**New Application: Internal Medicine**

401 North Michigan Avenue · Chicago, Illinois 60611 · United States · +1.312.755.7042 www.acgme-i.org

**Submission for Initial Accreditation:** This Advanced Specialty program Information Form (PIF) is for programs applying for **Initial Accreditation Only** and is used in conjunction with the Accreditation Data System (ADS).

All sections of the form applicable to the program must be completed for it to be accepted for review. The information provided should describe the existing program. For items that do not apply, indicate “N/A” in the space provided. Where patient numbers are requested, provide exact numbers as requested and indicate the exact dates for the data entered. If any requested information is unavailable, an explanation must be given, and it should also be indicated as unavailable in the appropriate place on the form. Once the forms are complete, number the pages sequentially in the bottom center.

The program director is responsible for the accuracy of the information supplied in this form and must sign it. It must also be signed by the designated institutional official of the sponsoring institution, who will submit the application electronically in ADS.

Review the International Foundational Program Requirements for Graduate Medical Education and Advanced Specialty Program Requirements for Graduate Medical Education in Internal Medicine. The International Foundational, Advanced Specialty, and Institutional Requirements may be downloaded from the ACGME International website: [www.acgme-i.org](http://www.acgme-i.org)

Email questions regarding the form’s content to acgme-i@acgme-i.org.

Email questions regarding ADS to ADS@acgme.org (type the program number in the subject line).

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| Program Name:Click here to enter text. |

**Table of Contents**

When the forms are completed, **number each page sequentially in the bottom center**. Report this pagination in the Table of Contents and submit this cover page with the completed application.

|  |  |
| --- | --- |
| **Advanced Specialty New Application**  | **Page(s)**   |
| **Int. Introduction** | #   |
| Duration of Education | #  |
| **I. Institution** | #  |
| **II. Program Personnel and Resources** | #  |
| II.A. Program Director | #  |
| II.B. Faculty | #  |
| II.C. Other Program Personnel | NA   |
| II.D. Resources | #  |
| **III. Resident Appointment** | #  |
| III.A. Eligibility Criteria | NA |
| III.B. Number of Residents | NA  |
| III.C. Resident Transfers | NA  |
| III.D. Appointment of Fellows and Other Learners | NA  |
| **IV. Specialty-Specific Educational Program** | #  |
| IV.A. ACGME-I Competencies | #  |
| IV.B. Regularly Scheduled Educational Activities | #  |
| IV.C. Clinical Experiences | #  |
| IV.D. Scholarly Activity | NA  |
| **V. Evaluation** | NA  |
| **VI. The Learning and Working Environment** | #  |
| VI.A. Principles | NA  |
| VI.B. Patient Safety | NA  |
| VI.C. Quality Improvement | NA  |
| VI.D. Supervision and Accountability | #  |
| VI.E. Professionalism | NA  |
| VI.F. Well-Being | NA  |
| VI.G. Fatigue | NA  |
| VI.H. Transitions of Care | NA  |
| VI.I. Clinical Experience and Education | NA  |
| VI.J. On-Call activities | #  |
| Appendix A. Formal Didactic Sessions by Academic Year | #  |

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**Introduction**

**Duration and Scope of Education**

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| --- |
| * + - 1. What will be the length, in months, of the educational program?

Choose an item. |

**Program Personnel and Resources**

**Program Director**

* + - 1. Will the program director have a reporting relationship with the program directors of the affiliated internal medicine subspecialty programs? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

**Faculty**

Will the program have associate program directors? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. If ‘YES,’ to Question 1, describe the criteria for appointment as an associate program director. (Limit 300 words)

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* + - 1. Will the associate program directors:
	1. dedicate, on average, at least 20 hours per week to the administration and educational aspects of the program? [ ] YES [ ] NO
	2. report directly to the program director? [ ] YES [ ] NO
	3. participate in academic societies? [ ] YES [ ] NO
	4. participate in educational program to enhance their professional development? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

* + - 1. Will the program director identify Subspecialty Education Coordinators (SECs)? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. If ‘YES,’ to Question 4, indicate the SECs by completing the table below. Use site numbers as indicated in ADS. Add rows as needed. *Site #1 is the primary clinical site.*

|  |  |  |  |
| --- | --- | --- | --- |
| **SEC’s Name** | **Based Primarily at Site #** | **Specialty/Field** | **Currently Board Certified?** |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |
|  |  |  | [ ] YES[ ] NO |

* + - 1. Will the SECs be accountable to the program director for coordination of the residents’ subspecialty educational experiences to accomplish the goals and objectives in the subspecialty? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

**Resources**

* + - 1. Indicate resources provided at the planned participating sites by completing the table below. Use site numbers as indicated in ADS. *Site #1 is the primary clinical site.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resource** | **Institution #1** | **Institution #2** | **Institution #3** | **Institution #4** | **Institution****#5** |
| Cardiac catheterization | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Bronchoscopy | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Gastrointestinal endoscopy | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Noninvasive cardiology studies | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Pulmonary function studies | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Hemodialysis | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |
| Imaging studies (radionuclide, ultrasound, fluoroscopy, angiography, computerized tomography, and magnetic resonance imaging) | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO | [ ] YES[ ] NO |

Describe any additional resources not indicated above. (Limit 300 words)

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**Resident Appointment**

**Number of Residents**

Describe how the program will ensure there is a minimum of 12 residents enrolled and participating in the educational program at all times. (Limit 300 words)

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* + - 1. Will the program appoint residents to a preliminary year? [ ] YES [ ] NO

If ‘YES,’ answer Questions 3-6. If ‘NO,’ skip to the Specialty-Specific Educational Program section below.

1. Will residents in the preliminary year be appointed for only one year? [ ] YES [ ] NO
2. Will the number of residents appointed to the preliminary year be equal to or less than the number of approved Post-Graduate Year One (PGY-1) categorical positions? [ ] YES [ ] NO
3. Will the program director document continuation in graduate medical education for each resident appointed to the preliminary year? [ ] YES [ ] NO
4. Will the program director counsel and assist preliminary year residents in obtaining future positions?

 [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

1. How will graduating residents demonstrate a commitment to fulfilling their professional responsibilities and adhering to ethical principles?

Describe how these will be evaluated. (Limit 300 words)

|  |
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1. How will graduating residents demonstrate the following?

a. Compassion, integrity, and respect for others

b. Responsiveness to patient needs that supersedes self-interest

c. Respect for patient privacy and autonomy

d. Accountability to patients, society, and the profession

e. Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

f. Ability to recognize and develop a plan for one’s own personal and professional well-being

Provide examples of how traits will be assessed in four of the six areas listed. (Limit 300 words)

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**Patient Care**

1. How will graduating residents demonstrate the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health?

Describe how this will be evaluated. (Limit 300 words)

|  |
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1. How will graduating residents demonstrate competence in a variety of roles within a health system with progressive responsibility, including serving as the direct provider, the leader or member of an interprofessional or multi-disciplinary team or providers, a consultant to other physicians, and a teacher to the patient, the patient’s family and other health care workers. (Limit 400 words)

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1. How will graduating residents demonstrate competence in the prevention, counseling, detection and diagnosis, and treatment of adult diseases? (Limit 400 words)

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1. How will graduating residents demonstrate competence in managing patients in a variety of health care settings, including the inpatient ward, the critical care unit, and various ambulatory settings, to include the emergency setting? (Limit 400 words)

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1. How will graduating residents demonstrate competence in managing patients across the spectrum of clinical disorders as seen in the practice of general internal medicine, including the subspecialties of internal medicine? (Limit 400 words)

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1. How will graduating residents demonstrate competence in the following?
2. Providing care for patients with whom they have limited or no physical contact, through the use of telemedicine
3. Providing care for undifferentiated acutely and severely ill patients
4. Using clinical skills of interviewing and physical examination
5. Using critical thinking and evidence-based tools
6. Using laboratory and imaging techniques appropriately
7. Using population-based data

Describe how competence will be assessed in four of the six areas listed. (Limit 400 words)

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| Click here to enter text. |

1. How will graduating residents demonstrate competence in the following?

Performing diagnostic and therapeutic procedures relevant to their specific career paths

Treating patients with practices that are patient-centered, safe, scientifically-based, effective, timely, and cost-effective

Using and/or performing point-of-care laboratory, diagnostic, and/or imaging studies relevant to the care of the patient

Describe how competence will be assessed in each of the areas above. (Limit 300 words)

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| Click here to enter text. |

1. How will graduating residents demonstrate competence in treating their patients with practices that are patient-centered, safe, scientifically-based, effective, timely, and cost-effective? (Limit 300 words)

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| Click here to enter text. |

**Medical Knowledge**

1. How will graduating residents demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care?

Describe how knowledge will be evaluated. (Limit 400 words)

|  |
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| Click here to enter text. |

* + - 1. How will all graduating residents demonstrate knowledge of the following?

Appropriately using and performing diagnostic and therapeutic procedures

Evaluating patients with an undiagnosed and undifferentiated presentation

Interpreting basic clinical tests and images

Providing basic preventive care

Recognizing and providing initial management of emergency medical problems

Treating medical conditions commonly managed by internists

Using common pharmacotherapy

Describe how knowledge will be assessed in four of the seven areas listed. (Limit 400 words)

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| Click here to enter text. |

**Practice-based Learning and Improvement**

1. How will graduating residents demonstrate their 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?

Describe how these will be evaluated. (Limit 300 words)

|  |
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1. How will graduating residents demonstrate they have developed skills and habits to be able to meet the following goals?
2. Identify strengths, deficiencies, and limits in one’s knowledge and expertise
3. Identify and perform appropriate learning activities
4. Incorporate formative evaluation feedback into daily practice
5. Locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems
6. Set learning and improvement goals
7. Systematically analyze clinical practice using quality improvement methods, and implement changes with the goal of practice improvement
8. Use information technology to optimize learning

Provide examples of how skills will be assessed in four of the seven areas listed. (Limit 400 words)

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**Interpersonal and Communication Skills**

1. How will graduating residents demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals?

Describe how these skills will be evaluated. (Limit 300 words)

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| Click here to enter text. |

1. How will graduating residents demonstrate their ability to:
	* + - 1. communicate effectively with patients, patients’ families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
	1. communicate effectively with physicians, other health professionals, and health-related agencies;
	2. work effectively as a member or leader of a health care team or other professional group;
	3. act in a consultative role to other physicians and health professionals;
	4. educate patients, patients’ families, students, other residents, and other health professionals;
2. maintain comprehensive, timely, and legible medical records; and,
3. communicate with patients and families to partner with them to assess their care goals, including, when appropriate, end-of-life goals?

Provide examples of how these skills will be assessed in four of the seven areas listed. (Limit 400 words)

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| Click here to enter text. |

**Systems-based Practice**

1. How will graduating residents 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?

Describe how these skills will be evaluated. (Limit 300 words)

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1. How will graduating residents demonstrate their ability to:

a. work effectively in various health care delivery settings and systems relevant to their clinical specialty;

b. coordinate patient care across the health care continuum as relevant to their clinical specialty;

c. incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;

d. understand health care finance and its impact on individual patients’ health decisions;

e. advocate for quality patient care and optimal patient care systems;

f. work in interprofessional teams to enhance patient safety and improve patient care quality; and,

g. participate in identifying system errors and implementing potential systems solutions?

Provide examples of how skill will be assessed in four of the seven areas listed. (Limit 400 words)

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**Regularly Scheduled Educational Activities**

1. Complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.
2. Describe how the didactic program will be based on the core knowledge content of internal medicine. (Limit 400 words)

|  |
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1. Describe how the program will provide opportunities for residents to interact with other residents and faculty members in educational sessions at a frequency sufficient for peer-peer and peer-faculty member interaction. (Limit 400 words)

|  |
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| Click here to enter text. |

1. Will patient-based teaching:

include direct interaction between residents and attending physicians? [ ] YES [ ] NO

include bedside teaching? [ ] YES [ ] NO

include discussion of pathophysiology? [ ] YES [ ] NO

include use of current evidence in diagnostic and therapeutic decisions? [ ] YES [ ] NO

be formally conducted on all inpatient services? [ ] YES [ ] NO

be formally conducted on all consultative services? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

1. Describe how the program will ensure that patient-based teaching occurs with a frequency and duration sufficient to ensure a meaningful and continuous teaching relationship between the teaching attendings and residents. (Limit 400 words)

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**Clinical Experiences**

* + - 1. Complete the table below to indicate the number of months of clinical experiences planned in each year of the program for each area indicated.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Clinical experience** | **Year 1** | **Year 2** | **Year 3** | **Year 4,** if applicable |
| Critical care, such as respiratory intensive care, cardiac intensive care, etc. | # | # | # | # |
| Dermatology | # | # | # | # |
| Neurology | # | # | # | # |
| Geriatric medicine | # | # | # | # |
| Ambulatory/outpatient setting | # | # | # | # |
| End-of-life care | # | # | # | # |

* + - 1. Describe how the program will ensure residents have a longitudinal continuity experience in an ambulatory/outpatient setting so that they establish a long-term therapeutic relationship with a panel of patients. (Limit 400 words)

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* + - 1. Describe how the program will ensure each resident has at least six months of individualized educational experience. Include in your answer how the individualized experiences will be determined for each resident. (Limit 400 words)

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| Click here to enter text. |

* + - 1. Describe how the program will ensure that the number of inpatient admissions for which a PGY-1 resident is responsible will not preclude meaningful reflections on the resident’s learning, such as development of a differential diagnosis and or development of a treatment plan. (Limit 400 words)

|  |
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| Click here to enter text. |

* + - 1. Will a PGY-1 provide ongoing care for more than 15 inpatients at any one time? [ ] YES [ ] NO

Explain if ‘NO’. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

* + - 1. Will residents write orders for inpatients under their care with appropriate supervision by the attending physician? [ ] YES [ ] NO

Explain if ‘NO’. (Limit 250 words)

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| Click here to enter text. |

* + - 1. Describe how the program will ensure that if an attending physician or subspecialty fellow writes orders on a resident’s patient, that the attending physician or subspecialty fellow will communicate this action to the resident in a timely manner. (Limit 300 words)

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* + - 1. Describe how the program will ensure that the physicians of record will make management rounds on their inpatients and communicate effectively with the residents participating in the care of those patients at a frequency appropriate to the changing care needs of each patient. (Limit 400 words)

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* + - 1. Will residents be assigned to a minimum of four weeks of direct experience in emergency medicine?

 [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. If ’YES,’ to Question 9, will the experience in emergency medicine:
1. be scheduled in a block of more than two weeks? [ ] YES [ ] NO
2. allow residents to have first-contact responsibility for a sufficient number of unselected patients to meet their educational needs? [ ] YES [ ] NO
3. not exceed three months during three years of the educational program? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

* + - 1. Describe how the program will ensure residents are not required to relate to an excessive number of physicians of record. (Limit 300 words)

|  |
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**The Learning and Working Environment**

**Supervision and Accountability**

Will a resident supervising a PGY-1 resident be responsible for the ongoing care for more than 30 inpatients at any one time? [ ] YES [ ] NO

Explain if “YES.” (Limit 250 words)

|  |
| --- |
| Click here to enter text. |
| 1. Will second- or third-year residents, subspecialty fellows, or attending physicians with documented experience appropriate to the acuity, complexity, and severity of each patient be available on site at all times to supervise PGY-1 residents? [ ] YES [ ] NO
2. Will only internal medicine residents supervise other internal medicine residents on an internal medicine inpatient rotation? [ ] YES [ ] NO

Explain any ‘NO’ responses to Questions 2 and 3. (Limit 250 words)

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| Click here to enter text. |

**On-Call Activities**1. Indicate the number of months of night float that will be planned for residents in each year of the educational program.

|  |  |
| --- | --- |
| **Year of the Program** | **Scheduled Months of Night Float** |
| Year 1 | # |
| Year 2 | # |
| Year 3 | # |
| Year 4, if applicable | # |
| Total Scheduled Months of Night Float | # |

1. Will residents be assigned to more than one month of consecutive night float rotations?[ ] YES [ ] NO

Explain if ‘YES.’ (Limit 250 words)

|  |
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| Click here to enter text. |

 |

Appendix A. Formal Didactic Sessions by Academic Year

For each year of the residency, attach (Label: Appendix A.) a list of all scheduled didactic courses (including discussion groups, seminars and conferences, grand rounds, basic science, skills labs, and journal club) at all participating sites to which residents will rotate, using the format below. If attended by residents from multiple years, list in each year but provide a full description *only the first time a site is listed.*

Number sessions **consecutively** from the first year through the final year so that the scheduled didactic sessions can be easily referenced throughout the application. **Be brief and use the outline that follows.**

Year in the program:

Number: Title:

a) Type of Format (e.g., seminar, conference, discussion groups)

b) Required or elective

c) Brief description (three or four sentences)

d) Frequency, length of session, and total number of sessions

**Example:**

|  |
| --- |
| Y-101. Introduction to Internal Medicinea) Seminarb) Required Y-1c) Survey of contemporary methods and styles of internal medicine, including approaches to clinical work with minority populations.d) Weekly, for 8 sessions02. Departmental Grand Roundsa) Discussion groupsb) Required, Y-1, Y-2, Y-3; Elective Y-4c) Clinical case presentations, sponsored by each departmental division, followed by discussion and review of contemporary state of knowledge. Format includes resident presentations and discussions with additional faculty discussant.d) Twice monthly, 24 sessions |

If resident attendance will be monitored, explain how this is accomplished and how feedback is given regarding non-attendance. (Limit 250 words)

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| Click here to enter text. |