

Medical University of South Carolina GME
Educational Oversight of Non-ACGME Programs Policy

Purpose:

- 1.) To provide the MUSC Graduate Medical Education Committee (GMEC) a policy for educational oversight of Non-ACGME programs not including NST programs.
- 2.) To ensure fellows have a high-quality educational experience which enhances patient care, and the GME educational experience.
- 3.) To provide Departments and Program Directors of Non-ACGME programs with a guide for institutional requirements of the MUSC GME training programs.

Rules of Governance:

- 1.) The MUSC GMEC will conduct annual reviews of each non-ACGME program through our Annual Program Evaluation (APE) process and will be subject to oversight by the GMEC Quality and Compliance committee and the DIO.
- 2.) The non-ACGME Program Director should attend the quarterly GMEC meetings as Ex-officio members.
- 3.) Upon completion of the program and verification by their program director the fellow(s) will receive a certificate of completion from the GME office.

Non ACGME Program Requirements:

- 1.) Program Leadership/ Faculty:
 - a. A supervising faculty member must be physically present to supervise the fellow until the program director documents experience sufficient for delegating authority, responsibility, and conditional independence.
 - b. Faculty members must directly observe, evaluate, and frequently provide feedback on fellow performance during each educational experience. The faculty

should provide frequent evaluations for each of the fellow's educational experiences.

- c. The program director or designee must meet with each fellow every six months to review their performance.
- d. The program director must provide a summative evaluation of the fellow upon completion or separation from the program.
- e. The program must provide a learning and working environment in which the fellow(s) have the opportunity to raise concerns and provide feedback without fear of intimidation or retaliation in a confidential manner.

2.) Curriculum

- a. Educational goals: Non ACGME programs must contain the following educational components.
 - i. A set of program aims consistent with the Medical University of SC's mission, the needs of the Charleston community, and the desired capabilities of their graduates.
 - ii. Competency based goals and objectives for each educational experience, designed to promote progress to autonomous practice in their specialty.
 - iii. A comprehensive listing of fellow responsibilities for patient care, management, and graded supervision in their specialty.
 - iv. Structured educational activities beyond patient care including protected time to participate in the program's didactic activities.
 - v. Didactic activities and educational experiences should be based on the closest subspecialty milestones. They should provide learning in the core competencies of Medical Knowledge, Practice-based Learning and Improvement, Interpersonal and Communication Skills, and Systems Based Practice. These educational activities should provide experiences blending supervised patient care, clinical teaching, and didactic educational events.

- vi. The program should incorporate educational experiences that promote patient safety, and professionalism.

b. Fellow Responsibilities:

- i. Fellows must provide patient centered, compassionate, equitable, appropriate, and effective care for the treatment of health problems and the promotion of health.
- ii. Fellows must be able to perform all medical, diagnostic, and surgical procedures essential for their area of practice.
- iii. Fellows must demonstrate knowledge of their specialty and its application to patient care.
- iv. Fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
- v. Fellows must demonstrate the ability to investigate and evaluate their care of their patients, to appraise and assimilate scientific evidence, and continuously improve patient care based on self-evaluation and lifelong learning.
- vi. Fellows must demonstrate awareness of and responsiveness to the larger context of health care, including the structural and social determinants of health, as well as the ability to call on other resources to provide optimal care.