

University of Rochester
Office for Graduate Medical Education
Internal Reviewer's Checklist

? = Do not agree or Questionable OK = No Problems/Concerns

GENERAL PROGRAM INFORMATION/QUALITY INDICATORS/RESOURCES

? OK

- The program director has appropriately identified target areas in need of improvement.
- Resources are adequate regarding teaching space, technology and ancillary personnel.
- There are no problems with the applicant pool (number and quality of applicants, match rates).
- All program graduates go on to take board exams.
- The board pass rate is acceptable.
- The academic productivity of the trainees are acceptable.

ACGME LETTER OF REPORT/TRAINEE SURVEY

- The Program has adequately addressed the citations/concerns listed in the last ACGME Letter of Report.
- The Program has provided all required interim documentation/notifications to the ACGME.
- Areas of concern noted on the most recent ACGME resident survey have been adequately addressed.

DUTY HOURS/TRAINEE WELLNESS

- All duty hours standards have been met.
- If home call is used, it seems appropriate regarding number/length of time called in.
- There is a process to provide backup support when duty hour thresholds are in jeopardy of being crossed.
- If moonlighting is permitted, the program director monitors the demands of this activity to insure that it does not cause the trainee to exceed work hour limits or impair achievement of educational goals.

PATIENT VOLUME

- The Program has sufficient data collection processes to track and document all patient/procedure volumes as required by their RC.
- Patient/procedure volume information verifies that all RC minimums have been met (if applicable).
- There appears to be adequate depth and breadth of clinical material.
- If fellows or residents from other programs are also educated by the program, they do not detract from the primary trainee's education.

GOALS and OBJECTIVES

- Objectives have been developed for each rotation at each trainee level, and incorporate specific knowledge and attributes in the 6 core competencies.
- The objectives are distributed annually to the faculty and trainees.
- The objectives are reviewed by trainees at the start of each rotation.

PRIVILEGING: DELINEATION OF COMPETENCIES

- A Delineation of Competencies form has been developed and appears appropriate.
- There is a process in place to document what supervision level (general versus direct) is appropriate for each trainee and how he/she may move from one level to another.

University of Rochester
Office for Graduate Medical Education
Internal Reviewer's Checklist

PART I COMMON PIF

?	OK
---	----

Participating Institutions

- _____ _____ Assignments to affiliated institutions/sites are based on educational rationale, integral to the curriculum and have clearly stated objectives.
- _____ _____ The program director demonstrates appropriate oversight and liaison with personnel of other participating institutions/sites.

Program Director/Faculty

- _____ _____ The chair/division director demonstrates commitment to the program and is viewed as an asset by the program director and trainees.
- _____ _____ The program director demonstrates commitment to the program and is viewed as an asset by the trainees.
- _____ _____ The program director has an appropriate amount of protected time to administer the program.
- _____ _____ The program director has appropriate qualifications (including board certification).
- _____ _____ The program has adequate administrative support personnel (program coordinator).
- _____ _____ The program has a sufficient number of qualified faculty (including board certification) for the size of the program..
- _____ _____ All physician faculty fulfill their various roles (teaching, supervision, evaluation, feedback).
- _____ _____ The faculty demonstrates sufficient personal academic productivity.
- _____ _____ All non-physician faculty are appropriately qualified.

Trainees

- _____ _____ The number of trainees in the program is appropriate.
- _____ _____ The number of trainees who withdrew, transferred or were dismissed from the program is appropriate.

Evaluation

- _____ _____ Trainees are evaluated by faculty at the end of each rotation or similar educational experience.
- _____ _____ In addition to global assessments, there is evidence of at least one additional tool to evaluate trainee performance in EACH of the ACGME core competencies.
- _____ _____ There is a good system to teach faculty how to use the evaluation tools in a fair and consistent manner.
- _____ _____ There is a good system to explain evaluation of performance criteria to the trainees.
- _____ _____ There is evidence that the majority of the faculty comply with their evaluation responsibilities.
- _____ _____ There is a good system in place to review six-month evaluation results with trainees.
- _____ _____ Trainees annually evaluate the faculty confidentially.
- _____ _____ The teaching faculty receive formal feedback from the program director/chair regarding their evaluations completed by the trainees.
- _____ _____ Faculty annually evaluate the program.
- _____ _____ Trainees annually evaluate the program.
- _____ _____ Program graduates are surveyed one year after program completion regarding the quality of their preparation for practice.

University of Rochester
Office for Graduate Medical Education
Internal Reviewer's Checklist

Outcome Assessment and Improvement

?	OK
---	----

- _____ There is written evidence that an education committee (including at least one trainee) oversees and evaluates the program's effectiveness at least annually.
- _____ There is written evidence that the program uses aggregated results of trainee performance and/or evaluations to improve the program.
- _____ There is written evidence of a monitoring plan to track proposed program improvements.
- _____ Trainees are comfortable raising issues of concern without fear of intimidation/retaliation.

PART II PIF

Patient Care Competency

- _____ The curriculum contains each of the required rotations/experiences specified by the RC.
- _____ The curriculum provides trainees with direct experience in progressive responsibility for patient management.
- _____ Trainees are adequately supervised on all rotations.
- _____ When working in ambulatory clinics, trainees maintain patient continuity from initial diagnosis through patient follow up.
- _____ For surgical programs, trainees are included in the patient's pre-op visit, operative procedure and post-operative ambulatory care.

Medical Knowledge Competency

- _____ There is a well-defined, written core curriculum.
- _____ Lectures and conferences sufficiently cover the required core curriculum.
- _____ Trainees have protected time to attend lectures and conferences.
- _____ Faculty members attend didactic conferences (as appropriate).

Practice Based Learning and Improvement Competency

- _____ The program has a structured process for trainee self assessment that prompts them to set learning goals for continued professional growth.
- _____ There are structured learning activities (journal club, critically appraised topic review, etc.) that require trainees to locate, appraise and assimilate scientific information and apply it to patient care.
- _____ There is evidence that trainees actively participate in planning, implementing and evaluating quality improvement projects within the department.
- _____ Trainees receive formal instruction to prepare them to teach and supervise medical students and other colleagues.
- _____ Trainees receive formal assessment and feedback regarding their teaching skills.

Interpersonal and Communication Skills Competency

- _____ There are specific learning activities designed to help trainees develop competence in communicating with individuals across a broad range of socio-economic and cultural backgrounds.
- _____ There are specific learning activities designed to help trainees develop skills and habits to work effectively as a member or leader of a health care team.
- _____ There is a process in place to monitor, evaluate and provide feedback about a trainee's completion of comprehensive and timely medical records.

University of Rochester
Office for Graduate Medical Education
Internal Reviewer's Checklist

Professionalism Competency

?	OK
---	----

_____ There are learning activities (other than lectures) to help trainees develop a commitment to carrying out professional responsibilities and adherence to ethical principles.

_____ The program has established methods to promote professional behavior by the trainees and the faculty.

_____ The program has a process in place to address any lapses in professional behavior.

Systems-based Practice Competency

_____ The program has specific learning activities to promote trainee competence in systems-based practice (coordination of patient care within the health care system, consideration of cost-effective care, work in interprofessional teams to enhance patient safety and care quality).

_____ Trainees are active participants in experiential learning activities to identify and correct system errors.

TRAINEE SCHOLARLY ACTIVITIES

_____ There is a specific curriculum that advances the trainee's knowledge of the basic principles of research, including how research is conducted, evaluated and applied to patient care.

Based on the extent of requirements identified by the specialty (see specialty program requirements), the program has appropriately addressed each of the following items (as applicable) related to scholarly activity:

- _____ 1. Protected time.
- _____ 2. Mentoring by faculty.
- _____ 3. Time/financial support for regional/national presentations.
- _____ 4. Resources (space, statistical analysis, equipment, etc.).
- _____ 5. Successful performance measures. (Publications, presentations, etc.)

PROGRAM SPECIFIC REQUIREMENTS

The program specific requirements will contain information relevant to the particular specialty in the areas of: curriculum; clinical volume/variety/resources; and, required scholarly activity. Please read the requirements (TAB 12) and record notes below regarding excellence or deficiencies in the following areas based on the program specific requirements.

Clinical Experience (Inpatient and Outpatient)

Didactic Curriculum

Other Issues

INTERNAL REVIEWER SUMMARY

Program Strengths

- 1.
- 2.
- 3.

Areas that Should Be Targeted for Improvement

- 1.
- 2.
- 3.