



**2024 AAAAI Program Directors Assembly Virtual  
Business Meeting  
April 25, 2024**

**Kelly Stone, MD, PhD**

**Chair, Review Committee for Allergy and Immunology**

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# ACGME Mission

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The mission of the ACGME is to improve health care and population health by assessing and enhancing the quality of resident and fellow physicians' education through advancements in accreditation and education.

*ACGME MISSION, VISION, and VALUES*



# Purpose of ACGME Accreditation

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- Accreditation of Sponsoring Institutions and residency/fellowship programs by the ACGME is a voluntary process of evaluation and review.
- Accreditation benefits the public, protects the interests of residents and fellows, and improves the quality of teaching, learning, research, and professional practice.
- The accreditation processes are designed to evaluate, improve, and publicly recognize Sponsoring Institutions and graduate medical education programs that are in substantial compliance with standards of educational quality established by the ACGME.



# ACGME Accreditation

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The ACGME has a twofold purpose:

1. to establish and maintain accreditation standards that promote the educational quality of residency and fellowship education programs; and,
2. to promote residency/fellowship education that is sensitive to the quality and safety of patient care in an environment that fosters the well-being, learning, and professionalism of residents and fellows.

It is not the intent or purpose of the ACGME to establish numbers of physicians in any specialty.





# ACGME Board and Review Committees

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ACGME Board sets policy and direction

ACGME Board delegates authority to accredit programs/institutions to the review committees

ACGME Board monitors Review/Recognition Committees

- Monitoring Committee

ACGME Board approves:

- Institution/specialty/recognition requirements
- Common program requirements

# Review Committees

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There are 28 specialty Review Committees, including one for transitional year programs.

The Institutional Review Committee reviews and accredits institutions that sponsor graduate medical education programs.

Each Review Committee receives data on all accredited or applicant programs or institutions within its purview, and makes an accreditation status decision on each, annually.



# ACGME Resident/Fellow and Faculty Surveys

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“How does the Review Committee use resident/fellow surveys in determining accreditation decisions?”

- The Committee reviews the program’s trend data from the survey results which includes information for each domain area versus individual questions.
- The Committee issues Areas for Improvement (AFIs) for non-compliance with specific areas from each domain.
- The Committee issues citations for the surveys if the program has received multiple AFIs in a particular domain area.



# RC for Allergy and Immunology Members

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- Kelly D. Stone, MD (*Chair*)
- Kathleen R. May, MD (*Vice Chair*)
- Andrea Apter, MD
- Theresa Bingemann, MD
- Omar Elsayed-Ali, MD\* (*Resident Member*)
- Merritt Fajt, MD
- Lisa Kobrynski, MD\*
- Diane Neefe, MS (*Public Member*)
- Michael Nelson, MD (*Ex-officio ABAI*)
- Princess Ogbogu, MD
- Rebecca Scherzer, MD

\*Term ends June 30, 2024

- RC members are not allowed to discuss RC activities, accreditation decisions
- RC Members are nominated by AAAAI, ABAI, AMA





# Incoming RC-Allergy and Immunology Members

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Christopher Chang, MD

- Memorial Healthcare System – Hollywood, FL

Gabriel Mendoza, MD  
(Resident Member)

- University of Washington Graduate Medical Education Seattle Children's Hospital – Seattle, WA

Terms begin:  
July 1, 2024



# Discussion Topics

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## Shaping GME: The Future of Allergy and Immunology



# Shaping GME: The Future of Allergy and Immunology

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- Program Requirements revised every 10 years.
- In 2017, the ACGME re-envisioned the process by which this is done and piloted a new approach within the specialty of internal medicine.
- The new process: think rigorously and creatively about what the specialty will look like in the future prior to proposing any revisions, recognizing the future is marked with significant uncertainty
  - Scenario-based strategic planning, November 27-29, 2023, in Chicago, IL (48 attendees)
  - Structured interviews with influencers, early career allergists, and patients (>30 total)
  - Writing group (composed of Review Committee members and ACGME Board members, including public members), with feedback from the specialty community
- Initiate process for incorporating elements of CBME into revised PRs
- Initial themes are currently out for public comment



# ACGME's Online Learning Portal

## Learn at ACGME Redesign Coming Soon!

Visit [dl.acgme.org](https://dl.acgme.org) or scan the QR code.



Have a question or need assistance? Contact us!

[desupport@acgme.org](mailto:desupport@acgme.org)

The screenshot shows the ACGME online learning portal homepage. At the top, there is a navigation bar with the ACGME logo, a search bar, and links for Home, Browse Content, GME Roles, Featured Topics, Annual Educational Conference, Sign-In, and Create an Account. The main header area features the text "Achieve Excellence in GME." and a sub-header: "We offer Faculty Development in Assessment and Evaluation, the Basics of ACGME Accreditation, and more. Connect with others in the graduate medical education community by joining a role- or topic-based discussion forum." Below this is a search bar with the placeholder text "Browse our content". The "Featured Topics" section includes four cards: "Accreditation" (with a blue cross icon), "ACGME Equity Matters™" (with a purple globe icon), "Faculty Development" (with a white tablet icon), and "Well-Being" (with a green leaf icon). Each card has a brief description of the content.

# Remediation Toolkit

## If You Build It, They Will Come:

### Designing a Centralized Remediation Program

Karen M. Warburton, MD, FACP, FASN  
Associate Professor of Medicine  
Director, Clinician Wellness Program  
Director, GME Advancement  
University of Virginia School of Medicine



- 11 modules authored by **renowned experts** in the field.
- Equips participants with tools for **addressing needs of struggling learners**.
- **CME** offered after completion.

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

# Faculty Development Toolkit: Improving Assessment Using Direct Observation

- Faculty development materials around **direct observation and feedback**
  - Evidence-based **video prompts**
  - Answer keys and **facilitator guides**
- **Microlearning** lessons with associated slides and guides

The screenshot shows the LEARN at ACGME website interface. At the top, there is a navigation bar with links for Home, Overview, Microlearning, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, Questions and Feedback, and a LOGIN button. The main content area features a large blue banner for the 'Faculty Development Toolkit' with the subtitle 'Improving Assessment Using Direct Observation'. Below the banner, there is a video player showing a scene with a doctor and a patient. To the right of the video player, there are two smaller video thumbnails: 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation' and 'Navigation Faculty Development Toolkit: Improving Assessment Using Direct Observation'.

The screenshot shows the 'Counseling Videos' page. It features three columns of video thumbnails, each with a title and a brief description of the video content. Below each video thumbnail, there are links for 'Video A', 'Video B', and 'Video C', along with 'Answer Key' links.

Hyperlipidemia	Back Pain	Constipation
<p>Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.</p> <p><a href="#">Video A (4:37)</a> <a href="#">Answer Key</a>  <a href="#">Video B (7:10)</a> <a href="#">Answer Key</a>  <a href="#">Video C (13:48)</a> <a href="#">Answer Key</a></p>	<p>Resident counsels a 42-year-old male with severe acute low back pain and sciatica with a normal neurologic exam. The patient has not tried any conservative measures. In the video there is an opportunity to discuss diagnosis and management and address patient request for MRI and narcotics.</p> <p><a href="#">Video A (3:15)</a> <a href="#">Answer Key</a>  <a href="#">Video B (7:53)</a> <a href="#">Answer Key</a>  <a href="#">Video C (11:37)</a> <a href="#">Answer Key</a></p>	<p>Resident counsels a 49-year-old healthy woman with worsening constipation for three months. The patient has episodic hematochezia and a hemorrhoid was found during a rectal exam. The patient's paternal grandfather had late-onset colon cancer.</p> <p><a href="#">Video A (5:30)</a> <a href="#">Answer Key</a>  <a href="#">Video B (9:02)</a> <a href="#">Answer Key</a>  <a href="#">Video C (11:31)</a> <a href="#">Answer Key</a></p>

# ACGME RC-Allergy and Immunology Staff

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## ACGME Leadership

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