

Transitional Year Review Committee Update

Ashley M. Maranich, MD, MHPE, Chair

Cheryl Gross, MA, CAE, Executive Director

Conflict of Interest Disclosure

Speaker(s):

Ashley Maranich, MD, MHPE

Cheryl Gross, MA, CAE

Disclosure to the Learner:

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 health care products used by or on patients.

Session Objectives

- Summarize the work of the Transitional Year Review Committee (TYRC) this past year
- Describe recent changes in TYRC Program Requirements and policies
- Describe reporting requirements and data elements reviewed by the TYRC

The Review Committee

Ashley Maranich, MD, MHPE (*Chair*)

Andrew Mangano, DO, FACP

Mary Warden, MD (*Vice Chair*)

Anne Messman, MD

Natalie Domeisen, MD (*Resident Member*)

Sharon Rouse, DO

Laurel Fick, MD, FACP

Bhavna Sheth, MD, MBA

Benjamin Jarman, MD

Christopher Swide, MD

Christopher Kuzniewski, MD

Tara Zahtila, DO

New Public Member: 2024-2030

LTJG Roberto V. Hernandez, MHAP, MSC, USN

- US Navy/Navy Medical Leader and Professional Development Command
- Manages processing and reimbursement for specialty board certification examination, Maintenance of Certification, and CME conference travel for all Navy physicians

The Stats



Trends in Transitional Year Programs

Academic Year	# Residents	# Programs
2022-2023	1,884	188
2021-2022	1,767	178
2020-2021	1,693	172
2019-2020	1,597	166
2018-2019	1,532	157
5-Year Trend	↑ 23.0%	↑ 19.7%

Transitional Year Program Size

Number of Filled Positions	Number of Programs
0 Residents (<i>new programs</i>)	14
1-5 Residents	22
6-10 Residents	61
11-15 Residents	65
16-20 Residents	19
Over 20 Residents	7

	Number of Filled Positions
Range	0-29
Mode	12
Median	10
Mean	10

Accreditation Status All Transitional Year Programs – 2022-2023

Status	Number of Programs	Percent
Initial Accreditation	27	14.4%
Continued Accreditation	153	81.4%
Continued Accreditation with Warning	5	2.7%
Probation	0	--
Withdrawn	3	1.6%

Annual TYRC Activities

The Review Committee meets to review:

- Applications
- Permanent complement increase requests
- Annual data
 - *Programs with citations*
 - *Programs with annual data indicators*
- Accreditation site visit





Program Requirements

#ACGME2024

REMINDER





Salary Support – Transitional Year Program Director/Leadership

Number of Approved Resident Positions	Minimum Support Required (FTE) for the Program Director	Minimum Additional Support Required (FTE) for Program Leadership in Aggregate
1-6	0.2	---
7-10	0.25	---
11-15	0.25	0.05
16-20	0.25	0.1
21-25	0.25	0.15
26 or more	0.25	0.2

Section II: Program Director Qualifications

Qualifications must include:

- At least three years of educational and/or administrative experience, or qualifications acceptable to Review Committee
- American Osteopathic Association (AOA) or American Board of Medical Specialties (ABMS) certification acceptable
- Current medical licensure and medical staff appointment
- Ongoing clinical activity



Section II: Core Faculty

Core Faculty

- Program director can select core faculty
- Definition now based on role in resident education and supervision – not number of hours devoted
- Must complete annual ACGME Faculty Survey

Core Faculty Members

- Minimum – three core faculty members, at least one from each sponsoring program
- At least one additional core faculty member for every four residents over 12 approved residents

Program Coordinator [II.C.]

- <16 **approved** residents – 50% support (20 hours/week)
- 16-20 **approved** residents – 75% support (30 hours/week)
- Over 20 **approved** residents – 100% support (40 hours/week)
- *FTE support must be exclusive to transitional year program*

Other Items

- Residents must **TAKE** USMLE Step 3 or COMLEX-USA Level 3 prior to completion of the transitional year program [IV.B.1.c).(1)]
 - *Program is NOT required to reimburse residents for exam, unless the sponsoring program(s) pay for PGY-1 residents to take exam*
 - *If exam was delayed or if there were issues as to why a resident did not take the exam, mark as such in the resident's file in the event of a site visit*

Curriculum Organization [IV.C.]

- Each rotation must be at least two weeks in length [IV.C.1.a)
 - *Outside of ambulatory/longitudinal clinic*

Curriculum Organization [IV.C.]

- 24 weeks of fundamental clinical skills
 - *In units where other ACGME residents rotate*
 - *Resident must be primary physician for patient, who would identify resident as their physician*

Curriculum [IV.C.4.]

Ambulatory (140 hours)

- *Can be family medicine, primary care internal medicine, general surgery, obstetrics and gynecology, or pediatrics*
- *May be conducted as a longitudinal clinic (**NOT** required)*
- *No shorter than half-day sessions*

Curriculum [IV.C.4.]

Eight weeks of rotations involving **INPATIENTS** (can double count fundamental clinical skills (FCS)/inpatient) [IV.C.3.c)]

- *General medicine, general pediatrics, general surgery, obstetrics and gynecology, or family medicine*



Minimum Requirements

Transitional Year Program (52 weeks)

**FCS (24w) “primary
physician”**

**Gen. IPD
(8w)**

EM (4w)

**Gen. Amb
(4w)**

Implementation Example

**Night
Float (4w)**

**Gen. Amb
(4w)**

**Gen. IPD
(4w + 12w)**

**FCS (24w)
“primary physician”**

EM (12w)

Night Float

- No more than four consecutive weeks
- Maximum of eight weeks during transitional year
- If resident is primarily responsible for most patient care decisions, can be FCS rotation
- Solely consulting or handling night emergencies **would not** qualify as FCS

Elective Options [IV.C.5.]

- Eight weeks minimum, from medical, surgical, and hospital-based specialties
 - *Residents should have **elective** rotations to meet needs of future residencies*
- Eight weeks maximum non-clinical (research, etc.)
- Outside rotation maximum of eight weeks
- Exceptions can be made as required by the categorical specialty (e.g., ophthalmology)

Section IV: Scholarship

- Focuses on scholarly activity for the program as a whole
- Annual activity by a variety of methods, disseminated within and outside the program, including peer-reviewed publication

Program Evaluation Committee

- Required to meet at least annually
- Recommend at least semi-annually or quarterly
- Strongly recommend the designated institutional official (DIO) or member of Sponsoring Institution leadership be a member



Program Review



Annual Timeline

Jul/Aug

Oct/Nov

December

April

Annual ADS
Data Input

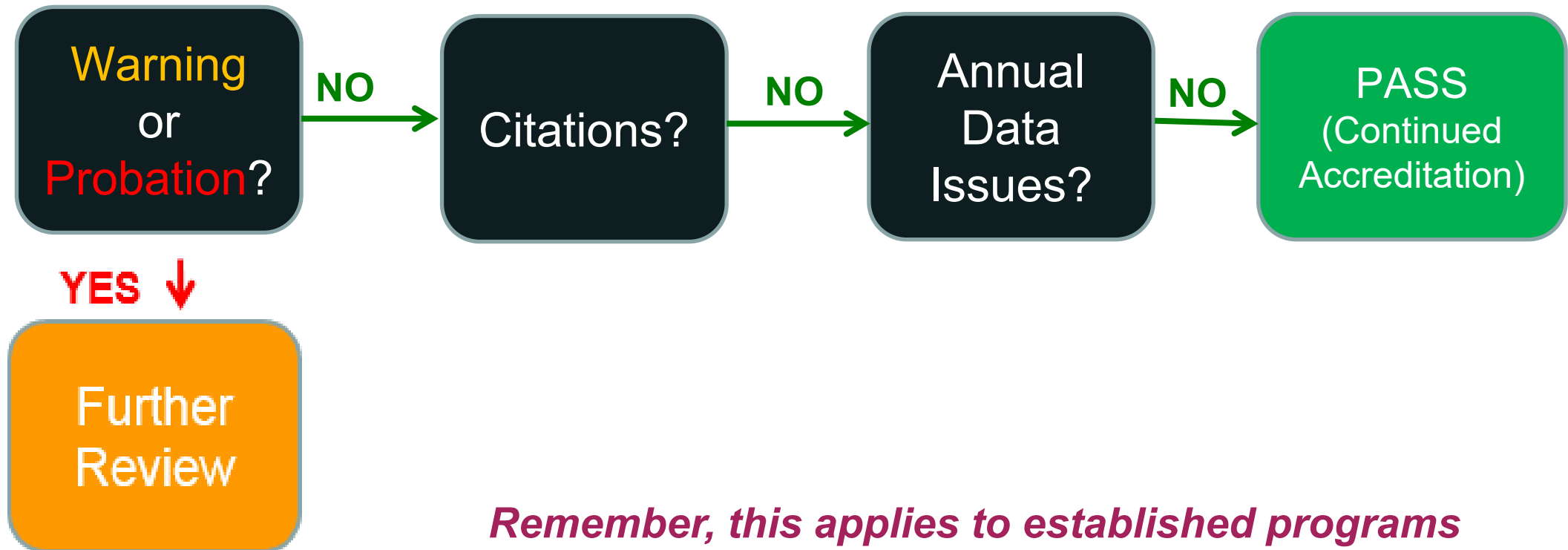
Data
Analysis

TYRC
Meeting
Review

TYRC
Meeting
Follow Up

↓
Majority of
Programs
Reviewed

Annual Data Review Process



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

The Review Process

Staff Review

- *Broad review of all data – concerns flagged*

Committee Review

- *Programs on Warning or Probation*
- *Programs with active citations*
- *Data concerns*

Annual Data Indicators

- Surveys – Resident/Fellow and Faculty
- Clinical experience and Case Logs
- Scholarly activity – faculty and resident/fellow
- Attrition
- Information omission
- Major changes/responses to citations

Accreditation Status

Continued Accreditation

Continued Accreditation with Warning

Probation

Withdrawal of Accreditation

Continued Accreditation

Substantial compliance with requirements

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

Committee will continue annual review of indicators

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

Continued Accreditation with Warning

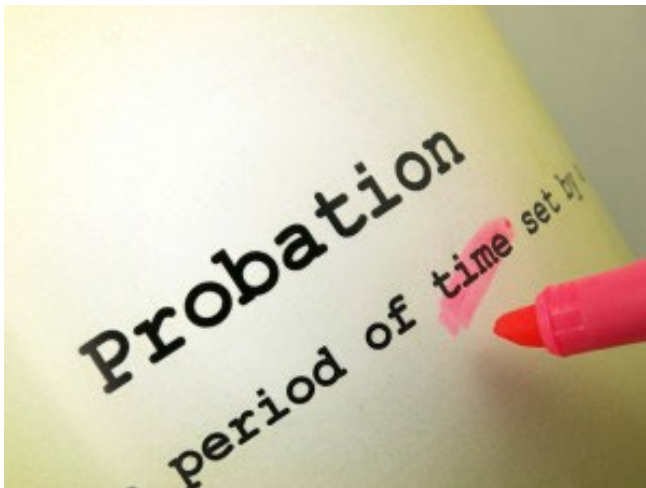
Areas of non-compliance jeopardize accreditation

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



Probation

Must have a site visit **before** conferring this status



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

Letter of Notification

Citations

- More serious concerns than AFIs
- Linked to Program Requirements
- Require written response in Accreditation Data System (ADS)
- Committee will review again the following year (extended or resolved)

Common Citations

- Responsibilities of Program Director (failure to provide accurate/complete information)
- Faculty/Resident Scholarly Activity
- Responsibilities of Faculty
- Curricular Development/Organization
- Evaluation of Residents
- Educational Program – Patient Care Experience and Didactic Components

Letter of Notification

Areas for Improvement (AFIs)

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



Faculty Certification

Certification information is automatically pulled from ABMS certification information

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



Tips

#ACGME2024



Complement Increases

- Temporary requests – programs on Continued Accreditation
 - *Remediation*
 - *Off-cycle residents*
 - **NEW!** **NOT** required for periods of 90 days or fewer
- **NOT** for long-term “temporary-permanent” increases (i.e., multiple-year temporary increases with a rationale that “the position is funded”)
- Multiple-year increases for the same position will **NOT** be approved

Common TYRC Concerns

Inaccurate/incomplete information in ADS Annual Update

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

Website Information

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

How to Respond to Citations

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

How to Respond to Citations

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



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

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

Other Initiatives



Coordinator Timelines

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

The ACGME's Online Learning Portal

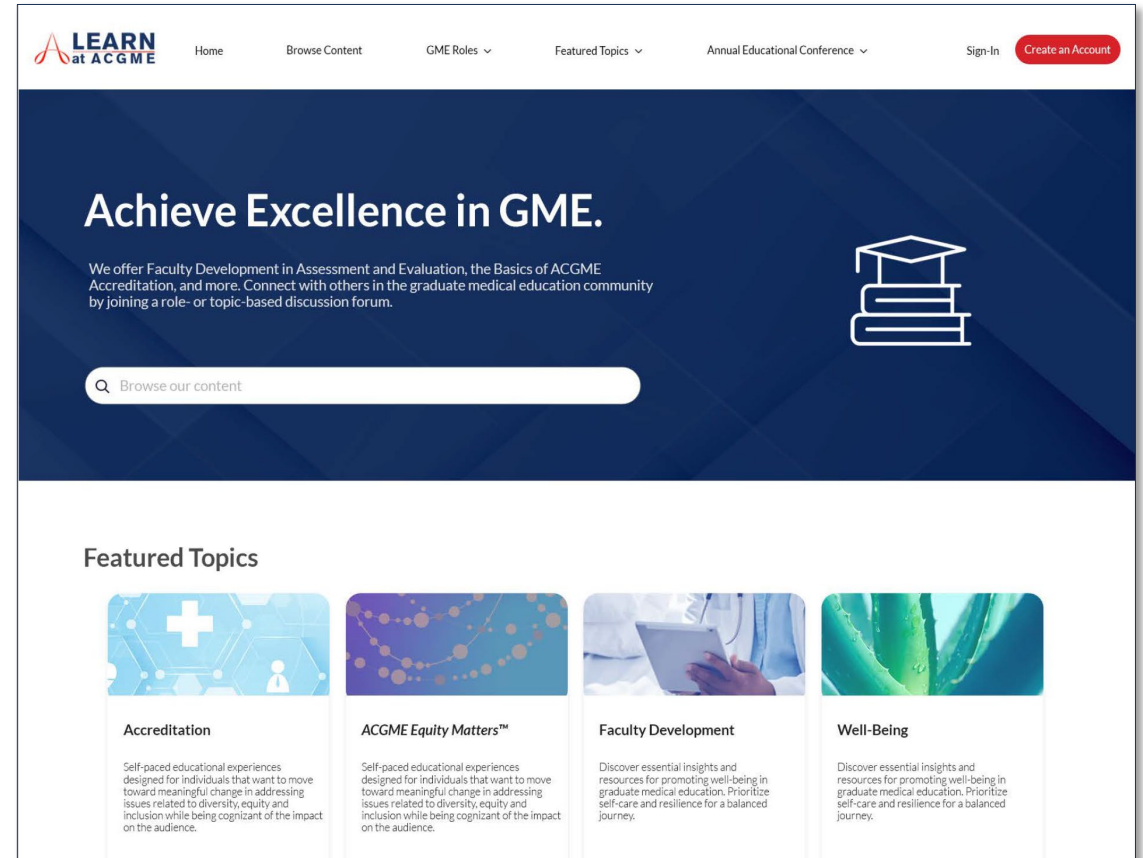
Learn at ACGME Redesign Coming Soon!

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



Have a question or need assistance? Contact us!

desupport@acgme.org



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

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

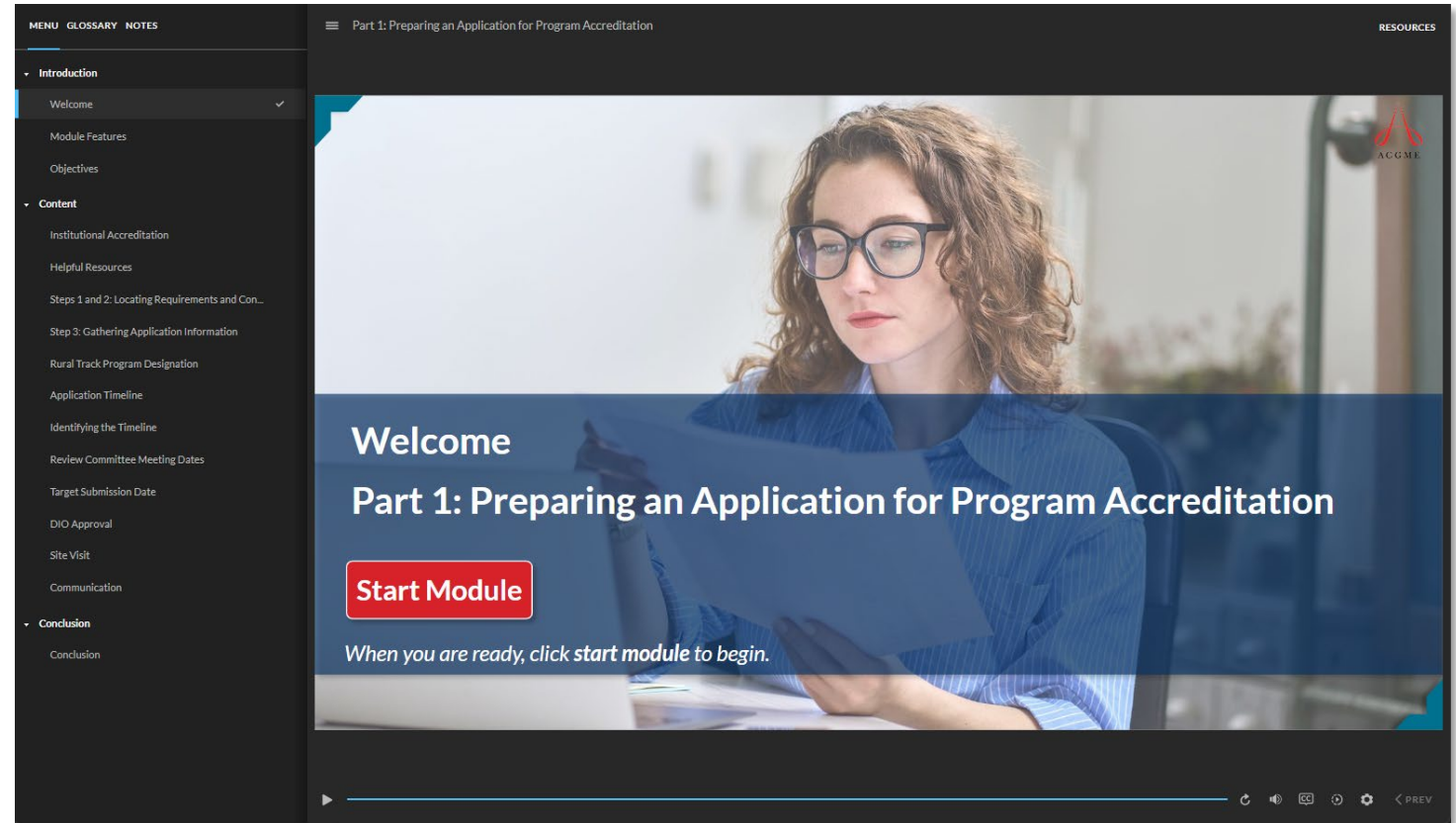


- 11 modules authored by **renowned experts** in the field
- Equips participants with tools for **addressing needs of struggling learners**
- **CME** offered after completion

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

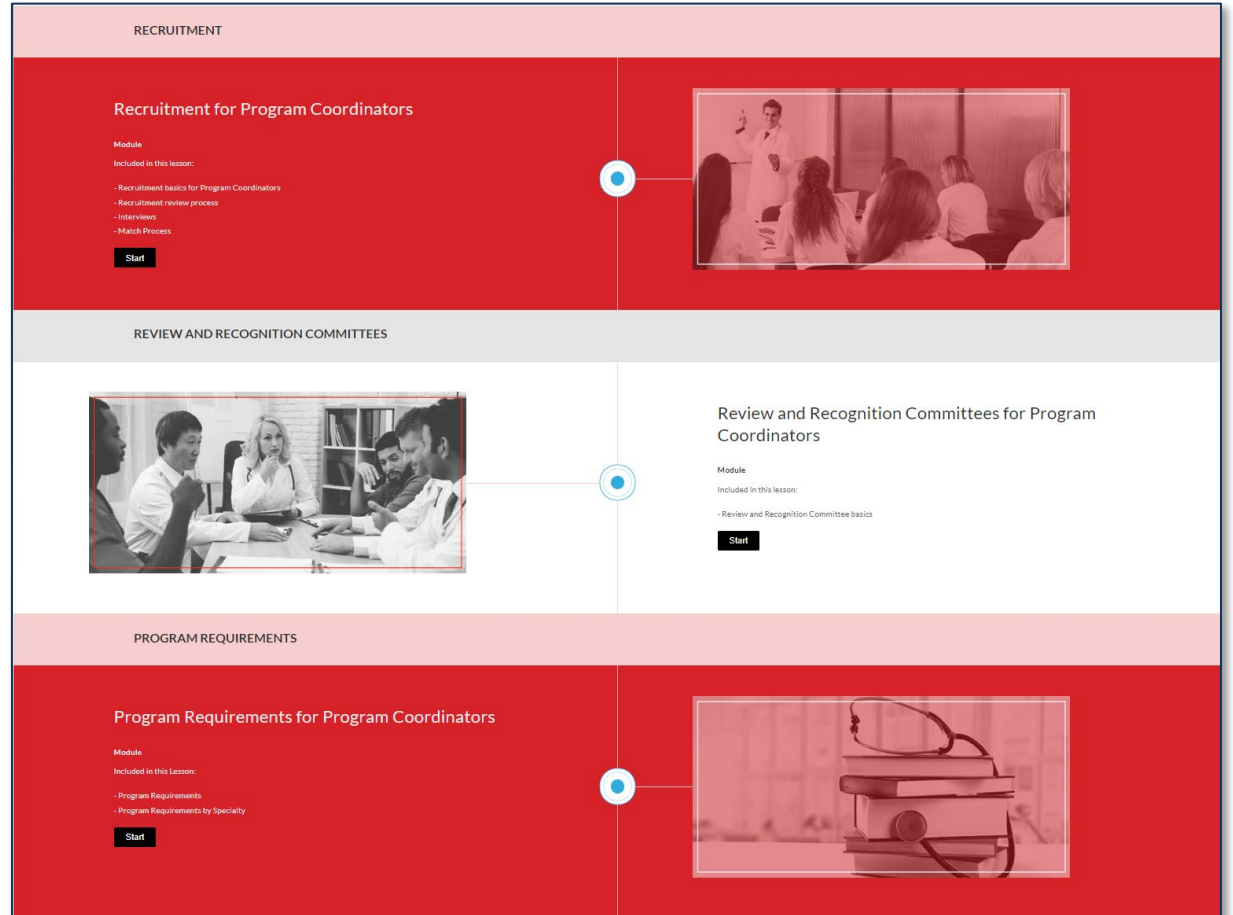
The screenshot shows the website header with the LEARN at ACGME logo and a navigation menu including: Toolkit Home, Overview, Microlearnings, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, and Questions and Feedback. The main content area features a large blue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

The 'Counseling Videos' section displays three video prompts with their respective titles, images, descriptions, and links to answer keys.

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

Program Coordinator Course

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

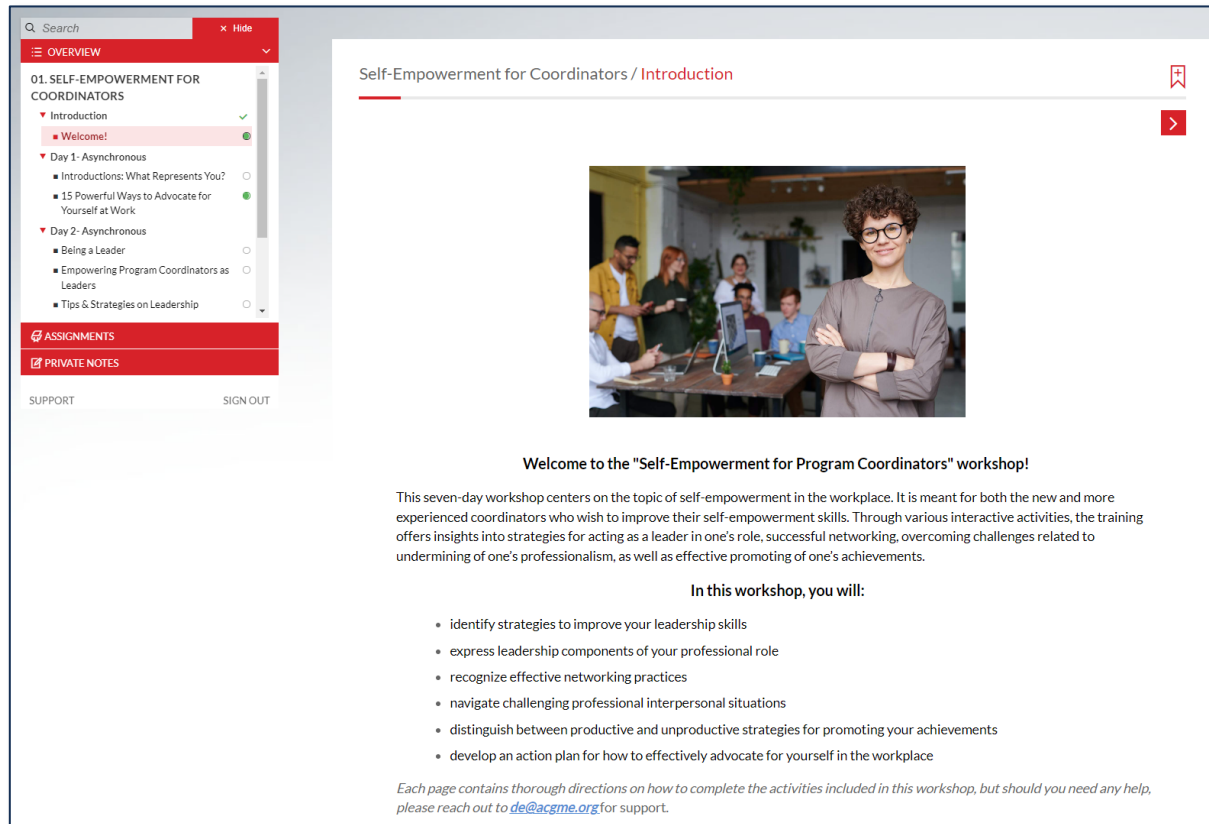


The screenshot displays a course navigation interface with three main sections, each featuring a 'Start' button and a representative image:

- RECRUITMENT**
Recruitment for Program Coordinators
Module
Included in this lesson:
 - Recruitment basics for Program Coordinators
 - Recruitment review process
 - Interviews
 - Match Process
- REVIEW AND RECOGNITION COMMITTEES**
Review and Recognition Committees for Program Coordinators
Module
Included in this lesson:
 - Review and Recognition Committee basics
- PROGRAM REQUIREMENTS**
Program Requirements for Program Coordinators
Module
Included in this Lesson:
 - Program Requirements
 - Program Requirements by Specialty

Virtual Workshop

Self-Empowerment for Program Coordinators



The screenshot shows a web-based learning portal. On the left is a navigation menu with sections for 'OVERVIEW', 'ASSIGNMENTS', and 'PRIVATE NOTES'. The 'OVERVIEW' section lists the workshop's structure: '01. SELF-EMPOWERMENT FOR COORDINATORS', 'Introduction', 'Day 1- Asynchronous', and 'Day 2- Asynchronous'. The main content area displays the 'Introduction' page, which includes a photo of a woman with her arms crossed, a welcome message, a paragraph about the workshop's purpose, a list of activities, and a support contact email.

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:

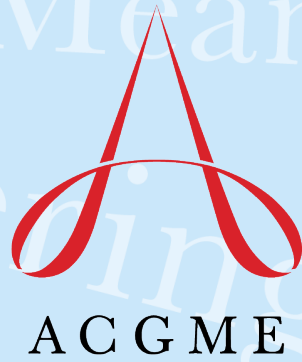
- identify strategies to improve your leadership skills
- express leadership components of your professional role
- recognize effective networking practices
- navigate challenging professional interpersonal situations
- distinguish between productive and unproductive strategies for promoting your achievements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



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

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

DEADLINE: APRIL 22, 2024



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

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

For additional information and to download nomination materials:

[https://www.acgme.org/
initiatives/awards/](https://www.acgme.org/initiatives/awards/)



CONTACT US

We want to help!

#ACGME2024

Review Committee Staff

Cheryl Gross: cgross@acgme.org

Kerri Price: kprice@acgme.org

Aimee Morales: amorales@acgme.org

- *Program Requirements*
- *Notification letters*
- *Complement requests*
- *Case Log **content***

ADS Staff

ADS@acgme.org

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

Field Activities Staff

fieldrepresentatives@acgme.org

- *Site Visit*

Thank You!

Questions?