SES092:
Review Committee for Thoracic Surgery

Mark Iannettoni, MD, MBA, FACS, FCCP, Chair

Chris Fox, PhD, Executive Director

2023 ACGME ANNUAL EDUCATIONAL CONFERENCE
FEBRUARY 23-25, 2023
NASHVILLE TENNESSEE

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Conflict of Interest Disclosure

Speaker(s): Mark Iannettoni, MD, MBA, FACS, FCCP

Chris Fox, PhD

Disclosure

None of the speakers for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

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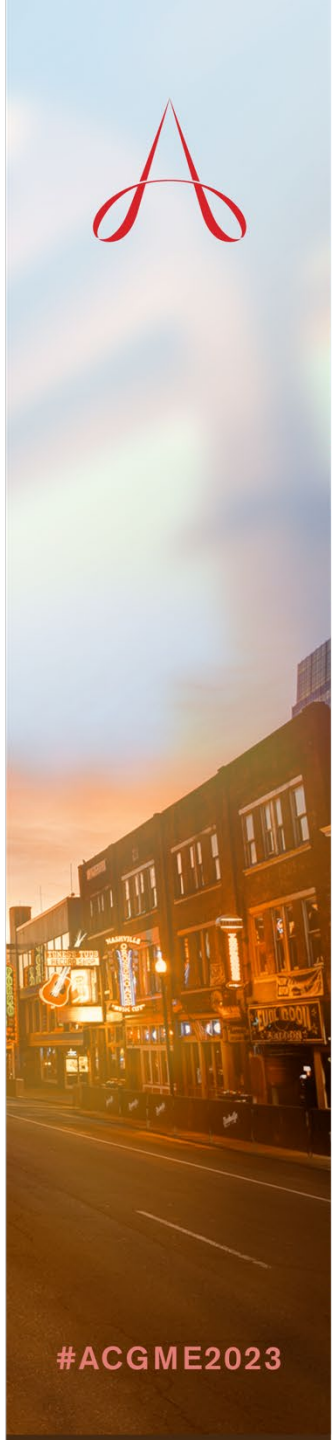
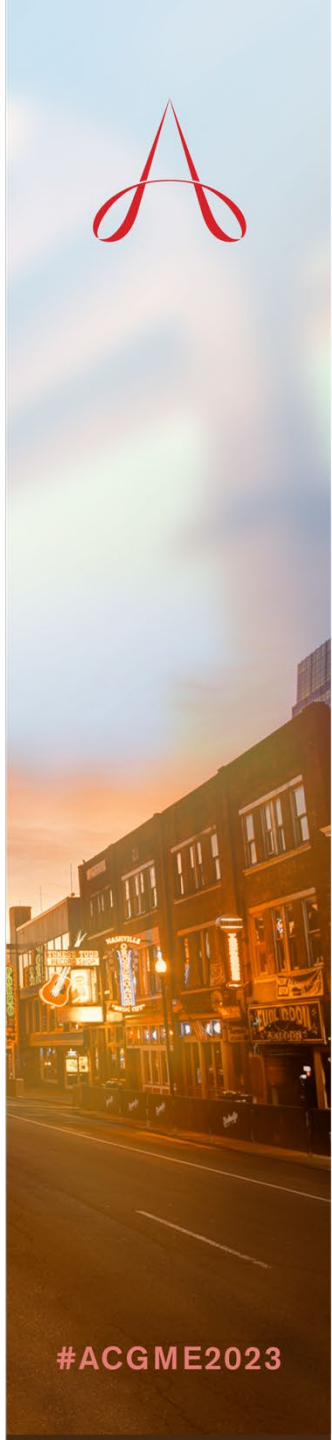


Objectives

- **Overview of the Review Committee**
- **Accreditation Activity**
- **Citations:**
  - Most Frequently Cited Areas
  - Responding to Citations
- **ACGME Organizational Updates**
  - Administrative Updates
  - Field Activities (Site Visits, Self-Study & 10-Year Site Visits)
  - Additional Resources/Information



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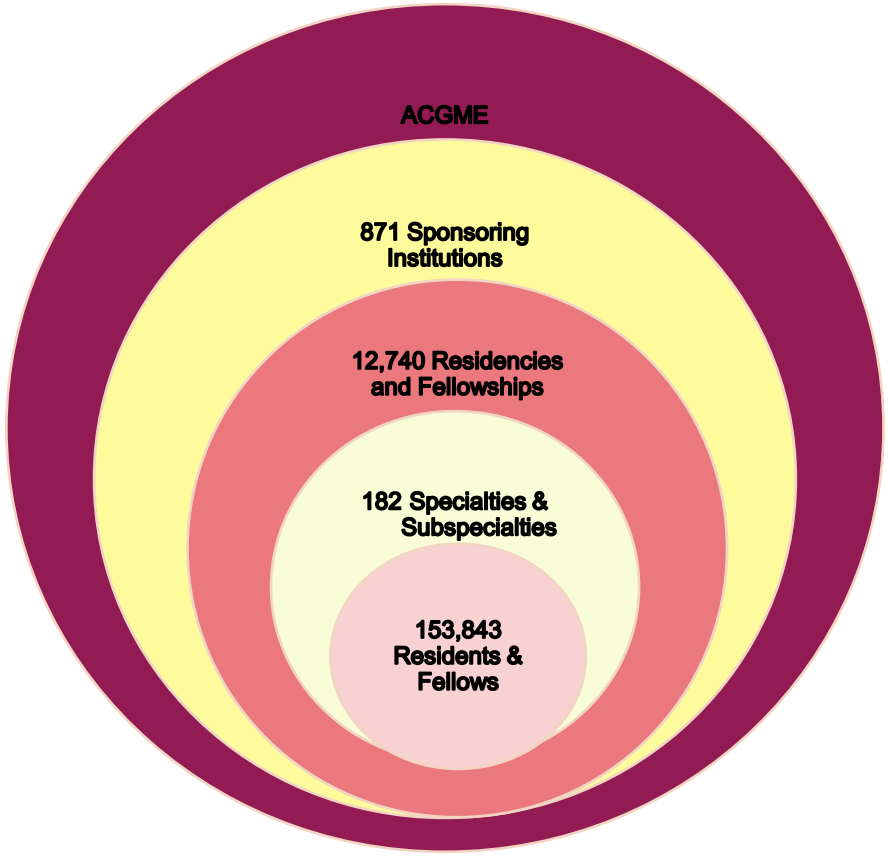
About the ACGME

“The mission of the ACGME is to improve health care and population health by assessing and advancing the quality of resident physicians' education through accreditation.”



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Review Committee Membership

Name	Role	Name	Role
Mark Iannettoni, MD, MBA, FACS, FCCP	**Chair**	**David Bull, MD, FACS***	**Vice-Chair**
Luther Brewster Jr., PhD*	Public Member	Jonathan Chen, MD, FACS, FACC*	Member
Merideth Geib, MD*	Resident Member	James Jaggers, MD, FACS	Member
Sandra Starnes, MD, FACS, FCCP	Member	Stephen Yang, MD, FACS, FCCP	Member
David Fullerton, MD, FACS, FACC	Ex-Officio, ABTS	Patrice Blair, DrPH, MPH	Ex-Officio - ACS
* Outgoing Member			
Incoming Member as of July 1, 2023 – K. Robert Shen, MD, FACS, FCCP; Thomas Beaver, MD, MPH; Mark Swofford, PhD, MHA, FACHE; Akshitha Vijayakumar, MD			

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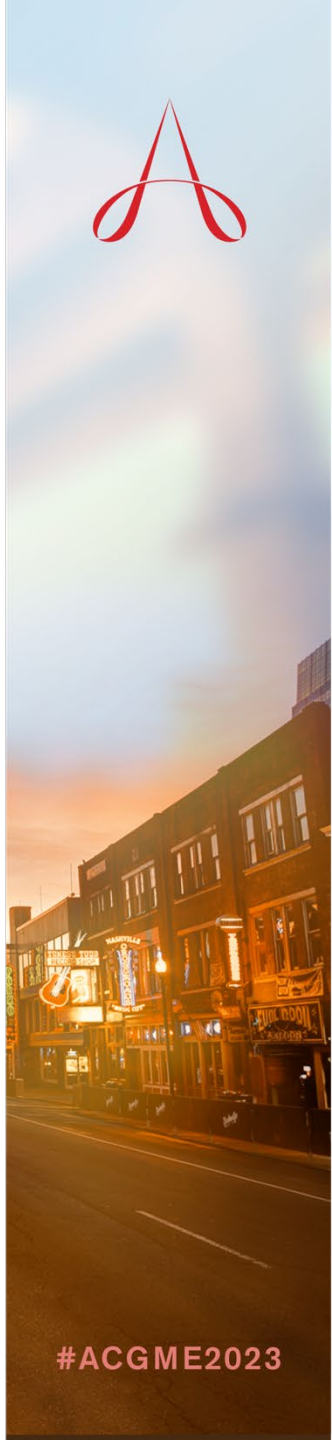
Review Committee Membership

Physician members	6-yr term	**Full review and vote**
Resident member	2-yr term	**Full review and vote**
Public member	6-yr term	**Full review and vote**
Ex-officio members		Do not participate in program review and do not vote



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Review Committee Meetings

March 24, 2023

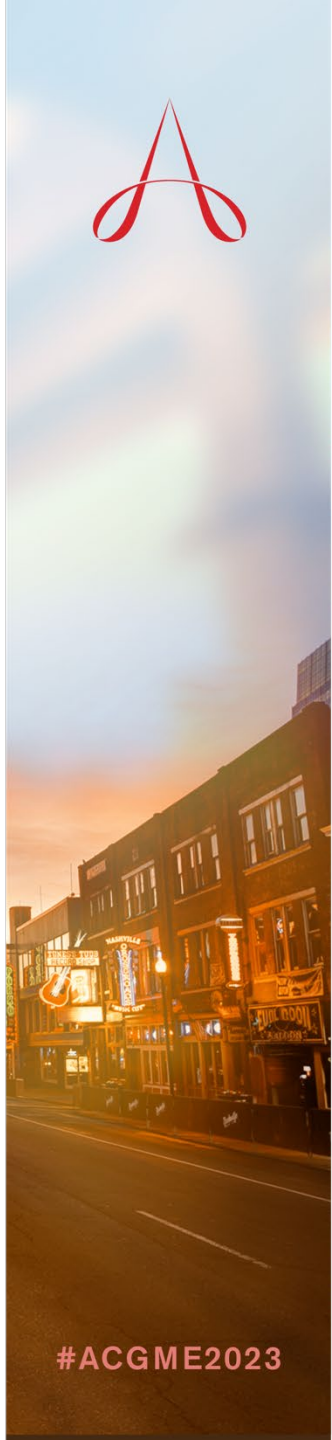
Agenda Close Date: January 13, 2023

New Applications Deadline: November 18, 2022

December 8-9, 2023

Agenda Close Date: September 29, 2023

New Applications Deadline: August 4, 2023



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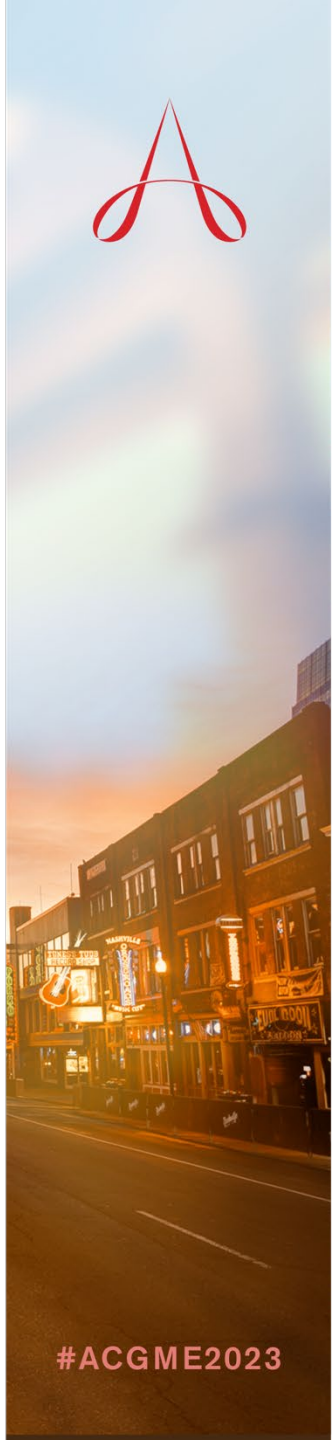
What Does the RC Do?

- Peer Review
- Determination of a program's "substantial compliance" against a defined set of standards.



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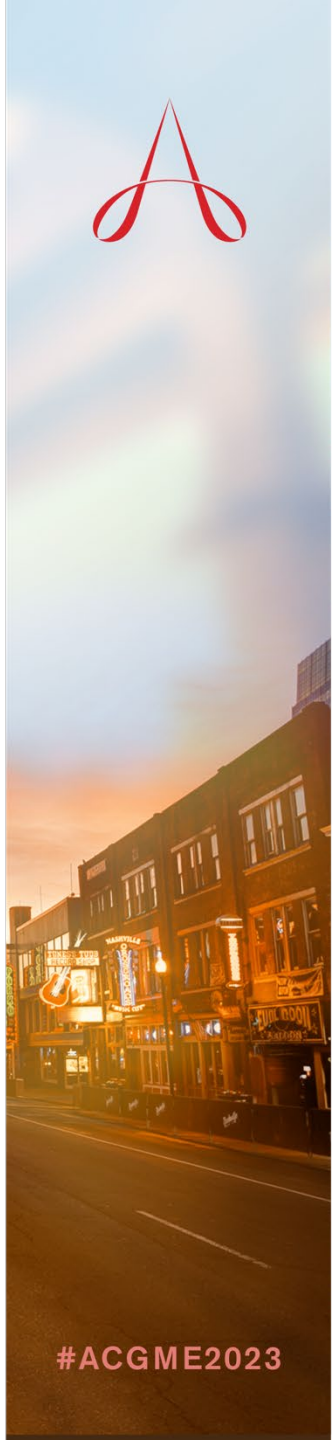
How?

- Review of Program Information including:
- Annual Survey/Aggregate Survey
- Program Information in ADS
- Response to Citations
- Site Visit Reports
- Case Log Data
- Certification Examinations



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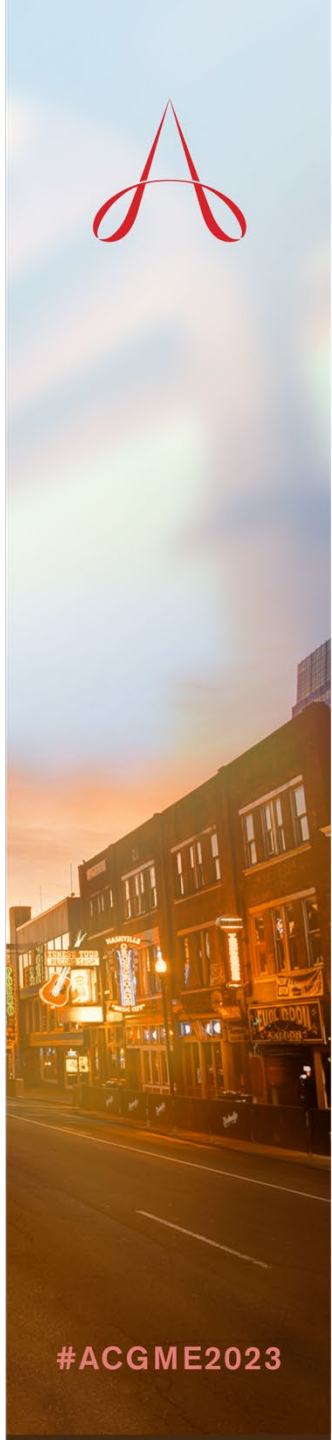
What Does the RC Not Do?

- Certify Individuals

- Set requirements for resident/fellow compensation



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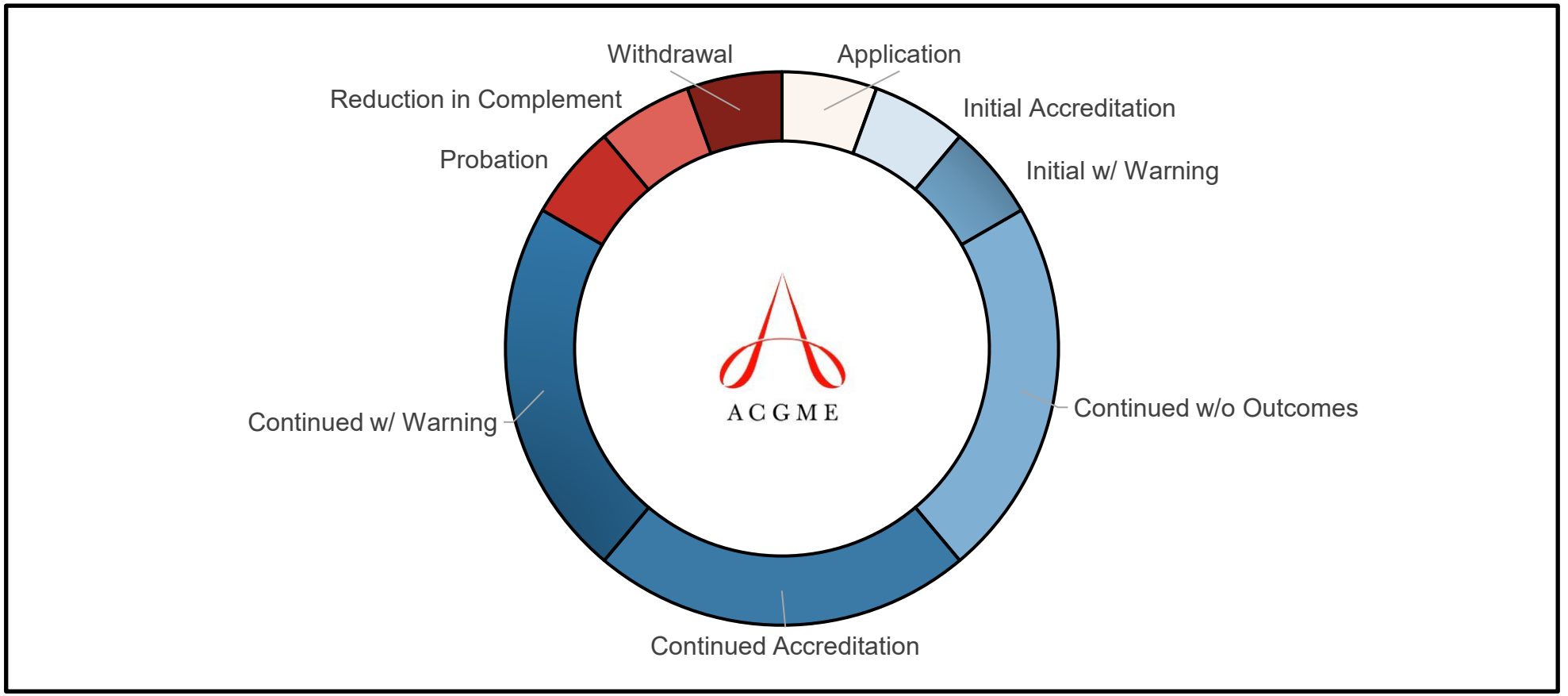
Possible Accreditation Status



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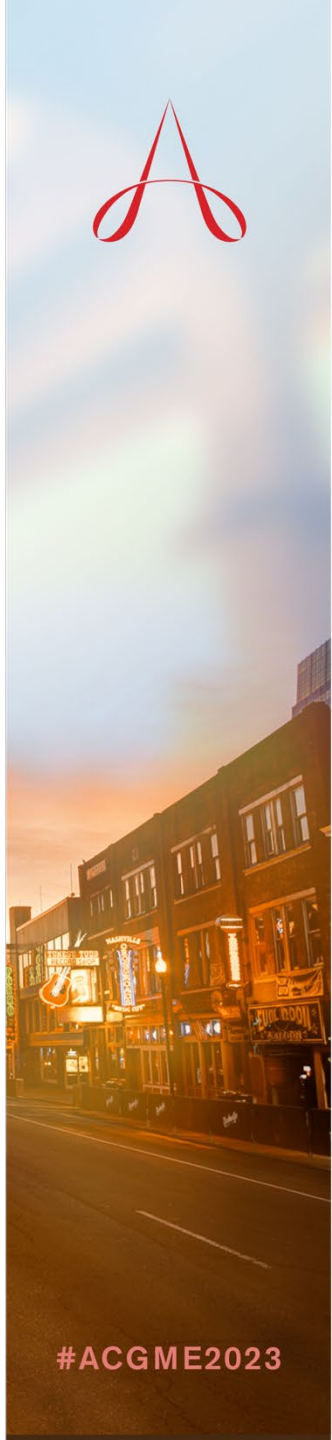
Thoracic Surgery Program Info

Specialty	Accredited Programs	Applications (2/1/23)	Complement Approved 22-23	Complement Filled 22-23
Thoracic Surgery				
Independent	75	1	314	259 (82%)
Integrated	34	0	306	239 (78%)
Congenital Cardiac Surgery	17	0	17	9 (53%)



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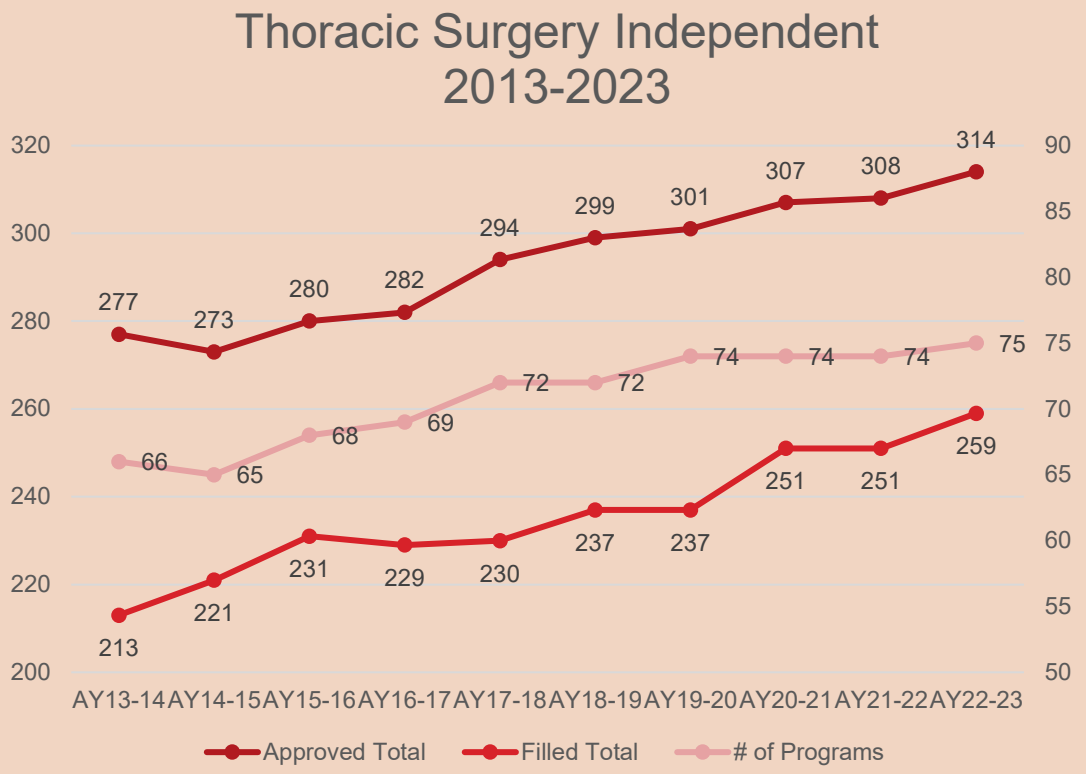
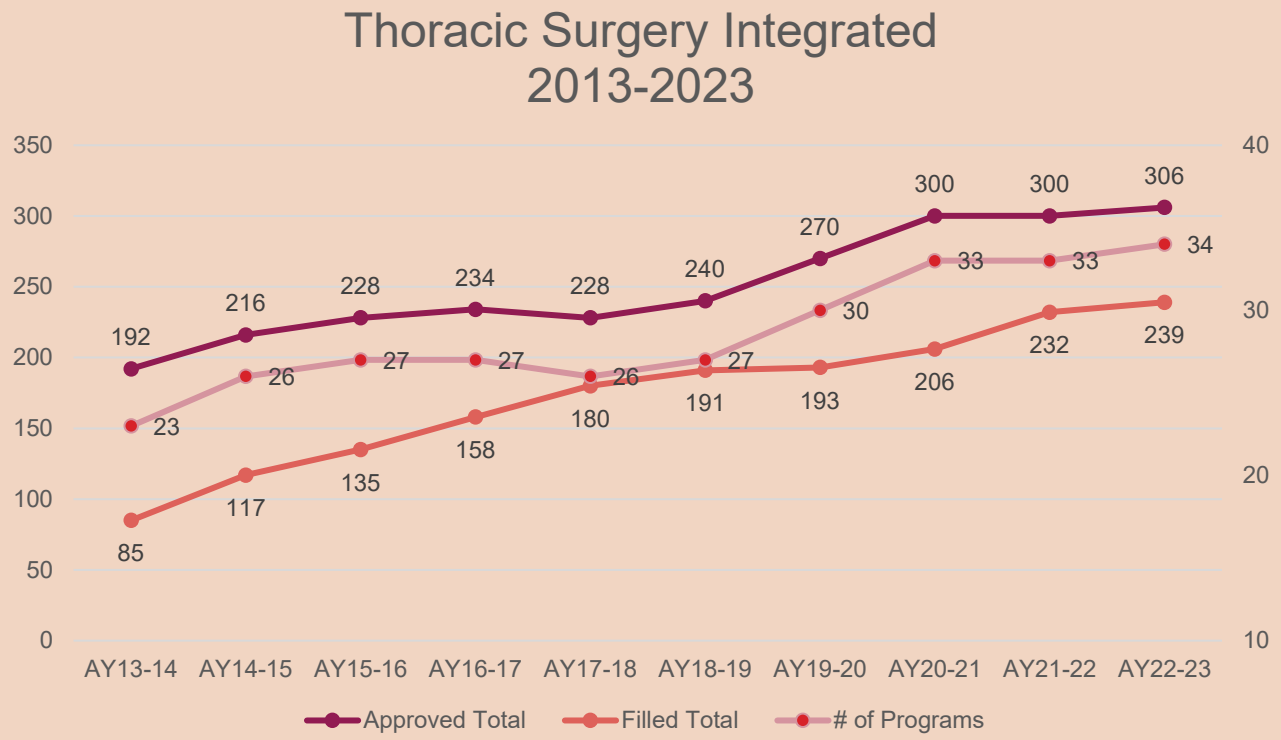
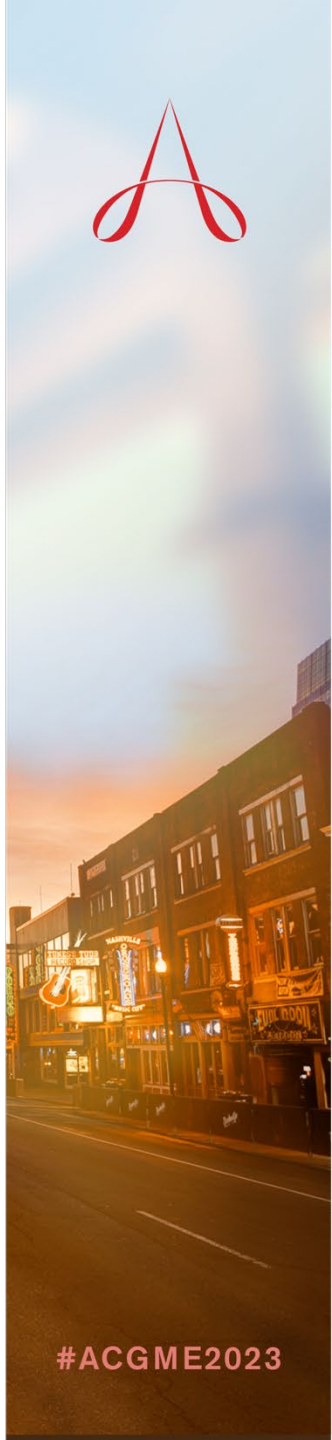
Program Trends: Thoracic Surgery





2022 Accreditation Status

Specialty	Initial Accreditation	Continued Accreditation	Continued Accreditation with Warning	Probation/ Withdrawal
Thoracic Surgery				
Independent	3 (4%)	71 (95%)	0	1
Integrated	7 (21%)	27 (79%)	0	0
Congenital Cardiac Surgery	4 (25%)	12 (75%)	0	0



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Annual Data Review

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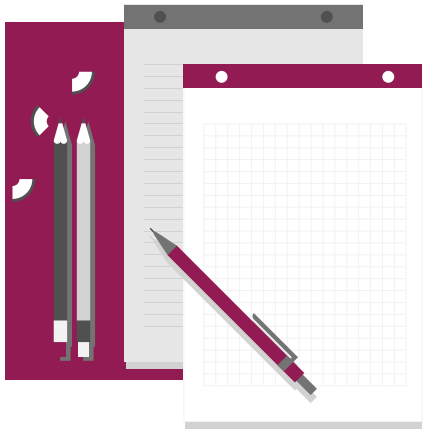
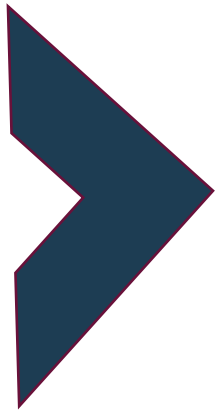
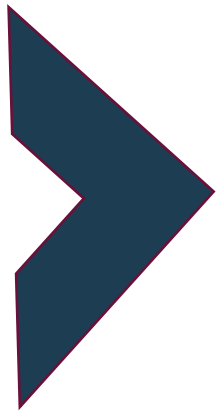
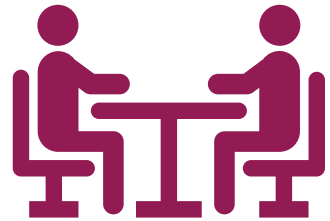


Data Collection
(January - September)

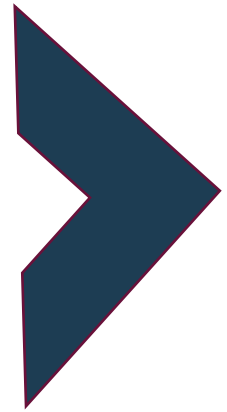


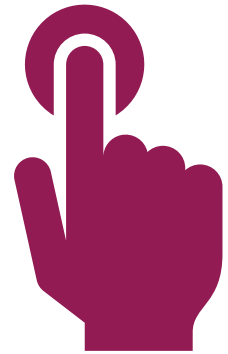
RC Executive
Committee
Review
(November)





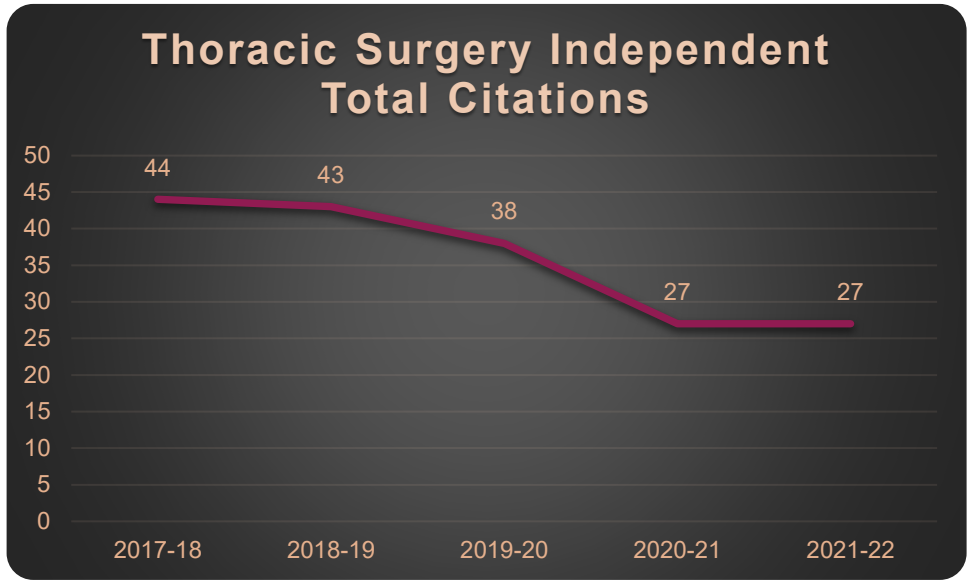
RC Review &
Decision
(December,
March)

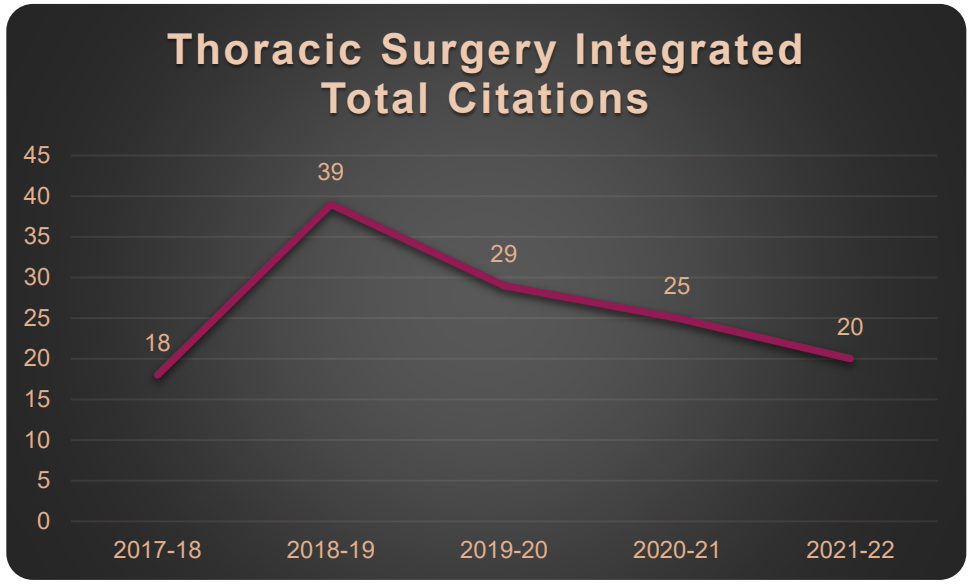




Program
Notification

Total Citations - Trends





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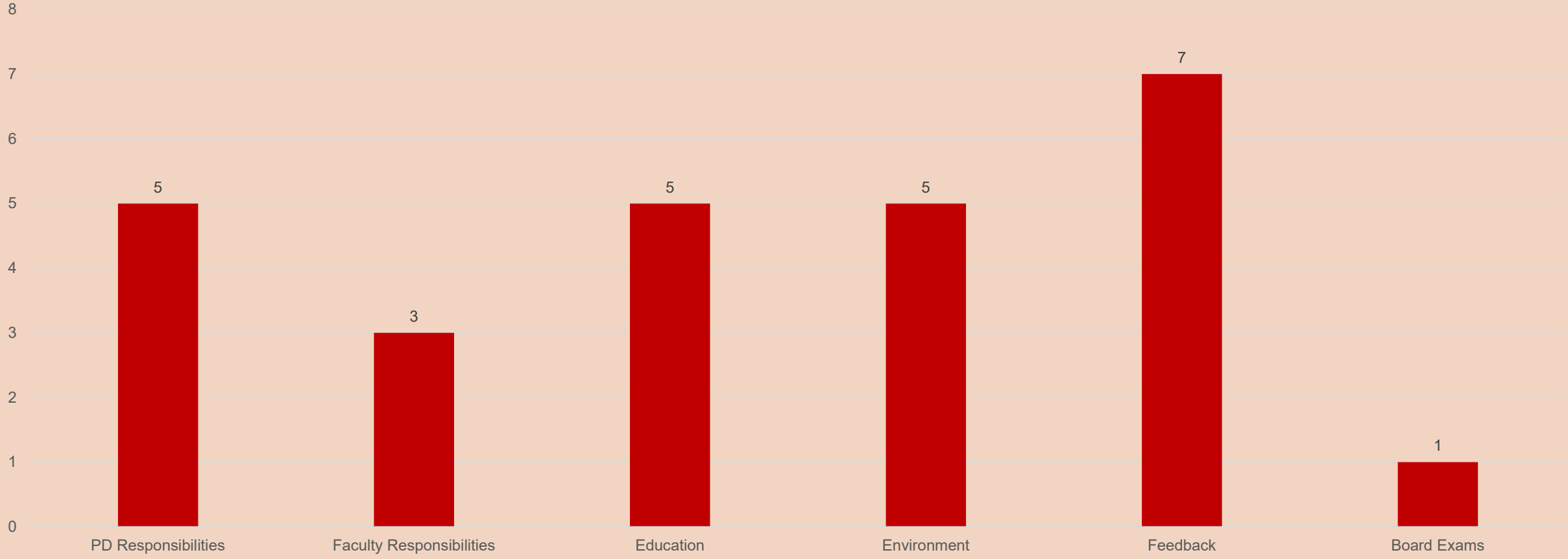
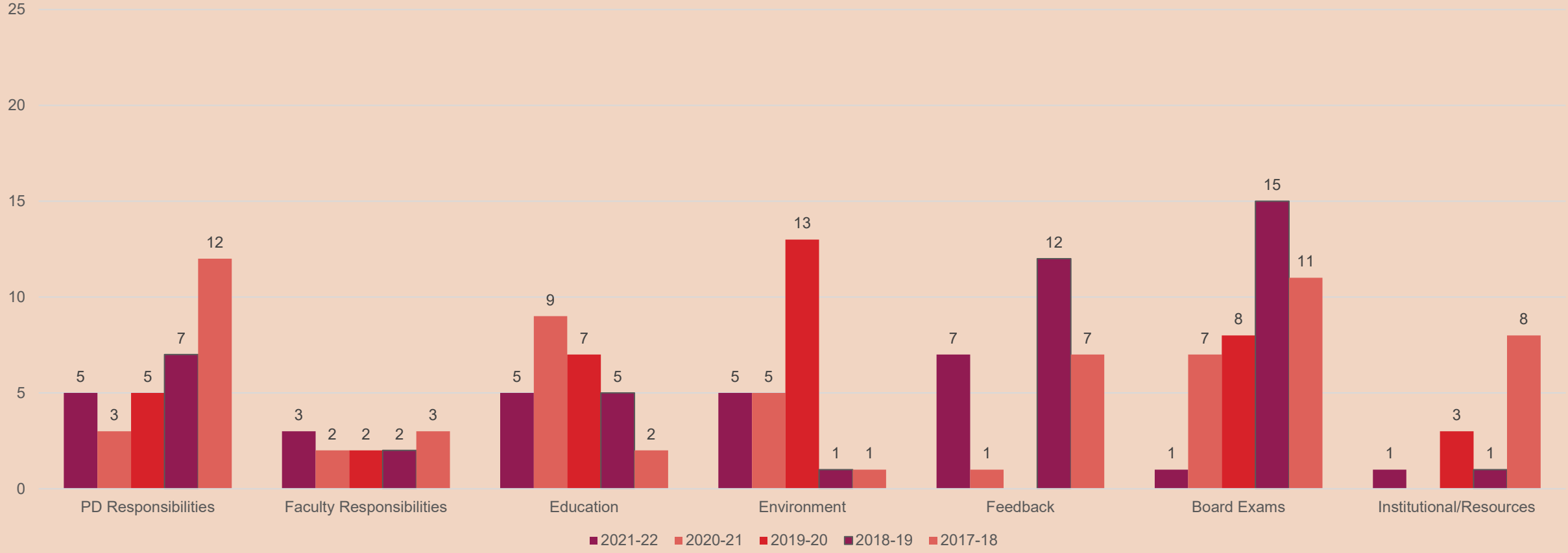
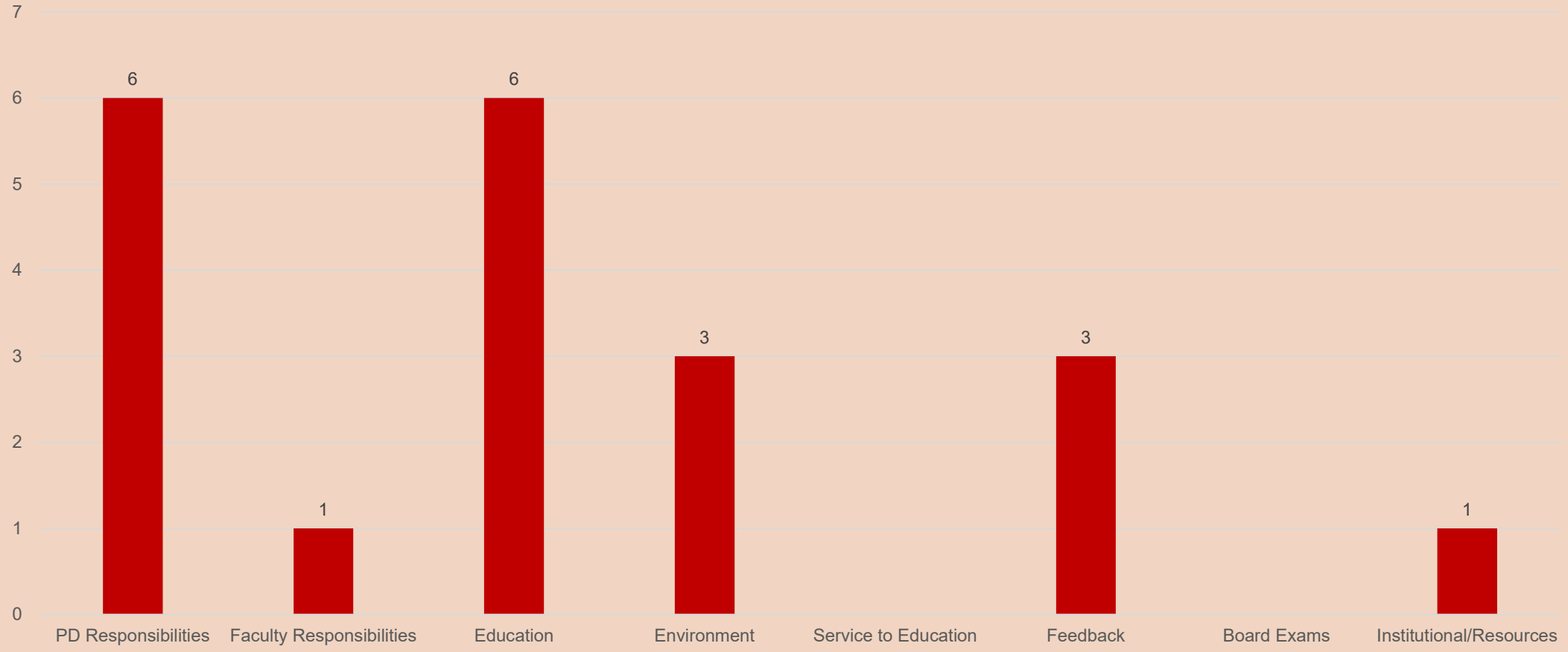
Thoracic Surgery Independent
2021-2022 Citations (27 Total)



Thoracic Surgery (Independent)
5-Year Citation Trend



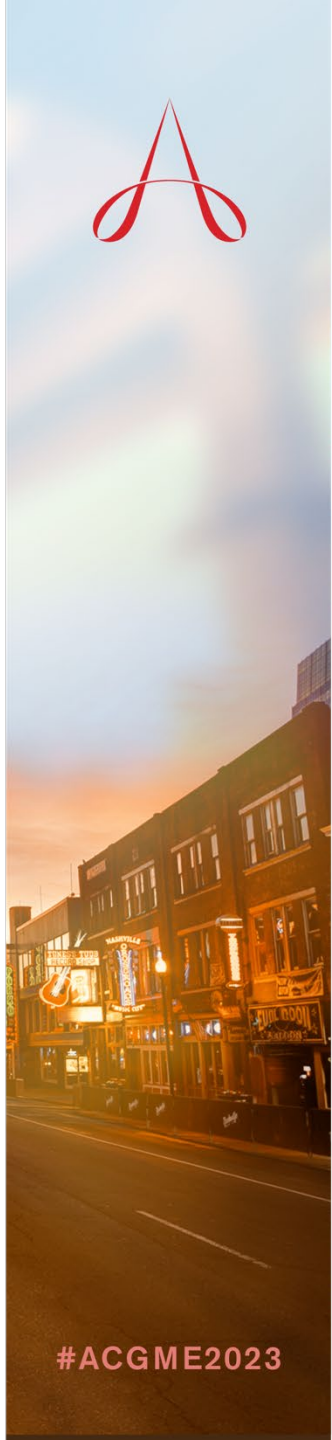
Thoracic Surgery (Integrated)
2021-2022 (20 Total)



Thoracic Surgery (Integrated)
5-Year Citation Trend 2017-2022

Most Frequent Citations

Feedback- Evaluation of Residents



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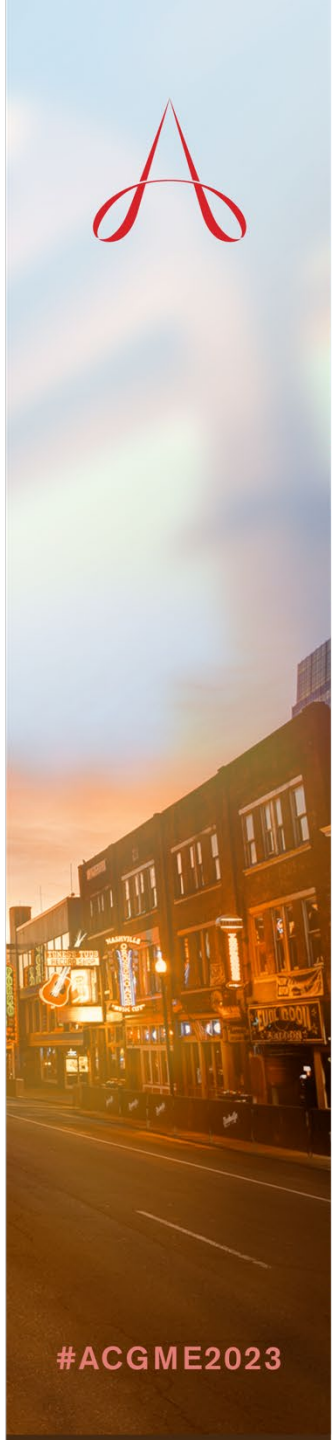
Most Frequent Citations

Program Director Responsibilities

(Able to raise problems and concerns without fear of intimidation or retaliation)



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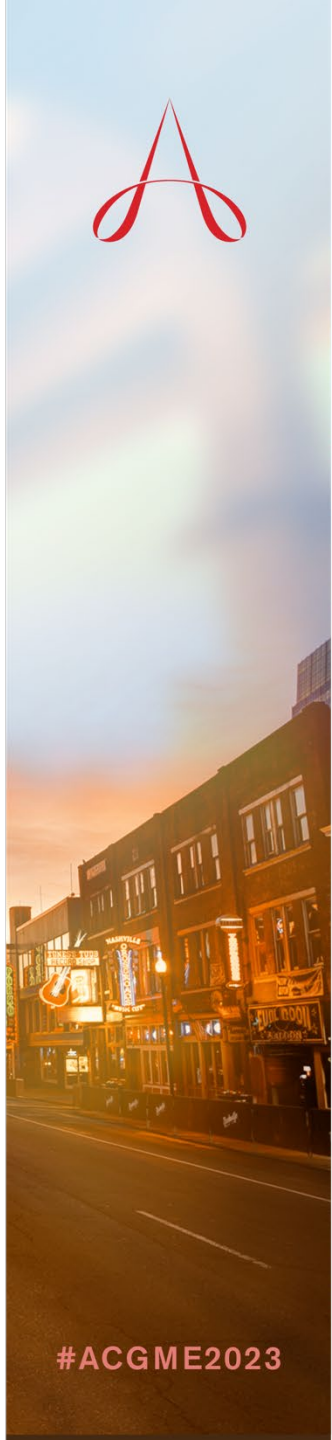
Most Frequent Citations: Environment

80 Hours

1 day free in 7



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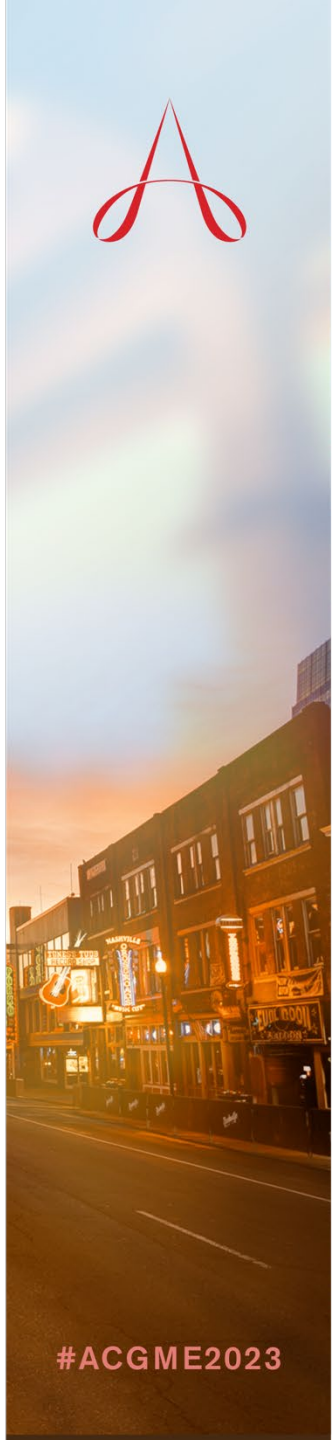
Most Frequent Citations

Responsibilities of Faculty

(Faculty interest in education)



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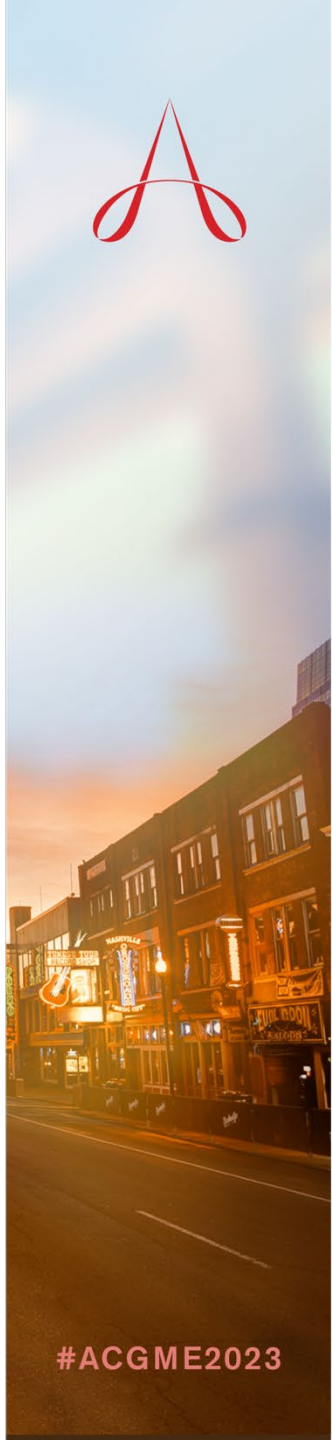
Most Frequent Citations

Board Pass Rate



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Board Pass Rate - 5th Percentile (2022)

*The Board Pass Rate will CHANGE each year

Must achieve higher than the 5th percentile ***OR* 80%

Thoracic Surgery (Independent):

ABMS Written: 28.75%

ABMS Oral: 28.33%

Congenital Cardiac Surgery

ABMS Written: 33.34%

ABMS Oral: 41.66%

Thoracic Surgery (Integrated):

ABMS Written: 66.67%

ABMS Oral: 51.00%

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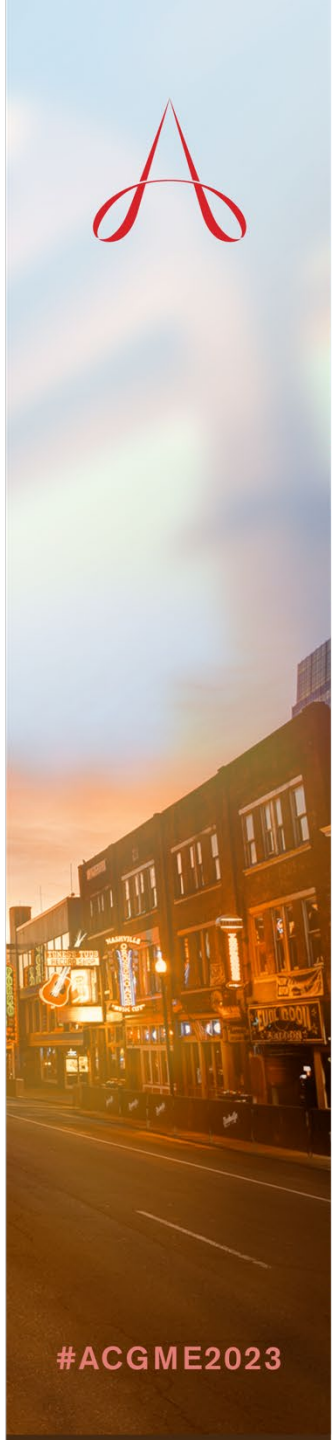
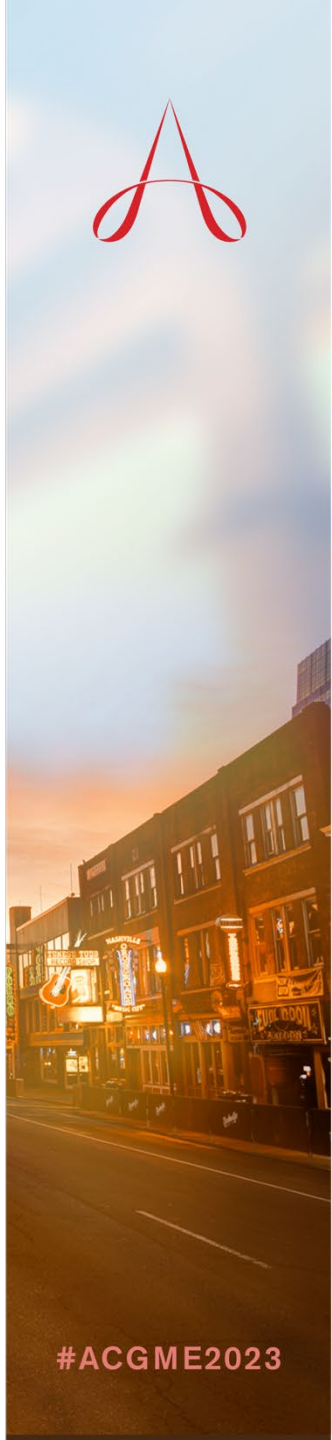


Responding to Citations

- In reviewing responses to citations, the Review Committee considers:
  - Does the program understand the problem/reason they are not in compliance?
  - Is there an explicit statement of how the program engaged the faculty/residents/fellows/institution in the identification of the problem(s) and creation of an action plan?
  - Are there actionable items implemented by the program and/or institution that directly addressed the program requirement(s) out of compliance?
  - Is there an explicit identification of how the program will monitor and sustain improvement?
- Citation responses are taken into consideration, along with supporting materials (most recent resident and faculty surveys, updated program information, performance metrics, case logs, etc.)



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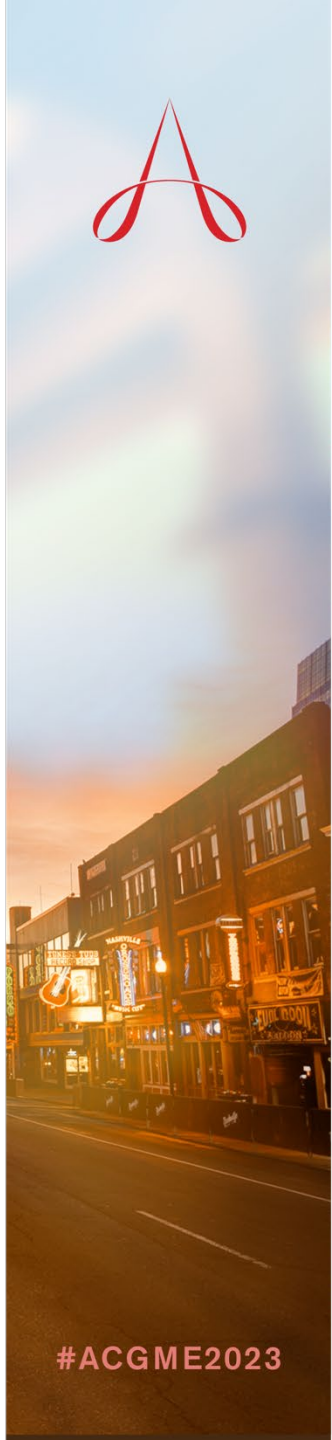
Major Changes and Other Updates

- Use Major Changes and Other Updates to communicate directly to the RC
- *Low ACGME Survey ratings? Missed minimums? Worse than expected performance on the Board exam?* Tell the RC how the issue is being addressed!
- **TIP:** Keep a running document during the year of program highlights, changes, and challenges



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New & Noteworthy

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Thoracic Surgery – New Track!

Requirements	Existing Thoracic Pathway		Existing Cardiothoracic Pathway		New Cardiac Pathway	
	Subtotal	Total	Subtotal	Total	Subtotal	Total
CONGENITAL HEART DISEASE						
Congenital Heart Disease		**10**		**20**		**20**
Primary Surgeon			5		5	
First Assistant	10		15		15	
ADULT CARDIAC						
Acquired Valvular Heart Disease		**30**		**60**		**90**
Aortic Valve Repair/Replacement	15		25		25	
Mitral Valve Repair/Replacement	5		15			
Mitral Valve Repair					10	
Mitral Valve Replacement					5	
Tricuspid Valve Repair/Replacement, Annuloplasty	5		5		5	
TAVR as primary			5		20	
TAVR as assistant	5		10		20	
Transcatheter Mitral/Tricuspid Intervention					5	

Congenital Cardiac Surgery

Program Revisions

- Currently posted for Review and Comment

What is proposed?

- Only 24-month format
- Minor changes to transfer requirements, time on rotations, PD qualifications

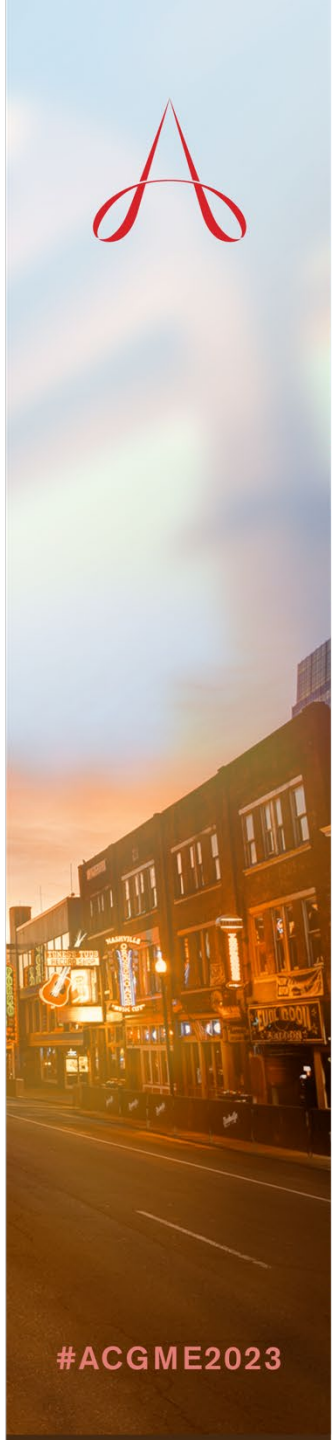
Crosswalk of Survey/Requirements

Resident/Fellow Survey

https://www.acgme.org/Portals/0/PFAssets/ProgramResources/ResidentFellow%20Survey-Common%20Program%20Requirements%20Crosswalk.pdf

Faculty Survey

https://www.acgme.org/Portals/0/PFAssets/ProgramResources/Faculty%20Survey-Common%20Program%20Requirements%20Crosswalk.pdf



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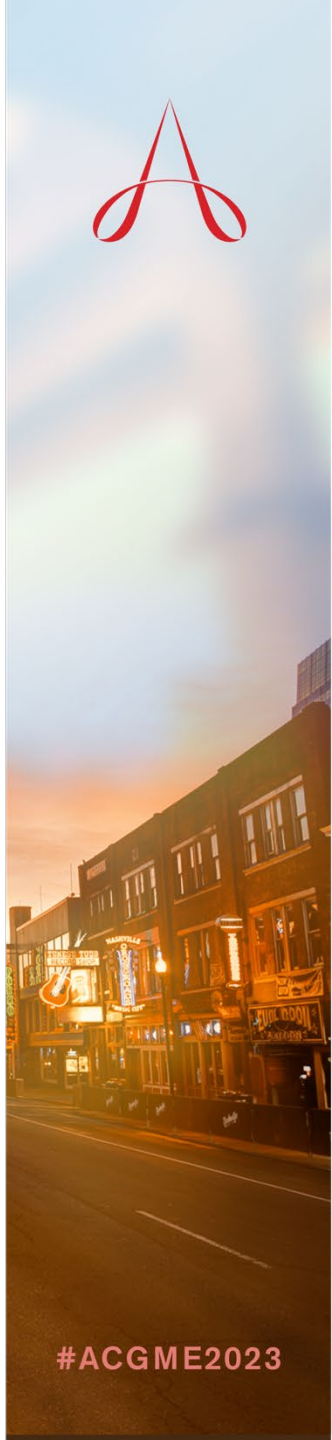
Complement

- Categorical Positions are by training year
- Requests for temporary increases are reviewed on an ad hoc basis
- Requests for permanent increases are reviewed only at full RC meetings

https://www.acgme.org/globalassets/pfassets/programresources/460_rescomp.pdf



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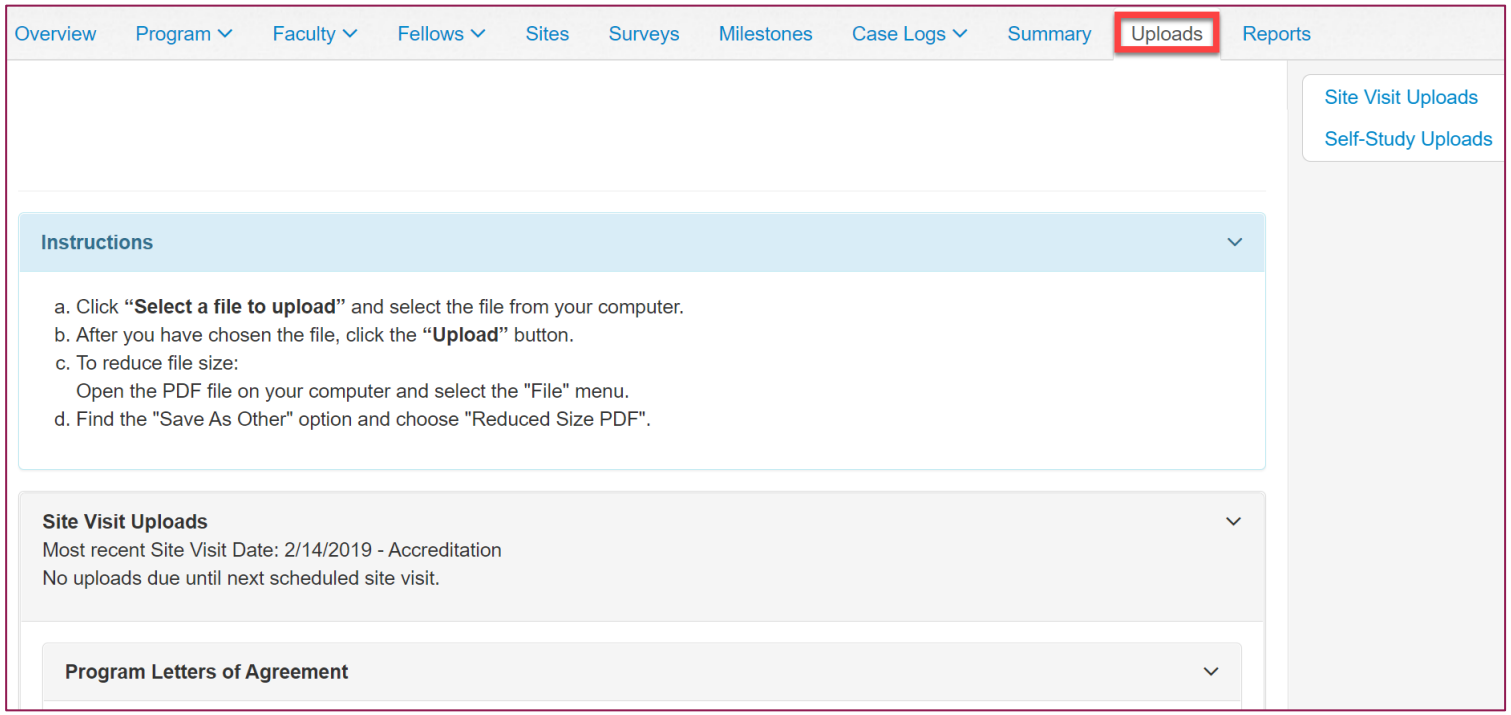
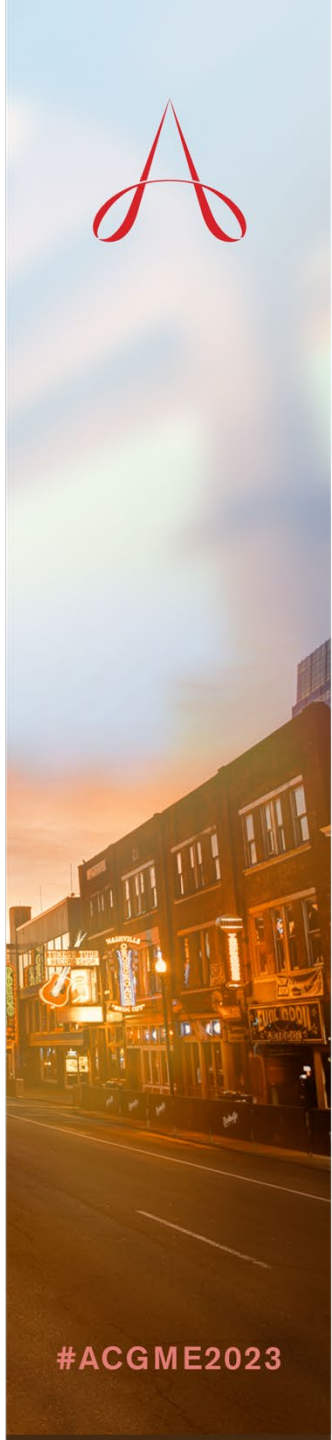
New “Uploads” Tab in ADS



Used for site visits, progress reports, and other documents requested by the ACGME



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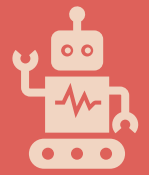
Site Visits/Self-Study



Combination of Virtual and In-person

There will be a new mechanism for visiting programs that have not had a data prompted site visit for a prolonged period of time

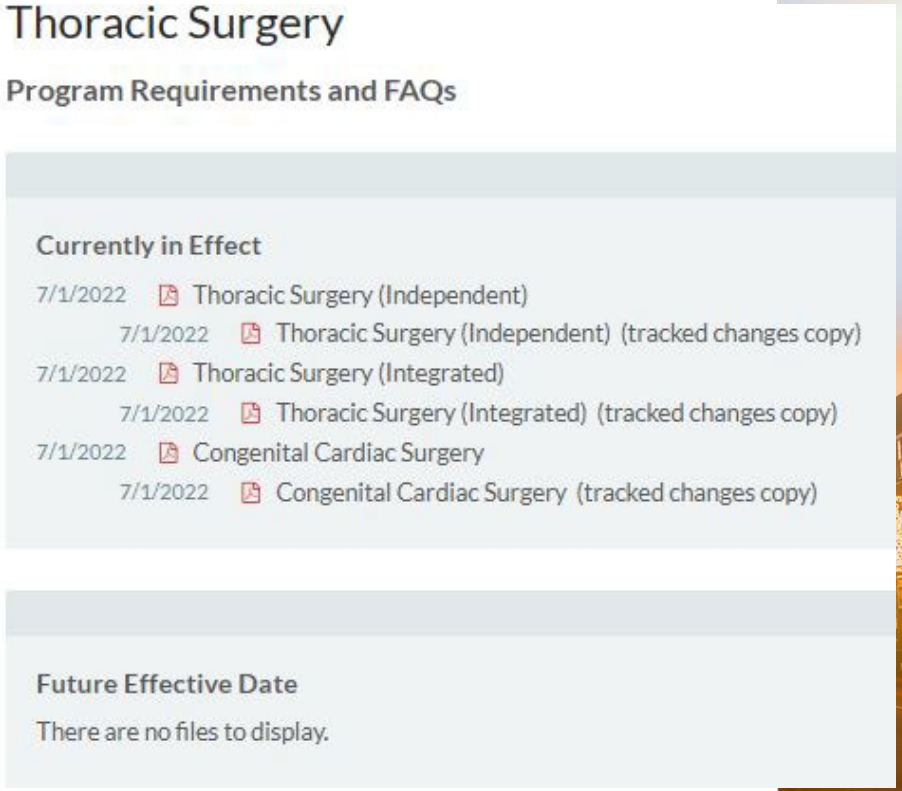
What should programs do for now?

Continue to conduct and document high quality annual program evaluations.

Common Program Requirements

Revised **Common** Program Requirements (CPRs) in effect July 1, **2023**

- Number of CPRs reduced
- Programs can soon review revisions on website under “Future Effective Date”
  - TIP: Use tracked changes copy
- A few revisions may impact programs, e.g., annual program evaluation requirements significantly reduced



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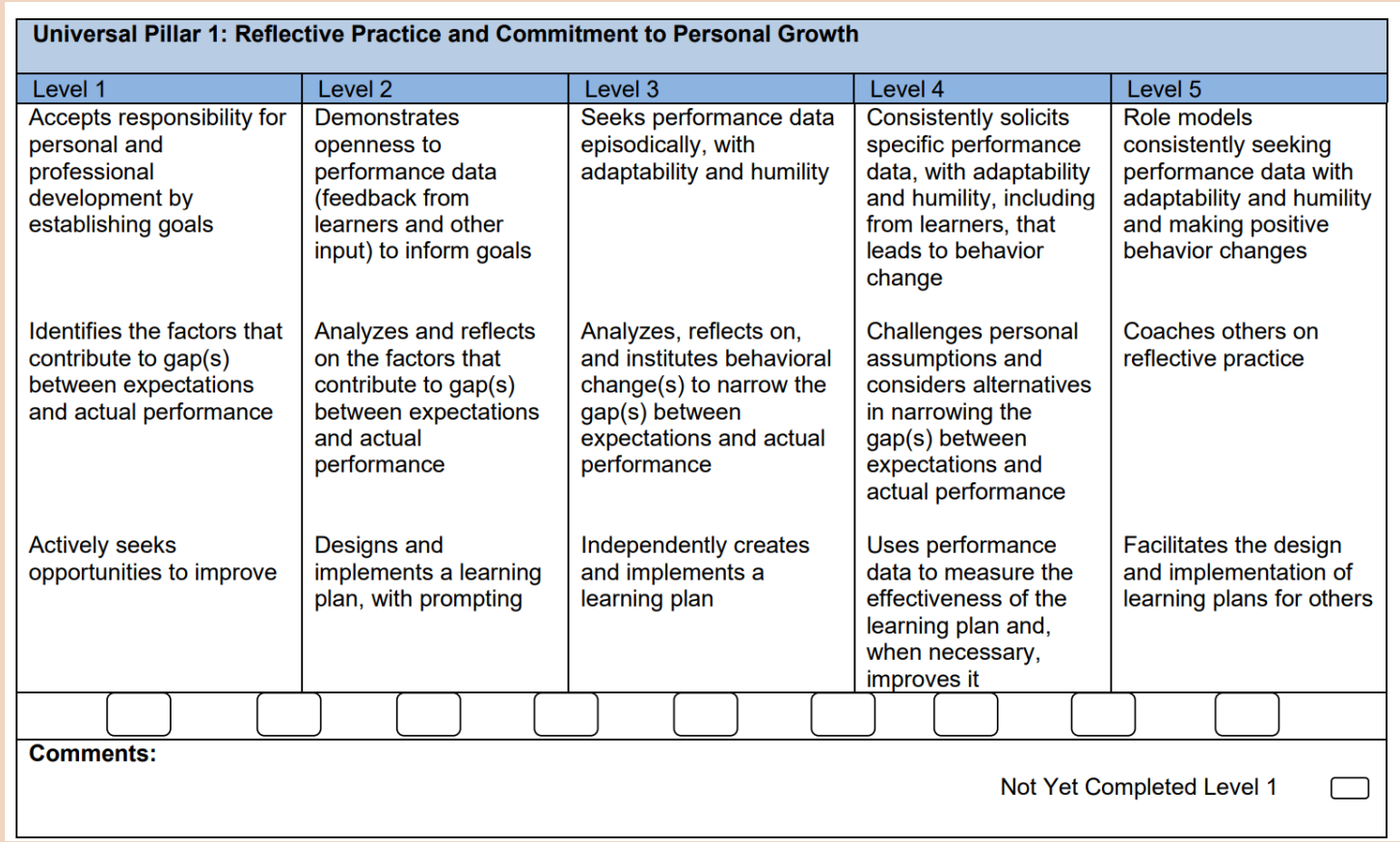
Clinician Educator Milestones

- Joint effort of the ACGME, ACCME, AAMC, and AACOM
- Designed to help develop teaching skills
- **Not** an ACGME requirement
- Available at acgme.org > What We Do > Milestones > Resources



Universal Pillar 1: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback from learners and other input) to inform goals	Seeks performance data episodically, with adaptability and humility	Consistently solicits specific performance data, with adaptability and humility, including from learners, that leads to behavior change	Role models consistently seeking performance data with adaptability and humility and making positive behavior changes
Identifies the factors that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges personal assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it	Facilitates the design and implementation of learning plans for others
☐	☐	☐	☐	☐

Comments:

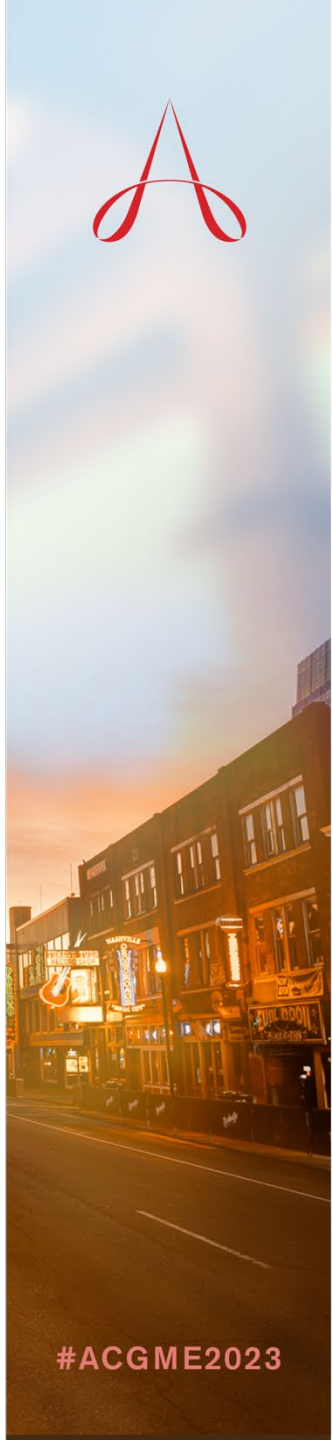
Not Yet Completed Level 1 ☐

Resident/Fellow and Faculty Surveys

Surveys opened on **February 13, 2023, for 8 weeks**

This year, programs remain responsible for notifying and reminding residents/fellows and faculty to complete survey

Starting in **2024**, likely that **ACGME** will **notify** residents/fellows and faculty when the survey opens



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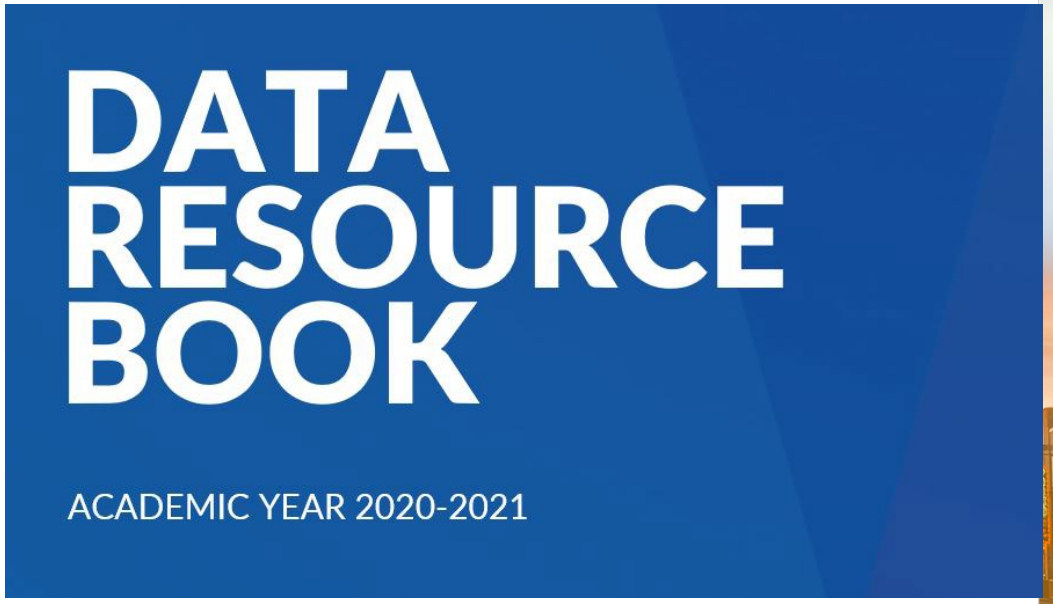
Data Resource Book

https://www.acgme.org/globalassets/pfassets/publicationsbooks/2021-2022_acgme__databook_document.pdf



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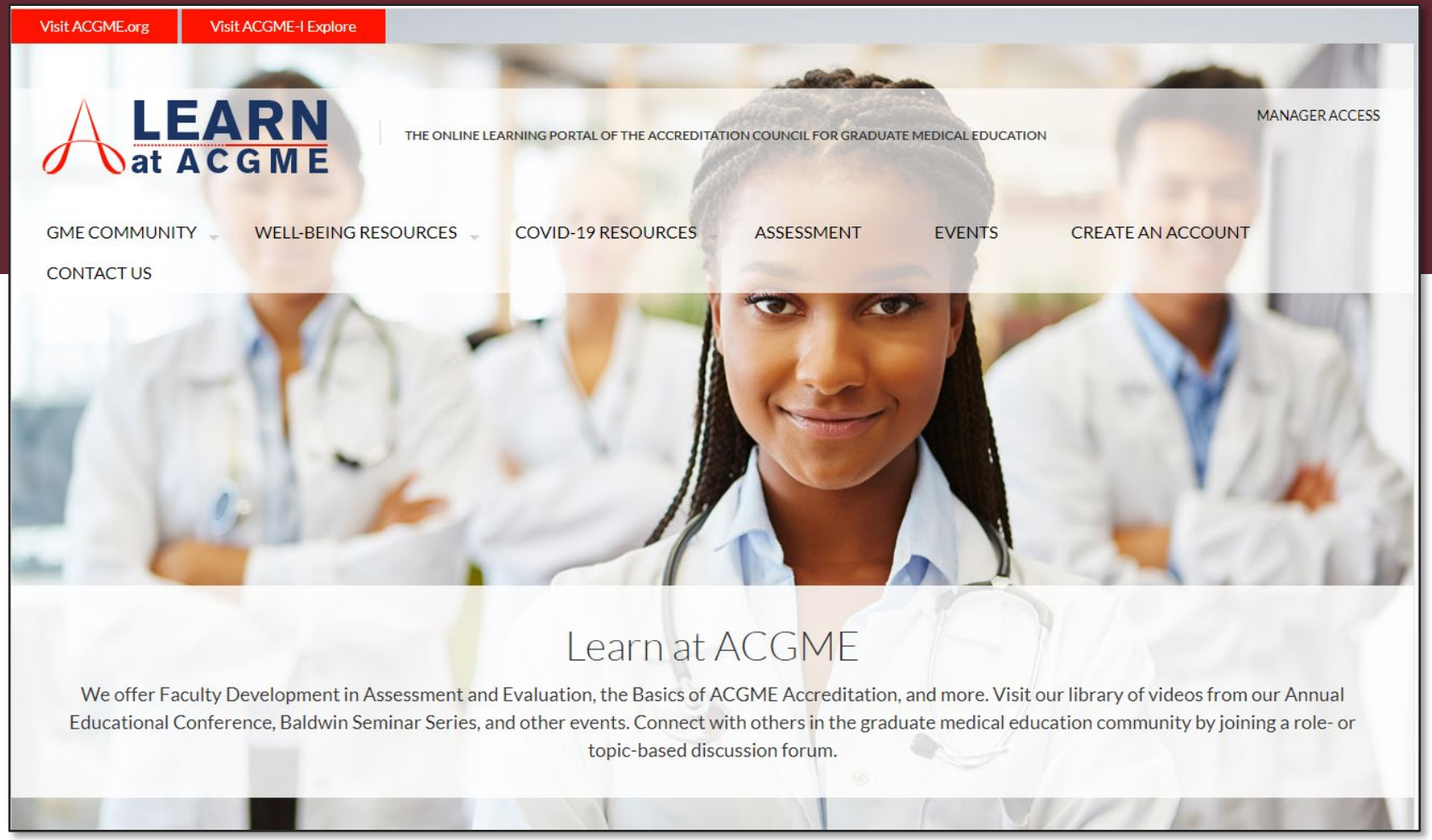
The ACGME's **Online Learning Portal**



Visit our learning portal at
dl.acgme.org

or scan the QR code below.

Have a question or need assistance? Contact desupport@acgme.org

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LEARN at ACGME

ACGME EQUITYMATTERS™

These self-directed curricula provide the fundamentals of DEI and will enable participants to move through progressively more complex concepts.

- Trauma-Responsive Cultures
- Steps Leaders Can Take to Increase Diversity, Enhance Inclusion, and Achieve Equity
- Naming Racism and Moving to Action Part
- Women in Medicine
- Exposing Inequities and Operationalizing Racial Justice
- Patient Safety, Value, and Healthcare Equity: Measurement Matters
- American Indian and Alaskan Natives in Medicine
- *And many more!*

*The ACGME designates this enduring material for a maximum of **18.0 AMA PRA Category 1 Credits**™*

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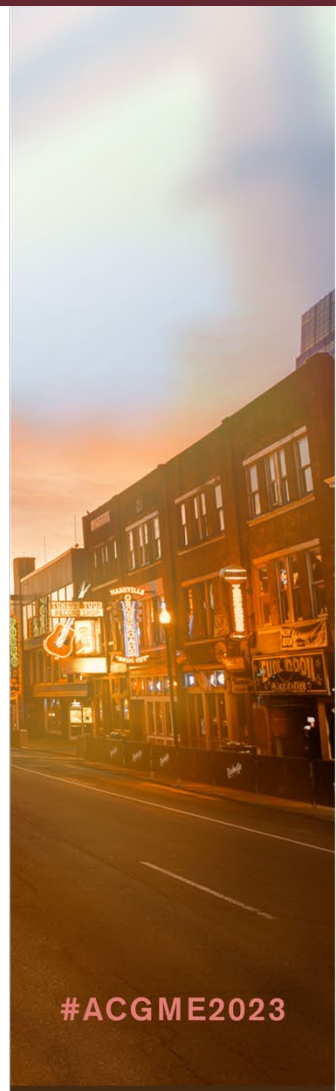
Distance Learning

CBME Competency-Based Medical Education

Faculty Development Courses

- Foundations of Competency-Based Medical Education
- Managing your Clinical Competency Committee
- Multi-Source Feedback



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Live Event
Program Director Well-Being

https://dl.acgme.org/pages/well-being-tools-resources

An ACGME listening session focused on creating a space for program directors to share experiences and hear from peers regarding issues related to program director well-being .

Join the event for an open discussion of challenges faced by program directors and potential solutions.

- ✓ April 11, 2023
- ✓ Registration required

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Surgery Accreditation Team

Chris Fox, PhD
Executive Director,
cfox@acgme.org
312-755-5499

Kelsey Sill, MHA
Associate Executive Director,
ksill@acgme.org
312-755-5784

Caleb Mitchell
Accreditation Administrator,
cmitchell@acgme.org
312-755-7067

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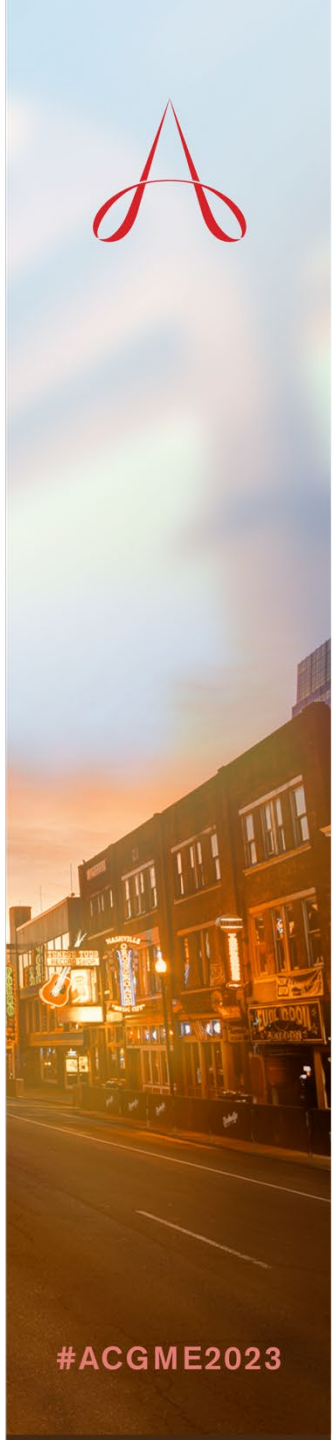


Claim your CME today!

Complete the Evaluation for CME or Certificate of Completion!

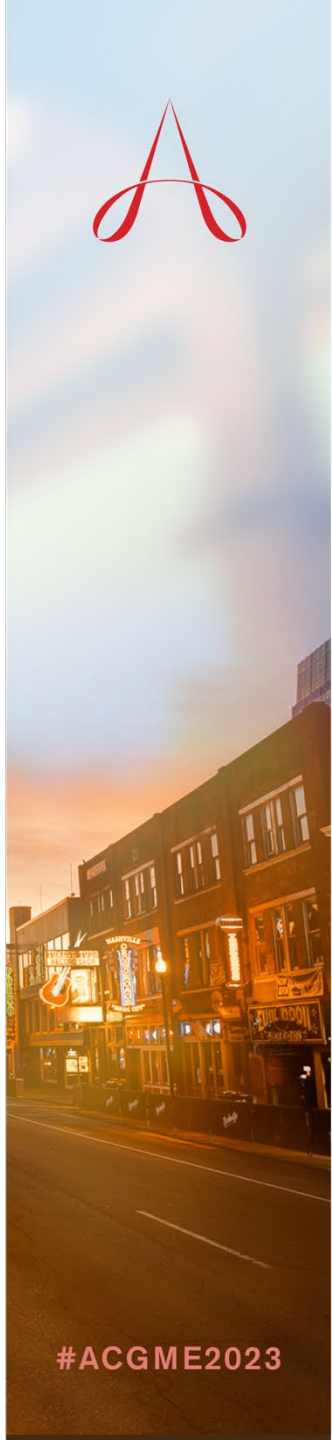
The evaluation can be found in the mobile app and a link will be sent post-conference by email to attendees.

Evaluations are tied to your registered sessions.

Register/un-register sessions in the mobile app.

Deadline: March 24, 2023

Questions? cme@acgme.org



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Questions?
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Thank You!

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