**Continued Accreditation Application: Preventive Medicine**

401 North Michigan Avenue · Chicago, Illinois 60611 · United States · +1.312.755.7042 www.acgme-i.org

**Submission for Continued Accreditation:** This Advanced Specialty application is for programs applying for **Continued Accreditation ONLY**and is used in conjunction with the Accreditation Data System (ADS).

All sections of the form applicable to the program must be completed for it to be accepted for review. The information provided should describe the existing program. For items that do not apply, indicate “N/A” in the space provided. Where patient numbers are requested, provide exact numbers as requested and indicate the exact dates for the data entered. If any requested information is unavailable, an explanation must be given, and it should also be indicated as unavailable in the appropriate place on the form. Once the form is complete, number the pages sequentially in the bottom center.

The program director is responsible for the accuracy of the information supplied in this form, and must sign it. It must also be signed by the designated institutional official (DIO) of the Sponsoring Institution, who will submit the application electronically in ADS.

Review the International Foundational Program Requirements for Graduate Medical Education and Advanced Specialty Program Requirements for Graduate Medical Education in Preventive Medicine . The International Foundational, Advanced Specialty, and Institutional Requirements may be downloaded from the ACGME International website: [www.acgme-i.org](http://www.acgme-i.org/).

Email questions regarding the form’s content to acgme-i@acgme-i.org.

Email questions regarding ADS to ADS@acgme.org (type the program number in the subject line).

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| Program Name: Click here to enter text. |

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**Introduction**

**Duration and Scope of Education**

* + - 1. Does the residency program include an integrated PGY-1? [ ] YES [ ] NO

If ‘YES,’ complete all sections of the application that pertain to the PGY-1.

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| * + - 1. What is the length, in months, of the educational program?

Choose an item. |

**Institutions**

**Sponsoring Institution**

Is there at least one ACGME-I-accredited residency at the Sponsoring Institution or at a participating site that provides direct patient care? [ ] YES [ ] NO

If ‘YES,’ list the program and site below.

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Explain if ‘NO.’ (Limit 250 words)

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Describe the comprehensive occupational health services to defined work groups that occur at the Sponsoring Institution and participating sites. (Limit 300 words)

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* + - 1. Is the Sponsoring Institution:
				1. a government public health agency? [ ] YES [ ] NO
				2. a health care organization affiliated with an academic institution? [ ] YES [ ] NO

Explain if ‘NO’ to all of the above. (Limit 250 words)

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* + - 1. How does the program affiliate with a governmental public health agency to ensure appropriate public health practice and research opportunities for residents? (Limit 300 words)

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**Program Personnel and Resources**

**Program Director**

How does the program director, in collaboration with faculty members, prepare a written educational plan for each resident that directs the acquisition of a core set of competencies, skills, and knowledge and that is based on that resident’s performance assessments? Include how the program director details the courses, rotations, and activities assigned to allow the resident to achieve designated skills, knowledge, and competencies during the duration of the educational program. (Limit 400 words)

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Is a certification examination in the specialty available in the jurisdiction? [ ] YES [ ] NO

If ’YES,’ answer Questions 3-5. If ‘NO,’ skip to the Eligibility Criteria section below.

Does the program director monitor the percentage of entering residents who take and pass the certification examination? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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How does the program ensure a minimum of 75 percent of graduating residents take the certification exam, when averaged over a five-year period? (Limit 300 words)

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* + - 1. How does the program director monitor and ensure that a minimum of 75 percent of residents pass the certification exam, when averaged over a five-year period? (Limit 300 words)

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**Resident Appointment**

**Eligibility Criteria**

1. How do entering residents complete the prerequisite broad-based clinical year?
2. Completion of an ACGME-I-, Accreditation Council for Graduate Medical Education-, or Royal College of Physicians and Surgeons of Canada-accredited transitional year program
 [ ] YES [ ] NO
3. Completion of 12 months of general surgery or internal medicine [ ] YES [ ] NO
4. Completion of a PGY-1 with oversight from a government or regulatory body [ ] YES [ ] NO
5. Through a PGY-1 integrated into the preventive medicine residency program [ ] YES [ ] NO

Explain if ‘NO’ to all of the above. (Limit 250 words)

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If the broad-based clinical year is the responsibility of a governmental or regulatory body, answer Questions 2 and 3 below.

If the program includes an integrated PGY-1, answer Questions 4 and 5 below.

If the broad-based clinical year is completed in an accredited program or an accredited preliminary year, skip to the Specialty-Specific Educational Program section below.

1. What clinical experiences are required by the governmental or regulatory body responsible for the broad-based clinical year? (Limit 400 words)

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1. How does the program ensure an evaluation of each resident’s fundamental clinical skills is completed within six weeks of matriculation into the categorical residency? (Limit 300 words)

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1. Does the integrated PGY-1:
	1. allow residents to engage in direct patient care, including writing orders, progress notes, and relevant records? [ ] YES [ ] NO
	2. allow residents to have responsibility for decision-making? [ ] YES [ ] NO
	3. allow residents with proper supervision to have first contact responsibility for evaluation and management of all types and acuity levels of patients? [ ] YES [ ] NO
	4. provide a structured program based on scientific knowledge and evidence-based medicine? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Do all residents entering the first year of the categorical preventive medicine program have opportunities to achieve the following clinical skills and competencies during the integrated PGY-1?
2. Obtaining a comprehensive medical history [ ] YES [ ] NO
3. Performing a comprehensive physical examination [ ] YES [ ] NO
4. Assessing a patient’s medical condition [ ] YES [ ] NO
5. Making appropriate use of diagnostic studies and tests [ ] YES [ ] NO
6. Integrating information to develop a differential diagnosis [ ] YES [ ] NO
7. Developing, implementing, and evaluating a treatment plan [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

1. How do graduating residents demonstrate a commitment to fulfilling their professional responsibilities and adhering to ethical principles?

Describe how these skills will be evaluated. (Limit 300 words)

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1. How do graduating residents’ demonstrate the following?
	1. Compassion, integrity, and respect for others
	2. Responsiveness to patient needs that supersedes self-interest
	3. Respect for patient privacy and autonomy
	4. Accountability to patients, society, and the profession
	5. Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
	6. A keen sense of personal responsibility for continuing patient care

Provide examples of how these traits are evaluated in three of the six areas listed. (Limit 300 words)

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**Patient Care and Procedural Skills**

1. How do all graduating residents demonstrate the ability to provide population (patient) care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health?

Describe how this is evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate competence in conducting program and needs assessments and prioritizing activities using objective, measureable criteria, such as epidemiological impact and cost-effectiveness? (Limit 400 words)

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1. How do graduating residents demonstrate competence in using computers for word processing, reference retrieval, statistical analysis, graphic display data base management, and communication? (Limit 400 words)

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1. How do graduating residents demonstrate competence in the following?

Assessing program and community resources, developing a plan for acquiring appropriate resources, and integrating resources for program implementation

Identifying and reviewing relevant laws germane to their specialty area and assignments

Identifying organizational decision-making structures, stakeholders, styles, and processes

Recognizing ethical, cultural, and social issues related to a particular issue and developing interventions and programs that acknowledge and appropriately address the issue

Provide examples of how competence is assessed in three of the four areas listed. (Limit 300 words)

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1. How do graduating residents demonstrate competence in using epidemiology and biostatistics, including the ability to:

characterize the health of a community;

design and conduct an epidemiological study;

design and operate a surveillance system;

select and conduct appropriate statistical analysis;

design and conduct an outbreak or cluster investigation; and,

translate epidemiological findings into a recommendation for a specific intervention?

Provide examples of how competence is assessed in four of the six areas listed. (Limit 400 words)

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1. How do graduating residents demonstrate competence in managing and administrating, including the ability to:
2. assess data and formulate policy for a given health issue;
3. develop and implement a plan to address a specific health problem;
4. conduct an evaluation or quality assessment based on process and outcome performance measures; and,
5. manage the human and financial resources for the operation of a program or project?

Describe how competence is assessed in each of the areas listed. (Limit 400 words)

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1. How do graduating residents demonstrate competence in providing clinical preventive medicine services, including the ability to:
2. develop, deliver, and implement, under supervision, appropriate clinical services for both individuals and populations; and,
3. evaluate the effectiveness of clinical services for both individuals and populations?

Describe how competence is assessed in each of the areas listed. (Limit 400 words)

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1. How do graduating residents demonstrate competence in practicing occupational and environmental health, including the following?
2. Assessing and responding to individual and population risks for occupational and environmental disorders
3. Assessing safe/unsafe work practices and safeguarding employees and others
4. Managing the health status of individuals who work in diverse settings
5. Managing worker insurance documentation and paperwork for work-related injuries that may arise in numerous work settings
6. Mitigating and managing medical problems of workers
7. Monitoring and surveying workforces and interpreting and monitoring surveillance data for prevention of disease in workplaces and enhancing the health and productivity of workers
8. Recognizing and evaluating potentially hazardous workplace and environmental conditions and recommending controls or programs to reduce exposures and to enhance the health and productivity of workers
9. Recognizing outbreak events of public health significance as they appear in clinical or consultative settings
10. Reporting outcome findings of clinical and surveillance evaluations to affected workers as ethically required and advising management concerning summary results or trends of public health significance

Provide examples of how competence is assessed in five of the nine areas listed. (Limit 500 words)

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1. How do graduating residents demonstrate competence in the following?
2. Developing, implementing, and evaluating the effectiveness of appropriate clinical preventive services for both individuals and populations
3. Designing and conducting health and clinical outcome studies
4. Opening, directing, and closing illness/injury cases
5. Toxicologic and risk assessment principles for the evaluation of hazards

Provide examples of how competence is assessed in three of the four areas listed. (Limit 300 words)

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**Medical Knowledge**

1. How do graduating residents demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care?

Describe how knowledge is evaluated. (Limit 400 words)

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| Click here to enter text. |

How do graduating residents demonstrate knowledge of the core areas, including the following?

Behavioral aspects of health

Biostatistics

Clinical preventive medicine

Environmental health

Epidemiology

Health services administration

Primary, secondary, and tertiary preventive approaches to individual and population-based disease prevention and health promotion

Provide examples of how knowledge is assessed in four of the seven areas listed. (Limit 400 words)

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How do graduating residents demonstrate knowledge of occupational medicine, including in the following?

Clinical occupational medicine

Disability management and work fitness

Environmental health and risk assessment

Hazard recognition, evaluation, and control

Health promotion and clinical prevention

Management and administration

Regulations and government agencies

The concept of sentinel events and how to assemble/work with a team of professionals to evaluate and identify workplace public health causes of injury and illness

Toxicology

Workplace health and surveillance

Provide examples of how knowledge is assessed in six of the 10 areas listed. (Limit 600 words)

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How do graduating residents demonstrate knowledge of public health and in-depth preventive medicine knowledge content areas, including the following?

Biostatistics

Clinical preventive medicine

Environmental health

Epidemiology

Health services administration, public health practice, and managerial medicine

Provide examples of how knowledge is assessed in three of the five areas listed. (Limit 300 words)

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**Practice-based Learning and Improvement**

1. How do graduating residents demonstrate their 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?

Describe how this is evaluated. (Limit 300 words).

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1. How do graduating residents demonstrate they have developed the skills and habits to be able to meet the following goals?
2. Identify strengths, deficiencies, and limits in one’s knowledge and expertise
3. Identify and perform appropriate learning activities
4. Incorporate formative evaluation feedback into daily practice
5. Locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems
6. Participate in the education of patients, patients’ families, students, other residents, and other health professionals
7. Set learning and improvement goals
8. Systematically analyze clinical practice using quality improvement methods, and implement changes with the goal of practice improvement
9. Use information technology to optimize learning

Provide examples of how skills are evaluated in five of the eight areas listed. (Limit 500 words)

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**Interpersonal and Communication Skills**

1. How do graduating residents demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals?

Describe how these skills are evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate their ability to:
2. communicate effectively with patients, patients’ families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
3. communicate effectively with physicians, other health professionals, and health-related agencies;
4. work effectively as a member or leader of a health care team or other professional group;
5. act in a consultative role to other physicians and health professionals; and,
6. maintain comprehensive, timely, and legible medical records?

Provide examples of how skills are evaluated in three of the five areas listed. (Limit 300 words)

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**Systems-based Practice**

1. How do graduating residents demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care?

Describe how these skills are evaluated. (Limit 300 words)

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1. How do graduating residents demonstrate their ability to:
	1. work effectively in various health care delivery settings and systems relevant to their clinical specialty;
	2. coordinate patient care within the health care system relevant to their clinical specialty;
	3. incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
	4. advocate for quality patient care and optimal patient care systems;
	5. work in interprofessional teams to enhance patient safety and improve patient care quality; and,
	6. participate in identifying system errors and implementing potential systems solutions?

Provide examples of how skills are evaluated in four of the six areas listed. (Limit 400 words)

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**Regularly Scheduled Educational Activities**

1. Complete Appendix A, Formal Didactic Sessions by Academic Year, and attach to submission.
2. Is core preventive medicine knowledge offered through a course of study leading to a Master of Public Health (MPH) degree? [ ] YES [ ] NO
	* + - 1. If ‘NO,’ is an equivalent degree required? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

1. How does the program ensure each resident has assigned activities organized into a structured schedule prior to each year of the program? (Limit 400 words)

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1. How does the program ensure courses, rotations, and activities residents attend are recorded and completed by the close of each year of the program. (Limit 300 words)

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1. Does the schedule of didactic activities:

allow for sequential acquisition of knowledge, skills, and competencies throughout clinical, academic/didactic, and practicum experiences? [ ] YES [ ] NO

concurrently integrate courses, rotations, and activities? [ ] YES [ ] NO

include structured sessions? [ ] YES [ ] NO

provide adequate time so that each objective is accomplished? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

1. When do planned practicum and didactic experiences occur? (Limit 400 words)

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**Clinical Experiences**

If the program includes an integrated PGY-1, answer Questions 1-4 below.

If the program does not have an integrated PGY-1, skip to Question 5 below.

* + - 1. Specify the duration (in months where four weeks = one month) for each rotation or experience during the integrated PGY-1.

|  |  |
| --- | --- |
| Critical care | Duration |
| Emergency medicine | Duration |
| Family medicine | Duration |
| Internal medicine | Duration |
| Neurology | Duration |
| Obstetrics and gynecology | Duration |
| Pediatrics | Duration |
| Preventive medicine | Duration |
| Surgery or other surgical specialties | Duration |
| Elective experiences | Duration |

* + - 1. Do all residents have clinical experiences in ambulatory care during the integrated PGY-1?

 [ ] YES [ ] NO

If ‘YES,’ indicate the number of hours of planned ambulatory care experience: enter duration hours

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. Do all residents entering the first year of the categorical preventive medicine program complete each of the rotations indicated in the table above? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. Are elective experiences during the integrated PGY-1 determined by the educational needs of each individual resident? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. How is the educational program structured to allow residents to attain advanced preventive medicine practice competencies in a sequence of continued learning and supervised application of the knowledge, skills, and attitudes of the specialty? (Limit 500 words)

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* + - 1. Does the program include at least two months in a rotation at a governmental public health agency? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 300 words)

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| Click here to enter text. |

* + - 1. If ‘YES’ to Question 7 above, does the experience include the following?

Conducting research for innovative solutions to health problems [ ] YES [ ] NO

Developing policies and plans to support individual and community health efforts [ ] YES [ ] NO

Diagnosing and investigating health problems and health hazards in the community [ ] YES [ ] NO

Enforcing laws and regulations that protect health and ensure safety [ ] YES [ ] NO

Mobilizing community partnerships to identify and solve health problems [ ] YES [ ] NO

Ensuring a competent public health and personal health care workforce [ ] YES [ ] NO

Evaluating the effectiveness, accessibility, and quality of personal and population-based health services [ ] YES [ ] NO

Informing and educating populations about health issues [ ] YES [ ] NO

Linking people to needed personal health services and ensuring the provision of health care when otherwise unavailable [ ] YES [ ] NO

Monitoring health status to identify community health problems [ ] YES [ ] NO

Explain if ‘NO’ to all of the above. (Limit 250 words)

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* + - 1. Does the program include at least six months of rotations in direct patient care that includes provision of preventive diagnostic and therapeutic interventions to patients? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

1. Do residents:
	* + - 1. actively participate in several surveillance or monitoring programs for different types of workforces? [ ] YES [ ] NO
				2. assume progressive responsibility for the clinical and administrative management of individuals? [ ] YES [ ] NO
				3. assume progressive responsibility for the clinical and administrative management of populations or communities? [ ] YES [ ] NO
				4. have adequate supervised time in direct clinical care of workers from numerous employers and employed in more than one work setting? [ ] YES [ ] NO

have opportunities to learn the principles of administration and maintenance of practical workforce and environmental public health programs? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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Appendix A. Formal Didactic Sessions by Academic Year

For each year of the residency, attach (Label: Appendix A.) a list of all scheduled didactic courses (including discussion groups, seminars and conferences, grand rounds, basic science, skills labs, and journal club) at all participating sites to which residents will rotate, using the format below. If attended by residents from multiple years, list in each year but provide a full description *only the first time the site is listed.*

Number sessions **consecutively** from the first year through the final year so that the scheduled didactic sessions can be easily referenced throughout the application. **Be brief and use the outline that follows**.

Year in the Program:

Number: Title:

a) Type of Format (e.g., seminar, conference, discussion groups)

b) Required or elective

c) Brief description (three or four sentences)

d) Frequency, length of session, and total number of sessions

**Example:**

|  |
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| Y-101. Introduction to Preventive Medicinea) Seminarb) Required Y-1c) Survey of contemporary methods and styles of preventive medicine, including approaches to clinical work with minority populations.d) Weekly, for 8 sessions02. Departmental Grand Roundsa) Discussion groupsb) Required, Y-1, Y-2, Y-3; Elective Y-4c) Clinical case presentations, sponsored by each departmental division, followed by discussion and review of contemporary state of knowledge. Format includes resident presentations and discussions with additional faculty discussant.d) Twice monthly, 24 sessions |

If resident attendance will be monitored, explain how this will be accomplished and how feedback will be given regarding non-attendance. (Limit 250 words)

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