**Continued Accreditation Application: Child and Adolescent Psychiatry (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 Child and Adolescent 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.

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. |

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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 a length |

**Institution**

**Sponsoring Institution**

1. Does the fellowship function as an integral part of an ACGME-I-accredited residency in psychiatry?
 [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**Participating Sites**

1. During rotations at participating sites, are fellows able to fully participate in all organized educational aspects of the program? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**Program Personnel and Resources**

**Program Director**

1. Does the program director dedicate additional time beyond the minimum 15 hours per week for clinical supervision of the fellows? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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1. How does the program director monitor fellow stress and drug- or alcohol-related problems, and how are educational situations that consistently produce undesirable stress evaluated and modified? (Limit 400 words)

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**Faculty**

1. How does the program director ensure there are at least two full-time equivalent (FTE) core faculty members with appropriate qualifications in child and adolescent psychiatry? (Limit 400 words)

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**Resources**

1. Are the following resources available to the program?
	* + - 1. Access to laboratory testing [ ] YES [ ] NO
				2. Equipment to record and view clinical encounters [ ] YES [ ] NO
				3. Office space for each fellow to see patients [ ] YES [ ] NO
				4. Space and equipment for seminars, lectures, and other educational activities [ ] YES [ ] NO
				5. Space for physical and neurological examinations [ ] YES [ ] NO

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

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* + - 1. Does the number of patients for whom fellows have primary responsibility at any one time allow them to provide appropriate treatment to each patient and have sufficient time for other aspects of their educational program? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**Fellow Appointment**

**Eligibility Criteria**

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

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1. Are fellows permitted to count experiences during the fellowship program as the final year of a general psychiatry residency program? [ ] YES [ ] NO

If ‘YES,’ how does the program director ensure fellowship experiences are limited to a maximum of 12 months caring for child and adolescent psychiatry patients? (Limit 300 words)

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**Number of Fellows**

1. How does the program ensure there are at least two fellows appointed at each level of education at all times? (Limit 250 words)

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**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 this is evaluated. (Limit 300 words)

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1. How do the graduating fellows demonstrate the ability to maintain appropriate professional boundaries, including those specific to psychiatric practice?

Describe how this is evaluated. (Limit 300 words)

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1. Does each fellow receive the code of ethics for medical practice as set forth by the Sponsoring Institution or the medical professional society in the program’s jurisdiction? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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If ‘YES,’ how do graduating fellows demonstrate that they abide by the code, and how is this evaluated? (Limit 400 words)

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**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)

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1. How do graduating fellows demonstrate competence in evaluation and treatment of patients representing the full spectrum of psychiatric illnesses in children and adolescents, including developmental and substance use disorders? (Limit 300 words)

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1. How do graduating fellows demonstrate competence in the treatment of children and adolescents for the development of conceptual understanding and beginning clinical skills in major treatment modalities, including the following?
2. Brief and long-term individual therapy
3. Cognitive-behavioral therapy
4. Crisis intervention
5. Family therapy
6. Group therapy
7. Pharmacotherapy
8. Psychodynamic psychotherapy
9. Supportive therapy

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

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1. How do graduating fellows demonstrate competence in the evaluation and treatment of patients from diverse cultural backgrounds and varied socioeconomic levels, including performance and documentation of the following?
2. Individual and family history
3. Integration of data into a comprehensive treatment plan
4. Integration of data into formulation of a differential diagnosis
5. Mental status
6. Physical and neurological examinations as appropriate
7. Supplementary medical and psychological data

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

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**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)

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1. How do graduating fellows demonstrate knowledge of the following?
2. Basic neurobiological, psychological, and clinical sciences relevant to psychiatry
3. Diversity and cultural issues pertinent to children and adolescents and their families
4. The application of developmental, psychological, and sociocultural theories relevant to the understanding of psychopathology
5. The appropriate uses and limitations of psychological tests

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

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1. How do graduating fellows demonstrate knowledge of the full range of psychopathology in children and adolescents, including the etiology, epidemiology, diagnosis, treatment, and prevention of the major psychiatric conditions that affect children and adolescents? (Limit 400 words)

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1. How do graduating fellows demonstrate knowledge of recognition and management of domestic and community violence, including physical and sexual abuse, as well as neglect, as it affects children and adolescents? (Limit 400 words)

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**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 this is evaluated. (Limit 300 words)

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**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 this is evaluated. (Limit 300 words)

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1. How do graduating fellows demonstrate effective collaboration skills with other professional mental health personnel, pediatricians, teachers, and other school personnel in the evaluation and treatment of patients?

Describe how this is evaluated. (Limit 300 words)

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**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 this is evaluated. (Limit 300 words)

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1. How do graduating fellows demonstrate that they:
2. can effectively participate in utilization review, quality assurance, and performance improvement?
3. know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs, ensuring quality, and allocating resources?

Describe how these are evaluated. (Limit 250 words)

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3. How do graduating fellows demonstrate they can effectively advocate for the following?

1. Quality patient care
2. The promotion of health and prevention of disease and injury in populations

Describe how these are evaluated. (Limit 250 words)

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1. How do graduating fellows demonstrate they can effectively assist patients in dealing with system complexities, including disparities in mental health care for children and adolescents? (Limit 300 words)

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**Regularly Scheduled Educational Activities**

1. Complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.
2. Do didactic sessions include interdisciplinary clinical conferences and didactic seminars where faculty psychiatrists collaborate in teaching with colleagues from other medical specialties and mental health disciplines? [ ] YES [ ] NO
3. Are the following didactic sessions coordinated with clinical experiences and specific to each fellow’s level of education?
4. Assigned readings [ ] YES [ ] NO
5. Lectures [ ] YES [ ] NO
6. Seminars [ ] YES [ ] NO

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

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**Clinical Experiences**

* + - 1. How does the program ensure fellows have sufficient breadth and depth of experience to provide a thorough, well-balanced presentation of the generally-accepted observations and theories and major diagnostic, therapeutic, and preventive procedures in child and adolescent psychiatry? (Limit 400 words)

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* + - 1. Do fellows have an organized educational clinical experience in the following?
				1. Initial management of psychiatric emergencies in children and adolescents [ ] YES [ ] NO
				2. Intellectual disability [ ] YES [ ] NO
				3. Other developmental disorders [ ] YES [ ] NO
				4. Pediatric neurology [ ] YES [ ] NO

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

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* + - 1. Are fellows actively involved in diagnostic assessment and treatment planning for acutely and severely disturbed children and adolescents? [ ] YES [ ] NO

If ‘YES,’ does this experience occur in settings with an organized treatment program, such as inpatient unit, residential treatment facilities, partial hospitalization program, and/or day treatment programs?

 [ ] YES [ ] NO

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

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* + - 1. Do fellows have experiences in consultation to facilities serving children, adolescents, and their families? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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* + - 1. If ‘YES’ to Question 4 above, how does the program ensure the consultation experience includes an adequate number of pediatric patients in inpatient or outpatient non-medical psychiatric facilities, in schools, and with legal issues relevant to child and adolescent psychiatry? (Limit 400 words)

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* + - 1. Do fellows have instruction in the following?
				1. Normal development, including observation of and interaction with normal preschoolers, school-aged children, and adolescents [ ] YES [ ] NO
				2. The integration of neurobiological, phenomenological, psychological, and sociocultural issues into the formulation of clinical problems [ ] YES [ ] NO

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

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* + - 1. How does the program ensure each fellow cares for outpatients from each developmental age group, continuously for at least one year? (Limit 400 words)

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* + - 1. Do fellows have elective experiences? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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* + - 1. If ‘YES’ to Question 8 above:
				1. are the elective experiences supervised? [ ] YES [ ] NO
				2. are the elective experiences well constructed? [ ] YES [ ] NO
				3. do the elective experiences have written goals and objectives? [ ] YES [ ] NO

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

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* + - 1. How does the program ensure each fellow demonstrates competenc at each required evaluation prior to completion of the program? (Limit 300 words)

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* + - 1. Do fellows have experience consulting to community systems of care? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**Fellows’ Scholarly Activity**

1. Do all fellows:
2. develop skills in critical appraisal? [ ] YES [ ] NO
3. develop skills in medical decision-making? [ ] YES [ ] NO
4. develop skills in the research process, including question formulation and information searching? [ ] YES [ ] NO
5. receive instruction in concepts and process of evidenced-based clinical practice? [ ] YES [ ] NO
6. receive instruction in research literacy? [ ] YES [ ] NO

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

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1. Do all fellows participate with faculty members in the following?
2. Didactics [ ] YES [ ] NO
3. Journal clubs [ ] YES [ ] NO
4. Research conferences [ ] YES [ ] NO

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

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How does the program ensure interested fellows have access to and the opportunity to actively participate in ongoing research under a mentor? (Limit 400 words)

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**Evaluation**

**Fellow Evaluation**

1. How does the program conduct formal clinical skills examinations for each fellow at least twice during the fellowship, and how does the program ensure the assessment will involve different age groups throughout childhood and adolescence? (Limit 400 words)

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1. Do fellows’ summative evaluations include documented evidence of the following?
2. Clinical incompetence [ ] YES [ ] NO
3. Unethical behavior [ ] YES [ ] NO
4. Unprofessional behavior [ ] YES [ ] NO
5. The fellow’s response when a.-c. above is documented [ ] YES [ ] NO

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

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1. Does the program ensure the following?
2. All formative and summative evaluations are maintained and available for review [ ] YES [ ] NO
3. An annual formal examination of each fellow’s clinical skills is conducted [ ] YES [ ] NO
4. An annual written examination of each fellow’s knowledge base is conducted [ ] YES [ ] NO
5. Fellows’ teaching abilities are evaluated by faculty members and learners [ ] YES [ ] NO
6. Periodic assessments of fellow abilities are conducted [ ] YES [ ] NO

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

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**The Learning and Working Environment**

**Duty Hour and Work Limitations**

1. How does the program ensure sufficient supervision from child and adolescent psychiatrists occurs, including how the supervisory relationship fosters fellows’ identification with the role of child and adolescent psychiatrist? (Limit 400 words)

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1. Does the program provide at least two hours of faculty preceptorship weekly? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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1. If ‘YES’ to Question 2 above, is at least one hour per week of faculty preceptorship individual?

 [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**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:**

|  |
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| Y-101. Introduction to Child and Adolescent Psychiatrya) Seminarb) Required Y-1c) Survey of contemporary methods and styles of child and adolescent psychiatry, including approaches to clinical work with minority populationsd) 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 fellow presentations and discussions with additional faculty discussantd) 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)

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