**Continued Accreditation Application: Psychiatry**

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 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 Psychiatry. 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**

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

**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

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

Describe how this is evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate the following?
   * + - 1. Compassion, integrity, and respect for others
   1. Responsiveness to patient needs that supersedes self-interest
   2. Respect for patient privacy and autonomy
   3. Accountability to patients, society, and the profession
   4. Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

Provide examples of how these traits are evaluated in three of the five areas listed. (Limit 300 words)

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**Patient Care and Procedural Skills**

1. How do graduating residents demonstrate the ability to provide population (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)

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1. How do graduating residents demonstrate competence in establishing an appropriate doctor/patient relationship, psychiatric interviewing, performing the mental status examination, and presenting cases as observed and evaluated in a formal clinical skill evaluation? (Limit 400 words)

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1. How do graduating residents demonstrate competence in formulating a clinical diagnosis by conducting patient interviews and the following?
2. Completing a systematic recording of findings
3. Eliciting a clear and accurate history
4. Performing physical, neurological, and mental status examinations, including appropriate diagnostic studies
5. Relating history and clinical findings to relevant biological, psychological, behavioral, and socio-cultural issues associated with etiology and treatment

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

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1. How do graduating residents demonstrate competence in developing a differential diagnosis and treatment plan for all psychiatric disorders in the current standard nomenclature, taking into consideration all relevant data?

Describe how competence is assessed. (Limit 300 words)

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

Concurrent use of medications and psychotherapy

Understanding the indications and uses of electroconvulsive therapy

Using pharmacological regimens

Provide examples of how competence is evaluated in all areas listed. (Limit 300 words)

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1. How do graduating residents demonstrate competence in applying supportive, psychodynamic, and cognitive-behavioral psychotherapies to both brief and long-term individual practice, with exposure to family, couples, group, and other individual evidence-based psychotherapies?

Describe how competence is assessed. (Limit 400 words)

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1. How do graduating residents demonstrate competence in the following?
2. Providing a psychiatric consultation in a variety of medical and surgical settings
3. Providing care and treatment to the chronically mentally ill with appropriate psychopharmacologic, psychotherapeutic, and social rehabilitative interventions
4. Providing psychiatric care to patients who are receiving treatment from non-medical therapists and coordinating such treatment
5. Psychiatric administration, especially leadership of interdisciplinary teams, including supervised experience in utilization review, quality assurance, and performance improvement
6. Recognizing and responding to family violence and its effect on both victims and perpetrators

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

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**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)

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

The Axis III conditions that can affect evaluation and care

The broad spectrum of clinical disorders seen in the practice of general psychiatry

The core content areas of general psychiatry, including subspecialties and relevant non-clinical topics at a level sufficient to practice psychiatry

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

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**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 lifelong learning?

Describe how this is evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate they have developed the 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. participate in the education of patients, patients’ families, students, other 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; and
9. use information technology to optimize learning?

Provide examples of how skill is evaluated in five of the eight areas listed. (Limit 500 words)

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**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 this is evaluated. (Limit 300 words)

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2. How do 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; and,
  4. maintain comprehensive, timely, and legible medical records?

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

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**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 this is evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate their ability to do the following?
   * + - 1. Work effectively in various health care delivery settings and systems relevant to their clinical specialty
   1. Coordinate patient care within the health care system relevant to their clinical specialty
   2. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate
   3. Advocate for quality patient care and optimal patient care systems
   4. Work in interprofessional teams to enhance patient safety and improve patient care quality
   5. Participate in identifying system errors and implementing potential systems solutions

Provide examples of how skill is evaluated in four of the six 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 program ensures the didactic curriculum will be based on the core content knowledge areas of psychiatry. (Limit 400 words)

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1. Does the didactic curriculum include the major theoretical approaches to understanding the patient-doctor relationship? YES NO

Explain if ‘NO.’ (Limit 250 words)

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1. Does the didactic curriculum include the factors that significantly influence physical and psychological development throughout the life cycle, including the following?

Biological YES NO

Economic YES NO

Ethnic YES NO

Family YES NO

Gender YES NO

Genetic YES NO

Psychological YES NO

Religious/spiritual YES NO

Sexual orientation YES NO

Socio-cultural YES NO

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

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1. How does the didactic curriculum include the fundamental principles of the epidemiology, etiology, diagnosis, treatment, and prevention of all major psychiatric disorders in the current Diagnostic Statistical Manual (DSM), including the biological, psychological, socio-cultural, and iatrogenic factors that affect the prevention, incidence, prevalence, and long-term course and treatment of psychiatric disorders and conditions? (Limit 400 words)

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1. Does the didactic curriculum include comprehensive discussions of the diagnosis and treatment of neurologic disorders commonly encountered in psychiatric practice, such as the following?
   * + - 1. Dementia YES NO
         2. Headaches YES NO
         3. Infectious disease YES NO
         4. Intractable pain YES NO
         5. Movement disorders YES NO
         6. Multiple sclerosis YES NO
         7. Neoplasm YES NO
         8. Seizure disorders YES NO
         9. Stroke YES NO

Traumatic brain injury YES NO

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

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| Click here to enter text. |

1. Does the didactic curriculum include the use, reliability, and validity of generally accepted diagnostic techniques, including the following?

Imaging YES NO

Laboratory testing YES NO

Neurophysiologic and neuropsychological testing YES NO

Physical examination of the patient YES NO

Psychological testing YES NO

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

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1. Does the didactic curriculum include the following?
2. History of psychiatry and its relationship to the evolution of medicine YES NO
3. Interpretation of psychological testing YES NO

Legal aspects of psychiatric practice, including when and how to refer YES NO

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

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1. How does the didactic curriculum include an understanding of the culture and subcultures, particularly those found in the patient community associated with the educational program, with specific focus for residents with cultural backgrounds that are different from those of their patients? (Limit 400 words)

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1. How does the didactic curriculum include the use of case formulation, including neurobiological, phenomenological, psychological, and sociocultural issues in the diagnosis and management of cases? (Limit 400 words)

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**Clinical Experiences**

Do residents have structured clinical experiences? YES NO

Explain if ’NO.’ (Limit 250 words)

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| Click here to enter text. |

If ‘YES,’ are the clinical experiences organized to provide opportunities to:

1. conduct initial evaluations? YES NO
2. follow patients during the treatment phase and/or evolution of their psychiatric condition or disorder? YES NO
3. participate in the subsequent diagnostic process? YES NO

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

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Does the first year in psychiatry include the following?

At least four months in a primary care setting that provides comprehensive care in specialties such as family medicine, general surgery, internal medicine, or pediatrics? *Note: Neurology rotations may not be used, and one month may include an emergency medicine or an intensive care rotation if the experience is predominately with medical evaluation and treatment.* YES NO

No more than eight months in psychiatry YES NO

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

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1. Do all residents have at least one month of clinical experience in neurology in the first or second year of the program? YES NO

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

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If the educational program is 48 months in length, answer Questions 4 and 5, then skip to Question 8.

If the program is 60 months in length, answer Questions 6 and 7.

1. Do residents have at least two, but not more than three, full-time equivalent (FTE) months of supervised practice in neurology? YES NO
2. Do residents have at least six months, but not more than 16 months, of inpatient psychiatry rotations that include significant responsibility for the assessment, diagnosis, and treatment of general psychiatric patients? YES NO

Explain if ‘NO’ to Questions 4 or 5 above. (Limit 250 words)

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1. Do residents have at least two, but not more than four, FTE months of supervised practice in neurology? YES NO
2. Do residents have at least six months, but not more than 20 months, of inpatient psychiatry rotations that include significant responsibility for the assessment, diagnosis, and treatment of general psychiatric patients? YES NO

Explain if ‘NO’ to Questions 6 or 7 above. (Limit 250 words)

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1. Do residents have an organized, continuous, and supervised clinical experience in outpatient psychiatry? YES NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ does the experience include the following?

Assessment of outpatients YES NO

A wide variety of disorders YES NO

A wide variety of treatment modalities YES NO

Diagnosis of outpatients YES NO

Experience in brief care of patients YES NO

Experience in long-term care of patients YES NO

Treatment of outpatients YES NO

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

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1. Do residents have the following organized clinical experiences?

At least two FTE months as a consultant/liaison under supervision on other medical and surgical services YES NO

At least two FTE months in child and adolescent psychiatry YES NO

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

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1. Do residents have experience in emergency psychiatry conducted in an organized 24-hour psychiatric emergency service? YES NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ do these experiences include the following?

1. Crisis evaluation and management YES NO
2. Evaluation YES NO
3. Triage of patients YES NO

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

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1. Do residents have experience in addiction psychiatry? YES NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ do these experiences include the following?

Clinical management of patients with substance use/dependence problems, including dual diagnoses YES NO

Evaluation of substance use/dependence problems YES NO

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

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1. Do residents have experience in community psychiatry? YES NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ do these experiences include the following?

1. Opportunity to consult with, learn about, and use community resources and services in planning patient care YES NO
2. Opportunity to work collaboratively with case managers, crisis teams, and other mental health professionals YES NO

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

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1. Do residents have experience in forensic psychiatry? YES NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ do these experiences include the following?

1. Assessment of a patient’s potential to harm self or others YES NO
2. Establishing commitment YES NO
3. Establishing competence to stand trial YES NO
4. Establishing criminal responsibility YES NO
5. Exposure to patients facing criminal charges YES NO

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

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1. Do residents have experience in geriatric psychiatry focused on the Competencies in areas specific to the care of the elderly? YES NO

Explain if ‘NO.’ (Limit 250 words)

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1. Under the supervision and guidance of a clinical psychologist, do residents have experience with the interpretation of commonly used psychological tests, some of which are used on their own patients? YES NO

Explain if ‘NO.’ (Limit 250 words)

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1. How does the program ensure all residents have a formal clinical skills examination at least three times during their educational program? (Limit 300 words)

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**The Learning and Working Environment**

**Supervision and Accountability**

1. How does the program ensure all residents receive a minimum of two hours of direct supervision per week, at least one of which is individual? (Limit 300 words)

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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 the 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 Psychiatry  a) Seminar  b) Required Y-1  c) Survey of contemporary methods and styles of psychiatry, 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)

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