



Greetings!

Enclosed you'll find news updates, resources and highlights of our global efforts to improve health care worldwide.



We welcome the ACGME-I Board

The ACGME International community has recently gained the support of nine individuals. The members of the newly configured ACGME-I Board of Directors will offer their talents and time to ensure that our mission, vision, and values are being attained. For those unfamiliar with this form of governance, the specific role of the Board is to ensure that the staff of ACGME-I is doing its job to improve the quality of education – and, in turn, patient care – in places receiving ACGME-I accreditation services.

In forming this group, individuals were selected with diverse interests, backgrounds, and international perspectives. All are passionately concerned about physician education and about the interconnectedness of people around the world. The Board composition reflects the perspectives of countries from all economic strata, and broad geographic and cultural backgrounds. Particular talents include those with decades of experience in medical education, administrative leadership in standards-setting, patient safety, workforce distribution, and finance within medical institution settings.

There will remain a special connectedness between ACGME-I and the ACGME. This relationship is critical in providing access to resources in areas such as the Milestones, data collection, and medical education research. Perhaps most importantly, emphasis on evidence-based standards, peer review, and transparency will continue in concert with this new governance model.

ACGME President and Chief Executive Officer Dr.

Questions of the Quarter

Each quarter, this section of the ACGME-I Newsletter answers questions applicable to all ACGME-I-accredited programs. This quarter the questions involve adjustments in clinical rotations made in response to the COVID-19 pandemic.

Question: Can residents/fellows be reassigned from their previously scheduled clinical rotations and other assignments on a temporary basis during the pandemic?

Answer: Reassignments can occur to rotations or other forms of clinical work with the approval of the program director and the designated institutional official (DIO). Prior to starting the reassignment, a resident/fellow must receive appropriate safety and clinical education and training for the new setting. During such activity, the resident/fellow must have appropriate supervision at all times and must adhere to work hour requirements.

Question: What needs to be in place for a program's residents/fellows to work in another hospital if that hospital has never been used by the program for required rotations previously?

Answer: If some of a program's residents/fellows are assigned to work in another hospital as described in the question, that hospital would become a new participating site for the program

Thomas Nasca will serve as Chair of the ACGME International Board. His wisdom, inclusivity, integrity, and visionary approach make him a leader among leaders.

Our quarterly newsletter will include updates on the Board's activities, as appropriate, and how they affect your programs and global graduate medical education.

Save the Date for a Webinar on the Next Accreditation System-International

Mark your calendars now for a one-hour webinar on transitioning to an annual review of programs in the Next Accreditation System-International. The session is free and will be held on 11 February 2021 beginning between 2:00 to 4:00 p.m. in the Middle East. DIOs, program directors, coordinators, and faculty members should all plan to attend to learn how an annual review of programs will affect you.

Beginning 1 July 2021, all ACGME-I-accredited programs that are not on Initial Accreditation will be reviewed annually, in the accreditation model called the Next Accreditation System-International (NAS-I). The NAS-I has been used for the review of programs in Singapore since 2017 and has shown benefits both educationally and by enabling programs and their staff to avoid unnecessary burden. In Singapore, the NAS-I has resulted in fewer citations, faster resolution of citations, and more frequent monitoring by the Review Committee-International. Information used to review programs is the same as is already collected by ACGME-I: annual Resident/Fellow and Faculty Survey results, Case Logs, and the Annual Update completed in ADS. For programs not on Initial Accreditation, there will be no application forms to complete.

Additional education is planned throughout the first half of 2021 and more information on the NAS-I is available now on the [ACGME-I website](#).

and a program letter of agreement (PLA) would be required. Each participating site must have a faculty member appointed by the program director as the site director who is accountable for resident/fellow education at that site, in collaboration with the program director. The program must monitor the clinical learning and working environment in that hospital, including resident/fellow work hours, resident/fellow supervision, and provisions for resident/fellow safety.

Question: If resident/fellow schedules changed because of the pandemic, do those changes need to be reflected on the block diagram submitted in the Accreditation Data System (ADS)?

Answer: No. The block diagram is a map of planned rotations for all residents/fellows in a given year of the educational program. It is not meant to depict the actual sequence of rotations and educational experiences for each individual resident/fellow. The program should internally track the actual assignments served by each resident/fellow regardless of the number of days, weeks, or months of each assignment.

Revisions to the Institutional Requirements for Sponsoring Institutions Now Posted for Comment

The proposed revision to the Institutional Requirements are now on the [ACGME-I website](#) for a 60-day period of public comment.

To keep current with changes in academic medicine, ACGME-I policy is that all requirements are reviewed at least every 10 years. In 2020 the Review Committee-International completed a revision of the Foundational Requirements, and the Committee is currently revising the Institutional Requirements. The final, approved, revised Institutional Requirements will be effective 1 July 2021.

The Review Committee-International welcomes all comments, including comments that support the proposed requirements. All comments received during the 60-day public comment period are carefully considered by the Review Committee-International, which will make any additional revisions, as appropriate, based on the information received, and then recommend final adoption. Submit comments using the form on the Review

and Comment page on the website. The deadline for submitting comments is 8 December 2020.

The proposed revisions include new requirements on faculty appointments [proposed requirement I.B.6.], added to complement changes in the Foundational Requirements on faculty qualifications. Revisions in these requirements mean that individual faculty members' qualifications are no longer reviewed by the Review Committee-International. Instead, the Committee will review the process for making faculty appointments at the institutional level.

Other changes include additional requirements for institutional oversight [proposed requirements III.C.4.-10.] in the areas of patient safety, quality improvement, transitions of care, supervision, professionalism, and well-being; and adding requirements for an Annual Institutional Review and for a special review of underperforming programs [proposed requirement IV.B.5. and 6.]. Since all programs on Continued Accreditation will move to annual review by the Review Committee-International, the proposed requirements eliminate the internal review of programs at the institutional level.

Advanced Specialty Requirements for four new subspecialties are also posted for public comment. These include pediatric anesthesiology, pediatric emergency medicine, pediatric orthopaedic surgery, and pediatric urology.

A summary document is posted for each set of new or revised requirements to provide a quick guide to important elements.

Review Committee-International News

Saying good-bye is never easy, but at its July 2020 meeting, the Review Committee-International said good-bye to four members. These physician educators have spent countless hours reviewing programs, providing input on requirements and policies, and making a positive impact on graduate medical education globally. They will be missed.

A BIG Thank You for your dedication and for sharing your expertise with the ACGME-I community goes out to:

- Dr. Maha Al Fahim; Family Medicine; Sheikh Khalifa Medical Center; Abu Dhabi
- Dr. Ghalib Al Haneedi; Orthopaedic Surgery; Hamad Medical Center; Doha, Qatar
- Dr. Llewellyn Lee; Ophthalmology; National Healthcare Group; Singapore
- Dr. David Turner; Pediatrics; Duke Medical Center; US



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Did you know?

1. **AWARE** – a set of on-demand resources to promote well-being among residents, fellows, faculty members, and others in the GME community, including a podcast, a downloadable app, and a set of videos. Newly featured on the podcast are three series:

- The Cognitive Skill Building for Well-Being series introduces listeners to common cognitive mindsets that negatively impact well-being and focuses on strategies for enhancing personal resilience and well-being.
- The Systems and Research in Well-Being series focuses on current research and select practices in Graduate Medical education to support clinician well-being and provides updates to the GME community on evolving evidence-based knowledge in these areas.
- The Well-Being in the Time of COVID-19 series provides well-being strategies for residents, fellows, and other clinicians from resources including psychology and psychiatry, peer support programming, and literature for support of first responders to mass casualty events.

2. **COVID-19 Well-Being Resource Library** – a comprehensive set of articles that will provide information specific to understanding and managing well-being during a crisis.

3. **Understanding ACGME-I Requirements, Module 1 and 2** – introductory videos on ACGME-I that are ideal for new programs or as part of an orientation for new faculty and staff members.

4. **New faculty development videos** –

- Comprehensive Approach to GME Learner in Need of Remediation
- Creating a Meaningful Faculty Orientation and Ongoing Member Development in the CCC