



Accreditation Council for Graduate Medical Education Review Committee - Resident 2017 Annual Report

ACCREDITATION COUNCIL FOR GRADUATE MEDICAL EDUCATION REVIEW COMMITTEE FOR FAMILY MEDICINE

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Resident Representative

The ACGME delegates accreditation authority of Graduate Medical Education (GME) programs to Review Committees (RC) for each medical specialty. The function of a Review Committee is to set accreditation standards and to provide peer evaluation of specialty and subspecialty residency programs. The purpose of the evaluation is to assess whether the program or institution is in substantial compliance with the published set of ACGME educational standards, and to confer an accreditation status on programs and institutions. I have been in this position for a little over one year.

As the resident member of the RC I serve as a full voting member. My role involves reviewing family medicine residency programs, providing resident perspective regarding a number of issues that come before the committee, and serving on subcommittees and working groups for special projects as needed.

Additionally, I serve as a member of the Council of Review Committee Residents (CRCR), which is comprised of the resident members from each specialty RC. During my year in this role, I have participated in discussion regarding resident wellbeing, residents as teachers and familial leave of absence for residents. I was recently elected as Chair of the Wellbeing Subcommittee and subsequently appointment to participate in the ACGME Wellbeing Taskforce. I, with two other fantastic residents, presented a well-attended workshop in March of 2017 at the ACGME's Annual Education Conference that focused on practical approaches to starting a wellbeing program within residency programs. I am currently working on scholarly work about both resident wellbeing and resident maternity and paternity leave of absence.

The past few years have seen a significant transition in both the review process and the educational program requirements family medicine residencies. These changes include the full implementation of the Next Accreditation System (NAS), the dawn of the Single GME Accreditation System (SAS), development of milestones, and revisions to the program requirements.

Probably the most significant change in the past year has been the development and implementation of

the updated Common Core Requirements (Section VI). These new requirements address the learning and working environment, with an emphasis on resident well-being. The requirements for the learning and working environment allow for a degree of flexibility that afford residents (interns in particular) the ability to provide continuous care for their patients if necessary. This change was made based on quite a bit of data that showed no difference in outcomes when hours worked were shorter. However, I think the most important changes are the stricter emphasis on resident wellbeing and work environment. This change reflects the knowledge that resident wellbeing stems from much more than just number of hours worked.

The next few years will involve a significant transition in GME training and I am excited regarding many of the upcoming changes in the way we train and evaluate the training of family medicine residents. I look forward to the opportunity to represent resident interests to the RC-FM during this time of transition. Please feel free to contact me if you have any questions regarding any of the initiatives discussed above, my role with the committee, or your own interest in future involvement with the ACGME and the RC.

Sincerely,

Amanda Ashcraft Pannu MD
Chief Resident
The University of Rochester Family Medicine Residency Program

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