**Continued Accreditation Application: Endocrinology, Diabetes, and Metabolism**

**(Internal Medicine)**

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

**Submission for Continued Accreditation:** This Advanced Specialty Application is for programs applying for **Continued 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 in order 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 form is 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 (DIO) 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 Endocrinology, Diabetes, and Metabolism. 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).

**Continued Accreditation Application: Endocrinology, Diabetes, and Metabolism**

**(Internal Medicine)**

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

|  |
| --- |
| 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 Continued Application**    | **Page(s)**    |
| **Int. Introduction**   | #    |
| Duration of Education    | # |
| **I. Institution**   | # |
| I.A. Sponsoring Institution    | # |
| I.B. Participating Sites    | NA |
| **II. Program Personnel and Resources**   | # |
| II.A. Program Director    | NA |
| II.B. Faculty    | # |
| II.C. Other Program Personnel    | # |
| II.D. Resources    | # |
| **III. Fellow Appointment**   | # |
| III.A. Eligibility Criteria    | # |
| III.B. Number of Fellows    | NA |
| **IV. Specialty-Specific Educational Program**   | # |
| IV.A. ACGME-I Competencies   | # |
| IV.B. Regularly Scheduled Educational Activities   | NA |
| 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 | NA |
| Appendix A. Formal Didactic Sessions by Academic Year    | # |

**Continued Accreditation Application: Endocrinology, Diabetes, and Metabolism**

**(Internal Medicine)**

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

**Introduction**

**Duration and Scope of Education**

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

Choose an item. |

**Institutions**

**Sponsoring Institution**

1. Does the endocrinology, diabetes, and metabolism fellowship function as an integral part of an ACGME-I-accredited residency in internal medicine? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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

**Program Personnel and Resources**

**Faculty**

* + - 1. Do faculty members teach and supervise fellows in the performance and interpretation of procedures? [ ] YES [ ] NO
			2. If ‘YES’ to Question 1 above, is this documented in each fellow’s record? [ ] YES [ ] NO

Explain if ‘NO’ to Question 1 or 2 above. (Limit 250 words)

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

* + - 1. If ‘YES’ to Question 2 above, does each fellow’s record document indications, outcomes, diagnoses, and supervisor(s)? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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

**Other Program Personnel**

* + - 1. Do fellows have a close working relationship with the following?
1. Dietary and/or nutrition services [ ] YES [ ] NO
2. General surgery [ ] YES [ ] NO
3. Nephrology [ ] YES [ ] NO
4. Neurological surgery [ ] YES [ ] NO
5. Neurology [ ] YES [ ] NO
6. Obstetrics and gynecology [ ] YES [ ] NO
7. Ophthalmology [ ] YES [ ] NO
8. Pediatrics [ ] YES [ ] NO
9. Podiatry [ ] YES [ ] NO
10. Urology [ ] YES [ ] NO

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

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

**Resources**

1. Are the following laboratory and imaging services available to the program?
	* + - 1. Access to immunohistologic studies [ ] YES [ ] NO
				2. Access to karyotyping studies [ ] YES [ ] NO
				3. A complete biochemistry laboratory [ ] YES [ ] NO
				4. Facilities for hormone immunoassays [ ] YES [ ] NO
				5. Nuclear, ultrasound, and radiologic facilities, including bone density [ ] YES [ ] NO

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

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

**Fellow Appointment**

**Eligibility Criteria**

1. How does the program ensure that, prior to appointment, fellows have completed an ACGME-I-accredited internal medicine residency program or another internal medicine residency acceptable to the Sponsoring Institution’s Graduate Medical Education Committee. (Limit 250 words).

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

**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

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

Describe how these traits are evaluated. (Limit 300 words)

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

**Patient Care and Procedural Skills**

1. How do graduating fellows 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 is evaluated. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in the practice of health promotion, disease prevention, diagnosis, care, and treatment of all genders, from adolescence to old age, during health and all stages of illness?

Describe how this is evaluated. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in the evaluation and management of hormonal problems, including diseases, infections, neoplasms, and other causes of dysfunction in the following endocrine organs?

Adrenal cortex and medulla

Hypothalamus and pituitary

Ovaries and testes

Pancreatic islets

Parathyroid

Thyroid

Provide examples of how competence is assessed in four of the six areas listed. (Limit 400 words)

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

1. How do graduating fellows demonstrate competence in the care of patients with Type 1 and Type 2 diabetes, including the following?
2. Diabetes detection and management during pregnancy
3. Evaluation and management of acute, life-threatening complications of hyper- and hypoglycemia
4. Evaluation and management of intensive insulin therapy in critical care and surgical patients
5. Intensive management of glycemic control in the ambulatory setting
6. Long-term goals, counseling, education, and monitoring
7. Multidisciplinary diabetes education and treatment programs
8. Prevention and surveillance of microvascular and macrovascular complications

Provide examples of how competence is assessed in four of the seven areas listed. (Limit 400 words)

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

1. How do graduating fellows demonstrate competence in the care of patients with the following?
2. Calcium, phosphorus, and magnesium imbalances
3. Disorders of bone and mineral metabolism, with particular emphasis on the diagnosis and management of osteoporosis
4. Disorders of fluid, electrolyte, and acid-base metabolism
5. Gonadal disorders
6. Nutritional disorders of obesity, anorexia nervosa, and bulimia

Provide examples of how competence is assessed in three of the five areas listed. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in performance of the following?
2. Diagnosis and management of ectopic hormone production
3. Diagnosis and management of lipid and lipoprotein disorders
4. Genetic screening and counseling for endocrine and metabolic disorders
5. Interpretation of hormone assays
6. Interpretation of laboratory studies, including the effects of non-endocrine disorders on these studies

Provide examples of how competence is assessed in three of the five areas listed. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in interpretation of radiologic studies for diagnosis and treatment of endocrine and metabolic diseases, including the following?
2. Computed tomography (CT)
3. Magnetic resonance imaging (MRI)
4. Quantification of bone density
5. Radionuclide localization of endocrine tissue
6. Ultrasonography of the soft tissues of the neck

Provide examples of how competence is assessed in three of the five areas listed. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in performance and interpretation of stimulation and suppression tests? (Limit 250 words)

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

1. How do graduating fellows demonstrate competence in the performance of thyroid fine needle biopsy? (Limit 250 words)

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

**Medical Knowledge**

* + - 1. How do graduating fellows 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 is evaluated. (Limit 400 words)

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

1. How do graduating fellows demonstrate knowledge of the scientific method of problem solving and evidence-based decision-making? (Limit 300 words)

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

1. How do graduating fellows demonstrate knowledge of the therapeutic procedures integral to the discipline, including indications, contraindications, techniques, limitations, complications, interpretation of results, and the appropriate indications for and use of screening tests and procedures? (Limit 400 words)

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

1. How do graduating fellows demonstrate knowledge of basic laboratory techniques, including quality control, quality assurance, and competence standards?

Describe how knowledge is assessed. (Limit 300 words)

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

1. How do graduating fellows demonstrate knowledge of the following?
2. Biochemistry and physiology, including cell and molecular biology as they relate to endocrinology, diabetes, and metabolism
3. Developmental endocrinology, including growth and endocrinology, diabetes, growth and development, sexual differentiation, and pubertal maturation

Provide an example of how knowledge is assessed in each of the areas listed. (Limit 300 words)

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

1. How do graduating fellows demonstrate knowledge of the following?
2. Endocrine adaptations and maladaptations to systemic diseases
3. Endocrine aspects of psychiatric diseases
4. Endocrine physiology and pathophysiology in systemic diseases and principles of hormone action
5. Genetics as it relates to endocrine diseases

Provide examples of how knowledge is assessed in three of the four areas listed. (Limit 300 words)

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

1. How do graduating fellows demonstrate knowledge of the following?
2. Parenteral nutrition support
3. Pathogenesis and epidemiology of diabetes mellitus
4. Signal transduction pathways and biology of hormone receptors
5. Whole organ and islet cell pancreatic transplantation

Provide an example of how knowledge is assessed in three of the four areas listed. (Limit 300 words)

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

**Practice-based Learning and Improvement**

1. How do graduating fellows 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 lifelong learning?

Describe how these skills are evaluated. (Limit 300 words)

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

**Interpersonal and Communication Skills**

1. How do graduating fellows 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 are evaluated. (Limit 300 words)

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

1. How do graduating fellows demonstrate competence in educating patients about the rationale and technique for, and complications of, thyroid biopsy? (Limit 300 words)

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

**Systems-based Practice**

1. How do graduating fellows 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 are evaluated. (Limit 300 words)

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

**Regularly Scheduled Educational Activities**

1. Complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.

**Clinical Experiences**

* + - 1. Are a minimum of 12 months of the educational program devoted to clinical experiences?
			 [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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

* + - 1. How does the program ensure each fellow participates in training using simulation? (Limit 300 words)

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

* + - 1. What are the fellows’ experiences in the role of endocrinology consultants in both inpatient and outpatient settings? (Limit 400 words)

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

1. Do fellows have a structured continuity ambulatory clinic experience that exposes them to the breadth and depth of endocrinology, diabetes, and metabolism? [ ] YES [ ] NO
2. Does the experience described in Question 4 above include an appropriate distribution of patients of all genders and a diversity of ages? [ ] YES [ ] NO
3. Do fellows have an average of one half-day a week in the ambulatory clinic throughout the educational program? [ ] YES [ ] NO

Explain any ‘NO’ responses to Questions 4-6 above. (Limit 250 words)

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

1. How does the program ensure each fellow, on average, is responsible for four to eight patients during each half-day session and, on average, no more than eight to 12 patients during each half-day session in the ambulatory clinic? (Limit 300 words)

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

1. Is the continuing patient care experience interrupted by more than one month, excluding vacation?

 [ ] YES [ ] NO

Explain if ‘YES.’ (Limit 250 words)

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

**The Learning and Working Environment**

**Duty Hour and Work Limitations**

How does the program ensure that direct supervision of procedures performed by each fellow occurs until competence has been acquired and documented by the program director? (Limit 300 words)

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

**Appendix A. Formal Didactic Sessions by Academic Year**

For each year of the fellowship, 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 fellows rotate, using the format below. If attended by fellows 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 Endocrinology, Diabetes, and Metabolisma) Seminarb) Required Y-1c) Survey of contemporary methods and styles of endocrinology, including approaches to clinical work with minority populations.d) Weekly, for 8 sessions.02. 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 fellow presentations and discussions with additional faculty discussant.d) Twice monthly, 24 sessions |

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

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