

SES092: Specialty Update – Colon and Rectal Surgery

Glenn T. Ault, MD, MEd, Review Committee Chair

Conflict of Interest Disclosure

Speaker(s): Glenn T. Ault, MD, MSEd

Disclosure

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

Discussion Topics

- Review Committee and Staff Members
- Accreditation and Program Statistics
- Case Log and Board Results
- Review Committee Update
- ACGME Resources



ACGME Mission

The Mission of the ACGME is to improve health care and population health by assessing and enhancing the quality of resident and fellow physicians' education through advancements in accreditation and education.

ACGME MISSION, VISION, and VALUES



Review Committee Members and Staff

Review Committee Membership

Nominating Organizations

- 8 voting members
 - 2 members (ABCRS)
 - 2 members (ACS)
 - 2 members (AMA)
 - 1 resident member (at large)
 - 1 public member (at large)
- 2 non-voting ex-officio members
 - Thomas E. Read, MD (ABCRS)
 - Patrice Blair, MPH (ACS)

Review Committee Membership

Glenn T. Ault, MD, MEd **Chair**

Scott R. Kelley, MD

Jennifer S. Beaty, MD **Vice Chair**

M. Shane McNevin, MD

Robert K. Cleary, MD

Jessie P. Wright, MD, **Resident Member**

Rebecca E. Hoedema, MD, MS



Incoming Members Effective July 1, 2024

- Joshua I.S. Bleier, MD
University Pennsylvania Health System
- Jamie A. Cannon, MD
University of Alabama Birmingham
- Stacy Ranson, MD (Resident Member)
University of Florida College of Medicine



ACGME Review Committee Staff

Kristen Ward Hirsch, MBA
Executive Director

Jennifer Luna
Associate Executive Director

Citlali Meza, MPA
Senior Accreditation Administrator

Courtney Maxfield
ADS



Upcoming Review Committee Meetings

- April 19, 2024 (Applications with completed site visits and interim requests accepted)
- August 24, 2024 (only interim requests)
- January 24-25, 2025 (Applications with completed site visits and interim requests accepted)
- May 2-3, 2025 (Applications with completed site visits and interim requests accepted)



Accreditation and Program Statistics

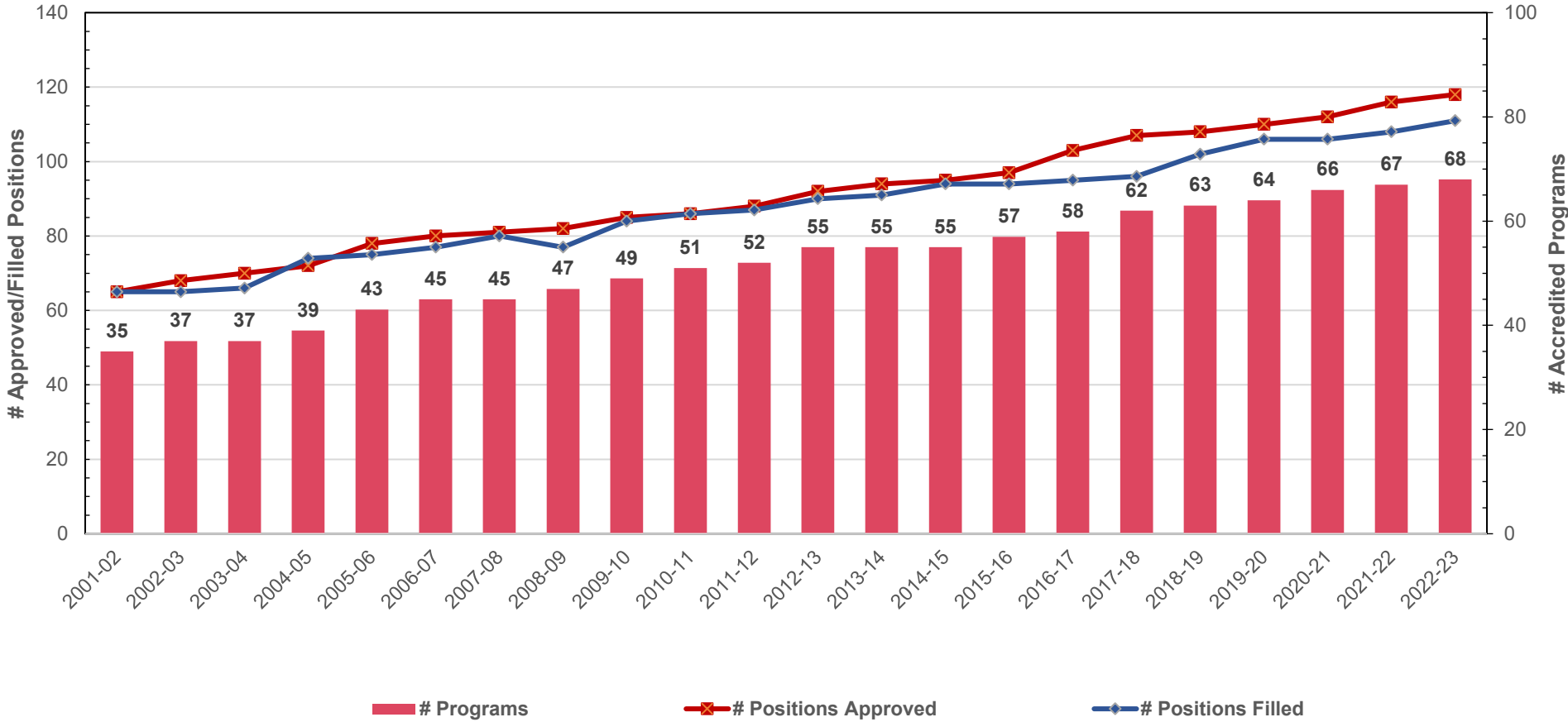
Program Statistics

Accreditation Status	# Programs
Continued Accreditation	60
Continued with Warning	4
Initial Accreditation	6
Initial Accreditation with Warning	1
Probation	0
Total Accredited Programs	71

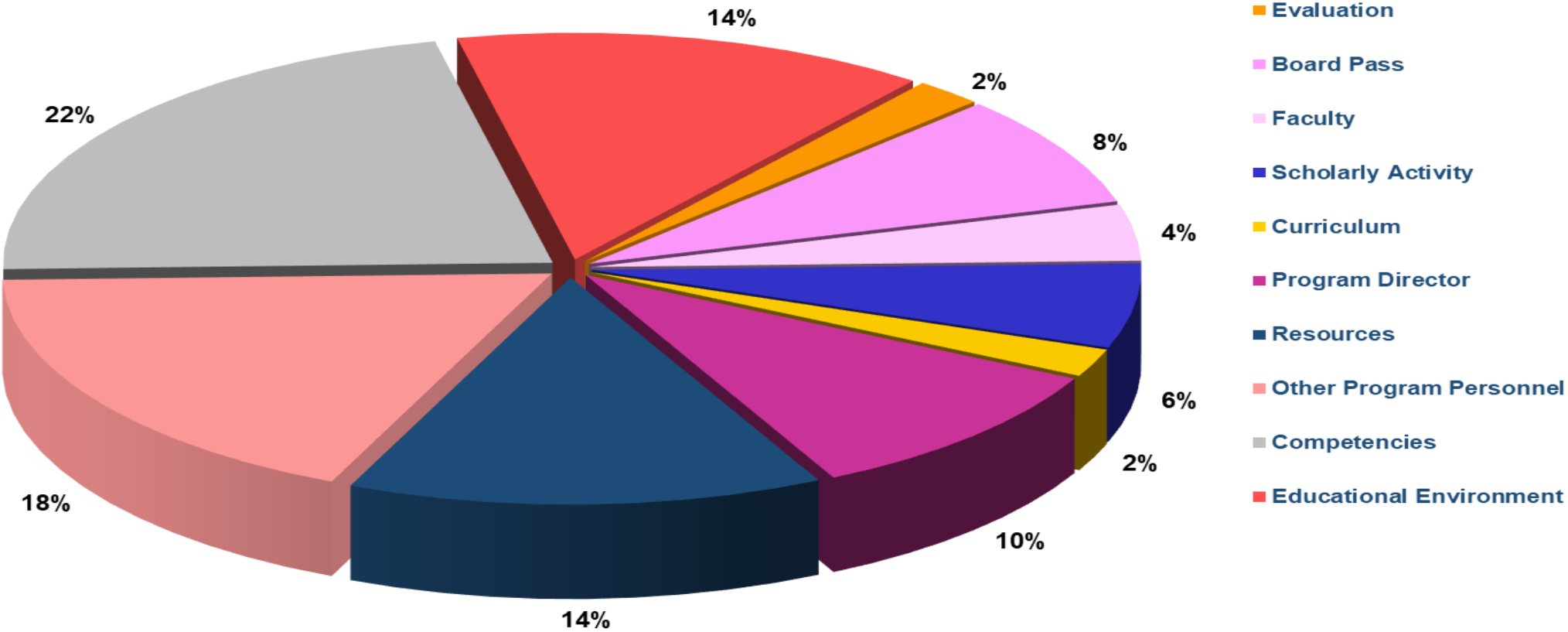
Meeting Activity Summary (including EC decisions) for AY 2022-2023

- Annual Program Reviews (38)
- Additional Information (0)
- Applications (1)
- Initial w/Site Visits (2)
- Site Visits Requested (1)
- Site Change (5)
- Complement Change (3)
- Program Director Change (6)

Program/Complement History Colon and Rectal Surgery

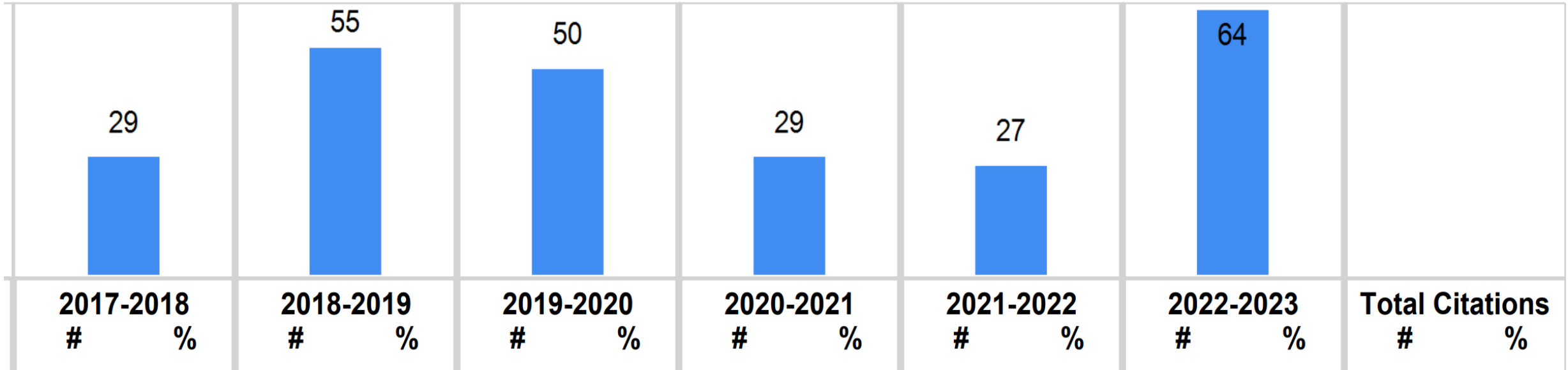


% Citations AY 2022-23 Annual Program Review

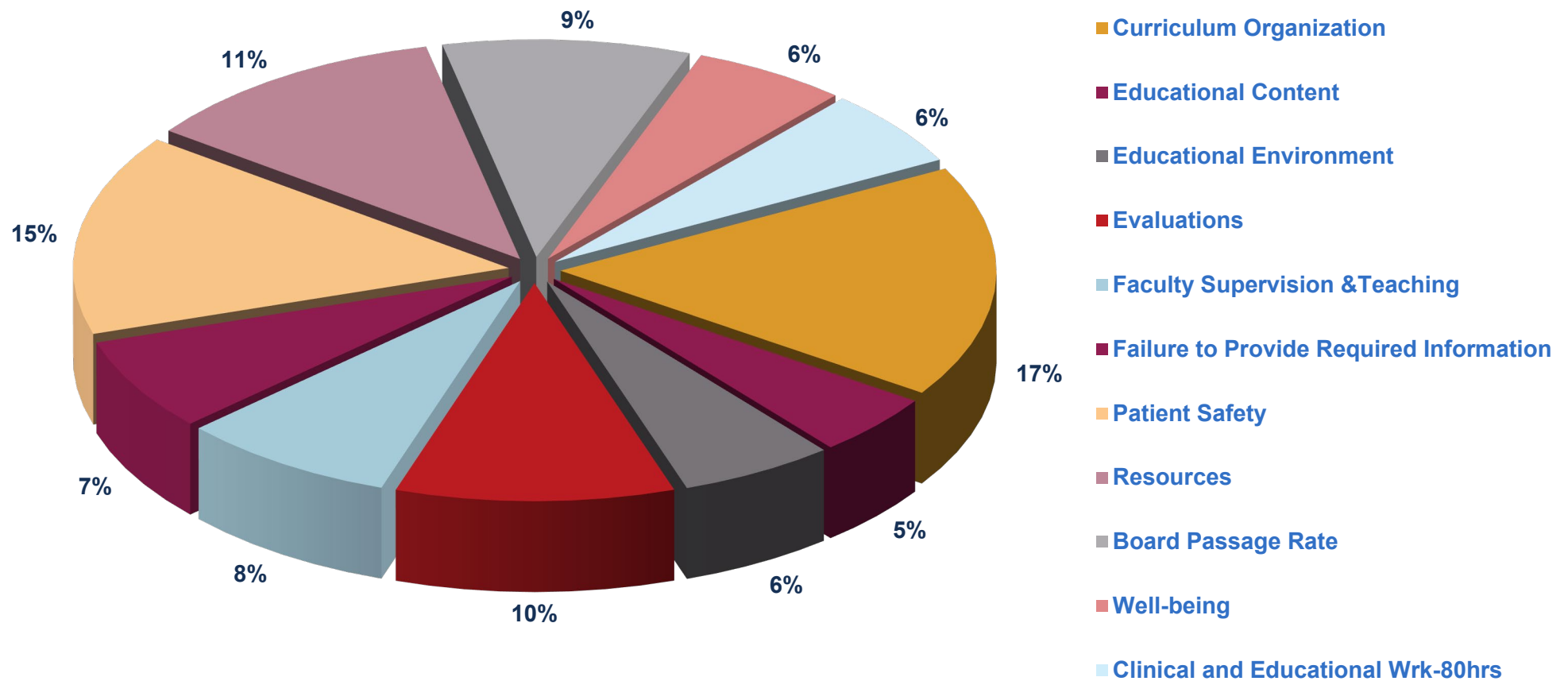


Citation Statistics by Academic Year

Specialty: Colon and Rectal Surgery
United States



% Areas for Improvement (AFIs) AY 2022-2023 Annual Program Review



Case Log and Board Results

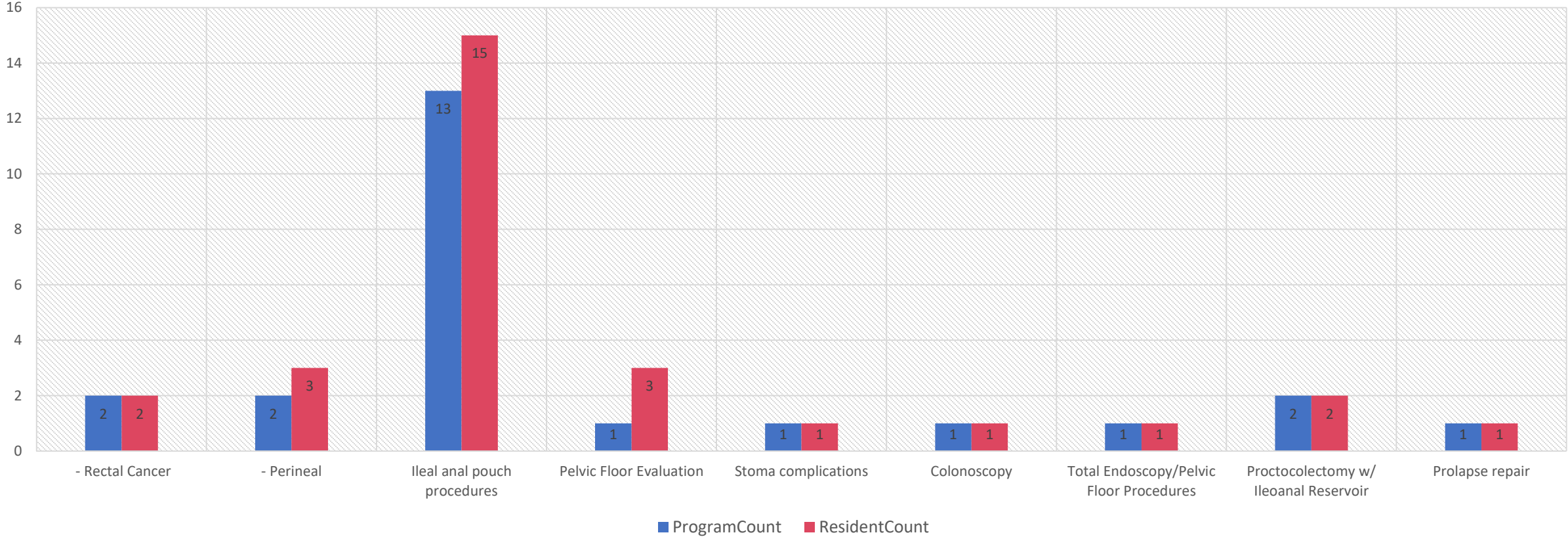
2023 Annual Program Review: January/April 2023 Review Committee Meetings

2022-2023 Case Log Report

	# Programs	# Graduates	# Min Fail
Core	63	111	16

Minimums Fail by Procedure

2022-2023 Case Log Minimum Report (n=16)



2024 Annual Program Review

Board Scores

First-time takers *only* during the most recent *three* years reported by ABCRS to ACGME.

- Bottom 5th percentile nationally for the specialty *AND*
- Subject to citation if <80% pass rate

2024 Annual Program Review: January-April 2024 Review Committee Meetings

Written 5th
Percentile 2021-
2023 = 66.7%

- 8 programs failed

Oral 5th percentile
2021-2023 = 50%

- 5 programs failed

Review Committee Updates

Colon and Rectal Surgery Specialty-Specific Block Diagram

- The Review Committee developed a specialty-specific block diagram template to highlight the necessary components of a program's curriculum and organization.
- The new block diagram template is posted on the **Documents and Resources** tab of the **Colon and Rectal Surgery** section of the ACGME website and in the "Specialty, Instructions" link in the Sites tab in the Accreditation Data System (ADS).
- The Colon and Rectal Surgery Block Diagram template is required to be used for the ADS Annual Update, as well as for all complement increase and participating site change requests submitted as of July 1, 2022.
- Email questions to Senior Accreditation Administrator Citlali Meza, MPA.

Report Form for Institutional Data

- The Review Committee developed an Institutional Data Report Form to support complement increase requests.
- The new form is posted on the **Documents and Resources** tab of the **Colon and Rectal Surgery** section of the ACGME website and in the “Specialty, Instructions” link in the Sites tab in ADS.
- Email questions to Senior Accreditation Administrator Citlali Meza, MPA.

Review Committee Assessment Tips for Academic Year 2023-2024

- **Non-compliance with dedicated time changes**
 - First year – a citation will be issued if non-compliant.
- **Resident and Faculty Survey results**
 - Participation in adverse events (themes)
- **Specialty-specific block diagram**
 - First year – a citation will be issued if the template isn't used or at minimum approved content is not provided.
- **Program director oversight/failure to provide accurate information**
 - ADS Annual Update (e.g., Faculty Roster)



ACGME Site Visit Update 2024

Background

- Previously, all programs with a status of Continued Accreditation, Continued Accreditation with Warning, and Continued Accreditation without Outcomes received a Self-Study date and a 10-Year Accreditation Site Visit date. The review of the program Self-Study was incorporated into the 10-Year Accreditation Site Visit process.
- Between March 2020-October 2023, program Self-Studies and 10-Year Accreditation Site Visits were postponed and delinked.
- Effective October 2023:
 - The ACGME discontinued 10-Year Accreditation Site Visits for programs.
 - The program Self-Study will continue to be a requirement (V.C.2.), but it will no longer be linked to or reviewed during a site visit.
 - All program Self-Study and 10-Year Accreditation Site Visit dates in ADS were removed in the fall of 2023.

Updated Model for Site Visits

- The ACGME has developed an updated sustainable model for improvement and assurance for its more than 11,000 accredited programs with Continued Accreditation statuses.
- Starting in 2024, the ACGME will conduct site visits annually for approximately 1-2% of programs with a status of Continued Accreditation that have not had a site visit in approximately 10 years or more. These site visits will be identified through a sampling process and will support the ACGME's assurance responsibility to the public.
 - For 2024, all selected programs for these site visits were notified in January of their approximate site visit target date (May-July 2024).
 - For these programs, ACGME Field Activities has initiated the scheduling process by requesting site visit blackout dates.
- Separately, Review Committees may request site visits for programs with Continued Accreditation statuses at their discretion after the annual review of data or in response to a complaint.

Program Self-Study

- The ACGME encourages programs to incorporate a self-study into the Annual Program Evaluation process and track ongoing progress and program improvements as outlined in the [Common Program Requirements](#) (V.C.2.).
- For questions regarding GMEC oversight ([Institutional Requirement I.B.4.a\).\(4\)](#)) relating to the program self-study, contact the Institutional Review Committee (irc@acgme.org).
- Institutional Self-Studies and 10-Year Accreditation Site Visits will proceed according to the [Institutional Review Committee's current process](#).

Questions and Resources

- Email questions to accreditation@acgme.org.
- [Site Visit FAQs](#) are located on the ACGME website.



ACGME Resources

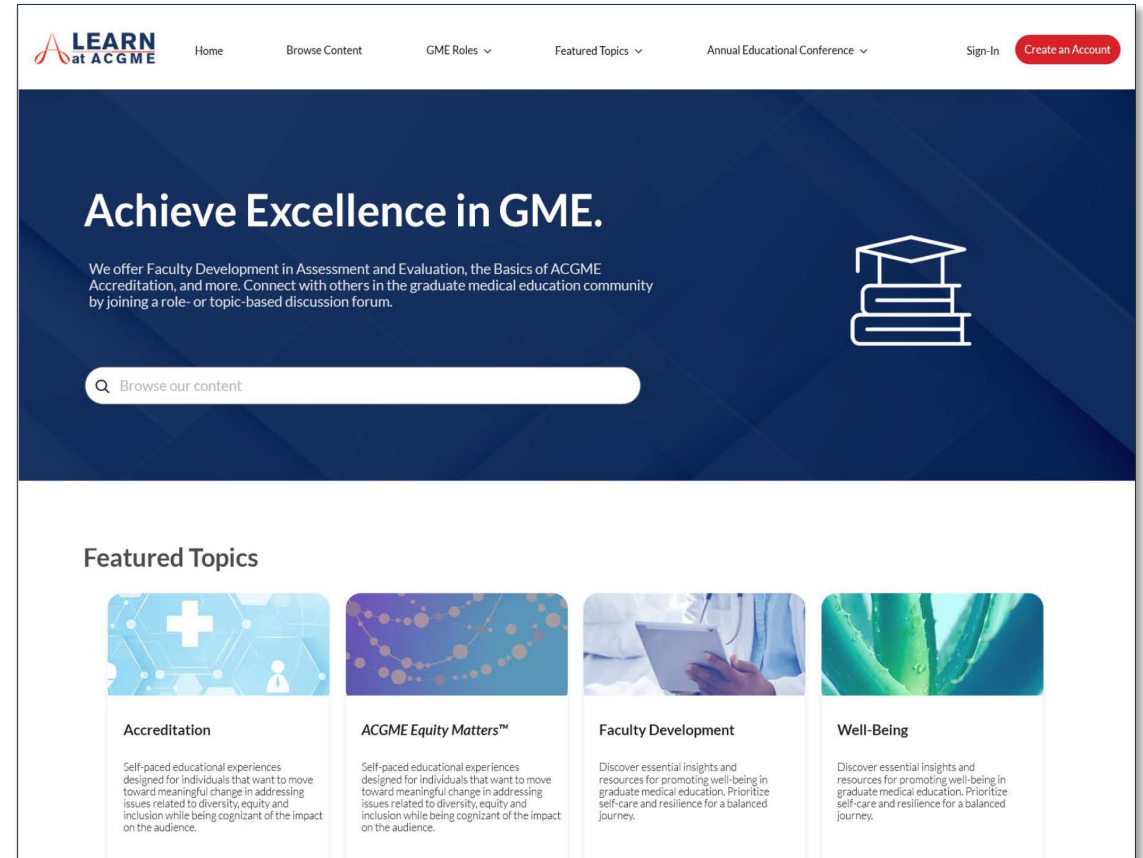
Learn at ACGME Redesign Coming Soon!

Visit dl.acgme.org or scan the QR code.



Have a question or need assistance? Contact us!

desupport@acgme.org



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

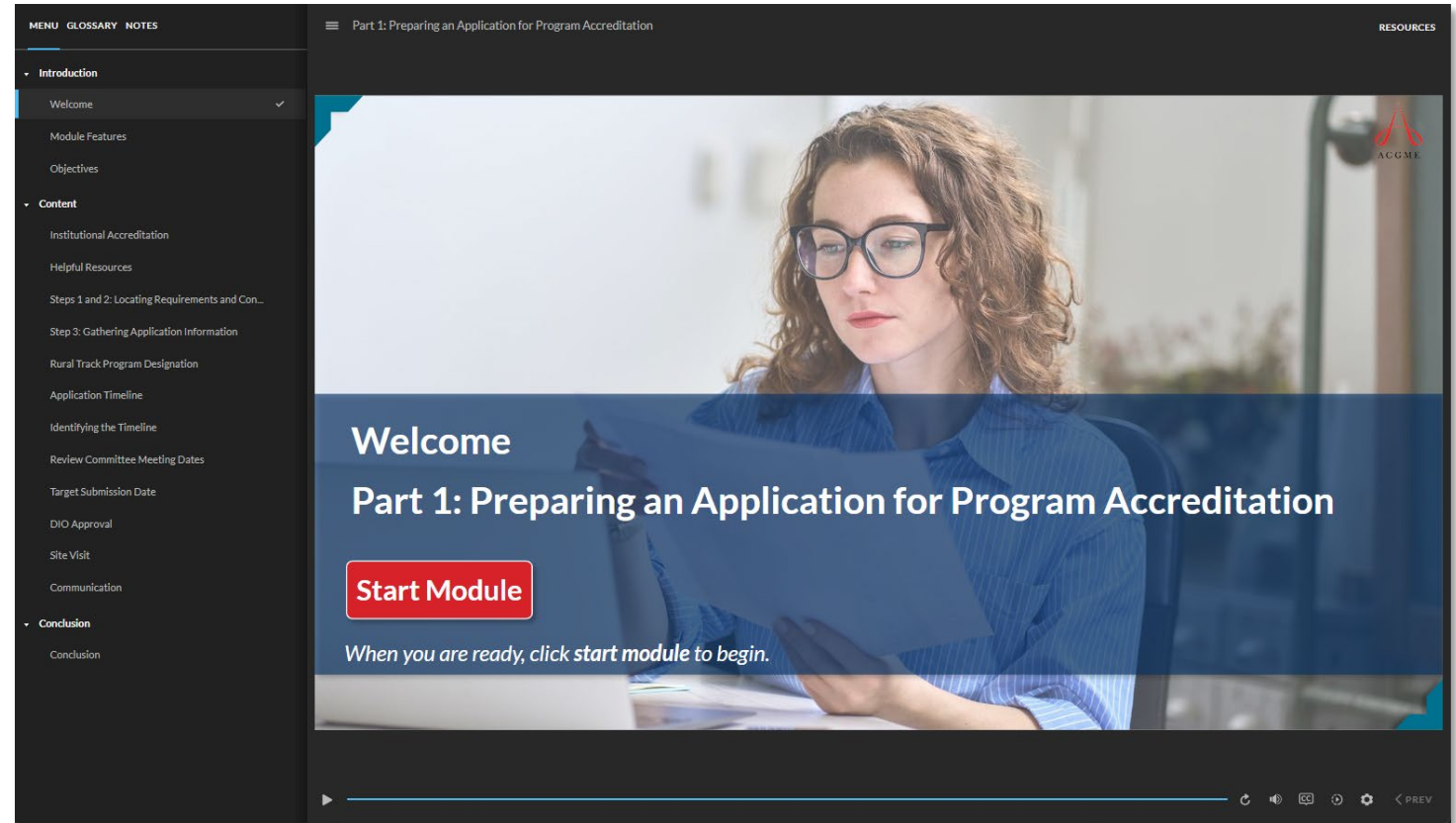


- 11 modules authored by **renowned experts** in the field.
- Equips participants with tools for **addressing needs of struggling learners**.
- **CME** offered after completion.

The ACGME designates this enduring material for a maximum of
5.25 AMA PRA Category 1 Credits™

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 LEARN at ACGME website. At the top, there is a navigation bar with links: Toolkit Home, Overview, Microlearnings, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, and Questions and Feedback. Below the navigation bar is a large banner for the 'Faculty Development Toolkit' with the subtitle 'Improving Assessment Using Direct Observation'. Underneath the banner, there is a paragraph of text: 'How faculty members observe and assess their learners matters if residents and fellows are to acquire an... provide high-quality, safe, effective, patient-centered care and be able to practice unsupervised by the en...'. Below this text are two video thumbnails. The first is titled 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation'. The second is titled 'Navigation Faculty De... Improving Asses...'. Both video players show a person in a white lab coat interacting with another person.

The screenshot shows the 'Counseling Videos' section of the Faculty Development Toolkit. It features three columns, each representing a different medical condition: Hyperlipidemia, Back Pain, and Constipation. Each column contains a video thumbnail showing a resident in a white lab coat counseling a patient. Below each video thumbnail is a brief description of the counseling session and a list of video segments with their durations and links to answer keys.

Hyperlipidemia	Back Pain	Constipation
<p>Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.</p> <p>Video A (4:37) Answer Key Video B (7:10) Answer Key Video C (13:48) Answer Key</p>	<p>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.</p> <p>Video A (3:15) Answer Key Video B (7:53) Answer Key Video C (11:37) Answer Key</p>	<p>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.</p> <p>Video A (5:30) Answer Key Video B (9:02) Answer Key Video C (11:31) Answer Key</p>

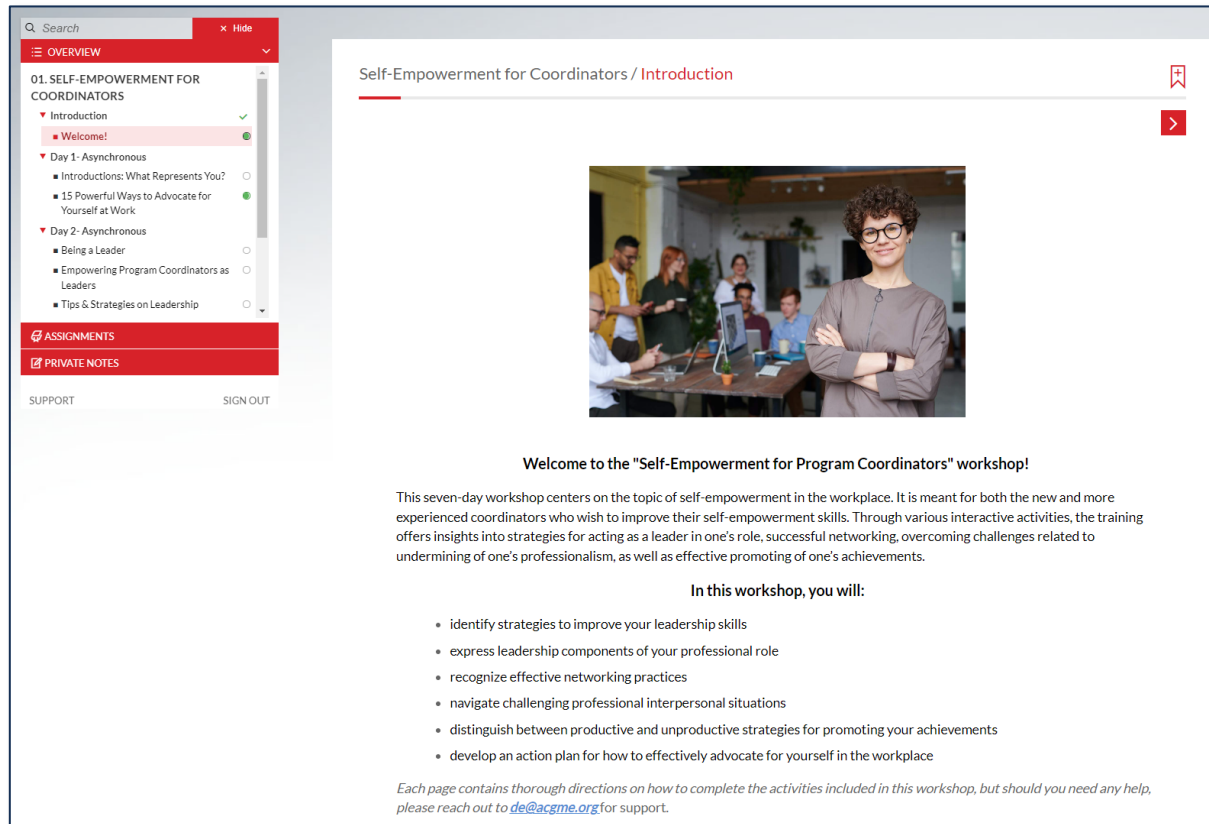
Program Coordinator Course

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

The screenshot displays a course interface with three main sections, each featuring a title, a list of topics, and a 'Start' button. The sections are: 1. **RECRUITMENT**: 'Recruitment for Program Coordinators' module, including 'Recruitment basics for Program Coordinators', 'Recruitment review process', 'Interviews', and 'Match Process'. 2. **REVIEW AND RECOGNITION COMMITTEES**: 'Review and Recognition Committees for Program Coordinators' module, including 'Review and Recognition Committee basics'. 3. **PROGRAM REQUIREMENTS**: 'Program Requirements for Program Coordinators' module, including 'Program Requirements' and 'Program Requirements by Specialty'. Each section also includes a representative image: a classroom for recruitment, a meeting for committees, and a stack of books for requirements.

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 content: '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.

01. SELF-EMPOWERMENT FOR COORDINATORS


- Introduction
- Day 1- Asynchronous
 - Introduction: What Represents You?
 - 15 Powerful Ways to Advocate for Yourself at Work
- Day 2- Asynchronous
 - Being a Leader
 - Empowering Program Coordinators as Leaders
 - Tips & Strategies on Leadership

ASSIGNMENTS

PRIVATE NOTES

SUPPORT SIGN OUT

Self-Empowerment for Coordinators / Introduction



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:

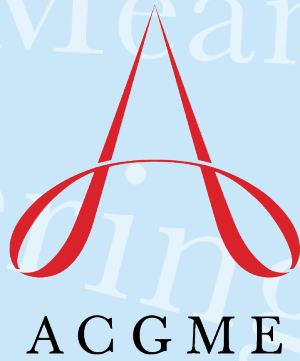
- identify strategies to improve your leadership skills
- express leadership components of your professional role
- recognize effective networking practices
- navigate challenging professional interpersonal situations
- distinguish between productive and unproductive strategies for promoting your achievements
- 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 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



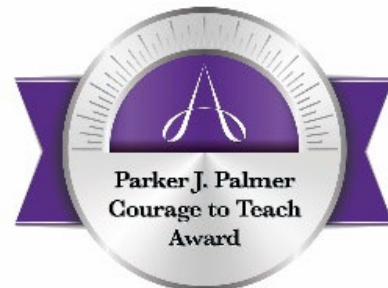
Back to Bedside empowers residents and fellows to create projects that foster meaning and joy in work

- **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

2025 ACGME Awards Nominations



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/>

Questions?



Thank You!