

ACGME Resident/Fellow Survey Content Areas

All information provided about the program will remain confidential. No individual responses will be given to the program, program director, faculty members, institution, residents, fellows, or to the ACGME Review Committees. The summarized data will be part of the information considered by the Review Committees for the accreditation of the program and Sponsoring Institution. No accreditation decisions will be made based solely on the survey results. Summary data from the survey may be used to inform ACGME policy decisions at the national level. The ACGME may publish summary data and other information about programs, institutions, residents, fellows, or graduate medical education (GME), which is not identifiable by person or organization, in a manner appropriate to further the quality of GME and consistent with federal and state laws and ACGME policies. Additional questions specific to specialty or subspecialty and well-being may also be asked.

Clinical Experience and Education

- 80 hours per week
- Four or more days free in 28 day period
- Taken in-hospital call
- Taken in-hospital call more than every third night
- Less than 14 hours free after 24 hours of work
- More than 28 consecutive hours work
- Adequately manage patient care within 80 hours
- Pressured to work more than 80 hours
- Additional responsibilities after 24 consecutive hours of work

Faculty Teaching and Supervision

- Faculty members interested in education
- Faculty effectively creates environment of inquiry
- Appropriate level of supervision
- Appropriate amount of teaching
- Quality of teaching received
- Extent increasing responsibility granted

Evaluation

- Able to access evaluations
- Opportunity to evaluate faculty members
- Opportunity to evaluate program
- Satisfied with faculty members' feedback

Educational Content

- Instruction on scientific inquiry principals
- Opportunities for research participation
- Taught about health care disparities
- Education in assessing patient goals
- Instruction on maintaining physical and emotional well-being
- Instruction on minimizing effects of sleep deprivation
- Program instruction in when to seek care regarding:
 - Fatigue and sleep deprivation
 - Depression
 - Burnout
 - Substance abuse

Diversity and Inclusion

- Preparation for interaction with diverse individuals
- Program fosters inclusive work environment
- Diverse resident/fellow recruitment and retention

Resources

- Education compromised by non-physician obligations
- Impact of other learners on education
- Provided direct clinical patient care
- Time to interact with patients
- Appropriate balance between education and patient care
- Time to participate in structured learning activities
- Able to attend personal appointments
- Access to mental health counseling or treatment
- Satisfied with safety and health conditions
- Faculty members discuss cost awareness in patient care decisions

Patient Safety and Teamwork

- Culture emphasizes patient safety
- Know how to report patient safety events
- Information not lost during shift changes or patient transfers
- Interprofessional teamwork skills modeled or taught
- Participate in adverse event analysis
- Process to transition care when fatigued

Professionalism

- Faculty members act professionally when teaching
- Faculty members act professionally when providing care
- Residents/fellows comfortable calling supervisor with questions
- Able to raise concerns without fear or intimidation
- Satisfied with process for problems and concerns
- Experienced or witnessed abuse
- Process in place for confidential reporting of unprofessional behavior

Overall

- Overall evaluation of the program
- Overall opinion of program