**Continued Accreditation Application: Transitional Year**

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**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 the Transitional Year. 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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**Institutions**

* + - 1. Complete the following table with information on ACGME-I-accredited programs at the institution sponsoring the transitional year program.

|  |  |  |
| --- | --- | --- |
| **Program Specialty** | **Accreditation Status** | **Program Director** |
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**Program Personnel and Resources**

**Program Director**

* + - 1. How does the program ensure that performance evaluations of residents accepted into an advanced specialty residency are provided to the program director of that program following completion of the transitional year program? (Limit 300 words)

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* + - 1. Does the program director verify that each resident has demonstrated sufficient competence and successfully completed the transitional year? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**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)

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1. How do graduating residents demonstrate the following?
2. Compassion, integrity, and respect for others
3. Responsiveness to patient needs that supersedes self-interest
4. Respect for patient privacy and autonomy
5. Accountability to patients, society, and the profession
6. 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 skill is 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 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 the following?
	1. Assessing patient problems
	2. Implementing a treatment plan
	3. Integrating information to develop a differential diagnosis
	4. Making appropriate use of diagnostic studies and tests
	5. Obtaining a comprehensive medical history
	6. Performing a comprehensive physical examination

Provide examples of how skill is evaluated in four of the six areas listed. (Limit 400 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 scientific method of problem solving and evidence-based decision-making?

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

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1. How do 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. 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
9. Use information technology to optimize learning

Provide examples of how skill is evaluated in four of the eight areas listed. (Limit 400 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 these skills are evaluated. (Limit 300 words)

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* + - 1. 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;
2. communicate effectively with physicians, other health professionals, and health-related agencies;
3. work effectively as a member or leader of a health care team or other professional group;
4. act in a consultative role to other physicians and health professionals; and,
5. maintain comprehensive, timely, and legible medical records, if applicable?

Provide examples of how skill is evaluated in four of the five areas listed. (Limit 400 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 these skills are evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate their ability to:
2. work effectively in various health care delivery settings and systems relevant to their clinical specialty;
3. coordinate patient care within the health care system relevant to their clinical specialty;
4. incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
5. advocate for quality patient care and optimal patient care systems;
6. work in interprofessional teams to enhance patient safety and improve patient care quality; and,
7. 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. How does the program ensure the teaching and supervision of transitional year residents is the same as that provided residents in categorical programs? (Limit 400 words)

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1. Do transitional year residents participate in planned didactic experiences:

that correspond to the clinical experiences while on elective and subspecialty rotations?

 [ ] YES [ ] NO

* 1. on each block rotation throughout the year? [ ] YES [ ] NO
	2. where all disciplines participate? [ ] YES [ ] NO
	3. that complement and enhance the clinical experience on fundamental clinical skills rotations?

 [ ] YES [ ] NO

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

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**Clinical Experiences**

1. Specify the duration (in months where four weeks = one month) for each rotation or experience during the transitional year that offers fundamental clinical skills.

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|  |  |
| Critical care unit  | Duration |
| Emergency medicine  | Duration |
| Family medicine  | Duration |
| Internal medicine  | Duration |
| Obstetrics and gynecology  | Duration |
| Pediatrics  | Duration |
| Surgery or other surgical specialties  | Duration |

Are the above rotations at least four continuous weeks in duration? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

1. Do all residents have clinical experiences in ambulatory care? [ ] YES [ ] NO

If ‘YES,’ indicate the number of total hours of ambulatory care experience: # hours

Explain if ‘NO.’ (Limit 250 words)

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1. In what setting(s) do ambulatory care experiences occur? (Limit 250 words)

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1. How does the program ensure that during ambulatory care experiences, interruptions by inpatient experiences are minimized? (Limit 300 words)

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1. Do residents have at least eight weeks of elective experiences that are determined by their individual educational needs? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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1. How does the program ensure residents have the opportunity to participate in the evaluation and management of the care of all types and acuity levels of patients who present to the emergency department with first-contact responsibility for these patients? (Limit 400 words)

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**Evaluation**

**Program Evaluation and Improvement**

Has a Transitional Year Education Committee (TYEC) been appointed? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

If ‘YES,’ describe its responsibilities. (Limit 400 words)

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* + - 1. Complete the following table with information on members of the TYEC:

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| --- | --- | --- |
| Member Name | Position | Specialty |
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If additional members are appointed, describe their positions and specialties in the space below. (Limit 400 words)

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* + - 1. Does the TYEC:
				1. ensure adequate resources for the didactic transitional year curriculum? [ ] YES [ ] NO
				2. ensure adequate resources for the clinical transitional year curriculum? [ ] YES [ ] NO
				3. monitor the adequacy of number of patients assigned to transitional year residents?

 [ ] YES [ ] NO

* + - * 1. monitor the adequacy of variety of illnesses assigned to transitional year residents? [ ] YES [ ] NO
				2. monitor adequacy of educational materials? [ ] YES [ ] NO
				3. monitor adequacy of teaching/attending physicians? [ ] YES [ ] NO
				4. monitor adequacy of financial support for the transitional year program? [ ] YES [ ] NO
				5. ensure residents are educated in high-quality medical care based on scientific knowledge?

 [ ] YES [ ] NO

* + - * 1. ensure educational opportunities are equivalent to those provided to first-year residents in categorical programs? [ ] YES [ ] NO
				2. review residents’ assessments of each rotation on a semi-annual basis? [ ] YES [ ] NO
				3. review the curriculum each academic year to ensure relevance and currency? [ ] YES [ ] NO
				4. review ACGME-I letters of accreditation for residency programs through which transitional year residents rotate? [ ] YES [ ] NO
				5. review responsibilities of the TYEC? [ ] YES [ ] NO
				6. maintain a record of those in attendance at TYEC meetings and actions taken? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 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 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 Medicine a) Seminarb) Required Y-1c) Survey of contemporary methods and styles of medical practice, 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 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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| Click here to enter text. |