

Key Elements to Include in a GME Program Description

Applicants must be provided with clear and sufficiently specific information about the training program. Information (in writing) can be conveyed to applicants via a brochure, website, letter, etc. Please address the following elements as they relate to your program.

Overall content

- What topic areas (e.g. diseases, evaluation, procedures, therapeutics) are covered or excluded? [A short synopsis of the curriculum]
- For subspecialty fellowships, what involvement is anticipated (or required) in the core specialty?

Program structure and organization

- Duration of training and number of trainees in each program year.
- Types of clinical activities and time spent in each (e.g. block rotations, longitudinal experiences such as clinic sessions, conference/didactic series, or consultations).
- Required clinical activities at any affiliate institutions.
- How much elective time is provided and is it elective or “selective”? Can electives be taken outside of the institution? the city?
- How much research time is provided and is it “protected” from clinical responsibilities? Are certain outcomes expected from the research experience? Can the research experience be based outside of the institution? the city? Any requirement for research funding?
- Duty hours – Does the program adhere to the ACGME standards? Describe any overnight on-call responsibilities either in-hospital or from home.
- Patient responsibilities: Outline first-call vs. second-call responsibilities for patients and delineation of responsibilities between residents, fellows and attendings. Are ambulatory patients assigned primarily to the trainee (supervised by an attending), or to the attending physician (assisted by a trainee)? Are attendings’ patients covered by other attendings or by the trainee when the attending isn’t available?
- Description of procedural or other “case” experience, e.g. anticipated number/types (can provide range based on prior years), level of procedural independence/nature of supervision
- Describe opportunities for the trainee to participate in teaching.
- Outline how the trainee will be evaluated—by whom? how often? what methods? what criteria?
- Describe the approach to mentoring.
- Outline any program restrictions on moonlighting.

Certification

- Is there national certification or licensure available (e.g. board certification or CAQ; other certification or licensure in a particular technique)? Does the curriculum cover these and is achievement of certification a goal of the program and/or required for graduation?
- Are any exams required for graduation?

Duration of program

- If the standard, required duration of the training program can be extended, optionally, what are the criteria for extending the program (e.g. for an additional year or more of research training)? Who decides and when? Is funding guaranteed?

Other optional elements that may be helpful for applicants:

Career paths of prior program graduates
List of faculty and their clinical and research interests
Program and Department leadership

Additional links that may be helpful to provide applicants:

Partners Graduate Medical Education: http://www.partners.org/research/gme/research_gme.asp

American Board of Medical Specialties: www.abms.org

The Accreditation Council for Graduate Medical Education: www.acgme.org

It is also appropriate to indicate that changes to the program structure or content may be prompted by factors outside of the institution's control—such as departure of a faculty member, unexpectedly high or low clinical volume, etc. In such situations the program would aim to minimize impact on trainees, so that the educational program can be delivered as it was described.