

# **ACGME Program Requirements for Graduate Medical Education in Pediatric Radiology**

**One-year Common Program Requirements are in BOLD**

Effective: July 1, 2010

## **Introduction**

**Int.A. Residency and fellowship programs are essential dimensions of the transformation of the medical student to the independent practitioner along the continuum of medical education. They are physically, emotionally, and intellectually demanding, and require longitudinally-concentrated effort on the part of the resident or fellow.**

**The specialty education of physicians to practice independently is experiential, and necessarily occurs within the context of the health care delivery system. Developing the skills, knowledge, and attitudes leading to proficiency in all the domains of clinical competency requires the resident and fellow physician to assume personal responsibility for the care of individual patients. For the resident and fellow, the essential learning activity is interaction with patients under the guidance and supervision of faculty members who give value, context, and meaning to those interactions. As residents and fellows gain experience and demonstrate growth in their ability to care for patients, they assume roles that permit them to exercise those skills with greater independence. This concept—graded and progressive responsibility—is one of the core tenets of American graduate medical education. Supervision in the setting of graduate medical education has the goals of assuring the provision of safe and effective care to the individual patient; assuring each resident's and fellow's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.**

**Int. B. Definition and Scope of the Subspecialty**

**Int.B.1. Diagnostic radiology subspecialty fellowship programs are designed to develop advanced knowledge and skills in a specific clinical area. The program design and/or structure must be approved by the Review Committee as part of the regular review process.**

**Int.B.2. The educational program in diagnostic radiology subspecialties must be at least 12 months in length.**

**Int.B.3. The program should provide education in multimodality imaging of pediatric patients and include learning the unique knowledge, techniques, communications and interpersonal skills to meet the needs of infants, children, adolescents and young adults with both acute and chronic conditions. At the completion of the fellowship year, the fellow can be expected to apply his or her knowledge to appropriately image both the common and rare pediatric diseases in a safe environment directed to the**

special needs of those served. Pediatric radiologists function as expert diagnosticians, consultants, and clinicians.

Int.B.4. The program should provide fellows with an organized, comprehensive and supervised educational experience in pediatric imaging, to include radiography, computed tomography, ultrasonography, vascular interventional techniques, nuclear radiology including positron emission tomography, magnetic resonance imaging, and any other imaging modality customarily included within the specialty.

## **I. Institutions**

### **I.A. Sponsoring Institution**

**One sponsoring institution must assume ultimate responsibility for the program, as described in the Institutional Requirements, and this responsibility extends to fellow assignments at all participating sites.**

**The sponsoring institution and the program must ensure that the program director has sufficient protected time and financial support for his or her educational and administrative responsibilities to the program.**

### **I.B. Participating Sites**

**I.B.1. There must be a program letter of agreement (PLA) between the program and each participating site providing a required assignment. The PLA must be renewed at least every five years.**

**The PLA should:**

- I.B.1.a) identify the faculty who will assume both educational and supervisory responsibilities for fellows;**
- I.B.1.b) specify their responsibilities for teaching, supervision, and formal evaluation of fellows, as specified later in this document;**
- I.B.1.c) specify the duration and content of the educational experience; and,**
- I.B.1.d) state the policies and procedures that will govern fellow education during the assignment.**

**I.B.2. 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 Accreditation Council for Graduate Medical Education (ACGME) Accreditation Data System (ADS).**

**I.B.3. A pediatric radiology fellowship program should be accredited in institutions that either sponsor a residency education program in**

diagnostic radiology accredited by the ACGME or are integrated by formal agreement into such programs. Close cooperation between the fellowship and residency program directors is required. An exception to the above is a pediatric radiology fellowship which is structured in a free standing children's hospital.

- I.B.3.a) A pediatric radiology program is considered free standing when it is not necessarily administratively linked to an accredited core residency program in diagnostic radiology.

## II. Program Personnel and Resources

### II.A. Program Director

- II.A.1. There must be a single program director with authority and accountability for the operation of the program. The sponsoring institution's GMEC must approve a change in program director. After approval, the program director must submit this change to the ACGME via the ADS.**
- II.A.1.a) The program director should spend at least 80% of his/her professional time in pediatric radiology, and devote sufficient time to fulfill all responsibilities inherent to meeting the educational goals of the program.
- II.A.2. Qualifications of the program director must include:**
- II.A.2.a) requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee;**
- II.A.2.b) current certification in the specialty by the American Board of Radiology, or specialty qualifications that are acceptable to the Review Committee;**
- II.A.2.c) current medical licensure and appropriate medical staff appointment.**
- II.A.2.d) current subspecialty certification;
- II.A.2.e) post-residency experience in the subspecialty area, including fellowship training, or five years of practice experience in the subspecialty for those subspecialties in which no certification is offered; and,
- II.A.2.f) possession of the Certificate of Added Qualifications.
- II.A.3. The program director must administer and maintain an educational environment conducive to educating the fellows in each of the ACGME competency areas. The program director must:**

- II.A.3.a) prepare and submit all information required and requested by the ACGME;**
- II.A.3.b) be familiar with and oversee compliance with ACGME and Review Committee policies and procedures as outlined in the ACGME Manual of Policies and Procedures;**
- II.A.3.c) obtain review and approval of the sponsoring institution's GMEC/DIO before submitting to the ACGME information or requests for the following:**
  - II.A.3.c).(1) all applications for ACGME accreditation of new programs;**
  - II.A.3.c).(2) changes in fellow complement;**
  - II.A.3.c).(3) major changes in program structure or length of training;**
  - II.A.3.c).(4) progress reports requested by the Review Committee;**
  - II.A.3.c).(5) responses to all proposed adverse actions;**
  - II.A.3.c).(6) requests for increases or any change to fellow duty hours;**
  - II.A.3.c).(7) voluntary withdrawals of ACGME-accredited programs;**
  - II.A.3.c).(8) requests for appeal of an adverse action; and,**
  - II.A.3.c).(9) appeal presentations to a Board of Appeal or the ACGME.**
- II.A.3.d) obtain DIO review and co-signature on all program information forms, as well as any correspondence or document submitted to the ACGME that addresses:**
  - II.A.3.d).(1) program citations, and/or**
  - II.A.3.d).(2) request for changes in the program that would have significant impact, including financial, on the program or institution.**
- II.A.3.e) evaluate the fellow at least quarterly, and provide written feedback at a formal semiannual meeting with the fellow;**
- II.A.3.f) select and supervise the fellows and work to comply with departmental, institutional, and ACGME guidelines concerning fellowship issues;**

- II.A.3.g) work with the faculty to organize, continuously evaluate and improve the fellowship educational program; and,
- II.A.3.h) ensure that goals and objectives of specific rotations are distributed to fellows and faculty. Subspecialty conferences, interactive case-based conferences, lectures, seminars, research conferences should be scheduled regularly.

## **II.B. Faculty**

- II.B.1. There must be a sufficient number of faculty with documented qualifications to instruct and supervise all fellows.**
- II.B.2. The faculty must devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities and demonstrate a strong interest in the education of fellows.**
- II.B.3. The physician faculty must have current certification in the specialty by the American Board of Radiology, or possess qualifications acceptable to the Review Committee.**
- II.B.3.a) The pediatric radiology faculty must include, in addition to the program director, a minimum of one full-time pediatric radiologist. If experienced in imaging pediatric patients, subspecialty radiologists (i.e., neuroradiology, musculoskeletal, cardiothoracic, vascular/interventional) may also be members of the faculty.
- II.B.3.b) A ratio of at least one pediatric radiologist for every subspecialty fellow is essential to provide adequate opportunity for teaching and supervision. Pediatric radiology faculty members should supervise special imaging, such as ultrasound, cardiac, interventional radiology, nuclear radiology, computed tomography, and magnetic resonance.
- II.B.3.c) The faculty should regularly participate in clinical discussions, journal clubs, clinical multi-disciplinary conferences, and research conferences.
- II.B.4. The physician faculty must possess current medical licensure and appropriate medical staff appointment.**

## **II.C. Other Program Personnel**

**The institution and the program must jointly ensure the availability of all necessary professional, technical, and clerical personnel for the effective administration of the program.**

- II.C.1. The program coordinator must devote sufficient time to support the administration and educational conduct of the program.

## **II.D. Resources**

**The institution and the program must jointly ensure the availability of adequate resources for fellow education, as defined in the specialty program requirements.**

II.D.1. The program must have appropriate facilities and space for the education of the fellows. There must be adequate study space, conference space and access to computers.

II.D.2. There should be an ACGME-accredited pediatric residency program, as well as pediatric medical and surgical subspecialty programs, to provide an appropriate patient population and educational resources, in the institution. In addition to full-time pediatricians, there should be one or more pediatric surgeons, one or more pediatric pathologists, as well as a broad range of pediatric medical and surgical subspecialists.

### **II.E. Medical Information Access**

**Fellows must have ready access to specialty-specific and other appropriate reference material in print or electronic format. Electronic medical literature databases with search capabilities should be available.**

## **III. Fellow Appointments**

### **III.A. Eligibility Criteria**

**Each fellow must successfully complete an ACGME-accredited specialty program and/or meet other eligibility criteria as specified by the Review Committee. The program must document that each fellow has met the eligibility criteria.**

III.A.1. Prerequisite training for entry into the fellowship program should include the satisfactory completion of a diagnostic radiology residency program accredited by the ACGME or the Royal College of Physicians and Surgeons of Canada.

### **III.B. Number of Fellows**

**The program director may not appoint more fellows than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements. The program's educational resources must be adequate to support the number of fellows appointed to the program.**

III.B.1. The presence of other learners (including residents from other specialties subspecialty fellows, PhD students, and nurse practitioners) in the program must not interfere with the appointed fellows' education.

III.B.2. The fellows must not dilute or detract from the educational opportunities available to residents in the core diagnostic radiology residency program.

- III.B.3. Lines of responsibilities for the diagnostic radiology residents and the subspecialty fellow must be clearly defined.
- III.B.4. The fellowship program should have close interaction with a diagnostic radiology residency program. It is strongly encouraged that fellows should have shared experience with residents in general pediatrics and with fellows in the pediatric-related subspecialties (i.e., surgery, pathology, neonatology, general pediatrics, and adolescent medicine) and cardiology; where appropriate, expert faculty in these disciplines should supervise and teach the fellows.

#### **IV. Educational Program**

##### **IV.A. The curriculum must contain the following educational components:**

**IV.A.1. Skills and competencies the fellow will be able to demonstrate at the conclusion of the program. The program must distribute these skills and competencies to fellows and faculty annually, in either written or electronic form. These skills and competencies should be reviewed by the fellow at the start of each rotation;**

##### **IV.A.2. ACGME Competencies**

**The program must integrate the following ACGME competencies into the curriculum:**

##### **IV.A.2.a) Patient Care**

**Fellows must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Fellows:**

- IV.A.2.a).(1) must have the opportunity to provide consultation with referring physicians or services;
- IV.A.2.a).(2) should have a clearly defined role in educating diagnostic residents, and if appropriate, medical students and other professional personnel, in the care and management of patients;
- IV.A.2.a).(3) must follow standards of care for practicing in a safe environment, attempt to reduce errors, and improve patient outcomes;
- IV.A.2.a).(4) must apply low dose radiation techniques for both adults and children;
- IV.A.2.a).(5) must have the opportunity to perform and interpret all exams and/or invasive studies under close, graded responsibility and supervision; and,

IV.A.2.a).(6) must assume direct and progressive responsibility in pediatric imaging as they advance through training. This training must culminate in sufficiently independent responsibility for clinical decision making such that the program is assured that the graduating resident has achieved the ability to execute sound clinical judgment.

**IV.A.2.b) Medical Knowledge**

**Fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Fellows:**

IV.A.2.b).(1) must demonstrate a level of expertise in the knowledge of those areas appropriate for a radiologist specialist;

IV.A.2.b).(2) must be educated in low dose radiation techniques for both adults and children, and learn how to prevent and/or treat complications of contrast administration;

IV.A.2.b).(3) should develop skills in preparing and presenting educational material for medical students, graduate medical staff, and allied health personnel;

IV.A.2.b).(3).(a) Specifically, fellows must be involved in teaching conferences for medical students, radiology residents, other residents rotating on the pediatric radiology service, and other health professional training programs.

IV.A.2.b).(4) must utilize appropriate imaging as it is applied to congenital, developmental or acquired diseases of the newborn, infant, child, and adolescent that are basic to the practice of pediatrics; and,

IV.A.2.b).(5) must interpret imaging studies of the pediatric patient with awareness of normals, normal variants, and typical imaging findings of pediatric diseases and congenital malformations.

**IV.A.2.c) Practice-based Learning and Improvement**

**Fellows are expected to develop skills and habits to be able to meet the following goals:**

**IV.A.2.c).(1) systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement; and,**

**IV.A.2.c).(2) locate, appraise, and assimilate evidence from**

**scientific studies related to their patients' health problems.**

**IV.A.2.d) 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.**

IV.A.2.d).(1) Fellows must communicate effectively with patients, parents, colleagues, referring physicians, and other members of the health care team concerning imaging and procedure appropriateness, informed consent, safety issues, and the results of imaging tests or procedures. Competence in oral communication must be judged through direct observation. Competence in written communication must be judged on the basis of the quality and timeliness of dictated reports.

IV.A.2.d).(2) Fellows should learn techniques that improve understanding of age-appropriate behaviors for the pediatric patient, and sensitivity to the needs of parents and patients.

IV.A.2.d).(3) The program curriculum should include learning techniques that improve understanding of cultural, economic and intellectual/educational differences.

IV.A.2.d).(4) Fellows should help plan and present conferences. Fellows must attend a minimum of three departmental or interdepartmental conferences per week dedicated to pediatric radiology, which may include rounds with pediatric services.

**IV.A.2.e) Professionalism**

**Fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.**

Fellows must demonstrate:

IV.A.2.e).(1) compassion, integrity, and respect for others;

IV.A.2.e).(2) responsiveness to patient needs;

IV.A.2.e).(3) respect for patient privacy and autonomy;

IV.A.2.e).(4) accountability to patients, society and the profession;

IV.A.2.e).(5) sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; and,

IV.A.2.e).(6) compliance with institutional and departmental policies (HIPAA, the Joint Commission, patient safety, infection control, etc).

**IV.A.2.f) Systems-based Practice**

**Fellows must 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.**

IV.A.2.f).(1) Fellows are expected to work in interprofessional teams to enhance patient safety and improve patient care quality.

IV.A.2.f).(2) Fellows are expected to participate in identifying system errors and implementing potential systems solutions.

IV.A.3. Curriculum Organization and Fellow Experiences

IV.A.3.a) The pediatric radiology program should provide rotations in chest, body imaging, GI/GU imaging, emergency call, ultrasound, musculoskeletal, nuclear medicine, fluoroscopy, vascular/interventional, neuroradiology, cardiology and fetal imaging. Rotations may have different lengths and designated rotations should be designed by the program director with the faculty.

IV.A.3.b) At the discretion of the program director, each fellow may elect to take up to three months of training in a subspecialty area of pediatric radiology.

IV.A.3.c) Fellows must participate on a regular basis in scheduled conferences. Conferences must provide for progressive fellow participation. Scheduled presentations by fellows should be encouraged. These conferences should include:

IV.A.3.c).(1) intradepartmental conferences;

IV.A.3.c).(2) departmental grand rounds;

IV.A.3.c).(3) at least one interdisciplinary conference per week; and,

IV.A.3.c).(4) peer-review case conferences and/or morbidity and mortality conferences.

IV.A.3.d) Fellows should attend and participate in local conferences and at least one national meeting or post graduate course in the subspecialty while in training. Participation in local or national subspecialty societies should be encouraged. Reasonable expenses should be reimbursed.

IV.A.3.e) Fellows must attend didactic conferences directed to the level of the fellow that provide formal review of the topics in the specialty curriculum. These conferences should occur at least twice a month.

#### **IV.B. Fellows' Scholarly Activities**

IV.B.1. The program must provide instruction in the fundamentals of experimental design, performance, and interpretation of results.

IV.B.2. All fellows must engage in a scholarly project. This project may take the form of laboratory research, clinical research, analysis of disease processes, imaging techniques or practice management issues. The results of such projects must be submitted for publication or presented at departmental, institutional, local, regional, national or international meetings.

### **V. Evaluation**

#### **V.A. Fellow Evaluation**

##### **V.A.1. Formative Evaluation**

**V.A.1.a) The faculty must evaluate fellow performance in a timely manner.**

**V.A.1.b) The program must:**

**V.A.1.b).(1) provide objective assessments of competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice;**

**V.A.1.b).(2) use multiple evaluators (e.g., faculty, peers, patients, self, and other professional staff); and,**

**V.A.1.b).(3) provide each fellow with documented semiannual evaluation of performance with feedback.**

V.A.1.b).(3).(a) The program must ensure that there is at least a quarterly review which should include:

V.A.1.b).(3).(a).(i) review of faculty evaluations of the fellow;

- V.A.1.b).(3).(a).(ii) review of the procedure log;
- V.A.1.b).(3).(a).(iii) documentation of compliance with institutional and departmental policies (HIPAA, the Joint Commission, patient safety, infection control, etc.); and,
- V.A.1.b).(3).(a).(iv) review of procedural competencies or other simulation learning.

**V.A.1.c) The evaluations of fellow performance must be accessible for review by the fellow, in accordance with institutional policy.**

**V.A.2. Summative Evaluation**

**The program director must provide a summative evaluation for each fellow upon completion of the program. This 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. This evaluation must:**

- V.A.2.a) document the fellow's performance during their education, and
- V.A.2.b) verify that the fellow has demonstrated sufficient competence to enter practice without direct supervision.

**V.B. Faculty Evaluation**

- V.B.1. **At least annually, the program must evaluate faculty performance as it relates to the educational program.**
- V.B.2. **These evaluations should include a review of the faculty's clinical teaching abilities, commitment to the educational program, clinical knowledge, professionalism, and scholarly activities.**
- V.B.3. These evaluations must include a written confidential evaluation by the fellows. Faculty must receive annual feedback from these evaluations.

**V.C. Program Evaluation and Improvement**

- V.C.1. **The program must document formal, systematic evaluation of the curriculum at least annually. The program must monitor and track each of the following areas:**
  - V.C.1.a) fellow performance, and
  - V.C.1.b) faculty development.
- V.C.2. **If deficiencies are found, the program should prepare a written plan of action to document initiatives to improve performance in the**

**areas listed in section V.C.1. The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes.**

V.C.3. As one measure of a program's quality, the Review Committee will consider the performance of its graduates on the examination of the American Board of Radiology for the Certificate of Added Qualifications in Pediatric Radiology. All eligible program graduates should take the examination.

## **VI. Fellow Duty Hours in the Learning and Working Environment**

### **VI.A. Professionalism, Personal Responsibility, and Patient Safety**

**VI.A.1. Programs and sponsoring institutions must educate fellows and faculty members concerning the professional responsibilities of physicians to appear for duty appropriately rested and fit to provide the services required by their patients.**

**VI.A.2. The program must be committed to and responsible for promoting patient safety and fellow well-being in a supportive educational environment.**

**VI.A.3. The program director must ensure that fellows are integrated and actively participate in interdisciplinary clinical quality improvement and patient safety programs.**

**VI.A.4. The learning objectives of the program must:**

**VI.A.4.a) be accomplished through an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events; and,**

**VI.A.4.b) not be compromised by excessive reliance on fellows to fulfill non-physician service obligations.**

**VI.A.5. The program director and sponsoring institution must ensure a culture of professionalism that supports patient safety and personal responsibility. Fellows and faculty members must demonstrate an understanding and acceptance of their personal role in the following:**

**VI.A.5.a) assurance of the safety and welfare of patients entrusted to their care;**

**VI.A.5.b) provision of patient- and family-centered care;**

**VI.A.5.c) assurance of their fitness for duty;**

**VI.A.5.d) management of their time before, during, and after clinical assignments;**

- VI.A.5.e) recognition of impairment, including illness and fatigue, in themselves and in their peers;
- VI.A.5.f) attention to lifelong learning;
- VI.A.5.g) the monitoring of their patient care performance improvement indicators; and,
- VI.A.5.h) honest and accurate reporting of duty hours, patient outcomes, and clinical experience data.
- VI.A.6. All fellows and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. Physicians must recognize that under certain circumstances, the best interests of the patient may be served by transitioning that patient's care to another qualified and rested provider.
- VI.B. Transitions of Care
  - VI.B.1. Programs must design clinical assignments to minimize the number of transitions in patient care.
  - VI.B.2. Sponsoring institutions and programs must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety.
  - VI.B.3. Programs must ensure that fellows are competent in communicating with team members in the hand-over process.
  - VI.B.4. The sponsoring institution must ensure the availability of schedules that inform all members of the health care team of attending physicians and fellows currently responsible for each patient's care.
- VI.C. Alertness Management/Fatigue Mitigation
  - VI.C.1. The program must:
    - VI.C.1.a) educate all faculty members and fellows to recognize the signs of fatigue and sleep deprivation;
    - VI.C.1.b) educate all faculty members and fellows in alertness management and fatigue mitigation processes; and,
    - VI.C.1.c) adopt fatigue mitigation processes to manage the potential negative effects of fatigue on patient care and learning, such as naps or back-up call schedules.
  - VI.C.2. Each program must have a process to ensure continuity of patient care in the event that a fellow may be unable to perform his/her patient care duties.

**VI.C.3.** The sponsoring institution must provide adequate sleep facilities and/or safe transportation options for fellows who may be too fatigued to safely return home.

**VI.D. Supervision of Fellows**

**VI.D.1.** In the clinical learning environment, each patient must have an identifiable, appropriately-credentialed and privileged attending physician (or licensed independent practitioner as approved by each Review Committee) who is ultimately responsible for that patient's care.

**VI.D.1.a)** This information should be available to fellows, faculty members, and patients.

**VI.D.1.b)** Fellows and faculty members should inform patients of their respective roles in each patient's care.

**VI.D.2.** The program must demonstrate that the appropriate level of supervision is in place for all fellows who care for patients.

Supervision may be exercised through a variety of methods. Some activities require the physical presence of the supervising faculty member. For many aspects of patient care, the supervising physician may be a more advanced fellow. Other portions of care provided by the fellow can be adequately supervised by the immediate availability of the supervising faculty member or fellow physician, either in the institution, or by means of telephonic and/or electronic modalities. In some circumstances, supervision may include post-hoc review of fellow-delivered care with feedback as to the appropriateness of that care.

**VI.D.3. Levels of Supervision**

To ensure oversight of fellow supervision and graded authority and responsibility, the program must use the following classification of supervision:

**VI.D.3.a)** Direct Supervision – the supervising physician is physically present with the fellow and patient.

**VI.D.3.b)** Indirect Supervision:

**VI.D.3.b).(1)** with direct supervision immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide Direct Supervision.

**VI.D.3.b).(2)** with direct supervision available – the supervising physician is not physically present within the hospital

or other site of patient care, but is immediately available by means of telephonic and/or electronic modalities, and is available to provide Direct Supervision.

**VI.D.3.c) Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered.**

**VI.D.4. 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.**

**VI.D.4.a) The program director must evaluate each fellow’s abilities based on specific criteria. When available, evaluation should be guided by specific national standards-based criteria.**

**VI.D.4.b) Faculty members functioning as supervising physicians should delegate portions of care to fellows, based on the needs of the patient and the skills of the fellows.**

**VI.D.4.c) Fellows should serve in a supervisory role of residents or junior fellows in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual fellow.**

**VI.D.5. Programs must set guidelines for circumstances and events in which fellows must communicate with appropriate supervising faculty members, such as the transfer of a patient to an intensive care unit, or end-of-life decisions.**

**VI.D.5.a) Each fellow must know the limits of his/her scope of authority, and the circumstances under which he/she is permitted to act with conditional independence.**

**VI.D.6. Faculty supervision assignments should be of sufficient duration to assess the knowledge and skills of each fellow and delegate to him/her the appropriate level of patient care authority and responsibility.**

**VI.E. Clinical Responsibilities**

**The clinical responsibilities for each fellow must be based on PGY-level, patient safety, fellow education, severity and complexity of patient illness/condition and available support services.**

**VI.F. Teamwork**

**Fellows must care for patients in an environment that maximizes effective communication. This must include the opportunity to work as a member of**

effective interprofessional teams that are appropriate to the delivery of care in the specialty.

**VI.G. Fellow Duty Hours**

**VI.G.1. Maximum Hours of Work per Week**

Duty hours must be limited to 80 hours per week, averaged over a four-week period, inclusive of all in-house call activities and all moonlighting.

**VI.G.1.a) Duty Hour Exceptions**

A Review Committee may grant exceptions for up to 10% or a maximum of 88 hours to individual programs based on a sound educational rationale.

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

**VI.G.1.a).(1) In preparing a request for an exception the program director must follow the duty hour exception policy from the ACGME Manual on Policies and Procedures.**

**VI.G.1.a).(2) Prior to submitting the request to the Review Committee, the program director must obtain approval of the institution's GMEC and DIO.**

**VI.G.2. Moonlighting**

**VI.G.2.a) Moonlighting must not interfere with the ability of the fellow to achieve the goals and objectives of the educational program.**

**VI.G.2.b) Time spent by fellows in Internal and External Moonlighting (as defined in the ACGME Glossary of Terms) must be counted towards the 80-hour Maximum Weekly Hour Limit.**

**VI.G.3. Mandatory Time Free of Duty**

Fellows must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks). At-home call cannot be assigned on these free days.

**VI.G.4. Maximum Duty Period Length**

Duty periods of fellows may be scheduled to a maximum of 24 hours of continuous duty in the hospital. Programs must encourage fellows to use alertness management strategies in the context of patient care responsibilities. Strategic napping, especially after 16

**hours of continuous duty and between the hours of 10:00 p.m. and 8:00 a.m., is strongly suggested.**

**VI.G.4.a) It is essential for patient safety and fellow education that effective transitions in care occur. Fellows may be allowed to remain on-site in order to accomplish these tasks; however, this period of time must be no longer than an additional four hours.**

**VI.G.4.b) Fellows must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty.**

**VI.G.4.c) In unusual circumstances, fellows, on their own initiative, may remain beyond their scheduled period of duty to continue to provide care to a single patient. Justifications for such extensions of duty are limited to reasons of required continuity for a severely ill or unstable patient, academic importance of the events transpiring, or humanistic attention to the needs of a patient or family.**

**VI.G.4.c).(1) Under those circumstances, the fellow must:**

**VI.G.4.c).(1).(a) appropriately hand over the care of all other patients to the team responsible for their continuing care; and,**

**VI.G.4.c).(1).(b) document the reasons for remaining to care for the patient in question and submit that documentation in every circumstance to the program director.**

**VI.G.4.c).(2) The program director must review each submission of additional service, and track both individual fellow and program-wide episodes of additional duty.**

**VI.G.5. Minimum Time Off between Scheduled Duty Periods**

**VI.G.5.a) Fellows must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods.**

Fellows in the subspecialties of diagnostic radiology are considered to be in the final years of education.

**VI.G.5.a).(1) This preparation must occur within the context of the 80-hour, maximum duty period length, and one-day-off-in-seven standards. While it is desirable that fellows have eight hours free of duty between scheduled duty periods, there may be circumstances when these fellows must stay on duty to care for their patients or return to the hospital with fewer than eight**

