



**Accreditation Council for  
Graduate Medical Education**

**ACGME Program Requirements for  
Graduate Medical Education  
in Endocrinology, Diabetes, and Metabolism  
(Internal Medicine)**

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## ACGME Program Requirements for Graduate Medical Education in Endocrinology, Diabetes and Metabolism (Internal Medicine)

### Common Program Requirements are in BOLD

Where applicable, text in italics describes the underlying philosophy of the requirements in that section. These philosophic statements are not program requirements and are therefore not citable.

#### Introduction

**Int.A. Residency is an essential dimension of the transformation of the medical student to the independent practitioner along the continuum of medical education. It is physically, emotionally, and intellectually demanding, and requires longitudinally-concentrated effort on the part of the resident.**

**The specialty education of physicians to practice independently is experiential, and necessarily occurs within the context of the health care delivery system. Developing the skills, knowledge, and attitudes leading to proficiency in all the domains of clinical competency requires the resident physician to assume personal responsibility for the care of individual patients. For the resident, the essential learning activity is interaction with patients under the guidance and supervision of faculty members who give value, context, and meaning to those interactions. As residents gain experience and demonstrate growth in their ability to care for patients, they assume roles that permit them to exercise those skills with greater independence. This concept—graded and progressive responsibility—is one of the core tenets of American graduate medical education. Supervision in the setting of graduate medical education has the goals of assuring the provision of safe and effective care to the individual patient; assuring each resident’s development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.**

Int.B. Endocrinology, diabetes, and metabolism fellowships provide advanced education to allow a fellow to acquire competency in the subspecialty with sufficient expertise to act as an independent consultant.

Int.C. The educational program in endocrinology, diabetes and metabolism must be 24 months in length. *(Core)\**

#### I. Institutions

##### I.A. Sponsoring Institution

**One sponsoring institution must assume ultimate responsibility for the program, as described in the Institutional Requirements, and this responsibility extends to fellow assignments at all participating sites. *(Core)***

**The sponsoring institution and the program must ensure that the program director has sufficient protected time and financial support for his or her**

**educational and administrative responsibilities to the program.** <sup>(Core)</sup>

- I.A.1. An endocrinology, diabetes and metabolism fellowship must function as an integral part of an ACGME-accredited residency in internal medicine. <sup>(Core)</sup>
- I.A.2. The sponsoring institution must: <sup>(Core)</sup>
  - I.A.2.a) establish the endocrinology, diabetes and metabolism fellowship within a department of internal medicine or an administrative unit whose primary mission is the advancement of internal medicine subspecialty education and patient care; and, <sup>(Detail)</sup>
  - I.A.2.b) provide the program director with adequate support for the administrative activities of the fellowship. <sup>(Core)</sup>
    - I.A.2.b).(1) The program director must not be required to generate clinical or other income to provide this administrative support. <sup>(Core)</sup>
    - I.A.2.b).(2) This support should be 25-50% of the program director's salary, or protected time, depending on the size of the program. <sup>(Detail)</sup>
- I.A.3. The sponsoring institution and participating sites must share appropriate inpatient and outpatient faculty performance data with the program director. <sup>(Core)</sup>

**I.B. Participating Sites**

- I.B.1. There must be a program letter of agreement (PLA) between the program and each participating site providing a required assignment. The PLA must be renewed at least every five years.** <sup>(Core)</sup>

The PLA should:

  - I.B.1.a) identify the faculty who will assume both educational and supervisory responsibilities for fellows;** <sup>(Detail)</sup>
  - I.B.1.b) specify their responsibilities for teaching, supervision, and formal evaluation of fellows, as specified later in this document;** <sup>(Detail)</sup>
  - I.B.1.c) specify the duration and content of the educational experience; and,** <sup>(Detail)</sup>
  - I.B.1.d) state the policies and procedures that will govern fellow education during the assignment.** <sup>(Detail)</sup>
- I.B.2. The program director must submit any additions or deletions of participating sites routinely providing an educational experience,**

required for all fellows, of one month full time equivalent (FTE) or more through the Accreditation Council for Graduate Medical Education (ACGME) Accreditation Data System (ADS).<sup>(Core)</sup>

## II. Program Personnel and Resources

### II.A. Program Director

II.A.1. There must be a single program director with authority and accountability for the operation of the program. The sponsoring institution's GMC must approve a change in program director.<sup>(Core)</sup>

II.A.1.a) The program director must submit this change to the ACGME via the ADS.<sup>(Core)</sup>

II.A.2. The program director should continue in his or her position for a length of time adequate to maintain continuity of leadership and program stability.<sup>(Detail)</sup>

II.A.3. Qualifications of the program director must include:

II.A.3.a) requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee;<sup>(Core)</sup>

II.A.3.a).(1) The program director must have at least five years of participation as an active faculty member in an ACGME-accredited internal medicine residency or endocrinology, diabetes, and metabolism fellowship.<sup>(Detail)</sup>

II.A.3.b) current certification in the subspecialty by the American Board of Internal Medicine (ABIM), or subspecialty qualifications that are acceptable to the Review Committee; and,<sup>(Core)</sup>

II.A.3.b).(1) The Review Committee only accepts current ABIM certification in endocrinology, diabetes and metabolism.<sup>(Core)</sup>

II.A.3.c) current medical licensure and appropriate medical staff appointment.<sup>(Core)</sup>

II.A.4. The program director must administer and maintain an educational environment conducive to educating the fellows in each of the ACGME competency areas.<sup>(Core)</sup>

The program director must:

II.A.4.a) oversee and ensure the quality of didactic and clinical education in all sites that participate in the program;<sup>(Core)</sup>

- II.A.4.b) **approve a local director at each participating site who is accountable for fellow education;** <sup>(Core)</sup>
- II.A.4.c) **approve the selection of program faculty as appropriate;** <sup>(Core)</sup>
- II.A.4.d) **evaluate program faculty;** <sup>(Core)</sup>
- II.A.4.e) **approve the continued participation of program faculty based on evaluation;** <sup>(Core)</sup>
- II.A.4.f) **monitor fellow supervision at all participating sites;** <sup>(Core)</sup>
- II.A.4.g) **prepare and submit all information required and requested by the ACGME;** <sup>(Core)</sup>
- II.A.4.g).(1) **This includes but is not limited to the program application forms and annual program updates to the ADS, and ensure that the information submitted is accurate and complete;** <sup>(Core)</sup>
- II.A.4.h) **ensure compliance with grievance and due process procedures, as set forth in the Institutional Requirements and implemented by the sponsoring institution;** <sup>(Detail)</sup>
- II.A.4.i) **provide verification of fellowship education for all fellows, including those who leave the program prior to completion;** <sup>(Detail)</sup>
- II.A.4.j) **implement policies and procedures consistent with the institutional and program requirements for fellow duty hours and the working environment, including moonlighting** <sup>(Core)</sup>
- and, to that end, must:**
- II.A.4.j).(1) **distribute these policies and procedures to the fellows and faculty;** <sup>(Detail)</sup>
- II.A.4.j).(2) **monitor fellow duty hours, according to sponsoring institutional policies, with a frequency sufficient to ensure compliance with ACGME requirements;** <sup>(Core)</sup>
- II.A.4.j).(3) **adjust schedules as necessary to mitigate excessive service demands and/or fatigue; and,** <sup>(Detail)</sup>
- II.A.4.j).(4) **if applicable, monitor the demands of at-home call and adjust schedules as necessary to mitigate excessive service demands and/or fatigue.** <sup>(Detail)</sup>
- II.A.4.k) **monitor the need for and ensure the provision of back up support systems when patient care responsibilities are unusually difficult or prolonged;** <sup>(Detail)</sup>

- II.A.4.l)** comply with the sponsoring institution’s written policies and procedures, including those specified in the Institutional Requirements, for selection, evaluation and promotion of fellows, disciplinary action, and supervision of fellows; <sup>(Detail)</sup>
- II.A.4.m)** be familiar with and comply with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures; <sup>(Detail)</sup>
- II.A.4.n)** obtain review and approval of the sponsoring institution’s GMEC/DIO before submitting information or requests to the ACGME, including: <sup>(Core)</sup>
- II.A.4.n).(1)** all applications for ACGME accreditation of new programs; <sup>(Detail)</sup>
- II.A.4.n).(2)** changes in fellow complement; <sup>(Detail)</sup>
- II.A.4.n).(3)** major changes in program structure or length of training; <sup>(Detail)</sup>
- II.A.4.n).(4)** progress reports requested by the Review Committee; <sup>(Detail)</sup>
- II.A.4.n).(5)** requests for increases or any change to fellow duty hours; <sup>(Detail)</sup>
- II.A.4.n).(6)** voluntary withdrawals of ACGME-accredited programs; <sup>(Detail)</sup>
- II.A.4.n).(7)** requests for appeal of an adverse action; and, <sup>(Detail)</sup>
- II.A.4.n).(8)** appeal presentations to a Board of Appeal or the ACGME. <sup>(Detail)</sup>
- II.A.4.o)** obtain DIO review and co-signature on all program application forms, as well as any correspondence or document submitted to the ACGME that addresses: <sup>(Detail)</sup>
- II.A.4.o).(1)** program citations; and/or <sup>(Detail)</sup>
- II.A.4.o).(2)** request for changes in the program that would have significant impact, including financial, on the program or institution. <sup>(Detail)</sup>
- II.A.4.p)** be responsible for monitoring fellow stress, including mental or emotional conditions inhibiting performance or learning, and drug- or alcohol-related dysfunction; <sup>(Core)</sup>
- II.A.4.p).(1)** The program director should provide access to timely

confidential counseling and psychological support services to fellows. <sup>(Detail)</sup>

- II.A.4.p).(2) Situations that demand excessive service or that consistently produce undesirable stress on fellows must be evaluated and modified. <sup>(Detail)</sup>
- II.A.4.q) ensure that fellows' service responsibilities are limited to patients for whom the teaching service has diagnostic and therapeutic responsibility. <sup>(Core)</sup>
- II.A.4.r) dedicate an average of 20 hours per week of his or her professional effort to the fellowship, including time for administration of the program; <sup>(Detail)</sup>
- II.A.4.s) participate in academic societies and in educational programs designed to enhance his or her educational and administrative skills; <sup>(Detail)</sup>
- II.A.4.t) have a reporting relationship with the program director of the internal medicine residency program to ensure compliance with ACGME accreditation standards; and, <sup>(Core)</sup>
- II.A.4.u) be available at the primary clinical site. <sup>(Detail)</sup>

## **II.B. Faculty**

**II.B.1. At each participating site, there must be a sufficient number of faculty with documented qualifications to instruct and supervise all fellows at that location.** <sup>(Core)</sup>

**The faculty must:**

**II.B.1.a) devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; and to demonstrate a strong interest in the education of fellows; and** <sup>(Core)</sup>

**II.B.1.b) administer and maintain an educational environment conducive to educating fellows in each of the ACGME competency areas.** <sup>(Core)</sup>

**II.B.2. The physician faculty must have current certification in the subspecialty by the American Board of Internal Medicine, or possess qualifications judged acceptable to the Review Committee.** <sup>(Core)</sup>

**II.B.3. The physician faculty must possess current medical licensure and appropriate medical staff appointment.** <sup>(Core)</sup>

**II.B.4. The nonphysician faculty must have appropriate qualifications in their field and hold appropriate institutional appointments.** <sup>(Core)</sup>

- II.B.5. The faculty must establish and maintain an environment of inquiry and scholarship with an active research component.** <sup>(Core)</sup>
- II.B.5.a) The faculty must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.** <sup>(Detail)</sup>
- II.B.5.b) Some members of the faculty should also demonstrate scholarship by one or more of the following:**
- II.B.5.b).(1) peer-reviewed funding;** <sup>(Detail)</sup>
- II.B.5.b).(2) publication of original research or review articles in peer-reviewed journals, or chapters in textbooks;** <sup>(Detail)</sup>
- II.B.5.b).(3) publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or,** <sup>(Detail)</sup>
- II.B.5.b).(4) participation in national committees or educational organizations.** <sup>(Detail)</sup>
- II.B.5.c) Faculty should encourage and support fellows in scholarly activities.** <sup>(Core)</sup>
- II.B.6. The physician faculty must meet professional standards of ethical behavior.** <sup>(Core)</sup>
- II.B.7. Key Clinical Faculty**
- II.B.7.a) In addition to the program director, each program must have at least one Key Clinical Faculty (KCF).** <sup>(Core)</sup>
- II.B.7.b) KCF are attending physicians who dedicate, on average, 10 hours per week throughout the year to the program.** <sup>(Core)</sup>
- II.B.7.c) For programs with more than three fellows, there must be at least one KCF for every 1.5 fellows.** <sup>(Core)</sup>
- II.B.7.d) Key Clinical Faculty Qualifications**
- II.B.7.d).(1) KCF must be active clinicians with knowledge of, experience with, and commitment to endocrinology, diabetes and metabolism as a discipline.** <sup>(Core)</sup>
- II.B.7.d).(2) KCF must have current ABIM certification in endocrinology, diabetes and metabolism.** <sup>(Core)</sup>
- II.B.7.e) Key Clinical Faculty Responsibilities**
- II.B.7.e).(1) In addition to the responsibilities of all individual faculty**

members, the KCF and the program director are responsible for the planning, implementation, monitoring and evaluation of the fellows' clinical and research education. <sup>(Core)</sup>

II.B.7.e).(2) At least 50% of the KCF must demonstrate evidence of productivity in scholarship, specifically, peer-reviewed funding; publication of original research, review articles, editorial, or case reports in peer-reviewed journals; or chapters in textbooks. <sup>(Detail)</sup>

II.B.7.e).(3) At least one of the KCF must:

II.B.7.e).(3).(a) be knowledgeable in the evaluation and assessment of the ACGME competencies; and, <sup>(Detail)</sup>

II.B.7.e).(3).(b) spend significant time in the evaluation of fellows, including the direct observation of fellows with patients. <sup>(Detail)</sup>

II.B.7.e).(4) Appointment of one KCF to be an associate program director is suggested. <sup>(Detail)</sup>

## II.C. Other Program Personnel

**The institution and the program must jointly ensure the availability of all necessary professional, technical, and clerical personnel for the effective administration of the program.** <sup>(Core)</sup>

II.C.1. There must be services available from other health care professionals, including dietitians, language interpreters, nurses, occupational therapists, physical therapists, and social workers. <sup>(Detail)</sup>

II.C.2. There must be a close working relationship with dietary and/or nutrition services, as well as with specialists in general surgery, nephrology, neurological surgery, neurology, obstetrics and gynecology, ophthalmology, pediatrics, podiatry, and urology. <sup>(Detail)</sup>

II.C.3. There must be appropriate and timely consultation from other specialties. <sup>(Detail)</sup>

## II.D. Resources

**The institution and the program must jointly ensure the availability of adequate resources for fellow education, as defined in the specialty program requirements.** <sup>(Core)</sup>

II.D.1. Space and Equipment

There must be space and equipment for the program, including meeting

rooms, examination rooms, computers, visual and other educational aids, and work/study space. <sup>(Core)</sup>

II.D.2. Facilities

II.D.2.a) Inpatient and outpatient systems must be in place to prevent fellows from performing routine clerical functions, such as scheduling tests and appointments, and retrieving records and letters. <sup>(Detail)</sup>

II.D.2.b) The sponsoring institution must provide the broad range of facilities and clinical support services required to provide comprehensive care of adult patients. <sup>(Core)</sup>

II.D.2.c) Fellows must have access to a lounge facility during assigned duty hours. <sup>(Detail)</sup>

II.D.2.d) When fellows are in the hospital, assigned night duty, or called in from home, they must be provided with a secure space for their belongings. <sup>(Detail)</sup>

II.D.3. Laboratory and Imaging Services

II.D.3.a) There must be a complete biochemistry laboratory and facilities for hormone immunoassays. <sup>(Core)</sup>

II.D.3.b) There must be access to karyotyping and immunohistologic studies. <sup>(Core)</sup>

II.D.3.c) Imaging services must include nuclear, ultrasound, and radiologic facilities, including bone density. <sup>(Core)</sup>

II.D.4. Medical Records

Access to an electronic health record should be provided. In the absence of an existing electronic health record, institutions must demonstrate institutional commitment to its development and progress toward its implementation. <sup>(Core)</sup>

II.D.5. Patient Population

II.D.5.a) The patient population must have a variety of clinical problems and stages of diseases. <sup>(Core)</sup>

II.D.5.b) There must be patients of each gender, with a broad age range, including geriatric patients. <sup>(Core)</sup>

II.D.5.c) A sufficient number of patients must be available to enable each fellow to achieve the required educational outcomes. <sup>(Core)</sup>

**II.E. Medical Information Access**

Fellows must have ready access to specialty-specific and other appropriate reference material in print or electronic format. Electronic medical literature databases with search capabilities should be available. <sup>(Detail)</sup>

### **III. Fellow Appointments**

#### **III.A. Eligibility Criteria**

The program director must comply with the criteria for resident eligibility as specified in the Institutional Requirements. <sup>(Core)</sup>

##### **III.A.1. Eligibility Requirements – Residency Programs**

**III.A.1.a)** 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, or in Royal College of Physicians and Surgeons of Canada (RCPSC)-accredited or College of Family Physicians of Canada (CFPC)-accredited residency programs located in Canada. Residency programs must receive verification of each applicant's level of competency in the required clinical field using ACGME or CanMEDS Milestones assessments from the prior training program. <sup>(Core)</sup>

**III.A.1.b)** A physician who has completed a residency program that was not accredited by ACGME, RCPSC, or CFPC may enter an ACGME-accredited residency program in the same specialty at the PGY-1 level and, at the discretion of the program director at the ACGME-accredited program may be advanced to the PGY-2 level based on ACGME Milestones assessments at the ACGME-accredited program. This provision applies only to entry into residency in those specialties for which an initial clinical year is not required for entry. <sup>(Core)</sup>

**III.A.1.c)** A Review Committee may grant the exception to the eligibility requirements specified in Section III.A.2.b) for residency programs that require completion of a prerequisite residency program prior to admission. <sup>(Core)</sup>

**III.A.1.d)** Review Committees will grant no other exceptions to these eligibility requirements for residency education. <sup>(Core)</sup>

##### **III.A.2. Eligibility Requirements – Fellowship Programs**

All required clinical education for entry into ACGME-accredited fellowship programs must be completed in an ACGME-accredited residency program, or in an RCPSC-accredited or CFPC-accredited residency program located in Canada. <sup>(Core)</sup>

Prior to appointment in the fellowship, fellows should have completed an ACGME- or RCPSC-accredited internal medicine program. <sup>(Core)</sup>

**III.A.2.a) Fellowship programs must receive verification of each entering fellow's level of competency in the required field using ACGME or CanMEDS Milestones assessments from the core residency program. <sup>(Core)</sup>**

**III.A.2.b) Fellow Eligibility Exception**

**A Review Committee may grant the following exception to the fellowship eligibility requirements:**

**An ACGME-accredited fellowship program may accept an exceptionally qualified applicant\*\*, who does not satisfy the eligibility requirements listed in Sections III.A.2. and III.A.2.a), but who does meet all of the following additional qualifications and conditions: <sup>(Core)</sup>**

**III.A.2.b).(1) Assessment by the program director and fellowship selection committee of the applicant's suitability to enter the program, based on prior training and review of the summative evaluations of training in the core specialty; and, <sup>(Core)</sup>**

**III.A.2.b).(2) Review and approval of the applicant's exceptional qualifications by the GMEC or a subcommittee of the GMEC; and, <sup>(Core)</sup>**

**III.A.2.b).(3) Satisfactory completion of the United States Medical Licensing Examination (USMLE) Steps 1, 2, and, if the applicant is eligible, 3; and, <sup>(Core)</sup>**

**III.A.2.b).(4) For an international graduate, verification of Educational Commission for Foreign Medical Graduates (ECFMG) certification; and, <sup>(Core)</sup>**

**III.A.2.b).(5) Applicants accepted by this exception must complete fellowship Milestones evaluation (for the purposes of establishment of baseline performance by the Clinical Competency Committee), conducted by the receiving fellowship program within six weeks of matriculation. This evaluation may be waived for an applicant who has completed an ACGME International-accredited residency based on the applicant's Milestones evaluation conducted at the conclusion of the residency program; and, <sup>(Core)</sup>**

**III.A.2.b).(5).(a) If the trainee does not meet the expected level of Milestones competency following entry into the fellowship program, the trainee must**

**undergo a period of remediation, overseen by the Clinical Competency Committee and monitored by the GMEC or a subcommittee of the GMEC. This period of remediation must not count toward time in fellowship training.** <sup>(Core)</sup>

**\*\* An exceptionally qualified applicant has (1) completed a non-ACGME-accredited residency program in the core specialty, and (2) demonstrated clinical excellence, in comparison to peers, throughout training. Additional evidence of exceptional qualifications is required, which may include one of the following: (a) 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 training; (d) completion of an ACGME-International-accredited residency program.**

III.A.2.b).(6) Fellows from non-ACGME- or RCPSC-accredited internal medicine programs must have at least three years of internal medicine education prior to starting the fellowship. <sup>(Core)</sup>

III.A.2.b).(6).(a) The program director must inform applicants from non-ACGME-accredited programs, prior to appointment and in writing, of the ABIM policies and procedures that will affect their eligibility for ABIM certification. <sup>(Detail)</sup>

III.A.2.c) **The Review Committee for Internal Medicine does allow exceptions to the Eligibility Requirements for Fellowship Programs in Section III.A.2.** <sup>(Core)</sup>

### III.B. Number of Fellows

**The program's educational resources must be adequate to support the number of fellows appointed to the program.** <sup>(Core)</sup>

III.B.1. **The program director may not appoint more fellows than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements.** <sup>(Core)</sup>

III.B.2. The number of available fellow positions in the program must be at least one per year. <sup>(Detail)</sup>

### III.C. Fellow Transfers

III.C.1. **Before accepting a fellow who is transferring from another program, the program director must obtain written or electronic verification of previous educational experiences and a summative competency-based performance evaluation of the transferring fellow.** <sup>(Detail)</sup>

**III.C.2. A program director must provide timely verification of fellowship education and summative performance evaluations for fellows who may leave the program prior to completion.** <sup>(Detail)</sup>

**III.D. Appointment of Fellows and Other Learners**

**III.D.1. The presence of other learners (including, but not limited to, residents from other specialties, subspecialty fellows, PhD students, and nurse practitioners) in the program must not interfere with the appointed fellows' education.** <sup>(Core)</sup>

**III.D.2. The program director must report the presence of other learners to the DIO and GMEC in accordance with sponsoring institution guidelines.** <sup>(Detail)</sup>

**IV. Educational Program**

**IV.A. The curriculum must contain the following educational components:**

**IV.A.1. Overall educational goals for the program, which the program must make available to fellows and faculty;** <sup>(Core)</sup>

**IV.A.2. Competency-based goals and objectives for each assignment at each educational level, which the program must distribute to fellows and faculty at least annually, in either written or electronic form.** <sup>(Core)</sup>

**IV.A.3. Regularly scheduled didactic sessions;** <sup>(Core)</sup>

IV.A.3.a) The core curriculum must include a didactic program based upon the core knowledge content in the subspecialty area. <sup>(Core)</sup>

IV.A.3.a).(1) The program must afford each fellow an opportunity to review topics covered in conferences that he or she was unable to attend. <sup>(Detail)</sup>

IV.A.3.a).(2) Fellows must participate in clinical case conferences, journal clubs, research conferences, and morbidity and mortality or quality improvement conferences. <sup>(Detail)</sup>

IV.A.3.a).(3) All core conferences must have at least one faculty member present, and must be scheduled as to ensure peer-peer and peer-faculty interaction. <sup>(Detail)</sup>

IV.A.3.b) Patient-based teaching must include direct interaction between fellows and faculty members, bedside teaching, discussion of pathophysiology, and the use of current evidence in diagnostic and therapeutic decisions. <sup>(Core)</sup>

The teaching must be:

- IV.A.3.b).(1) formally conducted on all inpatient, outpatient, and consultative services; and, <sup>(Detail)</sup>
- IV.A.3.b).(2) conducted with a frequency and duration that ensures a meaningful and continuous teaching relationship between the assigned supervising faculty member(s) and fellows. <sup>(Detail)</sup>
- IV.A.3.c) Fellows must receive instruction in practice management relevant to endocrinology, diabetes, and metabolism. <sup>(Detail)</sup>
- IV.A.4. Delineation of fellow responsibilities for patient care, progressive responsibility for patient management, and supervision of fellows over the continuum of the program.** <sup>(Core)</sup>
- IV.A.5. ACGME Competencies**
- The program must integrate the following ACGME competencies into the curriculum:** <sup>(Core)</sup>
- IV.A.5.a) Patient Care and Procedural Skills**
- IV.A.5.a).(1) Fellows must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Fellows:** <sup>(Outcome)</sup>
- IV.A.5.a).(1).(a) must demonstrate competence in the practice of health promotion, disease prevention, diagnosis, care, and treatment of patients of each gender, from adolescence to old age, during health and all stages of illness; <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b) must demonstrate competence in the evaluation and management of hormonal problems including diseases, infections, neoplasms and other causes of dysfunction of the following endocrine organs: <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(i) adrenal cortex and medulla; <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(ii) hypothalamus and pituitary; <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(iii) ovaries and testes; <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(iv) pancreatic islets; <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(v) parathyroid; and, <sup>(Outcome)</sup>
- IV.A.5.a).(1).(b).(vi) thyroid. <sup>(Outcome)</sup>

IV.A.5.a).(1).(c)	must demonstrate competence in the care of patients with type-1 and type-2 diabetes, including: (Outcome)
IV.A.5.a).(1).(c).(i)	diabetes detection and management during pregnancy; (Outcome)
IV.A.5.a).(1).(c).(ii)	evaluation and management of acute, life-threatening complications of hyper- and hypo-glycemia; (Outcome)
IV.A.5.a).(1).(c).(iii)	evaluation and management of intensive insulin therapy in critical care and surgical patients; (Outcome)
IV.A.5.a).(1).(c).(iv)	intensive management of glycemic control in the ambulatory setting; (Outcome)
IV.A.5.a).(1).(c).(v)	long term goals, counseling, education, and monitoring; (Outcome)
IV.A.5.a).(1).(c).(vi)	multidisciplinary diabetes education and treatment program; and, (Outcome)
IV.A.5.a).(1).(c).(vii)	prevention and surveillance of microvascular and macrovascular complications. (Outcome)
IV.A.5.a).(1).(d)	must demonstrate competence in the care of patients with:
IV.A.5.a).(1).(d).(i)	calcium, phosphorus, and magnesium imbalances; (Outcome)
IV.A.5.a).(1).(d).(ii)	disorders of bone and mineral metabolism, with particular emphasis on the diagnosis and management of osteoporosis; (Outcome)
IV.A.5.a).(1).(d).(iii)	disorders of fluid, electrolyte, and acid-base metabolism; (Outcome)
IV.A.5.a).(1).(d).(iv)	gonadal disorders; and, (Outcome)
IV.A.5.a).(1).(d).(v)	nutritional disorders of obesity, anorexia nervosa, and bulimia. (Outcome)
IV.A.5.a).(1).(e)	must demonstrate competence in the performance of the following:
IV.A.5.a).(1).(e).(i)	diagnosis and management of ectopic hormone production; (Outcome)

IV.A.5.a).(1).(e).(ii)	diagnosis and management of lipid and lipoprotein disorders; (Outcome)
IV.A.5.a).(1).(e).(iii)	genetic screening and counseling for endocrine and metabolic disorders; (Outcome)
IV.A.5.a).(1).(e).(iv)	interpretation of hormone assays; (Outcome)
IV.A.5.a).(1).(e).(v)	interpretation of laboratory studies, including the effects of non-endocrine disorders on these studies; (Outcome)
IV.A.5.a).(1).(e).(vi)	interpretation of radiologic studies for diagnosis and treatment of endocrine and metabolic diseases, including; (Outcome)
IV.A.5.a).(1).(e).(vi).(a)	computed tomography; (Outcome)
IV.A.5.a).(1).(e).(vi).(b)	magnetic resonance imaging; (Outcome)
IV.A.5.a).(1).(e).(vi).(c)	quantification of bone density; (Outcome)
IV.A.5.a).(1).(e).(vi).(d)	radionuclide localization of endocrine tissue; and, (Outcome)
IV.A.5.a).(1).(e).(vi).(e)	ultrasonography of the soft tissues of the neck. (Outcome)

**IV.A.5.a).(2)**

**Fellows must be able to competently perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. Fellows:**  
(Outcome)

must demonstrate competence in the performance of:

IV.A.5.a).(2).(a)	parenteral nutrition support; (Outcome)
IV.A.5.a).(2).(b)	performance and interpretation of stimulation and suppression tests; (Outcome)
IV.A.5.a).(2).(c)	thyroid biopsy; (Outcome)
IV.A.5.a).(2).(d)	thyroid ultrasound; (Outcome)
IV.A.5.a).(2).(e)	skeletal dual photon absorptiometry interpretation; (Outcome)
IV.A.5.a).(2).(f)	management of insulin pumps; and, (Outcome)

IV.A.5.a).(2).(g) continuous glucose monitoring. (Outcome)

**IV.A.5.b) Medical Knowledge**

**Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Fellows:** (Outcome)

IV.A.5.b).(1) must demonstrate knowledge of the scientific method of problem solving, and evidence-based decision making; (Outcome)

IV.A.5.b).(2) must demonstrate knowledge of indications, contraindications, limitations, complications, techniques, and interpretation of results of those diagnostic and therapeutic procedures integral to the discipline, including the appropriate indications for and use of screening tests/procedures; (Outcome)

IV.A.5.b).(3) must demonstrate knowledge of:

IV.A.5.b).(3).(a) basic laboratory techniques, including quality control, quality assurance, and proficiency standards; (Outcome)

IV.A.5.b).(3).(b) biochemistry and physiology, including cell and molecular biology, as they relate to endocrinology, diabetes, and metabolism; (Outcome)

IV.A.5.b).(3).(c) developmental endocrinology, including growth and development, sexual differentiation, and pubertal maturation; (Outcome)

IV.A.5.b).(3).(d) endocrine adaptations and maladaptations to systemic diseases; (Outcome)

IV.A.5.b).(3).(e) endocrine aspects of psychiatric diseases; (Outcome)

IV.A.5.b).(3).(f) endocrine physiology and pathophysiology in systemic diseases and principles of hormone action; (Outcome)

IV.A.5.b).(3).(g) genetics as it relates to endocrine diseases; (Outcome)

IV.A.5.b).(3).(h) pathogenesis and epidemiology of diabetes mellitus; (Outcome)

IV.A.5.b).(3).(i) signal transduction pathways and biology of hormone receptors; and, (Outcome)

IV.A.5.b).(3).(j) whole organ and islet cell pancreatic transplantation. <sup>(Outcome)</sup>

**IV.A.5.c) Practice-based Learning and Improvement**

**Fellows 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 life-long learning.**

**Fellows are expected to develop skills and habits to be able to meet the following goals:**

- IV.A.5.c).(1) **identify strengths, deficiencies, and limits in one's knowledge and expertise;** <sup>(Outcome)</sup>
- IV.A.5.c).(2) **set learning and improvement goals;** <sup>(Outcome)</sup>
- IV.A.5.c).(3) **identify and perform appropriate learning activities;** <sup>(Outcome)</sup>
- IV.A.5.c).(4) **systematically analyze practice, using quality improvement methods, and implement changes with the goal of practice improvement;** <sup>(Outcome)</sup>
- IV.A.5.c).(5) **incorporate formative evaluation feedback into daily practice;** <sup>(Outcome)</sup>
- IV.A.5.c).(6) **locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;** <sup>(Outcome)</sup>
- IV.A.5.c).(7) **use information technology to optimize learning;** <sup>(Outcome)</sup>
- IV.A.5.c).(8) **participate in the education of patients, families, students, fellows and other health professionals;** <sup>(Outcome)</sup>
- IV.A.5.c).(9) **obtain procedure-specific informed consent by competently educating patients about rationale, technique, and complications of procedures.** <sup>(Outcome)</sup>
- IV.A.5.c).(10) **demonstrate competence in educating patients about the rationale, technique, and complications of thyroid biopsy.** <sup>(Outcome)</sup>

**IV.A.5.d) Interpersonal and Communication Skills**

**Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and**

**collaboration with patients, their families, and health professionals.** <sup>(Outcome)</sup>

**Fellows are expected to:**

- IV.A.5.d).(1)** **communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;** <sup>(Outcome)</sup>
- IV.A.5.d).(2)** **communicate effectively with physicians, other health professionals, and health related agencies;** <sup>(Outcome)</sup>
- IV.A.5.d).(3)** **work effectively as a member or leader of a health care team or other professional group;** <sup>(Outcome)</sup>
- IV.A.5.d).(4)** **act in a consultative role to other physicians and health professionals; and,** <sup>(Outcome)</sup>
- IV.A.5.d).(5)** **maintain comprehensive, timely, and legible medical records, if applicable.** <sup>(Outcome)</sup>

**IV.A.5.e)**

#### **Professionalism**

**Fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.** <sup>(Outcome)</sup>

**Fellows are expected to demonstrate:**

- IV.A.5.e).(1)** **compassion, integrity, and respect for others;** <sup>(Outcome)</sup>
- IV.A.5.e).(2)** **responsiveness to patient needs that supersedes self-interest;** <sup>(Outcome)</sup>
- IV.A.5.e).(3)** **respect for patient privacy and autonomy;** <sup>(Outcome)</sup>
- IV.A.5.e).(4)** **accountability to patients, society and the profession;** <sup>(Outcome)</sup>
- IV.A.5.e).(5)** **sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; and,** <sup>(Outcome)</sup>
- IV.A.5.e).(6)** **high standards of ethical behavior, including maintaining appropriate professional boundaries and relationships with other physicians and other health care team members, and avoiding conflicts of interest.** <sup>(Outcome)</sup>

**IV.A.5.f)**

#### **Systems-based Practice**

**Fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.** <sup>(Outcome)</sup>

**Fellows are expected to:**

- IV.A.5.f).(1)** **work effectively in various health care delivery settings and systems relevant to their clinical specialty;** <sup>(Outcome)</sup>
- IV.A.5.f).(2)** **coordinate patient care within the health care system relevant to their clinical specialty;** <sup>(Outcome)</sup>
- IV.A.5.f).(3)** **incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;** <sup>(Outcome)</sup>
- IV.A.5.f).(4)** **advocate for quality patient care and optimal patient care systems;** <sup>(Outcome)</sup>
- IV.A.5.f).(5)** **work in interprofessional teams to enhance patient safety and improve patient care quality; and** <sup>(Outcome)</sup>
- IV.A.5.f).(6)** **participate in identifying system errors and implementing potential systems solutions.** <sup>(Outcome)</sup>

IV.A.6. Curriculum Organization and Fellow Experiences

- IV.A.6.a) A minimum of 12 months must be devoted to clinical experience. <sup>(Core)</sup>
- IV.A.6.b) Fellows must participate in training using simulation. <sup>(Detail)</sup>
- IV.A.6.c) Experience with Continuity Ambulatory Patients
  - IV.A.6.c).(1) Fellows must have continuity ambulatory clinic experience that exposes them to the breadth and depth of the subspecialty. <sup>(Core)</sup>
  - IV.A.6.c).(2) This experience should average one half-day each week. <sup>(Detail)</sup>
    - IV.A.6.c).(2).(a) The program must include a minimum of two half-days of ambulatory care per week, averaged over the two years of education, which includes the continuity ambulatory experience. <sup>(Detail)</sup>
    - IV.A.6.c).(2).(b) Three half-days of ambulatory care per week is suggested. <sup>(Detail)</sup>

IV.A.6.c).(3) This experience must include an appropriate distribution of patients of each gender and a diversity of ages. <sup>(Core)</sup>

This should be accomplished through either:

IV.A.6.c).(3).(a) a continuity clinic which provides fellows the opportunity to learn the course of disease; or, <sup>(Detail)</sup>

IV.A.6.c).(3).(b) selected blocks of at least six months which address specific areas of endocrine disease. <sup>(Detail)</sup>

IV.A.6.c).(4) Each fellow should, on average, be responsible for four to eight patients during each half-day session. <sup>(Detail)</sup>

IV.A.6.c).(5) The continuity patient care experience should not be interrupted by more than one month, excluding a fellow's vacation. <sup>(Detail)</sup>

IV.A.6.c).(6) Fellows should be informed of the status of their continuity patients when such patients are hospitalized, as clinically appropriate. <sup>(Detail)</sup>

IV.A.6.d) Procedures and Technical Skills

IV.A.6.d).(1) Direct supervision of procedures performed by each fellow must occur until proficiency has been acquired and documented by the program director. <sup>(Core)</sup>

IV.A.6.d).(2) Faculty members must teach and supervise the fellows in the performance and interpretation of procedures, which must be documented in each fellow's record, including indications, outcomes, diagnoses, and supervisor(s). <sup>(Core)</sup>

IV.A.6.e) Fellows must have experience in the role of an endocrinology consultant in both the inpatient and outpatient settings. <sup>(Core)</sup>

## **IV.B. Fellows' Scholarly Activities**

**IV.B.1. The curriculum must advance fellows' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care. <sup>(Core)</sup>**

**IV.B.2. Fellows should participate in scholarly activity. <sup>(Core)</sup>**

IV.B.2.a) The majority of fellows must demonstrate evidence of scholarship conducted during the fellowship. <sup>(Outcome)</sup>

This should be achieved through one or more of the following:

IV.B.2.a).(1) publication of articles, book chapters, abstracts or case reports in peer-reviewed journals; <sup>(Detail)</sup>

- IV.B.2.a).(2) publication of peer-reviewed performance improvement or education research; <sup>(Detail)</sup>
- IV.B.2.a).(3) peer-reviewed funding; or, <sup>(Detail)</sup>
- IV.B.2.a).(4) peer-reviewed abstracts presented at regional, state or national specialty meetings. <sup>(Detail)</sup>

**IV.B.3. The sponsoring institution and program should allocate adequate educational resources to facilitate fellow involvement in scholarly activities.** <sup>(Detail)</sup>

## **V. Evaluation**

### **V.A. Fellow Evaluation**

**V.A.1. The program director must appoint the Clinical Competency Committee.** <sup>(Core)</sup>

**V.A.1.a) At a minimum the Clinical Competency Committee must be composed of three members of the program faculty.** <sup>(Core)</sup>

**V.A.1.a).(1) The program director may appoint additional members of the Clinical Competency Committee.**

**V.A.1.a).(1).(a) These additional members must be physician faculty members from the same program or other programs, or other health professionals who have extensive contact and experience with the program's fellows in patient care and other health care settings.** <sup>(Core)</sup>

**V.A.1.a).(1).(b) Chief residents who have completed core residency programs in their specialty and are eligible for specialty board certification may be members of the Clinical Competency Committee.** <sup>(Core)</sup>

**V.A.1.b) There must be a written description of the responsibilities of the Clinical Competency Committee.** <sup>(Core)</sup>

**V.A.1.b).(1) The Clinical Competency Committee should:**

**V.A.1.b).(1).(a) review all fellow evaluations semi-annually;** <sup>(Core)</sup>

**V.A.1.b).(1).(b) prepare and ensure the reporting of Milestones evaluations of each fellow semi-annually to ACGME; and,** <sup>(Core)</sup>

**V.A.1.b).(1).(c)** **advise the program director regarding fellow progress, including promotion, remediation, and dismissal.** <sup>(Detail)</sup>

**V.A.2. Formative Evaluation**

**V.A.2.a)** **The faculty must evaluate fellow performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of the assignment.** <sup>(Core)</sup>

V.A.2.a).(1) The faculty must discuss this evaluation with each fellow at the completion of each assignment. <sup>(Core)</sup>

V.A.2.a).(2) Assessment of procedural competence should include a formal evaluation process and not be based solely on a minimum number of procedures performed. <sup>(Detail)</sup>

**V.A.2.b) The program must:**

**V.A.2.b).(1)** **provide objective assessments of competence in patient care and procedural skills, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice based on the specialty-specific Milestones;** <sup>(Core)</sup>

V.A.2.b).(1).(a) Patient Care

The program must assess the fellow in data gathering, clinical reasoning, patient management and procedures in both the inpatient and outpatient setting. <sup>(Core)</sup>

V.A.2.b).(1).(a).(i) This assessment must involve direct observation of fellow patient encounters <sup>(Detail)</sup>

V.A.2.b).(1).(a).(ii) Each program must define criteria for competence for all required and elective procedures. <sup>(Detail)</sup>

V.A.2.b).(1).(a).(iii) The record of evaluation must include the fellow's logbook or an equivalent method to demonstrate that each fellow has achieved competence in the performance of required procedures. <sup>(Detail)</sup>

V.A.2.b).(1).(b) Medical Knowledge

The program must use an objective formative

assessment method. The same formative assessment method must be administered at least twice during the program. <sup>(Detail)</sup>

V.A.2.b).(1).(c)

#### Practice-based Learning and Improvement

The program must use performance data to assess the fellow in:

V.A.2.b).(1).(c).(i)

application of evidence to patient care; <sup>(Detail)</sup>

V.A.2.b).(1).(c).(ii)

practice improvement; <sup>(Detail)</sup>

V.A.2.b).(1).(c).(iii)

teaching skills involving peers and patients; and, <sup>(Detail)</sup>

V.A.2.b).(1).(c).(iv)

scholarship. <sup>(Detail)</sup>

V.A.2.b).(1).(d)

#### Interpersonal and Communication Skills

The program must use both direct observation and multi-source evaluation, including patients, peers and non-physician team members, to assess fellow performance in:

V.A.2.b).(1).(d).(i)

communication with patient and family; <sup>(Detail)</sup>

V.A.2.b).(1).(d).(ii)

teamwork; <sup>(Detail)</sup>

V.A.2.b).(1).(d).(iii)

communication with peers, including transitions in care; and, <sup>(Detail)</sup>

V.A.2.b).(1).(d).(iv)

record keeping. <sup>(Detail)</sup>

V.A.2.b).(1).(e)

#### Professionalism

The program must use multi-source evaluation, including patients, peers, and non-physician team members, to assess each fellow's:

V.A.2.b).(1).(e).(i)

honesty and integrity; <sup>(Detail)</sup>

V.A.2.b).(1).(e).(ii)

ability to meet professional responsibilities; <sup>(Detail)</sup>

V.A.2.b).(1).(e).(iii)

ability to maintain appropriate professional relationships with patients and colleagues; and, <sup>(Detail)</sup>

V.A.2.b).(1).(e).(iv)

commitment to self-improvement. <sup>(Detail)</sup>

- V.A.2.b).(1).(f) Systems-based Practice
- The program must use multi-source evaluation, including peers, and non-physician team members, to assess each fellow's:
- V.A.2.b).(1).(f).(i) ability to provide care coordination, including transition of care; <sup>(Detail)</sup>
- V.A.2.b).(1).(f).(ii) ability to work in interdisciplinary teams; <sup>(Detail)</sup>
- V.A.2.b).(1).(f).(iii) advocacy for quality of care; and, <sup>(Detail)</sup>
- V.A.2.b).(1).(f).(iv) ability to identify system problems and participate in improvement activities. <sup>(Detail)</sup>
- V.A.2.b).(2) use multiple evaluators (e.g., faculty, peers, patients, self, and other professional staff); <sup>(Detail)</sup>**
- V.A.2.b).(3) document progressive fellow performance improvement appropriate to educational level; and, <sup>(Core)</sup>**
- V.A.2.b).(4) provide each fellow with documented semiannual evaluation of performance with feedback. <sup>(Core)</sup>**
- V.A.2.b).(4).(a) Fellows' performance in continuity clinic must be reviewed with them verbally and in writing at least semiannually. <sup>(Detail)</sup>
- V.A.2.c) The evaluations of fellow performance must be accessible for review by the fellow, in accordance with institutional policy; <sup>(Detail)</sup>**
- V.A.3. Summative Evaluation**
- V.A.3.a) The specialty-specific Milestones must be used as one of the tools to ensure fellows are able to practice core professional activities without supervision upon completion of the program. <sup>(Core)</sup>**
- V.A.3.b) The program director must provide a summative evaluation for each fellow upon completion of the program. <sup>(Core)</sup>**
- This evaluation must:**
- V.A.3.b).(1) become part of the fellow's permanent record maintained by the institution, and must be accessible for review by the fellow in accordance with institutional policy; <sup>(Detail)</sup>**

**V.A.3.b).(2)** document the fellow's performance during the final period of education; and, <sup>(Detail)</sup>

**V.A.3.b).(3)** verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision. <sup>(Detail)</sup>

**V.B. Faculty Evaluation**

**V.B.1.** At least annually, the program must evaluate faculty performance as it relates to the educational program. <sup>(Core)</sup>

**V.B.2.** These evaluations should include a review of faculty's clinical teaching abilities, commitment to the educational program, clinical knowledge, professionalism, and scholarly activities. <sup>(Detail)</sup>

**V.B.3.** This evaluation must include at least annual written confidential evaluations by fellows. <sup>(Detail)</sup>

**V.B.3.a)** Fellows must have the opportunity to provide confidential written evaluations of each supervising faculty member at the end of each rotation. <sup>(Detail)</sup>

**V.B.3.b)** These evaluations must be reviewed with each faculty member annually. <sup>(Detail)</sup>

**V.C. Program Evaluation and Improvement**

**V.C.1.** The program director must appoint the Program Evaluation Committee (PEC). <sup>(Core)</sup>

**V.C.1.a)** The Program Evaluation Committee:

**V.C.1.a).(1)** must be composed of at least two program faculty members and should include at least one fellow; <sup>(Core)</sup>

**V.C.1.a).(2)** must have a written description of its responsibilities; and, <sup>(Core)</sup>

**V.C.1.a).(3)** should participate actively in:

**V.C.1.a).(3).(a)** planning, developing, implementing, and evaluating educational activities of the program; <sup>(Detail)</sup>

**V.C.1.a).(3).(b)** reviewing and making recommendations for revision of competency-based curriculum goals and objectives; <sup>(Detail)</sup>

**V.C.1.a).(3).(c)** addressing areas of non-compliance with

**ACGME standards; and,** <sup>(Detail)</sup>

**V.C.1.a).(3).(d)**

**reviewing the program annually using evaluations of faculty, fellows, and others, as specified below.** <sup>(Detail)</sup>

**V.C.2.**

**The program, through the PEC, must document formal, systematic evaluation of the curriculum at least annually, and is responsible for rendering a written, annual program evaluation.** <sup>(Core)</sup>

**The program must monitor and track each of the following areas:**

**V.C.2.a)**

**fellow performance;** <sup>(Core)</sup>

**V.C.2.b)**

**faculty development;** <sup>(Core)</sup>

**V.C.2.c)**

**graduate performance, including performance of program graduates on the certification examination;** <sup>(Core)</sup>

**V.C.2.c).(1)**

At least 80% of the program's graduating fellows from the most recently defined five year period who are eligible should take the ABIM certifying examination. <sup>(Outcome)</sup>

**V.C.2.c).(2)**

At least 80% of a program's graduates taking the ABIM certifying examination for the first time during the most recently defined five year period should pass. <sup>(Outcome)</sup>

**V.C.2.d)**

**program quality; and,** <sup>(Core)</sup>

**V.C.2.d).(1)**

**Fellows and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually.** <sup>(Detail)</sup>

**V.C.2.d).(2)**

**The program must use the results of fellows' and faculty members' assessments of the program together with other program evaluation results to improve the program.** <sup>(Detail)</sup>

**V.C.2.d).(3)**

At least 80% of the entering fellows should have completed the program when averaged over a five-year period. <sup>(Outcome)</sup>

**V.C.2.e)**

**progress on the previous year's action plan(s).** <sup>(Core)</sup>

**V.C.3.**

**The PEC must prepare a written plan of action to document initiatives to improve performance in one or more of the areas listed in section V.C.2., as well as delineate how they will be measured and monitored.** <sup>(Core)</sup>

**V.C.3.a)**

**The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes.** <sup>(Detail)</sup>

- V.C.4. Representative program personnel, at a minimum to include the program director, representative faculty, and one fellow, must review program goals and objectives, and the effectiveness with which they are achieved.  
(Detail)

## VI. 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 through faculty modeling of:***
  - ***the effacement of self-interest in a humanistic environment that supports the professional development of physicians***
  - ***the joy of curiosity, problem-solving, intellectual rigor, and discovery***
- ***Commitment to the well-being of the students, residents, faculty members, and all members of the health care team***

### VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability

#### VI.A.1. Patient Safety and Quality Improvement

***All physicians share responsibility for promoting patient safety and enhancing quality of patient care. Graduate medical education must prepare residents to provide the highest level of clinical care with continuous focus on the safety, individual needs, and humanity of their patients. It is the right of each patient to be cared for by residents who are appropriately supervised; possess the requisite knowledge, skills, and abilities; understand the limits of their knowledge and experience; and seek assistance as required to provide optimal patient care.***

***Residents must demonstrate the ability to analyze the care they provide, understand their roles within health care teams, and play an active role in system improvement processes. Graduating residents will apply these skills to critique their future unsupervised practice and effect quality improvement measures.***

***It is necessary for residents and faculty members to consistently work in a well-coordinated manner with other health care professionals to achieve organizational patient safety goals.***

- VI.A.1.a) Patient Safety**
- VI.A.1.a).(1) 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.*
- VI.A.1.a).(1).(a)** The program, its faculty, residents, and fellows must actively participate in patient safety systems and contribute to a culture of safety. (Core)
- VI.A.1.a).(1).(b)** The program must have a structure that promotes safe, interprofessional, team-based care. (Core)
- VI.A.1.a).(2) Education on Patient Safety**
- Programs must provide formal educational activities that promote patient safety-related goals, tools, and techniques. (Core)
- VI.A.1.a).(3) Patient Safety Events**
- Reporting, investigation, and follow-up of adverse 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.*
- VI.A.1.a).(3).(a)** Residents, fellows, faculty members, and other clinical staff members must:
- VI.A.1.a).(3).(a).(i)** know their responsibilities in reporting patient safety events at the clinical site; (Core)
- VI.A.1.a).(3).(a).(ii)** know how to report patient safety events, including near misses, at the clinical site; and, (Core)
- VI.A.1.a).(3).(a).(iii)** be provided with summary information

of their institution's patient safety reports. <sup>(Core)</sup>

VI.A.1.a).(3).(b) Residents must participate as team members in real and/or simulated interprofessional clinical patient safety activities, such as root cause analyses or other activities that include analysis, as well as formulation and implementation of actions. <sup>(Core)</sup>

VI.A.1.a).(4) Resident Education and Experience in Disclosure of Adverse Events

*Patient-centered care requires patients, and when appropriate families, to be apprised of clinical situations that affect them, including adverse events. This is an important skill for faculty physicians to model, and for residents to develop and apply.*

VI.A.1.a).(4).(a) All residents must receive training in how to disclose adverse events to patients and families. <sup>(Core)</sup>

VI.A.1.a).(4).(b) Residents should have the opportunity to participate in the disclosure of patient safety events, real or simulated. <sup>(Detail)</sup>

VI.A.1.b) Quality Improvement

VI.A.1.b).(1) Education in Quality Improvement

*A cohesive model of health care includes quality-related goals, tools, and techniques that are necessary in order for health care professionals to achieve quality improvement goals.*

VI.A.1.b).(1).(a) Residents must receive training and experience in quality improvement processes, including an understanding of health care disparities. <sup>(Core)</sup>

VI.A.1.b).(2) Quality Metrics

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

VI.A.1.b).(2).(a) Residents and faculty members must receive data on quality metrics and benchmarks related to their patient populations. <sup>(Core)</sup>

VI.A.1.b).(3) Engagement in Quality Improvement Activities

***Experiential learning is essential to developing the ability to identify and institute sustainable systems-based changes to improve patient care.***

**VI.A.1.b).(3).(a)**

**Residents must have the opportunity to participate in interprofessional quality improvement activities. <sup>(Core)</sup>**

**VI.A.1.b).(3).(a).(i)**

**This should include activities aimed at reducing health care disparities. <sup>(Detail)</sup>**

**VI.A.2.**

**Supervision and Accountability**

**VI.A.2.a)**

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

**VI.A.2.a).(1)**

**Each patient must 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. <sup>(Core)</sup>**

**VI.A.2.a).(1).(a)**

**This information must be available to residents, faculty members, other members of the health care team, and patients. <sup>(Core)</sup>**

**VI.A.2.a).(1).(b)**

**Residents and faculty members must inform each patient of their respective roles in that patient's care when providing direct patient care. <sup>(Core)</sup>**

**VI.A.2.b)**

***Supervision may be exercised through a variety of methods. For many aspects of patient care, the supervising physician may be a more advanced resident or fellow. Other portions of care provided by the resident can be adequately supervised by the immediate availability of the supervising faculty member, fellow, or senior resident physician, either on site or***



physicians must delegate portions of care to residents based on the needs of the patient and the skills of each resident. <sup>(Core)</sup>

VI.A.2.d).(3)

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. <sup>(Detail)</sup>

VI.A.2.e)

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

VI.A.2.e).(1)

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. <sup>(Outcome)</sup>

VI.A.2.e).(1).(a)

Initially, PGY-1 residents must be supervised either directly, or indirectly with direct supervision immediately available. <sup>(Core)</sup>

VI.A.2.f)

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. <sup>(Core)</sup>

VI.B. Professionalism

VI.B.1.

Programs, in partnership with their Sponsoring Institutions, must educate residents and faculty members concerning the professional responsibilities of physicians, including their obligation to be appropriately rested and fit to provide the care required by their patients. <sup>(Core)</sup>

VI.B.2.

The learning objectives of the program must:

VI.B.2.a)

be accomplished through an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events; <sup>(Core)</sup>

VI.B.2.b)

be accomplished without excessive reliance on residents to fulfill non-physician obligations; and, <sup>(Core)</sup>

VI.B.2.c)

ensure manageable patient care responsibilities. <sup>(Core)</sup>

VI.B.3.

The program director, in partnership with the Sponsoring Institution, must provide a culture of professionalism that supports patient safety and personal responsibility. <sup>(Core)</sup>

**VI.B.4. Residents and faculty members must demonstrate an understanding of their personal role in the:**

**VI.B.4.a) provision of patient- and family-centered care; (Outcome)**

**VI.B.4.b) safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and adverse events; (Outcome)**

**VI.B.4.c) assurance of their fitness for work, including: (Outcome)**

**VI.B.4.c).(1) management of their time before, during, and after clinical assignments; and, (Outcome)**

**VI.B.4.c).(2) recognition of impairment, including from illness, fatigue, and substance use, in themselves, their peers, and other members of the health care team. (Outcome)**

**VI.B.4.d) commitment to lifelong learning; (Outcome)**

**VI.B.4.e) monitoring of their patient care performance improvement indicators; and, (Outcome)**

**VI.B.4.f) accurate reporting of clinical and educational work hours, patient outcomes, and clinical experience data. (Outcome)**

**VI.B.5. All residents and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. This includes 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 provider. (Outcome)**

**VI.B.6. Programs must provide a professional, respectful, and civil environment that is free from mistreatment, abuse, or coercion of students, residents, faculty, and staff. 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)**

**VI.C. Well-Being**

***In the current health care environment, residents and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of residency training. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as they do to evaluate other aspects of resident competence.***

- VI.C.1. This responsibility must include:**
- VI.C.1.a) efforts to enhance the meaning that each resident finds in the experience of being a physician, including protecting time with patients, minimizing non-physician obligations, providing administrative support, promoting progressive autonomy and flexibility, and enhancing professional relationships; (Core)**
  - VI.C.1.b) attention to scheduling, work intensity, and work compression that impacts resident well-being; (Core)**
  - VI.C.1.c) evaluating workplace safety data and addressing the safety of residents and faculty members; (Core)**
  - VI.C.1.d) policies and programs that encourage optimal resident and faculty member well-being; and, (Core)**
  - VI.C.1.d).(1) Residents must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours. (Core)**
  - VI.C.1.e) attention to resident and faculty member burnout, depression, and substance abuse. The program, in partnership with its Sponsoring Institution, must educate faculty members and residents in identification of the symptoms of burnout, depression, and substance abuse, including means to assist those who experience these conditions. Residents and faculty members must also be educated to recognize those symptoms in themselves and how to seek appropriate care. The program, in partnership with its Sponsoring Institution, must: (Core)**
  - VI.C.1.e).(1) encourage residents and faculty members to alert the program director or other designated personnel or programs when they are concerned that another resident, fellow, or faculty member may be displaying signs of burnout, depression, substance abuse, suicidal ideation, or potential for violence; (Core)**
  - VI.C.1.e).(2) provide access to appropriate tools for self-screening; and, (Core)**
  - VI.C.1.e).(3) provide 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)**
  - VI.C.2. There are circumstances in which residents may be unable to attend work, including but not limited to fatigue, illness, and family**

emergencies. Each program must have policies and procedures in place that ensure coverage of patient care in the event that a resident may be unable to perform their patient care responsibilities. These policies must be implemented without fear of negative consequences for the resident who is unable to provide the clinical work. <sup>(Core)</sup>

**VI.D. Fatigue Mitigation**

**VI.D.1. Programs must:**

**VI.D.1.a) educate all faculty members and residents to recognize the signs of fatigue and sleep deprivation; <sup>(Core)</sup>**

**VI.D.1.b) educate all faculty members and residents in alertness management and fatigue mitigation processes; and, <sup>(Core)</sup>**

**VI.D.1.c) encourage residents to use fatigue mitigation processes to manage the potential negative effects of fatigue on patient care and learning. <sup>(Detail)</sup>**

**VI.D.2. Each program must ensure continuity of patient care, consistent with the program's policies and procedures referenced in VI.C.2, in the event that a resident may be unable to perform their patient care responsibilities due to excessive fatigue. <sup>(Core)</sup>**

**VI.D.3. 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. <sup>(Core)</sup>**

**VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care**

**VI.E.1. 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. <sup>(Core)</sup>**

**VI.E.2. Teamwork**

**Residents must care for patients in an environment that maximizes communication. This must include the opportunity to work as a member of effective interprofessional teams that are appropriate to the delivery of care in the specialty and larger health system. <sup>(Core)</sup>**

**VI.E.3. Transitions of Care**

**VI.E.3.a) Programs must design clinical assignments to optimize transitions in patient care, including their safety, frequency, and structure. <sup>(Core)</sup>**

- VI.E.3.b) **Programs, in partnership with their Sponsoring Institutions, must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety.** <sup>(Core)</sup>
- VI.E.3.c) **Programs must ensure that residents are competent in communicating with team members in the hand-over process.** <sup>(Outcome)</sup>
- VI.E.3.d) **Programs and clinical sites must maintain and communicate schedules of attending physicians and residents currently responsible for care.** <sup>(Core)</sup>
- VI.E.3.e) **Each program must ensure continuity of patient care, consistent with the program's policies and procedures referenced in VI.C.2, in the event that a resident may be unable to perform their patient care responsibilities due to excessive fatigue or illness, or family emergency.** <sup>(Core)</sup>

**VI.F. 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.*

- VI.F.1. **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, inclusive of all in-house clinical and educational activities, clinical work done from home, and all moonlighting. <sup>(Core)</sup>
- VI.F.2. **Mandatory Time Free of Clinical Work and Education**
  - VI.F.2.a) **The program must design an effective program structure that is configured to provide residents with educational opportunities, as well as reasonable opportunities for rest and personal well-being.** <sup>(Core)</sup>
  - VI.F.2.b) **Residents should have eight hours off between scheduled clinical work and education periods.** <sup>(Detail)</sup>
    - VI.F.2.b).(1) **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 must occur within the context of the 80-hour and the one-day-off-in-seven requirements.** <sup>(Detail)</sup>
  - VI.F.2.c) **Residents must have at least 14 hours free of clinical work**

and education after 24 hours of in-house call. <sup>(Core)</sup>

**VI.F.2.d)** 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. <sup>(Core)</sup>

**VI.F.3. Maximum Clinical Work and Education Period Length**

**VI.F.3.a)** Clinical and educational work periods for residents must not exceed 24 hours of continuous scheduled clinical assignments. <sup>(Core)</sup>

**VI.F.3.a).(1)** 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. <sup>(Core)</sup>

**VI.F.3.a).(1).(a)** Additional patient care responsibilities must not be assigned to a resident during this time. <sup>(Core)</sup>

**VI.F.4. Clinical and Educational Work Hour Exceptions**

**VI.F.4.a)** 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:

**VI.F.4.a).(1)** to continue to provide care to a single severely ill or unstable patient; <sup>(Detail)</sup>

**VI.F.4.a).(2)** humanistic attention to the needs of a patient or family; or, <sup>(Detail)</sup>

**VI.F.4.a).(3)** to attend unique educational events. <sup>(Detail)</sup>

**VI.F.4.b)** These additional hours of care or education will be counted toward the 80-hour weekly limit. <sup>(Detail)</sup>

**VI.F.4.c)** 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 Internal Medicine will not consider requests for exceptions to the 80-hour limit to the fellows' work week.

**VI.F.4.c).(1)** In preparing a request for an exception, the program director must follow the clinical and educational work hour exception policy from the *ACGME Manual of*

***Policies and Procedures.*** (Core)

**VI.F.4.c).(2)** Prior to submitting the request to the Review Committee, the program director must obtain approval from the Sponsoring Institution's GMEC and DIO. (Core)

**VI.F.5. Moonlighting**

**VI.F.5.a)** 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)

**VI.F.5.b)** 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)

**VI.F.5.c)** PGY-1 residents are not permitted to moonlight. (Core)

**VI.F.6. In-House Night Float**

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

**VI.F.7. 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)

**VI.F.7.a)** Internal Medicine fellowships must not average in-house call over a four-week period. (Core)

**VI.F.8. At-Home Call**

**VI.F.8.a)** 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)

**VI.F.8.a).(1)** At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident. (Core)

**VI.F.8.b)** Residents are permitted to return to the hospital while on at-home call to provide direct care for new or established patients. These hours of inpatient patient care must be included in the 80-hour maximum weekly limit. (Detail)

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**\*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 seeking Osteopathic Recognition for the entire program, or for a track within the program, the Osteopathic Recognition Requirements are also applicable.

([http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/Osteopathic\\_Recognition\\_Requirements.pdf](http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/Osteopathic_Recognition_Requirements.pdf))