

Accreditation Council for Graduate Medical Education

American Board of Psychiatry and Neurology 75th Anniversary Celebration

Trends in Accreditation

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Chief Executive Officer



The two sides of the accreditation challenge



Foster Innovation and Improvement in the Learning Environment

Getting the Balance Correct Between Trailing Edge Accreditation and Leading Edge Innovation

**Minimal
Standards
Accreditation**

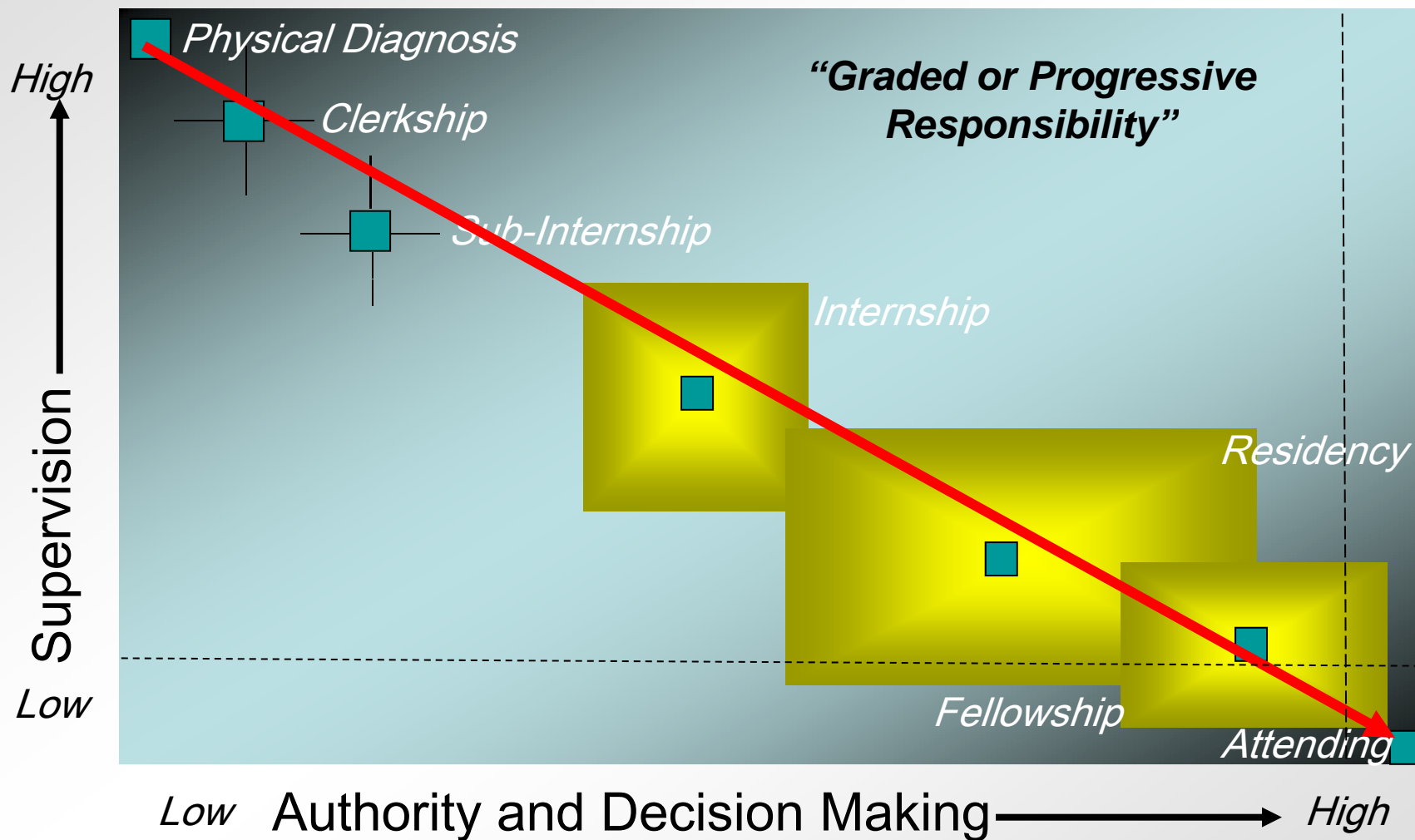
**Active Fostering of
Change/Innovation
Through Standards**

***Trailing Edge
Phenomena***



***Leading Edge
Phenomena***

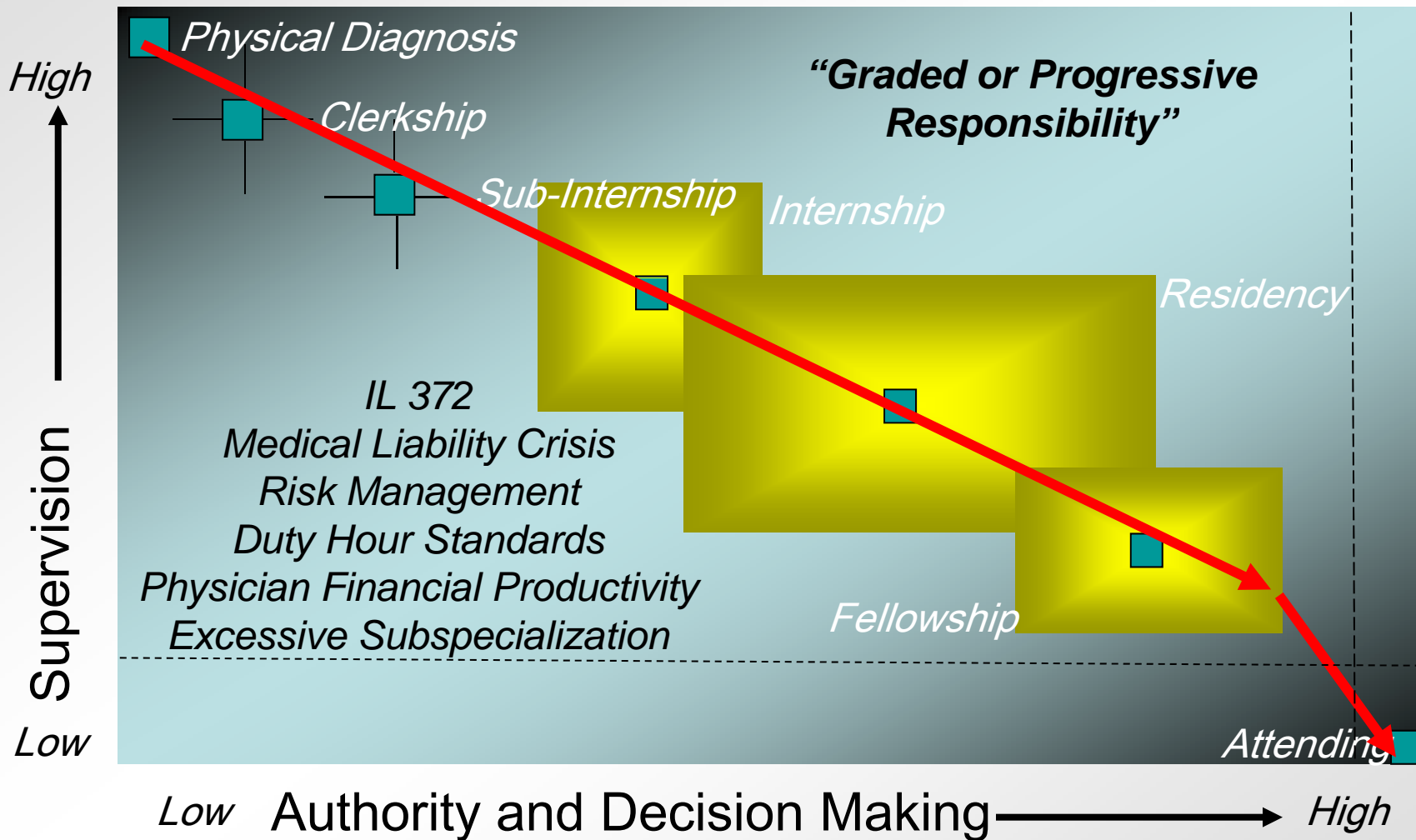
The Continuum of Professional Development Authority and Decision Making versus Supervision



Increase the Accreditation Emphasis on Educational Outcomes



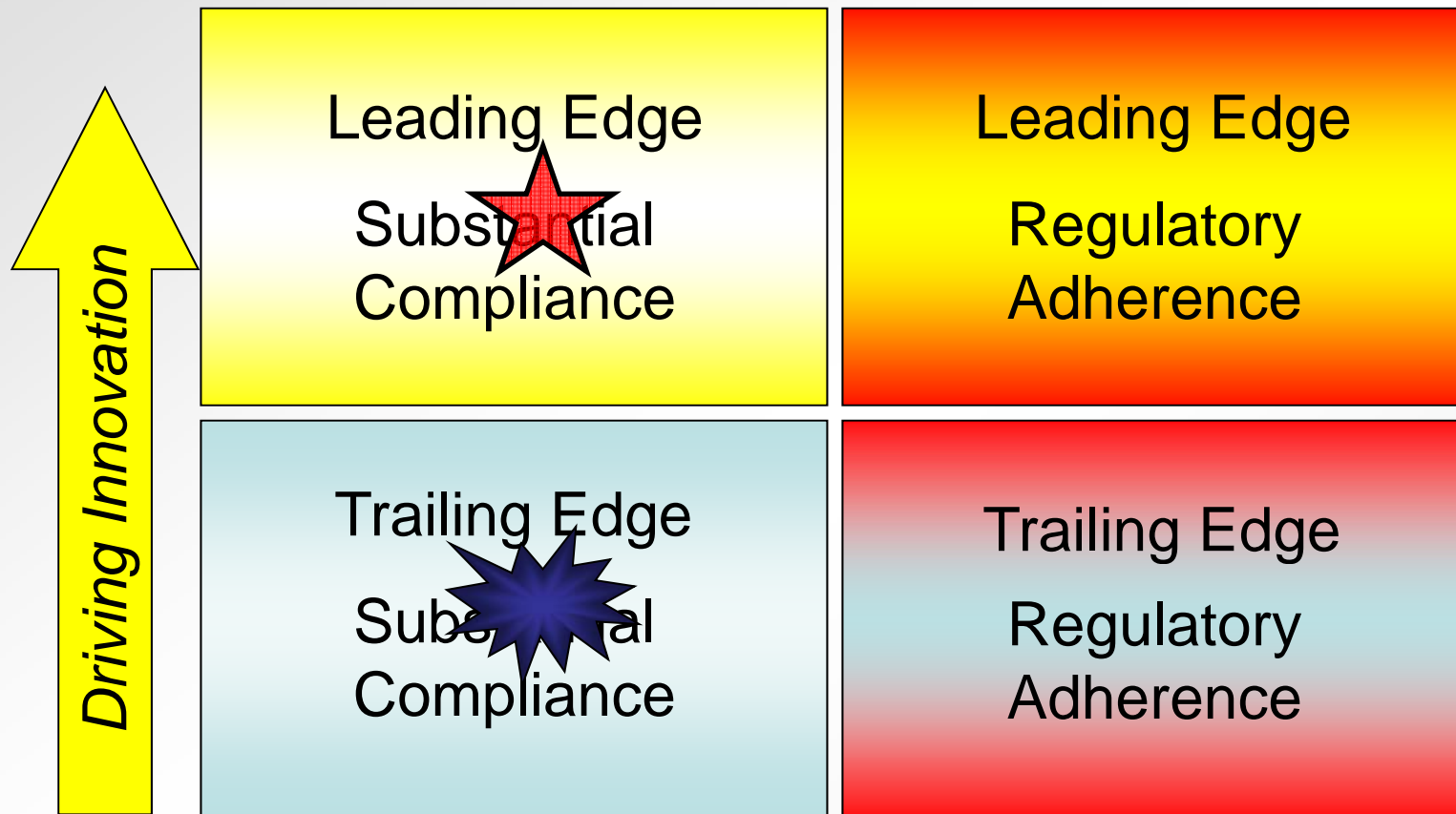
The Continuum of Professional Development Authority and Decision Making versus Supervision



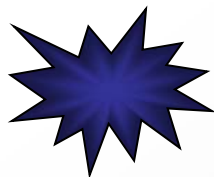
Increase the Accreditation Emphasis on Educational Outcomes



External Pressure on Educational Program Accreditation Substantial Compliance vs Regulatory Adherence



Specific Adherence



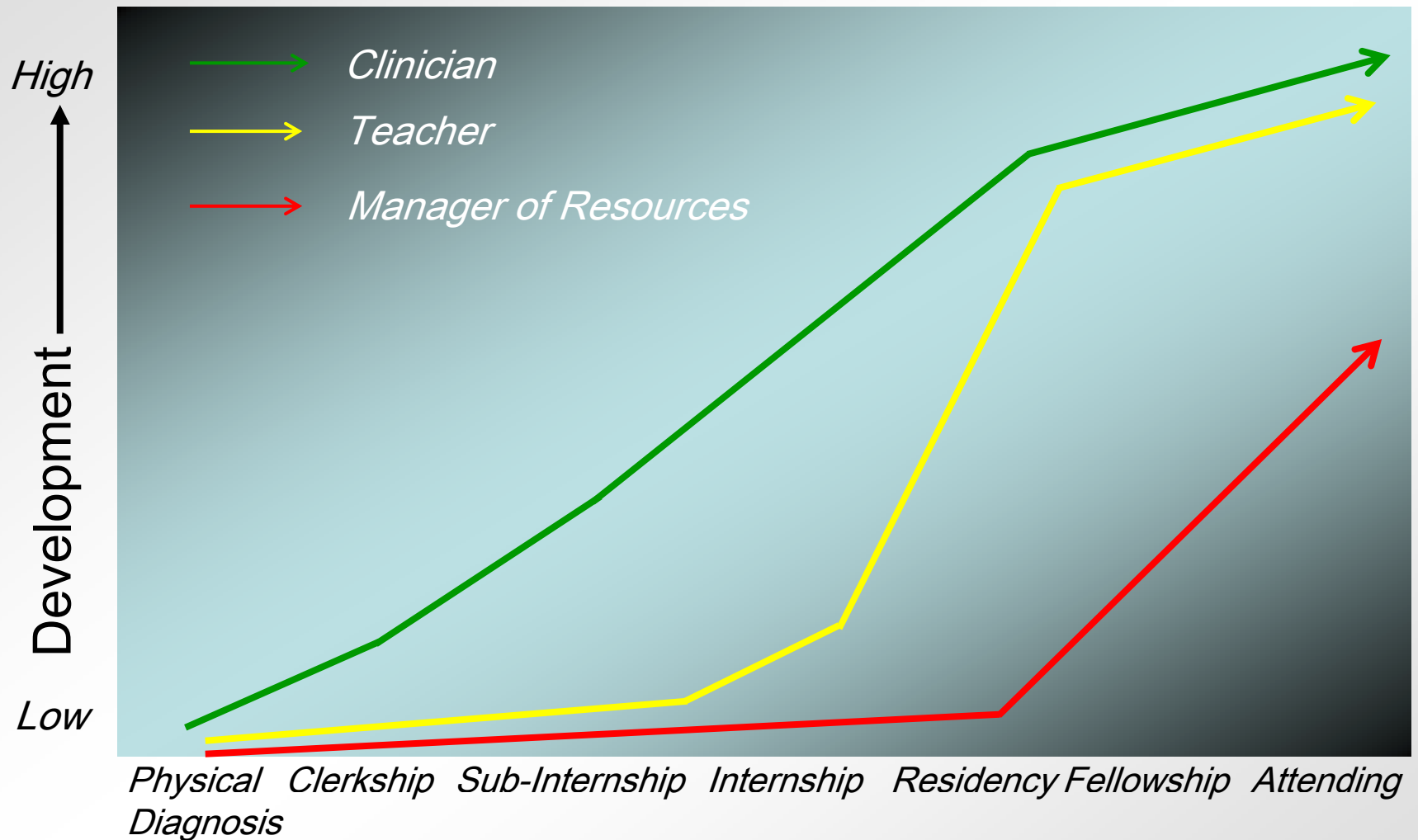
**Educational Accreditation
"Sweet Spot"**



**Duty Hours Enforcement
"Sweet Spot"**

The Continuum of Professional Development

The Three Roles of the Physician¹



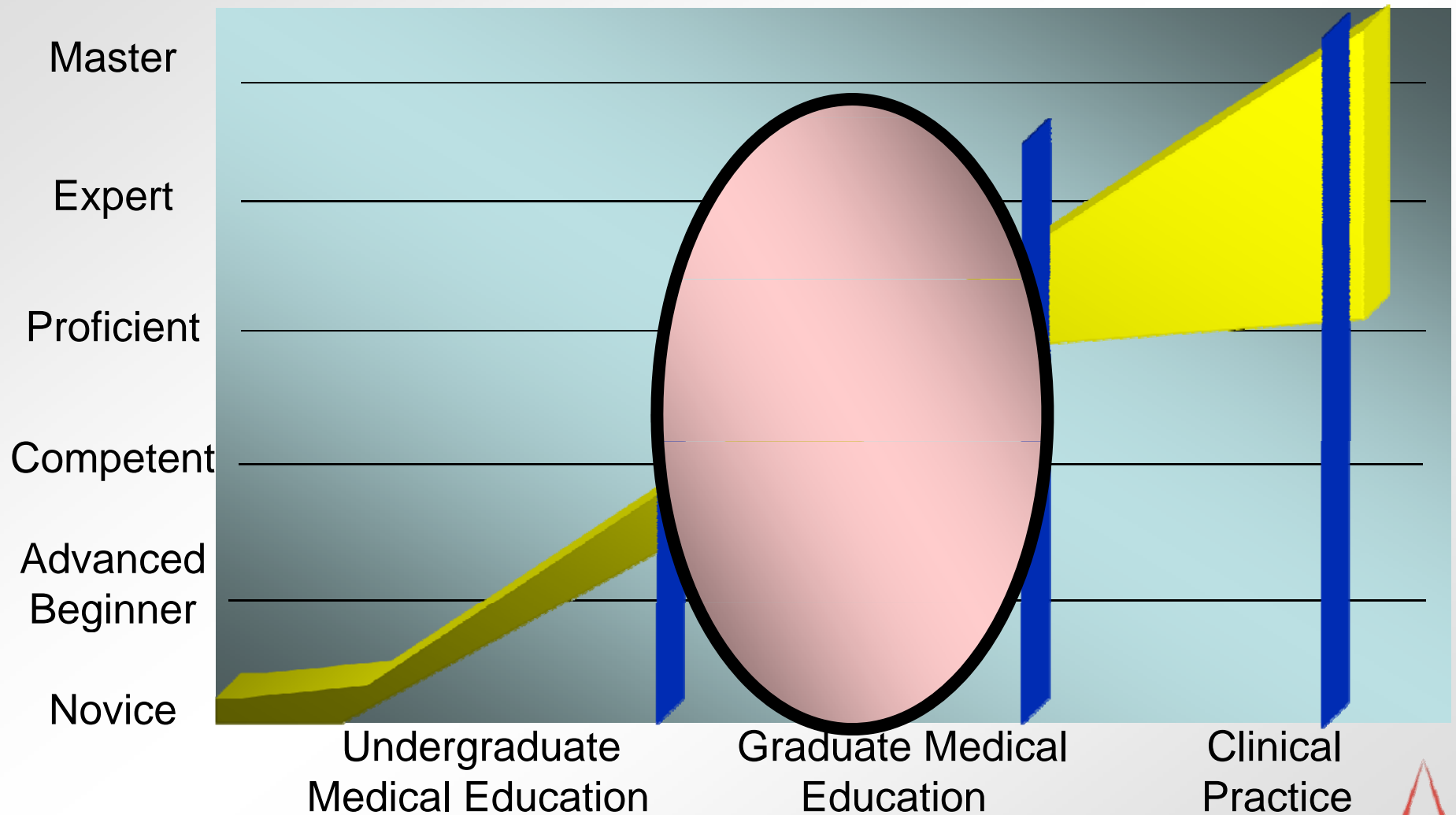
¹ As conceptualized and described by Gonnella, J.S.,
Modified by Nasca, T.J.

The Six (Seven) Competencies, and the Continuum of Medical Education - Dreyfus Conceptual Model¹

- Medical Knowledge
- Patient Care
- Procedural and Technical Skills
- Interpersonal and Communication Skills
- Professionalism
- Practice Based Learning and Improvement
- Systems Based Practice
- Novice
- Advanced Beginner
- Competent
- Proficient
- Expert
- Master
- Undergraduate
- Graduate
- Clinical Practice

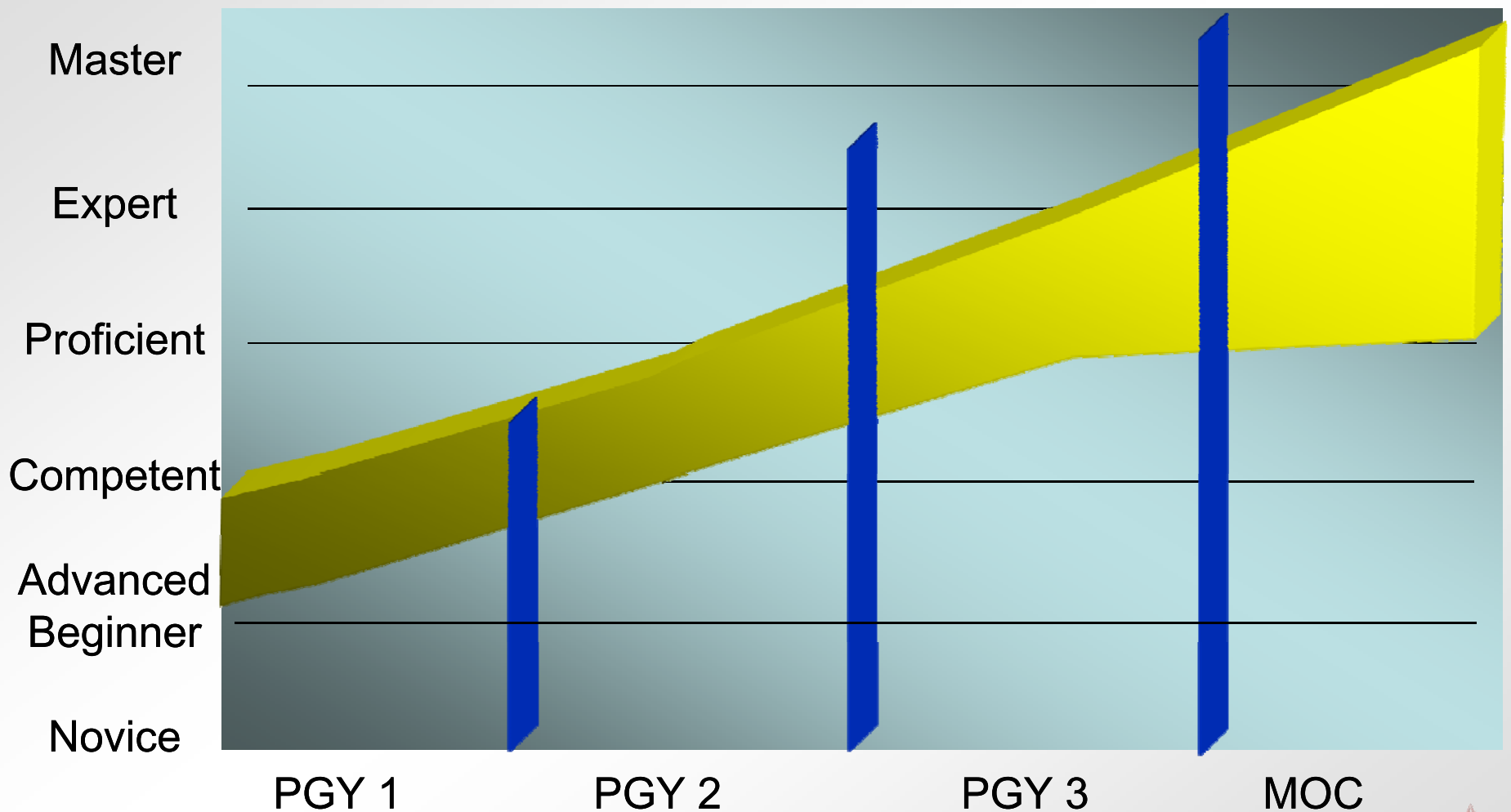
¹ as presented by Leach, D., modified by Nasca, T.J.
American Board of Internal Medicine Summer Retreat,
August, 1999

The Goal of the Continuum of Professional Development



Increase the Accreditation Emphasis on Educational Outcomes

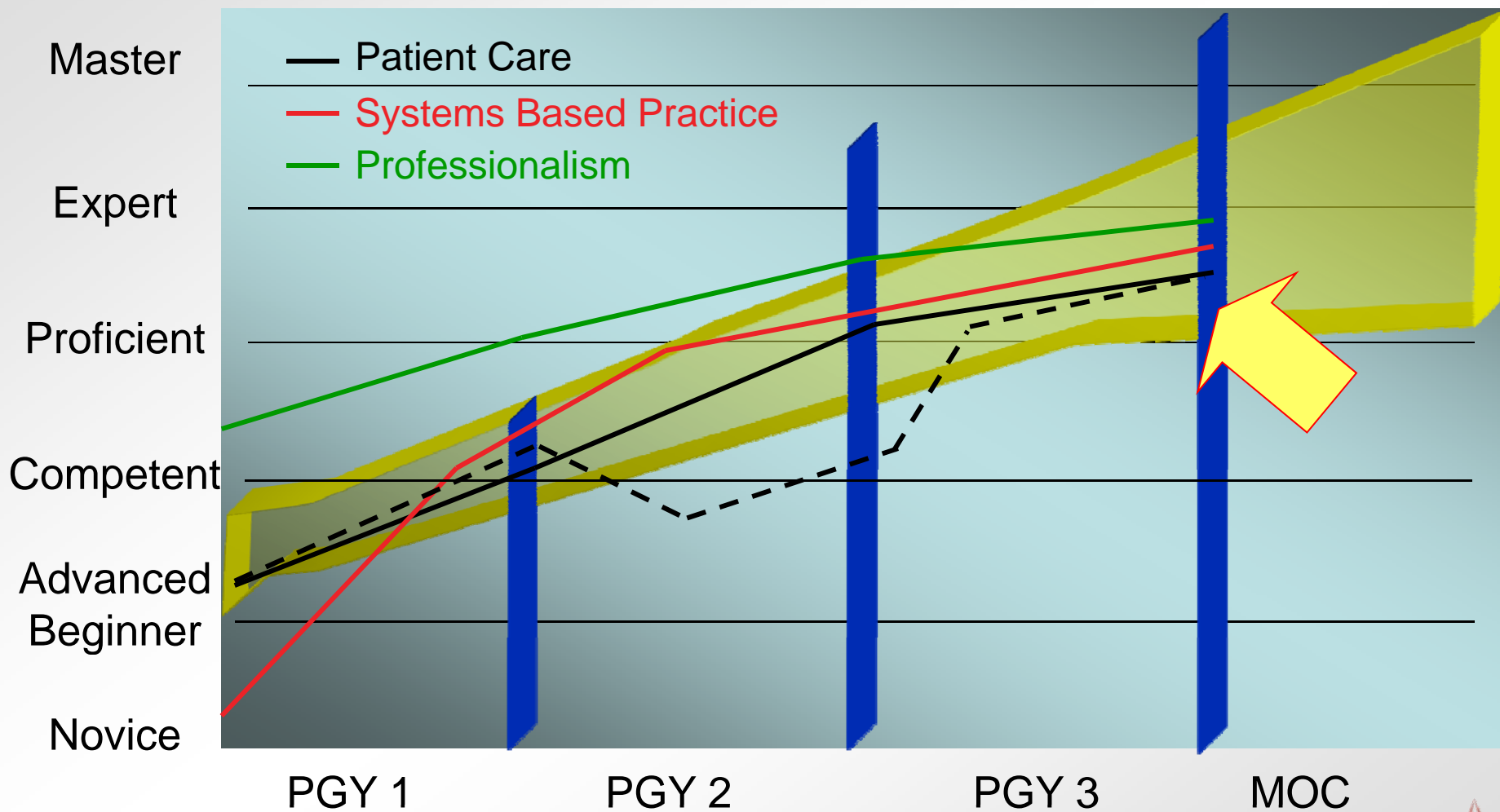
The Goal of the Continuum of Professional Development in a 3 Year Specialty Program



Increase the Accreditation Emphasis on Educational Outcomes



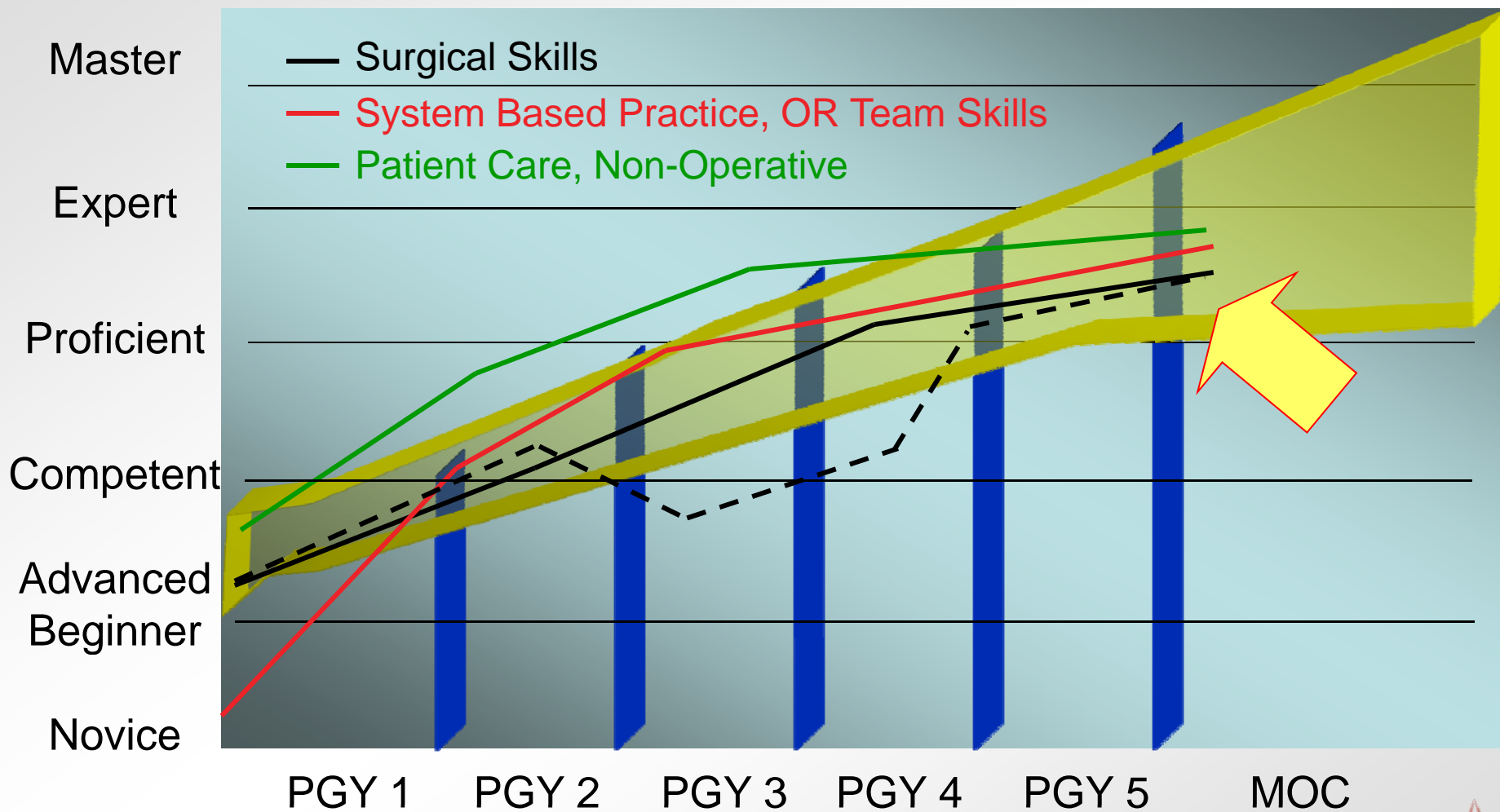
The Goal of the Continuum of Professional Development in a 3 Year non-Surgical Specialty Program



Increase the Accreditation Emphasis on Educational Outcomes



The Goal of the Continuum of Professional Development in a 5 Year Surgical Specialty Program



Increase the Accreditation Emphasis on Educational Outcomes



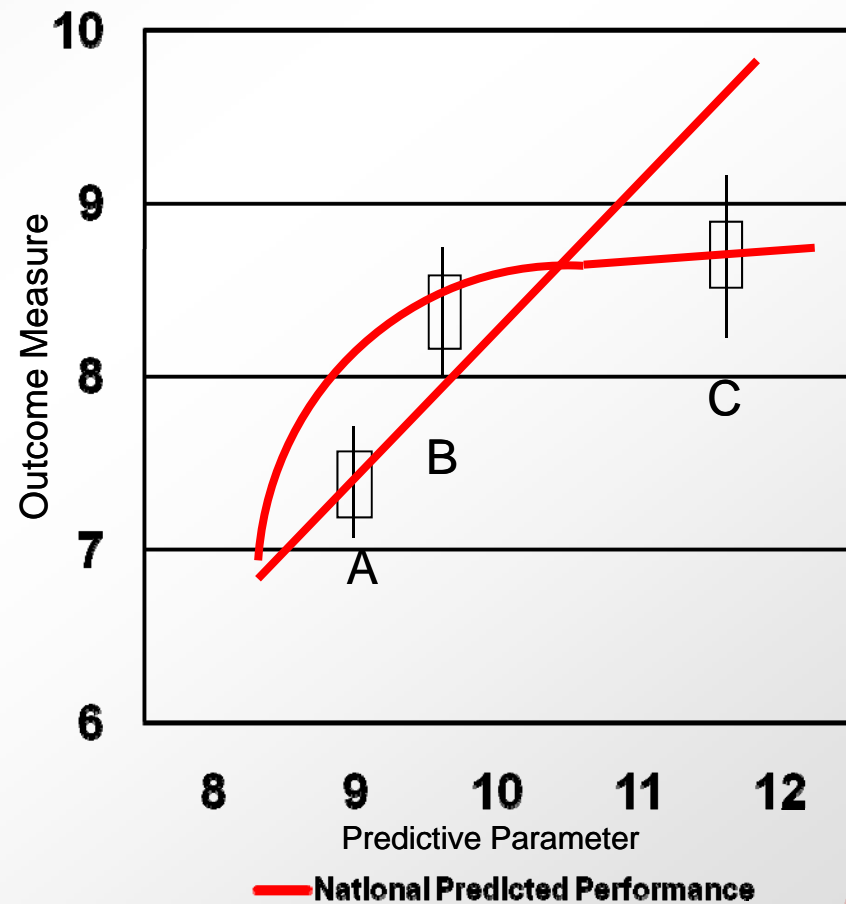
Competency: *Professionalism*

Dimension: *Help Seeking Behavior*

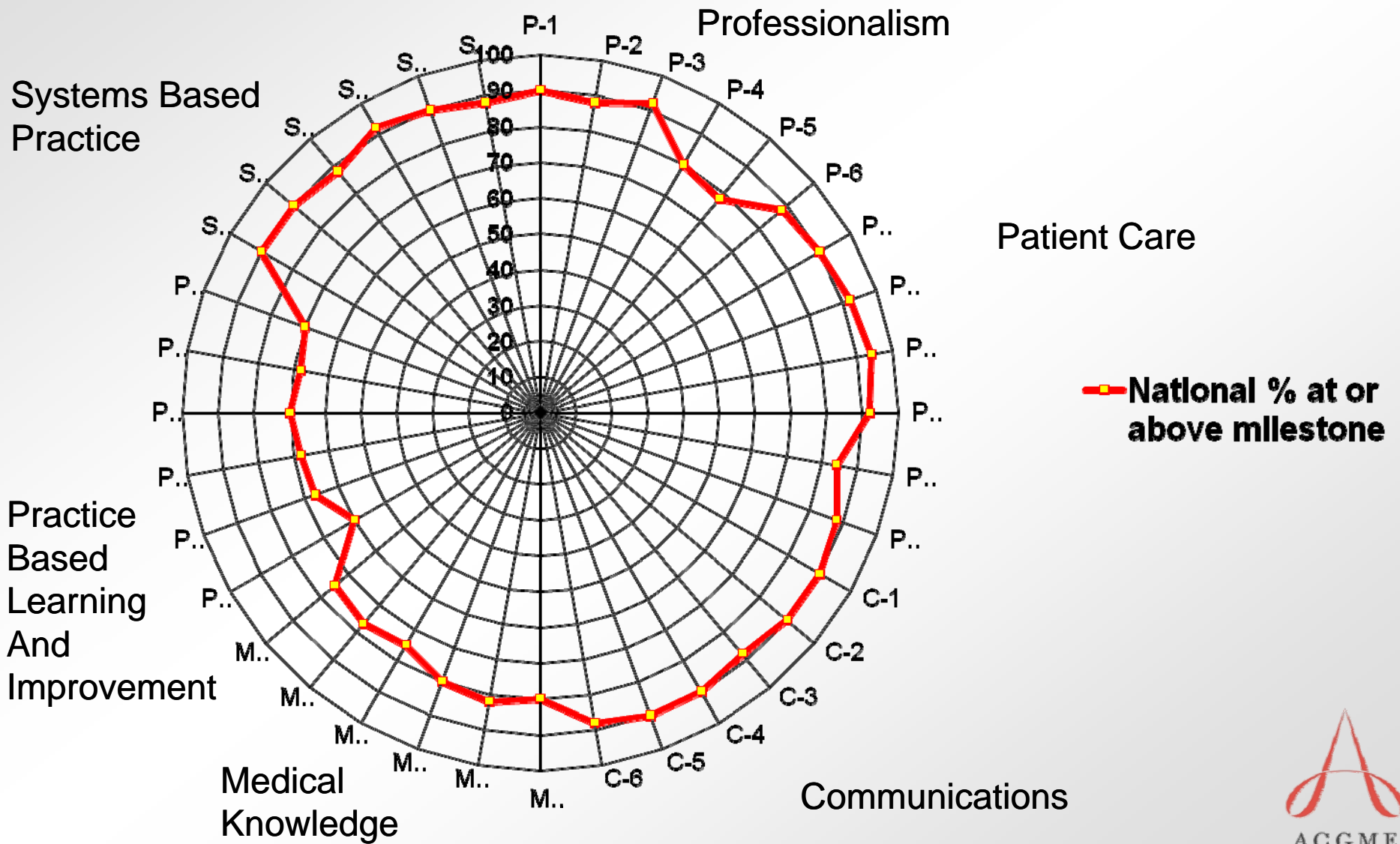
- **Milestones:**
 - **Novice:** Lacks insight into limitations, so need for help goes unrecognized
 - **Advanced Beginner:** May recognize limitations, but motivation to seek help is externally prompted; continues to demonstrate concern that limitations will be seen as weakness
 - **Competent:** Recognizes limitations, but occasionally does not engage in appropriate help seeking behavior due to overriding sense of professional autonomy
 - **Proficient:** Recognizes limitations and appropriately seeks assistance. Personal value of optimizing outcomes in patients supersedes all other impulses in this domain
 - **Expert:** Demonstrates personal drive to continually improve through help seeking behaviors
 - **Master:** Role models and encourages others to develop and demonstrate appropriate help seeking behaviors

Measurement of Outcomes in Accreditation

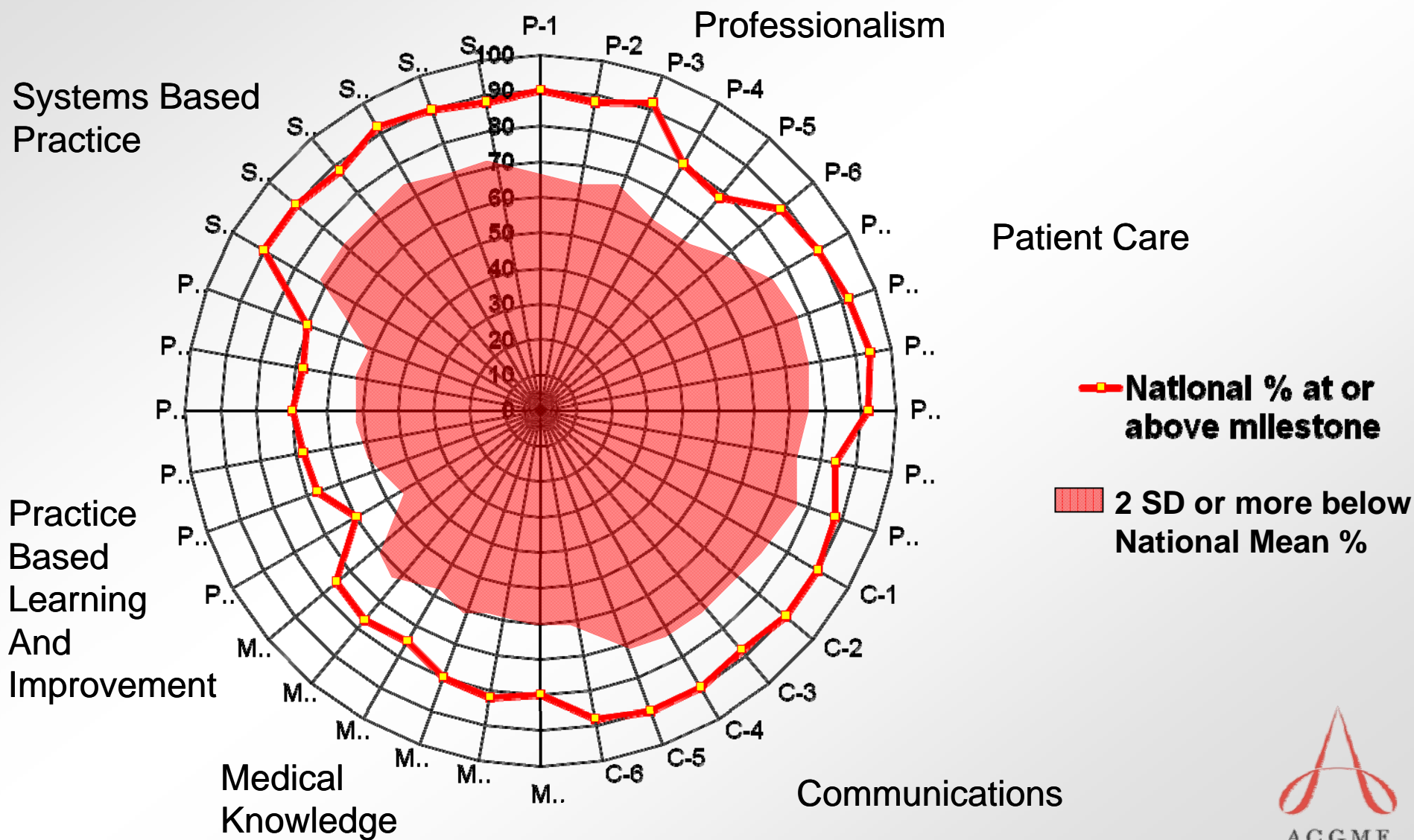
Program	Comp. Score
A	7.4 ± 0.17
B	8.3 ± 0.15
C	8.6 ± 0.20



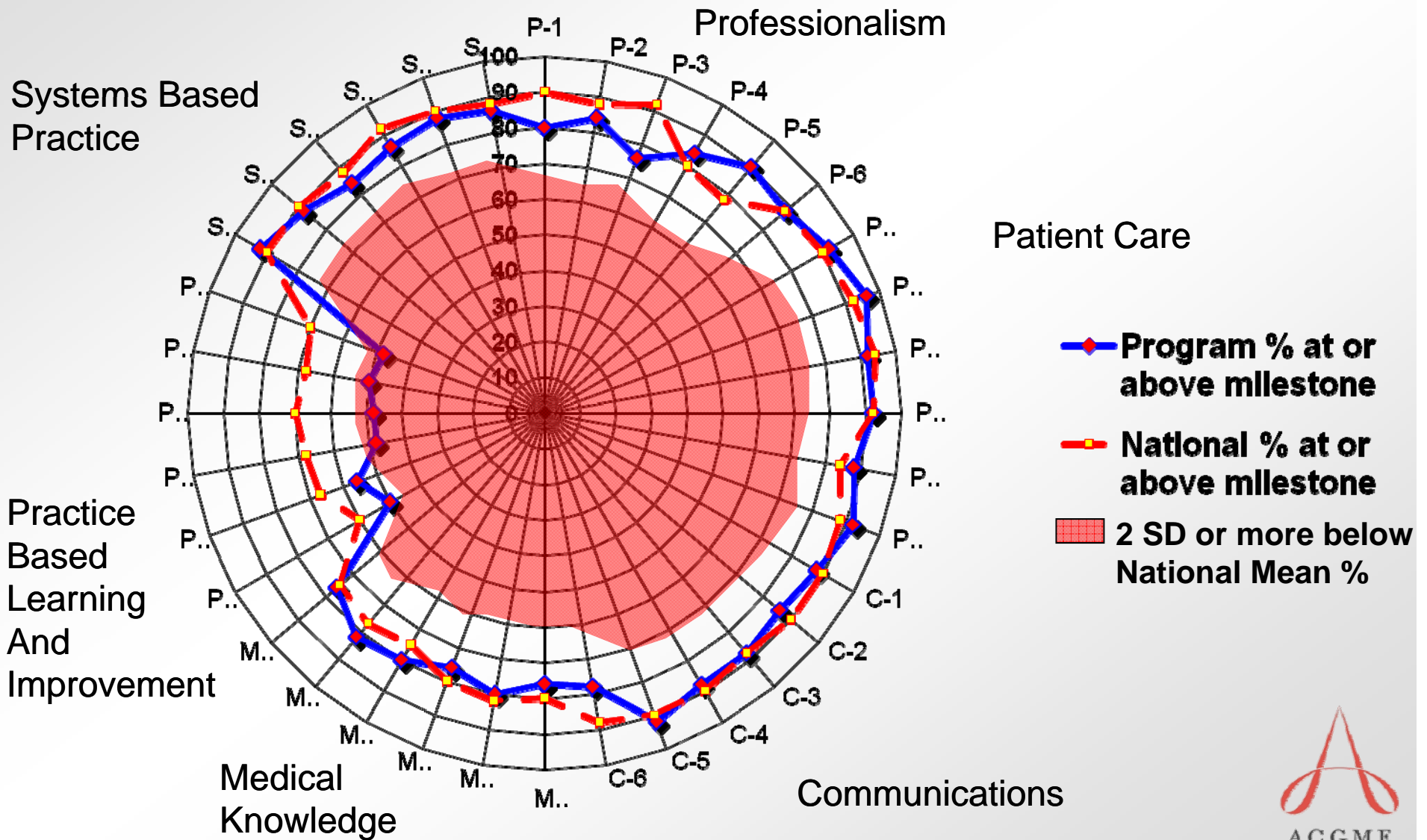
Theoretical Competency Report Card Summary, Program X, All Residents, All Levels



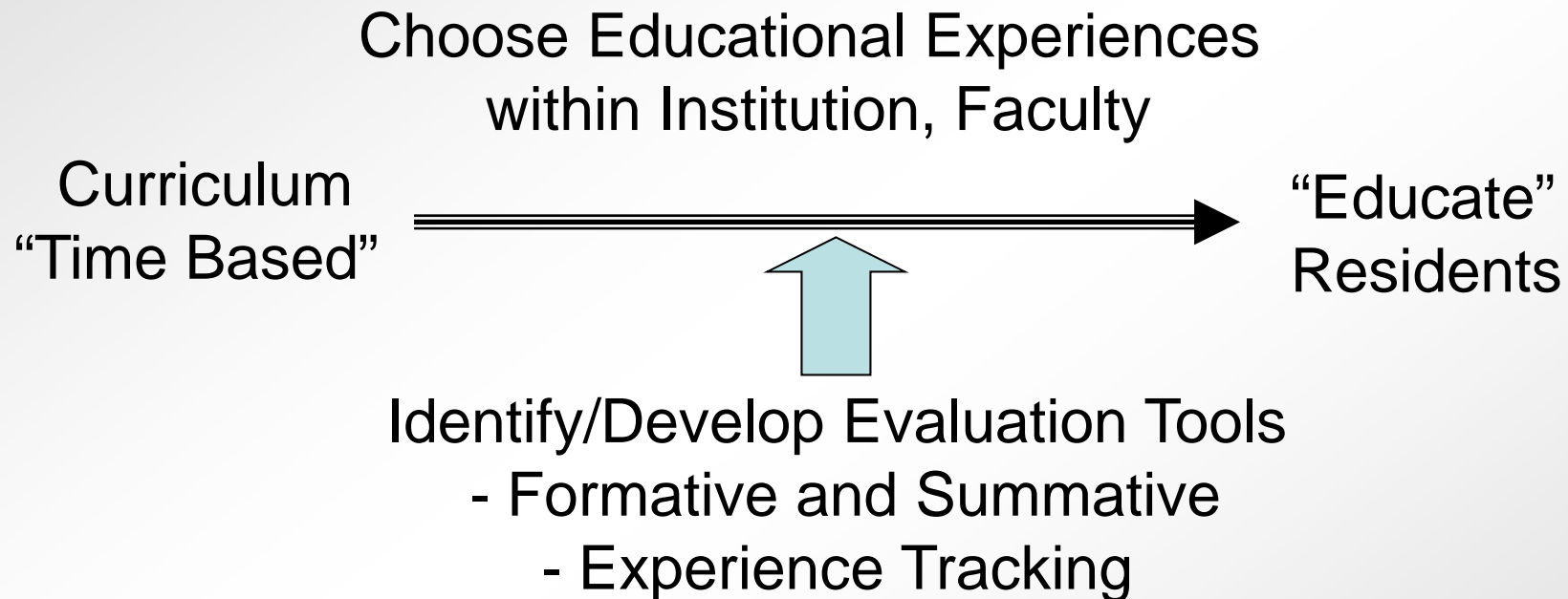
Theoretical Competency Report Card Summary, Program X, All Residents, All Levels



Theoretical Competency Report Card Summary, Program X, All Residents, All Levels



What Currently Drives the Curricula of our Residency Programs?



“Circumstantial Practice”

What Will Drive the Curricula of our Residency Programs in the Near Future?

The Required Outcomes in Each Domain Of Clinical Competency

Design Educational Experiences:
Simulation, Rotations, Faculty

Produce Proficient Physicians

National Evaluation Tools to Measure Outcomes
- Formative and Summative
- Clinical Outcomes Tracking (not just counting)

External Accountability For Outcomes

“Intentional Practice”

“Faced with the choice between
changing one's mind and
proving that there is no need to do so,
almost everybody gets busy
on the proof.”

John Kenneth Galbraith
American Economist



“One of the best lessons children learn through video games is... that standing still will get them killed quicker than anything else.”

Jinx Milea and Pauline Little

Why Jenny Can't Lead, 1986



The many sides of the accreditation challenge



Foster Innovation and Improvement in the Learning Environment



“Somebody has to do something,
and it’s just incredibly pathetic
that it has to be us.”

Jerry Garcia

The Grateful Dead

