**Continued Accreditation Application: Emergency 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 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 exact dates for the data entered. If any requested information 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 Emergency 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](mailto:acgme-i@acgme-i.org).

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

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| --- |
| Program Name: Click here to enter text. |

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**Introduction**

**Duration and Scope of Education**

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

**Institutions**

**Participating Sites**

* + - 1. Is the program based at the primary clinical site? YES NO

Explain if ‘NO.’ (Limit 250 words)

|  |
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| Click here to enter text. |

* + - 1. In addition to the primary clinical site, does the program use multiple participating sites?YES NO

If ‘NO,’ skip to Program Personnel and Resources section below. If ‘YES,’ describe how the program ensures the provision of a unified educational experience for the residents. (Limit 300 words).

|  |
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| Click here to enter text. |

* + - 1. Using the site numbers assigned in in ADS, list the educational opportunities provided during required rotations at each participating site in the table below. Add rows as needed. *Note that Site #1 is the primary clinical site and therefore is not included here.*

|  |  |
| --- | --- |
| **Participating Site Number from ADS** | **Educational Opportunities for Residents at the Site** |
| Site #2 |  |
| Site #3 |  |
| Site #4 |  |
| Site #5 |  |
| Site #6 |  |
| Site #7 |  |
| Site #8 |  |

**Program Personnel and Resources**

**Program Director**

* + - 1. Does the program director have current clinical activity in emergency medical services? YES NO

Explain if ‘NO.’ (Limit 250 words).

|  |
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| Click here to enter text. |

**Faculty**

1. Using the numbers assigned in ADS, indicate the faculty staffing ratio at each participating site. Faculty staffing ratios only need to be provided for acute critical care areas, and not for fast track or urgent care areas. Add rows as needed. *Note that Site #1 is the primary clinical site.*

|  |  |
| --- | --- |
| **Participating Site Number from ADS** | **Faculty Staffing Ratio\*** |
| Site #1 (primary clinical site) |  |
| Site #2 |  |
| Site #3 |  |
| Site #4 |  |
| Site #5 |  |
| Site #6 |  |
| Site #7 |  |
| Site #8 |  |

\*(Patient visits per year/Faculty hours per day)/365 days per year = Patients per faculty hour

Example: ((70,000 patients per year/55 faculty hours per day)/365 days per year) = approximately 3.5 patients per faculty hour

**Resources**

* + - 1. Are the following clinical services available in the emergency department (ED) on a 24-hour basis?

1. Nursing YES NO
2. Clerical YES NO
3. Intravenous YES NO
4. Electrocardiogram (EKG) YES NO
5. Respiratory therapy YES NO
6. Messenger/transporter YES NO
7. Phlebotomy YES NO

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

|  |
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| Click here to enter text. |

* + - 1. Are the following clinical services available in a timely manner for ED consultation and hospital admission?

1. Internal medicine YES NO
2. Subspecialties of internal medicine YES NO
3. Surgery YES NO
4. Subspecialties of surgery YES NO
5. Pediatrics YES NO
6. Subspecialties of pediatrics YES NO
7. Orthopaedics YES NO
8. Obstetrics and gynecology YES NO
   * + 1. If all responses above are ‘YES,’ skip to Question 4 below. For any ‘NO’ response above, describe the written protocol for provision of these services elsewhere, such as through written agreement for transfer to a designated hospital that provides the service. (Limit 300 words)

|  |
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* + - 1. Does every site in which the ED provides resident education have the following?

1. Adequate space for patient care YES NO
2. Adequate space for clinical support services YES NO
3. Diagnostic imaging available on a timely basis YES NO
4. Diagnostic imaging on a STAT basis YES NO
5. Laboratory studies available on a timely basis YES NO
6. Laboratory studies available on a STAT basis YES NO
7. Timely consultation decisions YES NO
8. Timely consultation decision from admitting services YES NO

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

|  |
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* + - 1. Using the numbers assigned in ADS, complete the following table for each site to which residents rotate for four months or longer. Add rows as needed. *Note that Site #1 is the primary clinical site.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Participating Site Number from ADS** | **Total Number of ED Visits per Year\*** | **Total Number of Critically Ill Patients Treated in ED per Year** | **Total Number of Critically Injured Patients Treated in ED per Year** |
| Site #1 (primary clinical site) |  |  |  |
| Site #2 |  |  |  |
| Site #3 |  |  |  |
| Site #4 |  |  |  |
| Site #5 |  |  |  |
| Site #6 |  |  |  |
| Site #7 |  |  |  |
| Site #8 |  |  |  |

\*Include only patients evaluated and treated in the ED

**Resident Appointment**

**Number of Residents**

1. Describe how the program will ensure there is a minimum of four residents per year in the program (Limit 300 words).

|  |
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| Click here to enter text. |

**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

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

Describe how these skills are evaluated (Limit 300 words)

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

1. How do graduating residents demonstrate the following?
   1. Compassion, integrity, and respect for others
   2. Responsiveness to patient needs that supersedes self-interest
   3. Respect for patient privacy and autonomy
   4. Accountability to patients, society and the profession
   5. Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
   6. Ability to discuss difficult patient outcomes and death honestly, sensitively, patiently, and compassionately
   7. Openness and responsiveness to the comments of other team members, patients, patients’ families, and peers

Provide an example of how ability is assessed in four of the seven areas listed. (Limit 400 words)

|  |
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| Click here to enter text. |

**Patient Care and Procedural Skills**

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

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

1. How do graduating residents demonstrate competence in the following?
   1. Fathering accurate essential information in a timely manner
   2. Treating medical conditions commonly managed by emergency medicine physicians
   3. Generating an appropriate differential diagnosis
   4. Applying the results of diagnostic testing based on the probability of disease and the likelihood of test results altering management
   5. Narrowing and prioritizing the list of weighted differential diagnoses to determine appropriate management based on all available data
   6. Implementing an effective patient management plan

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

|  |
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| Click here to enter text. |

1. How do graduating residents demonstrate competence in selecting and prescribing appropriate pharmaceutical agents based on relevant considerations, such as allergies, clinical guidelines, intended effect, financial considerations, institutional policies, mechanism of action, patient preferences, possible adverse effects, and potential drug-food and drug-drug interactions; and in effectively combining agents and monitoring and intervening in the advent of adverse effects in the ED?

Describe how this is evaluated. (Limit 300 words)

|  |
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| Click here to enter text. |

1. How do graduating residents demonstrate competence in the following?
2. Progressing along a continuum of managing a single patient to managing multiple patients and resources within the ED
3. Providing health care services aimed at preventing health problems of maintaining health
4. Working with health care professionals to provide patient-focused care
5. Identifying life-threatening conditions and the most likely diagnosis, synthesizing acquired patient data, and identifying how and when to access current medical information
6. Establishing and implementing a comprehensive disposition plan that uses appropriate consultation resources, patient education regarding diagnosis, treatment plan, medications, and time- and location-specific disposition instructions
7. Reevaluating patients undergoing ED observation (and monitoring) and using appropriate data and resources, and, determining the differential diagnosis, treatment plan, and disposition

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

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

1. How do graduating residents demonstrate competence in performing all medical diagnostic and surgical procedures considered essential for the area of practice, including the following?
   1. Performing diagnostic procedures
   2. Performing therapeutic procedures
   3. Performing emergency stabilization
   4. Managing critically ill and injured patients who present to the ED
   5. Prioritizing critical initial stabilization action
   6. Mobilizing hospital support services the resuscitation of critically-ill or injured patients
   7. Reassessing patients after stabilizing intervention

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

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

1. How do graduating residents demonstrate competence in the following?
   * + - 1. Properly sequencing critical actions for patient care
         2. Generating a differential diagnosis for an undifferentiated patient
         3. Mobilizing and managing necessary personnel and other hospital resources to meet critical needs of multiple patients
         4. Performing invasive procedures
         5. Monitoring unstable patients
         6. Directing major resuscitations of all types on all age groups

Provide an example of how competence is evaluated in four of the six areas listed (Limit 400 words)

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

1. How do graduating residents demonstrate competence in the following key index procedures?
2. Adult medical resuscitation
3. Adult trauma resuscitation
4. Anesthesia in all ages regardless of the clinical situation
5. Acute pain management in all ages regardless of the clinical situation
6. Procedural sedation in all ages regardless of the clinical situation
7. Cardiac pacing
8. Chest tubes
9. Cricothyrotomy
10. Dislocation reduction

Provide an example of how competence is assessed in five of the nine areas listed. (Limit 500 words)

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

1. How do graduating residents demonstrate competence in the following key index procedures?
2. ED bedside ultrasound for diagnostic evaluation of emergency medical conditions and diagnoses
3. ED bedside ultrasound for resuscitation of the acutely ill or injured patient
4. ED bedside ultrasound for procedural guidance
5. Intubations
6. Lumbar puncture
7. Pediatric medical resuscitation
8. Pediatric trauma resuscitation
9. Pericardiocentesis
10. Vaginal delivery
11. Vascular access in patients of all ages regardless of the clinical situation
12. Assessment and appropriate management of wounds in patients of all ages regardless of the clinical situation

Provide an example of how competence is assessed in six of the 11 areas listed. (Limit 600 words)

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| Click here to enter text. |

**Medical Knowledge**

1. How do 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 is evaluated. (Limit 400 words)

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

1. How do graduating residents demonstrate knowledge of the following?
2. Evaluation of patients with an undiagnosed and undifferentiated presentation
3. Interpretation of basic clinical tests and images
4. Recognition and management of emergency medical problems
5. Use of common pharmacotherapy
6. Appropriate use and performance of diagnostic and therapeutic procedures

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

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| Click here to enter text. |

**Practice-based Learning and Improvement**

1. How do 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 skills are evaluated. (Limit 300 words)

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

1. How do graduating residents demonstrate they have developed skills and habits to be able to meet the following goals?
   1. Apply knowledge of study design and statistical methods to critically appraise the medical literature
   2. Identify and perform appropriate learning activities
   3. Identify strengths, deficiencies, and limits in one’s knowledge and expertise
   4. Incorporate formative evaluation feedback into daily practice
   5. Locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems
   6. Participate in the education of patients, families, students, residents and other health professionals
   7. Set learning and improvement goals
   8. Systematically analyze clinical practice using quality improvement methods, and implement changes with the goal of practice improvement
   9. Use information technology to improve patient care
   10. Use information technology to optimize learning

Provide an example of how skills are evaluated in six of the 10 areas listed. (Limit 600 words)

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| Click here to enter text. |

**Interpersonal and Communication Skills**

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

|  |
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| Click here to enter text. |

1. How do graduating residents demonstrate their ability to:

a. communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;

b. communicate effectively with physicians, other health professionals, and health-related agencies;

c. work effectively as a member or leader of a health care team or other professional group;

d. act in a consultative role to other physicians and health professionals;

e. maintain comprehensive, timely, and legible medical records, if applicable;

1. develop effective written communication skills;
2. demonstrate the ability to handle situations unique to the practice of emergency medicine; and,
3. effectively communicate with out-of-hospital personnel, as well as non-medical personnel?

Provide an example of how ability is assessed in five of the eight areas listed. (Limit 500 words)

|  |
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| Click here to enter text. |

**Systems-based Practice**

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

|  |
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| Click here to enter text. |

1. How do 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 within the health care system 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. advocate for quality patient care and optimal patient care systems;

e. work in inter-professional teams to enhance patient safety and improve patient care quality;

f. participate in identifying system errors and implementing potential systems solutions;

1. understand different medical practice models and delivery systems and how to best utilize them to care for the individual patient;
2. participate in performance improvement to optimize self-learning, emergency department function, and patient safety; and,
3. use technology to accomplish and document safe health care delivery?

Provide an example of how ability is assessed in five of the nine areas listed. (Limit 500 words)

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

**Regularly Scheduled Educational Activities**

1. Using the format provided, complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.
2. Do residents have an average of at least five hours per week of planned educational experiences? YES NO
3. Are the educational experiences developed by the emergency medicine program? YES NO

Explain any ‘NO’ responses to Questions 2 and 3 above. (Limit 300 words)

|  |
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| Click here to enter text. |

1. Describe how the program ensures residents participate, on average, in at least 70 percent of the planned emergency medicine educational experiences. (Limit 300 words)

|  |
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| Click here to enter text. |

1. Do the majority of didactic experiences occur at the primary clinical site? YES NO
2. Do emergency medicine faculty members present at least 50 percent of resident conferences?

YES NO

Explain any ‘NO’ responses to Questions 4 and 5 above. (Limit 300 words)

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

**Clinical Experiences**

* + - 1. Indicate the number of months in each year of accredited education that residents are assigned to the emergency department (ED) and are supervised by an emergency medicine physician.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ED Months** | Year 1 | Year 2 | Year 3 | Year 4 |
| # | # | # | # |

* + - 1. Of the months indicated above, how many include emergency medicine experiences?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Emergency Medicine Months** | Year 1 | Year 2 | Year 3 | Year 4 |
| # | # | # | # |

* + - 1. During the time residents are assigned to the ED, do they have experiences in the following?

1. Emergency medical services YES NO
2. Toxicology YES NO
3. Pediatric emergency medicine YES NO
4. Sports medicine YES NO
5. Emergency medicine administration YES NO
6. Research in emergency medicine YES NO

Explain any ‘NO’ responses. (Limit 300 words)

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

* + - 1. Indicate the number of months in each year of accredited education that residents have dedicated critical care experiences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical Care Months** | Year 1 | Year 2 | Year 3 | Year 4 |
| # | # | # | # |

* + - 1. Describe how the program ensures all residents have five full-time equivalent (FTE) months, or 20 percent of all ED encounters, dedicated to the care of pediatric patients younger than 18 years of age. (Limit 300 words)

|  |
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| Click here to enter text. |

* + - 1. Do at least 50 percent of the pediatric experiences described in Question 5 above take place in an emergency setting? YES NO
      2. Does the pediatric experience include critical care of infants and children? YES NO

Explain any ‘NO’ responses. (Limit 300 words)

|  |
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| Click here to enter text. |

* + - 1. Does the program ensure residents have at least 0.5 months in obstetrics or 10 low-risk normal spontaneous deliveries? YES NO

Explain if ‘NO.’ (Limit 250 words)

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

* + - 1. Does the program ensure residents have an out-of-hospital experience in emergency preparedness and disaster management? YES NO

1. Does this experience include participation in multi-casualty incident drills? YES NO

Explain any ‘NO’ responses (Limit 250 words)

|  |
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| Click here to enter text. |

* + - 1. Does the country or jurisdiction have an emergency medical service (EMS)? YES NO

If ‘NO,’ skip to Question 11 below. If ‘YES’:

1. do residents have a structured EMS experience? YES NO
2. does the EMS experience include teaching out-of-hospital emergency personnel? YES NO

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

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

* + - 1. Do residents have sufficient opportunities to experience the following in all age groups of patients?

1. Perform invasive procedures YES NO
2. Monitor unstable patients YES NO
3. Direct major resuscitations of all types YES NO
4. Make admission recommendations YES NO

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

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

* + - 1. Describe how the program ensures all residents have the required number of procedures and resuscitations prior to completion of the program. (Limit 300 words)

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

* + - 1. Do all residents perform airway management on the following?
         1. Hemodynamically unstable patients YES NO
         2. Patients at high risk for procedural complications YES NO
         3. Patients at risk for pain YES NO
         4. Patients of all ages YES NO
         5. Patients that require sedation YES NO
         6. Patients with multiple co-morbidities YES NO
         7. Patients with poorly defined anatomy YES NO
         8. Uncooperative patients YES NO

Explain any ‘NO’ responses. (Limit 300 words)

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

* + - 1. When performing airway management, do residents have an opportunity to:

a. take steps to avoid potential complications? YES NO

b. recognize the outcome of the procedure? YES NO

c. recognize complications resulting from the procedure? YES NO

Explain any ‘NO’ responses. (Limit 300 words)

|  |
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| Click here to enter text. |

* + - 1. Do all residents have opportunities to assess wounds in patients of all ages regardless of the clinical situation? YES NO
      2. Do all residents have opportunities to appropriately manage wounds in patients of all ages regardless of the clinical situation? YES NO

Explain any ‘NO’ responses to Questions 15 and 16. (Limit 250 words)

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

* + - 1. Describe how the program ensures all residents maintain in the ACGME-I Case Log System an accurate record of all major resuscitations and procedures performed throughout the entire educational program. (Limit 300 words)

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

* + - 1. Does the procedure record noted in Question 17 document the following?
         1. Patient age YES NO
         2. Live or simulated experience YES NO
         3. Resident role in the procedure (such as participant or director) YES NO
         4. Type of procedure YES NO
      2. Is only one resident credited with direction of each resuscitation and performance of each procedure? YES NO

Explain any ‘NO’ responses to Questions 18 and 19 (Limit 250 words)

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

**The Learning and Working Environment**

**Clinical Experience and Education**

When on duty in the ED, are residents scheduled for 12 continuous hours or less? YES NO

Do residents have at least 12 hours off between scheduled work periods? YES NO

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

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

Are residents scheduled for 60 hours or less per week when seeing patients in the ED? YES NO

1. Do residents have a total of 72 duty hours or less per week, including clinical duty time, conferences, and all on-call hours? YES NO

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

|  |
| --- |
| 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 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-1  01. Introduction to Emergency Medicine  a) Seminar  b) Required Y-1  c) Survey of contemporary methods and styles of emergency medicine, including approaches to clinical work with minority populations.  d) Weekly, for 8 sessions.  02. Departmental Grand Rounds  a) Discussion groups  b) Required, Y-1, Y-2, Y-3; Elective Y-4  c) 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 is monitored, explain how this is accomplished and how feedback is given regarding non-attendance (Limit 250 words).

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