Committee reviews
  - *Case Log reports – 2-3 years*
  - *Board pass rates, and ultimate board pass rates*
  - *Proposed block diagram*
  - *Major Changes and Other Updates*
  - *Program responses to citations (as applicable)*

# Medical, Parental, Caregiver Leave(s) of Absence

## ACGME Institutional Requirements, effective July 2022

- Minimum of six weeks of leave at least once and at any time during an ACGME-accredited program
- Provide residents/fellows equivalent of 100 percent of salary for first six weeks of first approved leave
- At least one week of paid time off outside the first six weeks of first approved leave
- Continue health and disability insurance benefits for residents/fellows and eligible dependents during approved leave

# Medical, Parental, Caregiver Leave(s) of Absence

- Review Committee allows flexibility in approved leaves of absence
  - *Clinical experience requirements must be met (includes case logs)*
  - *Clinical Competency Committee must deem the affected resident fully prepared for autonomous practice*
- Review ABA (or AOBA) Absence from Training policy

# Competency-Based Medical Education

- ABMS-ACGME Symposium – held August 2022, February 2023, June 2023, May 2024
- Review Committee plans to incorporate as part of its major Program Requirement revisions (2026)
- In the meantime – AIRE process
  - *Promoting innovation for programs*
  - *Can permit reprieve from specific requirements based on proposal*



# Rural Track Program Designation

- Processes developed to address accredited programs that meet CMS definition of “rural track”
- Urban teaching hospitals can obtain DGME and IME financing through partnerships with rural hospitals and sites
- Info found [HERE](#).
- Contact: [muap@acgme.org](mailto:muap@acgme.org) or 312.755.7458



# Program Review



# Annual Timeline

Aug/Sep

Oct/Nov

January

April

Annual ADS  
Data Input

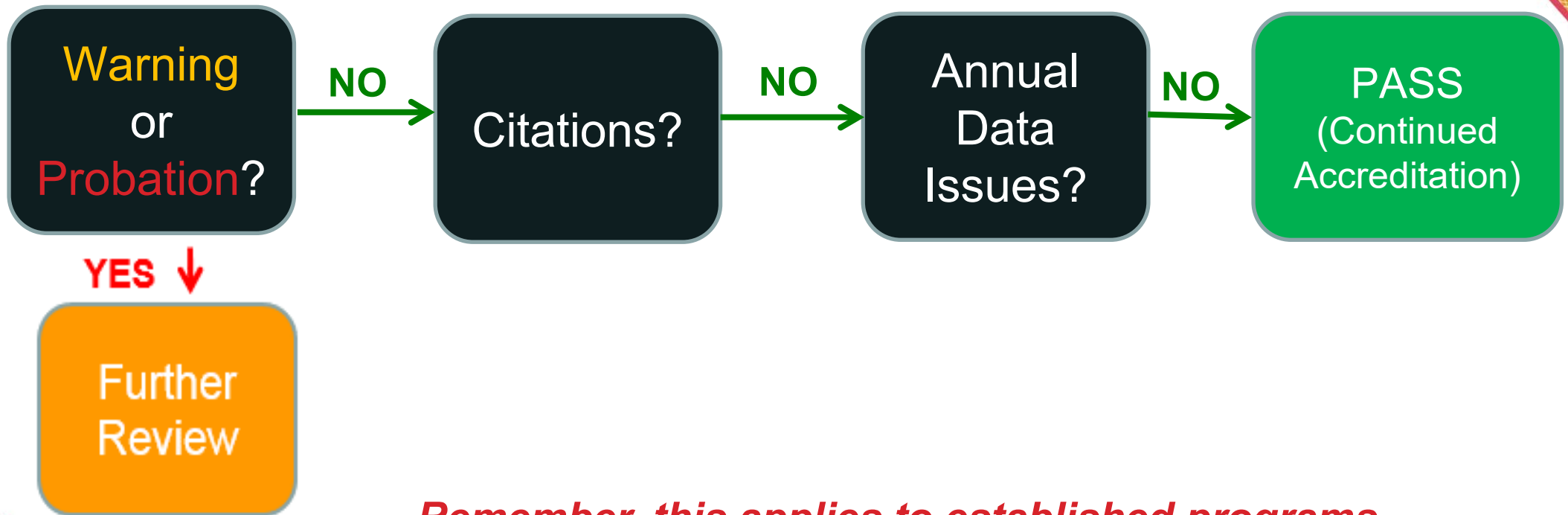
Data  
Analysis

ANRC  
Meeting  
Review

ANRC  
Meeting  
Follow Up

↓  
Majority of  
Programs  
Reviewed

# Annual Data Review Process



*Remember, this applies to established programs (not on Initial Accreditation).*

# The Review Process

## Staff Review

- *Broad Review of all Data – Concerns Flagged*

## Committee Review

- *Programs on Warning or Probation*
- *Programs with Active Citations*
- *Data Concerns*

# Annual Data Indicators

- Surveys – Resident/Fellow and Faculty
- Board Pass Rates
- Clinical Experience and Case Logs
- Scholarly Activity – Faculty and Resident/Fellow
- Attrition
- Information Omission
- Major Changes/Responses to Citations



# Accreditation Status

Continued Accreditation

Continued Accreditation with Warning

Probation

Withdrawal of Accreditation

# Continued Accreditation

Substantial compliance with requirements

- *Programs may or may not have Citations or Areas for Improvement (AFIs) issued*

Review Committee will continue annual review of indicators

Programs can innovate around “Detail” Requirements (*not “Core” or “Outcome” Requirements*)

# Continued Accreditation with Warning

## Areas of Non-Compliance Jeopardize Accreditation

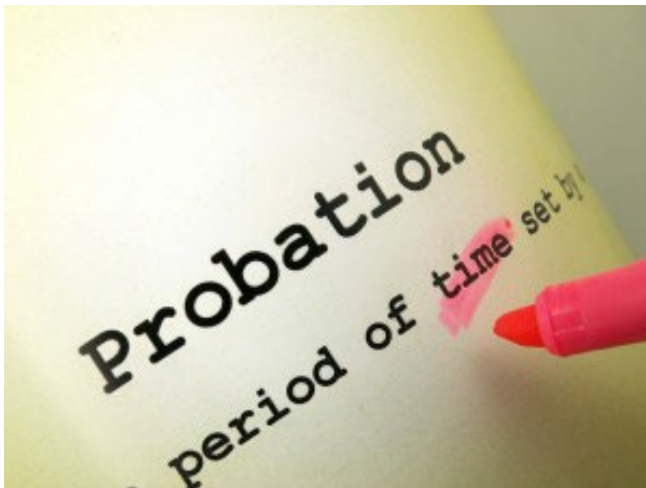
- *No increase in complement*
- *Status is published on ACGME website*
- *Do NOT need to inform residents*





# Probation

Must have a site visit *before* conferring this status



- *No increase in complement*
- *Status is published on ACGME website*
- ***Must inform residents and applicants in writing***

# Letter of Notification

## Citations

- More serious concerns than AFIs
- Linked to Program Requirements
- Require written response in ADS
- Review Committee will review again the following year (Extended or Resolved)

# Letter of Notification

## AFIs

- Concerns do not reach level of citation (trends)
- No written response required
- Should be reviewed with Program Evaluation Committee (PEC)
- Review Committee will review again following year
- Unresolved AFIs may become citations

# Faculty Certification

Certification information is automatically pulled from ABMS certification information

Any additional certifications, including AOA, still need to be updated manually during the Annual Update



# Tips

#ACGME2024





# Common Review Committee Concerns

## Inaccurate/Incomplete information in Annual ADS Update

- *Faculty licensure, qualifications*
- *Faculty/resident scholarly activity*
- *Response to Citations*
- *Lack of documentation (when requested)*
- *Block diagram information/format*

# Website Information

- [Block Diagram Instructions](#)
- [FAQs](#)
- **Video Shorts**
  - [Avoiding Common Errors in the ADS Annual Update](#)
  - [Completing an Application for ACGME Accreditation](#)

# How to Respond to Citations

- Look at citation with an open mind
  - *It's not personal!*
  - *Citations are based on the information the Review Committee sees*
- If it's not written, it didn't happen
- Have others read responses for tone – strive for objectivity



# How to Respond to Citations

- Provide the information requested
  - *If data is requested, provide the data*
  - *If you don't understand, call or email*
- Thoroughly respond to each concern within the citation and beyond
  - *If there are multiple concerns, show how they've been resolved or are being resolved*



# HOW TO **REALLY** RESPOND TO CITATIONS TO RESOLVE THEM

- How did you engage residents and faculty members in investigating the issue?
- What is the issue?
- What actions will/have you implemented to correct the issue?
- How will you monitor and sustain the improvement?

# Other Initiatives



# Coordinator Timelines

- Developed by the ACGME Coordinator Advisory Group
  - Residency
  - Fellowship
  - Institutional
- Orientation Manual for Coordinators (*summer 2024*)

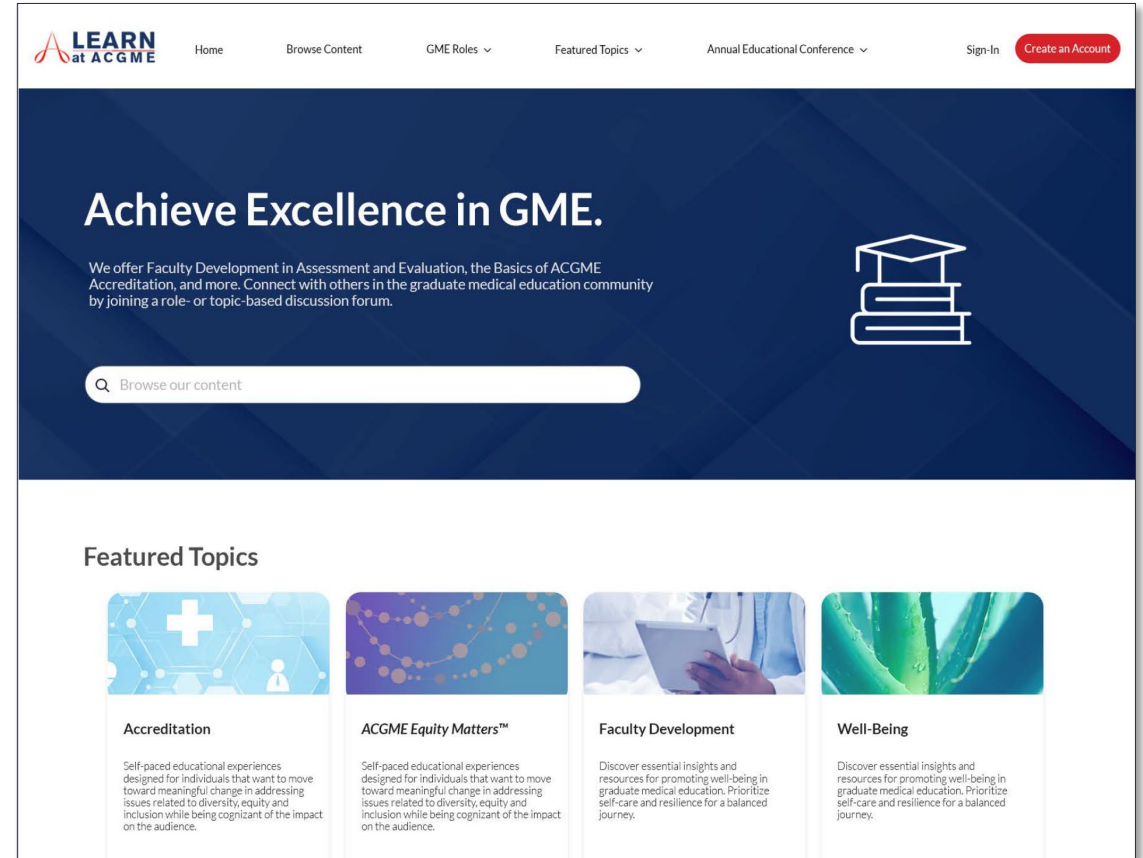
## Learn at ACGME Redesign Coming Soon!

Visit [dl.acgme.org](https://dl.acgme.org) or scan the QR code.



Have a question or need assistance? Contact us!

[desupport@acgme.org](mailto:desupport@acgme.org)



The screenshot shows the ACGME online learning portal website. The header includes the ACGME logo, navigation links for Home, Browse Content, GME Roles, Featured Topics, and Annual Educational Conference, and a Sign-In button with a Create an Account button. The main content area features a dark blue background with the heading "Achieve Excellence in GME." and a sub-heading "We offer Faculty Development in Assessment and Evaluation, the Basics of ACGME Accreditation, and more. Connect with others in the graduate medical education community by joining a role- or topic-based discussion forum." A search bar with the placeholder text "Browse our content" is located below the main heading. To the right of the search bar is an icon of a graduation cap. Below the main content area is a section titled "Featured Topics" with four cards: Accreditation, ACGME Equity Matters™, Faculty Development, and Well-Being. Each card includes a brief description of the content.

# Remediation Toolkit

## If You Build It, They Will Come:

### Designing a Centralized Remediation Program

Karen M. Warburton, MD, FACP, FASN  
Associate Professor of Medicine  
Director, Clinician Wellness Program  
Director, GME Advancement  
University of Virginia School of Medicine

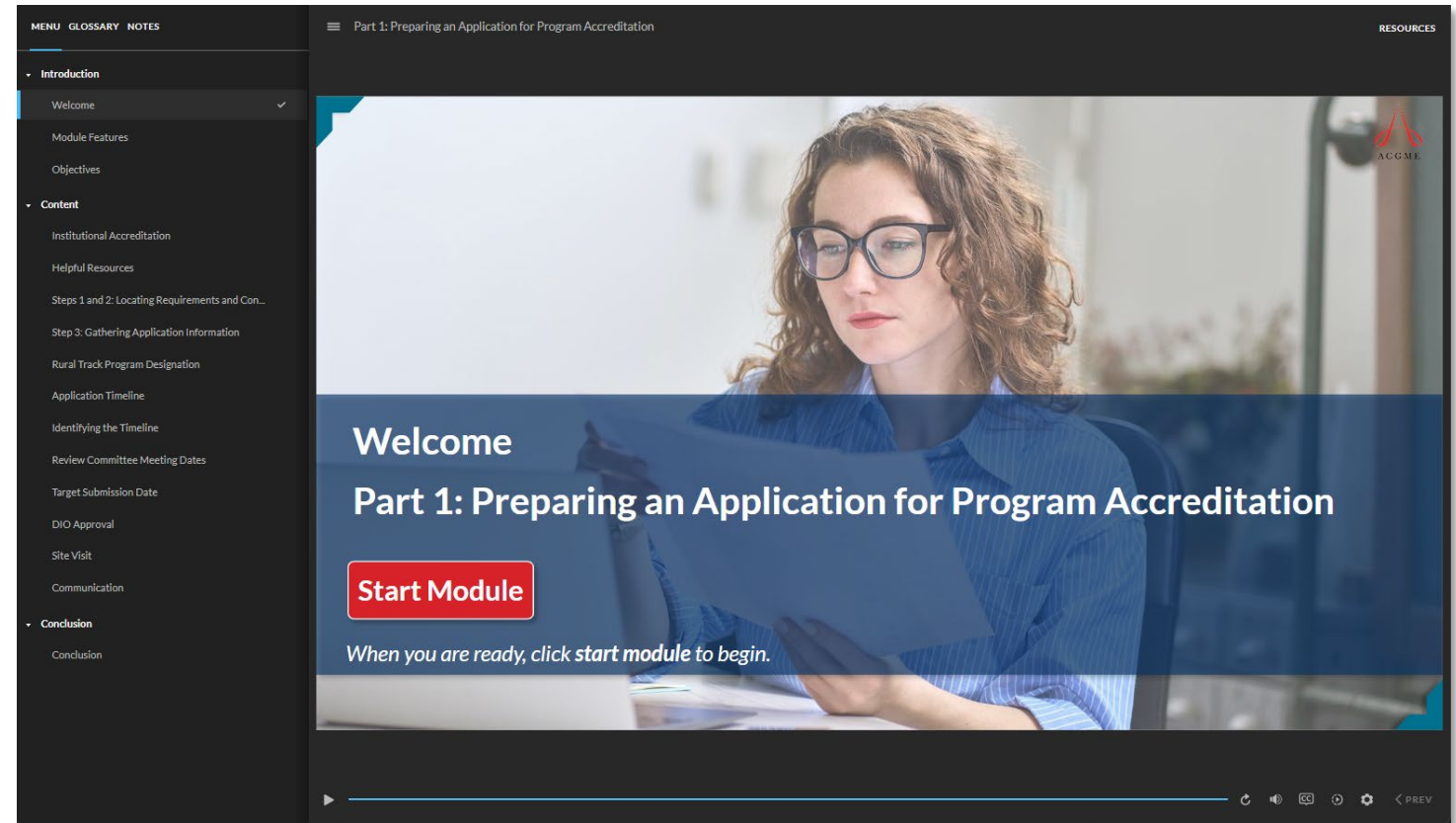


- 11 modules authored by **renowned experts** in the field
- Equips participants with tools for **addressing needs of struggling learners**
- **CME** offered after completion

*The ACGME designates this enduring material for a maximum of*  
**5.25 AMA PRA Category 1 Credits.**<sup>TM</sup>

# Applying for Program Accreditation Course

- Three-part course and **step-by-step guide**
- For those **new** to the process, as well as a refresher for **experienced** users
- Explanation of key steps, timeline, and the **review process** after submission



# Faculty Development Toolkit: Improving Assessment Using Direct Observation

- Faculty development materials around **direct observation and feedback**
- Evidence-based **video prompts**
- Answer keys and **facilitator guides**
- **Microlearning** lessons with associated slides and guides

The screenshot shows the website header with the LEARN at ACGME logo and a navigation menu including: Toolkit Home, Overview, Microlearnings, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, and Questions and Feedback. The main content area features a large blue banner for the 'Faculty Development Toolkit' with the subtitle 'Improving Assessment Using Direct Observation'. Below this, there are two video thumbnails: 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation' and 'Navigation Faculty Development Toolkit: Improving Assessment Using Direct Observation'.

## Counseling Videos

Hyperlipidemia	Back Pain	Constipation
		
Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.	Resident counsels a 42-year-old male with severe acute low back pain and sciatica with a normal neurologic exam. The patient has not tried any conservative measures. In the video there is an opportunity to discuss diagnosis and management and address patient request for MRI and narcotics.	Resident counsels a 49-year-old healthy woman with worsening constipation for three months. The patient has episodic hematochezia and a hemorrhoid was found during a rectal exam. The patient's paternal grandfather had late-onset colon cancer.
<a href="#">Video A (4:37) Answer Key</a> <a href="#">Video B (7:10) Answer Key</a> <a href="#">Video C (13:48) Answer Key</a>	<a href="#">Video A (3:15) Answer Key</a> <a href="#">Video B (7:53) Answer Key</a> <a href="#">Video C (11:37) Answer Key</a>	<a href="#">Video A (5:30) Answer Key</a> <a href="#">Video B (9:02) Answer Key</a> <a href="#">Video C (11:31) Answer Key</a>



# Program Coordinator Course

- For **new and seasoned** coordinators
- Covers a **wide range of topics** important to program coordinators
- **Videos** from working coordinators
- **Summer 2024**

The screenshot displays a course interface with three modules, each with a 'Start' button and a video thumbnail. The first module, 'Recruitment for Program Coordinators', includes topics like recruitment basics, review process, interviews, and match process. The second module, 'Review and Recognition Committees for Program Coordinators', covers committee basics. The third module, 'Program Requirements for Program Coordinators', covers requirements by specialty. The interface uses a red and white color scheme with circular navigation indicators.

**RECRUITMENT**

Recruitment for Program Coordinators

Module

Included in this lesson:

- Recruitment basics for Program Coordinators
- Recruitment review process
- Interviews
- Match Process

Start

**REVIEW AND RECOGNITION COMMITTEES**

Review and Recognition Committees for Program Coordinators

Module

Included in this lesson:

- Review and Recognition Committee basics

Start

**PROGRAM REQUIREMENTS**

Program Requirements for Program Coordinators

Module

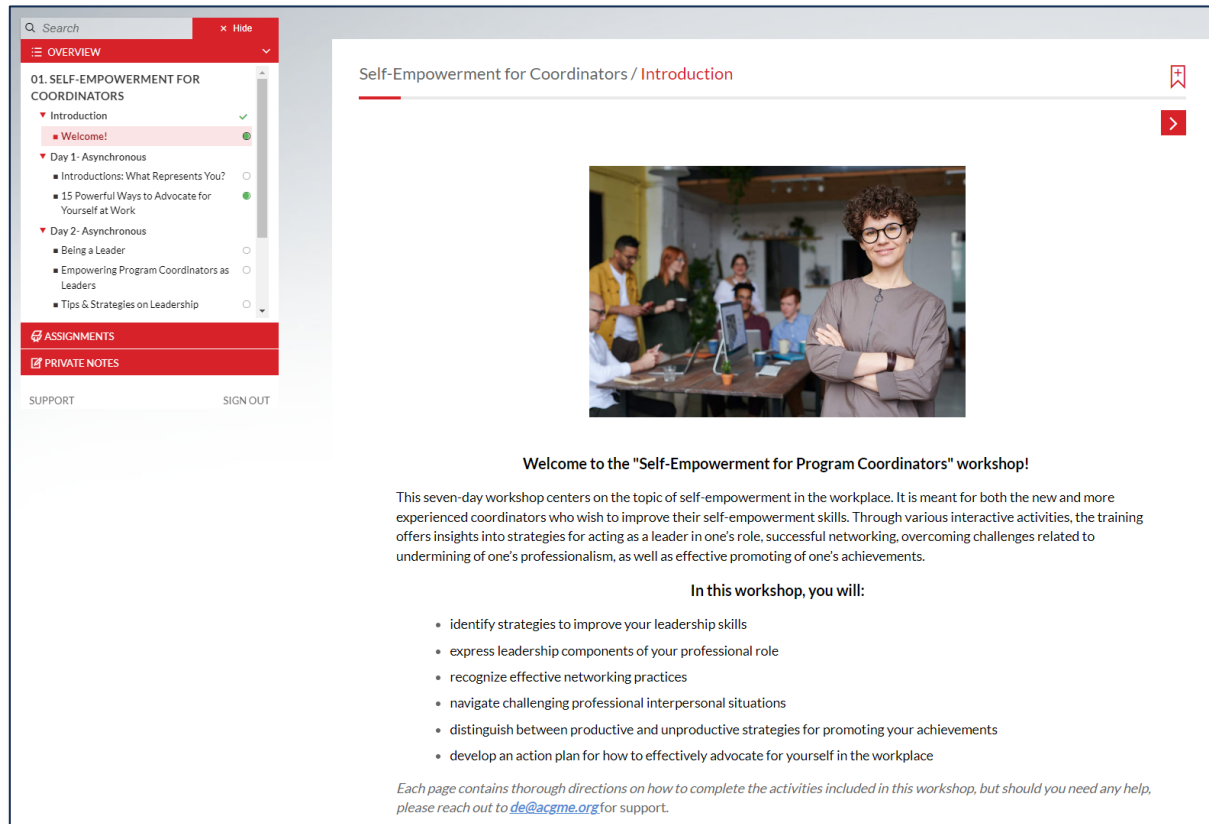
Included in this Lesson:

- Program Requirements
- Program Requirements by Specialty

Start

# Virtual Workshop

## Self-Empowerment for Program Coordinators



The screenshot shows a web-based learning portal. On the left is a navigation menu with sections for 'OVERVIEW', 'ASSIGNMENTS', and 'PRIVATE NOTES'. The 'OVERVIEW' section lists the workshop's structure: '01. SELF-EMPOWERMENT FOR COORDINATORS', 'Introduction', 'Day 1- Asynchronous', and 'Day 2- Asynchronous'. The main content area is titled 'Self-Empowerment for Coordinators / Introduction' and features a photo of a woman with glasses and a brown top standing in a meeting room. Below the photo is a welcome message and a list of workshop objectives.

Welcome to the "Self-Empowerment for Program Coordinators" workshop!

This seven-day workshop centers on the topic of self-empowerment in the workplace. It is meant for both the new and more experienced coordinators who wish to improve their self-empowerment skills. Through various interactive activities, the training offers insights into strategies for acting as a leader in one's role, successful networking, overcoming challenges related to undermining of one's professionalism, as well as effective promoting of one's achievements.

In this workshop, you will:

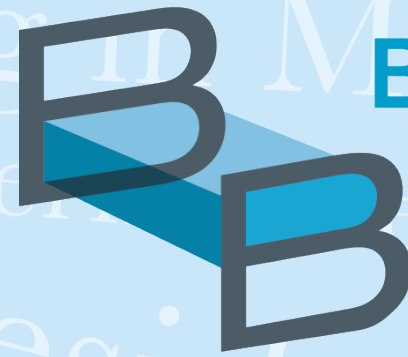
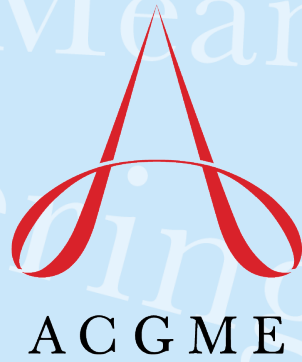
- identify strategies to improve your leadership skills
- express leadership components of your professional role
- recognize effective networking practices
- navigate challenging professional interpersonal situations
- distinguish between productive and unproductive strategies for promoting your achievements
- develop an action plan for how to effectively advocate for yourself in the workplace

*Each page contains thorough directions on how to complete the activities included in this workshop, but should you need any help, please reach out to [de@acgme.org](mailto:de@acgme.org) for support.*

- Seven-day workshop for new and experienced program coordinators
- Interactive activities and virtual **synchronous workshop**
  - Leadership **strategies**
  - **Networking** opportunities
  - Asserting your **professionalism**

- **April 15-21, 2024**
- **Registration required**





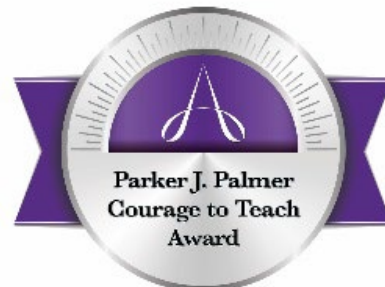
# BACK TO BEDSIDE



- **Funding opportunity** for resident/fellow-led teams
- Builds deeper connections with patients

Scan the QR code for more information and to download the Request for Proposals.

**DEADLINE: APRIL 22, 2024**



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

**Deadline:  
Wednesday, March 27, 2024**

For additional information and to download nomination materials:

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



# CONTACT US

## We want to help!

#ACGME2024

### Review Committee Staff

Cheryl Gross: [cgross@acgme.org](mailto:cgross@acgme.org)

Kerri Price: [kprice@acgme.org](mailto:kprice@acgme.org)

Aimee Morales: [amorales@acgme.org](mailto:amorales@acgme.org)

- *Program Requirements*
- *Letters of Notification*
- *Complement requests*
- *Case Logs - **content***

### ADS Staff

[ADS@acgme.org](mailto:ADS@acgme.org)

- *ADS*
- *Surveys*
- *Case Log System - **technical***

### Field Activities Staff

[fieldrepresentatives@acgme.org](mailto:fieldrepresentatives@acgme.org)

- *Site Visit*

Thank You!

Questions?