



Perspectives from Accreditation: Accreditation Council for Graduate Medical Education

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Physician Accreditation

- Accreditation provides an assurance function to the public
 - ACGME: That the program which trains the physicians meets standards consistent with confidence that the trainee is competent
 - ABMS member boards: That this individual who has completed training in a qualifying program is personally capable of practicing competently
- Licensure is another level of assurance and provides a lever to ensure continued professional behavior



Accreditation provides a lever

- ACGME accreditation is associated with payments for resident education
- Training in an ACGME accredited program is necessary for specialty board certification for the individual physician
- Non-compliance has significant consequences for institutions that do not meet requirements



Workforce diversity matters in the elimination of healthcare disparities

- Eliminating healthcare disparities is consistent with ACGME's mission to **improve health care and population health** by assessing and enhancing the quality of resident physicians' education through advancements in accreditation and **education**
- ACGME envisions a health care system where the quadruple aim has been realized, aspiring to advance a transformed system of GME with global reach that is immersed in evidence-based, data-driven, clinical learning and care environments defined by excellence in clinical care, safety, cost effectiveness, professionalism, and **diversity and inclusion**
- Educating physicians who are more likely to serve underserved patients and locate in minority communities increases health care access and improves trust, communication and outcomes for those most at risk for health disparities

ACGME EQUITY MATTERS

A Continuous Learning and Process
Improvement Initiative in DEI for the GME
Community

Modules on the fundamentals of
DEI and Antiracism will be available
at [Learn@ACGME](#) in Q2 2022



EQUITYMATTERS



ACGME actions

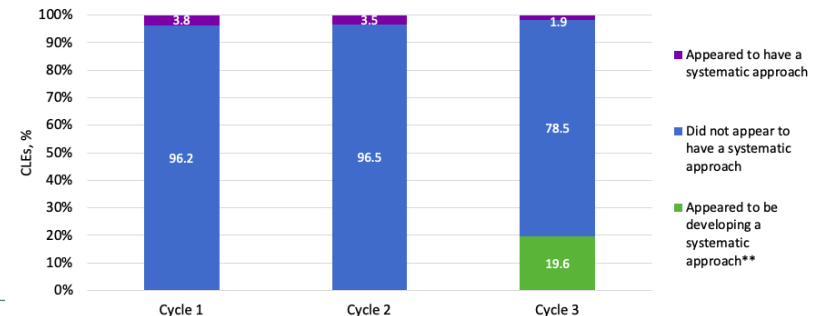
Common Program Requirements

- **Section IC** enjoins programs in partnership with their SIs to engage in practices to increase workforce diversity and provide for inclusivity.
- **Section VIB.6** enjoins programs to provide a civil, equitable, professional learning environment
- **Section II.A.4.a).(10)** protects residents from retaliation and intimidation
- **Section V** shifts emphasis to ultimate success on board certification from the sole use of first-time exam performance

Clinical Learning Environment Review

- **HQ Pathway 5:** Resident, fellow, and faculty member education on eliminating health care disparities
- **HQ Pathway 6:** Resident, fellow, and faculty member engagement in clinical site initiatives to eliminate health care disparities

Percentage of CLEs with a Systematic Approach to Eliminating Health Care Disparities





Common Program Requirement I.C.

I.C. The **Program**, in partnership with its **Sponsoring Institution**, **must** engage in practices that focus on **mission-driven**, **ongoing**, **systematic recruitment** and **retention** of a **diverse workforce** of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)

Changes went into effect 1 July 2019



"It's not a great mission statement, but we'll revise it if things get better."

Adopted by ACGME Board of Directors June 2018



Common Program Requirement VI.B.6.

VI.B.6. Programs, in partnership with their Sponsoring Institutions, must provide a professional, equitable, respectful, and civil environment that is free from discrimination, **sexual and other forms of harassment**, mistreatment, abuse, or coercion of students, residents, faculty, and staff. (Core)



Other requirements

- ACGME is driven by its specialty review committees
- Each RC produces its own requirements but incorporates all of the common program requirements
- Specialty requirement revision is currently taking place which will include the opportunity to address specific elements of DEI and antiracism
- Programs exist within sponsoring institutions and the institutional requirements now align with the common program requirements



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