



ACGME Program Requirements for Graduate Medical Education in Pediatric Surgery

Revision Information

ACGME-approved focused revision: June 12, 2022; effective July 1, 2022

Updated to include revised Common Program Requirements, effective July 1, 2023

A modification to Background and Intent for Program Requirement 5.5.e. is effective May 9, 2025

Enforcement of Common Program Requirement 1.7. is suspended, effective May 9, 2025

Reformatted Program Requirements; effective July 1, 2025

Definitions

For more information, see the [ACGME Glossary of Terms](#).

Core Requirements: Statements that define structure, resource, or process elements essential to every graduate medical educational program.

Detail Requirements: Statements that describe a specific structure, resource, or process, for achieving compliance with a Core Requirement. Programs and sponsoring institutions in substantial compliance with the Outcome Requirements may utilize alternative or innovative approaches to meet Core Requirements.

Outcome Requirements: Statements that specify expected measurable or observable attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their graduate medical education.

Osteopathic Recognition

For programs with or applying for Osteopathic Recognition, the Osteopathic Recognition Requirements also apply (www.acgme.org/OsteopathicRecognition).

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ACGME Program Requirements for Graduate Medical Education

in Pediatric Surgery

Common Program Requirements (Fellowship) are in BOLD

Where applicable, italicized text is used to provide definitions or describe the underlying philosophy of the requirements in that section. These statements are not program requirements and are therefore not citable.

Background and Intent: These fellowship requirements reflect the fact that these learners have already completed the first phase of graduate medical education. Thus, the Common Program Requirements (Fellowship) are intended to explain the differences.

Subspecialty-Specific Background and Intent text in the boxes below provide detail regarding the intention behind specific requirements, as well as guidance on how to implement the requirements in a way that supports excellence in residency education. Programs will note that the Pediatric Surgery Subspecialty FAQs companion document has been integrated into this document and, where appropriate, guidance is given on additional Review Committee resource information.

Introduction

Definition of Graduate Medical Education

Fellowship is advanced graduate medical education beyond a core residency program for physicians who desire to enter more specialized practice. Fellowship-trained physicians serve the public by providing subspecialty care, which may also include core medical care, acting as a community resource for expertise in their field, creating and integrating new knowledge into practice, and educating future generations of physicians. Graduate medical education values the strength that a diverse group of physicians brings to medical care, and the importance of inclusive and psychologically safe learning environments.

Fellows who have completed residency are able to practice autonomously in their core specialty. The prior medical experience and expertise of fellows distinguish them from physicians entering residency. The fellow's care of patients within the subspecialty is undertaken with appropriate faculty supervision and conditional independence. Faculty members serve as role models of excellence, compassion, cultural sensitivity, professionalism, and scholarship. The fellow develops deep medical knowledge, patient care skills, and expertise applicable to their focused area of practice. Fellowship is an intensive program of subspecialty clinical and didactic education that focuses on the multidisciplinary care of patients. Fellowship education is often physically, emotionally, and intellectually demanding, and occurs in a variety of clinical learning environments committed to graduate medical education and the well-being of patients, residents, fellows, faculty members, students, and all members of the health care team.

In addition to clinical education, many fellowship programs advance fellows' skills as physician-scientists. While the ability to create new knowledge within medicine is not exclusive to fellowship-educated physicians, the fellowship experience expands a physician's abilities to pursue hypothesis-driven scientific inquiry that results in contributions to the medical literature and patient care. Beyond the clinical subspecialty expertise achieved, fellows develop mentored relationships built on an infrastructure that promotes collaborative research.

Definition of Subspecialty

A fellowship in pediatric surgery provides advanced knowledge and skills in the diagnostic, operative, and peri-operative care of pediatric surgical patients. This continuum may include one or more of the developmental stages of care with which a surgeon might be involved, including prenatal, neonatal, and infant through adolescent or young adult. Along this continuum, there will be exposure to congenital and acquired conditions, including developmental, inflammatory, infectious, neoplastic, or traumatic conditions. The scope of this discipline is focused in infancy and childhood, but includes the fetus, adolescent, and young adult with special health care needs arising from congenital and acquired pediatric surgical conditions. Individuals who complete this education should be prepared to function as competent pediatric surgeons.

Section 1: Oversight

Sponsoring Institution

The Sponsoring Institution is the organization or entity that assumes the ultimate financial and academic responsibility for a program of graduate medical education consistent with the ACGME Institutional Requirements.

When the Sponsoring Institution is not a rotation site for the program, the most commonly utilized site of clinical activity for the program is the primary clinical site.

Background and Intent: Participating sites will reflect the health care needs of the community and the educational needs of the fellows. A wide variety of organizations may provide a robust educational experience and, thus, Sponsoring Institutions and participating sites may encompass inpatient and outpatient settings including, but not limited to a university, a medical school, a teaching hospital, a nursing home, a school of public health, a health department, a public health agency, an organized health care delivery system, a medical examiner's office, an educational consortium, a teaching health center, a physician group practice, federally qualified health center, or an educational foundation.

1.1. The program must be sponsored by one ACGME-accredited Sponsoring Institution. (Core)

- 1.1.a. If the pediatric surgery program participates in a joint surgery/pediatric surgery program, both programs should be sponsored by the same ACGME-accredited Sponsoring Institution. (Core)

- 1.1.a.1. If the pediatric surgery program's Sponsoring Institution does not sponsor a surgery program, the following conditions must be met for participation in a joint surgery/pediatric surgery program:
 - 1.1.a.1.a. The pediatric surgery program must limit the experience to a single ACGME-accredited surgery program. (Core)
 - 1.1.a.1.b. The primary clinical site of that surgery program must be located in close geographic proximity to the primary clinical site of the pediatric surgery program. (Core)
 - 1.1.a.1.c. The combined participation of the pediatric surgery program and that surgery program in offering a joint surgery/pediatric surgery program must be ongoing. (Core)
 - 1.1.a.1.d. The combined participation of the pediatric surgery program and that surgery program in offering a joint surgery/pediatric surgery program must be approved in advance by the Review Committee. (Core)

Participating Sites

A participating site is an organization providing educational experiences or educational assignments/rotations for fellows.

- 1.2. **The program, with approval of its Sponsoring Institution, must designate a primary clinical site.** (Core)
 - 1.2.a. A pediatric surgery program must be offered in a site classified as a general hospital or a children's hospital. (Core)
- 1.3. **There must be a program letter of agreement (PLA) between the program and each participating site that governs the relationship between the program and the participating site providing a required assignment.** (Core)
 - 1.3.a. **The PLA must be renewed at least every 10 years.** (Core)
 - 1.3.b. **The PLA must be approved by the designated institutional official (DIO).** (Core)
- 1.4. **The program must monitor the clinical learning and working environment at all participating sites.** (Core)
- 1.5. **At each participating site there must be one faculty member, designated by the program director, who is accountable for fellow education for that site, in collaboration with the program director.** (Core)

Background and Intent: While all fellowship programs must be sponsored by a single ACGME-accredited Sponsoring Institution, many programs will utilize other clinical settings to provide required or elective training experiences. At times it is appropriate to utilize community sites that are not owned by or affiliated with the Sponsoring

Institution. Some of these sites may be remote for geographic, transportation, or communication issues. When utilizing such sites, the program must designate a faculty member responsible for ensuring the quality of the educational experience. In some circumstances, the person charged with this responsibility may not be physically present at the site, but remains responsible for fellow education occurring at the site.

Suggested elements to be considered in PLAs will be found in the Guide to the Common Program Requirements. These include:

- **Identifying the faculty members who will assume educational and supervisory responsibility for fellows**
- **Specifying the responsibilities for teaching, supervision, and formal evaluation of fellows**
- **Specifying the duration and content of the educational experience**
- **Stating the policies and procedures that will govern fellow education during the assignment**

1.6. The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all fellows, of one month full time equivalent (FTE) or more through the ACGME's Accreditation Data System (ADS). (Core)

1.6.a. Participating sites must be in close geographic proximity or provide for teleconferencing to ensure that all fellows are able to participate in joint conferences, as well as grand rounds, basic science and clinical conference lectures, journal club, and ongoing quality improvement and patient safety reviews, such as morbidity and mortality reviews. (Core)

1.7. Workforce Recruitment and Retention
The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents (if present), fellows, faculty members, senior administrative GME staff members, and other relevant members of its academic community. (Core)

Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of individuals underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution's mission and aims.

1.8. Resources
The program, in partnership with its Sponsoring Institution, must ensure the availability of adequate resources for fellow education. (Core)

- 1.8.a. Fellows should have adequate access to the educational resources for the discipline of pediatric surgery. ^(Core)
- 1.8.a.1. This includes electronic learning aids (e.g., online pediatric surgery curriculum). ^(Detail)
- 1.8.a.2. This includes the required educational curriculum of the discipline (e.g., pediatric lifesaving certification). ^(Detail)
- 1.8.a.3. This includes courses and symposia (e.g., colorectal, pediatric oncology). ^(Detail)
- 1.8.a.4. This includes simulation exercises (e.g., disaster training, rapid response, ECMO response). ^(Detail)
- 1.8.b. All sites must include facilities and staffing for a variety of services, including adequate inpatient surgical admissions, intensive care units for both infants and older children, and departments of emergency, pathology, and radiology in which infants and children can be managed 24 hours a day. ^(Core)
- 1.8.c. The pediatric surgical service must document a sufficient breadth and volume of procedures such that fellows will satisfy the defined minimum procedure requirements. ^(Core)
- 1.8.d. There must be at least 1,200 procedures performed by pediatric surgeons at the program's approved sites annually. ^(Core)
- 1.9. **The program, in partnership with its Sponsoring Institution, must ensure healthy and safe learning and working environments that promote fellow well-being and provide for:**
 - 1.9.a. **access to food while on duty;** ^(Core)
 - 1.9.b. **safe, quiet, clean, and private sleep/rest facilities available and accessible for fellows with proximity appropriate for safe patient care;** ^(Core)

Background and Intent: Care of patients within a hospital or health system occurs continually through the day and night. Such care requires that fellows function at their peak abilities, which requires the work environment to provide them with the ability to meet their basic needs within proximity of their clinical responsibilities. Access to food and rest are examples of these basic needs, which must be met while fellows are working. Fellows should have access to refrigeration where food may be stored. Food should be available when fellows are required to be in the hospital overnight. Rest facilities are necessary, even when overnight call is not required, to accommodate the fatigued fellow.

- 1.9.c. **clean and private facilities for lactation that have refrigeration capabilities, with proximity appropriate for safe patient care;** ^(Core)

Background and Intent: Sites must provide private and clean locations where fellows may lactate and store the milk within a refrigerator. These locations should be in close proximity to clinical responsibilities. It would be helpful to have additional support within these locations that may assist the fellow with the continued care of patients, such as a computer and a phone. While space is important, the time required for lactation is also critical for the well-being of the fellow and the fellow's family, as outlined in 6.13.c.1.

- 1.9.d. security and safety measures appropriate to the participating site; and, (Core)
- 1.9.e. accommodations for fellows with disabilities consistent with the Sponsoring Institution's policy. (Core)
- 1.10. Fellows must have ready access to subspecialty-specific and other appropriate reference material in print or electronic format. This must include access to electronic medical literature databases with full text capabilities. (Core)
- 1.11. **Other Learners and Health Care Personnel**
The presence of other learners and other health care personnel, including but not limited to residents from other programs, subspecialty fellows, and advanced practice providers, must not negatively impact the appointed fellows' education. (Core)

Background and Intent: The clinical learning environment has become increasingly complex and often includes care providers, students, and post-graduate residents and fellows from multiple disciplines. The presence of these practitioners and their learners enriches the learning environment. Programs have a responsibility to monitor the learning environment to ensure that fellows' education is not compromised by the presence of other providers and learners, and that fellows' education does not compromise core residents' education.

- 1.11.a. The educational program must not negatively affect the education of residents in the affiliated general surgery residency program. (Core)
- 1.11.b. The program must assess and incorporate, into the Annual Program Evaluation, the impact of other learners, including residents and fellows in both ACGME-accredited and non-accredited programs at the Sponsoring Institution and at all participating sites. (Core)

Subspecialty-Specific Background and Intent: The exchange of information is encouraged between learners of different disciplines in educational forums, including multidisciplinary rounds such that team members learn from each other and enhance their ability to work as a team.

Section 2: Personnel

2.1. Program Director

There must be one faculty member appointed as program director with authority and accountability for the overall program, including compliance with all applicable program requirements. (Core)

2.2. The Sponsoring Institution's Graduate Medical Education Committee (GMEC) must approve a change in program director and must verify the program director's licensure and clinical appointment. (Core)

2.2.a. Final approval of the program director resides with the Review Committee. (Core)

Background and Intent: While the ACGME recognizes the value of input from numerous individuals in the management of a fellowship, a single individual must be designated as program director and have overall responsibility for the program. The program director's nomination is reviewed and approved by the GMEC.

2.3. The program director and, as applicable, the program's leadership team, must be provided with support adequate for administration of the program based upon its size and configuration. (Core)

2.3.a. At a minimum, the program director must be provided with support equal to a dedicated minimum of 0.1 FTE for administration of the program. (Core)

Background and Intent: To achieve successful graduate medical education, individuals serving as education and administrative leaders of fellowship programs, as well as those significantly engaged in the education, supervision, evaluation, and mentoring of fellows, must have sufficient dedicated professional time to perform the vital activities required to sustain an accredited program.

The ultimate outcome of graduate medical education is excellence in fellow education and patient care.

The program director and, as applicable, the program leadership team, devote a portion of their professional effort to the oversight and management of the fellowship program, as defined in 2.5. - 2.5.I. Both provision of support for the time required for the leadership effort and flexibility regarding how this support is provided are important. Programs, in partnership with their Sponsoring Institutions, may provide support for this time in a variety of ways. Examples of support may include, but are not limited to, salary support, supplemental compensation, educational value units, or relief of time from other professional duties.

Program directors and, as applicable, members of the program leadership team, who are new to the role may need to devote additional time to program oversight and

management initially as they learn and become proficient in administering the program. It is suggested that during this initial period the support described above be increased as needed.

In addition, it is important to remember that the dedicated time and support requirement for ACGME activities is a *minimum*, recognizing that, depending on the unique needs of the program, additional support may be warranted. The need to ensure adequate resources, including adequate support and dedicated time for the program director, is also addressed in Institutional Requirement 2.2.a. The amount of support and dedicated time needed for individual programs will vary based on a number of factors and may exceed the minimum specified in the applicable specialty/subspecialty-specific Program Requirements. It is expected that the Sponsoring Institution, in partnership with its accredited programs, will ensure support for program directors to fulfill their program responsibilities effectively.

2.4. Qualifications of the Program Director

The program director must possess subspecialty expertise and qualifications acceptable to the Review Committee. (Core)

- 2.4.a. The program director must possess current certification in the subspecialty for which they are the program director by the American Board of Surgery or subspecialty qualifications that are acceptable to the Review Committee. (Core)**

[Note that while the Common Program Requirements deem certification by a certifying board of the American Osteopathic Association (AOA) acceptable, there is no AOA board that offers certification in this subspecialty]

- 2.4.b. The program director must be licensed to practice medicine in the state where the program is located. (Core)
- 2.4.c. The program director must demonstrate scholarly activity in at least one of the areas listed in section 4.14. (Detail)
- 2.4.c.1. Program directors must demonstrate ongoing peer-reviewed scholarship. (Core)
- 2.4.c.1.a. Scholarship should include at least three peer-reviewed scholarly projects over the most recent five-year period, or other scholarship acceptable to the Review Committee. (Detail)
- 2.4.d. The program director must demonstrate at least five years of practice after completion of a pediatric surgery fellowship. (Core)
- 2.4.e. The program director must demonstrate at least two years of prior experience in graduate medical education, as a site director, program director, associate program director in a general surgery program, or another position of responsibility in a residency/fellowship program. (Core)

Subspecialty-Specific Background and Intent: The Review Committee believes the training of pediatric surgery fellows is a complex undertaking, and as such, the accreditation requirements are extensive. Individuals who take on the role to direct such programs must already be a respected member of the medical staff in their Sponsoring Institution, be senior members of the faculty, and have reached a stage in their academic practices that enables them to truly devote the time and effort required to oversee a high quality program. New program directors must have a comprehensive understanding of, and ability in, educational and evaluation methods, active experience in managing and administering a complex organization, and leadership and communication skills. In addition to the experiential requirements, programs are advised to appoint new program directors who have also served at least two years at the Sponsoring Institution, and where applicable, have been promoted or be eligible for promotion to the position of Associate Professor.

In circumstances where a program director change is complicated by there being no qualified successor or the Sponsoring Institution has not identified a permanent successor, Sponsoring Institutions may request approval of an “interim” program director. Sponsoring Institutions requesting approval of an interim program director will be asked to submit an action plan outlining institutional support for the interim program director, the plan for the recruitment/ placement of a permanent program director, and will be asked to provide a progress report to the Review Committee within six months from the date of appointment.

It is important to note that while the Review Committee understands there are a multitude of reasons for program leadership change, programs are encouraged to establish a leadership succession plan that ensures continuity of leadership and program stability.

Appointment of an associate program director, with adequate support and protected time, is encouraged to provide the individual an opportunity to gain the experience needed to learn how to direct a pediatric surgery fellowship program.

2.5. Program Director Responsibilities

The program director must have responsibility, authority, and accountability for: administration and operations; teaching and scholarly activity; fellow recruitment and selection, evaluation, and promotion of fellows, and disciplinary action; supervision of fellows; and fellow education in the context of patient care. (Core)

2.5.a. The program director must be a role model of professionalism. (Core)

Background and Intent: The program director, as the leader of the program, must serve as a role model to fellows in addition to fulfilling the technical aspects of the role. As fellows are expected to demonstrate compassion, integrity, and respect for others, they must be able to look to the program director as an exemplar. It is of utmost importance, therefore, that the program director model outstanding professionalism, high quality patient care, educational excellence, and a scholarly approach to work. The program director creates an environment where respectful discussion is welcome, with the goal of continued improvement of the educational experience.

- 2.5.b. The program director must design and conduct the program in a fashion consistent with the needs of the community, the mission(s) of the Sponsoring Institution, and the mission(s) of the program. (Core)**

Background and Intent: The mission of institutions participating in graduate medical education is to improve the health of the public. Each community has health needs that vary based upon location and demographics. Programs must understand the structural and social determinants of health of the populations they serve and incorporate them in the design and implementation of the program curriculum, with the ultimate goal of addressing these needs and eliminating health disparities.

- 2.5.c. The program director must administer and maintain a learning environment conducive to educating the fellows in each of the ACGME Competency domains. (Core)**

Background and Intent: The program director may establish a leadership team to assist in the accomplishment of program goals. Fellowship programs can be highly complex. In a complex organization the leader typically has the ability to delegate authority to others, yet remains accountable. The leadership team may include physician and non-physician personnel with varying levels of education, training, and experience.

- 2.5.d. The program director must have the authority to approve or remove physicians and non-physicians as faculty members at all participating sites, including the designation of core faculty members, and must develop and oversee a process to evaluate candidates prior to approval. (Core)**

Background and Intent: The provision of optimal and safe patient care requires a team approach. The education of fellows by non-physician educators may enable the fellows to better manage patient care and provides valuable advancement of the fellows' knowledge. Furthermore, other individuals contribute to the education of fellows in the basic science of the subspecialty or in research methodology. If the program director determines that the contribution of a non-physician individual is significant to the education of the fellow, the program director may designate the individual as a program faculty member or a program core faculty member.

- 2.5.e. The program director must have the authority to remove fellows from supervising interactions and/or learning environments that do not meet the standards of the program. (Core)**

Background and Intent: The program director has the responsibility to ensure that all who educate fellows effectively role model the Core Competencies. Working with a fellow is a privilege that is earned through effective teaching and professional role modeling. This privilege may be removed by the program director when the standards of the clinical learning environment are not met.

There may be faculty in a department who are not part of the educational program, and the program director controls who is teaching the residents.

- 2.5.f. The program director must submit accurate and complete information required and requested by the DIO, GMEC, and ACGME. (Core)**

Background and Intent: This includes providing information in the form and format requested by the ACGME and obtaining requisite sign-off by the DIO.

- 2.5.g. The program director must provide a learning and working environment in which fellows have the opportunity to raise concerns, report mistreatment, and provide feedback in a confidential manner as appropriate, without fear of intimidation or retaliation. (Core)**
- 2.5.h. The program director must ensure the program's compliance with the Sponsoring Institution's policies and procedures related to grievances and due process, including when action is taken to suspend or dismiss, not to promote, or renew the appointment of a fellow. (Core)**

Background and Intent: A program does not operate independently of its Sponsoring Institution. It is expected that the program director will be aware of the Sponsoring Institution's policies and procedures, and will ensure they are followed by the program's leadership, faculty members, support personnel, and fellows.

- 2.5.i. The program director must ensure the program's compliance with the Sponsoring Institution's policies and procedures on employment and non-discrimination. (Core)**
- 2.5.j. The program director must document verification of education for all fellows within 30 days of completion of or departure from the program. (Core)**
- 2.5.k. The program director must provide verification of an individual fellow's education upon the fellow's request, within 30 days. (Core)**

Background and Intent: Primary verification of graduate medical education is important to credentialing of physicians for further training and practice. Such verification must be accurate and timely. Sponsoring Institution and program policies for record retention are important to facilitate timely documentation of fellows who have previously completed the program. Fellows who leave the program prior to completion also require timely documentation of their summative evaluation.

- 2.5.l. The program director must provide applicants who are offered an interview with information related to their eligibility for the relevant specialty board examination(s). (Core)**

Faculty

Faculty members are a foundational element of graduate medical education – faculty members teach fellows how to care for patients. Faculty members provide an important bridge allowing fellows to grow and become practice ready, ensuring that patients receive the highest quality of care. They are role models for future generations of physicians by demonstrating compassion, commitment to excellence in teaching and patient care, professionalism, and a dedication to lifelong learning. Faculty members experience the pride and joy of fostering the growth and development of future colleagues. The care they provide is enhanced by the opportunity to teach and model exemplary behavior. By employing a scholarly approach to patient care, faculty members, through the graduate medical education system, improve the health of the individual and the population.

Faculty members ensure that patients receive the level of care expected from a specialist in the field. They recognize and respond to the needs of the patients, fellows, community, and institution. Faculty members provide appropriate levels of supervision to promote patient safety. Faculty members create an effective learning environment by acting in a professional manner and attending to the well-being of the fellows and themselves.

Background and Intent: “Faculty” refers to the entire teaching force responsible for educating fellows. The term “faculty,” including “core faculty,” does not imply or require an academic appointment.

2.6. There must be a sufficient number of faculty members with competence to instruct and supervise all fellows. (Core)

2.6.a. In addition to the program director, there must be, for each approved fellowship position, at least one full-time faculty member whose major function is to support the program. (Core)

2.6.a.1. The term of appointment for such faculty members must be of a sufficient length to ensure continuity in the supervision and education of the fellows. (Core)

2.6.b. To contribute to fellow education in the care of critically-ill children, the faculty must include at least one individual who is board certified or board eligible in neonatal-perinatal medicine; and either: (Core)

- one individual who is board certified or board eligible in pediatric critical care, or (Core)
- one individual who is board certified or board eligible in pediatric surgery and board certified or board eligible in critical care. (Core)

2.7. Faculty Responsibilities

Faculty members must be role models of professionalism. (Core)

- 2.7.a. Faculty members must demonstrate commitment to the delivery of safe, equitable, high-quality, cost-effective, patient-centered care. (Core)**

Background and Intent: Patients have the right to expect quality, cost-effective care with patient safety at its core. The foundation for meeting this expectation is formed during residency and fellowship. Faculty members model these goals and continually strive for improvement in care and cost, embracing a commitment to the patient and the community they serve.

- 2.7.b. Faculty members must demonstrate a strong interest in the education of fellows, including devoting sufficient time to the educational program to fulfill their supervisory and teaching responsibilities. (Core)**
- 2.7.c. Faculty members must administer and maintain an educational environment conducive to educating fellows. (Core)**
- 2.7.d. Faculty members must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences. (Core)**
- 2.7.e. Faculty members must pursue faculty development designed to enhance their skills at least annually. (Core)**

Background and Intent: Faculty development is intended to describe structured programming developed for the purpose of enhancing transference of knowledge, skill, and behavior from the educator to the learner. Faculty development may occur in a variety of configurations (lecture, workshop, etc.) using internal and/or external resources. Programming is typically needs-based (individual or group) and may be specific to the institution or the program. Faculty development programming is to be reported for the fellowship program faculty in the aggregate.

- 2.8. Faculty Qualifications**
Faculty members must have appropriate qualifications in their field and hold appropriate institutional appointments. (Core)

- 2.9. Subspecialty Physician Faculty Members**
Subspecialty physician faculty members must have current certification in the subspecialty by the American Board of Surgery, or possess qualifications judged acceptable to the Review Committee. (Core)

[Note that while the Common Program Requirements deem certification by a certifying board of the American Osteopathic Association (AOA) acceptable, there is no AOA board that offers certification in this subspecialty]

- 2.9.a. Any other specialty physician faculty members must have current certification in their specialty by the appropriate American Board of Medical Specialties (ABMS) member board or American Osteopathic Association (AOA) certifying**

board, or possess qualifications judged acceptable to the Review Committee.
(Core)

- 2.9.b. Subspecialty physician faculty members must be licensed to practice medicine in the state where the program or participating site is located. (Core)

2.10. Core Faculty

Core faculty members must have a significant role in the education and supervision of fellows and must devote a significant portion of their entire effort to fellow education and/or administration, and must, as a component of their activities, teach, evaluate, and provide formative feedback to fellows. (Core)

Background and Intent: Core faculty members are critical to the success of fellow education. They support the program leadership in developing, implementing, and assessing curriculum, mentoring fellows, and assessing fellows' progress toward achievement of competence in and the autonomous practice of the specialty. Core faculty members should be selected for their broad knowledge of and involvement in the program, permitting them to effectively evaluate the program. Core faculty members may also be selected for their specific expertise and unique contribution to the program. Core faculty members are engaged in a broad range of activities, which may vary across programs and specialties. Core faculty members provide clinical teaching and supervision of fellows, and also participate in non-clinical activities related to fellow education and program administration. Examples of these non-clinical activities include, but are not limited to, interviewing and selecting fellow applicants, providing didactic instruction, mentoring fellows, simulation exercises, completing the annual ACGME Faculty Survey, and participating on the program's Clinical Competency Committee, Program Evaluation Committee, and other GME committees.

- 2.10.a. **Faculty members must complete the annual ACGME Faculty Survey.** (Core)
- 2.10.b. Core faculty members must be board certified or board eligible in pediatric surgery by the American Board of Surgery. (Core)
- 2.10.c. In addition to the program director, there must be one more core faculty member(s) than enrolled fellow(s) in the program. (Core)
- ## **2.11. Program Coordinator**
- There must be a program coordinator.** (Core)
- 2.11.a. **The program coordinator must be provided with dedicated time and support adequate for administration of the program based upon its size and configuration.** (Core)
- 2.11.b. The program coordinator must be provided with support equal to a dedicated minimum of 30 percent/FTE for administration of the program. (Core)

Background and Intent: The requirement does not address the source of funding required to provide the specified salary support.

Each program requires a lead administrative person, frequently referred to as a program coordinator, administrator, or as otherwise titled by the institution. This person will frequently manage the day-to-day operations of the program and serve as an important liaison and facilitator between the learners, faculty and other staff members, and the ACGME. Individuals serving in this role are recognized as program coordinators by the ACGME.

The program coordinator is a key member of the leadership team and is critical to the success of the program. As such, the program coordinator must possess skills in leadership and personnel management appropriate to the complexity of the program. Program coordinators are expected to develop in-depth knowledge of the ACGME and Program Requirements, including policies and procedures. Program coordinators assist the program director in meeting accreditation requirements, educational programming, and support of fellows.

Programs, in partnership with their Sponsoring Institutions, should encourage the professional development of their program coordinators and avail them of opportunities for both professional and personal growth. Programs with fewer fellows may not require a full-time coordinator; one coordinator may support more than one program.

The minimum required dedicated time and support specified in 2.11.b. is inclusive of activities directly related to administration of the accredited program. It is understood that coordinators often have additional responsibilities, beyond those directly related to program administration, including, but not limited to, departmental administrative responsibilities, medical school clerkships, planning lectures that are not solely intended for the accredited program, and mandatory reporting for entities other than the ACGME. Assignment of these other responsibilities will necessitate consideration of allocation of additional support so as not to preclude the coordinator from devoting the time specified above solely to administrative activities that support the accredited program.

In addition, it is important to remember that the dedicated time and support requirement for ACGME activities is a minimum, recognizing that, depending on the unique needs of the program, additional support may be warranted. The need to ensure adequate resources, including adequate support and dedicated time for the program coordinator, is also addressed in Institutional Requirement 2.2.d. The amount of support and dedicated time needed for individual programs will vary based on a number of factors and may exceed the minimum specified in the applicable specialty/subspecialty-specific Program Requirements. It is expected that the Sponsoring Institution, in partnership with its accredited programs, will ensure support for program coordinators to fulfill their program responsibilities effectively.

2.12. Other Program Personnel

The program, in partnership with its Sponsoring Institution , must jointly ensure the availability of necessary personnel for the effective administration of the program. (Core)

Background and Intent: Multiple personnel may be required to effectively administer a program. These may include staff members with clerical skills, project managers, education experts, and staff members to maintain electronic communication for the program. These personnel may support more than one program in more than one discipline.

Section 3: Fellow Appointments

3.1. Fellows must not be required to sign a non-competition guarantee or restrictive covenant. (Core)

3.2. Eligibility Requirements – Fellowship Programs

All required clinical education for entry into ACGME-accredited fellowship programs must be completed in an ACGME-accredited residency program, an AOA-approved residency program, a program with ACGME International (ACGME-I) Advanced Specialty Accreditation, or a Royal College of Physicians and Surgeons of Canada (RCPSC)-accredited or College of Family Physicians of Canada (CFPC)-accredited residency program located in Canada. (Core)

3.2.a. Fellowship programs must receive verification of each entering fellow's level of competence in the required field using ACGME, ACGME-I, or CanMEDS Milestones evaluations from the core residency program. (Core)

Background and Intent: A reporting feature is available for fellowship programs within ADS to provide fellowship program directors access to the final Milestones report for an active fellow's most recently completed residency program. These reports are available to fellowship program directors in mid-July, and use of this system to retrieve the reports is encouraged. There are a few scenarios in which these reports may not be available, such as if a fellow completed residency in a program not accredited by the ACGME, if a fellow completed residency prior to Milestones implementation, or if a fellow's previous experience could not be matched when entered into the program. For those without Milestones reports, programs must contact the specialty program director from the fellow's most recent residency program to obtain the required information. This new reporting feature can be found in ADS by logging in and navigating to the program's "Reports" tab, and then selecting the "Residency Milestone Retrieval" option.

3.2.a.1. Prior to entry in the program, fellows must have successfully completed a residency in general surgery as outlined in Section 3.2. (Core)

3.3. Fellow Complement

The program director must not appoint more fellows than approved by the Review Committee. (Core)

Background and Intent: Programs are required to request approval of all complement changes, whether temporary or permanent, by the Review Committee through ADS. Permanent increases require prior approval from the Review Committee and temporary increases may also require approval. Specialty-specific instructions for requesting a complement increase are found in the “Documents and Resources” page of the applicable specialty section of the ACGME website.

Subspecialty-Specific Background and Intent: The Review Committee approves fellow positions for each year of the educational program. An increase in complement in any year and for any reason (e.g., remediation, research year) must be approved in advance by the Review Committee. Requests for an increase in complement (permanent or temporary) must be submitted through ADS and be accompanied by an educational rationale and block diagram specific to the proposed changes.

3.4. Fellow Transfers

The program must obtain verification of previous educational experiences and a summative competency-based performance evaluation prior to acceptance of a transferring fellow, and Milestones evaluations upon matriculation. (Core)

Section 4: Educational Program

The ACGME accreditation system is designed to encourage excellence and innovation in graduate medical education regardless of the organizational affiliation, size, or location of the program.

The educational program must support the development of knowledgeable, skillful physicians who provide compassionate care.

It is recognized that programs may place different emphasis on research, leadership, public health, etc. It is expected that the program aims will reflect the nuanced program-specific goals for it and its graduates; for example, it is expected that a program aiming to prepare physician-scientists will have a different curriculum from one focusing on community health.

4.1. Length of Program

The educational program in pediatric surgery must be 24 months in length, of which 48 weeks in each of the two years must comprise clinical pediatric surgery. (Core)

Subspecialty-Specific Background and Intent: The Review Committee for Surgery will consider applications for the joint surgery/pediatric surgery program, a pathway leading to certification in both general surgery and pediatric surgery. This pathway includes five years of general

surgery, during which time a minimum of 12 months of pediatric surgery will occur, and an additional two years of pediatric surgery to be completed in an ACGME-accredited pediatric surgery program. All joint pathway training should be completed in the same institution, or at two institutions that have been jointly approved for the surgery/pediatric surgery program. No more than one general surgery program and one pediatric surgery program will be approved for participation in a single joint program.

The underlying concept is that 12 months of pediatric surgery education will occur while the resident is enrolled in the general surgery program, in either the PGY-5, or divided between the PGY-4 and PGY-5 (see below), and will count towards the general surgery requirements while supplementing the pediatric surgery experience. The accredited length of education for the pediatric surgery program remains 24 months.

This joint surgery/pediatric surgery program is to recognize unique general surgery residents who have the focus and determination to become pediatric surgeons and who in the collective judgment of the surgery program director and the pediatric surgery program director have demonstrated the required knowledge, skill, and judgment to be selected early into pediatric surgical subspecialized education.

Information regarding the application process is found on the Program Requirements and FAQs and Applications page of the Surgery section of the ACGME website: <https://www.acgme.org/Specialties/Program-Requirements-and-FAQs-and-Applications/pfcetid/24/Surgery>.

4.2. Educational Components

The curriculum must contain the following educational components:

- 4.2.a. a set of program aims consistent with the Sponsoring Institution's mission, the needs of the community it serves, and the desired distinctive capabilities of its graduates, which must be made available to program applicants, fellows, and faculty members; (Core)**
- 4.2.b. competency-based goals and objectives for each educational experience designed to promote progress on a trajectory to autonomous practice in their subspecialty. These must be distributed, reviewed, and available to fellows and faculty members; (Core)**
- 4.2.c. delineation of fellow responsibilities for patient care, progressive responsibility for patient management, and graded supervision in their subspecialty; (Core)**

Background and Intent: These responsibilities may generally be described by PGY level and specifically by Milestones progress as determined by the Clinical Competency Committee. This approach encourages the transition to competency-based education. An advanced learner may be granted more responsibility independent of PGY level and

a learner needing more time to accomplish a certain task may do so in a focused rather than global manner.

4.2.d. structured educational activities beyond direct patient care; and, (Core)

Background and Intent: Patient care-related educational activities, such as morbidity and mortality conferences, tumor boards, surgical planning conferences, case discussions, etc., allow fellows to gain medical knowledge directly applicable to the patients they serve. Programs should define those educational activities in which fellows are expected to participate and for which time is protected. Further specification can be found in 4.10. – 4.12.

4.2.e. formal educational activities that promote patient safety-related goals, tools, and techniques. (Core)

ACGME Competencies

The Competencies provide a conceptual framework describing the required domains for a trusted physician to enter autonomous practice. These Competencies are core to the practice of all physicians, although the specifics are further defined by each subspecialty. The developmental trajectories in each of the Competencies are articulated through the Milestones for each subspecialty. The focus in fellowship is on subspecialty-specific patient care and medical knowledge, as well as refining the other competencies acquired in residency.

The program must integrate all ACGME Competencies into the curriculum.

4.3. ACGME Competencies – Professionalism

Fellows must demonstrate a commitment to professionalism and an adherence to ethical principles. (Core)

4.4. ACGME Competencies – Patient Care and Procedural Skills (Part A)

Fellows must be able to provide patient care that is patient- and family-centered, compassionate, equitable, appropriate, and effective for the treatment of health problems and the promotion of health. (Core)

Background and Intent: Quality patient care is safe, effective, timely, efficient, patient-centered, equitable, and designed to improve population health, while reducing per capita costs. In addition, there should be a focus on improving the clinician's well-being as a means to improve patient care and reduce burnout among residents, fellows, and practicing physicians.

4.4.a. Fellows must demonstrate competence in the pre-operative evaluation of patients, making provisional diagnoses, initiation of diagnostic procedures, formation of preliminary treatment plans, and provision of outpatient follow-up care of surgical patients. (Core)

- 4.4.a.1. Follow-up care should include both short- and long-term evaluation and extended periodic longitudinal care, particularly with major congenital anomalies and neoplastic disorders. (Core)

4.5. ACGME Competencies – Patient Care and Procedural Skills (Part B)
Fellows must be able to perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. (Core)

- 4.5.a. Fellows must demonstrate competence in surgical and peri-operative management. (Core)

- 4.5.a.1. This includes congenital, neoplastic, infectious, and other acquired conditions of the gastrointestinal system and other abdominal organs; diaphragm and thorax, exclusive of the heart; endocrine glands; head and neck; gonads and reproductive organs; integument; and blood and vascular system. (Core)

- 4.5.a.2. This includes operative and non-operative traumatic conditions of the abdomen, chest, head and neck, and extremities, with sufficient experience in the management of children who have sustained injuries to multiple organs. (Core)

- 4.5.a.3. This includes endoscopy of the airway and gastrointestinal tract, including laryngoscopy, bronchoscopy, esophagoscopy, gastroduodenoscopy, and lower intestinal endoscopy. (Core)

- 4.5.a.4. This includes clotting and coagulation disorders. (Core)

- 4.5.a.5. This includes advanced laparoscopic and thoracoscopic techniques. (Core)

- 4.5.a.6. This includes care of the critically-ill infant or child, including: (Core)

- 4.5.a.6.a. cardiopulmonary resuscitation; (Core)

- 4.5.a.6.b. management of patients on ventilators; and, (Core)

- 4.5.a.6.c. nutritional assessment and management. (Core)

4.6. ACGME Competencies – Medical Knowledge
Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, including scientific inquiry, as well as the application of this knowledge to patient care. (Core)

- 4.6.a. Fellows must demonstrate competence in their knowledge of the basic principles applicable to the pediatric population of cardiothoracic surgery, gynecology, neurological surgery, orthopaedic surgery, otolaryngology, anesthesia, urology, vascular surgery, transplant surgery, and the management of burns. (Core)

- 4.6.b. Fellows must demonstrate knowledge of the principles in the management of patients on ventilators and extracorporeal membrane oxygenation (ECMO). (Core)
- 4.6.c. Fellows must demonstrate competence in their knowledge of invasive and non-invasive monitoring techniques and interpretation. (Core)
- 4.7. **ACGME Competencies – Practice-Based Learning and Improvement**
Fellows must demonstrate the 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. (Core)
- 4.8. **ACGME Competencies – Interpersonal and Communication Skills**
Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. (Core)
- 4.9. **ACGME Competencies – Systems-Based Practice**
Fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, including the structural and social determinants of health, as well as the ability to call effectively on other resources to provide optimal health care. (Core)

Curriculum Organization and Fellow Experiences

- 4.10. **Curriculum Structure**
The curriculum must be structured to optimize fellow educational experiences, the length of the experiences, and the supervisory continuity. These educational experiences include an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events. (Core)
- 4.10.a. Pediatric surgery rotations must be a minimum of four weeks in duration. (Core)

Subspecialty-Specific Background and Intent: The Committee acknowledges that programs may wish to develop some rotations that are less than one month in duration. Programs may do so for non-pediatric surgery rotations.

- 4.11. **Didactic and Clinical Experiences**
Fellows must be provided with protected time to participate in core didactic activities. (Core)
- 4.11.a. Fellows must participate in formal pediatric surgery conferences, including quality improvement and/or patient safety conferences that are specialty-specific and interdisciplinary in nature. (Outcome)
- 4.11.a.1. During the final year of their educational program, fellows should organize such conferences. (Outcome)

- 4.11.a.2. Fellows must have responsibility for teaching junior residents and medical students. (Outcome)
- 4.11.b. Before beginning critical care rotations, fellows must have, within the previous two years, successfully completed and have active certification in advanced life support training specific to pediatric patients, before beginning critical care rotations. (Core)
- 4.11.c. The program must be structured to include a minimum of 20 months in general pediatric surgery. (Core)
- 4.11.d. The program must be structured to include a maximum of four months dedicated to related clinical disciplines, including: (Core)
 - 4.11.d.1. a maximum of two months dedicated to pediatric critical care and/or neonatal intensive care; and, (Core)
 - 4.11.d.2. a maximum of two months of clinical rotations in cardiothoracic surgery, gynecology, neurological surgery, orthopaedic surgery, otolaryngology, anesthesia, vascular surgery, transplant surgery, urology, and the management of burns. (Core)
- 4.11.e. Optimal clinical care of surgical patients must include demonstrable involvement in pre- and post-operative care and, when applicable, follow-up that corresponds to the patient's unique surgical problem(s), with longevity of follow-up directly correlated to what is known about the natural history of the disease process(es). (Core)
- 4.11.f. Fellows must be provided with primary patient care responsibility, under the supervision of pediatric surgery faculty members, in the care of critically-ill surgical patients to allow them to acquire the requisite specialty-specific knowledge and skills, and to obtain competence in the pre-, intra-, and post-operative care of such patients. (Core)
 - 4.11.f.1. Fellows must develop competence in the management of surgical, trauma, and other peri-operative patients who are receiving total parenteral nutrition (TPN), are on extracorporeal membrane oxygenation (ECMO), and are on fluids/vasopressors and ventilators, and must be involved in the integrated decision-making around care. (Outcome)

Subspecialty-Specific Background and Intent: Pediatric surgery fellows are integral members of the patient care/rounding team, making decisions about patient care, and in particular, about the surgical care of the patient. In addition, pediatric surgery fellows (with appropriate supervision) have primary care of these patients while in the operating room and participate in the continuum of care, which extends to the outpatient and long-term care setting depending on the patient's needs. With this expanse of patient management, pediatric surgery fellows must have the medical knowledge and experience required to manage pediatric surgery patients who require TPN, ECMO, fluids/vasopressors, and ventilators.

- 4.11.f.2. During the two-year fellowship, critical care experience must include the documented care of 20 neonatal surgical patients. (Core)
- 4.11.f.3. During the two-year fellowship, critical care experience must include one month in the neonatal intensive care unit. (Core)
- 4.11.f.4. During the two-year fellowship, critical care experience must include the documented care of 10 critically-ill pediatric surgical patients. (Core)
- 4.11.f.5. During the two-year fellowship, critical care experience must include one month in the pediatric intensive care unit. (Core)
- 4.11.g. To meet these objectives, there must be coordination of care and collegial relationships between pediatric surgeons, neonatologists, and critical care intensivists concerning the management of medical problems in these complex critically-ill patients. (Core)
- 4.11.h. During the critical care experience, fellows must have primary responsibility, including decision-making and leadership, in the care of patients with primary surgical problems. (Core)
- 4.11.i. Faculty members for neonatology, pediatric critical care, and/or pediatric surgical critical care must attest to the experience gained by each fellow in meeting the critical care requirements at the end of each critical care rotation. (Core)
- 4.11.j. Exceptions to the critical care requirement or decreases of this experience to one month must be approved in advance by the Review Committee and must be limited to exceptional circumstances. (Core)

Subspecialty-Specific Background and Intent: Under exceptional circumstances, programs may request an exception to the critical care requirement for individual fellows. One example of a circumstance that would be considered is a program demonstrating an established, pediatric critical care curriculum that exceeds the minimum requirements. Another example of a circumstance that would be considered for exception is a pediatric surgery fellow who has previously completed an ACGME-accredited surgical critical care program with a focus on pediatric critical care and who is American Board of Surgery-eligible or certified in surgical critical care.

- 4.11.k. Fellows must document an appropriate breadth, volume, and balance of operative experience as primary surgeon. (Core)
- 4.11.l. Fellows must document performance of a minimum of 800 major pediatric surgery procedures as Surgeon during the program. (Core)
- 4.11.l.1. Fellows must participate in a minimum of 50 Teaching Assistant cases and may participate in a maximum of 50 additional Teaching Assistant cases for a maximum of 100 Teaching Assistant cases. (Core)

- 4.11.l.1.a. Fellows should act as Teaching Assistant when their operative experiences justify a teaching role. (Detail)
- 4.11.m. Fellows must not share primary responsibility for the same patient with, or serve as teaching assistants for, a general surgery chief resident. (Core)
- 4.11.n. Fellows must document at least one half-day of outpatient experience weekly, averaged over the 48 weeks of each year of clinical education. (Core)
- 4.11.o. Fellows must provide care either in a consultative role or as a member of the primary patient care team, under appropriate supervision. (Core)
- 4.11.p. Fellows must demonstrate the ability to participate in multispecialty teams in the Emergency Department and with other specialists, such as neonatologists and intensivists. (Outcome)

4.12. Pain Management

The program must provide instruction and experience in pain management if applicable for the subspecialty, including recognition of the signs of substance use disorder. (Core)

- 4.12.a. Instruction in pain management must include education about conscious sedation. (Core)
- 4.12.b. Instruction in pain management must include education about indications for the use of regional blocks. (Core)
- 4.12.c. Instruction in pain management must include education about integrative forms of pain management. (Core)
- 4.12.d. Instruction in pain management must include education about non-narcotic and narcotic systemic medications. (Core)

Scholarship

Medicine is both an art and a science. The physician is a humanistic scientist who cares for patients. This requires the ability to think critically, evaluate the literature, appropriately assimilate new knowledge, and practice lifelong learning. The program and faculty must create an environment that fosters the acquisition of such skills through fellow participation in scholarly activities as defined in the subspecialty-specific Program Requirements. Scholarly activities may include discovery, integration, application, and teaching.

The ACGME recognizes the diversity of fellowships and anticipates that programs prepare physicians for a variety of roles, including clinicians, scientists, and educators. It is expected that the program's scholarship will reflect its mission(s) and aims, and the needs of the community it serves. For example, some programs may concentrate their scholarly activity on quality improvement, population health, and/or teaching, while other programs might choose to utilize more classic forms of biomedical research as the focus for scholarship.

4.13. Program Responsibilities

The program must demonstrate evidence of scholarly activities, consistent with its mission(s) and aims. (Core)

4.13.a. The program in partnership with its Sponsoring Institution, must allocate adequate resources to facilitate fellow and faculty involvement in scholarly activities. (Core)

4.13.b. The program must provide fellows with an environment that emphasizes the scholarly attributes of self-instruction, teaching, basic sciences, skilled clinical analysis, sound surgical judgment, and research creativity. (Core)

4.14. Faculty Scholarly Activity

Among their scholarly activity, programs must demonstrate accomplishments in at least three of the following domains: (Core)

- **Research in basic science, education, translational science, patient care, or population health**
- **Peer-reviewed grants**
- **Quality improvement and/or patient safety initiatives**
- **Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports**
- **Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials**
- **Contribution to professional committees, educational organizations, or editorial boards**
- **Innovations in education**

4.14.a. The program must demonstrate dissemination of scholarly activity within and external to the program by the following methods:

Background and Intent: For the purposes of education, metrics of scholarly activity represent one of the surrogates for the program's effectiveness in the creation of an environment of inquiry that advances the fellows' scholarly approach to patient care. The Review Committee will evaluate the dissemination of scholarship for the program as a whole, not for individual faculty members, for a five-year interval, for both core and non-core faculty members, with the goal of assessing the effectiveness of the creation of such an environment. The ACGME recognizes that there may be differences in scholarship requirements between different specialties and between residencies and fellowships in the same specialty.

4.14.a.1. faculty participation in grand rounds, posters, workshops, quality improvement presentations, podium presentations, grant leadership, non-peer-reviewed print/electronic resources, articles or publications,

book chapters, textbooks, webinars, service on professional committees, or serving as a journal reviewer, journal editorial board member, or editor; (Outcome)

4.14.a.2. peer-reviewed publication. (Outcome)

4.15. Fellow Scholarly Activity

Fellows must demonstrate knowledge of design, implementation, and interpretation of clinical research studies. (Outcome)

Section 5: Evaluation

5.1. Fellow Evaluation: Feedback and Evaluation

Faculty members must directly observe, evaluate, and frequently provide feedback on fellow performance during each rotation or similar educational assignment. (Core)

Background and Intent: Feedback is ongoing information provided regarding aspects of one's performance, knowledge, or understanding. The faculty empower fellows to provide much of that feedback themselves in a spirit of continuous learning and self-reflection. Feedback from faculty members in the context of routine clinical care should be frequent, and need not always be formally documented.

Formative and summative evaluation have distinct definitions. Formative evaluation is *monitoring fellow learning* and providing ongoing feedback that can be used by fellows to improve their learning in the context of provision of patient care or other educational opportunities. More specifically, formative evaluations help:

- fellows identify their strengths and weaknesses and target areas that need work
- program directors and faculty members recognize where fellows are struggling and address problems immediately

Summative evaluation is *evaluating a fellow's learning* by comparing the fellows against the goals and objectives of the rotation and program, respectively. Summative evaluation is utilized to make decisions about promotion to the next level of training, or program completion.

End-of-rotation and end-of-year evaluations have both summative and formative components. Information from a summative evaluation can be used formatively when fellows or faculty members use it to guide their efforts and activities in subsequent rotations and to successfully complete the fellowship program.

Feedback, formative evaluation, and summative evaluation compare intentions with accomplishments, enabling the transformation of a new specialist to one with growing subspecialty expertise.

Background and Intent: Faculty members should provide feedback frequently throughout the course of each rotation. Fellows require feedback from faculty members to reinforce well-performed duties and tasks, as well as to correct deficiencies. This feedback will allow for the development of the learner as they strive to achieve the Milestones. More frequent feedback is strongly encouraged for fellows who have deficiencies that may result in a poor final rotation evaluation.

- 5.1.a. Evaluation must be documented at the completion of the assignment. (Core)**
- 5.1.a.1. For block rotations of greater than three months in duration, evaluation must be documented at least every three months. (Core)**
- 5.1.a.2. Longitudinal experiences such as continuity clinic in the context of other clinical responsibilities must be evaluated at least every three months and at completion. (Core)**
- 5.1.b. The program must provide an objective performance evaluation based on the Competencies and the subspecialty-specific Milestones, and must: (Core)**
 - 5.1.b.1. use multiple evaluators (e.g., faculty members, peers, patients, self, and other professional staff members); and, (Core)**
 - 5.1.b.2. provide that information to the Clinical Competency Committee for its synthesis of progressive fellow performance and improvement toward unsupervised practice. (Core)**

Background and Intent: The trajectory to autonomous practice in a subspecialty is documented by the subspecialty-specific Milestones evaluation during fellowship. These Milestones detail the progress of a fellow in attaining skill in each competency domain. It is expected that the most growth in fellowship education occurs in patient care and medical knowledge, while the other four domains of competency must be ensured in the context of the subspecialty. They are developed by a subspecialty group and allow evaluation based on observable behaviors. The Milestones are considered formative and should be used to identify learning needs. This may lead to focused or general curricular revision in any given program or to individualized learning plans for any specific fellow.

- 5.1.c. The program director or their designee, with input from the Clinical Competency Committee, must meet with and review with each fellow their documented semi-annual evaluation of performance, including progress along the subspecialty-specific Milestones. (Core)**

- 5.1.d.** The program director or their designee, with input from the Clinical Competency Committee, must assist fellows in developing individualized learning plans to capitalize on their strengths and identify areas for growth. (Core)
- 5.1.e.** The program director or their designee, with input from the Clinical Competency Committee, must develop plans for fellows failing to progress, following institutional policies and procedures. (Core)

Background and Intent: Learning is an active process that requires effort from the teacher and the learner. Faculty members evaluate a fellow's performance at least at the end of each rotation. The program director or their designee will review those evaluations, including their progress on the Milestones, at a minimum of every six months. Fellows should be encouraged to reflect upon the evaluation, using the information to reinforce well-performed tasks or knowledge or to modify deficiencies in knowledge or practice. Working together with the faculty members, fellows should develop an individualized learning plan.

Fellows who are experiencing difficulties with achieving progress along the Milestones may require intervention to address specific deficiencies. Such intervention, documented in an individual remediation plan developed by the program director or a faculty mentor and the fellow, will take a variety of forms based on the specific learning needs of the fellow. However, the ACGME recognizes that there are situations which require more significant intervention that may alter the time course of fellow progression. To ensure due process, it is essential that the program director follow institutional policies and procedures.

- 5.1.f.** At least annually, there must be a summative evaluation of each fellow that includes their readiness to progress to the next year of the program, if applicable. (Core)
- 5.1.g.** The evaluations of a fellow's performance must be accessible for review by the fellow. (Core)
- 5.1.h.** Fellows must be evaluated after every elective rotation (e.g., NICU, PICU, pediatric urology). (Core)
- 5.1.i.** The program must review and verify operative data with each fellow at least semi-annually. (Core)
- 5.2. Fellow Evaluation: Final Evaluation**
The program director must provide a final evaluation for each fellow upon completion of the program. (Core)
- 5.2.a.** The subspecialty-specific Milestones, and when applicable the subspecialty-specific Case Logs, must be used as tools to ensure fellows are able to engage in autonomous practice upon completion of the program. (Core)

- 5.2.b. The final evaluation must become part of the fellow's permanent record maintained by the institution, and must be accessible for review by the fellow in accordance with institutional policy. (Core)
- 5.2.c. The final evaluation must verify that the fellow has demonstrated the knowledge, skills, and behaviors necessary to enter autonomous practice. (Core)
- 5.2.d. The final evaluation must be shared with the fellow upon completion of the program. (Core)
- 5.3. **Clinical Competency Committee**
A Clinical Competency Committee must be appointed by the program director. (Core)
- 5.3.a. At a minimum the Clinical Competency Committee must include three members, at least one of whom is a core faculty member. Members must be faculty members from the same program or other programs, or other health professionals who have extensive contact and experience with the program's fellows. (Core)

Background and Intent: The requirements regarding the Clinical Competency Committee do not preclude or limit a program director's participation on the Clinical Competency Committee. The intent is to leave flexibility for each program to decide the best structure for its own circumstances, but a program should consider: its program director's other roles as fellow advocate, advisor, and confidante; the impact of the program director's presence on the other Clinical Competency Committee members' discussions and decisions; the size of the program faculty; and other program-relevant factors. Inclusivity is an important consideration in the appointment of Clinical Competency Committee members, ensuring diverse participation to achieve fair evaluation. The program director has final responsibility for fellow evaluation and promotion decisions.

The program faculty may include more than the physician faculty members, such as other physicians and non-physicians who teach and evaluate the program's fellows. There may be additional members of the Clinical Competency Committee.

- 5.3.b. The Clinical Competency Committee must review all fellow evaluations at least semi-annually. (Core)
- 5.3.c. The Clinical Competency Committee must determine each fellow's progress on achievement of the subspecialty-specific Milestones. (Core)
- 5.3.d. The Clinical Competency Committee must meet prior to the fellows' semi-annual evaluations and advise the program director regarding each fellow's progress. (Core)

5.4. Faculty Evaluation

The program must have a process to evaluate each faculty member's performance as it relates to the educational program at least annually. ^(Core)

Background and Intent: The program director is responsible for the educational program and for all educators. While the term “faculty” may be applied to physicians within a given institution for other reasons, it is applied to fellowship program faculty members only through approval by a program director. The development of the faculty improves the education, clinical, and research aspects of a program. Faculty members have a strong commitment to the fellow and desire to provide optimal education and work opportunities. Faculty members must be provided feedback on their contribution to the mission of the program. All faculty members who interact with fellows desire feedback on their education, clinical care, and research. If a faculty member does not interact with fellows, feedback is not required. With regard to the diverse operating environments and configurations, the fellowship program director may need to work with others to determine the effectiveness of the program's faculty performance with regard to their role in the educational program. All teaching faculty members should have their educational efforts evaluated by the fellows in a confidential and anonymous manner. Other aspects for the feedback may include research or clinical productivity, review of patient outcomes, or peer review of scholarly activity. The process should reflect the local environment and identify the necessary information. The feedback from the various sources should be summarized and provided to the faculty on an annual basis by a member of the leadership team of the program.

- 5.4.a.** This evaluation must include a review of the faculty member's clinical teaching abilities, engagement with the educational program, participation in faculty development related to their skills as an educator, clinical performance, professionalism, and scholarly activities. ^(Core)
- 5.4.b.** This evaluation must include written, confidential evaluations by the fellows. ^(Core)
- 5.4.c.** Faculty members must receive feedback on their evaluations at least annually. ^(Core)
- 5.4.d.** Results of the faculty educational evaluations should be incorporated into program-wide faculty development plans. ^(Core)

Background and Intent: The quality of the faculty's teaching and clinical care is a determinant of the quality of the program and the quality of the fellows' future clinical care. Therefore, the program has the responsibility to evaluate and improve the program faculty members' teaching, scholarship, professionalism, and quality care. This section mandates annual review of the program's faculty members for this purpose, and can be used as input into the Annual Program Evaluation.

5.5. Program Evaluation and Improvement

The program director must appoint the Program Evaluation Committee to conduct and document the Annual Program Evaluation as part of the program's continuous improvement process. (Core)

- 5.5.a. The Program Evaluation Committee must be composed of at least two program faculty members, at least one of whom is a core faculty member, and at least one fellow. (Core)**
- 5.5.b. Program Evaluation Committee responsibilities must include review of the program's self-determined goals and progress toward meeting them. (Core)**
- 5.5.c. Program Evaluation Committee responsibilities must include guiding ongoing program improvement, including development of new goals, based upon outcomes. (Core)**
- 5.5.d. Program Evaluation Committee responsibilities must include review of the current operating environment to identify strengths, challenges, opportunities, and threats as related to the program's mission and aims. (Core)**

Background and Intent: To achieve its mission and educate and train quality physicians, a program must evaluate its performance and plan for improvement in the Annual Program Evaluation. Performance of fellows and faculty members is a reflection of program quality, and can use metrics that reflect the goals that a program has set for itself. The Program Evaluation Committee utilizes outcome parameters and other data to assess the program's progress toward achievement of its goals and aims. The Program Evaluation Committee advises the program director through program oversight.

- 5.5.e. The Program Evaluation Committee should consider the outcomes from prior Annual Program Evaluation(s), aggregate fellow and faculty written evaluations of the program, and other relevant data in its assessment of the program. (Core)**

Background and Intent: Other data to be considered for assessment include:

- Curriculum**
- ACGME letters of notification, including citations, Areas for Improvement, and comments**
- Quality and safety of patient care**
- Aggregate fellow and faculty well-being; recruitment and retention; engagement in quality improvement and patient safety; and scholarly activity**
- ACGME Fellow and Faculty Survey results**
- Aggregate fellow Milestones evaluations, and achievement on in-training examinations (where applicable), board pass and certification rates, and graduate performance**

- Aggregate faculty evaluation and professional development

- 5.5.f. The Program Evaluation Committee must evaluate the program's mission and aims, strengths, areas for improvement, and threats. (Core)
- 5.5.g. The Annual Program Evaluation, including the action plan, must be distributed to and discussed with the fellows and the members of the teaching faculty, and be submitted to the DIO. (Core)
- 5.5.h. The program must participate in a Self-Study and submit it to the DIO. (Core)

Board Certification

One goal of ACGME-accredited education is to educate physicians who seek and achieve board certification. One measure of the effectiveness of the educational program is the ultimate pass rate.

The program director should encourage all eligible program graduates to take the certifying examination offered by the applicable American Board of Medical Specialties (ABMS) member board or American Osteopathic Association (AOA) certifying board.

5.6. Board Certification

For subspecialties in which the ABMS member board and/or AOA certifying board offer(s) an annual written exam, in the preceding three years, the program's aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that subspecialty. (Outcome)

- 5.6.a. For subspecialties in which the ABMS member board and/or AOA certifying board offer(s) a biennial written exam, in the preceding six years, the program's aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that subspecialty. (Outcome)
- 5.6.b. For subspecialties in which the ABMS member board and/or AOA certifying board offer(s) an annual oral exam, in the preceding three years, the program's aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that subspecialty. (Outcome)
- 5.6.c. For subspecialties in which the ABMS member board and/or AOA certifying board offer(s) a biennial oral exam, in the preceding six years, the program's aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that subspecialty. (Outcome)
- 5.6.d. For each of the exams referenced in 5.6. – 5.6.c., any program whose graduates over the time period specified in the requirement have achieved an

80 percent pass rate will have met this requirement, no matter the percentile rank of the program for pass rate in that subspecialty. (Outcome)

Background and Intent: Setting a single standard for pass rate that works across subspecialties is not supportable based on the heterogeneity of the psychometrics of different examinations. By using a percentile rank, the performance of the lower five percent (fifth percentile) of programs can be identified and set on a path to curricular and test preparation reform.

There are subspecialties where there is a very high board pass rate that could leave successful programs in the bottom five percent (fifth percentile) despite admirable performance. These high-performing programs should not be cited, and 5.6.d. is designed to address this.

5.6.e. Programs must report, in ADS, board certification status annually for the cohort of board-eligible fellows that graduated seven years earlier. (Core)

Background and Intent: It is essential that fellowship programs demonstrate knowledge and skill transfer to their fellows. One measure of that is the qualifying or initial certification exam pass rate. Another important parameter of the success of the program is the ultimate board certification rate of its graduates. Graduates are eligible for up to seven years from fellowship graduation for initial certification. The ACGME will calculate a rolling three-year average of the ultimate board certification rate at seven years post-graduation, and the Review Committees will monitor it.

The Review Committees will track the rolling seven-year certification rate as an indicator of program quality. Programs are encouraged to monitor their graduates' performance on board certification examinations.

In the future, the ACGME may establish parameters related to ultimate board certification rates.

Section 6: The Learning and Working Environment

The Learning and Working Environment

Fellowship education must occur in the context of a learning and working environment that emphasizes the following principles:

- *Excellence in the safety and quality of care rendered to patients by fellows today*
- *Excellence in the safety and quality of care rendered to patients by today's fellows in their future practice*
- *Excellence in professionalism*

- *Appreciation for the privilege of providing care for patients*
- *Commitment to the well-being of the students, residents, fellows, faculty members, and all members of the health care team*

Culture of Safety

A culture of safety requires continuous identification of vulnerabilities and a willingness to transparently deal with them. An effective organization has formal mechanisms to assess the knowledge, skills, and attitudes of its personnel toward safety in order to identify areas for improvement.

- 6.1. The program, its faculty, residents, and fellows must actively participate in patient safety systems and contribute to a culture of safety. (Core)

Patient Safety Events

Reporting, investigation, and follow-up of safety events, near misses, and unsafe conditions are pivotal mechanisms for improving patient safety, and are essential for the success of any patient safety program. Feedback and experiential learning are essential to developing true competence in the ability to identify causes and institute sustainable systems-based changes to ameliorate patient safety vulnerabilities.

- 6.2. Residents, fellows, faculty members, and other clinical staff members must know their responsibilities in reporting patient safety events and unsafe conditions at the clinical site, including how to report such events. (Core)
- 6.2.a. Residents, fellows, faculty members, and other clinical staff members must be provided with summary information of their institution's patient safety reports. (Core)
- 6.3. Fellows must participate as team members in real and/or simulated interprofessional clinical patient safety and quality improvement activities, such as root cause analyses or other activities that include analysis, as well as formulation and implementation of actions. (Core)

Quality Metrics

Access to data is essential to prioritizing activities for care improvement and evaluating success of improvement efforts.

- 6.4. Fellows and faculty members must receive data on quality metrics and benchmarks related to their patient populations. (Core)

Supervision and Accountability

Although the attending physician is ultimately responsible for the care of the patient, every physician shares in the responsibility and accountability for their efforts in the provision of care. Effective programs, in partnership with their Sponsoring Institutions, define, widely communicate, and monitor a structured chain of responsibility and accountability as it relates to the supervision of all patient care.

Supervision in the setting of graduate medical education provides safe and effective care to patients; ensures each fellow's development of the skills, knowledge, and attitudes

required to enter the unsupervised practice of medicine; and establishes a foundation for continued professional growth.

- 6.5. Fellows and faculty members must inform each patient of their respective roles in that patient's care when providing direct patient care. This information must be available to fellows, faculty members, other members of the health care team, and patients. (Core)**

Background and Intent: Each patient will have an identifiable and appropriately credentialed and privileged attending physician (or licensed independent practitioner as specified by the applicable Review Committee) who is responsible and accountable for the patient's care.

- 6.6. The program must demonstrate that the appropriate level of supervision in place for all fellows is based on each fellow's level of training and ability, as well as patient complexity and acuity. Supervision may be exercised through a variety of methods, as appropriate to the situation. (Core)**

Background and Intent: Appropriate supervision is essential for patient safety and high-quality teaching. Supervision is also contextual. There is tremendous diversity of fellow-patient interactions, training locations, and fellow skills and abilities, even at the same level of the educational program. The degree of supervision is expected to evolve progressively as a fellow gains more experience, even with the same patient condition or procedure. The level of supervision for each fellow is commensurate with that fellow's level of independence in practice; this level of supervision may be enhanced based on factors such as patient safety, complexity, acuity, urgency, risk of serious safety events, or other pertinent variables.

- 6.6.a. The program must review and document each fellow's required level of supervision at least annually. (Core)**
- 6.6.b. The program's supervision policy must outline volume-based and experiential definitions of required competencies for the performance of procedures and participation in pediatric and neonatal critical care. (Core)**
- 6.6.c. Faculty members must have knowledge of each fellow's prescribed level of supervision and must evaluate each fellow's supervision needs with each rotation. (Core)**
- 6.6.d. Programs must distribute these guidelines as a written chain of command to fellows and faculty members at least annually. (Core)**

Subspecialty-Specific Background and Intent: Appropriately credentialed and privileged attending physicians in the surgical clinical environment include appropriately credentialed American Board of Medical Specialties (ABMS) board-certified surgeons (e.g., pediatric surgeries would be supervised by pediatric surgeons). In the critical care clinical environment,

procedures must be supervised by appropriately credentialed ABMS board-certified critical care physicians (e.g., anesthesia critical care physicians, critical care medicine physicians, critical care pediatric physicians).

Levels of Supervision

To promote appropriate fellow supervision while providing for graded authority and responsibility, the program must use the following classification of supervision.

6.7. Direct Supervision

The supervising physician is physically present with the fellow during the key portions of the patient interaction.

Indirect Supervision

The supervising physician is not providing physical or concurrent visual or audio supervision but is immediately available to the fellow for guidance and is available to provide appropriate direct supervision.

Oversight

The supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered.

6.8. The program must define when physical presence of a supervising physician is required. (Core)

6.9. The privilege of progressive authority and responsibility, conditional independence, and a supervisory role in patient care delegated to each fellow must be assigned by the program director and faculty members. (Core)

6.9.a. The program director must evaluate each fellow's abilities based on specific criteria, guided by the Milestones. (Core)

6.9.b. Faculty members functioning as supervising physicians must delegate portions of care to fellows based on the needs of the patient and the skills of each fellow. (Core)

6.9.c. Fellows should serve in a supervisory role to junior fellows and residents in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual resident or fellow. (Detail)

6.10. Programs must set guidelines for circumstances and events in which fellows must communicate with the supervising faculty member(s). (Core)

6.10.a. Each fellow must know the limits of their scope of authority, and the circumstances under which the fellow is permitted to act with conditional independence. (Outcome)

Background and Intent: The ACGME Glossary of Terms defines conditional independence as: Graded, progressive responsibility for patient care with defined oversight.

6.11. Faculty supervision assignments must be of sufficient duration to assess the knowledge and skills of each fellow and to delegate to the fellow the appropriate level of patient care authority and responsibility. (Core)

6.12. Professionalism

Programs, in partnership with their Sponsoring Institutions, must educate fellows and faculty members concerning the professional and ethical responsibilities of physicians, including but not limited to their obligation to be appropriately rested and fit to provide the care required by their patients. (Core)

Background and Intent: This requirement emphasizes the professional responsibility of fellows and faculty members to arrive for work adequately rested and ready to care for patients. It is also the responsibility of fellows, faculty members, and other members of the care team to be observant, to intervene, and/or to escalate their concern about fellow and faculty member fitness for work, depending on the situation, and in accordance with institutional policies. This includes recognition of impairment, including from illness, fatigue, and substance use, in themselves, their peers, and other members of the health care team, and the recognition that under certain circumstances, the best interests of the patient may be served by transitioning that patient's care to another qualified and rested practitioner.

6.12.a. The learning objectives of the program must be accomplished without excessive reliance on fellows to fulfill non-physician obligations. (Core)

Background and Intent: Routine reliance on fellows to fulfill non-physician obligations increases work compression for fellows and does not provide an optimal educational experience. Non-physician obligations are those duties which in most institutions are performed by nursing and allied health professionals, transport services, or clerical staff. Examples of such obligations include transport of patients from the wards or units for procedures elsewhere in the hospital; routine blood drawing for laboratory tests; routine monitoring of patients when off the ward; and clerical duties, such as scheduling. While it is understood that fellows may be expected to do any of these things on occasion when the need arises, these activities should not be performed by fellows routinely and must be kept to a minimum to optimize fellow education.

6.12.b. The learning objectives of the program must ensure manageable patient care responsibilities. (Core)

Background and Intent: The Common Program Requirements do not define "manageable patient care responsibilities" as this is variable by specialty/subspecialty

and PGY level. Review Committees will provide further detail regarding patient care responsibilities in the applicable specialty- and subspecialty-specific Program Requirements and accompanying FAQs. However, all programs, regardless of specialty/subspecialty, should carefully assess how the assignment of patient care responsibilities can affect work compression.

- 6.12.b.1. The learning objectives of the program must be accomplished without excessive reliance on fellows to fulfill obligations of a non-educational nature or those activities that are not directly associated with the educational program. (Core)
- 6.12.c. The learning objectives of the program must include efforts to enhance the meaning that each fellow finds in the experience of being a physician, including protecting time with patients, providing administrative support, promoting progressive independence and flexibility, and enhancing professional relationships. (Core)
- 6.12.d. The program director, in partnership with the Sponsoring Institution, must provide a culture of professionalism that supports patient safety and personal responsibility. (Core)

Background and Intent: The accurate reporting of clinical and educational work hours, patient outcomes, and clinical experience data are the responsibility of the program leadership, fellows, and faculty.

- 6.12.e. Fellows and faculty members must demonstrate an understanding of their personal role in the safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and safety events. (Core)
- 6.12.f. Programs, in partnership with their Sponsoring Institutions, must provide a professional, equitable, respectful, and civil environment that is psychologically safe and that is free from discrimination, sexual and other forms of harassment, mistreatment, abuse, or coercion of students, fellows, faculty, and staff. (Core)

Background and Intent: Psychological safety is defined as an environment of trust and respect that allows individuals to feel able to ask for help, admit mistakes, raise concerns, suggest ideas, and challenge ways of working and the ideas of others on the team, including the ideas of those in authority, without fear of humiliation, and the knowledge that mistakes will be handled justly and fairly.

The ACGME is unable to adjudicate disputes between individuals, including residents, faculty members, and staff members. However, information that suggests a pattern of behavior that violates the requirement above will trigger a careful review and, if

deemed appropriate, action by the Review Committee and/or ACGME, in accordance with ACGME Policies and Procedures.

- 6.12.g. Programs, in partnership with their Sponsoring Institutions, should have a process for education of fellows and faculty regarding unprofessional behavior and a confidential process for reporting, investigating, and addressing such concerns. (Core)

Subspecialty-Specific Background and Intent: Programs are advised to provide the caregiver team instruction in the recognition of and sensitivity to the experience and competency of other team members; time management; prioritization of tasks as the dynamics of a patient's needs change; recognizing when an individual becomes overburdened with responsibilities that cannot be accomplished within an allotted time period; communication, so that if all required tasks cannot be accomplished in a timely fashion, appropriate methods are established to hand off the remaining task(s) to another team member as necessary; recognizing signs and symptoms of fatigue not only in oneself, but in other team members; compliance with work hour limits; and, team development.

Well-Being

Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician and require proactive attention to life inside and outside of medicine. Well-being requires that physicians retain the joy in medicine while managing their own real-life stresses. Self-care and responsibility to support other members of the health care team are important components of professionalism; they are also skills that must be modeled, learned, and nurtured in the context of other aspects of fellowship training.

Fellows and faculty members are at risk for burnout and depression. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as other aspects of resident competence. Physicians and all members of the health care team share responsibility for the well-being of each other. A positive culture in a clinical learning environment models constructive behaviors, and prepares fellows with the skills and attitudes needed to thrive throughout their careers.

- 6.13. The responsibility of the program, in partnership with the Sponsoring Institution, must include:
- 6.13.a. attention to scheduling, work intensity, and work compression that impacts fellow well-being; (Core)
 - 6.13.b. evaluating workplace safety data and addressing the safety of fellows and faculty members; (Core)

Background and Intent: This requirement emphasizes the responsibility shared by the Sponsoring Institution and its programs to gather information and utilize systems that monitor and enhance fellow and faculty member safety, including physical safety.

Issues to be addressed include, but are not limited to, monitoring of workplace injuries, physical or emotional violence, vehicle collisions, and emotional well-being after safety events.

- 6.13.c. policies and programs that encourage optimal fellow and faculty member well-being; and, (Core)

Background and Intent: Well-being includes having time away from work to engage with family and friends, as well as to attend to personal needs and to one's own health, including adequate rest, healthy diet, and regular exercise. The intent of this requirement is to ensure that fellows have the opportunity to access medical and dental care, including mental health care, at times that are appropriate to their individual circumstances. Fellows must be provided with time away from the program as needed to access care, including appointments scheduled during their working hours.

- 6.13.c.1. Fellows must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours. (Core)

- 6.13.d. education of fellows and faculty members in:

- 6.13.d.1. identification of the symptoms of burnout, depression, and substance use disorders, suicidal ideation, or potential for violence, including means to assist those who experience these conditions; (Core)

- 6.13.d.2. recognition of these symptoms in themselves and how to seek appropriate care; and, (Core)

- 6.13.d.3. access to appropriate tools for self-screening. (Core)

Background and Intent: Programs and Sponsoring Institutions are encouraged to review materials in order to create systems for identification of burnout, depression, and substance use disorder. Materials and more information are available in Learn at ACGME (<https://dl.acgme.org/pages/well-being-tools-resources>).

Individuals experiencing burnout, depression, a substance use disorder, and/or suicidal ideation are often reluctant to reach out for help due to the stigma associated with these conditions and may be concerned that seeking help may have a negative impact on their career. Recognizing that physicians are at increased risk in these areas, it is essential that fellows and faculty members are able to report their concerns when another fellow or faculty member displays signs of any of these conditions, so that the program director or other designated personnel, such as the department chair, may assess the situation and intervene as necessary to facilitate access to appropriate care. Fellows and faculty members must know which personnel, in addition to the program director, have been designated with this responsibility; those personnel and the program director should be familiar with the institution's impaired physician policy and any employee

health, employee assistance, and/or wellness/well-being programs within the institution. In cases of physician impairment, the program director or designated personnel should follow the policies of their institution for reporting.

- 6.13.e. providing access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week. ^(Core)

Background and Intent: The intent of this requirement is to ensure that fellows have immediate access at all times to a mental health professional (psychiatrist, psychologist, Licensed Clinical Social Worker, Primary Mental Health Nurse Practitioner, or Licensed Professional Counselor) for urgent or emergent mental health issues. In-person, telemedicine, or telephonic means may be utilized to satisfy this requirement. Care in the Emergency Department may be necessary in some cases, but not as the primary or sole means to meet the requirement.

The reference to affordable counseling is intended to require that financial cost not be a barrier to obtaining care.

- 6.14. There are circumstances in which fellows may be unable to attend work, including but not limited to fatigue, illness, family emergencies, and medical, parental, or caregiver leave. Each program must allow an appropriate length of absence for fellows unable to perform their patient care responsibilities. ^(Core)
- 6.14.a. The program must have policies and procedures in place to ensure coverage of patient care and ensure continuity of patient care. ^(Core)
- 6.14.b. These policies must be implemented without fear of negative consequences for the fellow who is or was unable to provide the clinical work. ^(Core)

Background and Intent: Fellows may need to extend their length of training depending on length of absence and specialty board eligibility requirements. Teammates should assist colleagues in need and equitably reintegrate them upon return.

- 6.15. **Fatigue Mitigation**
Programs must educate all fellows and faculty members in recognition of the signs of fatigue and sleep deprivation, alertness management, and fatigue mitigation processes. ^(Detail)

Background and Intent: Providing medical care to patients is physically and mentally demanding. Night shifts, even for those who have had enough rest, cause fatigue. Experiencing fatigue in a supervised environment during training prepares fellows for managing fatigue in practice. It is expected that programs adopt fatigue mitigation processes and ensure that there are no negative consequences and/or stigma for using fatigue mitigation strategies.

Strategies that may be used include, but are not limited to, strategic napping; the judicious use of caffeine; availability of other caregivers; time management to maximize sleep off-duty; learning to recognize the signs of fatigue, and self-monitoring performance and/or asking others to monitor performance; remaining active to promote alertness; maintaining a healthy diet; using relaxation techniques to fall asleep; maintaining a consistent sleep routine; exercising regularly; increasing sleep time before and after call; and ensuring sufficient sleep recovery periods.

- 6.16. The program, in partnership with its Sponsoring Institution, must ensure adequate sleep facilities and safe transportation options for fellows who may be too fatigued to safely return home. (Core)
- 6.17. **Clinical Responsibilities**
The clinical responsibilities for each fellow must be based on PGY level, patient safety, fellow ability, severity and complexity of patient illness/condition, and available support services. (Core)

Background and Intent: The changing clinical care environment of medicine has meant that work compression due to high complexity has increased stress on fellows. Faculty members and program directors need to make sure fellows function in an environment that has safe patient care and a sense of fellow well-being. It is an essential responsibility of the program director to monitor fellow workload. Workload should be distributed among the fellow team and interdisciplinary teams to minimize work compression.

- 6.18. **Teamwork**
Fellows must care for patients in an environment that maximizes communication and promotes safe, interprofessional, team-based care in the subspecialty and larger health system. (Core)

Background and Intent: Effective programs will have a structure that promotes safe, interprofessional, team-based care. Optimal patient safety occurs in the setting of a coordinated interprofessional learning and working environment.

- 6.18.a. Pediatric surgery fellows must have experience working in interprofessional teams with all members of the pediatric care community, including pediatric medicine residents, at either the primary clinical site or a participating site. (Core)
- 6.18.b. Effective surgical practices entail the involvement of team members with a mix of complementary skills and attributes (physicians, nurses, and other staff). Programs should ensure that faculty and fellows demonstrate unwavering mutual respect for those skills and contributions, and a shared commitment to the process of patient care. (Detail)

- 6.18.c. During the fellowship education process, surgical teams should be made up of attending surgeons, residents and fellows at various PG levels, medical students (when appropriate), and other health care providers. (Detail)
- 6.18.d. Fellows must collaborate with surgical team members as well as residents, fellows, and faculty members from other departments outside of their surgical specialty. (Outcome)
- 6.18.e. Fellows must develop collaborative relationships to deliver patient care with nurse practitioners and physicians assistants as important members of the care team. (Outcome)
- 6.18.f. Through all their patient care experiences, fellows must continue to develop the necessary sensitivity and professionalism to expand their cultural competence to best formulate care plans for a diverse patient population. (Outcome)
- 6.18.g. Fellows must assume personal responsibility to complete all tasks to which they are assigned (or which they voluntarily assume) in a timely fashion. (Outcome)
- 6.18.g.1. These tasks must be completed in the hours assigned, or, if that is not possible, fellows must learn and utilize the established methods for handing off remaining tasks to another member of the care team so that patient care is not compromised. (Core)
- 6.18.h. Fellows must have a working knowledge of expected reporting relationships to maximize quality care and patient safety. (Outcome)
- 6.19. Transitions of Care**
Programs must design clinical assignments to optimize transitions in patient care, including their safety, frequency, and structure. (Core)
- 6.19.a. Programs, in partnership with their Sponsoring Institutions, must ensure and monitor effective, structured hand-off processes to facilitate both continuity of care and patient safety. (Core)**
- 6.19.b. Programs must ensure that fellows are competent in communicating with team members in the hand-off process. (Outcome)**

Clinical Experience and Education

Programs, in partnership with their Sponsoring Institutions, must design an effective program structure that is configured to provide fellows with educational and clinical experience opportunities, as well as reasonable opportunities for rest and personal activities.

Background and Intent: The terms “clinical experience and education,” “clinical and educational work,” and “clinical and educational work hours” replace the terms “duty hours,” “duty periods,” and “duty.” These terms are used in response to concerns that

the previous use of the term “duty” in reference to number of hours worked may have led some to conclude that fellows’ duty to “clock out” on time superseded their duty to their patients.

6.20. Maximum Hours of Clinical and Educational Work per Week

Clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period, inclusive of all in-house clinical and educational activities, clinical work done from home, and all moonlighting. (Core)

Background and Intent: Programs and fellows have a shared responsibility to ensure that the 80-hour maximum weekly limit is not exceeded. While the requirement has been written with the intent of allowing fellows to remain beyond their scheduled work periods to care for a patient or participate in an educational activity, these additional hours must be accounted for in the allocated 80 hours when averaged over four weeks.

Work from Home

While the requirement specifies that clinical work done from home must be counted toward the 80-hour maximum weekly limit, the expectation remains that scheduling be structured so that fellows are able to complete most work on site during scheduled clinical work hours without requiring them to take work home. The requirements acknowledge the changing landscape of medicine, including electronic health records, and the resulting increase in the amount of work fellows choose to do from home. The requirement provides flexibility for fellows to do this while ensuring that the time spent by fellows completing clinical work from home is accomplished within the 80-hour weekly maximum. Types of work from home that must be counted include using an electronic health record and taking calls from home. Reading done in preparation for the following day’s cases, studying, and research done from home do not count toward the 80 hours. Fellow decisions to leave the hospital before their clinical work has been completed and to finish that work later from home should be made in consultation with the fellow’s supervisor. In such circumstances, fellows should be mindful of their professional responsibility to complete work in a timely manner and to maintain patient confidentiality.

Fellows are to track the time they spend on clinical work from home and to report that time to the program. Decisions regarding whether to report infrequent phone calls of very short duration will be left to the individual fellow. Programs will need to factor in time fellows are spending on clinical work at home when schedules are developed to ensure that fellows are not working in excess of 80 hours per week, averaged over four weeks. There is no requirement that programs assume responsibility for documenting this time. Rather, the program’s responsibility is ensuring that fellows report their time from home and that schedules are structured to ensure that fellows are not working in excess of 80 hours per week, averaged over four weeks.

6.21. Mandatory Time Free of Clinical Work and Education

Fellows should have eight hours off between scheduled clinical work and education periods. (Detail)

Background and Intent: There may be circumstances when fellows choose to stay to care for their patients or return to the hospital with fewer than eight hours free of clinical experience and education. This occurs within the context of the 80-hour and the one-day-off-in-seven requirements. While it is expected that fellow schedules will be structured to ensure that fellows are provided with a minimum of eight hours off between scheduled work periods, it is recognized that fellows may choose to remain beyond their scheduled time, or return to the clinical site during this time-off period, to care for a patient. The requirement preserves the flexibility for fellows to make those choices. It is also noted that the 80-hour weekly limit (averaged over four weeks) is a deterrent for scheduling fewer than eight hours off between clinical and education work periods, as it would be difficult for a program to design a schedule that provides fewer than eight hours off without violating the 80-hour rule.

- 6.21.a. Fellows must have at least 14 hours free of clinical work and education after 24 hours of in-house call. (Core)**

Background and Intent: Fellows have a responsibility to return to work rested, and thus are expected to use this time away from work to get adequate rest. In support of this goal, fellows are encouraged to prioritize sleep over other discretionary activities.

- 6.21.b. Fellows must be scheduled for a minimum of one day in seven free of clinical work and required education (when averaged over four weeks). At-home call cannot be assigned on these free days. (Core)**

Background and Intent: The requirement provides flexibility for programs to distribute days off in a manner that meets program and fellow needs. It is strongly recommended that fellows' preference regarding how their days off are distributed be considered as schedules are developed. It is desirable that days off be distributed throughout the month, but some fellows may prefer to group their days off to have a "golden weekend," meaning a consecutive Saturday and Sunday free from work. The requirement for one free day in seven should not be interpreted as precluding a golden weekend. Where feasible, schedules may be designed to provide fellows with a weekend, or two consecutive days, free of work. The applicable Review Committee will evaluate the number of consecutive days of work and determine whether they meet educational objectives. Programs are encouraged to distribute days off in a fashion that optimizes fellow well-being, and educational and personal goals. It is noted that a day off is defined in the ACGME Glossary of Terms as "one (1) continuous 24-hour period free from all administrative, clinical, and educational activities."

- 6.22. Maximum Clinical Work and Education Period Length**
Clinical and educational work periods for fellows must not exceed 24 hours of continuous scheduled clinical assignments. (Core)

- 6.22.a. Up to four hours of additional time may be used for activities related to patient safety, such as providing effective transitions of care, and/or fellow**

education. Additional patient care responsibilities must not be assigned to a fellow during this time. ^(Core)

Background and Intent: The additional time referenced in 6.22.a. should not be used for the care of new patients. It is essential that the fellow continue to function as a member of the team in an environment where other members of the team can assess fellow fatigue, and that supervision for post-call fellows is provided. This 24 hours and up to an additional four hours must occur within the context of 80-hour weekly limit, averaged over four weeks.

6.23. Clinical and Educational Work Hour Exceptions

In rare circumstances, after handing off all other responsibilities, a fellow, on their own initiative, may elect to remain or return to the clinical site in the following circumstances: to continue to provide care to a single severely ill or unstable patient; to give humanistic attention to the needs of a patient or patient's family; or to attend unique educational events. ^(Detail)

6.23.a. These additional hours of care or education must be counted toward the 80-hour weekly limit. ^(Detail)

Background and Intent: This requirement is intended to provide fellows with some control over their schedules by providing the flexibility to voluntarily remain beyond the scheduled responsibilities under the circumstances described above. It is important to note that a fellow may remain to attend a conference, or return for a conference later in the day, only if the decision is made voluntarily. Fellows must not be required to stay. Programs allowing fellows to remain or return beyond the scheduled work and clinical education period must ensure that the decision to remain is initiated by the fellow and that fellows are not coerced. This additional time must be counted toward the 80-hour maximum weekly limit.

6.24. A Review Committee may grant rotation-specific exceptions for up to 10 percent or a maximum of 88 clinical and educational work hours to individual programs based on a sound educational rationale.

The Review Committee for Surgery will not consider requests for exceptions to the 80-hour limit to the fellows' work week.

6.25. Moonlighting

Moonlighting must not interfere with the ability of the fellow to achieve the goals and objectives of the educational program, and must not interfere with the fellow's fitness for work nor compromise patient safety. ^(Core)

6.25.a. Time spent by fellows in internal and external moonlighting (as defined in the ACGME Glossary of Terms) must be counted toward the 80-hour maximum weekly limit. ^(Core)

Background and Intent: For additional clarification of the expectations related to moonlighting, please refer to the Common Program Requirement FAQs (available at <http://www.acgme.org/What-We-Do/Accreditation/Common-Program-Requirements>).

6.26. In-House Night Float

Night float must occur within the context of the 80-hour and one-day-off-in-seven requirements. (Core)

- 6.26.a. Any rotation that requires fellows to work multiple nights in succession is considered a night float rotation, and the total time on nights must be counted toward the maximum allowable time for each fellow over the duration of the program. (Core)
- 6.26.b. Night float rotations must not exceed two months in succession, or three months in succession for rotations with night shifts alternating with day shifts. (Core)
- 6.26.c. There must be no more than four months of night float per year for each fellow in the program. (Core)
- 6.26.d. There must be at least two months between each night float rotation. (Core)

6.27. Maximum In-House On-Call Frequency

Fellows must be scheduled for in-house call no more frequently than every third night (when averaged over a four-week period). (Core)

6.28. At-Home Call

Time spent on patient care activities by fellows on at-home call must count toward the 80-hour maximum weekly limit. The frequency of at-home call is not subject to the every-third-night limitation, but must satisfy the requirement for one day in seven free of clinical work and education, when averaged over four weeks. (Core)

- 6.28.a. At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each fellow. (Core)

Background and Intent: As noted in 6.20., clinical work done from home when a fellow is taking at-home call must count toward the 80-hour maximum weekly limit. This acknowledges the often significant amount of time fellows devote to clinical activities when taking at-home call, and ensures that taking at-home call does not result in fellows routinely working more than 80 hours per week. At-home call activities that must be counted include responding to phone calls and other forms of communication, as well as documentation, such as entering notes in an electronic health record. Activities such as reading about the next day's case, studying, or research activities do not count toward the 80-hour weekly limit.

In their evaluation of fellowship programs, Review Committees will look at the overall impact of at-home call on fellow rest and personal time.