

#### IV. Educational Program

##### A. Curriculum components

1. Overall educational goals
2. Competency-based goals and objectives for each assignment
3. Didactic sessions
4. Delineation of resident responsibilities

##### Common Program Requirement:

<p>A. <i>The curriculum must contain the following educational components:</i></p> <ol style="list-style-type: none"><li>1. <i>Overall educational goals for the program, which the program must distribute to residents and faculty annually;</i></li><li>2. <i>Competency-based goals and objectives for each assignment at each educational level, which the program must distribute to residents and faculty annually, in either written or electronic form. These should be reviewed by the resident at the start of each rotation;</i></li><li>3. <i>Regularly scheduled didactic sessions;</i></li><li>4. <i>Delineation of resident responsibilities for patient care, progressive responsibility for patient management, and supervision of residents over the continuum of the program; and,</i></li></ol>
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- **Documentation for overall educational goals:** The written educational goals should be available for site visitor review either as a separate document or as part of a Program Handbook. Verification that residents review the learning objectives will be accomplished through the resident survey (see survey question below) as well as site visitor interviews as needed.

##### Resident Survey Question:

<p>9. <i>Has your program provided you access to, either by hard copy or electronically, written goals and objectives for the program overall?</i></p>
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- **Documentation for competency-based goals and objectives:** Some Review Committees require that the program director attach a sample (e.g., competency-based goals and objectives for one rotation) to the PIF. During the site visit the site visitor may ask for samples of the goals and objectives for other assignments. Inclusion of these goals and objectives in a well-organized Program Handbook, while not required, will simplify this documentation requirement. Verification that residents review the learning objectives will be accomplished through the resident survey (see survey question below) as well as site visitor interviews as needed.

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Resident Survey Question:

*10. Has your program provided you access to, either by hard copy or electronically, written goals and objectives for each rotation and major assignment?*

- **Documentation for didactic sessions:** This may include conference schedules, handouts, session evaluations, or attendance records. (Check specialty-specific program requirements.) These documents should be available for review during the site visit. Site visitors will verify the information through the resident survey (see survey questions below) as well as interviews as needed.

A confusing issue is how much attendance is 'enough.' Most Review Committees do not specify numerical requirements, although there are exceptions; check section IV.A.3 of the specialty-specific requirements. Common sense dictates that a large percentage of residents and teaching faculty should attend and that for sessions where attendance is required, the schedule be free of conflicts for the largest percentage of people as possible. Regular evaluations (paper or verbal) of such sessions, while not required, will help the program director remain up-to-date on needs and perceptions of faculty and residents.

Resident Survey Questions:

3. *Do your faculty members regularly participate in organized clinical discussions?*
4. *Do your faculty members regularly participate in rounds?*
5. *Do your faculty members regularly participate in journal clubs?*
6. *Do your faculty members regularly participate in conferences?*

- **Documentation for resident responsibilities:** Documentation may consist of written information for each rotation or assignment and the supervision policy. Verification will occur through the resident survey (see survey questions below). Site visitors will review samples of this information.

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Resident Survey Questions:

*2. Do the faculty spend sufficient time SUPERVISING the residents/fellows in your program?*

*19. Do your rotations and other major assignments emphasize clinical education over any other concerns, such as fulfilling service obligations?*