



Greetings!

Enclosed you'll find news updates, resources and highlights of our global efforts to improve health care worldwide.

Message from the President and CEO

Greetings to all our partners across the 12 countries in the Middle East, Asia, and the Central American/Caribbean region! I would like to take this opportunity to share two brief thoughts.

First, I want to recognize the dedication of all those who work in post-graduate medical education (PGME) during these challenging times. While the COVID-19 pandemic has affected all aspects of society and our medical communities, its impact on PGME, which tends to be centered around hospitals and medical centers, has been particularly significant. It has been difficult for many programs to meet the increased demands for patient care while maintaining the quality of the educational experiences for your residents and fellows. Nonetheless, we at ACGME-I have seen you rise to the occasion. In reviewing programs and institutions, we are sensitive to these issues. We understand that to accomplish our mission to improve PGME, we must understand the context in which the medical and educational systems are operating and be adaptive to it. We have seen continued growth and investment in PGME during the pandemic, and a renewed vigor and dedication to PGME.

Second, ACGME-I has embarked on the next phase of its accreditation model, based on continuous quality improvement. This model is a truly unique aspect of ACGME-I accreditation. One key feature is that we are committed to provide feedback to our programs on an *annual* basis, in many cases noting “areas for improvement” (AFI). These AFIs are *suggestions* from us on potential areas that may be considered for targeted program improvement activities in the upcoming year. Our goal is to create a system that is not focused solely on meeting “minimum” requirements, but one that drives programmatic improvement in a meaningful way. Stay tuned!

All of us at ACGME-I wish you all the best! We are hopeful that the pandemic is abating. Like many organizations, we are trying to determine how the experiences and lessons learned during the pandemic can inform us on how to improve our operations, and we will welcome feedback and ideas from all our global partners.

Questions of the Quarter: Using ACGME-I Survey Data

Each quarter, this section of the ACGME-I Newsletter answers questions applicable to all ACGME-I-accredited programs. Since the 2022 ACGME-I Resident/Fellow and Faculty Surveys are now open, this quarter's questions address how programs and institutions can best use their results to improve education.

Question: What are the requirements for reviewing and using the results of the annual ACGME-I Resident/Fellow and Faculty Surveys?

Answer: While there are no requirements that specifically mandate using results from the annual ACGME-I Resident/Fellow and Faculty Surveys, data from these surveys can be a powerful tool to enhance and track improvement efforts at both the program and the institutional level. Programs must document a formal, systematic evaluation of the program at least once a year [Foundational Requirement V.D.1.]. Institutions must conduct an Annual Institutional Review (AIR) [Institutional Requirement IV.B.5.]. To fulfill these responsibilities, the ACGME-I surveys provide a validated tool to measure and track achievement over time. Any program with a response rate of greater than 70 percent and at least four learners completing the Resident/Fellow Survey will receive aggregated results each spring. Many

Respectfully,



James A. Arrighi, MD

President and CEO, ACGME International, Inc.

ACGME International Awards

Congratulations to the 2022 ACGME International Awardees! These individuals were nominated by their peers for their significant contributions to PGME in their countries, institutions, or programs. The ACGME-I Awards Committee and Board of Directors reviewed all nominees and selected the following individuals as our 2022 Award recipients:

Physician Leader - Dr. Hatem Faraj Alameri

Dr. Alameri is the department manager, medical education and examination for the United Arab Emirates Department of Health. He has held this position since 2017 and has played an integral role in setting strategy for medical education in Abu Dhabi. Dr. Alameri oversees the quality of medical education programs at all levels and supports the expansion of these activities within the Emirate. Dr. Alameri's distinctive experience, professional and academic accolades, and record of leadership represent a rare asset in the PGME community. In nominating him for the award, a colleague wrote that because of his passion, vision, and skill in answering big questions, Dr. Alameri has been able to put the Emirate on the road to make the medical education system in Abu Dhabi highly competitive, with global quality standards, but most importantly, relative to the local domestic needs.



Physician Educator - Dr. Sterman Toussaint

Dr. Toussaint was professor of surgery at Zanmi Lasante and held the position of designated institutional official (DIO) at the ACGME-I-accredited Sponsoring Institution in Mirebailais, Haiti. Dr. Toussaint is regarded as one of the best surgeons in Haiti and his commitment, leadership, and openness have made Zanmi Lasante's education program the most prestigious in the country. He is a dynamic,

programs and institutions will schedule their Annual Program Evaluation and AIR following release of survey data.

Additionally, the annual well-being survey provides programs and institutions with aggregated data on the learning and working environment for both learners and faculty members. This survey is conducted at the same time as the Resident/Fellow and Faculty Surveys.

Question: What are best practices for using survey results?

Answer: The best uses for survey results will depend on the needs of the program or institution. Here are some general suggestions:

1. Review the Resident/Fellow Survey results in the area of duty hours to triangulate other data used for duty hour monitoring. The ACGME-I Resident/Fellow Survey can provide insights into the reasons why a program may be non-compliant with duty hour rules and can therefore provide a starting point for developing an improvement plan.

2. Compare the data on overall impression of the program to results on individual questions or specific areas of the survey. If the overall impression of the program is strong, poor results on individual questions may not be a true measure and can signal the need to collect additional feedback through follow-up discussion with learners.

3. Look at results longitudinally, noting trends in mean scores and percent compliance. This is especially important to help understand the impact of major changes in curriculum, faculty members, and clinical sites, or certainly, disruption in education caused by the pandemic.

4. Compare results from the Faculty Survey to those on the Resident/Fellow Survey. For example, if residents feel the program is not providing an environment of inquiry and few

lively, patient, and disciplined individual who always strives to provide the best quality of education and training for residents. In nominating him for the award, colleagues consistently noted that Dr. Toussaint is beloved by all and is one of the most respected medical educators in all of Haiti.

faculty members report working on a research project with residents, there may be a need for an improvement plan.



Nominations Are NOW Open for 2023 ACGME-I Awards

Help recognize the great leaders, educators, and staff members at your institution or program. The nomination period is now open for the 2023 ACGME-I Awards. The deadline for nominations is 15 May 2022. New for this year, nominations will be valid for the next three cycles (three years) of awards.

DIOs, program directors, faculty members, residents, fellows, and coordinators are all encouraged to nominate a colleague. If you are unsure about how to obtain letters of support, consider working with staff members in your PMGE or program office to help. If you have any questions, email acgme-i@acgme-i.org.

Directions and nomination forms are on the ACGME-I [website](#). There are three categories of awards:

- The **Physician Leader Award** is given to an individual who has been instrumental in initiating improvement in PGME that mirror the values held by ACGME-I.
- The **Physician Educator Award** honors an individual with exceptional mentoring skills and sensitivity to resident/fellow needs, and who is a true advocate for developing appropriate values and advocating for residents'/fellows' needs.
- The **Staff Award** acknowledges the importance of a true team effort in providing quality PGME by honoring those who have provided extraordinary service to the educational process, to the learners, and to meeting ACGME-I requirements.



Revised Advanced Specialty Requirements in Internal Medicine and New Fellowship Requirements

At their 04 March meeting, the ACGME-I Board approved revisions to the Advanced Specialty Requirements for Internal Medicine and Advanced Specialty Requirements for two new subspecialties (fellowships): orthopaedic sports medicine and geriatric psychiatry. The revised Advanced Specialty Requirements for Internal Medicine are effective 01 July 2022; the new

subspecialty requirements are effective immediately.

Some of the major revisions to the internal medicine requirements include:

- A requirement for a reporting relationship between the program director of the internal medicine residency and the program directors for all ACGME-I-accredited internal medicine subspecialty programs. The intent is that this is a collaborative relationship to improve the curriculum for both the residents and fellows by sharing expertise and enhancing communication.
- New patient care competencies in the areas of telemedicine and using population-based data and critical thinking and evidence-based tools.
- New systems-based competencies in understanding health care financing and the impact on individual patient health care decisions.
- Deleting the list of required procedures and allowing the program to determine the medical, diagnostic, and surgical procedures considered essential for the particular area of practice.
- Adding a requirement for at least six months of clinical experience in an outpatient/ambulatory care setting where residents have a longitudinal continuity experience and develop a long-term therapeutic relationship with a panel of patients.
- Adding a requirement that all residents have at least six months of individualized educational experiences relevant to their future area of practice or to further develop fundamental skills.

A copy of the Internal Medicine Requirements with changes tracked has been sent to all program directors in ACGME-I-accredited internal medicine programs. All revised and new Requirements documents will soon be posted on the respective specialty pages at www.acgme-i.org.

Did You Know?

Upcoming Important Dates:

- Resident/Fellow and Faculty Survey –14 March-17 April 2022
- Virtual ACGME Annual Educational Conference – 30 March-1 April 2022
- Milestones reporting window – late April to approximately 24 June; exact dates will be forthcoming
- Deadline for 2023 ACGME-I Award nominations – 15 May 2022
- 2022 Annual Update – 05 July-21 October 2022. These dates include those for the program director to validate graduates' Case Logs.

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