 **PLANNING DOCUMENT FOR**

 **REVISIONS TO THE COMMON PROGRAM REQUIREMENTS**

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| Activity | PercentageCompleted | Notes |
| ALL Common Program Requirement Areas |
| Read the version of the CPRs that has the background and intent sections |  |  |
| Have the CPRs available at PEC meetings |  |  |
| Provide education to your GMEC about the revisions to the CPRs |  |  |
| Review the implementation table for the revised CPRs found on the ACGME website |  |  |
| Review the August 2017 FAQs for the CPRs |  |  |
| Create master list of faculty development needs |  |  |
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| Clinical Experience and Education (Work Hours) |
| Update policy with new requirements and new name |  |  |
| Disseminate to PEC/GMEC information about flexibility and new work hour requirements |  |  |
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| Patient Safety |
| Investigate “structure for team-based care” for the specialties in my institution |  |  |
| Investigate patient safety education activities at main teaching hospital  |  |  |
| Develop interprofessional curriculum that includes analysis of patient safety events and disclosing adverse patient safety events to patients and families, including simulation activities |  |  |
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| Quality Improvement |
| Investigate opportunities for QI education in your institution |  |  |
| Determine what metrics your institution is currently employing |  |  |
| Develop opportunities for residents to participate in quality improvement activities |  |  |
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| Supervision |
| Read and disseminate the supervision philosophy of the ACGME  |  |  |
| Revise the program supervision policies to include * progressive responsibility,
* supervision chain of command and
* guidelines for when residents must communicate with supervising faculty
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| Professionalism |
| Investigate specialty-specific requirements regarding learning objectives that ensure manageable patient care responsibilities |  |  |
| Create professionalism policies at the Sponsoring Institution and program level, including mechanisms for how these requirements will be monitored and reported to the GMEC |  |  |
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| Well-Being |
| Investigate process for impaired physician/trainee in your institution |  |  |
| Establish personnel responsible for initiating “impaired physician” process |  |  |
| Complete well-being inventory for SI |  |  |
| Complete well-being inventory for Program |  |  |
| Investigate resources on ACGME website |  |  |
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| Fatigue Mitigation, Transitions of Care, and Teamwork |
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