



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

MEETING AGENDA

Thursday, September 7, 2023

3:00 – 4:30 pm

Augustus B. Turnbull Conference Center
555 W Pensacola St, Tallahassee, FL 32306
Room 205

The agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. Call to Order and Welcome**
Trustee Vivian de las Cuevas-Diaz, Chair
- II. Approval of Minutes**
June 15, 2023, Meeting Minutes
- III. Academic Affairs Update**
Dr. James Clark, Provost & Executive Vice President for Academic Affairs
- IV. Action Items for Consideration of Recommendation to the Board of Trustees**
 - Action Item I: Request for Approval:** Textbook and Instructional Materials Affordability Annual Report
 - Action Item II: Request for Approval:** FSU College of Medicine Graduate Medical Education Annual Institutional Review Executive Summary (AY 2022-2023)
- V. Open Forum for Board of Trustees**
- VI. Adjournment**



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

MEETING MINUTES

June 15, 2023



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

MEETING MINUTES (DRAFT)

Thursday, June 15, 2023

1:30 – 2:30 p.m.

Virtual Meeting via Zoom

Attended via Zoom: Vivian de las Cuevas-Diaz (committee chair), Kathryn Ballard (committee), Bridgett Birmingham (committee), Justin Roth (committee), Deborah Sargeant (committee), BOT Chair Peter Collins, BOT Vice-Chair Bob Sasser, Jorge Gonzalez, Jim Henderson, Jack Hitchcock.

Trustees absent: Max Alvarez, John Thiel, Drew Weatherford.

Staff: Provost James Clark and other university staff.

I. CALL TO ORDER AND WELCOME

Vivian de las Cuevas-Diaz, Committee Chair called the meeting to order at 1:11 p.m.

Mr. Paul Harlacher, Associate Vice President for Academic Affairs, called the roll and confirmed a quorum.

II. APPROVAL OF MINUTES

Trustee Sargeant moved to approve the committee meeting minutes from February 23, 2023. Trustee Roth seconded the motion, and the minutes were approved unanimously by all committee members present on the call.

III. ACADEMIC AFFAIRS UPDATE

Dr. James Clark, Provost & Executive Vice President for Academic Affairs

IV. INFORMATION ITEMS

a) Report on Tenure

Dr. Janet Kistner, Vice President for Faculty Development & Advancement, gave a report on faculty tenure to the committee. Discussion followed and Dr. Kistner answered questions from the committee.

V. ACTION ITEMS

a) Request approval of the 2024-2025 Academic Calendar

Dr. Jennifer Buchanan, Assistant Vice President for Faculty Development & Advancement, presented the 2024-2025 Academic Calendar.

Trustee Birmingham moved to approve the 2024-2025 academic calendar as proposed. Trustee Sargeant seconded the motion, and the motion was approved unanimously by all committee members present on the call.

b) Request for Approval: FSU-5.100 Confidentiality and Management of Examination and Assessment Materials

The regulation was presented by Mr. Arthur Wiedinger, Associate General Counsel.

Trustee Birmingham moved to approve FSU - 5.100 Confidentiality and Management of Examination and Assessment Materials. Trustee Sargeant seconded the motion, and the motion was approved unanimously by all committee members present on the call.

c) Request for Approval: FSU-4.073 Post-Tenure Faculty Review Regulation

Dr. Janet Kistner, Vice President for Faculty Development & Advancement presented on the FSU Post-Tenure Review Regulation, which comes in response to the recently adopted Board of Governors Regulation 10.003. Dr. Kistner provided details on the process for developing this regulation and answered questions from the committee.

Trustee Sargeant moved to approve FSU-4.073 Post-Tenure Faculty Review Regulation and submit this regulation to the full board of trustees for approval. Trustee Ballard seconded the motion, and the motion was approved unanimously by all committee members present on the call to move to the full board of trustees for final approval and adoption.

VI. OPEN FORUM FOR BOARD OF TRUSTEES

VII. ADJOURNMENT

Trustee Sargeant moved to adjourn the meeting. Trustee Ballard seconded, and the meeting was adjourned at 2:21 p.m.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM I



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President Richard McCullough

FROM: Provost James Clark

DATE: August 24, 2023

SUBJECT: Textbook and Instructional Materials Affordability

Request for Approval

State law requires each university to submit an annual report to the Chancellor of the State University System on textbook and instructional materials affordability. Using a template and instructions provided by the Florida Board of Governors, the Provost's Office compiled and analyzed this information.

Per BOG Guidance:

Section 1004.085, Florida Statutes, establishes requirements regarding the textbook and instructional materials adoption process at public colleges and institutions in Florida. The law requires each institution's board of trustees in the State University System to submit an annual report by September 30 of each year, beginning in 2016, to the Chancellor of the State University System. In 2019, Chapter 2019-4, Laws of Florida removed subsections (4) and (8) of section 1004.085, Florida Statutes. Each institution's report is required to address four components.

- The selection process for textbooks and instructional materials for general education courses identified with high enrollments.
- Specific initiatives of each institution designed to reduce the costs of textbooks and instructional materials.
- Institution policies implemented for the posting of textbooks and instructional materials information for students.
- The number of courses and course sections that did not meet the textbook and instructional materials posting deadline in the previous academic year.

The attached report has been compiled in accordance with BOG guidelines. I recommend your approval of the Textbook and Instructional Materials Affordability Report. Consistent with state law, upon review and approval, the report will be submitted to the Chancellor of the State University System.

Textbook and Instructional Materials Affordability Annual Report

Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
Do not edit the content of the template. Expand the response space as needed.
2. Statutory due date is September 29, 2023.
3. If there are questions, contact Kirsten Harvey Director of Student Success & Workforce Alignment, at Kirsten.Harvey@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:
5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

University Contact Name and Email: James M. Hunt, Ph.D., jhunt@fsu.edu

**Textbook and Instructional Materials Affordability Annual Report
Fall 2022 and Spring 2023**

University Submitting Report:

Florida State University

Date Approved by the University Board of Trustees:

9/8/2023

Signature of Chair, University Board of Trustees:

Signature of Vice President for Academic Affairs:

Signature of President:

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ($n=$). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Course Sections ($n=$)	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
ENC2135	RESEARCH, GENRE, AND CONTEXT	227	Combination of the Above	
CHM1045	GEN CHEMISTRY I	60	Department Committee	
MAC1105	COLLEGE ALGEBRA	59	Department Committee	
STA2023	FUND BUS STATISTICS	33	Combination of the Above	
STA2122	INTRO APPL STATISTIC	41	Combination of the Above	
CHM1046	GEN CHEMISTRY II	44	Department Committee	
MAC2233	CALCULUS FOR BUSINES	41	Department Committee	
MAC1140	PRECALCULUS ALGEBRA	61	Department Committee	
MAC1114	ANALYTIC TRIGONOMETRY	32	Department Committee	
PHI2010	INTRO TO PHILOSOPHY	24	Individual Faculty	
ECO2023	PRIN OF MICROECON	17	Combination of the Above	
ECO2013	PRIN OF MACROECON	21	Combination of the Above	
BSC2010	BIOLOGICAL SCIENCE I	31	Department Committee	
CHM1045L	GEN CHEM I LAB	55	Department Committee	
ARH2000	ART ARCH ARTITC VISN	24	Department Committee	
PSB2000	INTRO BRAIN & BEHAVR	15	Individual Faculty	
POS1041	AMER GOV: NATIONAL	5	Individual Faculty	
EVR1001	INTRO ENV SCIENCE	8	Department Committee	
BSC1005L	GENERAL BIOLOGY LAB	40	Department Committee	
MAC2311	CALC W/ANLYT GEOM I	48	Department Committee	
BSC1005	GEN BIO NON-MAJORS	8	Department Committee	
BSC2010L	BIOLOGICAL SCI I LAB	39	Department Committee	
PSY2012	GEN PSYCHOLOGY	17	Department Committee	
BSC2011	BIOLOGICAL SCIENCE II	8	Department Committee	
ENC1101	FRESH COMP & RHETRC	65	Combination of the Above	
CHM1046L	GEN CHEMISTRY II LAB	39	Department Committee	

Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2022	
Total Number of Course Sections Offered (Including Exceptions)	12323
Total Number of Course Sections Offered with No Cost Materials	8268
Percent of Course Sections with No Cost Materials (Auto-Calculated)	67%

Spring 2023	
Total Number of Course Sections Offered (Including Exceptions)	12162
Total Number of Course Sections Offered with No Cost Materials	8522
Percent of Course Sections with No Cost Materials (Auto-Calculated)	70%

Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

Fall 2022	
Total Number of Course Sections Offered (Including Exceptions)	12323
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	773
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	6%

Spring 2023	
Total Number of Course Sections Offered (Including Exceptions)	12162
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	731
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	6%

Textbook & Instructional Materials Affordability Initiatives

Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

The University Libraries have implemented an alternative textbook grant program, which has awarded \$73,000 in grants to FSU instructors to identify free or low-cost textbooks for forty-one courses. The Libraries estimates that instructors who have participated in the program saved students approximately \$647,921 on course materials since the program's inception, including International Program courses. In addition, the University Libraries implemented an eTextbooks Program in which library-licensed materials serve as course adopted textbooks. Instructors and students are able to search by course code instructor or book title to determine if required course materials identified by instructors are available online at no cost through the Libraries. Since its implementation, the Libraries have identified 2192 available eTextbooks in 2021, 2839 available eTextbooks in 2022 (a 29.52% increase), and 1480 available eTextbook titles in 2023 (spring & summer semesters only). In calculating the total potential savings for FSU students (assuming all possible courses adopted available eTextbook titles for all students), the impact now has exceeded five million dollars. This program is promoted directly to instructors with available eBooks each semester. Further, the University Libraries have a course reserve program in which materials available through the course reserve program are searchable by course, instructor, and title through the library catalog. Each academic department is assigned a subject librarian who communicates to faculty about library services, including course reserves. The library website contains information about the Course Reserve program for faculty and students, while students also hear from the instructor about Course Reserves. For the 2021-2022 academic year, the Course Reserve Program at the Libraries included physical reserves and eReserves for 166 courses, 89 of which are permanently on Reserve.

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

The University implemented the Follett Access Opt-In Program in Fall 2018 and administered the program through Fall 2020. The program allowed students to "opt in" to purchase materials at a reduced cost from the University Bookstore (Follett). These materials are digitally delivered to students providing advantages in both material accessibility and affordability for participating students. According to the University Bookstore, sixty-five courses participated in the opt-in program with a participation rate of 67% and a savings of \$528,954. Since the program's inception, the University Bookstore estimates that students saved nearly \$1.4 million as a result of the Follett Access Opt-In Program.

Textbook & Instructional Materials Affordability Initiatives

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

In Spring 2021, the university implemented the opt-out provision for the purchase of student materials for select courses (referred to as the “Follett Access Program”). The program is a partnership between Student Business Services and the University Bookstore to enhance student success by delivering required course materials to students on or before the first day of classes at the lowest cost available. To identify participating course, the University Bookstore collaborates with instructors. Students enrolled in a participating course are automatically enrolled in the Follett Access Program when registering for the course. Both Student Business Services and the University Bookstore provide information to students about accessing course materials through the Follett Access Program as well as instructors to opt-out of the program and relevant deadlines. Additionally, incoming students and their family members are presented with information on how the Follett Access Program works during new student orientation, which is required prior to matriculation. Course materials obtained through the Follett Access Program are charged automatically to student accounts through FSU invoices. If a student drops a course participating in the program, the charges are automatically removed from the invoice. According to the FSU Bookstore, in Fall 2022, one hundred sixty-three courses participated in the opt-out program with a total participation rate of 90%. When compared to the national digital price, there were student savings of \$1,282,839. When compared to the national print cost, there were \$3,178,953 in savings. In Spring 2023, one hundred ninety-five courses participated with a 92% total participation rate. When compared to the national digital price, there were student savings of \$1,094,013. When compared to the national print price, there were student savings of \$2,825,677. In the Summer A & C terms, one hundred twelve courses participated with a total participation rate of 93%. When compared to the national digital price, there were student savings of \$282,994. When compared to the national print price, there were student savings of \$768,233. Since the Implementation of the Follett Access program in Fall 2018, total savings to date compared to the national digital is over \$6.8 million.

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

The Office of the Provost requests that textbook and instructional material information be made available to students through the university's Student Information System by the first date of course registration (e.g., mid-March for Summer and Fall semesters and October for Spring semester), well ahead of the requirement of 45 days prior to the start of the semester. The Provost's Office establishes the deadlines for instructors of record or their designees to assign required and recommended textbooks and instructional material and input identifying information into the Student Information System. Textbook compliance information is posted on the Provost's website and also sent to colleges. Compliance is monitored by the Provost's Office and academic personnel provide regular reports to the Provost to ensure compliance. The Provost's Office also sends follow up emails and status updates regularly to the colleges. Students access the Student Information System through an online web portal using its course look-up feature to make decisions about courses, considering textbook costs, months in advance of the start of the term, and are encouraged to do so by academic personnel and advisors.

Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The university's policies have been effective in meeting the reporting requirements. In the university's three most recent published operational audits in which textbook and instructional material compliance was included (conducted by the state auditor general), Florida State University had no findings related to compliance with s. 1004.085, Florida Statutes, concerning textbook affordability.

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Published List of Required and Recommended Textbooks and	
Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.	
Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Included
Published Date	Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective	Included

Published Course Syllabus Requirements	
Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.	
Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials
Please provide a link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials." If each course section has its own website link, please provide one example link.
Please Provide Link Below
https://registrar.fsu.edu/scheduling/textbooks/

Link to Published List of Course Syllabi for General Education Courses	
Please provide links to the webpages housing the information under "Published Course Syllabus Requirements."	
Please Provide Links Below	
Communication	https://registrar.fsu.edu/scheduling/textbooks/
Humanities	https://registrar.fsu.edu/scheduling/textbooks/
Mathematics	https://registrar.fsu.edu/scheduling/textbooks/
Natural Sciences	https://registrar.fsu.edu/scheduling/textbooks/
Social Sciences	https://registrar.fsu.edu/scheduling/textbooks/

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Fall 2022					Spring 2023				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions	Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
11491	832	12323	7%	added after 45-day posting deadline in order to meet student demand.	11465	697	12162	6%	added after 45-day posting deadline in order to meet student demand.

University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Please use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement.

Fall 2022						Spring 2023					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)	Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
11,491	11,261	98%	97	230	2.00%	11,465	11,128	97.06%	110	337	2.94%

****Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM II



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President Richard McCullough

FROM: Provost James Clark

DATE: August 24, 2023

SUBJECT: FSU College of Medicine Graduate Medical Education Annual Institutional Review
Executive Summary (AY 2022-2023)

Request for Approval

The College of Medicine requests approval of the attached Graduate Medical Education Annual Institutional Review Executive Summary.



FLORIDA STATE UNIVERSITY
COLLEGE OF MEDICINE
OFFICE OF GRADUATE MEDICAL EDUCATION

Graduate Medical Education

Annual Institutional Report

2022 – 2023

William C. Boyer, DHSc, MS, CHSE
Associate Dean/DIO
Designated Institutional Official (DIO)

TABLE OF CONTENTS

Rationale	3
Institutional Accreditation	3
Introduction	3
Graduate Medical Education Committee (GMEC) Overview	4
GMEC Oversight	5
ACGME General Competencies	5
<u>Accreditation Overview</u>	6
Program Leadership	6
Program Overview	6
ACGME Accreditation Status	7
Non-Accredited Fellowship	7
Major GME and Program Changes	8
GME Well – Being	8
<u>Scholarly Activity</u>	8
Resident Scholarly Activity	8
Faculty Scholarly Activity	9
<u>GME Performance Metrics</u>	9
Overall Match Results	9
Post – Graduate Placement	10
Geographic and Employment Placement	10
Board Pass Rate	11
GME Finance	11
New Resident Orientation	13
Citations and Action Plans	13
Resident and Faculty Survey Information	13
<u>APPENDICIES</u>	33
Appendix A: Resident Orientation Schedule	
Appendix B: ACGME Program Surveys	
Appendix C: ACGME Sponsored Program Summaries	



Rationale

Pursuant to the Accreditation Council for Graduate Medical Education (ACGME) Institutional requirements, the following is submitted as an Annual Institutional Report (AIR) from the Designated Institutional Official (DIO) for academic year July 2022 to June 2023. The existing ACGME Institutional requirements state that “The GMEC must demonstrate effective oversight of the Sponsoring Institution’s accreditation through an Annual Institutional Review (AIR)” [I.B.5.] and the “DIO must annually submit a written executive summary of the AIR to the Sponsor Institution’s Governing Body” [I.B.5.b.]. The annual report will review the activities of GMEC during the past year with attention to, at a minimum, resident supervision, resident responsibilities, resident evaluation, compliance with clinical experience and education (“duty hour standards”), resident participation in patient safety and care education, and overall Program wellness.

Institutional Accreditation (ACGME)

ACCREDITATION/REVIEW TYPE	DATE
Institutional Accreditation	January 03, 2023
CLER Visit	October 8, 2019
Self – Study Due Date	August 1, 2026
10 – Year Site Visit	August 1, 2028

Introduction

This report covers Academic Year (AY) July 2022 to June 2023. The Graduate Medical Education community at Florida State University College of Medicine (FSUCOM) and the FSUCOM healthcare partners continue to develop and implement policies and learning strategies that achieve accreditation requirements and prepare our resident physicians to serve the State of Florida and beyond. The Graduate Medical Education Committee (GMEC) provides the institutional oversight required to achieve these requirements.

GME Mission – The Florida State University College of Medicine Office of Graduate Medical Education will foster programs that provide optimal clinical learning environments to develop exemplary physicians who independently practice culturally sensitive, patient-centered health care; commit to life-long learning and wellbeing; and lead their specialties and communities, especially through compassionate service to vulnerable populations.

GMEC Strategy – GMEC’s strategy is based on organizational objectives and the Accreditation Council for Graduate Medical Education (ACGME)’s definition of “institutional competency”, which includes an organization’s ability to:

- Gather and analyze data from the educational and clinical environments
- Ensure resident education in patient safety and quality of care
- Lead program and academic innovations
- Predict and trend performances
- Develop, align, and implement policies and procedures that impact graduate medical education programs
- Create conditions that promote collaboration and knowledge sharing and transfer

We are pleased to provide the following 2022 – 2023 Graduate Medical Education information

GRADUATE MEDICAL EDUCATION COMMITTEE OVERVIEW

The ACGME requires that an administrative system be in place in each sponsoring institution that includes a Graduate Medical Education Committee (GMEC) to provide oversight for its residency programs. FSUCOM meets up to four (4) times each year to fulfill these responsibilities. The GMEC is chaired by the Associate Dean/Designated Institutional Official (DIO) or designee. The GMEC has carried out its responsibilities as required by the ACGME [I.B.4].

- Establish and implement policies and procedures regarding the quality of education and the work environment for the Residents and Fellows [hereinafter referred to as Residents] in all ACGME-accredited programs.
- Review annually and make recommendations to the Sponsoring Institution on Resident stipends, benefits, and funding for Resident positions to assure that these are reasonable and fair.
- Establish and maintain appropriate oversight of and liaison with Program Directors and assure that Program Directors establish and maintain proper oversight of and liaison with appropriate personnel of other institutions participating in ACGME-accredited programs of the Sponsoring Institution.
- GMEC reviews all policies and procedures. The policies and procedures are up-to-date and in compliance.
- Develop and implement procedures to regularly monitor Resident clinical experience and education for compliance with the Sponsoring Institution's policies and the Institutional and Program Requirements.
- Assure that ACGME-accredited programs provide appropriate supervision for all Residents that is consistent with proper patient care, the educational needs of Residents, and the Applicable Program Requirements.
- Review all ACGME program accreditation letters and monitor action plans for the correction of concerns and areas of noncompliance.
- Review the Sponsoring Institution's Letter of Report to the Institutional Review Committee (IRC) and develop and monitor action plans for the correction of concerns and areas of noncompliance.
- DIO must approve all Annual Updates prior to submission
- Review and approve the following prior to submission to the ACGME:
 - all applications for ACGME accreditation of new programs and subspecialties;
 - changes in Resident complement;
 - major changes in program structure or length of training;
 - additions and deletions of participating institutions used in a program;
 - appointments of new Program Directors;
 - progress reports requested by any Review Committee;
 - responses to all proposed adverse actions;
 - requests for increases or any change in Resident clinical experience and education ("duty hours);
 - requests for "inactive status" or to reactivate a program;
 - voluntary withdrawals of ACGME-accredited programs;
 - requests for an appeal of an adverse action; and,
 - appeal presentations to a Board of Appeal or the ACGME

GMEC OVERSIGHT

GMEC provides institutional and program oversight in a structured format to ensure accreditation and educational compliance. During each GMEC, Program Directors or their designee are required to provide a program report that delivers relevant information about their specific programs:

PROGRAM REPORTING ITEMS	
• Accreditation and correspondence	• Program Requirement Changes
• Clinical Experience and Education ((Duty Hours)	• Resident Supervision
• Resident Concerns/Issues	• Quality and Patient Safety
• Scholarly Activity/QI Projects	• Diversity, Equity and Inclusion (DEI)
• Resident Well-Being	

In addition to the mandatory GMEC program reports delivered by the Program Directors and additional insight as provided by Quality and Safety Hospital Partner Representatives, GMEC and GME leadership (DIO) provides the following additional oversight. The goal is to work in a collaborative, team – focused and solutions-driven environment to address any concerns that arise through the reporting process, summative and formative reports:

Summative

GME leadership is in regular contact with institutional and program leadership, faculty, program coordinators and residents in the following manner:

- Regular, information discussion and meeting with hospital leadership with a focus on institutional support.
- Regular, information discussions and meetings with the Program Directors and Associate Program Directors
- Regular, information discussions and meetings with faculty
- Regular, information discussions and meetings with program coordinators
- Regular, information discussions and meetings with residents

Formative

- Quarterly Program Director meetings
- Bi-annual resident meetings (additional as needed)

ACGME GENERAL COMPETENCIES

Residents are considered both trainees and students of the Graduate Medical Education Program and are required to demonstrate competency in the six general competency areas required by the Accreditation Council for Graduate Medical Education:

Patient Care	Interpersonal and Communication Skills
Medical Knowledge	Professionalism
Practice-Based Learning and Improvement	Systems-Based Practice

Reappointment and promotion to the subsequent year of training requires satisfactory, cumulative evaluations by program faculty through the Clinical Competency Committee (CCC). Programs have been directed by the ACGME, GMEC and FSUCOM leadership to continue to adapt educational rotation goals and objectives by level of training and identify specific competencies that correlate with each individual learning objective, as well as teaching methods and evaluation tools. All programs have completed the initial revision to include specific competencies with each objective, but this is an ongoing process as rotations and educational methods change and improve.

ACCREDITATION OVERVIEW

PROGRAM LEADERSHIP		
PROGRAM	Program Director	Associate Program Director
BAYCARE (BC)		
FAMILY MEDICINE	Nathan Falk, MD	Ashley Wilk, DO
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)		
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	Armand Cognetta, MD	W. Harris Green, MD
LEE HEALTH (LEE)		
FAMILY MEDICINE	Alfred Gitu, MD	Christina Cavanagh, MD
INTERNAL MEDICINE	Maja Delibasic, MD	Iasmina Jivanov, MD
SARASOTA MEMORIAL HOSPITAL (SMH)		
EMERGENCY MEDICINE	Kelly O'Keefe, MD	Sarah Temple, MD
HOSPICE & PALLIATIVE CARE	Joshua Gross, MD	N/A
INTERNAL MEDICINE	Karen Hamad, MD	Joel Baker, DO Ibrahim Saad, MD
TALLAHASSEE MEMORIAL HOSPITAL (TMH)		
INTERNAL MEDICINE	Claudia Kroker-Bode, MD	Raymond Shashaty, MD Ingrid Jones-Ince, MD
SURGERY – GENERAL	Wade Douglas, MD	N/A

PROGRAM OVERVIEW (2022-2023)				
PROGRAM	Training Length	Positions/Year	Total Positions	Filled
BAYCARE (BH)				
FAMILY MEDICINE	3	8	24	19
DERMATOLOGY ASSOCIATE OF TALLAHASSEE (DAT)				
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	1	2	2	2
LEE HEALTH (LEE)				
FAMILY MEDICINE	3	10	30	24
INTERNAL MEDICINE	3	12	36	12
SARASOTA MEMORIAL HOSPITAL (SMH)				
EMERGENCY MEDICINE	3	9	27	27
HOSPICE & PALLIATIVE CARE	1	2	2	2

INTERNAL MEDICINE	3	13	40	40
TALLAHASSEE MEMORIAL HOSPITAL (TMH)				
INTERNAL MEDICINE	3	8 + 2 prelims PGY-1	36	25
SURGERY – GENERAL	5	2 + 2 prelims PGY-1	12	11

ACGME ACCREDITATION STATUS					
ACCREDITED PROGRAMS	Status	Effective Date	ACGME Site Visit Date (Self-Study)	10-Year Site Visit	# Citations
INSTITUTIONAL	Continued Accreditation	1/03/2023	1/1/2028	1/1/2030	0
BAYCARE (BC)					
FAMILY MEDICINE	Continued Accreditation	1/25/2023	Postponed	Postponed	0
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)					
MICROGRAPHIC SURGERY & DERMATOLOGIC ONCOLOGY	Continued Accreditation	1/6/2023	Postponed	Postponed	0
LEE HEALTH (LEE)					
FAMILY MEDICINE	Continued Accreditation	1/25/2023	Postponed	Postponed	0
INTERNAL MEDICINE	Initial Accreditation	9/10/2021	N/A	N/A	0
SARASOTA MEMORIAL HOSPITAL (SMH)					
EMERGENCY MEDICINE	Continued Accreditation	1/12/2023	Postponed	Postponed	0
HOSPICE & PALLIATIVE CARE	Continued Accreditation	9/22/2022	N/A	N/A	0
INTERNAL MEDICINE	Continued Accreditation	1/20/2023	Postponed	Postponed	0
TALLAHASSEE MEMORIAL HOSPITAL (TMH)					
INTERNAL MEDICINE	Continued Accreditation	1/20/2023	Postponed	Postponed	0
GENERAL SURGERY	Continued Accreditation	1/4/2023	Postponed	Postponed	0

NON-ACCREDITED FELLOWSHIP

Within FSUCOM, there are training programs that are not accredited by the Accreditation Council for Graduate Medical Education (ACGME) or other applicable national accrediting bodies. These programs support the interests of FSUCOM and our healthcare partners, the patient care needs of the region, and other FSUCOM Graduate Medical Education (GME) programs. FSUCOM provides oversight, administration, and educational support from the Central GME Office and GMEC.

PROGRAM LEADERSHIP		
PROGRAM	Program Director	Associate Program Director
GLOBAL HEALTH (LEE)	Lee Coghill, MD	N/A

MAJOR GME AND PROGRAM CHANGES

During the 2022 – 2023 Academic Year, two (2) major changes occurred within GME:

1. Transitional Year program at Winter Haven Hospital received “Initial Accreditation” on July 1, 2023
2. Dean John Fogarty retired and was replaced by Interim Dean Alma Littles

GME WELL – BEING

The ACGME places responsibility for well – being on the program, in partnership with the Sponsoring Institution, to address well – being [ACGME IRC VI.C.1.] to include access to appropriate tools for self – screening [ACGME IRC VI.C.1.e.(2)].

The FSU COM highly encourages overall resident, faculty and staff wellness and related activities throughout its programs. FSU COM provides appropriate well – being funding in collaboration with its hospital partners to schedule programmatic – level well – being activities. Further, the GMEC Well – Being Sub-Committee is comprised of members from each Program and chaired by a licensed psychologist from the LEE family medicine residency. During the 2022-2023 academic year, the sub – committee met eight (8) times to develop well – being strategies and programming. One outcome of this sub – committee was the initiation of the Mayo Well-Being Index Survey. FSU COM residency programs ranked in the top tier for national participation during the initial roll out with 87% participation. The index focuses on six main dimensions and has numerous resources immediately available. The survey was administered twice during the year with residents having unlimited access throughout the academic year. The six dimensions include:

Mayo Well – Being Index Six Dimensions		
Meaning in Work	Severe Fatigue	Quality of Life
Likelihood of Burnout	Work-Life Integration	Suicidal Ideation

SCHOLARLY ACTIVITY

Resident Scholarly Activity

Resident scholarly activity requirements vary by program, in accordance with ACGME requirements and Program Director expectations. The requirements are presented to all residents during program orientation, and continuous discussions with Program Directors.

FSU COM residents participate in various forms of scholarly activity including quality assurance and quality improvement projects, research projects, case study presentations, scientific presentations, and manuscript presentations.

Although assistance is provided, residents are responsible for all aspects of their scholarly projects, including hypotheses, generation, initial proposal, IRB submission (if necessary), data collection, analyses, presentation, and publication. FSU COM residents regularly present their research in poster

and oral format at local, regional, and national meetings. Residents are strongly encouraged to, and provided resources and guidance, to submit their work for publication in peer reviewed journals.

At least twice per year, residents are to meet with their Program Director to discuss the progress of their scholarly activity.

TYPE	NUMBER
PMID	19
OTHER PUBLICATIONS	48
CONFERENCE PRESENTATIONS	134
BOOK CHAPTERS	3

Faculty Scholarly Activity

Faculty scholarly activity requirements vary by program, in according with ACGME requirements and Program Director expectations.

Core faculty are responsible for overseeing resident research projects. Faculty members provide direct mentorship and are engaged with mentee residents through all aspects of research projects, from approving initial proposals to helping to write and edit manuscripts for publication.

FSU COM faculty may also independently participate in various forms of scholarly activity, which includes conducting their own research projects, grant writing, manuscript review for academic journals, delivering scholarly presentations, serving on academic committees, and manuscript preparation and submission.

TYPE	NUMBER
PMID	41
OTHER PUBLICATIONS	31
CONFERENCE PRESENTATIONS	96
OTHER PRESENTATIONS	279
BOOK CHAPTERS	11
GRANT LEADERSHIP	116

GME PERFORMANCE METRICS

OVERALL MATCH RESULTS

OVERALL MATCH RESULTS			
PROGRAM	Matched	US Grads	ECFMG Grads
BAYCARE			
FAMILY MEDICINE	8	3	5
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)			
MICRO DERM FELLOW	1	1	0
LEE HEALTH			
FAMILY MEDICINE	9	8	1
INTERNAL MEDICINE	12	7	5

GLOBAL HEALTH	2	2	0
SARASOTA MEMORAL HOSPITAL			
EMER MEDICINE	9	9	0
HOSPICE/PALLIATIVE	2	2	0
INTERNAL MEDICINE	13	12	1
TALLAHASSEE MEMORIAL HOSPITAL			
INTERNAL MEDICINE	10	7	3
SURGERY-GENERAL	4	4	0

POST – GRADUATE PLACEMENT

AREA	AY 21-22		AY 22-23		PERCENT CHANGE
	TOTAL	PERCENT	TOTAL	PERCENT	
CHIEF YEAR – PGY4	3	6%	0	0%	-6%
FELLOWSHIP – FSU	3	6%	0	0%	-6%
FELLOWSHIP – NON-FSU	12	26%	12	29%	3%
FSU PARTNER EMPLOYED	14	29%	13	30%	1%
NON – FSU PARTNER EMPLOYED	15	31%	20	39%	12%
MILITARY/PUBLIC HEALTH OBLIGATION	1	2%	1	2%	-
NO POSITION/NOT EMPLOYED	0	0%	0	0%	-
TOTAL GRADUATES	48		46		

GEOGRAPHIC AND EMPLOYMENT PLACEMENT

GEOGRAPHY	AY 21-22		AY 22-23		PERCENT CHANGE
	TOTAL	PERCENT	TOTAL	PERCENT	
FLORIDA	33	68%	28	61%	-7%
GEORGIA	1	2%	1	2%	-
ALABAMA	0	0%	2	4%	4%
NORTH/SOUTH CAROLINA	0	0%	3	7%	7%
EAST COAST – OTHER	8	17%	5	11%	-6%
MID-WEST & WEST COAST	6	13%	7	15%	2%
UNKNOWN/NO POSITION	0	0%	0	0%	-
OUT OF COUNTRY	0	0%	0	0%	-
TOTAL	48		46		

BOARD PASS RATE

BOARD PASS RATE		
PROGRAM	PERCENT	COMMENT
BAYCARE		
FAMILY MEDICINE	100%	
DERMATOLOGY ASSOCIATES OF TALLAHASSEE (DAT)		
MICROGRPAHIC SURGERY & DERM ONCOLOGY	100%	
LEE HEALTH		
FAMILY MEDICINE	100%	
INTERNAL MEDICINE	N/A	N/A (Began inaugural PGY-1's on 7.1.22)
SARASOTA MEMORIAL HOSPITAL		
EMERGENCY MEDICINE	97%	N/A (First class graduating 6.30.22; not eligible yet)
INTERNAL MEDICINE	97.4%	One resident did not pass
TALLAHASSEE MEMORIAL HOSPITAL		
INTERNAL MEDICINE-TMH	100%	
SURGERY (GENERAL) - TMH	66.7%	

GME FINANCE

The Florida State University College of Medicine in conjunction with the FSU COM Florida Medical Practice Plan (FMPP) and our hospital partners collaboratively develop annual program budgets. The Office of Graduate Medical Education engages individual Program Directors and identified hospital leadership to develop the Program – specific budget.

RESIDENT STIPENDS**AY2022-2023 Salary and Benefits**

The AAMC Nationwide southern region mean(s) are used for review annually, along with other state of Florida universities.

GMEC voted to increase Resident salaries as presented. The salary increase became effective July 1, 2023.

SEE SALARY AND BENEFITS CHART ON NEXT PAGE

SALARY SCALE	
PGY1	\$60,150.00
PGY2	\$63,150.00
PGY3	\$65,150.00
PGY4	\$67,150.00
PGY5	\$71,150.00
PGY6	\$74,150.00
BENEFITS	
Healthcare (Medical, Dental, Vision)	<ul style="list-style-type: none"> Offered to all hospital – based Residents/Fellows. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Professional Liability (Malpractice)	
Accidental and Life Insurance	
403B or 401KPlan	
Paid Time Off (PTO)	
Educational Event Time Off	
Educational Allowance	
Lab Coats	<ul style="list-style-type: none"> Offered by all hospital-based programs. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Meal Allowance	
Employee Assistance Program (EAP)	<ul style="list-style-type: none"> Available 24/7 via Third – Party Vendor Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Housing Allowance	<ul style="list-style-type: none"> Please contact your program for specific details as they may vary by hospital partners. All salary and benefits are subject to change.
Relocation	
Commencement Bonus	
Electronic Devices	
USMLE Step 3 Registration	<ul style="list-style-type: none"> Offered to all Residents. Please contact your program for specific details as they may vary by hospital partners. All salary and benefits is subject to change.
Medical Training License	

NOTE: Other specific benefits may be offered by your residency/fellowship program and associated healthcare partner.

New Resident Orientation

For the 2022 - 2023 Resident Orientation, a centralized general orientation is conducted by FSUCOM. Currently, this is done virtually via Zoom. In addition to the centralized and program specific orientations, all incoming Residents are required to complete:

- American Medical Association Graduate Medical Education (AMA GME) Competency Education Program
- Institute for Healthcare Improvement (IHI) basic certificate in quality and safety

The GME Office monitors and provides oversight and ensures compliance with all Sponsoring Institution and program requirements related to orientation. This is done in collaboration with each program.

PROGRAM CITATIONS AND ACTION PLANS

For the AY 2022 – 2023, the Florida State University College of Medicine sponsored Graduate Medical Education programs had no citations. This is an outstanding accomplishment for all of our programs and show the continued high-quality education and clinical learning environment we provide to all of our residents and fellows.

RESIDENT AND FACULTY SURVEYS AT – A – GLANCE

The ACGME's Resident/Fellow and Faculty Surveys are used to monitor graduate medical clinical education and provide early warning of potential non-compliance with ACGME accreditation requirements. All accredited programs (regardless of size) are required to participate in these surveys each academic year between the months of January and April.

The required completion rate for both the Resident/Fellow and Faculty Survey is 70 percent. Programs failing to meet this threshold will not receive reports. When programs meet the required completion rate, and there are four or more people scheduled to participate in a survey, aggregated and anonymized survey data reports will be available. These reports provide a broad look at how programs compare to national, institutional, and specialty or subspecialty averages. Programs that meet the required completion rate but have fewer than four people scheduled to participate may receive aggregated reports in the future, using multiple years of program survey data.

Programs that do not reach the 70 percent response threshold will be flagged as non-compliant regarding their completion rate. These programs are highlighted as such for the Review Committees, which may take further action.

Resident and faculty of all ACGME accredited programs are required to complete the annual ACGME survey. Results of the survey are utilized by the ACGME as a key performance indicator for program quality and compliance with the working and learning environment requirements and for FSU COM institutional performance.

Resident Survey Content Areas	
Clinical Experience and Education	Resources
Faculty Teaching and Supervision	Patient Safety and Teamwork
Evaluation	Professionalism
Educational Content	Overall
Diversity and Inclusion	
Faculty Survey Content Areas	
Faculty Teaching and Supervision	Patient Safety and Teamwork
Educational Content	Professionalism
Diversity and Inclusion	Teamwork
Resources	

The complete listing of all Residents and Faculty program specific surveys are available in the appendix.

APPENDIX A

RESIDENT ORIENTATION SCHEDULE



GME ORIENTATION

JUNE 26, 2023

TIME	TOPIC	FACILITATOR
0700 – 0715	Zoom Link connection begins	All participants
0715 – 0730	General Announcements	GME Leadership
0730 – 0800	Overview of GME (ACGME Competencies and GME Policies) <i>ACGME Competency: SBP</i> <i>CLER Pathways: PS2; HQ1; CT1; S1; DF1; DF2; PR1</i>	William C. Boyer, DHSc, MS, CHSE <i>Associate Dean/DIO</i> <i>Associate Professor – Department of Clinical Sciences</i> <i>FSU College of Medicine</i>
0800 – 0845	Professionalism in the Clinical Setting <i>ACGME Competency: P; ICS</i> <i>CLER Pathway: PR1</i>	
0845 – 0900	Benefits & Planning/Professional Benefits	Taylor Collins, CEBS, CLU, RHU <i>Professional Benefits</i>
0900 – 0915	BREAK	
0915 – 1000	Introduction to the FSU COM Self-Insurance Program – Professional Liability Protection <i>ACGME Competency: P</i> <i>CLER: N/A</i>	Jennifer Miller-Louw, Esq <i>Senior Litigation Attorney – SIP</i> <i>FSU College of Medicine</i>
1000 – 1100	Orientation to Clinical Teaching <i>ACGME Competency: P; ICS</i> <i>CLER Pathway: PR1</i>	Nate Falk, MD, MBA, CPE, CAQSM, FAAFP <i>Assistant Dean – GME</i> <i>Founding Program Director – Family Medicine</i> <i>Baycare -Winter Haven</i> <i>Professor, Department of Medicine</i> <i>FSU College of Medicine</i>
1100 – 1130	Closing and questions	GME Staff

ZOOM LINK:

<https://fsu.zoom.us/j/92607831243>

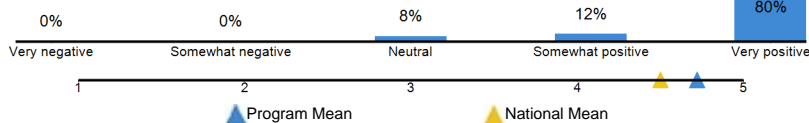
APPENDIX B

ACGME PROGRAM SURVEYS

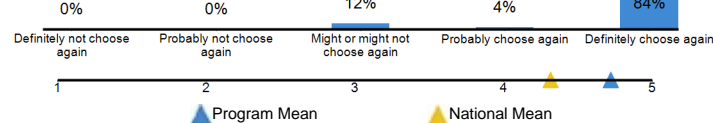
(INSTITUTIONAL, RESIDENT AND FACULTY)

Aggregate reports are available only to programs with 4 or more residents / fellows if a 70.0% response rate is reached.

Residents' overall evaluation of the program



Residents' overall opinion of the program



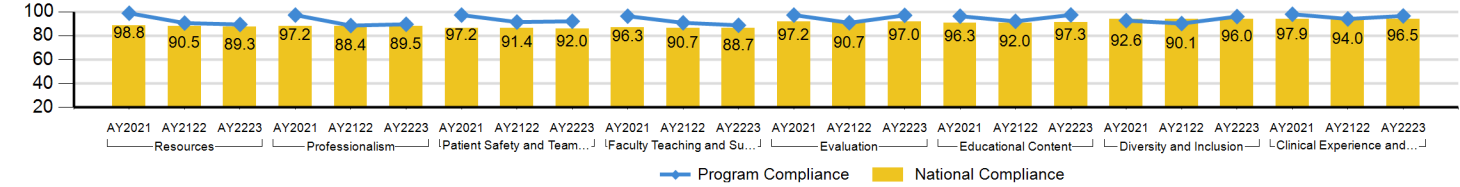
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	100%	4.8	87%	4.4	88%	4.4
	Impact of other learners on education	64%	2.8	78%	3.3	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	92%	4.6	87%	4.3	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	76%	2.9	87%	3.4	90%	3.6
	Time to interact with patients	96%	4.7	86%	4.2	87%	4.3
	Protected time to participate in structured learning activities	100%	4.9	93%	4.6	85%	4.3
	Able to attend personal appointments	92%	4.7	90%	4.6	91%	4.6
	Able to access confidential mental health counseling or treatment	92%	4.7	96%	4.8	94%	4.8
	Satisfied with safety and health conditions	92%	4.8	84%	4.3	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	96%	4.8	93%	4.6	88%	4.5
	Faculty members act professionally when teaching	92%	4.8	95%	4.6	92%	4.5
	Faculty members act professionally when providing care	96%	4.8	98%	4.8	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	80%	4.2	93%	4.7	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	80%	4.2	84%	4.3	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	80%	4.4	82%	4.2	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	96%	4.8	94%	4.7	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	96%	4.8	93%	4.6	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	92%	4.4	83%	4.1	85%	4.2
	Culture reinforces personal responsibility for patient safety	92%	4.7	92%	4.5	89%	4.4
	Know how to report patient safety events	96%	4.8	97%	4.9	96%	4.9
	Interprofessional teamwork skills modeled or taught	88%	4.6	85%	4.3	78%	4.2
	Participate in safety event investigation and analysis	88%	4.5	84%	4.4	79%	4.1
	Process to transition patient care and clinical duties when fatigued	96%	4.8	90%	4.6	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	84%	4.5	89%	4.4	84%	4.3
	Faculty effectively creates environment of inquiry	88%	4.6	87%	4.4	82%	4.3
	Appropriate level of supervision	84%	4.5	94%	4.8	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	84%	4.6	86%	4.6	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.7	98%	4.4	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	92%	4.6	89%	4.4	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	99%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	100%	5.0	97%	4.9	96%	4.8
	Satisfied with faculty members' feedback	88%	4.6	78%	4.1	75%	4.0
Educational Content	Instruction on minimizing effects of sleep deprivation	96%	4.8	88%	4.5	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	96%	4.8	93%	4.7
	Instruction on scientific inquiry principles	96%	4.8	97%	4.9	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	97%	4.9	95%	4.8
	Opportunities to participate in scholarly activities	96%	4.8	96%	4.8	94%	4.8
	Taught about health care disparities	96%	4.0	89%	3.9	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	96%		96%			
	Depression	96%					
	Burnout	96%					
Diversity and Inclusion	Preparation for interaction with diverse individuals	96%	4.4	96%	4.4	95%	4.3
	Program fosters inclusive work environment	96%	4.7	97%	4.6	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	96%	4.4	93%	4.3	90%	4.1

Clinical Experience and Education

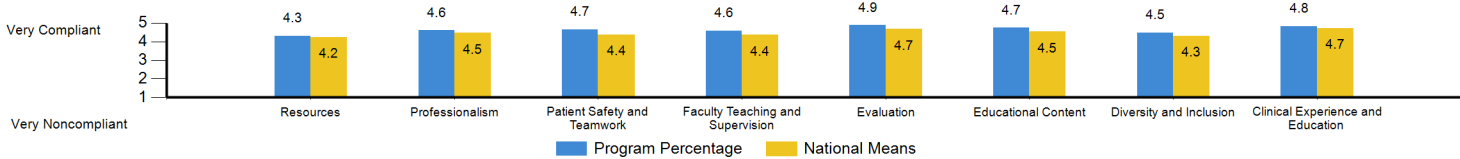
80-hour week (averaged over a four-week period)
Four or more days free in 28 day period
Taken in-hospital call more than every third night
Less than 14 hours free after 24 hours of work
More than 28 consecutive hours work
Additional responsibilities after 24 consecutive hours of work
Adequately manage patient care within 80 hours
Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	95%	4.7	92%	4.6
80%	4.2	82%	4.4	84%	4.4
96%	4.8	99%	4.9	98%	4.9
96%	4.8	97%	4.9	96%	4.8
100%	5.0	98%	4.9	96%	4.8
100%	5.0	98%	4.9	96%	4.8
100%	5.0	93%	4.7	91%	4.6
100%	4.9	98%	4.9	97%	4.9

Total Percentage of Compliance by Category



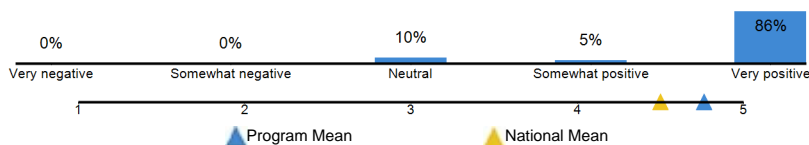
Program Percentage at-a-glance



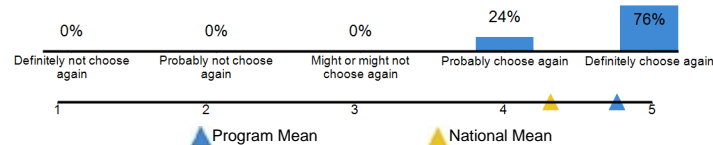
	Very Often	Often	Sometimes	Rarely	Never
How often do faculty members actively engage residents in learning during conferences?	77.8%	11.1%	11.1%	0.0%	0.0%

	No	Yes
On average, were you able to attend at least 70% of your emergency medicine conferences/required educational experiences?	0.0%	100.0%
Does your program provide you the opportunity to perform an appropriate number of procedures to be competent?	11.1%	88.9%
Does your program provide you the opportunity to direct an appropriate number of major resuscitations to be competent?	0.0%	100.0%
Does your program provide you the opportunity to become a competent Emergency Medicine physician?	0.0%	100.0%

Residents' overall evaluation of the program



Residents' overall opinion of the program



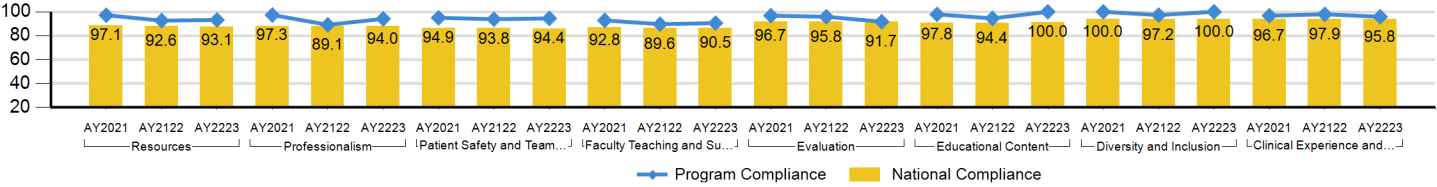
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	90%	4.5	86%	4.4	88%	4.4
	Impact of other learners on education	86%	3.5	87%	3.6	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	86%	4.1	76%	4.0	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	100%	4.2	94%	3.7	90%	3.6
	Time to interact with patients	81%	4.0	78%	4.0	87%	4.3
	Protected time to participate in structured learning activities	95%	4.6	83%	4.2	85%	4.3
	Able to attend personal appointments	100%	5.0	89%	4.6	91%	4.6
	Able to access confidential mental health counseling or treatment	100%	5.0	91%	4.7	94%	4.8
		100%	4.8	83%	4.3	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	95%	4.7	85%	4.4	88%	4.5
	Faculty members act professionally when teaching	95%	4.6	90%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	4.9	95%	4.7	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	95%	4.8	84%	4.4	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	86%	4.4	73%	4.0	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	81%	4.1	67%	3.8	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	100%	4.9	91%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	100%	4.9	90%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	86%	4.2	81%	4.0	85%	4.2
	Culture reinforces personal responsibility for patient safety	95%	4.4	85%	4.3	89%	4.4
	Know how to report patient safety events	100%	5.0	96%	4.8	96%	4.9
	Interprofessional teamwork skills modeled or taught	95%	4.7	75%	4.1	78%	4.2
	Participate in safety event investigation and analysis	90%	4.6	77%	4.1	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%	5.0	86%	4.4	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	95%	4.6	85%	4.4	84%	4.3
	Faculty effectively creates environment of inquiry	90%	4.4	81%	4.2	82%	4.3
	Appropriate level of supervision	95%	4.8	90%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	86%	4.5	78%	4.4	81%	4.5
	Quality of teaching received in all clinical and didactic activities	95%	4.4	96%	4.1	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	81%	4.1	81%	4.1	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	90%	4.6	96%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	95%	4.8	94%	4.8	96%	4.8
	Satisfied with faculty members' feedback	81%	4.2	70%	3.9	75%	4.0
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Instruction on minimizing effects of sleep deprivation	100%	5.0	82%	4.3	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	93%	4.7	93%	4.7
	Instruction on scientific inquiry principles	100%	5.0	93%	4.7	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	97%	4.9	95%	4.8
	Opportunities to participate in scholarly activities	100%	5.0	90%	4.6	94%	4.8
	Taught about health care disparities	100%	4.7	86%	3.8	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	100%		Substance use disorder	100%		
	Depression	100%					
	Burnout	100%					
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Preparation for interaction with diverse individuals	100%	4.9	93%	4.2	95%	4.3
	Program fosters inclusive work environment	100%	4.8	95%	4.4	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	100%	4.7	88%	4.0	90%	4.1

Clinical Experience and Education

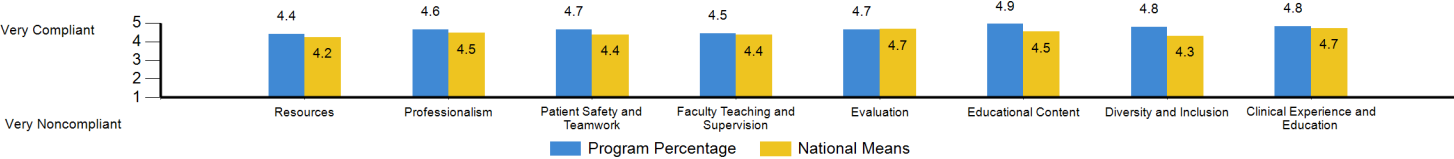
80-hour week (averaged over a four-week period)
Four or more days free in 28 day period
Taken in-hospital call more than every third night
Less than 14 hours free after 24 hours of work
More than 28 consecutive hours work
Additional responsibilities after 24 consecutive hours of work
Adequately manage patient care within 80 hours
Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.9	87%	4.5	92%	4.6
71%	4.1	76%	4.1	84%	4.4
100%	5.0	97%	4.9	98%	4.9
100%	5.0	93%	4.7	96%	4.8
100%	5.0	96%	4.8	96%	4.8
100%	5.0	96%	4.8	96%	4.8
95%	4.7	84%	4.3	91%	4.6
100%	5.0	96%	4.8	97%	4.9

Total Percentage of Compliance by Category



Program Percentage at-a-glance



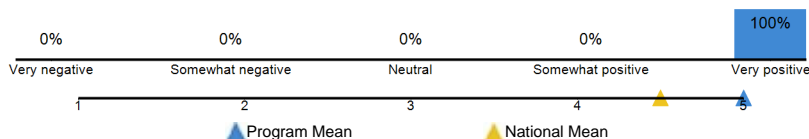
	Year 1	Year 2	Year 3	Year 4
Indicate year in program:	33.3%	28.6%	33.3%	4.8%

	Yes	No
Have you personally delivered care to one of your family medicine patients in at least 3 different settings?	100.0%	0.0%
Has this occurred more than 3 times in the preceding 6 months?	61.9%	38.1%
Have you personally called and directed a family meeting for any reason?	100.0%	0.0%
Has this occurred more than 2 times in the preceding 6 months?	71.4%	28.6%
Have you personally provided a comprehensive service for one of your patients for any reason?	100.0%	0.0%
Has this occurred more than 2 times in the preceding 6 months?	95.2%	4.8%
Have you personally helped one of your patients by being supportive, making suggestions, and were you an important part of the healing for the patient?	100.0%	0.0%
Has this occurred more than 2 times in the preceding 6 months?	95.2%	4.8%

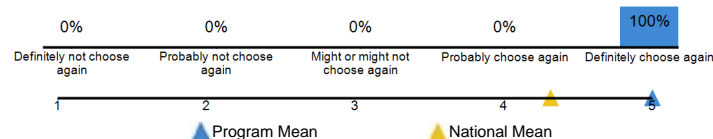
Percentage of Residents Reponding Yes

	Overall (21 residents)	1 (7 residents)	2 (6 residents)	3 (7 residents)	4 (1 residents)
Have you personally delivered care to one of your family medicine patients in at least 3 different settings?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 3 times in the preceding 6 months?	61.9%	57.1%	66.7%	57.1%	100.0%
Have you personally called and directed a family meeting for any reason?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	71.4%	85.7%	66.7%	57.1%	100.0%
Have you personally provided a comprehensive service for one of your patients for any reason?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	95.2%	100.0%	100.0%	85.7%	100.0%
Have you personally helped one of your patients by being supportive, making suggestions, and were you an important part of the healing for the patient?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	95.2%	100.0%	100.0%	85.7%	100.0%

Residents' overall evaluation of the program



Residents' overall opinion of the program



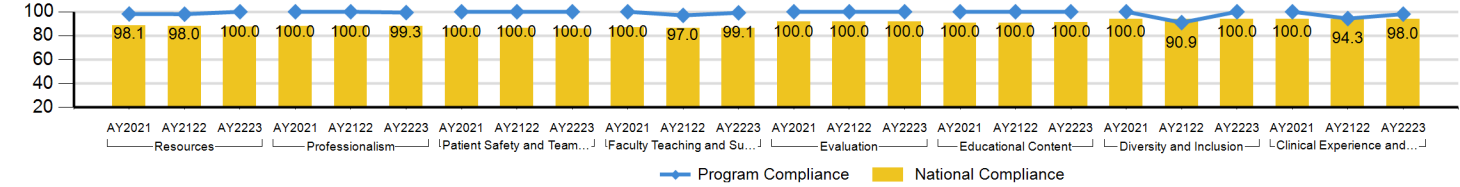
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	100%	5.0	86%	4.4	88%	4.4
	Impact of other learners on education	100%	4.6	87%	3.6	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	5.0	76%	4.0	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	100%	4.5	94%	3.7	90%	3.6
	Time to interact with patients	100%	4.9	78%	4.0	87%	4.3
	Protected time to participate in structured learning activities	100%	5.0	83%	4.2	85%	4.3
	Able to attend personal appointments	100%	5.0	89%	4.6	91%	4.6
	Able to access confidential mental health counseling or treatment	100%	5.0	91%	4.7	94%	4.8
	Satisfied with safety and health conditions	100%	5.0	83%	4.3	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	100%	5.0	85%	4.4	88%	4.5
	Faculty members act professionally when teaching	100%	5.0	90%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	5.0	95%	4.7	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	100%	5.0	84%	4.4	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	95%	4.8	73%	4.0	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	100%	5.0	67%	3.8	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	100%	5.0	91%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	100%	5.0	90%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	100%	5.0	81%	4.0	85%	4.2
	Culture reinforces personal responsibility for patient safety	100%	4.9	85%	4.3	89%	4.4
	Know how to report patient safety events	100%	5.0	96%	4.8	96%	4.9
	Interprofessional teamwork skills modeled or taught	100%	4.9	75%	4.1	78%	4.2
	Participate in safety event investigation and analysis	100%	5.0	77%	4.1	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%	5.0	86%	4.4	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	100%	5.0	85%	4.4	84%	4.3
	Faculty effectively creates environment of inquiry	100%	5.0	81%	4.2	82%	4.3
	Appropriate level of supervision	100%	5.0	90%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	100%	5.0	78%	4.4	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.9	96%	4.1	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	95%	4.7	81%	4.1	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	96%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	100%	5.0	94%	4.8	96%	4.8
	Satisfied with faculty members' feedback	100%	4.9	70%	3.9	75%	4.0
Educational Content	Instruction on minimizing effects of sleep deprivation	100%	5.0	82%	4.3	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	93%	4.7	93%	4.7
	Instruction on scientific inquiry principles	100%	5.0	93%	4.7	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	97%	4.9	95%	4.8
	Opportunities to participate in scholarly activities	100%	5.0	90%	4.6	94%	4.8
	Taught about health care disparities	100%	4.8	86%	3.8	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	100%		Substance use disorder	100%		
	Depression	100%					
	Burnout	100%					
Diversity and Inclusion	Preparation for interaction with diverse individuals	100%	4.9	93%	4.2	95%	4.3
	Program fosters inclusive work environment	100%	5.0	95%	4.4	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	100%	4.9	88%	4.0	90%	4.1

Clinical Experience and Education

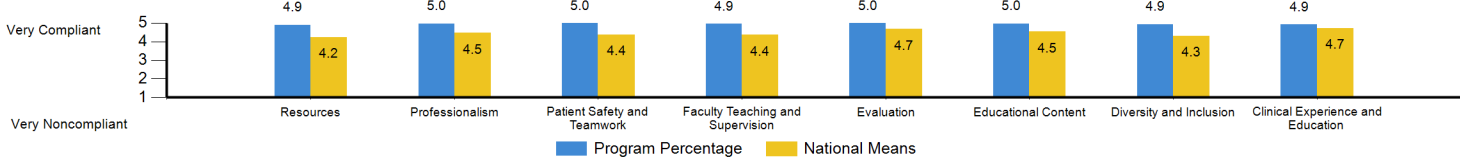
80-hour week (averaged over a four-week period)
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Adequately manage patient care within 80 hours
Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	87%	4.5	92%	4.6
95%	4.9	76%	4.1	84%	4.4
100%	5.0	97%	4.9	98%	4.9
89%	4.6	93%	4.7	96%	4.8
100%	5.0	96%	4.8	96%	4.8
100%	5.0	96%	4.8	96%	4.8
100%	4.9	84%	4.3	91%	4.6
100%	5.0	96%	4.8	97%	4.9

Total Percentage of Compliance by Category



Program Percentage at-a-glance



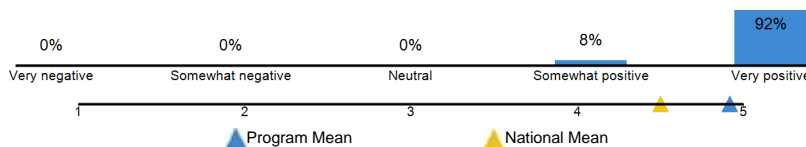
	Year 1	Year 2	Year 3	Year 4
Indicate year in program:	42.1%	31.6%	21.1%	5.3%

	Yes	No
Have you personally delivered care to one of your family medicine patients in at least 3 different settings?	100.0%	0.0%
Has this occurred more than 3 times in the preceding 6 months?	84.2%	15.8%
Have you personally called and directed a family meeting for any reason?	94.7%	5.3%
Has this occurred more than 2 times in the preceding 6 months?	78.9%	21.1%
Have you personally provided a comprehensive service for one of your patients for any reason?	94.7%	5.3%
Has this occurred more than 2 times in the preceding 6 months?	89.5%	10.5%
Have you personally helped one of your patients by being supportive, making suggestions, and were you an important part of the healing for the patient?	100.0%	0.0%
Has this occurred more than 2 times in the preceding 6 months?	89.5%	10.5%

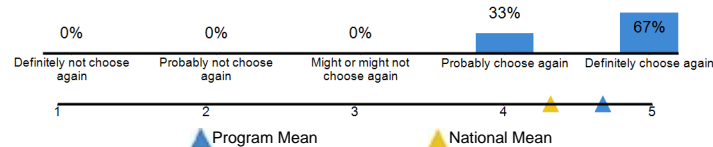
Percentage of Residents Reponding Yes

	Overall (19 residents)	1 (8 residents)	2 (6 residents)	3 (4 residents)	4 (1 residents)
Have you personally delivered care to one of your family medicine patients in at least 3 different settings?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 3 times in the preceding 6 months?	84.2%	100.0%	66.7%	75.0%	100.0%
Have you personally called and directed a family meeting for any reason?	94.7%	100.0%	83.3%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	78.9%	100.0%	50.0%	75.0%	100.0%
Have you personally provided a comprehensive service for one of your patients for any reason?	94.7%	100.0%	83.3%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	89.5%	100.0%	83.3%	75.0%	100.0%
Have you personally helped one of your patients by being supportive, making suggestions, and were you an important part of the healing for the patient?	100.0%	100.0%	100.0%	100.0%	100.0%
Has this occurred more than 2 times in the preceding 6 months?	89.5%	100.0%	83.3%	75.0%	100.0%

Residents' overall evaluation of the program



Residents' overall opinion of the program



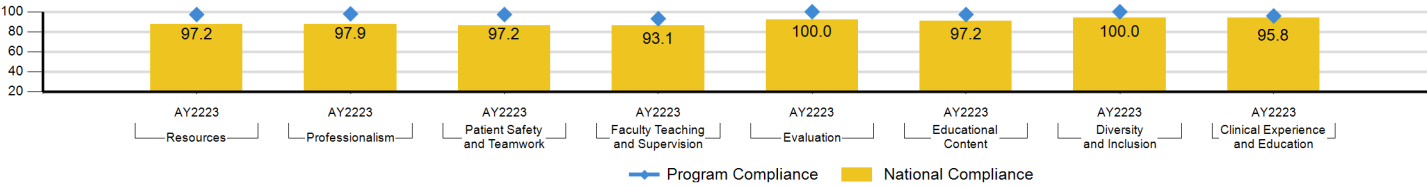
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	92%	4.8	84%	4.3	88%	4.4
	Impact of other learners on education	100%	4.0	87%	3.6	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	4.6	71%	3.9	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	100%	3.9	90%	3.5	90%	3.6
	Time to interact with patients	100%	4.8	84%	4.2	87%	4.3
	Protected time to participate in structured learning activities	83%	4.5	78%	4.1	85%	4.3
	Able to attend personal appointments	100%	5.0	85%	4.4	91%	4.6
	Able to access confidential mental health counseling or treatment	100%	5.0	92%	4.7	94%	4.8
	Satisfied with safety and health conditions	100%	4.8	81%	4.2	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	83%	4.6	82%	4.3	88%	4.5
	Faculty members act professionally when teaching	100%	4.6	90%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	4.9	94%	4.6	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	100%	5.0	88%	4.5	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	100%	4.7	73%	4.0	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	100%	4.8	68%	3.9	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	100%	5.0	90%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	100%	5.0	89%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	92%	4.6	78%	4.0	85%	4.2
	Culture reinforces personal responsibility for patient safety	100%	4.8	84%	4.2	89%	4.4
	Know how to report patient safety events	100%	5.0	95%	4.8	96%	4.9
	Interprofessional teamwork skills modeled or taught	100%	4.5	72%	4.0	78%	4.2
	Participate in safety event investigation and analysis	92%	4.7	75%	4.0	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%	5.0	86%	4.4	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	100%	4.8	80%	4.2	84%	4.3
	Faculty effectively creates environment of inquiry	100%	4.9	79%	4.1	82%	4.3
	Appropriate level of supervision	100%	4.9	90%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	92%	4.7	78%	4.4	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.8	95%	4.0	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	67%	4.0	78%	4.1	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	4.9	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	100%	5.0	94%	4.7	96%	4.8
	Satisfied with faculty members' feedback	100%	4.3	71%	3.9	75%	4.0
Educational Content	Instruction on minimizing effects of sleep deprivation	100%	5.0	79%	4.2	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	91%	4.6	93%	4.7
	Instruction on scientific inquiry principles	92%	4.7	90%	4.6	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	96%	4.8	95%	4.8
	Opportunities to participate in scholarly activities	92%	4.7	91%	4.6	94%	4.8
	Taught about health care disparities	100%	3.8	81%	3.6	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	100%					
	Depression	100%					
	Burnout	100%					
Diversity and Inclusion	Preparation for interaction with diverse individuals	100%	4.6	93%	4.2	95%	4.3
	Program fosters inclusive work environment	100%	4.9	96%	4.4	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	100%	4.7	88%	3.9	90%	4.1

Clinical Experience and Education

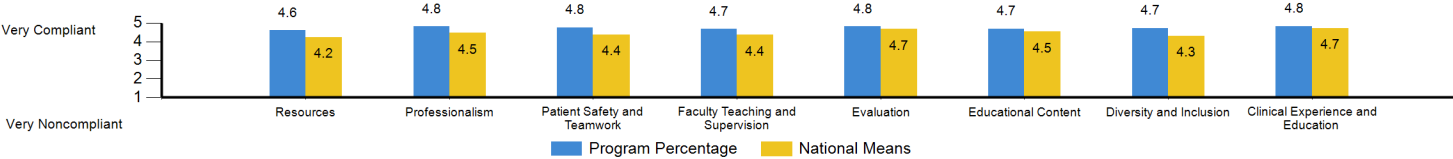
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% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
92%	4.8	89%	4.5	92%	4.6
100%	4.8	79%	4.3	84%	4.4
100%	5.0	98%	4.9	98%	4.9
100%	5.0	96%	4.8	96%	4.8
100%	5.0	96%	4.8	96%	4.8
100%	5.0	97%	4.9	96%	4.8
75%	4.1	87%	4.4	91%	4.6
100%	4.9	96%	4.8	97%	4.9

Total Percentage of Compliance by Category



Program Percentage at-a-glance



Internal Medicine

	1	2	3
What year are you in the program?	100.0%	0.0%	0.0%

Rate the quality of your program's facilities:	Very poor	Poor	Acceptable	Good	Excellent
Safety of on-call rooms	0.0%	0.0%	0.0%	8.3%	91.7%
Proximity of on-call rooms	0.0%	0.0%	0.0%	0.0%	100.0%
Adequacy of conference rooms	0.0%	0.0%	0.0%	16.7%	83.3%
Adequacy of computer access	0.0%	0.0%	0.0%	0.0%	100.0%
Availability of ancillary support personnel	0.0%	0.0%	0.0%	16.7%	83.3%
Accessibility of electronic reference resources	0.0%	0.0%	0.0%	8.3%	91.7%
Availability of telehealth technology	0.0%	0.0%	8.3%	16.7%	75.0%

	Never	Almost never	Sometimes	Often	Always
How often do you provide care for patients on the non-teaching service (excluding consults/potential ICU transfers/responses to codes)?	75.0%	8.3%	8.3%	8.3%	0.0%
How often does someone outside of your team write significant/important orders for patients under your care without communicating with you?	41.7%	41.7%	16.7%	0.0%	0.0%
How often does the number of attending physicians-of-record on inpatient rotations interfere with your educational experience?	75.0%	25.0%	0.0%	0.0%	0.0%
How often do residents from other specialties supervise you while on internal medicine inpatient rotations? (Note: Supervision by IM subspecialty fellows and assistance with specific procedures by non-physicians is permitted as long as ultimate supervisory responsibility rests with the resident's attending physician.)	66.7%	16.7%	16.7%	0.0%	0.0%

	Never	Almost never	Sometimes	Often	Always
How often do you feel overloaded with clinical responsibilities on the general medicine wards without access to additional support (physicians and advanced practice providers)?	58.3%	33.3%	8.3%	0.0%	0.0%
How often do you feel overloaded with clinical responsibilities on critical care assignments without access to additional support (physicians and advanced practice providers)?	66.7%	33.3%	0.0%	0.0%	0.0%
How often do you feel overloaded with clinical responsibilities on night call without access to additional support (physicians and advanced practice providers)?	100.0%	0.0%	0.0%	0.0%	0.0%

Internal Medicine

	Never	Almost never	Sometimes	Often	Always
How often are you assigned more than 5 new admissions (plus an additional 2 transfers or night float admissions) per admitting day?	91.7%	8.3%	0.0%	0.0%	0.0%
How often are you assigned more than 8 new patients in a 48-hour period (excluding night float)?	91.7%	0.0%	8.3%	0.0%	0.0%
How often are you responsible for the ongoing care of more than 10 patients (excluding night and other cross-coverage situations)?	91.7%	8.3%	0.0%	0.0%	0.0%

Internal Medicine

Aggregate reports are available only to programs with 4 or more residents in advanced level of training.

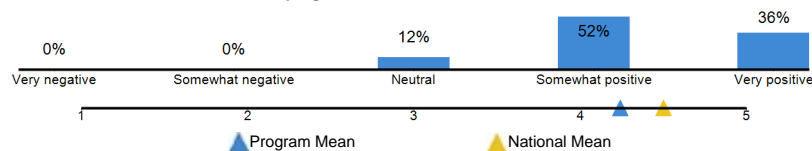
Internal Medicine

Aggregate reports are available only to programs with 4 or more residents in advanced level of training.

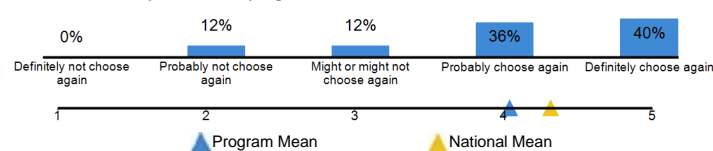
Internal Medicine

Aggregate reports are available only to programs with 4 or more residents in advanced level of training.

Residents' overall evaluation of the program



Residents' overall opinion of the program



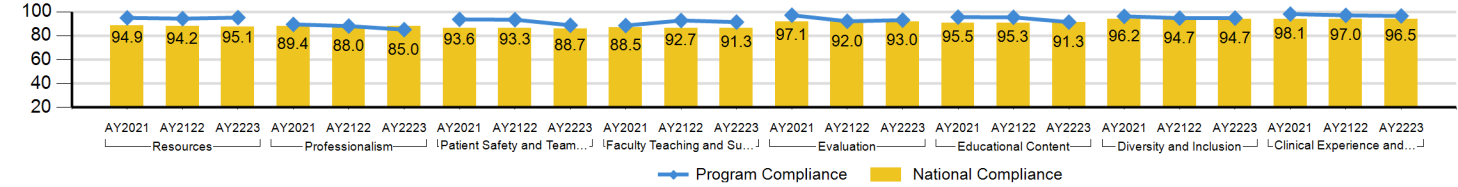
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	100%	4.9	84%	4.3	88%	4.4
	Impact of other learners on education	92%	3.9	87%	3.6	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	92%	4.2	71%	3.9	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	100%	4.0	90%	3.5	90%	3.6
	Time to interact with patients	96%	4.6	84%	4.2	87%	4.3
	Protected time to participate in structured learning activities	92%	4.7	78%	4.1	85%	4.3
	Able to attend personal appointments	92%	4.7	85%	4.4	91%	4.6
	Able to access confidential mental health counseling or treatment	92%	4.7	92%	4.7	94%	4.8
		100%	4.6	81%	4.2	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	100%	4.6	82%	4.3	88%	4.5
	Faculty members act professionally when teaching	80%	4.1	90%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	4.6	94%	4.6	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	88%	4.5	88%	4.5	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	56%	3.3	73%	4.0	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	72%	3.7	68%	3.9	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	92%	4.6	90%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	92%	4.5	89%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	92%	4.2	78%	4.0	85%	4.2
	Culture reinforces personal responsibility for patient safety	96%	4.5	84%	4.2	89%	4.4
	Know how to report patient safety events	92%	4.7	95%	4.8	96%	4.9
	Interprofessional teamwork skills modeled or taught	84%	4.2	72%	4.0	78%	4.2
	Participate in safety event investigation and analysis	76%	4.0	75%	4.0	79%	4.1
	Process to transition patient care and clinical duties when fatigued	92%	4.7	86%	4.4	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	92%	4.4	80%	4.2	84%	4.3
	Faculty effectively creates environment of inquiry	84%	4.0	79%	4.1	82%	4.3
	Appropriate level of supervision	92%	4.6	90%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	92%	4.5	78%	4.4	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.2	95%	4.0	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	88%	4.1	78%	4.1	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	4.9	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	92%	4.7	94%	4.7	96%	4.8
	Satisfied with faculty members' feedback	80%	3.8	71%	3.9	75%	4.0
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Instruction on minimizing effects of sleep deprivation	80%	4.2	79%	4.2	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	91%	4.6	93%	4.7
	Instruction on scientific inquiry principles	92%	4.7	90%	4.6	94%	4.7
	Education in assessing patient goals e.g. end of life care	96%	4.8	96%	4.8	95%	4.8
	Opportunities to participate in scholarly activities	96%	4.8	91%	4.6	94%	4.8
	Taught about health care disparities	84%	3.8	81%	3.6	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	96%		Substance use disorder	80%		
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Preparation for interaction with diverse individuals	92%	4.4	93%	4.2	95%	4.3
	Program fosters inclusive work environment	96%	4.7	96%	4.4	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	96%	4.4	88%	3.9	90%	4.1

Clinical Experience and Education

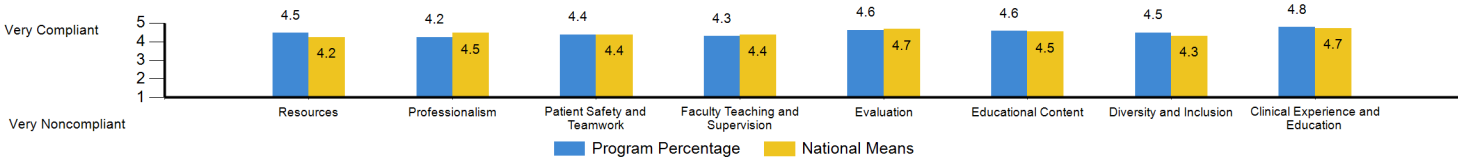
80-hour week (averaged over a four-week period)
Four or more days free in 28 day period
Taken in-hospital call more than every third night
Less than 14 hours free after 24 hours of work
More than 28 consecutive hours work
Additional responsibilities after 24 consecutive hours of work
Adequately manage patient care within 80 hours
Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
92%	4.6	89%	4.5	92%	4.6
88%	4.4	79%	4.3	84%	4.4
100%	5.0	98%	4.9	98%	4.9
100%	5.0	96%	4.8	96%	4.8
100%	4.9	96%	4.8	96%	4.8
100%	4.9	97%	4.9	96%	4.8
92%	4.5	87%	4.4	91%	4.6
100%	4.9	96%	4.8	97%	4.9

Total Percentage of Compliance by Category



Program Percentage at-a-glance



Internal Medicine

	1	2	3
What year are you in the program?	40.0%	32.0%	28.0%

Rate the quality of your program's facilities:	Very poor	Poor	Acceptable	Good	Excellent
Safety of on-call rooms	0.0%	4.0%	4.0%	8.0%	84.0%
Proximity of on-call rooms	0.0%	0.0%	0.0%	16.0%	84.0%
Adequacy of conference rooms	0.0%	0.0%	8.0%	16.0%	76.0%
Adequacy of computer access	0.0%	0.0%	16.0%	16.0%	68.0%
Availability of ancillary support personnel	0.0%	0.0%	12.0%	32.0%	56.0%
Accessibility of electronic reference resources	0.0%	0.0%	0.0%	28.0%	72.0%
Availability of telehealth technology	0.0%	0.0%	4.0%	36.0%	60.0%

	Never	Almost never	Sometimes	Often	Always
How often do you provide care for patients on the non-teaching service (excluding consults/potential ICU transfers/responses to codes)?	84.0%	12.0%	0.0%	4.0%	0.0%
How often does someone outside of your team write significant/important orders for patients under your care without communicating with you?	44.0%	44.0%	8.0%	0.0%	4.0%
How often does the number of attending physicians-of-record on inpatient rotations interfere with your educational experience?	72.0%	28.0%	0.0%	0.0%	0.0%
How often do residents from other specialties supervise you while on internal medicine inpatient rotations? (Note: Supervision by IM subspecialty fellows and assistance with specific procedures by non-physicians is permitted as long as ultimate supervisory responsibility rests with the resident's attending physician.)	88.0%	4.0%	4.0%	4.0%	0.0%

	Never	Almost never	Sometimes	Often	Always
How often do you feel overloaded with clinical responsibilities on the general medicine wards without access to additional support (physicians and advanced practice providers)?	64.0%	32.0%	0.0%	4.0%	0.0%
How often do you feel overloaded with clinical responsibilities on critical care assignments without access to additional support (physicians and advanced practice providers)?	76.0%	24.0%	0.0%	0.0%	0.0%
How often do you feel overloaded with clinical responsibilities on night call without access to additional support (physicians and advanced practice providers)?	76.0%	20.0%	4.0%	0.0%	0.0%

Internal Medicine

	Never	Almost never	Sometimes	Often	Always
How often are you assigned more than 5 new admissions (plus an additional 2 transfers or night float admissions) per admitting day?	70.0%	30.0%	0.0%	0.0%	0.0%
How often are you assigned more than 8 new patients in a 48-hour period (excluding night float)?	50.0%	50.0%	0.0%	0.0%	0.0%
How often are you responsible for the ongoing care of more than 10 patients (excluding night and other cross-coverage situations)?	90.0%	10.0%	0.0%	0.0%	0.0%

Internal Medicine

	Never	Almost never	Sometimes	Often	Always	Not applicable
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 10 new patients (plus an additional 4 transfer patients) in 24 hours?	86.7%	13.3%	0.0%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 16 new patients in 48 hours (excluding night float)?	93.3%	0.0%	6.7%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the ongoing care of more than 20 patients (excluding night and other cross-coverage situations)?	93.3%	6.7%	0.0%	0.0%	0.0%	0.0%
If you are supervising one R1, how often are you responsible for the ongoing care of more than 14 patients (excluding night and other cross-coverage situations)?	66.7%	13.3%	13.3%	0.0%	0.0%	6.7%

Internal Medicine

Rate the quality of your continuity clinic experience in the following:	Very poor	Poor	Acceptable	Good	Excellent
Preventive health	0.0%	0.0%	0.0%	28.6%	71.4%
Chronic disease management	0.0%	0.0%	0.0%	42.9%	57.1%
Common acute ambulatory problems	0.0%	0.0%	14.3%	28.6%	57.1%
Women's health	0.0%	0.0%	14.3%	28.6%	57.1%
Working with an outpatient interdisciplinary team (medical assistant, social worker, pharmacist, case manager, scheduler, etc.)	0.0%	28.6%	0.0%	42.9%	28.6%
Availability of population-based data for patient panels	0.0%	0.0%	14.3%	42.9%	42.9%

Rate the quality of your <u>clinical</u> experience in each of the following:	Very poor	Poor	Acceptable	Good	Excellent
General Medicine	0.0%	0.0%	0.0%	57.1%	42.9%
Cardiovascular Disease	0.0%	0.0%	0.0%	57.1%	42.9%
Critical Care Medicine	0.0%	0.0%	0.0%	28.6%	71.4%
Endocrinology, Diabetes & Metabolism	0.0%	0.0%	14.3%	42.9%	42.9%
Gastroenterology	0.0%	0.0%	0.0%	57.1%	42.9%
Geriatric Medicine	0.0%	0.0%	0.0%	28.6%	71.4%
Hematology	0.0%	0.0%	14.3%	57.1%	28.6%
Infectious Disease	0.0%	0.0%	14.3%	57.1%	28.6%
Nephrology	0.0%	0.0%	0.0%	42.9%	57.1%
Oncology	0.0%	0.0%	14.3%	57.1%	28.6%
Pulmonology	0.0%	0.0%	0.0%	42.9%	57.1%
Rheumatology	0.0%	0.0%	0.0%	57.1%	42.9%
Neurology	0.0%	0.0%	14.3%	57.1%	28.6%
Emergency Medicine	0.0%	0.0%	0.0%	71.4%	28.6%
Addiction Medicine	0.0%	0.0%	14.3%	57.1%	28.6%
Hospice and Palliative Medicine	0.0%	0.0%	0.0%	71.4%	28.6%
Telemedicine	14.3%	0.0%	14.3%	71.4%	0.0%
Elective opportunities relative to future practice	0.0%	0.0%	14.3%	42.9%	42.9%

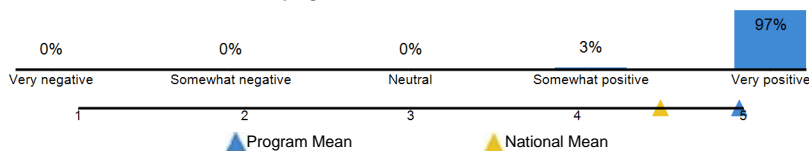
	Very poor	Poor	Acceptable	Good	Excellent
Rate the adequacy of the continuity clinic facilities:	0.0%	0.0%	14.3%	85.7%	0.0%
Rate your ability to develop a continuous, therapeutic relationship with a panel of continuity clinic patients	0.0%	0.0%	0.0%	85.7%	14.3%
Rate the overall quality of conferences:	0.0%	0.0%	14.3%	71.4%	14.3%
Rate the opportunity to review content from conferences you could not attend. (Note that being able to review the slides and subsequently discuss them with the presenter is considered acceptable.)	0.0%	28.6%	0.0%	57.1%	14.3%

Internal MedicineRate the quality of your didactic experience in each of the following:

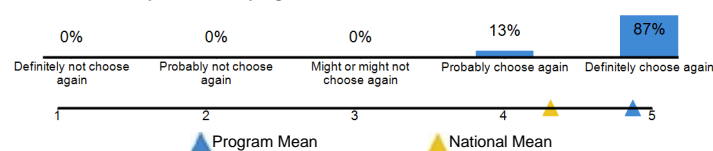
	Very poor	Poor	Acceptable	Good	Excellent
General Medicine	0.0%	0.0%	0.0%	42.9%	57.1%
Cardiovascular Disease	0.0%	0.0%	0.0%	42.9%	57.1%
Critical Care Medicine	0.0%	0.0%	0.0%	57.1%	42.9%
Endocrinology, Diabetes & Metabolism	0.0%	0.0%	14.3%	42.9%	42.9%
Gastroenterology	0.0%	0.0%	0.0%	57.1%	42.9%
Geriatric Medicine	0.0%	0.0%	0.0%	42.9%	57.1%
Hematology	0.0%	0.0%	14.3%	57.1%	28.6%
Infectious Disease	0.0%	0.0%	0.0%	71.4%	28.6%
Nephrology	0.0%	0.0%	0.0%	57.1%	42.9%
Oncology	0.0%	0.0%	14.3%	71.4%	14.3%
Pulmonology	0.0%	0.0%	0.0%	57.1%	42.9%
Rheumatology	0.0%	0.0%	0.0%	57.1%	42.9%
Neurology	0.0%	0.0%	14.3%	71.4%	14.3%
Addiction Medicine (may be included in GIM didactics)	0.0%	0.0%	14.3%	57.1%	28.6%
Hospice and Palliative Medicine (may be included in GIM didactics)	0.0%	0.0%	0.0%	85.7%	14.3%

	Not at all confident	Slightly confident	Moderately confident	Quite confident	Very confident
How confident are you that, at the completion of training, you will be able to treat patients with diseases typically managed by a general internist?	0.0%	0.0%	0.0%	14.3%	85.7%

Residents' overall evaluation of the program

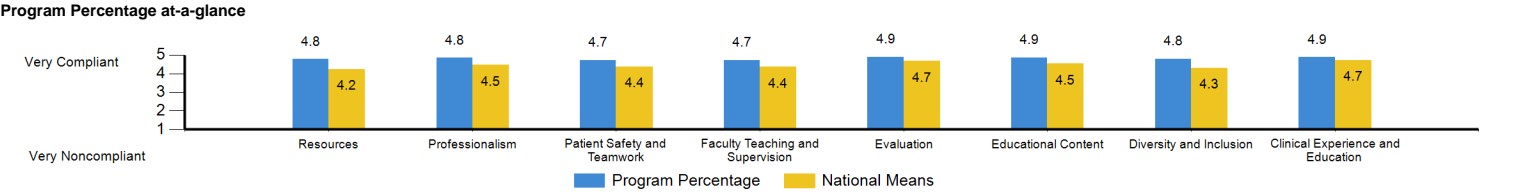
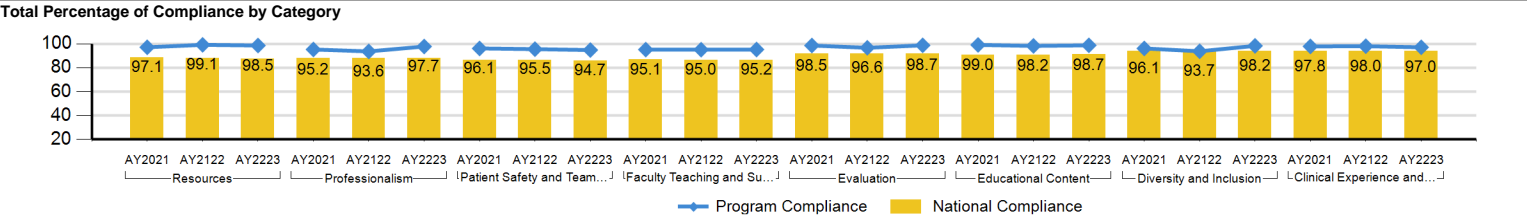


Residents' overall opinion of the program



		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	100%	5.0	84%	4.3	88%	4.4
	Impact of other learners on education	97%	4.5	87%	3.6	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	97%	4.8	71%	3.9	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	97%	4.3	90%	3.5	90%	3.6
	Time to interact with patients	97%	4.7	84%	4.2	87%	4.3
	Protected time to participate in structured learning activities	100%	4.9	78%	4.1	85%	4.3
	Able to attend personal appointments	100%	5.0	85%	4.4	91%	4.6
	Able to access confidential mental health counseling or treatment	97%	4.9	92%	4.7	94%	4.8
		100%	4.9	81%	4.2	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	100%	4.8	82%	4.3	88%	4.5
	Faculty members act professionally when teaching	97%	4.8	90%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	5.0	94%	4.6	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	95%	4.8	88%	4.5	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	97%	4.8	73%	4.0	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	92%	4.7	68%	3.9	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	100%	4.9	90%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	100%	4.9	89%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	95%	4.5	78%	4.0	85%	4.2
	Culture reinforces personal responsibility for patient safety	97%	4.9	84%	4.2	89%	4.4
	Know how to report patient safety events	100%	5.0	95%	4.8	96%	4.9
	Interprofessional teamwork skills modeled or taught	97%	4.8	72%	4.0	78%	4.2
	Participate in safety event investigation and analysis	79%	4.2	75%	4.0	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%	5.0	86%	4.4	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	97%	4.9	80%	4.2	84%	4.3
	Faculty effectively creates environment of inquiry	97%	4.8	79%	4.1	82%	4.3
	Appropriate level of supervision	92%	4.8	90%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	89%	4.7	78%	4.4	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.8	95%	4.0	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	95%	4.4	78%	4.1	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	4.9	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9	98%	4.9
	Opportunity to confidentially evaluate program at least annually	100%	5.0	94%	4.7	96%	4.8
	Satisfied with faculty members' feedback	95%	4.6	71%	3.9	75%	4.0
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Instruction on minimizing effects of sleep deprivation	97%	4.9	79%	4.2	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	91%	4.6	93%	4.7
	Instruction on scientific inquiry principles	100%	5.0	90%	4.6	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	96%	4.8	95%	4.8
	Opportunities to participate in scholarly activities	97%	4.9	91%	4.6	94%	4.8
	Taught about health care disparities	97%	4.4	81%	3.6	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	97%		97%			
	Depression	100%					
	Burnout	100%					
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
	Preparation for interaction with diverse individuals	97%	4.8	93%	4.2	95%	4.3
	Program fosters inclusive work environment	100%	5.0	96%	4.4	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	97%	4.6	88%	3.9	90%	4.1

Clinical Experience and Education	80-hour week (averaged over a four-week period) Four or more days free in 28 day period Taken in-hospital call more than every third night Less than 14 hours free after 24 hours of work More than 28 consecutive hours work Additional responsibilities after 24 consecutive hours of work Adequately manage patient care within 80 hours Pressured to work more than 80 hours	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
		100%	5.0	89%	4.5	92%	4.6
		87%	4.5	79%	4.3	84%	4.4
		97%	4.9	98%	4.9	98%	4.9
		97%	4.9	96%	4.8	96%	4.8
		100%	5.0	96%	4.8	96%	4.8
		100%	5.0	97%	4.9	96%	4.8
		95%	4.8	87%	4.4	91%	4.6
		100%	5.0	96%	4.8	97%	4.9



Internal Medicine

	1	2	3
What year are you in the program?	34.2%	36.8%	28.9%

Rate the quality of your program's facilities:	Very poor	Poor	Acceptable	Good	Excellent
Safety of on-call rooms	0.0%	0.0%	2.6%	2.6%	94.7%
Proximity of on-call rooms	0.0%	0.0%	5.3%	7.9%	86.8%
Adequacy of conference rooms	0.0%	0.0%	2.6%	7.9%	89.5%
Adequacy of computer access	0.0%	0.0%	7.9%	13.2%	78.9%
Availability of ancillary support personnel	0.0%	0.0%	0.0%	2.6%	97.4%
Accessibility of electronic reference resources	0.0%	0.0%	0.0%	2.6%	97.4%
Availability of telehealth technology	0.0%	0.0%	10.5%	10.5%	78.9%

	Never	Almost never	Sometimes	Often	Always
How often do you provide care for patients on the non-teaching service (excluding consults/potential ICU transfers/responses to codes)?	86.8%	5.3%	7.9%	0.0%	0.0%
How often does someone outside of your team write significant/important orders for patients under your care without communicating with you?	81.6%	18.4%	0.0%	0.0%	0.0%
How often does the number of attending physicians-of-record on inpatient rotations interfere with your educational experience?	97.4%	2.6%	0.0%	0.0%	0.0%
How often do residents from other specialties supervise you while on internal medicine inpatient rotations? (Note: Supervision by IM subspecialty fellows and assistance with specific procedures by non-physicians is permitted as long as ultimate supervisory responsibility rests with the resident's attending physician.)	100.0%	0.0%	0.0%	0.0%	0.0%

	Never	Almost never	Sometimes	Often	Always
How often do you feel overloaded with clinical responsibilities on the general medicine wards without access to additional support (physicians and advanced practice providers)?	97.4%	2.6%	0.0%	0.0%	0.0%
How often do you feel overloaded with clinical responsibilities on critical care assignments without access to additional support (physicians and advanced practice providers)?	89.5%	7.9%	2.6%	0.0%	0.0%
How often do you feel overloaded with clinical responsibilities on night call without access to additional support (physicians and advanced practice providers)?	86.8%	13.2%	0.0%	0.0%	0.0%

Internal Medicine

	Never	Almost never	Sometimes	Often	Always
How often are you assigned more than 5 new admissions (plus an additional 2 transfers or night float admissions) per admitting day?	100.0%	0.0%	0.0%	0.0%	0.0%
How often are you assigned more than 8 new patients in a 48-hour period (excluding night float)?	100.0%	0.0%	0.0%	0.0%	0.0%
How often are you responsible for the ongoing care of more than 10 patients (excluding night and other cross-coverage situations)?	100.0%	0.0%	0.0%	0.0%	0.0%

Internal Medicine

	Never	Almost never	Sometimes	Often	Always	Not applicable
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 10 new patients (plus an additional 4 transfer patients) in 24 hours?	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the supervision or admission of more than 16 new patients in 48 hours (excluding night float)?	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
If you are supervising more than one R1, how often are you responsible for the ongoing care of more than 20 patients (excluding night and other cross-coverage situations)?	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
If you are supervising one R1, how often are you responsible for the ongoing care of more than 14 patients (excluding night and other cross-coverage situations)?	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Internal Medicine

Rate the quality of your continuity clinic experience in the following:	Very poor	Poor	Acceptable	Good	Excellent
Preventive health	0.0%	0.0%	9.1%	9.1%	81.8%
Chronic disease management	0.0%	0.0%	0.0%	9.1%	90.9%
Common acute ambulatory problems	0.0%	0.0%	0.0%	9.1%	90.9%
Women's health	0.0%	0.0%	18.2%	9.1%	72.7%
Working with an outpatient interdisciplinary team (medical assistant, social worker, pharmacist, case manager, scheduler, etc.)	0.0%	0.0%	0.0%	0.0%	100.0%
Availability of population-based data for patient panels	0.0%	9.1%	0.0%	18.2%	72.7%

Rate the quality of your <u>clinical</u> experience in each of the following:	Very poor	Poor	Acceptable	Good	Excellent
General Medicine	0.0%	0.0%	0.0%	0.0%	100.0%
Cardiovascular Disease	0.0%	0.0%	0.0%	9.1%	90.9%
Critical Care Medicine	0.0%	0.0%	0.0%	9.1%	90.9%
Endocrinology, Diabetes & Metabolism	0.0%	0.0%	0.0%	9.1%	90.9%
Gastroenterology	0.0%	0.0%	0.0%	0.0%	100.0%
Geriatric Medicine	0.0%	0.0%	0.0%	9.1%	90.9%
Hematology	0.0%	0.0%	0.0%	27.3%	72.7%
Infectious Disease	0.0%	0.0%	0.0%	0.0%	100.0%
Nephrology	0.0%	0.0%	0.0%	9.1%	90.9%
Oncology	0.0%	0.0%	0.0%	27.3%	72.7%
Pulmonology	0.0%	0.0%	0.0%	9.1%	90.9%
Rheumatology	0.0%	0.0%	0.0%	18.2%	81.8%
Neurology	0.0%	0.0%	0.0%	0.0%	100.0%
Emergency Medicine	0.0%	0.0%	9.1%	9.1%	81.8%
Addiction Medicine	0.0%	0.0%	18.2%	0.0%	81.8%
Hospice and Palliative Medicine	0.0%	0.0%	0.0%	0.0%	100.0%
Telemedicine	0.0%	9.1%	9.1%	9.1%	72.7%
Elective opportunities relative to future practice	0.0%	0.0%	0.0%	9.1%	90.9%

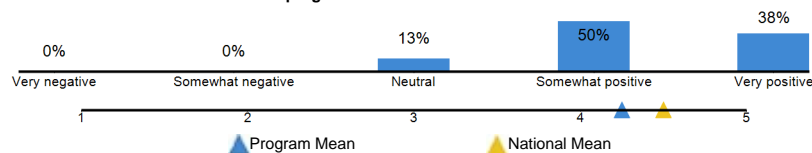
	Very poor	Poor	Acceptable	Good	Excellent
Rate the adequacy of the continuity clinic facilities:	0.0%	0.0%	0.0%	27.3%	72.7%
Rate your ability to develop a continuous, therapeutic relationship with a panel of continuity clinic patients	0.0%	0.0%	0.0%	9.1%	90.9%
Rate the overall quality of conferences:	0.0%	0.0%	0.0%	45.5%	54.5%
Rate the opportunity to review content from conferences you could not attend. (Note that being able to review the slides and subsequently discuss them with the presenter is considered acceptable.)	0.0%	9.1%	0.0%	18.2%	72.7%

Internal MedicineRate the quality of your didactic experience in each of the following:

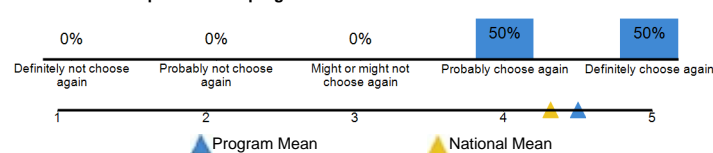
	Very poor	Poor	Acceptable	Good	Excellent
General Medicine	0.0%	0.0%	0.0%	9.1%	90.9%
Cardiovascular Disease	0.0%	0.0%	0.0%	18.2%	81.8%
Critical Care Medicine	0.0%	0.0%	9.1%	9.1%	81.8%
Endocrinology, Diabetes & Metabolism	0.0%	0.0%	0.0%	9.1%	90.9%
Gastroenterology	0.0%	0.0%	0.0%	18.2%	81.8%
Geriatric Medicine	0.0%	0.0%	0.0%	0.0%	100.0%
Hematology	0.0%	0.0%	9.1%	0.0%	90.9%
Infectious Disease	0.0%	0.0%	0.0%	18.2%	81.8%
Nephrology	0.0%	0.0%	0.0%	18.2%	81.8%
Oncology	0.0%	0.0%	9.1%	9.1%	81.8%
Pulmonology	0.0%	0.0%	0.0%	18.2%	81.8%
Rheumatology	0.0%	0.0%	9.1%	9.1%	81.8%
Neurology	0.0%	0.0%	0.0%	18.2%	81.8%
Addiction Medicine (may be included in GIM didactics)	0.0%	0.0%	9.1%	9.1%	81.8%
Hospice and Palliative Medicine (may be included in GIM didactics)	0.0%	0.0%	0.0%	18.2%	81.8%

	Not at all confident	Slightly confident	Moderately confident	Quite confident	Very confident
How confident are you that, at the completion of training, you will be able to treat patients with diseases typically managed by a general internist?	0.0%	0.0%	0.0%	0.0%	100.0%

Residents' overall evaluation of the program



Residents' overall opinion of the program



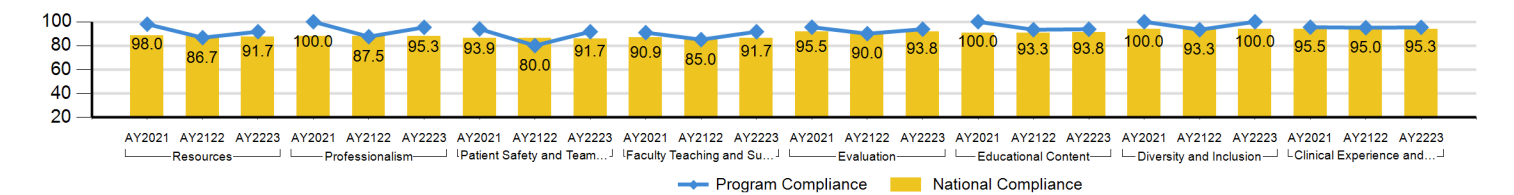
		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Resources	Education compromised by non-physician obligations	100%	5.0	89%	4.5	88%	4.4
	Impact of other learners on education	88%	3.8	89%	3.9	88%	3.7
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	4.5	83%	4.2	79%	4.1
	Faculty members discuss cost awareness in patient care decisions	63%	3.0	89%	3.6	90%	3.6
	Time to interact with patients	100%	4.4	90%	4.4	87%	4.3
	Protected time to participate in structured learning activities	100%	4.9	89%	4.5	85%	4.3
	Able to attend personal appointments	100%	5.0	94%	4.8	91%	4.6
	Able to access confidential mental health counseling or treatment	100%	5.0	95%	4.8	94%	4.8
		75%	4.4	88%	4.5	86%	4.4
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	100%	4.6	89%	4.5	88%	4.5
	Faculty members act professionally when teaching	100%	4.5	91%	4.5	92%	4.5
	Faculty members act professionally when providing care	100%	4.9	96%	4.7	96%	4.7
	Process in place for confidential reporting of unprofessional behavior	100%	5.0	92%	4.7	89%	4.6
	Able to raise concerns without fear of intimidation or retaliation	75%	4.3	81%	4.3	78%	4.2
	Satisfied with process for dealing confidentially with problems and concerns	88%	4.4	77%	4.2	75%	4.0
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	100%	4.9	91%	4.6	93%	4.7
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	100%	5.0	90%	4.5	92%	4.6
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-over process	100%	4.1	87%	4.2	85%	4.2
	Culture reinforces personal responsibility for patient safety	100%	4.6	92%	4.5	89%	4.4
	Know how to report patient safety events	100%	5.0	97%	4.9	96%	4.9
	Interprofessional teamwork skills modeled or taught	100%	4.8	81%	4.3	78%	4.2
	Participate in safety event investigation and analysis	50%	3.0	79%	4.2	79%	4.1
	Process to transition patient care and clinical duties when fatigued	100%	5.0	89%	4.6	89%	4.6
Faculty Teaching and Supervision	Faculty members interested in education	88%	4.3	84%	4.3	84%	4.3
	Faculty effectively creates environment of inquiry	88%	4.4	82%	4.3	82%	4.3
	Appropriate level of supervision	100%	5.0	93%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	88%	4.8	82%	4.5	81%	4.5
	Quality of teaching received in all clinical and didactic activities	100%	4.1	96%	4.3	96%	4.2
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	88%	4.0	80%	4.2	81%	4.2
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0	99%	4.9
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	99%	5.0	98%	4.9
	Opportunity to confidentially evaluate program at least annually	100%	5.0	97%	4.9	96%	4.8
	Satisfied with faculty members' feedback	75%	4.1	73%	4.0	75%	4.0
Educational Content	Instruction on minimizing effects of sleep deprivation	100%	5.0	87%	4.5	85%	4.4
	Instruction on maintaining physical and emotional well-being	100%	5.0	95%	4.8	93%	4.7
	Instruction on scientific inquiry principles	100%	5.0	94%	4.8	94%	4.7
	Education in assessing patient goals e.g. end of life care	100%	5.0	96%	4.8	95%	4.8
	Opportunities to participate in scholarly activities	88%	4.5	92%	4.7	94%	4.8
	Taught about health care disparities	75%	3.1	84%	3.8	84%	3.8
	<u>Program instruction in how to recognize the symptoms of and when to seek care regarding:</u>						
	Fatigue and sleep deprivation	100%		Substance use disorder	100%		
	Depression	100%					
	Burnout	100%					
Diversity and Inclusion	Preparation for interaction with diverse individuals	100%	4.8	95%	4.4	95%	4.3
	Program fosters inclusive work environment	100%	4.5	96%	4.5	97%	4.5
	Engagement in program's diverse resident/fellow recruitment/retainment efforts	100%	4.6	91%	4.2	90%	4.1

Clinical Experience and Education

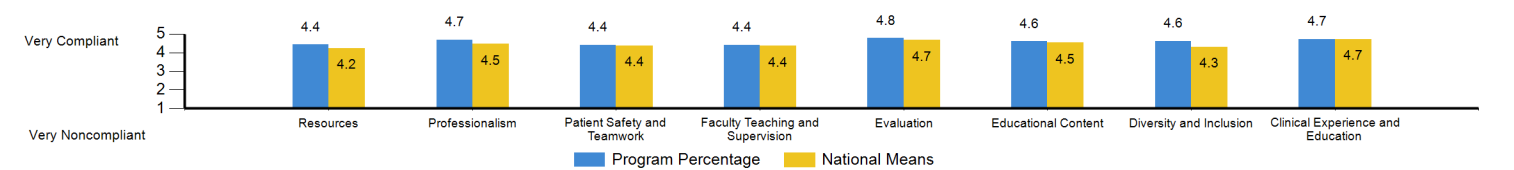
80-hour week (averaged over a four-week period)
Four or more days free in 28 day period
Taken in-hospital call more than every third night
Less than 14 hours free after 24 hours of work
More than 28 consecutive hours work
Additional responsibilities after 24 consecutive hours of work
Adequately manage patient care within 80 hours
Pressured to work more than 80 hours

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.9	87%	4.5	92%	4.6
100%	4.9	90%	4.6	84%	4.4
100%	4.8	95%	4.8	98%	4.9
88%	4.4	91%	4.6	96%	4.8
100%	4.5	92%	4.6	96%	4.8
75%	4.5	92%	4.6	96%	4.8
100%	4.9	90%	4.5	91%	4.6
100%	5.0	95%	4.8	97%	4.9

Total Percentage of Compliance by Category



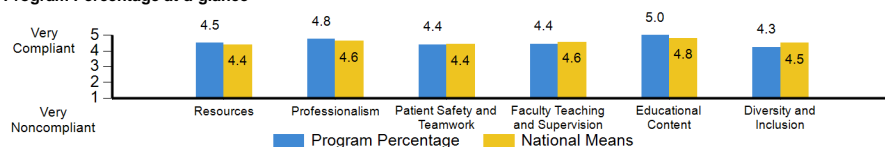
Program Percentage at-a-glance



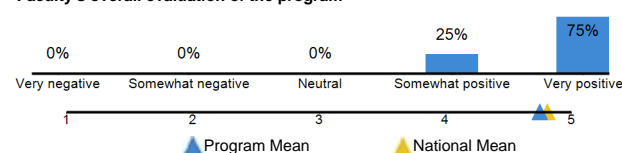
Aggregate reports are available only to programs with 4 or more residents in advanced level of training.

Aggregate reports are available only to programs with 4 or more residents / fellows if a 70.0% response rate is reached.

Program Percentage at-a-glance

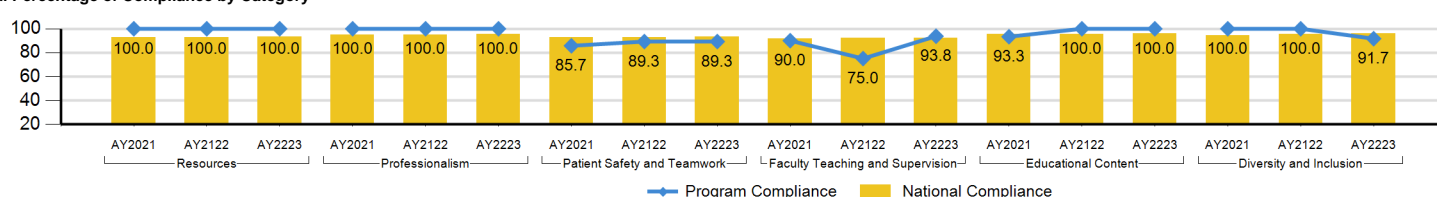


Faculty's overall evaluation of the program

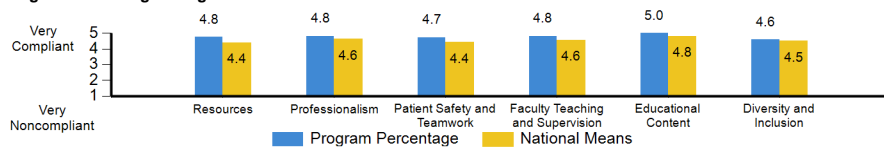


Resources		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Satisfied with professional development and education		100%	4.0	100%	4.7	97%	4.5
Workload exceeded residents/fellows' available time for work		100%	5.0	95%	4.6	89%	4.4
Participated in faculty development and/or scholarly activities to enhance professional skills in:							
Education	100%			Fostering resident/fellow well-being	75%		
Quality improvement and patient safety	100%			Practice-based learning and improvement	100%		
Fostering your own well-being	75%			Contributing to an inclusive clinical learning environment	100%		
Professionalism		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members act unprofessionally		100%	4.8	95%	4.7	94%	4.5
Residents/fellows comfortable calling supervisors with questions		100%	4.3	97%	4.8	96%	4.7
Process for confidential reporting of unprofessional behavior		100%	5.0	99%	4.9	99%	4.9
Satisfied with process to deal confidentially with problems and concerns		100%	4.8	95%	4.7	93%	4.6
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	97%	4.8	95%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	97%	4.8	95%	4.7
Patient Safety and Teamwork		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process		100%	5.0	96%	4.7	90%	4.3
Effective teamwork in patient care		100%	4.8	99%	4.8	96%	4.7
Interprofessional teamwork skills modeled or taught		75%	4.3	97%	4.8	91%	4.5
Effectively emphasizes culture of patient safety		100%	4.8	98%	4.9	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety events		75%	4.0	92%	4.7	93%	4.7
Know how to report patient safety events		100%	5.0	99%	4.9	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued		75%	3.8	87%	4.4	89%	4.5
Faculty Teaching and Supervision		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows		75%	4.0	95%	4.6	94%	4.6
Faculty members committed to educating residents/fellows		100%	4.5	97%	4.9	96%	4.8
Program director effectiveness		100%	4.8	96%	4.8	94%	4.7
Faculty members satisfied with process for evaluation as educators		100%	4.5	91%	4.5	84%	4.3
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness		100%	5.0	98%	4.9	94%	4.8
Residents/fellows prepared for unsupervised practice		100%	5.0	99%	4.9	97%	4.8
Learning environment conducive to education		100%	5.0	97%	4.9	97%	4.8
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)		100%	5.0	100%	4.8	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows		100%	4.0	94%	4.5	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows		75%	3.8	92%	4.4	94%	4.4
Participated in efforts to recruit diverse:		% Frequency**		% Frequency**			
Pre-residency learners, including medical students*		75%		100%			
Residents/Fellows*		100%		75%			
Faculty members*				100%			
Other GME staff*				75%			

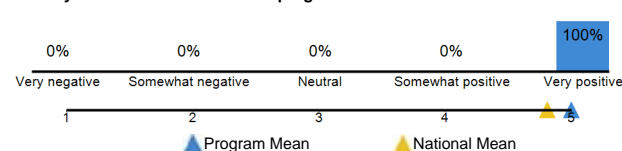
Total Percentage of Compliance by Category



Program Percentage at-a-glance

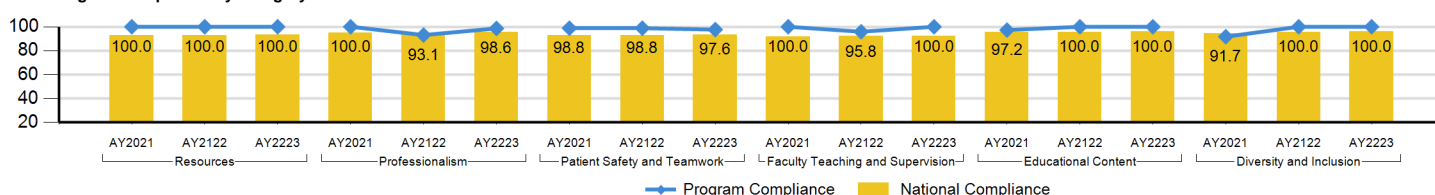


Faculty's overall evaluation of the program

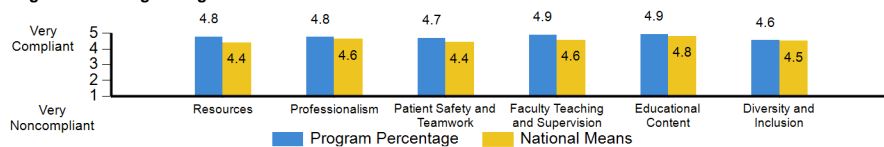


Resources		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Satisfied with professional development and education		100%	4.8	98%	4.6	97%	4.5
Workload exceeded residents/fellows' available time for work		100%	4.7	90%	4.4	89%	4.4
Participated in faculty development and/or scholarly activities to enhance professional skills in:							
Education	100%			Fostering resident/fellow well-being	100%		
Quality improvement and patient safety	100%			Practice-based learning and improvement	100%		
Fostering your own well-being	100%			Contributing to an inclusive clinical learning environment	100%		
Professionalism		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members act unprofessionally		92%	4.5	95%	4.5	94%	4.5
Residents/fellows comfortable calling supervisors with questions		100%	4.9	98%	4.8	96%	4.7
Process for confidential reporting of unprofessional behavior		100%	5.0	99%	5.0	99%	4.9
Satisfied with process to deal confidentially with problems and concerns		100%	4.9	96%	4.7	93%	4.6
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	95%	4.7	95%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion		100%	4.8	94%	4.6	95%	4.7
Patient Safety and Teamwork		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process		100%	4.8	89%	4.2	90%	4.3
Effective teamwork in patient care		100%	4.9	96%	4.7	96%	4.7
Interprofessional teamwork skills modeled or taught		100%	4.8	94%	4.7	91%	4.5
Effectively emphasizes culture of patient safety		100%	4.8	95%	4.7	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety events		100%	5.0	98%	4.9	93%	4.7
Know how to report patient safety events		100%	5.0	99%	5.0	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued		83%	4.3	94%	4.7	89%	4.5
Faculty Teaching and Supervision		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows		100%	4.8	97%	4.7	94%	4.6
Faculty members committed to educating residents/fellows		100%	4.8	97%	4.8	96%	4.8
Program director effectiveness		100%	4.8	95%	4.8	94%	4.7
Faculty members satisfied with process for evaluation as educators		100%	4.8	88%	4.4	84%	4.3
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness		100%	5.0	95%	4.8	94%	4.8
Residents/fellows prepared for unsupervised practice		100%	5.0	99%	4.9	97%	4.8
Learning environment conducive to education		100%	5.0	97%	4.8	97%	4.8
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)		100%	4.6	99%	4.8	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows		100%	4.6	97%	4.7	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows		100%	4.6	97%	4.6	94%	4.4
Participated in efforts to recruit diverse:		% Frequency**		% Frequency**			
Pre-residency learners, including medical students*		100%		100%			
Residents/Fellows*		100%		83%			
Faculty members*							
Other GME staff*							

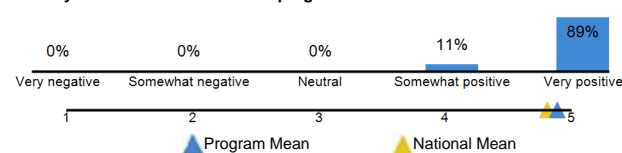
Total Percentage of Compliance by Category



Program Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	96%	4.3	97%	4.5
100%	4.8	80%	4.1	89%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

100%

Quality improvement and patient safety

100%

Fostering your own well-being

100%

Fostering resident/fellow well-being

100%

Practice-based learning and improvement

100%

Contributing to an inclusive clinical learning environment

100%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
89%	4.4	94%	4.5	94%	4.5
100%	4.9	94%	4.6	96%	4.7
100%	5.0	98%	4.9	99%	4.9
100%	4.8	91%	4.5	93%	4.6
100%	4.9	97%	4.8	95%	4.7
100%	4.8	95%	4.7	95%	4.7

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-over process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.7	87%	4.1	90%	4.3
89%	4.6	91%	4.5	96%	4.7
89%	4.8	88%	4.4	91%	4.5
89%	4.8	93%	4.6	96%	4.7
89%	4.6	94%	4.8	93%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	5.0	92%	4.6	89%	4.5

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	95%	4.6	94%	4.6
100%	5.0	97%	4.8	96%	4.8
100%	4.9	91%	4.6	94%	4.7
100%	4.9	79%	4.1	84%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	99%	4.9	94%	4.8
100%	5.0	97%	4.8	97%	4.8
100%	4.9	97%	4.8	97%	4.8

Diversity and Inclusion

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)
Engaged by program in efforts to recruit diverse residents/fellows
Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	98%	4.6	99%	4.7
100%	4.4	94%	4.4	95%	4.5
100%	4.4	92%	4.3	94%	4.4

Participated in efforts to recruit diverse:

Pre-residency learners, including

medical students*

Residents/Fellows*

% Frequency**

67%

100%

Faculty members*

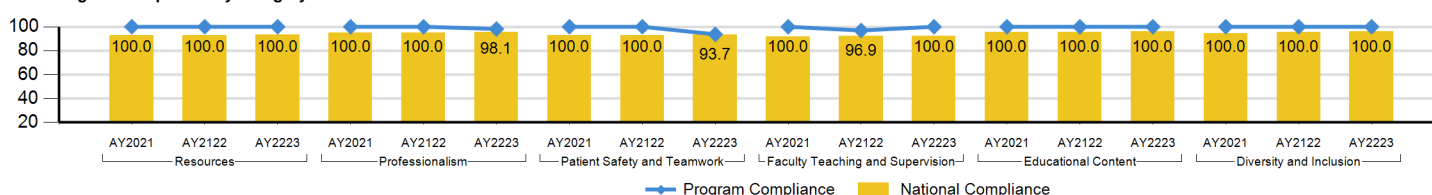
Other GME staff*

% Frequency**

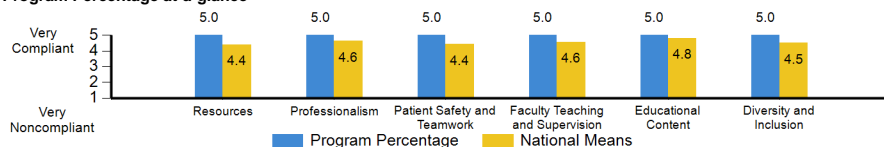
100%

78%

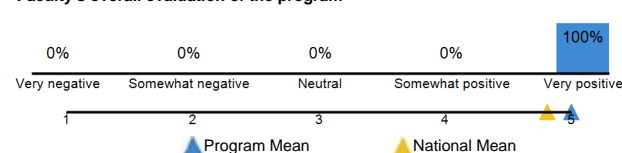
Total Percentage of Compliance by Category



Program Percentage at-a-glance

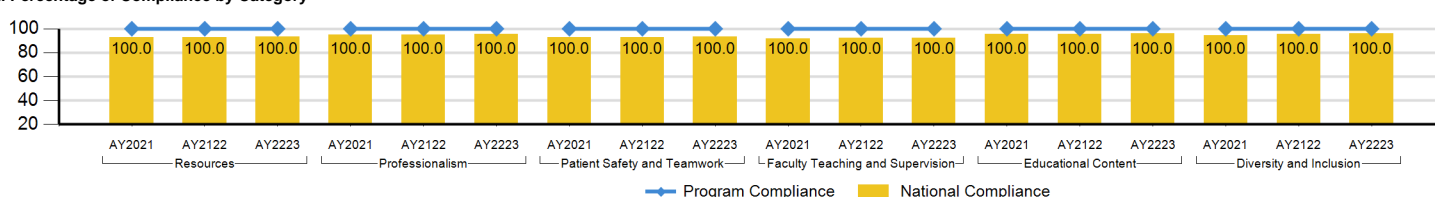


Faculty's overall evaluation of the program

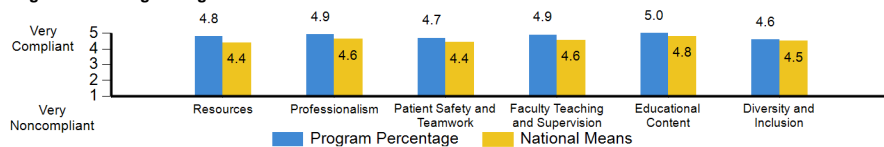


Resources		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Satisfied with professional development and education		100%	5.0	96%	4.3	97%	4.5
Workload exceeded residents/fellows' available time for work		100%	5.0	80%	4.1	89%	4.4
Participated in faculty development and/or scholarly activities to enhance professional skills in:							
Education	100%	Fostering resident/fellow well-being		100%			
Quality improvement and patient safety	100%	Practice-based learning and improvement		100%			
Fostering your own well-being	100%	Contributing to an inclusive clinical learning environment		100%			
Professionalism		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members act unprofessionally		100%	5.0	94%	4.5	94%	4.5
Residents/fellows comfortable calling supervisors with questions		100%	5.0	94%	4.6	96%	4.7
Process for confidential reporting of unprofessional behavior		100%	5.0	98%	4.9	99%	4.9
Satisfied with process to deal confidentially with problems and concerns		100%	5.0	91%	4.5	93%	4.6
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	97%	4.8	95%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	95%	4.7	95%	4.7
Patient Safety and Teamwork		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process		100%	5.0	87%	4.1	90%	4.3
Effective teamwork in patient care		100%	5.0	91%	4.5	96%	4.7
Interprofessional teamwork skills modeled or taught		100%	5.0	88%	4.4	91%	4.5
Effectively emphasizes culture of patient safety		100%	5.0	93%	4.6	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety events		100%	5.0	94%	4.8	93%	4.7
Know how to report patient safety events		100%	5.0	99%	5.0	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued		100%	5.0	92%	4.6	89%	4.5
Faculty Teaching and Supervision		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows		100%	5.0	95%	4.6	94%	4.6
Faculty members committed to educating residents/fellows		100%	5.0	97%	4.8	96%	4.8
Program director effectiveness		100%	5.0	91%	4.6	94%	4.7
Faculty members satisfied with process for evaluation as educators		100%	5.0	79%	4.1	84%	4.3
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness		100%	5.0	99%	4.9	94%	4.8
Residents/fellows prepared for unsupervised practice		100%	5.0	97%	4.8	97%	4.8
Learning environment conducive to education		100%	5.0	97%	4.8	97%	4.8
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)		100%	5.0	98%	4.6	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows		100%	5.0	94%	4.4	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows		100%	5.0	92%	4.3	94%	4.4
Participated in efforts to recruit diverse:		% Frequency**		% Frequency**			
Pre-residency learners, including medical students*		100%		100%			
Residents/Fellows*		100%		100%			
Faculty members*				100%			
Other GME staff*				100%			

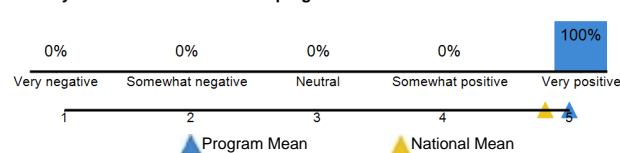
Total Percentage of Compliance by Category



Program Percentage at-a-glance

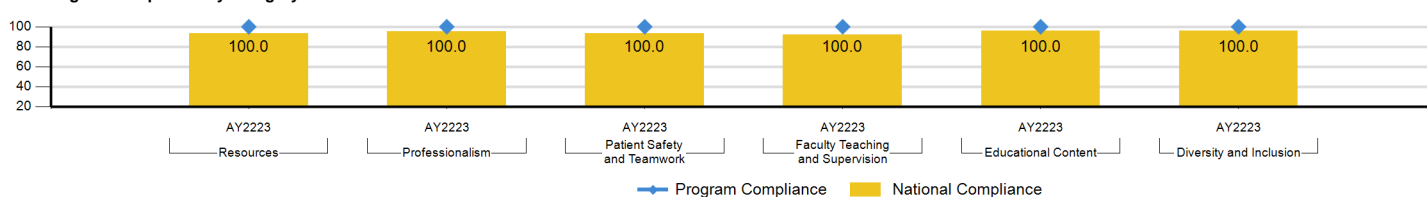


Faculty's overall evaluation of the program

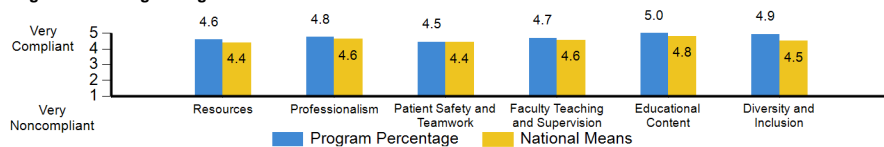


Resources		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Satisfied with professional development and education		100%	4.6	97%	4.4	97%	4.5
Workload exceeded residents/fellows' available time for work		100%	5.0	90%	4.3	89%	4.4
Participated in faculty development and/or scholarly activities to enhance professional skills in:							
Education	100%			Fostering resident/fellow well-being	100%		
Quality improvement and patient safety	100%			Practice-based learning and improvement	80%		
Fostering your own well-being	100%			Contributing to an inclusive clinical learning environment	80%		
Professionalism		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Faculty members act unprofessionally		100%	4.8	94%	4.5	94%	4.5
Residents/fellows comfortable calling supervisors with questions		100%	5.0	95%	4.6	96%	4.7
Process for confidential reporting of unprofessional behavior		100%	5.0	99%	5.0	99%	4.9
Satisfied with process to deal confidentially with problems and concerns		100%	4.8	94%	4.6	93%	4.6
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	96%	4.7	95%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion		100%	5.0	94%	4.6	95%	4.7
Patient Safety and Teamwork		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-over process		100%	4.6	85%	4.1	90%	4.3
Effective teamwork in patient care		100%	4.6	94%	4.6	96%	4.7
Interprofessional teamwork skills modeled or taught		100%	4.8	89%	4.5	91%	4.5
Effectively emphasizes culture of patient safety		100%	4.8	95%	4.6	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety events		100%	5.0	95%	4.8	93%	4.7
Know how to report patient safety events		100%	5.0	99%	5.0	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued		100%	5.0	92%	4.6	89%	4.5
Faculty Teaching and Supervision		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows		100%	5.0	96%	4.6	94%	4.6
Faculty members committed to educating residents/fellows		100%	5.0	96%	4.7	96%	4.8
Program director effectiveness		100%	4.8	93%	4.7	94%	4.7
Faculty members satisfied with process for evaluation as educators		100%	4.8	84%	4.2	84%	4.3
Educational Content		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness		100%	5.0	97%	4.9	94%	4.8
Residents/fellows prepared for unsupervised practice		100%	5.0	96%	4.8	97%	4.8
Learning environment conducive to education		100%	5.0	96%	4.8	97%	4.8
Diversity and Inclusion		% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)		100%	4.8	99%	4.7	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows		100%	4.4	95%	4.5	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows		100%	4.6	94%	4.4	94%	4.4
Participated in efforts to recruit diverse:		% Frequency**		% Frequency**			
Pre-residency learners, including medical students*		80%		100%			
Residents/Fellows*		100%		80%			
Faculty members*				100%			
Other GME staff*				80%			

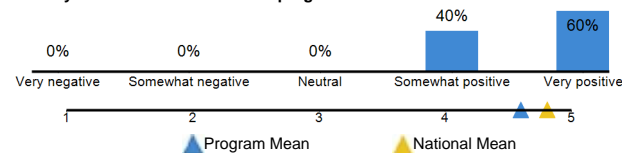
Total Percentage of Compliance by Category



Program Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.4	97%	4.4	97%	4.5
100%	4.8	90%	4.3	89%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

100%

Fostering resident/fellow well-being
Practice-based learning and improvement
Contributing to an inclusive clinical learning environment

100%
100%
100%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.4	94%	4.5	94%	4.5
100%	4.8	95%	4.6	96%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	4.6	94%	4.6	93%	4.6
100%	5.0	96%	4.7	95%	4.7
100%	5.0	94%	4.6	95%	4.7

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-over process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.4	85%	4.1	90%	4.3
80%	4.4	94%	4.6	96%	4.7
80%	4.4	89%	4.5	91%	4.5
100%	4.6	95%	4.6	96%	4.7
100%	5.0	95%	4.8	93%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	5.0	92%	4.6	89%	4.5

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.6	96%	4.6	94%	4.6
100%	4.8	96%	4.7	96%	4.8
100%	4.8	93%	4.7	94%	4.7
100%	4.6	84%	4.2	84%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	97%	4.9	94%	4.8
100%	5.0	96%	4.8	97%	4.8
100%	5.0	96%	4.8	97%	4.8

Diversity and Inclusion

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)
Engaged by program in efforts to recruit diverse residents/fellows
Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	99%	4.7	99%	4.7
100%	5.0	95%	4.5	95%	4.5
100%	5.0	94%	4.4	94%	4.4

Participated in efforts to recruit diverse:

Pre-residency learners, including medical students*
Residents/Fellows*

% Frequency**

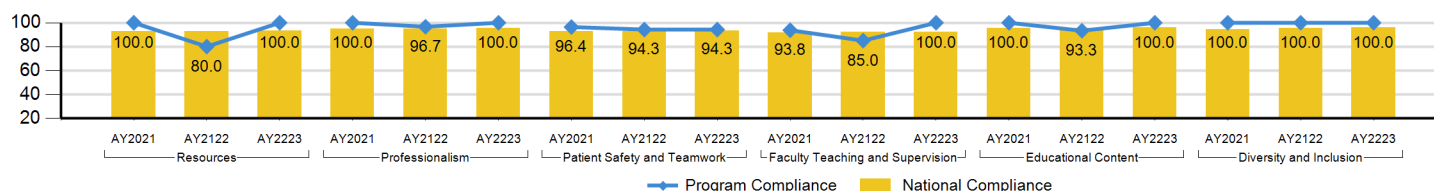
60%
100%

Faculty members*
Other GME staff*

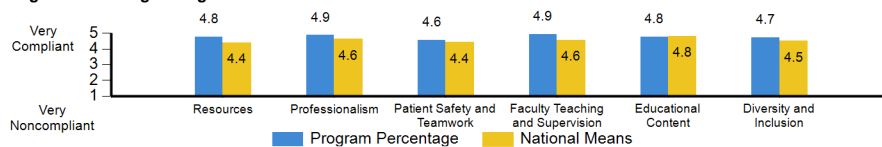
% Frequency**

100%
100%

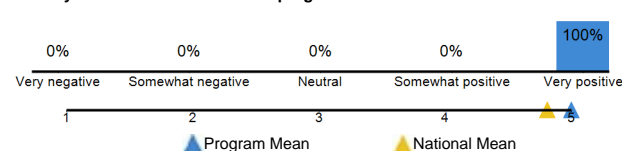
Total Percentage of Compliance by Category



Program Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.9	97%	4.4	97%	4.5
100%	4.6	90%	4.3	89%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

100%

Quality improvement and patient safety

91%

Fostering your own well-being

91%

Fostering resident/fellow well-being
Practice-based learning and improvement
Contributing to an inclusive clinical learning environment

100%

100%

100%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
91%	4.6	94%	4.5	94%	4.5
100%	4.7	95%	4.6	96%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	5.0	94%	4.6	93%	4.6
100%	5.0	96%	4.7	95%	4.7
100%	5.0	94%	4.6	95%	4.7

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-over process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
91%	4.2	85%	4.1	90%	4.3
100%	4.9	94%	4.6	96%	4.7
100%	4.8	89%	4.5	91%	4.5
100%	4.8	95%	4.6	96%	4.7
100%	5.0	95%	4.8	93%	4.7
100%	5.0	99%	5.0	99%	4.9
91%	4.5	92%	4.6	89%	4.5

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	96%	4.6	94%	4.6
100%	5.0	96%	4.7	96%	4.8
100%	5.0	93%	4.7	94%	4.7
100%	4.9	84%	4.2	84%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	97%	4.9	94%	4.8
100%	4.9	96%	4.8	97%	4.8
91%	4.6	96%	4.8	97%	4.8

Diversity and Inclusion

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)
Engaged by program in efforts to recruit diverse residents/fellows
Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.9	99%	4.7	99%	4.7
100%	4.8	95%	4.5	95%	4.5
91%	4.5	94%	4.4	94%	4.4

Participated in efforts to recruit diverse:

Pre-residency learners, including medical students*
Residents/Fellows*

% Frequency**

91%

91%

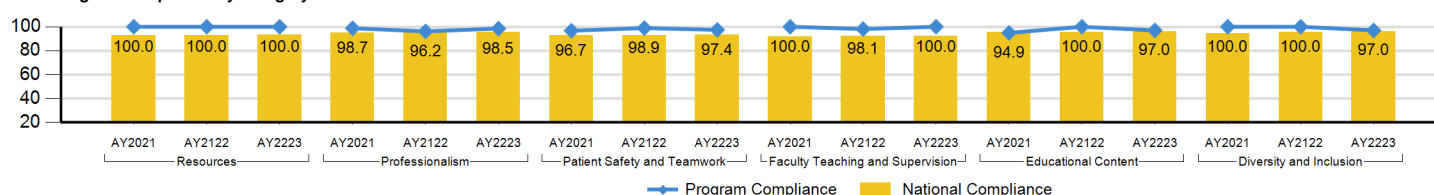
Faculty members*
Other GME staff*

% Frequency**

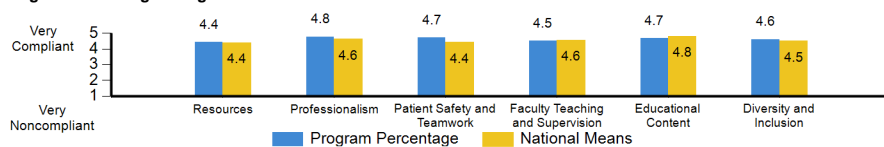
91%

82%

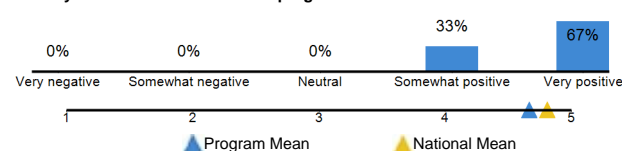
Total Percentage of Compliance by Category



Program Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.3	96%	4.4	97%	4.5
100%	4.5	88%	4.3	89%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

100%

Quality improvement and patient safety

100%

Fostering your own well-being

83%

Fostering resident/fellow well-being

100%

Practice-based learning and improvement

100%

Contributing to an inclusive clinical learning environment

100%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.7	90%	4.3	94%	4.5
100%	4.7	95%	4.7	96%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	4.7	92%	4.6	93%	4.6
100%	5.0	94%	4.7	95%	4.7
100%	4.8	94%	4.6	95%	4.7

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-over process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.5	84%	4.1	90%	4.3
100%	4.8	94%	4.6	96%	4.7
100%	4.7	89%	4.5	91%	4.5
100%	4.8	95%	4.7	96%	4.7
83%	4.3	94%	4.8	93%	4.7
100%	5.0	99%	5.0	99%	4.9
100%	5.0	91%	4.6	89%	4.5

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.7	96%	4.6	94%	4.6
100%	4.7	95%	4.7	96%	4.8
67%	4.0	92%	4.6	94%	4.7
100%	4.7	85%	4.3	84%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	92%	4.7	94%	4.8
100%	4.7	94%	4.7	97%	4.8
100%	4.7	96%	4.8	97%	4.8

Diversity and Inclusion

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)
Engaged by program in efforts to recruit diverse residents/fellows
Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	98%	4.7	99%	4.7
100%	4.5	95%	4.5	95%	4.5
100%	4.5	94%	4.4	94%	4.4

Participated in efforts to recruit diverse:

Pre-residency learners, including

medical students*

Residents/Fellows*

% Frequency**

67%

100%

Faculty members*

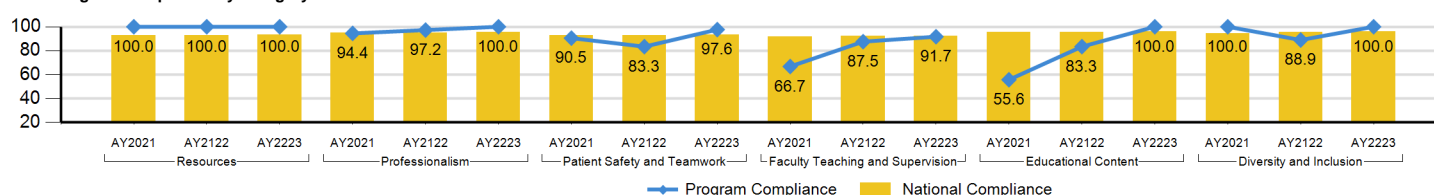
Other GME staff*

% Frequency**

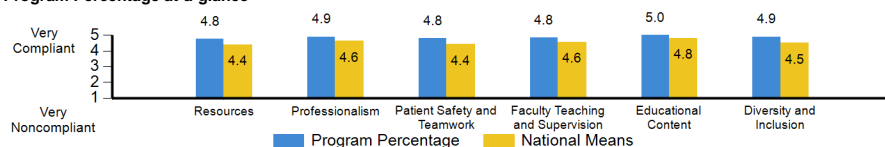
67%

67%

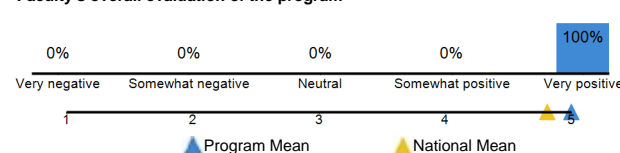
Total Percentage of Compliance by Category



Program Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education
Workload exceeded residents/fellows' available time for work

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.5	97%	4.4	97%	4.5
100%	5.0	91%	4.4	89%	4.4

Participated in faculty development and/or scholarly activities to enhance professional skills in:
Education

100%

Quality improvement and patient safety

100%

Fostering your own well-being

83%

Fostering resident/fellow well-being

83%

Practice-based learning and improvement

100%

Contributing to an inclusive clinical learning environment

100%

Professionalism

Faculty members act unprofessionally
Residents/fellows comfortable calling supervisors with questions
Process for confidential reporting of unprofessional behavior
Satisfied with process to deal confidentially with problems and concerns
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	95%	4.6	94%	4.5
100%	4.8	95%	4.6	96%	4.7
100%	5.0	97%	4.9	99%	4.9
100%	4.8	91%	4.5	93%	4.6
100%	5.0	96%	4.8	95%	4.7
100%	4.8	95%	4.7	95%	4.7

Patient Safety and Teamwork

Information not lost during shift changes, patient transfers, or the hand-over process
Effective teamwork in patient care
Interprofessional teamwork skills modeled or taught
Effectively emphasizes culture of patient safety
Residents/fellows participate in clinical patient safety investigation and analysis of safety events
Know how to report patient safety events
Process to transition patient care and clinical duties when residents/fellows fatigued

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	93%	4.4	90%	4.3
100%	4.8	97%	4.7	96%	4.7
100%	4.7	95%	4.7	91%	4.5
100%	4.7	96%	4.7	96%	4.7
100%	5.0	84%	4.4	93%	4.7
100%	5.0	99%	4.9	99%	4.9
100%	5.0	84%	4.2	89%	4.5

Faculty Teaching and Supervision

Sufficient time to supervise residents/fellows
Faculty members committed to educating residents/fellows
Program director effectiveness
Faculty members satisfied with process for evaluation as educators

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	4.8	89%	4.4	94%	4.6
100%	4.8	97%	4.8	96%	4.8
100%	5.0	94%	4.7	94%	4.7
100%	4.7	78%	4.0	84%	4.3

Educational Content

Residents/fellows instructed in cost-effectiveness
Residents/fellows prepared for unsupervised practice
Learning environment conducive to education

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	93%	4.7	94%	4.8
100%	5.0	97%	4.8	97%	4.8
100%	5.0	97%	4.8	97%	4.8

Diversity and Inclusion

Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)
Engaged by program in efforts to recruit diverse residents/fellows
Engaged by program in efforts to retain diverse residents/fellows

% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
100%	5.0	99%	4.7	99%	4.7
100%	4.8	93%	4.3	95%	4.5
100%	4.8	90%	4.2	94%	4.4

Participated in efforts to recruit diverse:

Pre-residency learners, including

% Frequency**

67%

Residents/Fellows*

100%

Faculty members*

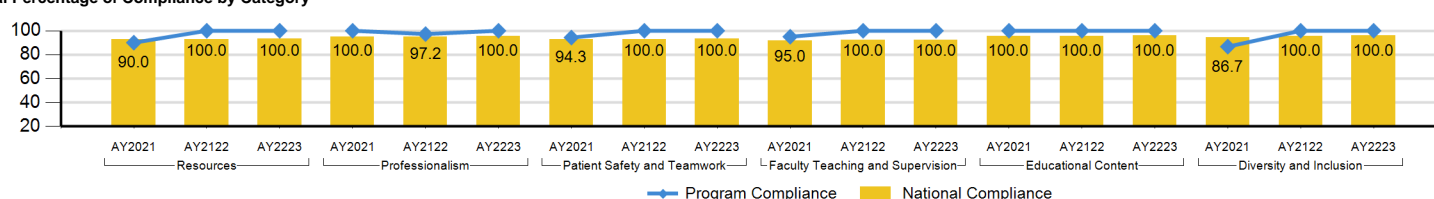
% Frequency**

83%

Other GME staff*

83%

Total Percentage of Compliance by Category



APPENDIX C

SPONSORED PROGRAM SUMMARIES

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[0811100068] - Florida State University College of Medicine Program
Specialty:	Micrographic surgery and dermatologic oncology
Accreditation Status:	Continued Accreditation
Effective Date:	01/06/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Armand B. Cognetta Jr, MD
Director First Appointed Date:	07/01/2013
Program Coordinator(s):	Elaine Freni
Length of Training:	1
Annual Update Begin Date:	07/17/2023
Annual Update Due Date:	09/22/2023
Annual Update Complete Date:	
Self-Study Due Date:	01/01/2025 (Postponed)
10-Year Site Visit:	01/01/2027 (Postponed)
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	2
Original Specialty Accreditation:	07/01/2013
Last Notification Letter Date:	01/27/2023
Last Other Correspondence Date:	06/05/2015
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1101100203] - Florida State University College of Medicine Program
Specialty:	Emergency medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/12/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Kelly P. O'Keefe, MD
Director First Appointed Date:	06/30/2017
Program Coordinator(s):	Jean Dunn Wendy Guerrier, BA
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	08/14/2023
Self-Study Due Date:	N/A
Total Approved Resident Positions:	27
Total Filled Resident Positions:	27
Original Specialty Accreditation:	04/05/2018
Last Notification Letter Date:	03/10/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1201100728] - Florida State University College of Medicine/Lee Memorial Health System Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/25/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Alfred Gitu, MBChB
Director First Appointed Date:	06/27/2018
Program Coordinator(s):	Renee Gill, BA
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	08/10/2023
Self-Study Due Date:	08/01/2026 (Postponed)
10-Year Site Visit:	08/01/2028 (Postponed)
Total Approved Resident Positions:	30
Total Filled Resident Positions:	24
Original Specialty Accreditation:	07/01/2013
Last Notification Letter Date:	02/06/2023
Last Other Correspondence Date:	02/21/2023
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1201100749] - Florida State University College of Medicine Program
Specialty:	Family medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/25/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Nathan P. Falk, MD, MBA
Director First Appointed Date:	09/21/2018
Program Coordinator(s):	Jaclyn M. Silverman, BS Joel Rothrock
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	24
Total Filled Resident Positions:	19
Original Specialty Accreditation:	07/01/2019
Last Notification Letter Date:	02/06/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1401100002] - Florida State University College of Medicine Program
Specialty:	Internal medicine
Accreditation Status:	Initial Accreditation
Effective Date:	09/10/2021
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Maja Delibasic, MD
Director First Appointed Date:	09/10/2021
Program Coordinator(s):	Ginger D. Cook
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	07/21/2023
Self-Study Due Date:	N/A
Total Approved Resident Positions:	36
Total Filled Resident Positions:	24
Original Specialty Accreditation:	09/10/2021
Last Notification Letter Date:	10/22/2021
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1401100894] - Florida State University College of Medicine (Tallahassee) Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/20/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Claudia A. Kroker-Bode, MD, PhD
Director First Appointed Date:	06/15/2018
Program Coordinator(s):	Brenda D. MacLean, BS
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	
Self-Study Due Date:	01/01/2026 (Postponed)
10-Year Site Visit:	01/01/2028 (Postponed)
Total Approved Resident Positions:	36
Total Filled Resident Positions:	25
Original Specialty Accreditation:	07/01/2012
Last Notification Letter Date:	02/16/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[1401100947] - Florida State University College of Medicine (Sarasota) Program
Specialty:	Internal medicine
Accreditation Status:	Continued Accreditation
Effective Date:	01/20/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Karen Hamad, MD
Director First Appointed Date:	09/08/2022
Program Coordinator(s):	Caitlin Taylor, BA Wendy Guerrier, BA
Length of Training:	3
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	08/11/2023
Self-Study Due Date:	09/01/2028 (Postponed)
10-Year Site Visit:	09/01/2030 (Postponed)
Total Approved Resident Positions:	40
Total Filled Resident Positions:	40
Original Specialty Accreditation:	04/08/2016
Last Notification Letter Date:	02/16/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[4401100438] - Florida State University College of Medicine Program
Specialty:	Surgery
Accreditation Status:	Continued Accreditation
Effective Date:	01/04/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Wade G. Douglas, MD
Director First Appointed Date:	07/01/2014
Program Coordinator(s):	Erin Easterling, MBA
Length of Training:	5
Annual Update Begin Date:	07/17/2023
Annual Update Due Date:	09/22/2023
Annual Update Complete Date:	
Self-Study Due Date:	04/01/2028 (Postponed)
10-Year Site Visit:	04/01/2030 (Postponed)
Total Approved Resident Positions:	12
Total Filled Resident Positions:	11
Original Specialty Accreditation:	07/01/2015
Last Notification Letter Date:	03/06/2023
Last Other Correspondence Date:	09/20/2017
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[5401112123] - Florida State University College of Medicine (Sarasota) Program
Specialty:	Hospice and palliative medicine (multidisciplinary)
Accreditation Status:	Continued Accreditation
Effective Date:	09/09/2022
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Joshua A. Gross, MD
Director First Appointed Date:	09/15/2022
Program Coordinator(s):	Caitlin Taylor, BA Wendy Guerrier, BA
Length of Training:	1
Annual Update Begin Date:	07/05/2023
Annual Update Due Date:	08/25/2023
Annual Update Complete Date:	08/10/2023
Self-Study Due Date:	N/A
Total Approved Fellow Positions:	2
Total Filled Fellow Positions:	2
Original Specialty Accreditation:	09/27/2019
Last Notification Letter Date:	11/10/2022
Last Other Correspondence Date:	
Last Resident Survey Date:	02/13/2023 - 04/09/2023
Last Faculty Survey Date:	02/13/2023 - 04/09/2023

Sponsored Programs Summary

[119505] - Florida State University College of Medicine
Programs Count: 10



Information is subject to change during current academic year

Program Code / Name:	[9991100007] - Florida State University College of Medicine Program
Specialty:	Transitional year
Accreditation Status:	Initial Accreditation
Effective Date:	07/01/2023
Osteopathic Recognition Status:	
Osteopathic Recognition Effective Date:	
Program Director:	Ashley J. Falk, MD
Director First Appointed Date:	07/01/2023
Program Coordinator(s):	Jaclyn M. Silverman, BS Joel Rothrock
Length of Training:	1
Annual Update Begin Date:	
Annual Update Due Date:	
Annual Update Complete Date:	
Self-Study Due Date:	N/A
Total Approved Resident Positions:	13
Total Filled Resident Positions:	0
Original Specialty Accreditation:	07/01/2023
Last Notification Letter Date:	06/21/2023
Last Other Correspondence Date:	
Last Resident Survey Date:	
Last Faculty Survey Date:	