

GMDEC Reviewed: January 2006

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### ACADEMIC REVIEW AND REMEDIATION ACTIONS

Housestaff are trainees and students of the Graduate Medical and Dental Education program and required to demonstrate competency in the areas listed below. Academic probation or dismissal can be based on deficiencies in one or more of the following areas:

- a. Incremental increase in competency in **Patient Care** that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; competency to perform all medical and invasive procedures considered essential for the area of practice
- b. **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care
- c. **Practice-Based Learning and Improvement** that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care
- d. **Interpersonal and Communication Skills** that result in effective information exchange and teaming with patients, their families, and other health professionals
- e. **Professionalism**, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population and
- f. **Systems-Based Practice**, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system for health care and the ability to effectively call on system resources to provide care that is of optimal value.
- g. Attendance, punctuality, availability and enthusiasm;
- h. Adherence to institutional standards of conduct, rules and regulations, including program standards and hospital and clinic rules with respect to scheduling, charting, record-keeping, and delegations to medical staff.

Reappointment and promotion to the subsequent year of training require satisfactory evaluations. Every effort will be made to provide the resident with a written notice of intent not to renew the Letter of Agreement with as much advanced notice as circumstances reasonably allow (if possible, four months prior to the end of the Letter of Agreement).

## ACADEMIC DEFICIENCY

*Academic Deficiency and Remediation Period* is an opportunity for the resident to correct deficiencies and to develop and demonstrate appropriate levels of proficiency for patient care and advancement in the program. Being placed on academic deficiency is notice to the resident of failure to progress satisfactorily as reflected by evaluations and /or other assessment modalities. It is not discipline and residents in academic deficiency status have continued enrollment at The University. **Forms of remediation may include:** (1) repeating one or more rotations; (2) participation in a special program; (3) continuing in scheduled rotations with or without special conditions; (4) supplemental reading assignments; (5) attending undergraduate or graduate courses and/or additional clinics or rounds; and (6) extending period of training.

If the department chair determines a resident's failure to correct a deficiency or that the deficiency to be of sufficient gravity to warrant academic dismissal, the resident may be dismissed without being placed on academic deficiency; provided however, that the chair must consult with the Office of Graduate Medical and Dental Education prior to instituting a dismissal that is not preceded by a period of academic deficiency. In that instance, the resident may obtain review under the process of academic dismissal.

## REMEDATION ACTIONS

Remediation actions are designed to identify and correct areas of marginal and/or unsatisfactory performance by a resident. These actions include Performance Alert and Review (PAR), Academic Deficiency & Remediation (ADR), repeat rotation, repeat academic year, and denial of certificate of completion. Each of these remediation actions are not forms of discipline and therefore not subject to the University of Tennessee Graduate Medical and Dental Education Academic Appeal process.

### Performance Alert and Review (PAR)

The PAR is a tool for program directors to formally notify residents regarding areas of marginal/unsatisfactory performance noted by the faculty and or the program director. The PAR is designed to replace more traditional methods to document marginal performance such as letters of warning and/or counseling sessions. Performance alerts and reviews are not to be used as a substitute for the ongoing assessment and evaluation of residents during training. Instead, they should be used as the first notice to the resident that his or her current performance is marginal or unsatisfactory in any of the six ACGME competencies. To be most effective, a PAR should be initiated as soon as the faculty member identifies an area(s) of concern and the resident informed within 7-10 working days.

Any resident who receives an overall marginal or unsatisfactory evaluation for any rotation, semi-annual evaluation, or year of training should have one or more PARs on file documenting the performance concern(s).

[Link to PAR Document: PAR](#)

### Academic Deficiency & Remediation (ADR)

ADR is a remediation action used in situations where a resident fails to comply with the academic requirements established by the residency training program, University of Tennessee Graduate Medical and Dental Education, and/or participating institutions. Placement on ADR serves as an official notice to the resident of unsatisfactory performance. Typically the deficiencies are associated with one or more of the six ACGME competencies. However, this may also include disruptive physician behaviors not specifically addressed in the ACGME competencies.

Each residency program should establish written criteria and thresholds for placing residents on ADR. Examples include but are not limited to the following: poor academic performance as documented by unsatisfactory faculty evaluations, intramural examinations and /or written in-service examinations; failure to attend scheduled monthly departmental activities, clinical performance or surgical skills which are below those expected for the level of training as documented by written evaluations by the faculty, unprofessional or inappropriate actions, disruptive behavior, failure to complete medical records in a timely manner, and failure to maintain procedure or surgical logs in a timely manner. Residency program requiring their residents to achieve a minimum score on an annual written in-service examination must publish this requirement at the beginning of each academic year.

The program director is required to provide the resident with a letter notifying him or her of ADR status and the area(s) of unsatisfactory performance, measures to improve performance, and time frame for completion.

### **Repeat Academic Year**

Repeating an academic year is a remediation action that may be used in limited situations such as: overall unsatisfactory performance during the entire academic year, overall unsatisfactory performance for at least 50% of rotations during the academic year, or failure to pass an annual written in-service examination. Each residency program is responsible for establishing specific written criteria for repeating an academic year. The resident will be notified of his/her requirement to repeat the academic year at least 6 weeks prior to the end of the academic year.

### **Denial of Certificate of Completion**

A resident may be denied a certificate of completion of training as a result of overall unsatisfactory performance during the final academic year of residency training. This may include the entire year or overall unsatisfactory performance for at least 50% of rotations during final academic year. Additionally, some programs may deny a certificate of completion to a resident who fails to pass the annual written in-service examination during the final year of training. Each residency program is responsible for establishing specific written criteria for denial of certificate of completion.

Residents denied a certificate of completion must be notified in writing of unsatisfactory performance by the program director at least 6 weeks prior to scheduled completion of program. In most situations, the resident should be notified of this pending action as soon as possible.

In certain situations, a resident denied a certificate of completion may be offered the option of repeating the academic year but only at the discretion of the program director.

Reviewed/Approved January 12, 2006

**THE UNIVERSITY OF TENNESSEE GRADUATE SCHOOL OF MEDICINE  
GRADUATE MEDICAL EDUCATION  
RESIDENT PERFORMANCE ALERT AND REVIEW NOTICE**

**Resident:** \_\_\_\_\_  
**Program** \_\_\_\_\_ **Date:** \_\_\_\_\_

This is to officially inform you of our concern regarding your performance as a resident. Based upon information provided by members of the faculty, your performance in the following competencies has been identified as marginal or unsatisfactory.

**PATIENT CARE**

Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Residents are expected to:

- communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- use information technology to support patient care decisions and patient education
- perform competently all medical and invasive procedures considered essential for the area of practice
- provide health care services aimed at preventing health problems or maintaining health
- work with health care professionals, including those from other disciplines, to provide patient-focused care

**MEDICAL KNOWLEDGE**

Residents must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care. Residents are expected to:

- demonstrate an investigatory and analytic thinking approach to clinical situations
- know and apply the basic and clinically supportive sciences which are appropriate to their discipline

**PRACTICE-BASED LEARNING AND IMPROVEMENT**

Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices. Residents are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology

- locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems
- obtain and use information about their own population of patients and the larger population from which their patients are drawn
- apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- use information technology to manage information, access on-line medical information; and support their own education
- facilitate the learning of students and other health care professionals

### **INTERPERSONAL AND COMMUNICATION SKILLS**

Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates. Residents are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills
- work effectively with others as a member or leader of a health care team or other professional group

### **PROFESSIONALISM**

Residents must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. Residents are expected to:

- demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development
- demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities

### **SYSTEMS-BASED PRACTICE**

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value. Residents are expected to:

- understand how their patient care and other professional practices affect other health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice
- know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources
- practice cost-effective health care and resource allocation that does not compromise quality of care

- advocate for quality patient care and assist patients in dealing with system complexities
- know how to partner with health care managers and health care providers to assess, coordinate, and improve health care and know how these activities can affect system performance

**OTHER ESSENTIAL ATTRIBUTES NECESSARY TO ACHIEVE QUALIFICATION IN CHOSEN SPECIALTY**

**Program Director comments regarding specific marginal or unsatisfactory performance:**

**Program Director Recommendations:**

**Resident & Program Director Acknowledgement:**

On this date, I have met with the program director regarding my performance in the residency training program. I have read this Performance Alert and Review and the above recommendations by the Program Director. I understand that failure to correct these areas of marginal/unsatisfactory performance could result in any or all of the following: failure of a specific rotation, failure to advance to the next year of training, academic deficiency and remediation, probation, or possible termination of residency training.

\_\_\_\_\_  
Resident Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date