UNIVERSITY OF VIRGINIA
RADIATION ONCOLOGY RESIDENCY PROGRAM
REQUIREMENTS AND GUIDELINES
2015 - 2016

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ABR information came from [http://www.theabr.org](http://www.theabr.org)

Please refer to the Graduate Medical Education website for the most recent policies and procedures concerning resident employment: [http://www.medicine.virginia.edu/education/graduate-md/GME/home.html](http://www.medicine.virginia.edu/education/graduate-md/GME/home.html)

Note: The term “resident” in this document refers to both specialty residents and subspecialty fellows. Once the Common Program Requirements are inserted into each set of specialty and subspecialty requirements, the terms “resident” and “fellow” will be used respectively.
UVA Radiation Oncology Residency Program Introduction

Residency is an essential dimension of the transformation of the medical student to the independent practitioner along the continuum of medical education. It is physically, emotionally, and intellectually demanding, and requires longitudinally-concentrated effort on the part of the resident.

The specialty education of physicians to practice independently is experiential, and necessarily occurs within the context of the health care delivery system. Developing the skills, knowledge, and attitudes leading to proficiency in all the domains of clinical competency requires the resident physician to assume personal responsibility for the care of individual patients. For the resident, the essential learning activity is interaction with patients under the guidance and supervision of faculty members who give value, context, and meaning to those interactions. As residents gain experience and demonstrate growth in their ability to care for patients, they assume roles that permit them to exercise those skills with greater independence. This concept—graded and progressive responsibility (milestones)—is one of the core tenets of American graduate medical education.

Supervision, in the setting of graduate medical education, has the goals of: assuring the provision of safe and effective care to the individual patient; assuring each resident's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth.

Overview

A. Definition, Goals, and Mission

Radiation oncology is that branch of clinical medicine concerned with the causes, prevention, and the treatment of cancer and certain non-neoplastic conditions utilizing ionizing radiation. Radiation oncologists are an integral part of the multi-disciplinary management of the cancer patient, and must collaborate closely with physicians and health care professionals in the management of the patient.

Our residency program's mission is to educate and train physicians to be skillful in the practice of radiation oncology and to be caring and compassionate in the treatment of patients. To develop clinical expertise, this training is designed to teach: oncology physical exam; oncology diagnosis and clinical judgment; and all patient management skills necessary to provide high quality state of the art therapeutic radiation therapy for oncology patients. This training will consist of direct mentorship and didactic instruction in the areas of clinical radiation oncology, treatment planning, radiation physics and safety, and radiobiology. To accomplish this goal, adequate structure, facilities (ECCC = Emily Couric Clinical Cancer Center; Moser, and CRH = Culpeper Regional Hospital), faculty, patient resources, and an educational environment must be provided.

B. Resident Complement

A total of 6 residents have been approved for this training. This total is based on the number of faculty, new patient consultations, and simulations performed annually at the University of Virginia Health System's ECCC Radiation Oncology Clinic, Moser, Gamma Knife, and CRH. Also, a complement of 6 residents has been approved by the Radiation Oncology Residency Review Committee (RRC), the Accreditation Council for Graduate Medical Education (ACGME), and the UVA Graduate Medical Education Committee (GMEC) Office. The Program Director will not appoint more residents than approved by the RRC. Any increase will be based on educational considerations, not the fulfillment of service requirements.

1. The program’s educational resources are adequate to support these six residents and allow for:
   a. A meaningful peer interaction throughout the training period among the residents themselves
   b. A minimum of 1 faculty member (certified by the American Board of Radiology or in the process of obtaining certification) for every 1.5 residents.
2. The institution provides the residents with appropriate financial support and benefits to ensure that they are able to fulfill the responsibilities of this educational program.
3. The RRC guidelines will be followed for any changes in the residency complement.

C. **Duration and Scope of Graduate Medical Education Training and USMLE Requirements**

To meet the American Board of Radiology (ABR) requirements for radiation oncology board eligibility, the educational program in radiation oncology must be 60 months in length. The UVA Department of Radiation Oncology is accredited for training in radiation oncology by the Radiation Oncology Residency Review Committee (RRC) of the Accreditation Council for Graduate Medical Education (ACGME). This department adheres to the UVA GME policies concerning graduate medical education requirements for passing “USMLE, Steps 2 and 3” (#7) and “Recruitment for Graduate Medical Trainees” (#2). Each resident must adhere to the Departmental “Policy on Board Eligibility”.

**PGY 1**

The first year of post-graduate clinical education must be accredited by the ACGME, AOA, or RDPSC and spent in internal medicine, family medicine, obstetrics and gynecology, surgery or surgical specialties, pediatrics, or a transitional year program, and must include at least nine months of direct patient care in medical and/or surgical specialties other than radiation oncology. Resident applicants must apply for their PGY1 year in a separate match process from the UVA Radiation Oncology residency application process.

**PGY 2 – PGY 5: UVA Radiation Oncology Residency Program**

No fewer than 36 months must be spent in clinical radiation oncology. (Residents enrolled in the Holman Pathway, a research track designed by the American Board of Radiology to promote a commitment to basic science or clinical research must complete 27 months in clinical radiation oncology. UVA does not currently offer the Holman Pathway.)

UVA has four clinical areas where external beam radiation therapy occurs; Emily Couric Clinical Cancer Center (ECCCC) Radiation Oncology Clinic, the Moser Outpatient Radiation Oncology Center on 250 West, the Gamma Knife Center in the Primary Care building, and an integrated rotation at Culpeper Regional Hospital (CRH) in Culpeper, Virginia. The 36 months do not include clinical elective rotations outside the Department of Radiation Oncology, nor does it include time spent within our department on non-clinical rotations, such as physics and research. Up to a point, part-time clinical experiences that occur during a research rotation may be counted as clinical time but only proportional to the time spent in the clinic. Because these experiences rarely involve comprehensive management of patients on treatment, they should each comprise a relatively small part of the overall experience. Evening call is not considered in this accounting. Residents are expected to remain in the UVA Radiation Oncology Residency Training program for the duration of the training. If a resident desires to/has to transfer to another training program, he/she must follow the ACGME requirements for transfer as described in “Section III C”.

The rotations will involve the care of oncology patients with gynecologic, genitourinary, gastrointestinal, breast, lymphoma/leukemia, head and neck, lung, pediatric, central nervous system, soft tissue and bone, and skin malignancies. In addition, the program provides eight (8) months of off-service rotations. The following 4 months of required electives (off-service rotations) are considered mandatory program requirements: Nuclear Medicine (1 month); Gamma (1 month); Physics/Dosimetry (2 months). To complete his/her training, the resident will select additional electives, which may include options such as Pediatric Hematology (UVA); Proton Training (Norfolk or Switzerland); VCU; research; or rotating to another facility. Additional research rotation time and rotations at outside academic institutions may be arranged to meet specific resident educational objectives. Scholarly activity during residency is considered
essential to training. It is expected that each resident will submit at least one manuscript for peer review publication and present research at one or more national meetings.

The ACGME requirements state that “The program must educate resident physicians in adult medical oncology, pediatric medical oncology, oncologic pathology, and diagnostic imaging in a way that is applicable to the practice of radiation oncology.” In order to satisfy the medical oncology, pathology and diagnostic imaging requirements through tumor board attendance, the residents will track their participation in multidisciplinary, interactive tumor conferences that are attended by adult and/or pediatric oncologists. This is consistent with the ACGME core program requirements in radiation oncology as a method to satisfy program requirements for adult and pediatric medical oncology, oncologic pathology and diagnostic imaging.

In addition, the residency program offers a structured educational program in basic radionuclide handling techniques applicable to the use of manual brachytherapy sources and the use of remote afterloader units, teletherapy units, and Gamma Stereotactic Radiosurgery units that includes a minimum of:

**200 hours of classroom and laboratory training in:**
- radiation physics and instrumentation,
- radiation protection,
- mathematics pertaining to the use and measurement of radioactivity,
- radiation biology;

**500 hours of work experience under the supervision of an Authorized User including training in:**
- ordering, receiving, and unpacking radioactive materials safely and performing the related radiation surveys,
- checking and using survey meters for proper operation,
- preparing, implanting, and removing brachytherapy sources,
- maintaining running inventories of radioactive material on hand,
- using administrative controls to prevent a misadministration involving the use of radioactive material,
- using emergency procedures to control radioactive material,
- reviewing full calibration measurements and periodic spot-checks,
- preparing treatment plans and calculating treatment doses and times,
- implementing emergency procedures to be followed in the event of the abnormal operation of the medical unit or console,
- selecting the proper prescribed dose and how it is to be administered.

I. **Institutions in the Radiation Oncology Residency Program**

A. **Sponsoring Institution**
The University of Virginia (UVA) is the sponsoring institution. UVA assumes ultimate responsibility for the program, as described in the Institutional Requirements, and this responsibility extends to resident assignments at all participating sites. The sponsoring institution and the program will ensure the Program Director has sufficient protected time and financial support for educational and administrative responsibilities to the program.

1. The program director should devote a minimum of 10% of his or her time to administration of the program.

2. The sponsoring institution must also sponsor other relevant oncology-related graduate medical education programs accredited by the Accreditation Council for Graduate Medical Education (ACGME), including residencies or fellowships in surgical, medical, and/or pediatric oncology.

3. At least 50 percent of the residents’ educational experiences should take place at the primary clinical site.
4. UVA assists the program director in:
   a. Teaching
   b. Recruiting faculty
   c. Selecting, evaluating, and dismissing residents whose performance is unsatisfactory
5. Education in radiation oncology must occur in an environment that encourages the exchange of knowledge and experience among residents
6. A minimum number of faculty and residents is essential to provide an opportunity for meaningful interaction throughout the program
7. The UVA GME will ensure that residents:
   a. can participate on committees and councils whose actions affect their education and/or patient care; and
   b. will participate in an educational program regarding physician impairment, including substance abuse and sleep deprivation.

B. Participating Sites
1. There must be a program letter of agreement (PLA) between the program and each participating site. The PLA will be renewed at least every five years. The PLA will:
   a. identify the faculty who will assume both educational and supervisory responsibilities for the residents;
   b. specify the faculty responsibilities for teaching, supervision, and formal evaluation of residents, as specified later in this document;
   c. specify the duration and content of the educational experience;
   d. state the policies and procedures that will govern resident education during the assignment.
   e. state the Sponsoring Institution retains responsibility for the quality of the GME training
2. The program director must submit any additions or deletions of participating sites routinely providing an educational experience, required for all residents, of one month full time equivalent (FTE) or more through the ACGME Accreditation Data System (ADS).
3. Assignment to a participating site must be based on a clear educational rationale, integral to the program curriculum, with clearly-stated activities and objectives; should provide resources not otherwise available to the program, should allow the preponderance of the educational experience to take place in the primary clinical site, and should assure the continuity of the educational experience.
4. When multiple participating sites are used, there must be assurance of the continuity of the educational experience.
5. Integrated Sites
   a. A site is considered integrated when the program director determines all rotations and assignments of residents, and is responsible for the overall conduct of the educational program and faculty members there.
   b. Clinical faculty members at the integrated site should have faculty appointments from the sponsoring institution or the primary clinical site.
   c. Integrated sites must provide a means for direct participation in joint conferences, by attendance when institutions are in geographic proximity to the primary clinical site, or by electronic transmission when not.
   d. Prior approval must be obtained from the Review Committee for an integrated participating site, regardless of the duration of rotations.
      i. Rotations to integrated sites are not limited in duration.
6. Other Participating Sites
   Participating sites that do not meet the requirements for integrated sites must meet the following requirements:
   a. Participating sites that are not designated as integrated may be used to complement residents’ educational experiences.
b. Rotations which are outside the primary clinical site or integrated sites must not exceed a total of six months during the residency.

c. Participating sites do not require prior Review Committee approval. There must be a program letter of agreement for any site from which cases are entered into resident logs. (Section I.B.1).

C. Culpeper Regional Hospital (CRH) in Culpeper, Virginia

1. An integrated site under the direction of Shiv Khandelwal, M.D., UVA Radiation Oncology faculty member;

2. Dr. Khandelwal will:
   a. be responsible for providing teaching and mentorship on this rotation as specified in the faculty responsibility section of the UVA residency guidelines.
   b. determine when a resident is capable of independently functioning at CRH
   c. notify the CRH staff when the resident has been granted privileges to operate independently in the use of image guided technologies.
   d. evaluate the residents following this rotation based on their PGY level specific achievement of the ACGME core competency milestones as specified in the residency guidelines.

3. The CRH Rotation Global Educational/ Learning Objectives and Goals are:
   a. to provide the residents with a community oncology practice experience
   b. to broaden their understanding of how a broad range of oncology patients receive oncology care outside an academic medical system

4. Rotation Specifics:
   a. Residents on this rotation will:
      i. rotate at CRH two days per week,
         a) Monday and Tuesday, (except the 1st Thursday after the 1st Monday)
         b) 8:00 am to 5:30 pm
      ii. will complete the “Checklist for the Incoming Culpeper Regional Hospital Radiation Oncology Resident to Complete Prior to Starting Clerkship” (six weeks to one month before the rotation)
      iii. rotate on Wednesday, Thursday, and Friday per the Clinic Coverage Schedule
      iv. participate in Treatment Simulation & Planning for Culpeper patients
      v. participate in the care of UVA Radiation Oncology patients
      vi. have access to videoconferencing to view scheduled conferences, lectures, and seminars.
   b. No PGY2 residents will rotate at CRH
   c. Residents will not:
      i. be on call for CRH patients for after hour phone calls
      ii. cover emergency patients at CRH while on call at UVA

5. Residents will have their salary, benefits, and medical liability premiums provided by the University of Virginia Health System.

6. The residents will have the same responsibilities and PGY level specific core competency milestones as outlined in the residency guidelines.

7. Specific ACGME core competency-based responsibilities and expectations of the residents at CRH:
   a. Patient Care: the resident will:
      i. see on-treatment, follow-up, and new consult patients (inpatients and outpatients).
      ii. participate in initial consultation of definitive cases
      iii. not necessarily see all palliative cases with minimal educational value.
      iv. participate in simulation and treatment planning of cases being treated at CRH
      v. perform review of MVCT scans.
vi. participate in routine patient care; such as, ordering IV fluids and blood products, imaging studies, and writing prescriptions.

b. **Medical Knowledge:** the resident will:
   i. formulate treatment plans and
   ii. propose a course of treatment based on existing medical data and review this with the attending physician.

c. **Practice-Based Learning and Improvement:** the resident will:
   i. evaluate the faculty and the effectiveness of the rotation.
   ii. review treatment plans of all patients under treatment and discuss goals/rationale of treatment.
   iii. attend bi-weekly tumor boards to learn how community oncologists and health care professionals educate each other regarding patient outcomes and implementation of new technologies that become available locally.

d. **Interpersonal and Communication Skills:** the resident will:
   i. Call 540-829-4271 (the clinic @ CRH) if the resident is going to be late or unable to go to CRH
   ii. create an email distribution list for
      a) Shiv Khandelwal, MD (srk6v@virginia.edu), Physician/Medical Dir. at CRH
      b) Tim Showalter, MD, MPH (tns3b@virginia.edu), Program Director
      c) Rebekah McComb (rm5dg@virginia.edu), Program Coordinator
        1) to let them know when the resident will be late or absent and
        2) the reason for the absence
   iii. Present a case at the CRH tumor boards if applicable.
   iv. Learn to use the CRH dictation system.
   v. Learn to use the videoconferencing system.

e. **Professionalism:** the resident will:
   i. dress and act professionally at all times as specified in the residency guidelines.

f. **Systems-Based Practice:** the resident will:
   i. Coordinate care with other health care providers in a community private practice setting such as medical oncologists and extended medical oncology care providers, surgeons, primary care physicians, dieticians, social workers, etc. to learn about how community-based oncology systems function.
   ii. Learn about billing and documentation in a community-based oncology health care system.
   iii. Attend bi-weekly tumor boards to learn how community based oncologists communicate and how this differs from prospectively presenting most cancer patients at academic centers.

g. The UVA Department of Radiation Oncology will reimburse residents for mileage at the standard institutional reimbursement rate (50.5 cents/mile) x 90 miles round trip for travel expenses incurred while on this rotation.

**D. Virginia Commonwealth University (VCU) is a participating institution in Richmond, VA**

1. **UVA PGY 5 resident/s can elect to perform a one month rotation under the direction of Dr. Shiyu Song**
   a. a VCU Radiation Oncology faculty member and
   b. the VCU Radiation Oncology Residency Program Director.

2. **VCU residents can elect to perform a one month rotation at UVA.**
3. **This affiliation will provide residents with an academic rotation outside the parent institution to expose residents:**
   a. to a wider array of academic experts, and
   b. to treatment techniques and technologies not available or routinely performed at the parent institution.
4. VCU residents will learn about and participate in treatments delivered with Helical Tomotherapy and the Perfexion Gamma Knife at UVA. Specific learning objectives will include:
   a. Helical Tomotherapy: a basic understanding of how the Helical Tomotherapy technology works; understanding of site specific-dosimetry that the system is capable of delivering for helical tomotherapy, topotherapy, and for STAT RT, and an understanding of how the image guidance system functions and is utilized for daily image guidance. The resident should learn the limitations of the system including the lack of respiratory gating and lack of non-coplanar treatment delivery.
   b. Perfexion Gamma Knife: a basic understanding of how the Perfexion Gamma Knife technology works; appropriate patient selection for treatment and the typical prescription doses for commonly treated disease processes (avascular malformations, acoustic schwannomas/neuromas, meningiomas, pituitary adenomas, trigeminal neuralgia, and brain metastases); how treatments are planned and delivered in a single day. Residents should learn the limitations of this system including the need for head frame placement, the inferior anatomic extent of lesions that can be treated, and the size limitations of lesions that can be treated and outcomes of commonly treated disease processes.

5. UVA residents will learn about and participate in treatments including prostate, cervical and breast High Dose Rate (HDR) Brachytherapy, Total Body Irradiation (TBI), and Total Electron Skin Irradiation at VCU. Specific learning objectives will include:
   a. Prostate, cervical, and breast High Dose Rate (HDR) Brachytherapy: Residents will learn and participate in the technical aspects of these interstitial implantation HDR techniques including needle and or Contoura placement, commonly prescribed doses and fractionation, typical dosimetry, timing of radiation delivery, and expected outcomes and potential toxicities.
   b. Hyperthermia: Residents will participate in the technical aspects of hyperthermia treatment and learn about the indications, rationale, relation to external beam radiation therapy, and delivery.
   c. Total Body Irradiation (TBI): Residents will participate in TBI procedures and learn the indications, rationale, technical aspects of and toxicities of TBI as a component of bone marrow transplant.
   d. Total Electron Skin Irradiation: Residents will participate in total electron skin irradiation procedures and learn the indications, rationale, technical aspects of and toxicities of total electron skin irradiation as a treatment option for patients with mycosis fungoides/ T cell lymphoma.

6. Residents on these rotations will be evaluated based on PGY-specific competency-based milestone expectations.

7. The UVA Department of Radiation Oncology will reimburse residents performing a one month VCU rotation:
   a. up to $1,600 per month to help defray the cost of mileage and/or lodging.
   b. the resident will:
      i. decide how to apply this reimbursement (lodging or gas) and
      ii. provide documentation of expenses.

II. Program Personnel and Resources
   A. Program Director
      1. There is a single Program Director, Timothy Showalter, M.D., M.P.H., with authority and accountability for the operation of the program. The PD has privileges at the CRH integrated site. The Program Director change must be approved by the GMEC at UVA.
      a. The Program Director must submit this change to the ACGME via the ADS.
      b. The Program Director should be a full time faculty member at the primary clinical site.
2. The program director should continue in his or her position for a length of time adequate to maintain continuity of leadership and program stability.
   a. The program director should have a term of at least three years.

3. Qualifications of the Program Director must include:
   a. requisite specialty expertise and documented educational and administrative experience acceptable to the Review Committee;
   b. current certification in the specialty by the American Board of Radiology, or specialty qualifications that are acceptable to the Review Committee; and,
      i. The program director must actively participate in Maintenance of Certification in radiation oncology through the American Board of Radiology.
   c. current medical licensure and appropriate medical staff appointment.

4. The program director must administer and maintain an educational environment conducive to educating the residents in each of the ACGME competency areas.
   The program director must:
   a. oversee and ensure the quality of didactic and clinical education in all sites that participate in the program;
   b. approve a local director at each participating site who is accountable for resident education (Dr. Shiv Khandelwal at CRH and Dr. Shiyu Song at VCU);
   c. approve the selection of program faculty as appropriate;
   d. evaluate program faculty;
   e. approve the continued participation of program faculty based on an annual written evaluation;
   f. monitor resident supervision at all participating sites;
   g. prepare and submit all information required and requested by the ACGME.
      i. This includes but is not limited to the program application forms and annual program resident updates to the ADS, and ensure that the information submitted is accurate and complete.
   h. ensure compliance with grievance and due process procedures as set forth in the Institutional Requirements and implemented by the sponsoring institution;
   i. provide verification of residency education for all residents, including those who leave the program prior to completion;
   j. implement policies and procedures consistent with the institutional and program requirements for resident duty hours and the working environment, including moonlighting, and, to that end, must:
      i. distribute these policies and procedures to the residents and faculty;
      ii. monitor resident duty hours, according to sponsoring institutional policies, with a frequency sufficient to ensure compliance with ACGME requirements;
      iii. adjust schedules as necessary to mitigate excessive service demands and/or fatigue; and,
      iv. if applicable, monitor the demands of at-home call and adjust schedules as necessary to mitigate excessive service demands and/or fatigue.
   k. monitor the need for and ensure the provision of back up support systems when patient care responsibilities are unusually difficult or prolonged;
   l. comply with the sponsoring institution's (UVA's) written policies and procedures, including those specified in the Institutional Requirements, for selection, evaluation, and promotion of residents, disciplinary action, and supervision of residents;
   m. be familiar with and comply with ACGME and RRC policies and procedures as outlined in the ACGME Manual of Policies and Procedures;
   n. obtain review and approval of the sponsoring institution's GMEC/DIO before submitting information or requests to the ACGME, including:
      i. all applications for ACGME accreditation of new programs;
      ii. changes in resident complement;
iii. major changes in program structure or length of training;
iv. progress reports requested by the Review Committee;
v. responses to all proposed adverse actions;
vi. requests for increases or any change to resident duty hours;
vii. voluntary withdrawals of ACGME-accredited programs;
viii. requests for appeal of an adverse action;
ix. appeal presentations to a Board of Appeal or the ACGME;
x. proposals to ACGME for approval of innovative educational approaches.

o. obtain DIO review and co-signature on all program application forms, as well as any correspondence or document submitted to the ACGME that addresses:
i. program citations, and/or
ii. requests for changes in the program that would have significant impact, including financial, on the program or institution.

p. ensure that each resident keeps a detailed, well-organized, and accurate electronic log of those procedures noted in Program Requirement IV.A.6
i. The log should include patients simulated, procedures performed, and modalities used.
q. review the logs with all residents at least semiannually to ensure accuracy and to verify that the case distribution meets the standards specified; and,
i. the program director must provide documentation of these discussions for the resident’s record maintained by the program; and,
r. submit the cumulative experience of graduating residents to the Review Committee annually in accordance with the format and the due date specified by the Review Committee.
s. ensure that conferences and teaching rounds provide for progressive participation of residents. There must be:
i. adequate frequency of conferences,
ii. attendance by Radiation Oncology residents, radiation oncologists, and other staff
t. ensure that there are intradepartmental clinical oncology conferences, including:
i. new patient conferences,
ii. weekly chart reviews,
iii. problem case conferences,
iv. continuous quality improvement,
v. morbidity and mortality,
vi. physics,
vii. dosimetry,
viii. radiation and cancer biology,
ix. journal review.

5. Associate Program Director: Kelli Reardon, M.D., will assist in these administrative responsibilities but the Program Director is ultimately responsible for all aspects of the residency program.

B. Faculty
1. At each participating site, there must be a sufficient number of faculty with documented qualifications to instruct and supervise all residents at that location.
The faculty must:
a. devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities; and to demonstrate a strong interest in the education of residents; and,
b. administer and maintain an educational environment conducive to educating residents in each of the ACGME competency areas.

2. The physician faculty must have current certification in the specialty by the American Board of Radiology, or possess qualifications acceptable to the Review Committee.
3. The physician faculty must possess current medical licensure and appropriate medical staff appointment.
4. The non-physician faculty must have appropriate qualifications in their field and hold appropriate institutional appointments.
5. The faculty must establish and maintain an environment of inquiry and scholarship with an active research component.
   a. The faculty must regularly participate, with the residents, in organized clinical discussions, rounds, journal clubs, conferences, and Multi-Disciplinary Tumor Boards.
   b. Some members of the faculty should also demonstrate scholarship by one or more of the following:
      i. peer-reviewed funding;
      ii. publication of original research or review articles in peer-reviewed journals, or chapters in textbooks;
      iii. publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or,
      iv. participation in national committees or educational organizations.
   c. Faculty will encourage and support residents in scholarly activities.
   d. The majority of both physician and PhD faculty should demonstrate scholarship as defined above.
6. The department chair will demonstrate an interest in and support for the training of residents in Radiation Oncology.
7. The faculty must include a minimum of four (4) full-time-equivalent (FTE) radiation oncologists at the primary clinical site who devote the majority of their professional time to the education of the residents.
   a. Currently, the program has five (5) FTE radiation oncologists who devote the majority of their professional time to the education of residents.
8. The faculty must include at least one full-time radiation biologist (Jaroslaw Dziegielewski, PhD) or cancer biologist (PhD level or equivalent) who devotes the majority of his or her professional time to laboratory-based cancer research and is at the primary clinical site or at an integrated site to provide a scholarly environment of research, and to participate in the teaching of radiation and cancer biology.
9. The radiation oncology faculty must include at least one full-time faculty medical physicists (PhD level or equivalent), who is at the primary site or an integrated site to provide a scholarly environment of research, and to participate in the teaching of radiation physics.
   a. The department currently has seven physicists who serve at the various sites. Several participate in the teaching of radiation physics to radiation oncology residents:
      i. David Schlesinger, PhD
      ii. Bruce Libby, PhD
      iii. Jeff Siebers, PhD
      iv. Quan Chen, PhD
      v. Krishni Wijesooriya, PhD
      vi. Yuenan Wang, PhD
      vii. Tyler Watkins, PhD
10. The faculty-to-resident ratio must be at least 0.67 FTE faculty members for every resident in the program.
11. The UVA GME “Protocol for Implementation of Graduate Medical Education-Policy 12” details the GMEC delineation of the responsibilities of the attending physician, the trainee and the program.
12. Attendance will be kept at the above departmental conferences for assessment purposes.
13. The faculty will evaluate the residents
   a. based on the resident’s achievement of milestone expectations
b. through the institution's electronic New Innovations system
c. during mock oral examination held semi-annually.

14. The faculty will provide dictation templates and reading lists.

C. Other Program Personnel
The institution and the program will jointly ensure the availability of all necessary professional, technical, and clerical personnel for the effective administration of the program.
1. The departmental staff includes: dosimetrists, therapists, nurses, and clerical staff
2. Residency Program Coordinator Mrs. Rebekah McComb:
   a. provides administrative support to the Program Director and the Associate Program Director,
   b. maintains the records of the residents, and medical students.

D. Program Resources
The institution and the program must jointly ensure the availability of adequate resources for resident education, as defined in the specialty program requirements.
1. There must be a minimum of 600 patients receiving external beam radiation therapy per year cumulatively at the primary clinical site and any integrated sites.
2. Facilities
   a. At the primary clinical site there must be two or more megavoltage machines, a machine with a broad range of electron beam capabilities, computed tomography (CT)-simulation capability, and three-dimensional conformal computerized treatment planning, including intensity modulated radiation therapy (IMRT).
      i. Varian TRUEBEAM (at ECCCC-primary site)
         a) Photon (x-ray) energies:
            1) 6 MV
            2) 10 MV (10x is good compromise if need increased penetration yet minimal neutron production and ok lateral equilibrium)
            3) 15 MV
         b) Electron energies: (4), 6, 9, 12, 16, 18, & 20 MeV electrons
         c) IGRT capabilities: same as for Trilogy
         d) TrueBeam vs. Trilogy (differences)
            1) TrueBeam offers 10 MV photons
            2) TrueBeam has optional higher dose rate (“Flattening Filter Free”)
            3) TrueBeam can offer the same special treatment modalities as Trilogy (although Respiratory Gating awaiting small upgrade)
      ii. Varisource iX HDR unit (at ECCCC)
         a) High activity Ir-192 source for high dose rate brachytherapy
         b) Patients are treated in a matter of minutes. Most of the time is spent in preparation, placement of the brachytherapy applicator, and calculation of source “dwell times” in the applicator.
         c) It is currently used for:
            1) Intracavitary brachytherapy using a vaginal cylinder to treat the vagina or vaginal cuff
            2) Intracavitary brachytherapy using a Y applicator (2 intrauterine tandems) for some endometrial cancer patients
            3) Intracavitary brachytherapy for treatment of cervical cancer
            4) Intracavitary brachytherapy to treat the breast using Contura balloon that has been placed in the lumpectomy cavity
            5) Interstitial brachytherapy to treat vulva, vagina, or other gynecological cancer
            6) Prostate HDR brachytherapy delivered as a boost in addition to external beam radiation therapy
            7) Interstitial brachytherapy for treatment of soft tissue sarcomas
8) Use of custom mold applicators to treat tongue or nasal cancers

iii. Varian TRILOGY (at Moser)

a) Photons (x-rays)

1) Photon energies:
   - 6 MV (generally used in head and neck, CNS, extremity, and some breast treatments – thinner regions to treat through)
   - 15 MV (generally used with chest, abdomen, and pelvis treatments – thicker regions to treat through)

2) Special treatment modes:
   - Non-coplanar deliveries (via table rotations)
   - IMRT (Intensity Modulated Radiation Therapy)
   - Conformal arc (no intensity modulation: MLCs simply conform to projection of PTV)
   - VMAT / RapidArc / SmartArc (Arc form of IMRT)
   - Respiratory Gating (Tx at specific parts of breathing cycle)
   - Brain Lab (SBRT)

3) IGRT capabilities: MV EPID, KV planar, KV CBCT

b) Electrons

1) (4), 6, 9, 12, 16, & 20 MeV Electrons are used for fairly superficial targets (posterior triangles in the neck, internal mammary nodes, etc.)

2) Electron dose decreases rapidly after a certain depth in tissue.

3) Generally, you can determine the depth in cm that 90% of the dose will cover in tissue by dividing the electron energy E (in MeV) by 4.
   - Therefore, 6 MeV electrons should cover 1.5 cm deep with the 90% isodose line.
   - That means if you prescribe 200 cGy to the 90% isodose line, you will be getting 200 cGy to 1.5 cm deep to the skin surface.

4) Dividing E by 3 will give the approximate depth of the 80% IDL.

5) Dividing E by 2 gives approximate depth (cm) beyond which no electrons will penetrate.

iv. TomoTherapy unit (at ECCCC & Culpeper)

a) 6 MV Photons via helical delivery system (similar to CT scanner geometry).

b) Useful for IMRT and Stereotactic radiosurgery/radiotherapy. Most of the head and neck cancer patients are treated here.

c) The unit has its own inverse planning system to develop IMRT plans. We simulate the patient, digitize the targets and normal structures, and then send it electronically to TOMO for planning.

b. Necessary software available to facilitate efficient patient care including:
   i. MOSAIQ (radiation oncology departmental electronic chart),
   ii. EPIC (UVA Hospital electronic chart),
   iii. PACS (radiology film review)
   iv. Velocity image processing and contouring software
   v. BrachyVision, Variseed and Vitesse for brachytherapy treatment planning
   vi. Radiation treatment planning systems for Varian and Tomotherapy treatment planning

c. Adequate conference room and audiovisual facilities must be provided.

3. Other Services:

The UVA GME meets and/or exceeds all ACGME institutional and other service requirements detailed by our RRC, including:

a. adequate medical services available in the specialties of medical oncology, surgical oncology, and pediatric oncology.
b. There must be access to current imaging techniques, PACS systems, nuclear medicine, pathology, a clinical laboratory, and a tumor registry.

E. Medical Information Access
Residents have ready access to specialty-specific and other appropriate reference material in print or electronic format. Electronic medical literature databases with search capabilities are available for the residents.

1. The sponsoring institution provides residents with:
   a. ready access to a computerized search system
   b. rapid access to national databases in medicine to permit timely literature review.

2. The Department provides:
   a. a $750 credit for textbooks for each resident (a radiobiology textbook, physics textbook, and a clinical oncology textbook, among others).
   b. several up-to-date text books for onsite reference and study.

III. Resident Appointments
A. Eligibility Criteria
The Program Director will comply with the criteria for resident eligibility and selection as specified in the Institutional Requirements (GME Policy #02 & #08)

1. The program:
   a. requires a completed ERAS application with Medical Student Performance Evaluation (formerly called the “Dean’s Letter”) and transcript, and three letters of reference for each applicant.
   b. will participate in the National Resident Matching Program (NRMP) and adhere to its policies.
   c. use ERAS® (Electronic Residency Application System) to Match with trainee applicants and the SOAP program should the program not fill through the Match.

2. Qualified and selected applicants will be invited for an interview and applicants who are not selected for an interview will be notified of this decision.
   a. Applicants who are invited for an interview, are given the location of:
      i. the UVA Radiation Oncology web site which contains the information about the department
      ii. the UVA GME web site which contains the terms, conditions, and benefits of their appointment, including:
         a) financial support
         b) vacations
         c) parental, sick, and other leaves of absence
         d) professional liability
         e) hospitalization, health, disability and other insurance provided for the residents and their families
         f) the conditions under which the Sponsoring Institution provides call rooms, meals, laundry services, or their equivalents.
   b. Applicants who accept an interview date will meet with faculty and the current residents and will be provided with a tour of the departmental facilities.
   c. The Program Director (PD) is responsible for:
      i. directing the Program Coordinator in organizing the interviews,
      ii. discussion and review with the faculty regarding the scoring of the applicants and the applicant rank order list, and
      iii. submitting the rank order list to the NRMP.

B. Number of Residents
The program’s educational resources must be adequate to support the number of residents appointed to the program.
1. The program director may not appoint more residents than approved by the Review Committee, unless otherwise stated in the specialty-specific requirements.
   a. Prior approval must be obtained from the Review Committee to increase the number of resident positions.
2. Each program must be structured to have a minimum of four residents.
3. The faculty (full-time equivalent staff radiation oncologist) to resident ratio must be a minimum of one faculty member for every one and a half residents during training in clinical radiation oncology.
4. Please refer to the GME website for most recent policies and procedures concerning resident employment; such as, contracts, leave, insurance, Step scores, etc.

C. Resident Appointment / Transfers
1. Before accepting a resident who is transferring from another program, the Program Director will obtain written or electronic verification of previous educational experiences and a summative competency-based performance evaluation of the transferring resident.
   a. In addition, having the program director of the initial program document the resident's successful completion of the training in the current program; nine-months of direct patient care in medical and/or surgical specialties other than radiation oncology; and confirming the resident's passing of Step II-Part A and Part B.
2. The Program Director must provide timely verification of residency education and summative competency-based performance evaluations for residents who may leave the UVA Radiation Oncology Program prior to completion.

D. Fellows and Other Learners
   The presence of other learners (including, but not limited to, medical students, residents from other specialties, subspecialty fellows, PhD students, and nurse practitioners) in the program will not interfere with the appointed residents' education.
1. The Program Director will report the presence of other learners to the DIO and GMEC in accordance with sponsoring institution guidelines (GME Policy #13).

IV. Educational Program Curriculum
   A. The curriculum contains the following educational components:
   1. Overall educational goals (guidelines) for the program will be made available to the residents and faculty;
   2. Competency-based goals and objectives for each assignment at each educational level, will be distributed to the residents and faculty at least annually, in either written or electronic form and will be reviewed by the resident at the start of each rotation.
      a. These competencies will be achieved by residents and integrated into the curriculum through milestones as laid out in section VII.
   3. Regularly scheduled didactic sessions
      a. Didactic sessions should be attended by residents, radiation oncologists, and other staff members;
      b. The program must document that residents acquire knowledge and skills through instruction in the following areas: three-dimensional conformal radiation therapy, intensity-modulated radiation therapy, image-guided radiation therapy, stereotactic radiosurgery, stereotactic body radiotherapy, concurrent chemo-radiotherapy, intraoperative radiation therapy radioimmunotherapy, unsealed sources, total body irradiation therapy as used in stem-cell transplantation, total skin radiation therapy, high- and low-dose rate brachytherapy, and particle therapy.
      c. The program must provide instruction in medical physics that includes practical demonstrations of radiation safety procedures, calibration of radiation therapy machines, the use of state-of-the-art-treatment planning systems, the application of treatment aids, and the safe handling of sealed and unsealed radionuclides.
d. The program must provide instruction in radiation and cancer biology that includes the molecular effects of ionizing radiation and radiation effects on normal and neoplastic tissues, as well as the fundamental biology of the causes, prevention, and treatment of cancer.
e. The program must ensure that there are intradepartmental clinical oncology conferences that cover the following topics: new patient management, patient safety, and, continuous quality improvement.

4. Delineation of the resident responsibilities for patient care, progressive responsibility for patient management, and supervision of residents over the continuum of the program;

5. ACGME Competencies

The program must integrate the following ACGME competencies into the curriculum:

a. Patient Care and Procedural Skills
   i. 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.
   ii. Residents must be able to competently perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. Residents:
      a) Must demonstrate competence in treating adult patients with conventionally-fractioned external beam radiation therapy;
      b) must demonstrate competence in performing interstitial and intracavitary brachytherapy procedures;
      c) must demonstrate competence in treating pediatric patients, including patients with solid tumors;
      d) must demonstrate competence in the use of unsealed radioactive sources;
      e) must demonstrate competence in follow-up care of irradiated patients, including pediatric patients; and,
      f) must demonstrate competence in treating adult patients with stereotactic radiosurgery and stereotactic body radiation therapy
   iii. Resident/s must keep a detailed, well-organized, and accurate ACGME electronic procedure log.
   iv. The training program must have adequate numbers and variety of patients for resident training.
   v. At least 600 patients must receive external beam irradiation yearly, including stereotactic radiosurgery procedures, in the primary clinical and integrated sites.
      a) Patients should be counted as simulated by a resident if the resident was present and participated throughout the initial simulation and treatment planning process; the resident simulates and plans treatment of a new area on an established patient (for example a new metastasis, new primary, or recurrence).
      b) Patients should not be counted as simulated by a resident if:
         1) the case was taken over from another resident, even if subsequent care involves a second simulation; unless,
         2) this involves treatment of another area, or a substantial change in fields with a new isocenter.
         3) the simulation and planning were performed by staff members and the resident only saw the patient after he or she was on treatment;
         4) Another resident has counted the case on their log, unless (1) or (2) apply;
         5) The patient was seen in consult only
   vi. The resident must follow-up on the irradiated patients, including pediatric patients, on an inpatient or outpatient basis.
   vii. Residents are expected to check the Master Mosaiq schedule to arrive in clinic at the start of his/her patients' treatment each morning and stay in clinic until all of his/her patients have been treated.
viii. Residents are expected to gather essential and accurate information about their patients; make informed decisions about diagnostic and therapeutic intervention based on patient information and preferences, up to date scientific evidence, and clinical judgment; develop and carry out patient management plans; perform competently all medical and invasive procedures considered essential for the practice of radiation oncology; and, counsel and educate patients and their family.

b. Medical Knowledge
Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care. Residents:

   i. clinical radiation physics;
   ii. radiation and cancer biology;
   iii. medical statistics;
   iv. clinical radiation oncology, including late effects on normal tissue; and,
   v. radiation safety procedures.

c. Practice-based Learning and Improvement
Residents must demonstrate the ability to investigate and evaluate their care of patients, appraise and assimilate scientific evidence, and continuously improve patient care based on constant self-evaluation and life-long learning. Residents are expected to develop skills and habits to meet the following goals:

   i. identify strengths, deficiencies, and limits in one’s knowledge and expertise;
   ii. set learning and improvement goals;
   iii. identify and perform appropriate learning activities;
   iv. systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;
   v. incorporate formative evaluation feedback into daily practice;
   vi. locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems;
   vii. use information technology to optimize learning; and,
   viii. participate in the education of patients, families, students, residents, and other health professionals.

d. Interpersonal and Communication Skills
Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Residents are expected to:

   i. communicate effectively with patients, families, and the public, as appropriate across a broad range of socioeconomic and cultural backgrounds;
   ii. communicate effectively with physicians, other health professionals, and health related agencies;
   iii. work effectively as a member or leader of a health care team or other professional group;
   iv. act in a consultative role to other physicians and health professionals; and
   v. maintain comprehensive and timely medical records, if applicable.

e. Professionalism
Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Residents are expected to demonstrate:

   i. compassion, integrity, and respect for others;
   ii. responsiveness to patient needs that supersedes self-interest;
   iii. respect for patient privacy and autonomy;
iv. accountability to patients, society and the profession; and,
v. sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
vi. a commitment to ethical principles pertaining to provision or withholding of clinical care confidentiality of patient information, informed consent, and business practice.

f. Systems-based Practice
Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
Residents are expected to:
i. work effectively in various health care delivery settings and systems relevant to their clinical specialty;
ii. coordinate patient care within the health care system relevant to their clinical specialty;
iii. incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
iv. advocate for quality patient care and optimal patient care systems;
v. work in interprofessional teams to enhance patient safety and improve patient care quality; and,
vi. participate in identifying system errors and implementing potential systems solutions.

vii. understand how their patient care and other professional practices affect other health care professionals, the health care organizations, the larger society, and their own practice.

viii. demonstrate how to practice cost effective health care and resource allocation that does not compromise quality of care.

g. These competency milestone expectations will be used in faculty evaluations of the trainees; the semi-annual evaluations and reviews provided by the Program Director; and, Practice (Mock) Oral Examinations.

h. The competencies will be taught through didactic, physics, radiobiology, and biostatistics lectures, seminars (invited guest radiation oncologists and Cancer Center Seminars), conferences (M&M conference and multi-specialty tumor boards), role modeling of faculty, simulation/treatment planning of radiation treatments, peer review of simulations through SIM/Journal Conference, manuscript reading lists, self-directed learning through text books, mentored research projects, and individual mentoring of junior residents.

6. Curriculum Organization and Resident Experiences
a. The first year of post-graduate clinical education must be spent in internal medicine, family medicine, obstetrics and gynecology, surgery or surgical specialties, pediatrics, or a transitional year program, and must include at least nine months of direct patient care in medical and/or surgical specialties other than radiation oncology.

b. The year of clinical education must be followed by forty-eight months in an ACGME accredited radiation oncology program.

c. No fewer than 36 months must be spent in clinical radiation oncology.
i. Holman Pathway residents must complete no fewer than Radiation Oncology 27 months of clinical radiation oncology.
d. Residents must have experience with lymphomas and leukemias; gastrointestinal, gynecologic, genitourinary, breast, soft tissue and bone, skin, head and neck, lung, pediatric, and central nervous system tumors; and treatment of benign diseases for which radiation is utilized.
e. Each resident must treat at least 450 patients with external beam radiation therapy.
   i. Holman Pathway residents must treat 350 patients.
   ii. A resident should treat no more than 250 patients with external beam radiation therapy in any one year.

f. Each resident must perform at least five interstitial and 15 intracavitary brachytherapy procedures.
   i. Plaque Brachytherapy cases and breast brachytherapy cases that involve a medical device [e.g., MammoSite, SAVI Accelerated Partial Breast Irradiation (APBI), Contura] will be considered interstitial.
   ii. Interstitial implants (from the ABR: [http://theabr.org/ic-policies#brachy](http://theabr.org/ic-policies#brachy)) constitutes any application of radioactive needles, wires, or seeds directly into a tumor volume or into catheters placed in a tumor volume (e.g. prostate brachytherapy, etc); any application of sealed or unsealed sources into a catheter preplaced directly into tissue (non-natural body cavity or non-natural lumen) (e.g. breast balloons, GilaSite® applications, etc.); and surface molds.
   iii. Intracavitary implants (from the ABR: [http://theabr.org/ic-policies#brachy](http://theabr.org/ic-policies#brachy)) is any LDR or HDR application into a natural body cavity or lumen, whether direct or into a pre-placed applicator (e.g. endobronchial, biliary, cervix, endometrial, etc.)
   iv. Resident involvement should include planning, review of dosimetry, and hands-on participation in a significant portion of the implantation procedure. Separate applications of an implant in a given patient (such as two separate intracavitary applications) may be counted as two separate procedures. However, multiple fractions of a single application (such as multiple fractions of an interstitial implant) may be counted only once. Also, only one resident may count a specific brachytherapy application in a given patient.

g. Each resident must treat at least 12 pediatric patients, including at least nine patients with solid tumors.
   i. Programs may satisfy pediatric requirements through outside rotations by the program director submitting the following information at the time of the site visit:
      a) a signed letter of agreement with the outside (participating) institution;
      b) an annual summary of the total number of pediatric patients simulated at the outside institution and an accounting of all radiation oncology residents who are assigned to rotations at this institution.
   ii. Programs may supplement their residents’ pediatric experience with long term follow-up clinics and with pediatric oncology rotations at the primary site.
   iii. The RRC is ultimately assessing the participation of the resident in the radiation treatment planning and delivery of radiation treatment to children.

h. Each resident must demonstrate the requisite skills in successfully treating at least 20 patients with intracranial stereotactic radiosurgery and at least 10 patients with stereotactic body radiation therapy to the liver, lung, spine, or other extracranial sites.
   i. These may be delivered by a variety of available technologies using image guided stereotactic localization procedures; and may be administered in a single fraction or extended to a maximum of five fractions.
   ii. More protracted courses of stereotactic radiation should be classified as external beam radiation cases.

i. Each resident must demonstrate the requisite knowledge and skills in the administration of at least six procedures using radioimmunotherapy, other targeted therapeutic radiopharmaceuticals, or unsealed sources.
   i. Of the six procedures, a minimum of three must include the administration of therapeutic doses of I-131 for cancer treatment, and three must include administration of non-I-131 parenteral cases for cancer treatment.
   ii. This experience must be obtained under the supervision of an authorized user.
iii. In radiation oncology, administration of diagnostic doses of radioactive sources, orally or parenterally, does not qualify for this component.

iv. The residents will keep a separate log of the 6 cases (Oral I-131 & Parenteral Administration Log), signed by the authorized user, which will be part of the resident’s permanent record as a hard copy of the log will be required to take the oral exam, for future licensure, and if any questions arise to document that current training qualifies graduating residents as authorized users, but the training does not provide the license.

v. After training, each resident will need to get licensed from the NRC to perform these procedures. The NRC will administer the license, and will require the log to confirm your experience was performed under an authorized user.

vi. A graduate resident needs to apply to the NRC for a license through a local facility, or through applications submitted generally to an institution's radiation safety office. Once the resident fulfills the six case requirement, it is expected that he/she will understand the indications for the procedure, alternatives, the radiation safety issues, and the methods involved in the calculations and administration of the isotope.

vii. The resident must be present when the isotope is delivered and should understand the precautions and follow-up procedure.

viii. Ultimately it is the authorized user who really determines the satisfactory "participation" of the trainee and signs the form as satisfactory completed. Per NRC mandated guidelines, in order for a radiation oncologist to be considered an "authorized user" he/she must demonstrate a "formal experience" with unsealed sources and participate in unsealed source procedures as formally included in the residency training requirements.

j. The program must educate resident physicians in adult medical oncology, pediatric medical oncology, oncologic pathology, and diagnostic imaging in a way that is applicable to the practice of radiation oncology.

i. There are multiple ways to meet this requirement:
   a) Provide a two-month rotation in medical oncology to include adult and pediatric patients, as well as a one-month rotation in both oncologic pathology and diagnostic imaging, or
   b) Document attendance at regularly-scheduled Radiation Oncology multidisciplinary patient disposition conferences (at least four hours per month during the clinical rotations).

ii. To satisfy the requirement for education in one of these areas, it must be documented that a board-certified physician in the applicable field participated in the conference.

B. Resident Investigative Project (Scholarly Activities)

1. The curriculum must advance residents’ knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.

2. Residents should participate in scholarly activity.
   a. Residents must complete an investigative project under faculty member supervision by the end of their fourth year of residency or by the end of their third year.
      i. Projects should take the form of biological laboratory research, clinical research, translational research, medical physics research, or other research approved by the program director.
      ii. The results of such projects should be suitable for publication in a peer-reviewed scholarly journals or presentation at scientific meetings.
      iii. Evidence of scholarly activity can take several forms, including peer-reviewed grant funding, original reports in peer-reviewed literature, and presentation at
local, regional, and national professional and scientific society meetings, lectures delivered, as part of the core curriculum within the sponsoring institution, would not be considered scholarly activity.

3. The sponsoring institution and program should allocate adequate educational resources to facilitate resident involvement in scholarly activities.

4. There will be an annual research award—Roentgen Award

C. The UVA GME “Protocol for Implementation of Graduate Medical Education-Policy 12” is located in the appendices and details the GMEC delineation of the responsibilities of the attending physician, the trainee, and the program. It states trainees shall inform patients of their respective roles in each patient’s care (CPR VI.D.1.b).

D. As the resident shows proficiency in the radiation oncology skills, he/she will be given more responsibility.

   1. During PGY4, the resident will serve on the Quality Assessment and Improvement Committee.
   2. At the completion of the four-year program the resident should be fully capable of functioning independently as a radiation oncologist and able to develop their own system of continuing education.

V. Residency Evaluation Process

A. Resident Evaluation

   1. The program director must appoint the Clinical Competency Committee.
      a. At a minimum the Clinical Competency Committee must be composed of three members of the program faculty.
         i. Others eligible for appointment to the committee include faculty from other programs and non-physician members of the health care team.
      b. There must be a written description of the responsibilities of the Clinical Competency Committee.
         i. The Clinical Competency Committee should:
            a) review all resident evaluations semi-annually;
            b) prepare and assure the reporting of Milestones evaluations of each resident semi-annually to ACGME; and,
            c) advise the program director regarding resident progress, including promotion, remediation, and dismissal.
   2. Formative Evaluation
      a. Faculty must evaluate resident performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of the assignment. This will be done anonymously in the New Innovations (NI) system.
      b. The program must:
         i. provide objective assessments of competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice based on the specialty specific Milestones;
         ii. use multiple evaluators (e.g. faculty, peers, patients, self, and other professional staff);
         iii. document progressive resident performance improvement appropriate to educational level; and,
         iv. provide each resident with documented semi-annual evaluation of performance with feedback.
   c. The evaluations of resident performance must be accessible for review by the resident, in accordance with institutional policy.
   d. as shown on the “Journal Club Presenters at SIM Conference” schedule, the attending and resident will spend fifteen minutes of uninterrupted time discussing the
weaknesses and strengths of the resident within the rotation, what needs to improve before the end of the rotation, setting goals to be reviewed at the end of the rotation; except during the elective rotations, as they are only one month long.

e. Faculty will evaluate residents via monthly mock oral examinations based on their expected milestone achievements in the areas of patient care and medical knowledge, by scoring the cases on a 1 to 5 scale (correlating with the NAS way of scoring).
   i. Faculty will be responsible for the following mock oral examination topics:
      a) Showalter: GU, GYN, Peds
      b) Read: Head & Neck, Lymphoma
      c) Larner: CNS, Lung
      d) Khandelwal: Sarcoma
      e) Reardon: GI, Breast

3. Staff 360 Degree Evaluation of the Resident
   a. Dosimetry, Therapy, Physics, peer, and the nursing staff will anonymously evaluate the residents in NI, annually.
   b. The resident will annually do a self-evaluation in NI.

4. Program Director Evaluation of the Resident
   a. The Program Director and resident will meet semi-annually to:
      i. Review, verify, and sign the ACGME patient logs.
      ii. Review and sign resident summary of evaluations and provide an opportunity for them to respond to their evaluations.
      iii. Review oral examination scores, ACR In-service examination scores, Raphex/Rabex scores, ABR board scores as appropriate.
      iv. Openly discuss any resident concerns, complaints, or grievances that they might have with the Residency Program, Institution, or the specific faculty; and any resident concerns about their fatigue or stress levels which are interfering with their well-being or with patient care.
      v. Develop an improvement plan to correct deficiencies by the program director and resident if significant deficits are reported with a plan for re-evaluation at three months or sooner.
   b. The Program Director will document the evaluation with a formal letter signed by the resident, the Program Director, and the Clinical Competency Committee Chair.
   c. As part of their “Practice-based learning”, each resident will create and implement an improvement plan for any area cited as deficient during their six-month evaluation.
   d. Evaluations will be reviewed by the Clinical Competency Committee and available for the resident to review.

5. Summative Evaluation
   a. The specialty-specific Milestones must be used as one of the tools to ensure residents are able to practice core professional activities without supervision upon completion of the program.
   b. The program director must provide a summative evaluation for each resident upon completion of the program.
      This evaluation must:
      i. become part of the resident’s permanent record maintained by the institution, and must be accessible for review by the resident in accordance with institutional policy;
      ii. document the resident’s performance during the final period of education; and,
      iii. verify that the resident has demonstrated sufficient competence to enter practice without direct supervision.
      iv. verify successful completion of departmental, institutional, ACGME, and NRC requirements for ABR board eligibility
The Program Director and resident will meet at the completion of the residency to review the evaluation and have it signed by the resident, Program Director and Clinical Competency Committee Chair. Then it will be copied and given to the resident, the UVA GME office, and the original will be placed in the resident's permanent file.

6. All resident performance evaluations will be:
   a. Accessible for review by the resident at all times, in accordance with institutional policy.
   b. Maintained in a hard-copy record for residents with academic or other performance problems because the electronic evaluation parameters may not be appropriate or sufficient in cases where remediation, probation, non-renewal or dismissal needs to be documented.
   c. Available during the site visit with the goal of allowing site visitors to verify the existence of a functioning evaluation process, as evidence that the evaluations were discussed and reviewed with the resident, by the traditional paper-based evaluation forms or print-outs of electronic evaluations.

B. Faculty Evaluation
1. At least annually, the program must evaluate faculty performance as it relates to the educational program.
2. These evaluations should include a review of the faculty’s CV, clinical teaching abilities, commitment to the educational program as documented by attendance at conferences, clinical knowledge, professionalism, and scholarly activities.
3. This evaluation must include at least annual written confidential evaluations of the faculty by the residents.
4. The Program Director will provide a summary letter to the faculty signed by the Department Chairman and the Program Director.
5. The faculty evaluations will be reviewed by the Residency Review Committee and if there are deficiencies or areas that could be improved the Committee with create an action plan with specified times for re-evaluation.
6. The residents are required to anonymously evaluate the Faculty annually in NI. The residency coordinator will print an annual summary report for the end-of-year PEC meeting. The summary reports of the evaluations will provide feedback on how well the Faculty are meeting the needs of the resident in his/her achievement of the competency milestones and be reviewed by the PEC.

C. Program Evaluation and Improvement
1. The program director must appoint the Program Evaluation Committee (PEC).
   a. The Program Evaluation Committee:
      i. must be composed of at least two program faculty members and should include at least one resident;
      ii. must have a written description of its responsibilities; and,  
      iii. should participate actively in:
         a) planning, developing, implementing, and evaluating educational activities of the program;
         b) reviewing and making recommendations for revision of competency-based curriculum goals and objectives;
         c) addressing areas of non-compliance with ACGME standards; and,  
         d) reviewing the program annually using evaluations of faculty, residents, and others, as specified below.
   2. The program, through the PEC, must document formal, systematic evaluation of the curriculum at least annually, and is responsible for rendering a written and Annual Program Evaluation (APE).
      The program must monitor and track the following areas:
      a. resident performance;
b. faculty development;
c. graduate performance, including performance of program graduates on the certification examination;
   i. Sixty percent of the program’s graduates from the preceding five years taking the American Board of Radiation certifying examination for the first time must pass.
d. program quality; and,
   i. Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually, and
   ii. The program must use the results of residents’ and faculty members’ assessments of the program together with other program evaluation results to improve the program.
e. progress on the previous year’s action plan(s).
3. The PEC must prepare a written plan of action to document initiatives to improve performance in one or more of the areas listed in section V.C.2., as well as delineate how they will be measured and monitored.
   a. The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes.
4. Resident Evaluation of the Program
   a. The residents are required to anonymously evaluate the Program annually.
   b. The residents are encouraged to provide positive or negative feedback of the Program to the Program Director at any time and this information is solicited during the semi-annual meeting of the Program Director with the resident.
   c. These evaluations will provide feedback as to how well the Program is meeting the needs of the resident in his/her achievement of the competency milestones and will be reviewed by the Program Evaluation Committee.
5. Faculty Evaluation of the Program will be done anonymously each year.
6. UVA GME Evaluation of the Program
   a. The UVA GMEC develops, implements, and oversees an internal review process.
   b. Internal reviews must be in process at the approximate midpoint of the ACGME accreditation cycle and documented in the GMEC minutes.
      i. The GMEC will approve the written report of the internal review committee for each program.
      ii. The DIO and the GMEC must monitor the response by the program to actions recommended by the GMEC in the internal review process.
      iii. The accreditation cycle is calculated from the date of the meeting at which the final accreditation action was taken to the time of the next site visit.
      iv. The internal review shall assess each program per the institutional guidelines.
   c. Internal Review Report
      i. The Sponsoring Institution must submit the most recent internal review report for each training program as a part of the Institutional Review Document (IRD).
      ii. The Residency Curriculum Committee will develop an action plan to address any citations and respond to the GME report within the specified time interval.
7. ACGME Evaluation of the Program
   a. The Radiation Oncology Review Committee (RRC) of the ACGME will perform an external review of the Program to determine its accreditation status of the program.
      i. The ACGME will report any citations and the Residency Program Evaluation Committee will develop an action plan to address any citations and respond to the ACGME report within the specified time interval with a letter co-signed by the DIO.
   b. The RRC considers all aspects of a programs performance, including
      i. program data for the most recent 5- and 10-year periods, performance on the written and oral examinations, the number of failures and conditions, and any
trends toward improvement. Programs that fall in the lowest 25th percentile are cited for poor performance. In general, the programs that fall below the 25th percentile have failed to pass more than half of the residents taking the examination in a five-year period.

ii. compliance to ACGME and Institutional requirements

iii. compliance of didactic and clinical education having a priority in the allotment of residents’ time and energy

iv. Duty hour assignments, being collectively recognized by faculty and residents as necessary for the safety and welfare of patients, will be tracked by the UVA GME electronic residency system (New Innovations) 4 weeks annually.

VI. Resident Duty Hours in the Learning and Working Environment

A. Professionalism, Personal Responsibility, Patient Safety

1. Programs and sponsoring institutions must educate residents and faculty members concerning the professional responsibilities of physicians to appear for duty appropriately rested and fit to provide the services required by their patients.

2. The program must be committed to and responsible for promoting patient safety and resident well-being in a supportive educational environment.

3. The program director must ensure that residents are integrated and actively participate in interdisciplinary clinical quality improvement and patient safety programs.
   a. Residents will not be allowed to approve images for image guided radiation therapy without direct supervision of a resident with these privileges or a faculty member until they are deemed competent and granted this privilege by the Program Director. The faculty members are ultimately responsible for approval of all images obtained to guide radiation therapy.
   b. Residents will not be allowed to insert or remove brachytherapy sources without direct supervision of a resident with these privileges or a faculty member until they are deemed competent and granted this privilege by the Director of Brachytherapy and Program Director.

4. The learning objectives of the program must:
   a. be accomplished through an appropriate blend of supervised patient care responsibilities, clinical teaching, and didactic educational events; and,
   b. not be compromised by excessive reliance on residents to fulfill non-physician service obligations.

5. The program director and institution must ensure a culture of professionalism that supports patient safety and personal responsibility.

6. Residents and faculty members must demonstrate an understanding and acceptance of their personal role in the following:
   a. assurance of the safety and welfare of patients entrusted to their care;
   b. provision of patient- and family-centered care;
   c. assurance of their fitness for duty;
   d. management of their time before, during, and after clinical assignments;
   e. recognition of impairment, including illness and fatigue, in themselves and in their peers;
   f. attention to lifelong learning;
   g. the monitoring of their patient care performance improvement indicators; and,
   h. honest and accurate reporting of duty hours, patient outcomes, and clinical experience data.

7. All residents and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. They must recognize that under certain circumstances, the best interests of the patient may be served by transitioning that patient’s care to another qualified and rested provider.
8. The GME will provide a healthy and safe educational and work environment in which residents may raise and resolve issues without fear of intimidation or retaliation. Mechanisms to ensure this environment must include:
   a. An organization or other forum for residents to communicate and exchange information on their educational and work environment, their programs, and other resident issues.
   b. A process by which individual residents can address concerns in a confidential and protected manner.

9. Vendor interactions shall adhere to “Medical Center Policy 0013” which can be found at http://www.healthsystem.virginia.edu/docs/manuals/policies/mc

B. Transitions of Care
1. Programs must design clinical assignments to minimize the number of transitions in patient care.
2. Sponsoring institutions and programs must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety.
3. Programs must ensure that residents are competent in communicating with team members in the hand-over process.
4. The sponsoring institution must ensure the availability of schedules that inform all members of the health care team of attending physicians and residents currently responsible for each patient’s care.

C. Alertness Management/Fatigue Mitigation
1. The program must:
   a. educate all faculty members and residents to recognize the signs of fatigue and sleep deprivation;
   b. educate all faculty members and residents in alertness management and fatigue mitigation processes; and,
   c. adopt fatigue mitigation processes to manage the potential negative effects of fatigue on patient care and learning, such as naps or back-up call schedules.
2. Each program must have a process to ensure continuity of patient care in the event that a resident may be unable to perform his/her patient care duties.
3. The sponsoring institution must provide adequate sleep facilities and/or safe transportation options for residents who may be too fatigued to safely return home.
4. As a specialty without in-house call and with minimal duty hours compared to most other residency programs this is not anticipated to be a major problem.

D. Supervision of Residents
1. In the clinical learning environment, each patient must have an identifiable, appropriately-credentialed and privileged attending physician (or licensed independent practitioner as approved by each Review Committee) who is ultimately responsible for that patient’s care.
   a. This information should be available to residents, faculty members, and patients.
   b. Residents and faculty members should inform patients of their respective roles in each patient’s care.
2. The program must demonstrate that the appropriate level of supervision is in place for all residents who care for patients.
   Supervision may be exercised through a variety of methods. Some activities require the physical presence of the supervising faculty member. For many aspects of patient care, the supervising physician may be a more advanced resident or fellow. Other portions of care provided by the resident can be adequately supervised by the immediate availability of the supervising faculty member or resident physician, either in the institution, or by means of telephonic and/or electronic modalities. In some circumstances, supervision may include post-hoc review of resident-delivered care with feedback as to the appropriateness of that care.
3. Levels of Supervision
To ensure oversight of resident supervision and graded authority and responsibility, the program must use the following classification of supervision:
   a. Direct Supervision – the supervising physician is physically present with the resident and patient.
   b. Indirect Supervision –
      i. with direct supervision immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide Direct Supervision
      ii. with direct supervision available – the supervising physician is not physically present within the hospital or other site of patient care, but is immediately available by means of telephonic and/or electronic modalities, and is available to provide Direct Supervision.
   c. Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered.
4. The privilege of progressive authority and responsibility, conditional independence, and a supervisory role in patient care delegated to each resident must be assigned by the program director and faculty members.
   a. The program director must evaluate each resident's abilities based on specific criteria. When available, evaluation should be guided by specific national standards-based criteria.
   b. Faculty members functioning as supervising physicians should delegate portions of care to residents, based on the needs of the patient and the skills of the residents.
   c. Senior residents or fellows should serve in a supervisory role of junior residents in recognition of their progress toward independence, based on the needs of each patient and the skills of the individual resident or fellow.
5. Programs must set guidelines for circumstances and events in which residents must communicate with appropriate supervising faculty members, such as the transfer of a patient to an intensive care unit, or end-of-life decisions.
   a. Each resident must know the limits of his/her scope of authority, and the circumstances under which he/she is permitted to act with conditional independence.
      i. In particular, PGY-1 residents should be supervised either directly or indirectly with direct supervision immediately available.
6. Faculty supervision assignments should be of sufficient duration to assess the knowledge and skills of each resident and delegate to him/her the appropriate level of patient care authority and responsibility.

E. Clinical Responsibilities
The clinical responsibilities for each resident must be based on PGY-level, patient safety, resident education, severity and complexity of patient illness/condition and available support services.

F. Teamwork
Residents must care for patients in an environment that maximizes effective communication. This must include the opportunity to work as a member of effective interprofessional teams that are appropriate to the delivery of care in the specialty.
   1. Interprofessional teams within the department should include radiation oncologists, medical physicists, radiation therapists, dosimetrists, nurses, dieticians and social workers.
   2. Interprofessional teams outside of the department should include surgical oncologists, medical oncologists, radiologists, pathologists and primary care physicians.

G. Resident Duty Hours
1. Maximum Hours of Work per Week
Duty hours must be limited to 80 hours per week, averaged over a four-week period, inclusive of all in-house call activities and all moonlighting.

a. Duty Hour Exceptions
   A Review Committee may grant exceptions for up to 10% or a maximum of 88 hours to individual programs based on a sound educational rationale.
   The Review Committee for Radiation Oncology will not consider requests for exceptions to the 80-hour limit to the residents' work week.
   i. In preparing a request for an exception the program director must follow the duty hour exception policy from the ACGME Manual on Policies and Procedures.
   ii. Prior to submitting the request to the Review Committee, the program director must obtain approval of the institution's GMEC and DIO.

2. Moonlighting
   a. Moonlighting must not interfere with the ability of the resident to achieve the goals and objectives of the educational program.
   b. Time spent by residents in Internal and External Moonlighting (as defined in the ACGME Glossary of Terms) must be counted towards the 80-hour Maximum Weekly Hour Limit.
   c. PGY-1 residents are not permitted to moonlight.
   d. A resident may work a maximum of 3 shifts per month at Western State Hospital without having to use vacation time and as long as there is no detrimental impact on his/her residency training.
   e. A resident cannot moonlight when on call for the UVA Department of Radiation Oncology.
   f. Moonlighting will be allowed as defined by GME Policy #11.
   g. Internal (UVA) Moonlighting will not be allowed.
   h. All moonlighting hours must be entered into New Innovations Duty Hour Module so the Program Director can review to determine the potential of fatigue.

3. Mandatory Time Free of Duty
   Residents must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks). At-home call cannot be assigned on these free days.

4. Maximum Duty Period Length
   a. Duty periods of PGY-1 residents must not exceed 16 hours in duration.
   b. Duty periods of PGY-2 residents and above may be scheduled to a maximum of 24 hours of continuous duty in the hospital.
      i. Programs must encourage residents to use alertness management strategies in the context of patient care responsibilities. Strategic napping, especially after 16 hours of continuous duty and between the hours of 10:00 p.m. and 8:00 a.m., is strongly suggested.
      ii. It is essential for patient safety and resident education that effective transitions in care occur. Residents may be allowed to remain on-site in order to accomplish these tasks; however, this period of time must be no longer than an additional four hours.
      iii. Residents must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty.
      iv. In unusual circumstances, residents, on their own initiative, may remain beyond their scheduled period of duty to continue to provide care to a single patient. Justifications for such extensions of duty are limited to reasons of required continuity for a severely ill or unstable patient, academic importance of the events transpiring, or humanistic attention to the needs of a patient or family.
         a) Under those circumstances, the resident must:
            1) appropriately hand over the care of all other patients to the team responsible for their continuing care; and,
2) document the reasons for remaining to care for the patient in question and submit that documentation in every circumstance to the program director.

b) The program director must review each submission of additional service, and track both individual resident and program-wide episodes of additional duty.

5. Minimum Time Off between Scheduled Duty Periods
   a. PGY-1 residents should have 10 hours, and must have eight hours, free of duty between scheduled duty periods.
   b. Intermediate-level residents should have 10 hours free of duty, and must have eight hours between scheduled duty periods. They must have at least 14 hours free of duty after 24 hours of in-house duty. R1, R2, and R3 residents are considered to be at the intermediate level.
   c. Residents in the final years of education must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods. R4 residents are considered to be in the final years of education.
      i. This preparation must occur within the context of the 80-hour, maximum duty period length, and one-day off-in-seven standards. While it is desirable that residents in their final years of education have eight hours free of duty between scheduled duty periods, there may be circumstances when these residents must stay on duty to care for their patients or return to the hospital with fewer than eight hours free of duty.
         a) Circumstances of return-to-hospital activities with fewer than eight hours away from the hospital by residents in their final years of education must be monitored by the program director.

6. Maximum Frequency of In-House Night Float
   Residents must not be scheduled for more than six consecutive nights of night float.

7. Maximum In-House On-Call Frequency
   PGY-2 residents and above must be scheduled for in-house call no more frequently than every-third-night (when averaged over a four week period).

8. At-Home Call
   a. Time spent in the hospital by residents on at-home call must count towards the 80-hour maximum weekly hour limit. The frequency of at-home call is not subject to the every-third night limitation, but must satisfy the requirement for one-day in-seven free of duty, when averaged over four weeks.
      i. At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident.
   b. Residents are permitted to return to the hospital while on at home call to care for new or established patients. Each episode of this type of care, while it must be included in the 80-hour weekly maximum, will not initiate a new “off-duty period”.

9. Duty hours will be monitored in New Innovations for a four week period annually per the UVA GME guidelines.

H. Resident Leave Policies
1. Per the ABR new policy effective July 1, 2010: Leaves of absence and vacation may be granted to residents at the discretion of the program director in accordance with local rules. Within the required period(s) of graduate medical education, the total such leave and vacation time may not exceed:

| 6 calendar weeks (30 working days) | for residents in a program for one year |
| 12 calendar weeks (60 working days) | for residents in a program for two years |
| 18 calendar weeks (90 working days) | for residents in a program for three years |
24 calendar weeks (120 working days) for residents in a program for four years

If a longer leave of absence is granted, the required period of graduate medical education must be extended accordingly. The ABR leave policy is based on educational needs and is not affected by other institutional, state or federal policies.

2. Additional Time for Completing Board Requirements
In the event that the time missed needs to be made up to satisfy educational requirements (e.g., at the end of the normal term of appointment), the institution will be requested to continue to pay all salary and fringe benefits during the extended appointment for a period of time not to exceed four (4) weeks.

a. To request leave, the resident must complete a “Resident Leave Request” slip with information requested, obtain all necessary signatures, turn the completed slip in to Keisha two weeks before leave. These slips should be completed for any time out of the clinic (vacation, conferences, etc.)

b. When a sick day is needed, you must contact the following by sending them an email:
   i. Program Director, Dr. Showalter
   ii. Chief Resident, David Wilson
   iii. Residency Coordinator, Rebekah McComb
   iv. The secretary in charge of contacting the UVA Call Operator, Keisha Jones
   v. If you know you will be out for an extended timeframe, please be sure to note that information in your email; so, the department will be kept informed of your time away from clinic.

3. Specified Leave will be allowed per GME Policy #03

VII. Resident Competency Milestones / Learning Objectives (described explicitly for Emily Couric Clinical Cancer Center, Moser, and Culpeper Regional Hospital Radiation Oncology Rotations)
Resident learning and progress will be evaluated through the perspective of the ACGME competencies, which are comprised of:

- PC (Patient Care)
- MK (Medical Knowledge)
- P (Professionalism)
- ICS (Interpersonal and Communication Skills)
- PBLI (Practice-Based Learning and Improvement)
- SBP (Systems-Based Practice)

In addition to competency-based objectives, the residents will be evaluated according to year of training with expectation of progressive learning, achievements and responsibility. At a semi-annual and annual Clinical Competency Committee meeting, the CCC will evaluate the resident/s on the accomplishment of his/her appropriate obtainment of the milestone.

The milestones for the residents are evaluated according to the ACGME Milestones, and summary scores are provided semi-annually by the CCC. Each rotation in the residency program also has specific goals and objectives, which are distributed to resident and faculty at the beginning of each rotation. The evaluations for each rotation are modeled after these objectives. The learning objectives for each rotation are listed below.

A. Rotations
1. Clinical Rotations
   a. Radiation Oncology Rotations with Learning Objectives
      i. Showalter
         a) Gynecologic Cancer: The resident will demonstrate the correct performance of a Physical Examination of the gynecology patient in the clinic and while under anesthesia in the Operating Room for accurate staging; and competency in interpreting Abd/Pelvic CT/MRI scans. The resident will be able to discuss LDR and HDR intracavitary and interstitial brachytherapy techniques, prescription, and rationale; external beam techniques and dosimetry including DVH analysis. The resident will demonstrate an understanding of the role and integration of chemotherapy and surgery.
b) Genitourinary Cancer: The resident will demonstrate an understanding of the proper performance of a Physical Examination of the GU patient including digital examination of the prostate; competency in interpreting Abd/Pelvic CT/MRI scans and Prostate U/S; an understanding of the proper technique of dosimetry of Prostate Brachytherapy; external beam techniques and dosimetry; IMRT and 3D DVH analysis. The resident will have an understanding of the role and integration of hormonal therapy, chemotherapy, and surgery.

c) Pediatric Cancer: The resident will demonstrate competency in interpreting pediatric CT scans and MRI scans; and in how to review the films with a pediatric radiologist to determine gross disease. The resident will have an understanding of family dynamics. The resident will demonstrate an understanding of the need for anesthesia during external beam therapy; external beam techniques and dosimetry; the results of Major Pediatric Cooperative Trials; and role and integration of chemotherapy and surgery.

d) Soft Tissue and Bone Cancer: The resident will demonstrate competency in interpreting CT scans and MRI scans of the soft tissues and bone; in external beam techniques and dosimetry; and in LDR interstitial brachytherapy implants. The resident will have an understanding of the role and integration of chemotherapy and surgery.

e) Prostate Brachytherapy: The residents will learn the indications for prostate brachytherapy, appropriate patient selection for prostate brachytherapy including relative and absolute contraindications, how to perform prostate brachytherapy dosimetry, how to prescribe prostate brachytherapy +/- external beam radiotherapy, how to physically place the sources with ultrasound guidance and perform real time planning, instructions for patients following prostate brachytherapy to minimize exposure to others, and how to describe acute and late toxicity, and potential local control rates of prostate cancer treated with prostate brachytherapy. The resident should have an understanding of physical half-lives of isotopes used for prostate brachytherapy and the rationale for choosing between them, dose distributions of prostate brachytherapy, specifically doses to the prostate, bladder, and rectum, the integration of hormonal therapy and external beam radiation with prostate brachytherapy, limitations of prostate brachytherapy, acute and late toxicity of prostate brachytherapy, and local control of prostate cancer treated with prostate brachytherapy. The resident demonstrates an understanding of the role of urologists, radiation oncologists, physicists, and dosimetrist in the safe delivery of prostate brachytherapy and the costs of prostate brachytherapy and how this compares to other forms of treatment for prostate cancer.

ii. Larner

a) Lung Cancer: The resident will have demonstrate competency in interpreting chest x-rays, chest CT scans, and PET scans; CT PET simulations; external beam techniques; dosimetry; and Stereotactic Body Radiation Therapy (SBRT). The resident will have an understanding of the role of HDR Endobronchial Brachytherapy and the role and integration of chemotherapy and surgery.

b) Central Nervous System Cancer: The resident will demonstrate competency in performing a full neurological exam; in interpreting head CT scans and MRI scans; in 3D and IMRT External Beam techniques and dosimetry including DVH analysis; in Craniospinal Irradiation (CSI); and in Spinal and Intracranial Stereotactic Radiosurgery. The resident will have an understanding of the role
and techniques of GammaKnife and the role and integration of chemotherapy and surgery.

iii. Read
   
a) **Head and Neck Cancer:** The resident will demonstrate the proper examination of the cervical lymph nodes, indirect laryngoscopy, machaidascopic examination, and competency in interpreting Head and Neck CT scans, MRI scans and PET scans. The resident will demonstrate competency in External Beam techniques and dosimetry including DVH analysis; 3D and IMRT techniques, and Brachytherapy. The resident will have an understanding of the role and integration of chemotherapy, biologically targeted therapies, and surgery.

   b) **Skin Cancer:** The resident will demonstrate competency in identifying early skin cancers; in external beam techniques and dosimetry including DVH analysis. The resident will have an understanding of the role and integration of surgery and radiation (particularly MOHS), and of different fractionation schedules for treating melanoma, and basal cell carcinomas/ squamous cell carcinomas.

   c) **Lymphoma:** The resident will demonstrate the proper examination of the liver, spleen, and lymph nodes; competency in interpreting Head/Chest/Abd/Pelvic CT, PET scans, and Skeletal Surveys. The resident will demonstrate an understanding of the indications for Bone Marrow Biopsy; External beam techniques and dosimetry including DVH analysis and the rationale and techniques for Total Body Irradiation and Total Electron Skin Irradiation. The resident will have an understanding of the role and integration of chemotherapy and monoclonal antibody therapy.

iv. **Khandelwal at Culpeper**
   
a) **Head and Neck Cancer:** The resident will demonstrate the proper examination of the cervical lymph nodes, indirect laryngoscopy, machaidascopic examination, and competency in interpreting Head and Neck CT scans, MRI scans and PET scans. The resident will demonstrate competency in External Beam techniques and dosimetry including DVH analysis; 3D and IMRT techniques, and Brachytherapy. The resident will have an understanding of the role and integration of chemotherapy, biologically targeted therapies, and surgery.

   b) **Breast Cancer:** The resident will demonstrate the proper performance of a Breast Examination; competency in interpreting Mammograms, Breast MRI, Breast U/S; and an understanding of partial and whole breast external beam techniques, dosimetry including DVH analysis, and Breast brachytherapy techniques. The resident will understand the role and integration of hormonal therapy, chemotherapy, and surgery. The resident will have understanding of the role of genetic counseling.

   c) **Genitourinary Cancer:** The resident will demonstrate an understanding of the proper performance of a Physical Examination of the GU patient including digital examination of the prostate; competency in interpreting Abd/Pelvic CT/MRI scans and Prostate U/S; an understanding of the proper technique of dosimetry of Prostate Brachytherapy; external beam techniques and dosimetry; IMRT and 3D DVH analysis. The resident will have an understanding of the role and integration of hormonal therapy, chemotherapy, and surgery.

v. **Reardon at Moser**
   
a) **Gastrointestinal Cancer:** The resident will demonstrate competency in interpreting Chest/Abd/Pelvic CT and MRI and in External beam techniques
and dosimetry including DVH analysis. The resident will have an understanding of the potential role and side effects of SRT; and the role and integration of chemotherapy and surgery.

b) Breast Cancer: The resident will demonstrate the proper performance of a Breast Examination; competency in interpreting Mammograms, Breast MRI, Breast U/S; and an understanding of partial and whole breast external beam techniques, dosimetry including DVH analysis, and Breast brachytherapy techniques. The resident will understand the role and integration of hormonal therapy, chemotherapy, and surgery. The resident will have understanding of the role of genetic counseling.

b. Radiation Oncology Milestone Expectations per Specific Core Competency
i. Lymphoma – Patient Care (Read Rotation)
   a) Level 1
      • Acquires accurate and relevant history and performs a general physical examination.
      • Identifies relevant anatomy.
      • Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.
   b) Level 2
      • Performs a detailed and directed history and physical examination.
      • Integrates pathology and imaging reports. Accurately stages a patient and designates prognostic factors.
      • Lists organs at risk. Understands proper patient positioning and immobilization.
      • Recognizes toxicities/ symptoms seen in lymphoma patients treated with radiotherapy.
   c) Level 3
      • Explains the main treatment options.
      • Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
      • With supervision, manages patients with toxicities/symptoms seen in lymphoma patients treated with radiotherapy.
   d) Level 4
      • Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
      • Designs blocks, contours target(s), and contours normal tissues accurately. Critically evaluates treatment plan options.
      • Independently manages toxicities/ symptoms seen in lymphoma patients treated with radiotherapy.
   e) Level 5
      • Conducts clinical research.
      • Special expertise to treat and manage the most complex cases.
      • Develops protocols to minimize toxicities/ symptoms or has an exceptional understanding of management of toxicities/symptoms.

ii. Head and Neck – Patient Care (Read Rotation and Khandelwal Rotation)
   a) Level 1
      • Acquires accurate and relevant history and performs a general physical examination.
      • Appropriately identifies relevant anatomy.
- Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
- Performs a detailed directed history and physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designates prognostic factors.
- Identifies treatment options.
- Lists organs at risk. Understands proper patient positioning and immobilization.
- Recognizes toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy.

c) Level 3
- Explains the main treatment options.
- Outlines an appropriate comprehensive treatment plan regarding radiotherapy and other treatment modalities.
- Contours target(s) and normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
- With supervision, manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy.

d) Level 4
- Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports a comprehensive treatment plan.
- Contours normal tissue and target(s) accurately. Critically evaluates treatment plan options.
- Independently manages patients with toxicities/symptoms seen in head and neck cancer patients treated with radiotherapy.

e) Level 5
- Conducts clinical research.
- Special expertise to treat and manage the most complex cases.
- Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

iii. Genitourinary (GU) – Patient Care (Showalter Rotation and Khandelwal Rotation)

a) Level 1
- Acquires accurate and relevant history and performs a general physical examination.
- Identifies relevant anatomy.
- Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
- Performs a detailed and directed history and physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designates prognostic factors.
- Lists organs at risk. Understands proper patient positioning and immobilization.
- Recognizes toxicities/symptoms seen in GU patients treated with radiotherapy.

c) Level 3
- Explains the main treatment options.
- Designs blocks, contours target(s), and contours normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
• With supervision, manages patients with toxicities/symptoms seen in GU patients treated with radiotherapy.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Designs blocks, contours target(s), and contours normal tissues accurately. Critically evaluates treatment plan options.
• Independently manages toxicities/symptoms seen in GU patients treated with radiotherapy.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
• Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

iv. Palliation – Patient Care (Read Rotation)
a) Level 1
• Acquires an accurate and relevant history and performs a general physical examination.
• Identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Performs accurate pain assessment. Integrates pathology and imaging reports. Accurately stages a patient and designate prognostic factors.
• Recognizes toxicities/symptoms seen in the practice of palliative radiation oncology. Aware of options for pain management and end of life issues.

c) Level 3
• Explains the main treatment options.
• With supervision, manages patients with toxicities/symptoms seen in patients treated with palliative radiotherapy, including pain issues.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Independently manages toxicities/symptoms seen in patients treated with palliative radiotherapy.
• Develops appropriate and effective pain management strategy that requires no modification by attending.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
• Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

v. Breast – Patient Care (Khandelwal Rotation and Reardon Rotation)
a) Level 1
• Acquires accurate and relevant history and performs a general physical examination.
• Identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designate prognostic factors.
• List organs at risk. Understands proper patient positioning and immobilization.

c) Level 3
• Explains the main treatment options.
• Contours target(s) and normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Contours normal tissue and target(s) accurately. Critically evaluates treatment plan options.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
• Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

vi. Gastrointestinal (GI) – Patient Care (Reardon Rotation)
a) Level 1
• Acquires accurate and relevant history and performs a general physical examination.
• Identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designates prognostic factors.
• Lists organs at risk. Understands proper patient positioning and immobilization.
• Recognizes toxicities/symptoms seen in GI cancer patients treated with radiotherapy.

c) Level 3
• Explains the main treatment options.
• Contours target(s)/normal tissues and delineates field borders with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
• With supervision, manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy while.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Contours target(s)/normal tissues and delineates field borders accurately. Critically evaluates treatment plan options.
• Independently manages patients with toxicities/symptoms seen in GI cancer patients treated with radiotherapy.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
• Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

vii. Gynecologic (GYN) – Patient Care (Showalter Rotation)

a) Level 1
• Acquires accurate and relevant history and performs a general physical examination.
• Appropriately identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designates prognostic factors.
• Lists organs at risk. Understands proper patient positioning and immobilization.
• Recognizes toxicities/symptoms seen in GYN cancer patients treated with radiotherapy.

c) Level 3
• Explains the main treatment options which may include may include observation or radiation.
• Contours target(s) and normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
• With supervision, manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Describes details of radiation therapy. Cites evidence based practice guidelines or institutional standards.
• Contours normal tissue and target(s) accurately. Critically evaluates treatment plan options.
• Independently manages patients with toxicities/symptoms seen in GYN cancer patients treated with radiotherapy.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
• Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

viii. Lung – Patient Care (Larner Rotation)

a) Level 1
• Acquires accurate and relevant history and performs a general physical examination.
• Identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designate prognostic factors.
• Lists organs at risk. Understands proper patient positioning and immobilization.
• Recognizes toxicities/symptoms seen in lung cancer patients treated with radiotherapy.

c) Level 3
• Explains the main treatment options.
• Contours target(s) and normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
• With supervision, manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Contours normal tissue and target(s) accurately. Critically evaluates treatment plan options.
• Independently manages patients with toxicities/symptoms seen in lung cancer patients treated with radiotherapy.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.

ix. Adult Brain Tumor – Patient Care (Larner Rotation)

a) Level 1
• Acquires accurate and relevant history and performs a general physical examination.
• Identifies relevant anatomy.
• Recognizes situations with a need for urgent or emergent medical care, including life-threatening conditions.

b) Level 2
• Performs a detailed directed physical examination. Integrates pathology and imaging reports. Accurately stages a patient and designate prognostic factors.
• Lists normal tissue at risk. Understands proper patient positioning and immobilization.
• Recognizes toxicities/symptoms seen in patients with brain tumors treated with radiotherapy.

c) Level 3
• Explains the main treatment options.
• Contours target(s) and normal tissue with minimal inaccuracies. States appropriate dose planning objectives for normal tissues and target(s).
• With supervision, manages toxicities/symptoms seen in patients with brain tumors treated with radiotherapy.

d) Level 4
• Makes a comprehensive treatment recommendation that is appropriate. Describes evidence that supports the treatment plan.
• Contours normal tissue and target(s) accurately. Critically evaluates treatment plan options.
• Independently manages patients with toxicities/symptoms seen in patients with brain tumors treated with radiotherapy.

e) Level 5
• Conducts clinical research.
• Special expertise to treat and manage the most complex cases.
- Develops protocols to minimize toxicities/symptoms or has an exceptional understanding of management of toxicities/symptoms.

x. **Brachytherapy – Patient Care (Showalter Rotation)**
   a) **Level 1**
      • Observes patients undergoing brachytherapy.
   b) **Level 2**
      • Selects appropriate patients and understands relevant radiation safety protocols and procedures.
   c) **Level 3**
      • Plans and performs brachytherapy with minimal faculty assistance.
   d) **Level 4**
      • Able to independently plan and perform brachytherapy appropriately.
   e) **Level 5**
      • Exceptional technical performance of brachytherapy.

xi. **Stereotactic Radiosurgery (SRS)/Stereotactic Body Radiotherapy (SBRT) – Patient Care (Larner Rotation)**
   a) **Level 1**
      • Observes patients undergoing SRS/SBRT.
   b) **Level 2**
      • Selects appropriate patients and understands relevant radiation safety protocols and procedures.
   c) **Level 3**
      • Plans and performs SRS/SBRT with minimal faculty member assistance.
   d) **Level 4**
      • Is able to independently plan and perform SRS/SBRT appropriately.
   e) **Level 5**
      • Conducts clinical research.

xii. **Medical Physics – Medical Knowledge (Physics/Dosimetry Rotation)**
    a) **Level 1**
      • Recognizes the importance of medical physics in radiation oncology.
    b) **Level 2**
      • Understands basic concepts of medical physics.
    c) **Level 3**
      • Applies concepts of medical physics to clinical situations.
    d) **Level 4**
      • Thoroughly understands medical physics concepts for safe delivery of radiation therapy.
    e) **Level 5**
      • Performs medical physics research.

xiii. **Radiation/Cancer Biology – Medical Knowledge (Larner Rotation)**
     a) **Level 1**
      • Recognizes the importance of radiation/cancer biology in radiation oncology.
     b) **Level 2**
      • Understands basic concepts of radiation/cancer biology.
     c) **Level 3**
      • Applies concepts of radiation/cancer biology to clinical situations.
     d) **Level 4**
      • Thoroughly understands radiation/cancer biology concepts for safe delivery of radiation therapy.
     e) **Level 5**
• Performs radiation/cancer biology research.

xiv. Professionalism 1 (All Rotations)
Compassion, integrity, and respect for others as well as sensitivity and responsiveness to diverse patient populations including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; Knowledge about, respect for and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice.
   a) Level 1
   • Seeks out, learns from and models the attitudes and behaviors of physicians who exemplify appropriate professional attitudes, values and behaviors; includes caring, honest, genuine interest in patients and families and tolerance and acceptance of diverse individuals and groups.
   • Aware of basic bioethical principles; able to identify ethical issues in clinical situations.
   b) Level 2
   • Exhibits appropriate attitudes, values and behaviors in straightforward situations; includes caring, honest, genuine interest in patients and families and tolerance and acceptance of diverse individuals and groups.
   • Consistently recognizes ethical issues in practice; able to discuss, analyze and manage in common clinical situations.
   c) Level 3
   • Exhibits appropriate attitudes, values and behaviors in most situations; includes caring, honest, genuine interest in patients and families and tolerance and acceptance of diverse individuals and groups.
   • Effectively analyzes and manages ethical issues in most clinical situations.
   d) Level 4
   • Exhibits appropriate attitudes, values and behaviors in all situations; includes caring, honest, genuine interest in patients and families and tolerance and acceptance of diverse individuals and groups.
   • Consistently and effectively analyzes and manages ethical issues in all clinical situations.
   e) Level 5
   • Develops a protocol to support the application of physician accountability or personal responsibility.
   • Publishes or presents research on physician accountability or personal responsibility.

xv. Professionalism 2 (All Rotations)
Accountability to patients, society and the profession; personal responsibility to maintain emotional, physical, and mental health
   a) Level 1
   • Recognizes when in need of assistance and is able and willing to ask for help.
   • Understands the importance of physician accountability to patients, society and the profession.
   • Aware of the basic principles and aspects of the general maintenance of emotional, physical, and mental health, including issues of fatigue.
   b) Level 2
   • Consistently recognizes limits of knowledge in common clinical situations and asks for assistance.
- Demonstrates physician accountability to patients, society and profession in common clinical situations.
- Identifies and manages common situations in which maintaining personal emotional, physical and mental health, including issues of fatigue, are challenged.

c) Level 3
- Consistently recognizes limits of knowledge in most clinical situations.
- Demonstrates physician accountability to patients, society, and profession in most clinical situations.
- Identifies and manages most situations in which maintaining personal emotional, physical and mental health, including issues of fatigue, are challenged.

d) Level 4
- Consistently demonstrates the ability to identify limits of own knowledge in all clinical situations.
- Demonstrates physician accountability to patients, society, and profession in all clinical situations.
- Identifies and manages all situations in which maintaining personal emotional, physical and mental health, including issues of fatigue, are challenged.

e) Level 5
- Develops a protocol to support the application of physician accountability or personal responsibility.
- Publishes or presents research on physician accountability or personal responsibility.

xvi. Interpersonal and Communication Skills 1 (All Rotations)
Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds; communicate effectively with physicians, other health care professionals and health related agencies.

a) Level 1
- Recognizes the importance of effective communication with patients, families, and public.
- Recognizes the importance of effective communication with the healthcare team.

b) Level 2
- Demonstrates effective communication with patients, families, and public in common situations.
- Demonstrates effective communication with the healthcare team in common situations.

c) Level 3
- Demonstrates effective communication with patients, families, and public in most situations.
- Demonstrates effective communication with the healthcare team in most situations.

d) Level 4
- Demonstrates effective communication with patients, families, and public in all situations.

e) Level 5
- Publishes or presents research on interpersonal communication.
- Develops a protocol for physician interpersonal communication.
xvii. Interpersonal and Communication Skills 2 (All Rotations)
Works effectively as a member or leader of a healthcare team or other professional group; maintains comprehensive, timely and legible medical records.

a) Level 1
- Recognizes the importance of working effectively as a member of a healthcare team.
- Recognizes the importance of maintaining timely and legible records, including HER.

b) Level 2
- Demonstrates the ability to effectively work as a member of a healthcare team, including the consultative role, in common clinical situations.
- Maintains accurate, timely and legible records, including EHR, for some cases.

c) Level 3
- Demonstrates the ability to effectively work as a member of a healthcare team, including the consultative role, in most clinical situations.
- Maintains accurate, timely and legible records, including EHR, for most cases.

d) Level 4
- Demonstrates the ability to effectively work as a member of a healthcare team, including the consultative role, in all clinical situations.
- Maintains accurate, timely and legible records, including EHR, in all cases.

e) Level 5
- Publishes or presents research on teamwork or record maintenance.
- Develops a protocol for teamwork or record maintenance.

xviii. Practice-Based Learning and Improvement 1 (All Rotations)
Identify strengths, deficiencies, and limits in one’s knowledge and expertise; Set learning and improvement goals and identify and perform appropriate learning activities utilizing information technology, evidence from scientific studies and evaluation feedback. Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement.

a) Level 1
- Acknowledges gaps in personal knowledge and expertise and frequently asks for feedback.
- Understands the importance of setting learning and improvement goals.
- Can identify problems in health care delivery and see the quality gap in care.

b) Level 2
- Begins to assess performance by evaluating feedback and assessments.
- Begins to develop learning and improvement goals, based on feedback, with some external assistance.
- Uses information technology to locate scientific studies related to patient health problems.
- Understands the essentials of quality improvement.

c) Level 3
- Frequently assesses performance by evaluating feedback and assessments.
- Develops learning and improvement goals based on feedback, with minimal external assistance.
- Critically appraises scientific studies related to patient health problems.
- Is able to define and construct process and outcomes measures of quality.

d) Level 4
• Always assesses performance by evaluating feedback and assessments.
• Performs self-directed learning independently.
• Assimilates evidence from scientific studies into practice.
• Designs and completes a quality improvement project.

e) Level 5
• Publishes research on practice quality improvement.

xix. Practice-Based Learning and Improvement 2 (All Rotations)
Participate in the education of patients, families, students, residents and other health professionals.

a) Level 1
• Understands the importance of the education of patients, families, students, residents, and other health professionals.

b) Level 2
• Participates in the education of patients and their families in common situations.

c) Level 3
• Participates in the education of patients and their families, students, residents, and other health professionals in common situations.

d) Level 4
• Participates in the education of patients and families, students, residents, and other health professionals in all situations.

e) Level 5
• Publishes research on patient education.
• Develops a protocol for educating patients.

xx. Systems-Based Practice 1 (All Rotations)
Work and coordinate patient care effectively in various health care delivery settings and systems.

a) Level 1
• Recognizes various health care delivery settings and systems.

b) Level 2
• Works and coordinates patient care in various health care delivery settings and systems for common clinical situations.

c) Level 3
• Works and coordinates patient care in various health care delivery settings and systems for most clinical situations.

d) Level 4
• Works and coordinates patient care in various health care delivery settings and systems for all clinical situations.

e) Level 5
• Publishes research on coordinating patient care in various health care delivery settings and systems.

xxi. Systems-Based Practice 2 (All Rotations)
Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population based care, as appropriate.

a) Level 1
• Recognizes the importance of cost awareness and risk-benefit analysis for patient and/or population based care.

b) Level 2
• Incorporates considerations of cost awareness and risk-benefit analysis for patient and/or population based care for common clinical situations.

c) Level 3
xxii. Systems-Based Practice 3 (All Rotations)
Work in inter-professional teams to enhance patient safety and improve patient care quality; advocate for quality patient care and optimal patient care systems; participate in identifying system errors and implementing potential systems solutions.

a) Level 1
- Recognizes the importance of working in inter-professional teams to enhance patient safety and improve patient care quality.
- Recognizes the importance of advocating for quality care and optimal patient care systems.
- Recognizes the importance of participating in identifying system errors and implementing potential systems solutions.

b) Level 2
- Works in inter-professional teams to enhance patient safety and improve patient care quality in common clinical situations.
- Advocates for quality care and optimal patient care systems in common clinical situations.
- Participates in identifying system errors and implementing potential systems solutions in common clinical situations.

c) Level 3
- Works in inter-professional teams to enhance patient safety and improve patient care quality, in most clinical situations.
- Advocates for quality care and optimal patient care systems in most clinical situations.
- Participates in identifying system errors and implementing potential systems solutions in most clinical situations.

d) Level 4
- Works in inter-professional teams to enhance patient safety and improve patient care quality, in all clinical situations.
- Advocates for quality care and optimal patient care systems in all clinical situations.
- Participates in identifying system errors and implementing potential systems solutions in all clinical situations.

e) Level 5
- Publishes research on quality patient care or patient safety.

2. Required Elective Rotations

a. Physics / Dosimetry Rotation (2 months required)
   i. The curriculum in medical physics will include didactic lectures, laboratory demonstrations of radiation safety procedures, calibration of radiation therapy machines, the use of the computer for treatment planning, the construction of treatment aids, and the safe handling of sealed radionuclides. The safe handling of unsealed radionuclides will address quality control procedures for instruments.
used to determine the activity of dosages and procedures used to perform checks for proper operation of survey meters.

ii. Patient Care  
a) Resident learns the basic physics QA to ensure safe treatment of patients, how to perform a hand calculation for emergency treatment, and the basic operation of dosimetry software for 3D and IMRT treatment planning.

iii. Medical Knowledge  
a) Resident should learn a basic understanding of review of survey meters, types and uses, Physics chart checks, Physics QA for HDR and LDR, Physics QA for IMRT, LINAC maintenance and QA, and radiopharmaceutical QA, dosing, and administration.

iv. Practice Based Learning and Improvement  
a) Resident recognizes and corrects personal errors. Resident can perform a literature search on specific physics topics.

v. Interpersonal Skills and Communication  
a) Resident demonstrates ability to ask appropriate questions.

vi. Professionalism  
a) Resident demonstrates a commitment to dress professionally at all times and to ethical business practice.

vii. Systems Based Practice  
a) Resident demonstrates an understanding of the role of physicists and dosimetrists in the treatment of patients with radiation.

b. Gamma Knife Rotation (1 month required)  
i. Patient Care  
a) Resident learns how the headframe placement, imaging, treatment planning, and treatment delivery are performed, emergency procedures for the GammaKnifeTM, acute and late toxicity of and intracranial radiosurgery.

ii. Medical Knowledge  
a) Resident should learn a basic understanding of indications for Intracranial Radiosurgery, how the GammaKnifeTM works to deliver conformal radiosurgery, dose distributions possible with a GammaKnifeTM unit, and limitations of the GammaKnifeTM treatment system.

iii. Practice Based Learning and Improvement  
a) Resident recognizes and corrects personal errors. Resident can perform a literature search on specific radiosurgery topics.

iv. Interpersonal Skills and Communication  
a) Resident demonstrates ability to ask appropriate questions.

v. Professionalism  
a) Resident demonstrates a commitment to dress professionally at all times and to ethical business practice.

vi. Systems Based Practice  
a) Resident demonstrates an understanding of the costs of GammaKnifeTM radiosurgery and the role of physicists, neurosurgeons, and radiation oncologists in the treatment of patients with the GammaKnifeTM.

c. Nuclear Medicine Rotation (1 month required)  
i. Residents will need to request this rotation to the Program Coordinator who will request from the Radiology Program Coordinator available dates. Residents on this rotation will schedule a meeting with Dr. Patrice Rhem one month prior to their rotation to discuss the specifics of the rotation. Residents on this rotation will need Powerscribe training (Radiology dictation system) 1-2 weeks before the Nuclear Medicine rotation. Resident must have the IT request form for EPIC.
Radiant training at least a week before the start date. (Per Sharon Kuhns- Nuc Med IT [1/4/2012])

ii. American Board of Radiology and NRC, regulations state: For ABR certification graduating residents must perform at least three (3) cases involving oral administration of >33 mCi of I-131 (i.e., therapeutic dose rather than a diagnostic procedure) and three (3) cases involving parenteral administration of any beta. Also, there must be classroom and laboratory instruction in the use of radiopharmaceuticals. (This regulation will be accomplished by a one month Nuclear Medicine rotation. Additional experience may be gained in radiation oncology specific rotations.)

iii. Patient Care
   a) Resident learns the indications for various therapeutic nuclear medicine isotopes, the safe handling, dosing, and administration of therapeutic nuclear medicine isotopes, and doses which require inpatient hospitalization. Resident can verbalize the instructions to patients who leave the nuclear medicine department and explain the instructions to the patient on how to minimize radioactivity exposure and contamination to him/herself and others. Resident demonstrates an understanding of acute and late toxicity of therapeutic nuclear medicine isotopes.

iv. Medical Knowledge
   a) Resident should demonstrate a basic understanding of Physical and Biologic half-lives of therapeutic nuclear medicine isotopes and mechanism of action of therapeutic nuclear medicine isotopes. Resident should learn dose distributions (if applicable) of therapeutic nuclear medicine isotopes. Resident should be able to verbalize the limitations of therapeutic nuclear medicine isotope.

v. Practice Based Learning and Improvement
   a) Resident recognizes and corrects personal errors. Resident can perform a literature search on specific nuclear medicine topics.

vi. Interpersonal Skills and Communication
   a) Resident demonstrates the ability to ask appropriate questions.

vii. Professionalism
   a) Resident demonstrates a commitment to dress professionally at all times and to ethical business practice.

viii. Systems Based Practice
   a) Resident demonstrates an understanding of the role of nuclear medicine radiologists and radiation oncologists in the safe and appropriate administration of isotopes. Resident understands the medical costs of therapeutic nuclear medicine isotopes.

B. Regularly Scheduled Didactic Teaching
1. Conferences and didactic teaching will be provided as described below:
   a. Conferences will be attended by residents, radiation oncologists, physicists, dosimetrists, therapists, and other staff as deemed necessary.
   b. Attendance will be kept at departmental conferences with a written attendance sheet, and by checking the appropriate competency/ies being covered.

2. Simulation Conference/Journal Club which will:
   a. be held bi-weekly
   b. be a review of treatment simulation and planning of patients whose treatment plans have been completed the previous week, and the list will be available in Mosaic.
   c. be moderated by resident/s (or attending/s, when no resident was involved)
      i. all new clinical and computer-aided curative simulations
      ii. palliative initial simulations
iii. boost simulations
iv. brachytherapy cases
d. have the dual purpose of an educational discussion and peer review
e. be an open discussion to determine the residents’ understanding and ability to discuss the disease process being treated and justification of the design of the target volumes, treatment fields, and all aspects of the treatment plan.
f. where the Faculty will be expected to test the knowledge of the residents, provide teaching points and useful comments, and lead a positive and constructive discussion.
g. be where the resident at CRH is responsible for presenting the CHR simulations
h. be where cases with significant changes (recommended by consensus) in the treatment plan will be re-presented after appropriate modifications for peer review
i. Journal Club presentation will be 10-15 minutes on Thursdays (designated at the beginning or end of the SIM conference). It will consist of a short presentation (of a recent high impact journal article/s) selected by a resident or an attending, pertaining to patients presented at simulation conference, emphasizing a large randomized clinical trial result/s, published within the last 5 years. They will discuss new treatment modalities (technology advances, translational research, orphan (low incidence) diseases and other review articles) and the study design (including potential study flaws and the appropriateness of the statistical analysis). Chief Resident/s will organize the presentation schedule and document the presentation.
j. Two attending faculty must be present for the majority of simulation conference and journal club presentations.

3. Clinical Didactic Lectures
a. a required “Reading List” will be provided by the faculty
b. the clinical didactic lectures will cover site-specific malignancies and their current oncology management; cancer presentation, etiologic risk factors (including molecular biological factors); diagnostic work-up, staging, prognosis, risk of lymphatic and hematogenous spread; current treatment options including the integration of combined modality therapies, simulation and treatment planning, radiation therapy including altered fractionation regimens, radiosurgery, brachytherapy; expected acute reactions and late sequelae, normal tissue tolerances within the treatment field, tumor-dose response, dose prescription, and expectations of local control and survival; and core medical knowledge, where the faculty is expected to discuss particular biomedical ethics and aspects of the medical system that pertain to the cancer site; the sentinel scientific studies from which the current treatment regimens have evolved, but are not to be formatted as a Journal Club.

c. The lecture format should be partially didactic and partially Socratic Method with a strong component of appropriate resident questioning directed at the level of the resident as described in the Medical Knowledge Competency Milestone expectations.

4. The basic sciences will be taught through regularly-scheduled lectures, case presentations, conferences, and discussions relevant to the practice of radiation oncology. The department will provide funding for residents to attend national training conferences such as the University of Maryland Department of Radiation Oncology Resident Physics and Radiobiology Conference.
a. Radiation Physics
   i. Initially, all residents are required to take the UVA Radiation Safety Course given during the first months of the training program; pass the final examination to document competency in basic radiation safety, including, the safe handling of unsealed sources, the quality control procedures for instruments used to determine the activity of dosages, and procedures used to perform checks for proper operation of survey meters.
ii. The residents are required to attend physics lectures during their first and second years. These lectures will be provided by the Division of Medical Radiation Physics.

iii. These didactic lectures will cover radiation safety and radiation physics for both x-ray and electron external beam therapy and brachytherapy, and dose calculation, dosimetry, tissue penetration, effects of blocks and wedges, the functioning of a linear accelerator and brachytherapy afterloading devices, handling of sealed and unsealed radioactive sources, manual afterloading techniques, and radiation emergency procedures.


v. *The Physics of Radiation Therapy*; Faiz M. Khan, Ph.D.; 2003 Third Edition; Lippincott Williams & Wilkins; and *Clinical Radiotherapy Physics* by Subramania Jayaraman, Ph.D., and Lawrence H. Lanzl, Ph.D.; 2002, Second Edition; Published by Springer-Verlag; are the other books used as references for this class.

vi. Residents can take this didactic course again if they perform in the bottom quartile on the physics component of the annual In-Service Examination. Residents are welcome to attend the entire course or specific portions of the course during their final two years if they feel there are areas that they wish to improve.

vii. Junior Residents will be sent to the national seminar refresher course physics annually held at the University of Maryland.

viii. The resident’s knowledge level will be assessed with the annual ACR In-Service Examination and the RABEX exam for the first three years of their residency. They will take the ABR Board examination in radiation physics in their fourth year of training as another metric of accomplishment.

b. **Radiobiology**

i. The radiation and cancer biology lectures will be held every other year (odd academic years) in the fall.

ii. The curriculum must include didactic lectures on all aspects of radiation effects on normal and neoplastic tissues, as well as the fundamental biology of the causes, prevention, and treatment of cancer. The basics of radiobiology will be broken down into classical radiobiology including normal tissue tolerance to radiation and tumor dose response, molecular techniques, and molecular basis of carcinogenesis, including signal transduction. Covered in a didactic lecture series as outlined in *Radiobiology for the Radiologist* / Eric J. Hall and Amato J. Giaccia. 6th ed. 2006 by Lippincott Williams & Wilkins (the required text for this course).

iii. The clinical relevance of radiobiology will be emphasized. The residents are expected to attend Cancer Center Seminars that cover radiobiology topics. The residents will be required to attend Radiobiology lectures for the first two years of their residency and may elect to attend during the final two years. Junior Residents will be sent to national seminar series in radiobiology annually held at the University of Maryland.

iv. The resident’s knowledge level will be assessed with the annual ACR In-Service Examination and the RABEX exam for the first three years of their residency. They will take the ABR Board examination in radiobiology in their fourth year of training as another metric of accomplishment.

c. **Medical Biostatistics**

i. The program will familiarize the resident with medical statistics through an organized program of lectures held every other year (even academic years) in the
spring. The 5 lectures on basic medical statistics given by UVA biostatisticians will include the basics of clinical research.

ii. The resident will be taught basic statistical methods of research design and analysis; so, they can critically review literature and perform the statistics on their Investigative Projects. These lectures will form a crucial foundation for future Practice Based Learning and Improvement.

5. Other Conferences: Residents are required to attend, prepare for, and participate in,
   a. **Multi-Disciplinary Tumor Board Conferences**
      i. The residents are expected to attend the Multi-Disciplinary Tumor Board Conferences for their current clinical rotation per the **TB schedule** provided. All residents are encouraged to ask pertinent questions at these Tumor Boards. Senior residents are expected to take an active part in the discussions at tumor boards. Tumor Boards are used to teach tumor histopathology, neoplastic findings on diagnostic radiology studies, and how inter-disciplinary specialists communicate and use their discussions and interactions to benefit patient care.
   b. **Morbidity and Mortality Conference (M & M)**
      i. Morbidity (defined as RTOG grade 4-5 complications, prolonged hospitalization, or other serious but non-lethal complications that arises as a direct result of radiation therapy) and Mortality (defined as any death that is felt to be a direct result of radiation therapy or combined modality therapy that involves radiation)
      ii. M & M conference will be held 3-4 times per year and organized by the third year resident/s as part of their QA responsibilities.
      iii. Residents should keep a list of patients with significant morbidity or mortality and give the list to 3rd year before M&M (appropriate information will be obtained). All records of this conference will be confidential.
   c. **Monthly Clinical Trials Meeting**
      i. Held the first Thursday of each month after Sim Conference (8:30 to 9:00 AM ECCC G253). Will be attended by the 2nd year residents.
   d. **GME Institutional Core Lecture Series**
      i. The UVA GME office provides a seminar lecture series that covers core ACGME required lectures. It is the 2nd Wednesday of each month from 7:00 – 8:00 AM. Residents who attend 12 hours annually will receive a certificate.
      ii. The UVA radiation oncology residents must attend the ACGME required lectures and are strongly encouraged to attend the other lectures.
   e. Residents are encouraged to attend Medical Center Hour, regional and national meetings to enhance their training.
   f. Residents must be aware of the **Current Lecture / Tumor Board Schedule**.

VIII. **Innovative Projects**
A. Requests for innovative projects that may deviate from the institutional, common and/or specialty specific program requirements must be approved in advance by the Review Committee.
B. In preparing requests, the program director must follow Procedures for Approving Proposals for Innovative Projects located in the ACGME Manual on Policies and Procedures.
C. Once a Review Committee approves a project, the sponsoring institution and program are jointly responsible for the quality of education offered to residents for the duration of such a project.

IX. **Residency Documentation Process**
A. The Main Residency Documentation will include:
   1. Residency Program Guidelines and Requirements
   2. Lecture / Tumor Board Schedule & Faculty and Resident Call Schedules
3. Physics Lecture Attendance
4. Radiobiology or Statistics Lecture Schedule and Attendance
5. Clinical Lecture & Grand Rounds Schedule and Attendance
6. Simulation Conference/Journal Club Attendance
7. Other Presentations and Attendance
8. M&M Conference and Visiting Professor Attendance
9. Resident Meeting Minutes
10. PEC, CCC, and other Meeting Minutes
11. Evaluation Forms
12. Correspondence
   a. UVA GME correspondence and Internal Reviews and Responses
   b. ACGME correspondence and Site Visit Reviews and Responses
   c. NRMP/ERAS data including the rank order list

* This documentation will be kept in the Program Coordinator's office and is freely available for resident inspection.

B. The Resident Documentation will contain:
1. Residency Requirement Checklist
2. Residency Program Guidelines for Rad Onc
3. Professional Information
4. Leave Requests & Calendars of Attendance
5. Rotation Schedules & Resident Call Schedule
6. Resident Patient Logs
7. Resident Research Project Information
8. In-service Exams, Raphex Exam, & Radiobiology Exam Scores
9. Journal Club & Other Presentations
10. Mock Oral Board & ABR Scores
11. Evaluations of the Residents
12. Program Director Evaluations & Residency Confirmations
* This notebook will be kept in the Program Coordinator's office and is freely available at all times for individual residents to inspect their individual notebook.

Residents and Faculty are required to review the 2015 - 2016 Residency Guidelines and return this signed and dated form to the Program Director.

I have read the 2015 - 2016 UVA Radiation Oncology Residency Guidelines, I understand them fully, and I agree to participate in the UVA Radiation Oncology Residency Program in compliance with them.

Signature: ________________________________ Date: _____________________

Print Name: ________________________________
CURRENT LECTURE / TUMOR BOARD SCHEDULE
(revised 10/14/2014)

Mondays 8:00 – 9:00 AMSimulation Conference (No Journal Club)
          (ECCC Conf. Room G253)
12:00 – 1:00 PM Culpeper Tumor Board
               (4th Monday each month/except Holidays)
12:00 – 1:00 PM Resident Conference (make-up)
               (ECCC Conf. Room G253)
3:00 – 4:00 PM Hematologic Malignancy (Lymphoma) Tumor Board
               (Cancer Ctr., 4th floor, Bone Marrow Lab)
5:00 – 6:00 PM Thoracic Tumor Board (ECCC Conf. Rm 3303)
               (2nd & 3rd Mondays of each month)

Tuesday 7:30 – 8:30 AM Physics Lecture* (ECCC Conf. Room G253)
4:00 – 5:00 PM Thyroid Cancer Meeting
               (Last Tuesday of each month - CA Center Conf. Rm 6191)
5:00 – 6:00 PM Thoracic Tumor Board (ECCC Conf. Rm 3303)
               (1st & 4th Tuesdays of each month)

Wednesday 7:00 – 8:00 AM Neuro-Onc Tumor Board (2nd Wednesday of every month)
           (Pathology Conference Room 3025)
7:30 – 8:30 AM Physics Lecture* (ECCC Conf. Room G253)
8:00 – 9:00 AM Neuroradiology Onc Tumor Board
               4th Wednesday of each month (Moss Auditorium)
9:00 – 10:00 AM GU Tumor Board (Lithotripter Auditorium Rm 2539)
               2nd & 4th Wednesdays of the month
12:00 – 1:00 PM Resident Conference (make-up)
               (ECCC Conf. Room G253)
12:00 – 1:00 PM Sarcoma Conference (ECCC Conf. Rm 3303)
4:00 – 5:00 PM GYN Tumor Board (ECCC Conf. Rm 3303)
4:00 – 5:00 PM Pediatric Tumor Board (CA Center Conf. Rm 6191)
               1st Wednesday of each month

Thursday 6:45 – 8:15 AM GI Tumor Board (CA Center Conference Rm 6191)
7:30 – 9:00 AM Simulation Conference/Journal Club/Clinical Trials
           [Clinical Trials meeting 1st Thursday of each month]
           (ECCC Conf. Room G253)
11:00a – 12:15 PM Hematopathology Conference
                  (Bone Marrow Reading Rm 4231)
3:00 – 4:00 PM Head & Neck ENT Tumor Board (Riggs Auditorium)

Friday 8:00 – 9:00 AM Clinical Lectures (Didactic Lecture) for residents
        (ECCC Conf. Room G253)
12:00 – 1:30 PM Hem/Onc Grand Rounds (CA Center Conf. Rm)
12:00 – 1:00 PM Resident Conference (ECCC Conf. Room G253)
12:30 – 1:30 PM Cancer Center Seminar (Refreshments @ 12)
               McKim Hall Auditorium
1:30 – 3:00 PM Breast Tumor Board (ECCC Conf. Rm 3303)
3:30 – 4:30 PM Hepatocellular Tumor Board (Endoscopy Classroom)

*Physics lectures will be attended by junior residents. (Junior residents should not be disturbed during this
time period, and will hand their pagers off to the senior residents.)

**Note: Pathology and Diagnostic Radiology teaching will be provided at multi-disciplinary oncology tumor
board conferences where the pathologist and radiologists will review the results of pertinent studies.

Wednesday 12:00 – 1:00 PM Statistics (March – April [even academic years])
Wed, Friday 7:30 – 8:30 AM Radiobiology (October – December [odd academic years])
Department of Radiation Oncology
Residency Training Program
Policy on Board Eligibility

The Department of Radiation Oncology requires each trainee to be aware of issues related to requirements for board eligibility as stated in the guidelines in the “UVA Radiation Oncology Residency Program Introduction-Section C”.

Trainees may find information relating to Board eligibility in Radiation Oncology here: http://www.theabr.org/sites/all/themes/abr-media/pdf/BoardEligiblePolicy.pdf

Trainees must be aware, specifically about the effect of leaves of absence, for any reason, on satisfying the criteria for completion of the training program. That information may be found here: http://theabr.org/ic/ic_ro/ic_ro_progdir.html

Effective: Date: February 1, 2010
Revised: May 9, 2013

Department of Radiation Oncology
UVA Faculty/Resident Behavioral Code of Conduct

The “Graduate Medical Education Committee Policy No. 05” cites the Policy and Procedures for the Assessment of Performance of Graduate Medical Trainees and the consequences for misconduct. “Medical Center Policy No. 0291” states “each member of the Clinical Staff be held to the highest personal and professional standards, with adherence to the University of Virginia Medical Center’s Core Values of: respect, integrity, stewardship and excellence”.

The University of Virginia Department of Radiation Oncology is committed to a culture of mutual respect and safety. This Code reflects the Department’s dedication to a positive working and learning environment in which every member of the Department, as well as those with whom we work in hospitals and other settings, are treated with professionalism and respect.

The Department is also committed to providing patient care of the highest quality, which requires that physician teams operate cohesively in an atmosphere of cooperation and respect. Inappropriate behavior can disrupt the proper functioning of the physician team and can create an environment in which members of the team are afraid to ask questions or make comments concerning appropriate patient care, to the detriment of the patient. Inappropriate behavior by a Department member is also potentially destructive to his/her career. The University has reporting obligations to the National Practitioner Data Bank and must respond truthfully to credentialing questionnaires.

For all of these reasons, the Department has established this Code to address and prevent instances of inappropriate behavior.

C. Purposes:
• To optimize the effectiveness and reliability of the healthcare and departmental teams.
• To enhance communication and interpersonal relations among all individuals involved in patient care, research and education.
• To improve the quality of patient care and safety.
• To reinforce an atmosphere of mutual respect for all who interact with or are associated with the Department.
• To prevent conduct which:
  o Interferes with an individual’s ability to practice or work safely.
  o Creates a hostile or intimidating work environment.
  o Disrupts the delivery of patient care, research or educational activities.

D. Scope
This Behavioral Code of Conduct applies to all University of Virginia Department of Radiation Oncology faculty and employees, regardless of where they work.
Department of Radiation Oncology faculty and administrative leaders will be expected to set an example of professional conduct and to model the behaviors expected of all faculty, staff members, and residents in the Department.

E. Standards of Behavior
1. Expected Behaviors:
   • Communication will take place in a timely fashion, involving the appropriate person(s), in an appropriate setting.
   • Communications, including spoken remarks, written documents, and e-mails, will be honest and direct and conducted in a professional, constructive, respectful and efficient manner.
   • Telephone communications will be respectful and professional.
   • Cooperation and availability are expected of faculty, residents and staff whenever serving in a professional capacity. When individuals are paged, they will respond promptly and appropriately.
   • Recognition that:
     o a variety of experience levels exists and
     o tolerance for those who are learning is expected.

2. Examples of Unacceptable Behaviors:
   • Shouting, screaming or yelling
   • Threatening or violent behavior
   • Profane or disrespectful language
   • Criticism of performance and/or competency:
     o delivered in an inappropriate location (i.e., not in private) and/or
     o not aimed at performance improvement
   • Inappropriate arguments with patients, family, staff, and other physicians
   • Sexual comments or innuendo
   • Inappropriate touching, sexual or otherwise
   • Racial, ethnic or discriminatory jokes/slurs
   • Slamming or throwing objects in anger or disgust
   • Hostile, condemning, or demeaning communications
   • Other behavior demonstrating disrespect, dishonesty, intimidation, or disruption to the work environment
   • Repeated failure to respond to call or pages
   • Retaliation against any person who reports or addresses unacceptable behavior

F. Expected Action if Unacceptable Behavior Occurs:
In situations where unacceptable behaviors occur and residents are involved, the Department expects witnessing faculty, residents, or staff member or the involved resident to recognize the unacceptable behavior and report this to the Program Director, Department Chairman, or to any faculty member that is not directly involved who will notify the Program Director or Chairman.

In recognition of the fact that situations involving improper conduct within the Department can involve a variety of circumstances, the Chairman and Program Director must retain flexibility in determining how best to address the problem in each particular situation. In the case of a faculty member with inappropriate behavior towards a
resident, the resident will be temporarily removed from that service until the specific issues are resolved. In most instances, efforts will be made to encourage discussion between the individuals involved, with the assistance of a facilitator as appropriate. If necessary to prevent harm to patients, students, staff or faculty, the Department may determine that suspension of the faculty member from participating in the Residency Program for a specific time period is necessary until the issues have been resolved.

In addressing concerns of unprofessional conduct by Department members, the primary objective is to restore a collegial and safe environment for working, learning and patient care. Remedial measures may include, for example, sincere apologies and/or therapy/counseling. Disciplinary measures may also be warranted, including for example oral or written warnings or reprimands.

At the conclusion of the matter, the Department Residency Program Director or Chairman will prepare a written report summarizing: the complaint or concern; the Department’s review; and the outcome of the matter. This report will be saved in the Residency Program Files and Faculty’s records.

Retaliation against any individual who reports or addresses concerns under this Code is prohibited and will not be tolerated. Allegations of retaliation will be promptly reviewed by the Program Director and the Department Chair.

**Resident Mock Oral Board Exam Score Sheet**

Date of Exam:  
Resident:  
Examiner:  
Cancer Sites Evaluated:  

PGY 5 – 4th year Rad Onc

Please provide a score for the resident’s performance for each case (circle best answer).

<table>
<thead>
<tr>
<th>Case 1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 2</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Overall:**

Please provide a score for the resident’s overall performance (circle best answer).

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
</tbody>
</table>

**Scoring Key:**

**Level 1:** The resident demonstrates milestones expected of an incoming resident.

**Level 2:** The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.
Level 3: The resident continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for residency.

Level 4: The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

Level 5: The resident has advanced beyond performance targets set for residency and is demonstrating “aspirational” goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

Faculty signature

Resident signature

University of Virginia Cancer Center

Department of Radiation Oncology Policy

A. SUBJECT: Policy on Transitions of Care

B. EFFECTIVE DATE: September 24, 2012

C. POLICY: Policy on Transitions of Care

I. PURPOSE:
Per UVA Graduate Medical Education Committee Policy No. 24 the Radiation Oncology Department has developed a Policy on Transitions of Care to ensure quality of care and patient safety.

II. DEFINITION AND SCOPE:
A transition of care (“handoff”) must include a communication of information to support the transfer of care and responsibility for a patient/group of patients from one service and/or team to another. The transition/hand-off process is an interactive communication process which must pass specific, essential patient information from one caregiver to another.

III. POLICY:
When a resident is scheduled: for a department clinical rotation, to go on vacation, or has an educational leave; they will observe the following transition/hand-off process. The hand-off process will involve a face-to-face interaction with both verbal and written/computerized communication. A sign-out sheet (see attached template); of the patients on treatment and the patients who are scheduled to undergo simulation in the next week, will be provided to the resident who will be covering the service of the on-leave resident. A copy of the Radiation Oncology Transitions of Care Sign-Out Sheet will be available on the secured network location to ensure compliance and patient safety.

The sign-out sheet will include:
- Identification of the patient, including:
  ▪ name,
  ▪ medical record number,
  ▪ age,
  ▪ diagnosis,
  ▪ treatment unit,
  ▪ site being treated, and
  ▪ the dose and number of fractionation
- Whether the patient is receiving concurrent chemotherapy
- Identification of the attending physician
- Outstanding tasks – what needs to be completed (i.e., boost plan)
- Recent notable events, including changes in condition or treatment
In Radiation Oncology, the faculty does not rotate off-service; so, the patient has built-in continuity of care. As outlined in the Radiation Oncology Guidelines, faculty coverage (the appropriate supervision level) is available according to the “Progressive Radiation Oncology Milestone Expectations” per residency year of the scheduled resident and/or as needed to ensure patient safety. Each resident must know the limits of his/her scope of authority, and the circumstances under which he/she is permitted to act with conditional independence. Each academic year, the Program Director of the Residency Program distributes the “Resident Schedule” to all faculty and staff which documents the attending and resident rotations for the year. At the beginning of each academic year, the hospital operators receive the “Radiation Oncology Call Schedule” and any changes during the year will be faxed to the operators as they occur. Weekly, the department-specific “Clinic Coverage Schedule” is sent to the department staff and faculty showing any changes to clinic coverage. This process creates safeguards for unexpected coverage changes in patient care due to circumstances, such as; resident illness, fatigue, or emergency.

During the semi-annual “Milestone Evaluation Committee Meeting,” each resident will be evaluated for his/her compliance with this Policy on Transitions of Care. At each semi-annual evaluation, the Program Director will document the committee’s assessment of the resident, discuss the analysis with the resident trainee, and create an action plan should one be needed with regards to this Policy on Transitions of Care.

Patient confidentiality and privacy is ensured in accordance with HIPAA guidelines; this includes the appropriate disposal of any written material in HIPAA-compliant receptacles, and encryption of any electronic devices used during the handoff process.

Reviewed: September 24, 2012
Reviewed/Approved: September 28, 2012
Revised: September 19, 2013

Office of Graduate Medical Education

GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 02

A. SUBJECT: Recruitment for Graduate Medical Trainees

B: EFFECTIVE DATE: April 16, 2014 (R)

C: POLICY: Policy on Recruitment, Selection, and Appointment of Graduate Medical Trainees

The University of Virginia Health System shall seek to provide all resident and fellow (hereinafter “graduate medical trainee”) applicants the right to a fair application process based on the criteria set forth by the individual residency and fellowship programs of the health system.

In its recruitment of graduate medical trainees, the University of Virginia is committed to equal employment opportunity and affirmative action. To fulfill this commitment, the University administers its programs, procedures and practices without regard to age, color, disability, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information and operates both affirmative action and equal opportunity programs, consistent with resolutions of the Board of Visitors and with federal and state requirements, including the Governor’s Executive Order Number One (2014). [http://www.virginia.edu/eop/EEOAAStatement.html](http://www.virginia.edu/eop/EEOAAStatement.html)

All ACGME accredited training programs must have a program specific policy addressing their eligibility and selection of trainees.
Definition

The term **graduate medical trainee** shall include those who are in either a residency position or a fellowship position.

**Graduate Medical Trainee Eligibility**

Only applicants from the following categories will be considered eligible for an ACGME-accredited program:

a. Graduates of medical schools in the United States and Canada accredited by the Liaison Committee on Medical Education (LCME).

b. Graduates of colleges of osteopathic medicine in the United States accredited by the American Osteopathic Association (AOA).

c. Graduates of medical schools outside the United States and Canada who meet one of the following qualifications:
   1. Hold a currently valid certificate from the Educational Commission for Foreign Medical Graduates prior to appointment, or
   2. Have a full and unrestricted license to practice medicine in a US licensing jurisdiction in which they are in training.

d. Graduates of medical schools outside the United States who have completed a Fifth Pathway program provided by a LCME-accredited medical school.

**Graduate Medical Trainee Selection**

Each program must ensure that it selects from among eligible applicants on the basis of the preparedness, ability, aptitude, academic credentials, communication skills, and personal qualities such as motivation and integrity. Programs must not discriminate with regard to age, color, disability, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

In selecting from among qualified applicants, it is strongly suggested that each ACGME-accredited program participate in an organized matching program, such as the National Resident Matching Program (NRMP), when such is available, and adhere to its policies. Additionally, programs are strongly advised to use ERAS® (Electronic Residency Application System) if available. Use of the Universal Application should only be in those instances when ERAS® is not available. Additionally, programs that did not fill through the Match are encouraged to use the Supplemental Offer and Acceptance Program (SOAP) if applicable.

The program director of any program into which a graduate medical trainee is transferring must obtain written or electronic verification of previous educational experiences and a summative competency-based performance evaluation of the transferring graduate medical trainee.

**Graduate Medical Trainee Appointment**

Appointment to the University of Virginia Health System shall only be made once the applicant has fulfilled all the credentialing documentation as required by the Office of Graduate Medical Education. Please refer to the Graduate Medical Education website, [http://www.healthsystem.virginia.edu/internet/housestaff/credentials.cfm](http://www.healthsystem.virginia.edu/internet/housestaff/credentials.cfm), for most recent policies and procedures.
GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 03

A. SUBJECT: Absence from Graduate Medical Training (I.R. D.4.h.1)

B. EFFECTIVE DATE: December 19, 2013

C. POLICY: Policy on Leave or Request for Absence

The University of Virginia Health System shall seek to provide its residents and fellows (hereinafter “graduate medical trainee” or “trainee”) with appropriate time off to ensure the trainee’s well-being and to comply with the Accreditation Council for Graduate Medical Education (ACGME) regulations. Furthermore, any time away from training must adhere to department program policies and specific specialty/subspecialty board requirements.

D. PROCEDURE:

All GME Programs must have a policy on Leave of Absence, and all such policies must be consistent with the GME Institutional Policy. Program Directors must approve all leaves of absence; all leaves of absence must be reported in New Innovations within 30 days of the planned absence. Any leave of absence resulting from a Disciplinary Action, an Administrative Leave, or any leave requiring an extension of the training period must be reported to the Office of Graduate Medical Education (GMEO).

Unexcused Leave of Absence is defined as an absence from duty not approved by the Program Director. Disciplinary or remedial action resulting from an unexcused leave of absence shall be at the discretion of the Program Director based on individual Department and/or RRC regulations.

Vacation Leave: The GME Office recommends that graduate medical trainees be provided fifteen business days of vacation time (unless otherwise specified by their Program Director). Vacation time does not carry forward.

Professional Leave: This leave is determined and granted by the individual Program Directors. Time spent attending professional meetings, job or fellowship interviews, or taking board examinations or other examinations is not counted as vacation if the activity is approved by the Program Director.

Sick Leave: Graduate medical trainees are provided up to fourteen calendar days per year of paid sick leave, inclusive of time needed for mental health. Beyond this, exceptional cases will be considered on an individual basis. In this regard, up to twenty-eight calendar days of additional paid leave time may be granted in cases of unusual illness or disability. Such additional leave would be granted through the Office of Graduate Medical Education only when the Program Director, DIO, or GME Office deem it acceptable. Paid sick leave does not carry forward.

Maternity Leave: Maternity leave is granted as 4 paid, consecutive weeks of exceptional leave, plus any remaining unused annual sick leave or annual vacation time. The total leave period must be approved by the Program Director who must communicate this to the Office of Graduate Medical Education. (N.B. Trainees wishing to add a new baby or new adoptee to their University-sponsored health insurance plan, must call Human Resources within thirty days after birth or formal adoption to add the new child to the health insurance plan.)

Paternity Leave: Paternity leave may be granted as one paid week (seven consecutive days) of exceptional leave, plus any remaining unused sick time or unused annual vacation time. The total leave period must be approved by the Program Director who must communicate this to the Office of Graduate Medical Education.
Adoption Leave: Adoption leave may be granted as 4 paid, consecutive weeks of exceptional leave for the primary care giver, plus any remaining unused sick time or unused annual vacation time. The total leave period must be approved by the Program Director who must communicate this to the Office of Graduate Medical Education.

Family and Medical Leave: The Health System provides family/medical leave of absence in accordance with the Family and Medical Leave Act of 1993 to eligible employees. Information related to the policies and procedures for securing such leave can be found in Medical Center Policy #601 and accessed through the Repository for Medical Center Policy. The total leave period must be approved by the Program Director who must communicate this to the Office of Graduate Medical Education.

Military Leave – The Health System shall provide the graduate medical trainee with the necessary time off from training if called upon by the government for service in the U.S. Armed Forces. For a trainee in good standing, re-entry into the program upon completion of any military time shall be guaranteed by the residency program in which the trainee was granted the leave of absence. The postgraduate level at which the trainee returns to the program shall be at the discretion of the Program Director. The total leave period must be approved by the Program Director and communicated to the Office of Graduate Medical Education.

Administrative Leave - The Health System provides Administrative Leave in accordance with Medical Center Policy #602.

Additional Time for Completing Board Requirements: In the event that additional training time is required to meet Board eligibility requirements (due to leave or other circumstances) and that time extends beyond the anticipated graduation date, the institution may continue to pay all salary and fringe benefits during the extended appointment for a period of time not to exceed four (4) weeks. Beyond four weeks, the Institution will fund neither the salary nor the fringe benefits of the trainee.

Revised/Approved, Graduate Medical Education Committee, 02/16/2005, Revised/Approved, Graduate Medical Education Committee, 2/20/2008
Revised, GMEC Policy Subcommittee, 1/12/2012
Revised, GMEC Policy Subcommittee, 3/7/2012
Reviewed/Approved, GMEC, May 16, 2012
Revised, GMEC Policy Subcommittee, 12/10/2013
Reviewed/Approved, GMEC, 12/18/2013

Office of Graduate Medical Education

GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 05

A. SUBJECT: Policy and Procedures for the Assessment of Performance of Graduate Medical Trainees

B. EFFECTIVE DATE: September 17, 2014 (R)

C. POLICY
The following Policy and Procedures for the Assessment of Performance of Graduate Medical Trainees (hereinafter "Performance Policy") shall apply to all graduate medical trainees at the University of Virginia Health System. The Performance Policy governs the qualification of graduate medical trainees to remain in training, as well as the certification requirements for completion of their training program, and its provisions shall apply in all instances in which such qualification and/or certification is at issue.

Definition:
Graduate medical trainee: Any resident or fellow participating in a postgraduate medical, dental, chaplaincy, clinical laboratory, clinical psychology, pharmacy, or radiation physics program.

Deficiency: Inadequate acquisition of or performance in any of the ACGME’s areas of general competencies, including patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, or systems based practice, as expected for the graduate medical trainee’s level of experience and education. If a deficiency is not corrected by providing regular feedback to the trainee, a period of remediation may be imposed. Deficiencies are not reportable events; however, all other events that are not defined as a deficiency are reportable to the Virginia Board of Medicine (Misconduct, Adverse Action,).

Misconduct: A lapse in ethical or moral behavior, irrespective of the graduate medical trainee’s level of experience and education. Acts of misconduct are addressed with disciplinary action and may be reportable events.

Adverse Action: Administrative leave, suspension, non-renewal, non-promotion, or dismissal of a graduate medical trainee from his or her program. Adverse actions, with the exception of administrative leave, are generally reportable events.

Reportable Events: Those actions the program or institution must disclose to others upon request, including, without limitation, future employers, privileging hospitals, and licensing and specialty boards.

Non-promotion: The decision by a program not to advance a trainee to the next program year or PGY level based on deficits in academic performance. The trainee may be required to repeat a full year or part of a year or the end date (i.e., graduation) of the trainee may be extended, based on requirements from either the program or the certifying board.

D. PROCEDURE
1. TRAINING PROGRAM ASSESSMENT STRUCTURE AND PLAN
   The program director for each training program has primary responsibility for monitoring the competence of the program’s graduate medical trainees, for recommending promotion and board eligibility, and, when necessary, imposing any remedial, adverse or disciplinary actions. Graduate medical trainees shall be evaluated on both the clinical and non-clinical requirements of the ACGME and/or the certifying specialty Board.
   A Clinical Competency Committee should assist a program director in these functions and meet regularly but no less than every six months. Each program's assessment structure and plan must be in writing.
2. PERFORMANCE REVIEWS
   Each department must provide written summary of performance reviews to graduate medical trainees at regular intervals. The ACGME Residency Review Committee (or other appropriate accrediting agency) for each specialty may specify the desirable frequency of such reviews; however, at a minimum, they must occur semi-annually. It is recommended that a review of the graduate medical trainee's experience and competence in performing clinical procedures be included in these summaries when appropriate.
   Summary performance reviews as determined by the program's Clinical Competency Committee for ACGME accredited programs should be based on the Milestones.
   For trainees who voluntarily resign prior to completion of a Postgraduate year, an evaluation with amended dates should be completed, included in the trainee's file, and shared with the GME Office.
3. PROMOTION
   Those graduate medical trainees judged by a program to have completed satisfactorily the requirements for a specific level of training will be promoted to the next level of responsibility unless the graduate medical trainee specifically is enrolled in a training track of limited duration that is not designed to achieve full certification (e.g., a one-year preliminary position). No graduate medical trainee may remain at the same level of training for more than 24 months, exclusive of leave. A graduate medical trainee whose performance is judged to be satisfactory will advance until the completion of the program/certification requirements.
4. DEFICIENCY or MISCONDUCT
   A. Deficiency
1. **Letter of Deficiency:** If, after documenting routine feedback, it is determined that a graduate medical trainee is not performing at an adequate level of competence in any of the general competencies, or otherwise fails to fulfill the responsibilities or meet the level specific goals and objectives of the program in which he or she is enrolled, the graduate medical trainee will be issued a Letter of Deficiency by the program director or program’s Clinical Competency Committee. The graduate medical trainee must be informed in person of this decision and must be provided with a hard copy that includes the following:
   a. A statement identifying the deficiencies or problem behaviors.
   b. A plan for remedial action including plans for providing feedback and the timing of that feedback.
   c. Criteria by which successful remediation will be judged.
   d. The duration of the remedial period in which deficits are expected to be corrected; ordinarily, this period will be at least three months.
   e. Written notice that failure to meet the conditions of remedial action could result in additional remediation or training time and/or suspension or dismissal from the program during any point, or at the conclusion of, the remedial action period.

2. The Program Director or designee must document that that meeting has occurred and that the trainee was provided this documentation. The Designated Institutional Official (hereinafter “DIO”), and Clinical Competency Committee Chairperson must receive a copy of this documentation.

3. If the graduate medical trainee successfully completes the remedial action, written documentation must be included in the graduate medical trainee’s file describing the satisfactory completion of all remedial action plans; this documentation must also be submitted to the DIO, and copied to the Clinical Competency Committee Chairperson and trainee.

4. If remedial action is extended beyond the initial period, the Clinical Competency Committee must meet to determine further actions. If, at the end of the remedial action period the graduate medical trainee’s performance remains unsatisfactory, the graduate medical trainee may be suspended or adverse action may be initiated (see Sections 5C and 5D). The DIO/GME Office must be notified of any such action.

B. **Misconduct**

1. When a graduate medical trainee engages in behavior that is clearly unethical, immoral, or criminal in nature, such as harassment, theft, plagiarism, fighting, dishonesty, breach of the code of conduct, HIPAA violation or abuse of parking privileges, the program director or designee or DIO may choose to impose disciplinary action rather than a period of remedial action. If misconduct is alleged or suspected, the program director or designee should:
   a. Discuss allegations with graduate medical trainee and give him or her an opportunity to respond.
   b. Consult with the DIO and Clinical Competency Committee, or subset thereof.
   c. Dismiss the allegations or impose disciplinary action after consideration of the trainee’s response. An example of a non-reportable disciplinary action would be administrative leave without pay. More severe penalties, including suspension or dismissal from the program, would be reportable actions.

5. **SUSPENSION AND DISMISSAL**

The DIO must be notified prior to enactment of any or all of the following:

A. **Suspension of Clinical Activities**

A graduate medical trainee may be suspended from clinical activities by his or her program director, department chair, the medical director of the clinical area to which the graduate medical trainee is assigned, the DIO, and the Chief Medical Officer. This action may be taken in any situation in which continuation of clinical activities by the graduate medical trainee is deemed potentially detrimental or threatening to University of Virginia Health System operations, including but not limited to patient safety or quality of patient care, suspension or loss of licensure, or debarment from participation as a provider of services to Medicare and other federal programs’ patients. Unless otherwise directed, a graduate medical trainee suspended from clinical activities may participate in non-clinical program activities. A decision involving suspension of a graduate medical trainee’s clinical activities must be reviewed within three (3) calendar days by the department chair (or his or her designee, e.g., Division
Chief) to determine whether the graduate medical trainee may return to clinical activities and/or whether further action is warranted (including, but not limited to, counseling, remedial action, fitness for duty evaluation, or summary dismissal). Suspension may be with or without pay at the discretion of the DIO.

B. Program Suspension
A graduate medical trainee may be suspended from all program activities and duties by his or her program director, department chair, or any other person listed in Section 5A. Program suspension may be imposed for program-related conduct that is deemed to be grossly unprofessional; incompetent; erratic; potentially criminal; noncompliant with University or Medical Center policies, federal health care program requirements, ("noncompliance"); or is threatening to the well-being of patients, other graduate medical trainees, faculty, staff, student, or the graduate medical trainee. A decision involving program suspension of a graduate medical trainee must be reviewed within three (3) calendar days by the department chair (or his or her designee) to determine whether the graduate medical trainee may return to some or all program activities and duties and/or whether further action is warranted (including, but not limited to, career or academic advising, remedial action, fitness for duty evaluation, or summary dismissal). Suspension may be with or without pay at the discretion of the DIO.

C. Dismissal During or at the Conclusion of Remedial Action
A Letter of Deficiency in a training program constitutes notification to the graduate medical trainee that dismissal from the program can occur at any time during or at the conclusion of remedial action. Dismissal prior to the conclusion of a remedial action period may occur if the conduct that gave rise to the Letter of Deficiency is repeated or if grounds for program suspension or summary dismissal exist. Dismissal at the end of a remedial action period may occur if the graduate medical trainee's performance remains unsatisfactory or for any of the foregoing reasons.

D. Summary Dismissal
For serious acts of incompetence, impairment, unprofessional behavior, falsifying information, noncompliance, or lying, or if a graduate medical trainee is listed as excluded on the Department of Health and Human Services’ Office of Inspector General’s "List of Excluded Individuals/Entities" or on the General Services Administration’s "List of Parties Excluded from Federal Procurement and Non-Procurement Programs" or is discovered to have been convicted of a crime related to the provision of health care items or services for which one may be excluded under 42 USC 1320a-7(a) (an "excludable crime," i.e., criminal offenses related to governmentally financed health care programs, including health care fraud; criminal abuse or neglect of patients; and or felony controlled substance convictions related to the provision of health care), a department chair, or any person listed in Section 5A, may immediately suspend a graduate medical trainee from all program activities and duties for a minimum of three (3) days and, concurrently, issue a notice of dismissal effective at the end of the suspension period. The graduate medical trainee does not need to have been issued a Letter of Deficiency, nor be at the end of a remedial action period, for this action to be taken.

E. Notification of Suspension and Dismissal
The graduate medical trainee must be notified in person and in writing of the reason for and terms of suspension and dismissal, have an opportunity to respond to the action before the dismissal is effective, and receive a copy of the GME Appeals Process. The DIO and Department Chair (or designee) must also be notified of such action.

6. GME APPEAL PROCESS
In the event that a graduate medical trainee (i) is not promoted, (ii) is suspended, (iii) is dismissed from a program, (iv) does not have his/her appointment/contract renewed, or (v) has his/her training extended such that the extension adversely affects his/her ability to obtain a subsequent position, the graduate medical trainee may appeal such non-promotion, suspension, dismissal, non-renewal of appointment/contract, extension of training or adverse action as follows. Any questions about appealability shall be directed to the DIO.

A. GMEC Appeal
A graduate medical trainee may initiate an appeal by submitting a written notice of appeal to the DIO, within thirty (30) calendar days of the date of the appealable action (hereinafter "adverse action"). The DIO will convene an appeal panel consisting of 3 faculty members outside of the trainee's Department. The graduate medical trainee may request one of the three members
appointed by the DIO be replaced by another physician including a trainee at a same or a higher training level within a GME training program. The GMEC appeal hearing will be held within thirty (30) calendar days following receipt of the notice of appeal. A member of the GME Office must be present during this hearing. The graduate medical trainee may have a faculty advocate appear and participate on the graduate medical trainee’s behalf at the hearing. Prior to the hearing, the graduate medical trainee and program director must notify the chair of the appeal panel of the number of witnesses (if any) the graduate medical trainee expects to call and whether the graduate medical trainee will be accompanied by a faculty advocate and/or legal counsel.

At the appeal hearing, the program director (or designee) will present a statement in support of the adverse action and may present any relevant records, witnesses, or other evidence. The graduate medical trainee will have the right to present evidence, call and question witnesses, and make statements in defense of his or her position. Legal counsel may be present to provide advice and counsel to the graduate medical trainee, the Program, and the chair of appeal panel but counsel will not be permitted to actively participate in presentation of testimony, examination/cross-examination of witnesses, or oral arguments. A record of the hearing will be kept by the member of the GME Office present for the hearing, or by a professional legal reporter hired by the GME Office for this purpose. After presentation of evidence and arguments by both sides, the appeal panel will meet in closed session to consider the adverse action.

In its deliberations, the panel must accord deference to the recommendations of the Clinical Competency Committee. The panel’s review shall be limited to: (a) compliance with applicable GME policies and procedures, and (b) whether there is sufficient evidence to support the recommendation of the program director or the Clinical Competency Committee.

The panel may uphold or reject the adverse action or may impose alternative actions, which may be more or less severe than the initial action. However, before rejecting the adverse action or imposing any alternative action, the panel must conclude that: (a) there was a failure to follow GME policies and that failure negatively affected the program’s recommendation, and/or (b) that there is not substantial evidence to support the recommendation. The panel’s decision must be submitted to the graduate medical trainee, the program director, chair of the department, and chair of the Clinical Competency Committee within ten (10) calendar days of the close of the hearing and copied to the DIO and the GME Office.

B. Appeal to the DIO

Either party may appeal the panel’s decision to the DIO. The graduate medical trainee or program director must deliver a written appeal to the DIO within ten (10) calendar days of receipt of the notification of the action of the appeal panel. Either party must state as clearly and as fully as possible the reasons for seeking modification of the decision. The DIO will review the graduate medical trainee’s training file, evidence presented during the appeal hearing, and any other relevant materials. The DIO will review the record submitted during the course of the appeal and may consider any other written material or oral testimony he or she deems relevant. The DIO’s responsibilities are to:

1. Determine whether applicable University, department, and/or Medical Center policies were fairly and appropriately applied, and

2. Determine whether there is sufficient evidence to support the decision of the appeal panel. The DIO may uphold or reject the adverse action, may uphold or reject the decision of the appeal panel. The decision of the DIO will be submitted to the graduate medical trainee, the program director, Clinical Competency Committee Chair and the department chair within thirty (30) calendar days of the notice of appeal to the DIO. The decision of the DIO will be final within the University of Virginia.

7. OTHER CONSIDERATIONS

Documentation of the entire Appeal will be maintained by the GME Office and becomes a part of the graduate medical trainee’s permanent record.

External rules, regulations, or law governs mandatory reporting of problematic behavior or performance to licensing agencies or professional boards. The fact that such a report is made is not a matter which may give rise to the appeal process; only the adverse action as specified by this section is appealable. Where mandatory reporting of problematic behavior or performance occurs, external agencies will be notified of the status of any internal appeal regarding the matter reported and its outcome. Graduate medical
A. SUBJECT: Grievance

B: EFFECTIVE DATE: December 19, 2013 (R)

C: POLICY: Policy on Grievance

This policy is established to provide a mechanism for resolving disputes and complaints that may arise between a graduate medical trainee and his or her program director or other persons involved with the administration of the educational program.

There shall be a process for adjudicating graduate medical trainee complaints and grievances related to the work environment or non-academic issues related to individual residency programs or faculty.

Definitions

Complaint – A written or verbal expression of dissatisfaction with the work environment, individual residency programs or the faculty.

Grievable Complaints (“Grievance”) – A grievable complaint is a concern or issue that a graduate medical trainee may feel is unjust and/or an unfair practice that may affect his or her ability to carry out duties as required by both the ACGME and the program.

Grievable complaints include the following:

1. A program’s consistently exceeding the ACGME Duty Hour regulations without regard to the graduate medical trainee’s well-being.
2. Complaints related to a graduate medical trainee feeling unsafe and/or unprotected due to lack of security provided by the program or Medical Center.
3. Complaints related to a disciplinary action brought forth by the Program Director as a result of trainee misconduct.
4. Complaints related to inappropriate behavior, including mistreatment, by any member of the Medical Center or School of Medicine as defined in Medical Center Policy 262.
Complaints based solely on the following actions are not subject to this process and thus are considered "not grievable":

1. Decisions regarding and/or documentation of areas of deficiencies in academic performance or remedial actions, or placement on academic remediation (see Policy on Assessment of Performance of Graduate Medical Trainees).
2. Establishment and revision of salaries, position classifications, or general benefits
3. Work activity accepted by the graduate medical trainee as a condition of employment or work activity that may be reasonably expected to constitute a part of the job
4. The content of policies, procedures and other rules applicable to graduate medical trainees
5. Work and duty assignments within the Medical Center
6. Discrimination on the basis of race, national origin, religion, sex, age, handicap, or sexual orientation.

These complaints are handled in the manner specified in the University of Virginia Office of Equal Opportunity Programs.

III. Procedure:

A. Step 1: (If Grievance is with Program Director, skip to Step 2.) The graduate medical trainee and program director shall make a good faith effort to resolve complaints informally. If the complaint is not resolved informally and if the complaint is grievable, as defined above, the graduate medical trainee shall, within 10 calendar days of the event or action giving rise to the grievance, notify the program director in writing of the nature of the grievance, all pertinent information and evidence supportive of the grievance and a statement of the relief requested. Within 7 calendar days after receipt of this notice, the program director shall meet with the graduate medical trainee and attempt to reach a solution along with a third party (e.g. Vice Chair of Education of department, member of GME Office). Within 5 calendar days of this discussion, the program director shall inform the graduate medical trainee in writing of the resolution of the grievance and shall address both the issues raised and the relief requested. A copy of the program director’s resolution shall be provided to the appropriate Department Chair and to the Designated Institutional Official (herein after “DIO”) and Associate Dean of Graduate Medical Education.

B. Step 2: If the program director’s written resolution is not acceptable to the graduate medical trainee, the graduate medical trainee shall notify the Department Chair (if Program Director is Department Chair, skip to Step 3) in writing within 10 calendar days of receipt of the program director’s resolution. This notification shall include a copy of the program director’s resolution and all other information supportive of the graduate medical trainee’s grievance. Within 7 calendar days of receipt of the grievance, the Department Chair shall meet with the graduate medical trainee to discuss the grievance and attempt to reach a solution with third party present. Within 5 business days of this meeting, the Department Chair shall send to the graduate medical trainee a written response to the issues and relief requested. A copy of this response shall be provided to the DIO.

C. Step 3: If the graduate medical trainee disagrees with the decision of the Department Chair or the Program Director is the Department Chair, the graduate medical trainee shall present a written statement to the DIO within 10 calendar days of the receipt of the Program Director/Department Chair’s decision. The statement shall describe the nature of and basis for the grievance and include copies of the decisions of the Program Director and the Department Chair. Failure to submit the grievance in the ten day period shall constitute waiver of the grievance process and the decision of the Program Director/Department Chair will be final. The DIO shall review all written information and decide whether further meetings or inquiry could be helpful to resolve the issue. Within 10 calendar days of receipt of the graduate medical trainee’s statement, the DIO shall provide to the graduate medical trainee a written decision on the grievance. This decision shall be final.

D. The DIO may extend these times for good cause.

IV. Confidentiality

All participants in Steps 1, 2 and 3 of the grievance process shall not discuss the matter under review with any third party except as may be required for purposes of the grievance procedure. The Chief Executive Officer of the
Medical Center and the Dean of the School of Medicine may be notified of a grievance and such notification shall not constitute a breach of this confidentiality requirement.

GMEC Approval: January 19, 2000
GMEC Approval: April 2007
GMEC Approval: September 16, 2009
Reviewed/Revised: GME Policy Subcommittee, December 10, 2013
Approved: GMEC, December 18, 2013

Office of Graduate Medical Education

GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 07

A. SUBJECT: United States Medical Licensing Examination

B. EFFECTIVE DATE: February 18, 2015 (R)

C. POLICY:
This policy outlines minimum standards regarding licensing examinations to ensure Graduate Medical Education (GME) trainees’ qualification for matriculation into a GME training program, promotion to advanced levels of training, and achieving board eligibility. This policy applies to all physician residents and fellows in the GME programs sponsored by the University of Virginia Medical Center.

1. Prior to matriculation into a GME program
Residents must successfully pass Step 1 and both parts of Step 2 of the United States Medical Licensing Examination (USMLE) or the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) by contract start date in order to enroll in a GME program at the University of Virginia Medical Center. Exceptions must be approved by the Graduate Medical Education Committee (GMEC) in advance. Fellows entering a GME training program must successfully pass USMLE or COMLEX Step 3 (or its equivalent) prior to entering their fellowship program. Exceptions must be approved by the GMEC in advance.

2. Following entry into a GME program
All residents who are currently enrolled in a GME training program must take and pass Step 3 of the USMLE or COMLEX by March 1st of their PGY-2 year. Failure to pass USMLE or COMLEX Step 3 by March of the PGY-2 year may result in non-renewal of their appointment. Residents should register for the USMLE or COMLEX Step 3 examination (or its equivalent) no later than November 1st of their PGY-2 year to allow for scheduling, grading, and notification of results by March 1. Residents who fail USMLE or COMLEX Step 3 (or its equivalent) after two attempts must be presented to the GMEC by the Program Director or Chair of the Department for discussion. Since residents will not be expected to use vacation time to take the exam since it is a GME requirement, time spent taking the exam will be logged as duty hours. Programs will be responsible for monitoring satisfactory completion of the USMLE or COMLEX Step 3 requirements for each of their residents. In compliance with the ACGME Institutional Requirements (IV.C. 1. a ), programs must provide a resident/fellow who fails to meet the policy defined deadline with a written notice of intent when that resident/fellow’s agreement will not be renewed, when that resident/fellow will not be promoted to the next level of training, or when that resident/fellow will be dismissed.

3. Provisions for exception
Trainees who take extended sick leave or leave of absence for personal reasons may be granted an extension at the discretion of the trainee’s Program Director. The Program Director need not present this
extension to the full GMEC but must inform the GME Office in advance. Once the trainee returns to full duty, a plan for completion of the USMLE must be instituted and communicated to the GME Office. The trainee will be given six months to pass the examination from the date of GMEC approval of his/her exception. The Program Director or trainee must report back to the GME Office successful completion (or failure to complete) of this requirement.

Trainees who fail to schedule the USMLE Step III must be brought before the GMEC where a plan will be established.

4. **International Medical Graduates**

International medical graduate is defined as a physician who received his/her medical degree or qualification from a medical school located outside the United States. Citizens of the United States who have completed their medical education in schools outside the United States are considered international medical graduates; non-U.S. citizens who have graduated from medical schools in the United States are not considered international medical graduates.

The Educational Commission on Foreign Medical Graduates (ECFMG), through its certification program, assesses whether international medical graduates have met minimum standards of eligibility to enter residency or fellowship programs in the United States accredited by the Accreditation Council for Graduate Medical Education (ACGME). ECFMG Certification is a requirement for international medical graduates who wish to enter GME training programs. To be eligible for ECFMG Certification, a physician must pass the USMLE Step 1 and Step 2.

International medical graduate who received his/her medical training from a medical school accredited by the Royal College of Physicians and Surgeons of Canada and successfully passed the Medical Council of Canada Qualifying Examination (MCCQE) Part I and II are exempted from the USMLE requirements outlined in this policy. Specifically, MCCQE Part II is equivalent to the USMLE Step 3 in that it requires postgraduate training and measures equivalent areas of medical knowledge and skills assessed in the USMLE Step 3.

GMEC will consider exception request for International medical graduate entering fellowship programs when the host Program Director has sufficient evidence to prove the fellow’s competency including, but not limited to, the following conditions:

- Trainee has obtained board certification in a country other than the United States in the specialty area that he/she is pursuing;
- Trainee has been an independent practitioner at least for one year in the specialty area that he/she is pursuing; and
- Trainee does not have intention to pursue specialty board certification in the United States.

These exceptions will be reviewed by the GME Education Subcommittee and presented in the full GMEC for approval.

GMEC Approval: November 19, 2008; applies to all residents and fellows matriculating July 1, 2009 and thereafter.
GMEC Policy Subcommittee Review – May 11, 2010 / GMEC Review/Approval: May 19, 2010
GMEC Reviewed: July 21, 2010 GMEC Reviewed/Approved: August 18, 2010
GMEC Policy Subcommittee Reviewed/Approved: February 14, 2012
GMEC Reviewed/Approved: February 15, 2012
GMEC Approved the amendment on the score reporting deadline: May 18, 2014
GMEC Policy Subcommittee Revised: February 10, 2015
GMEC Approved: February 18, 2015

Office of Graduate Medical Education

**GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 8**

A. SUBJECT: Employment
The University of Virginia Health System and the Office of Graduate Medical Education hereby establish as a condition of appointment for graduate medical trainees, the following provisions regarding both an initial appointment and reappointments.

**Initial Appointment**
1. All candidates for programs (applicants who are invited for an interview) must be informed, in writing or electronic means, of the terms, conditions, and benefits of their appointment, including financial support; vacations, parental, sick, and other leaves of absence; professional liability, hospitalization, health, disability and other insurance provided for the graduate medical trainee and their families; and the conditions under which the Sponsoring Institutions provides call rooms, meals, laundry services, or their equivalents (IR IV. A.3)
2. The Sponsoring Institution and the program directors must assure that trainees are provided with a written agreement of appointment/contract (i.e. GME Contract) outlining the terms and conditions of their appointment to a program (IR IV. B. 1).

**Appointment Renewal**
1. Trainees will be reappointed based on successful completion of level-appropriate program requirements as determined by the Program Director and program faculty.
2. All programs must submit the appropriate reappointment documents as regulated by the GME Office.
3. All graduate medical trainees being reappointed must complete the appropriate reappointment paperwork and contract, NetLearning Modules, and obtain TB Testing (by the end of their birth month).
4. Instances of trainee non-renewal are governed by GMEC Policy No. 04.
5. Additionally, all trainees must abide by Medical Center Policy No. 0283-Behavioral Code of Conduct and HR Policies 701-Employee Standards of Performance and 104-Conditions of Employment.
6. All appointments and reappointments must be in compliance with GME Policy #7, passing USMLE Steps 1, 2, 3.

The Graduate Medical Education Office and the Graduate Medical Education Committee will review and revise this policy contingent upon any revisions to the Medical Center Policies and/or the Accreditation Council for Graduate Medical Education (ACGME).

Reviewed/Approved:
Graduate Medical Education Committee: May 31, 2007
GMEC Policy Subcommittee Reviewed: February 10, 2011
GMEC Policy Subcommittee Reviewed: April 12, 2011
GMEC Reviewed / Approved: April 20, 2011
GMEC Policy Subcommittee Reviewed: April 08, 2014
GMEC Reviewed / Approved: April 16, 2014

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**GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 11**

A. SUBJECT: Moonlighting Activities

B: EFFECTIVE DATE: January 21, 2015 (R)
C: POLICY:
The Graduate Medical Education Committee (GMEC) believes that graduate medical education should be a fulltime educational experience. Graduate medical trainees should not be diverted from their primary responsibilities including their own educational activities and the management of patients charged to their care by engaging in any moonlighting activities. The Graduate Medical Education Committee believes that moonlighting by graduate medical trainees is generally inconsistent with the educational objectives of their training. The ACGME regulations on resident duty hours recognize this inconsistency:

- VI.G.2.a) Moonlighting must not interfere with the ability of the resident to achieve the goals and objectives of the educational program.
- VI.G.2.b) Time spent by residents in Internal and/or External Moonlighting (as defined in the ACGME Glossary of Terms) must be counted towards the 80 hour Maximum Weekly Hour Limit.
- VI.G.2.c) PGY1 residents are not permitted to moonlight.

D: DEFINITION:
- **Internal moonlighting**: Voluntary, compensated, medically-related work (not related to training requirements) performed within the University of Virginia Health System or its affiliated institutions. This includes all extracurricular clinical or non-clinical work performed by a graduate medical trainee outside the scope of his/her training program and/or outside of time spent in training activities.
- **External moonlighting**: Voluntary, compensated, medically-related work performed outside the University of Virginia Health System or its affiliated institutions. This includes all extracurricular clinical or non-clinical work performed by a graduate medical trainee outside the scope of his/her training program and/or outside of time spent in training activities.

GENERAL:
1. Each residency and fellowship training program must have a written policy on moonlighting. This policy may include specific circumstances under which these activities are allowed and the procedure for requesting program director, chair, and DIO approval. Programs and departments may have policies which are more restrictive than the institutional policy. Programs must not require graduate medical trainees to engage in moonlighting activities. Each department’s policy regarding moonlighting activities must be well-publicized to its graduate medical trainees (e.g., handout materials; intranet).
2. It is the responsibility of the program director working with the respective department chair to perform the initial determination of the appropriateness of specific proposed moonlighting activities within the department’s educational objectives. Should a graduate medical trainee be approved by his/her program director for moonlighting, then an application to moonlight must be submitted to the Graduate Medical Education Office (GMEO) no less than 60 days prior to the intended start of the moonlighting activity. Applications will be referred to the DIO for review and approval. Trainees may not begin moonlighting prior to receiving GME approval. If moonlighting as a clinical staff member (attending) at UVA, credentialing through the Clinical Staff Office for that role cannot begin before GME approval is received.
3. In view of the serious legal implications of graduate medical trainees engaging in unauthorized moonlighting activities, noncompliance with this policy may result in certain penalties or severe disciplinary action, including dismissal from the residency or fellowship training program. Specific penalties or disciplinary action will be determined by the appropriate program director, department chair, or DIO.
4. The program director is responsible for monitoring fatigue levels of all graduate medical trainees participating in all moonlighting activities. Faculty and graduate medical trainees must be educated to recognize the signs of fatigue and sleep deprivation and must adopt and apply policies to prevent and counteract its potential negative effects on patient care learning. The trainees’ performance must be monitored for the effect of these activities and adverse effects may lead to withdrawal of permission.
5. Time spent by trainees in any moonlighting activity must be counted towards the 80 hour Maximum Weekly Duty Hour Limit. All moonlighting duty hours must be recorded in New Innovations as moonlighting duty hours in addition to the duty hours worked for the regular educational rotation.
6. In consideration of duty hour restrictions, no graduate medical trainee assigned to an inpatient service requiring in-house call shall engage in any moonlighting activity during that rotation.
7. Applications to moonlight will be reviewed and approved by the DIO.
8. Audits of moonlighting duty hours logged will be performed by the GMEO and trainee’s Program Director.
9. Applications are valid for a six month period, at which time a re-application may be submitted for consideration.

**Internal Moonlighting**

There are three types of Internal Moonlighting Activities:

1. **Non-Clinical**: Where activity does not require that the incumbent hold a medical license. (examples include registration of patients in clinical trials, participation in development of institution sponsored IT applications):
   - Trainee does not need a permanent medical or DEA license
   - Trainee does not require additional malpractice insurance
   - Trainee does not require credentialing as a Clinical Staff member
   - Trainee may require supervision in this role depending on duties.

2. **Clinical, functioning as a Trainee** (examples include Trainees in a Research year covering clinical duties in their own program; Trainees taking on additional duties to cover for a short term staffing shortage in their own program; Trainees from one program covering another program so the first program can hold a retreat):
   - Trainee does not need a permanent medical or DEA license
   - Trainee does not require additional malpractice insurance
   - Trainee does not require credentialing as a Clinical Staff member
   - Trainee DOES require supervision by a Clinical Staff member

3. **Clinical functioning as an LIP/Clinical Staff member** (examples include IRPA):
   - Trainee must hold permanent medical and her/his own personal DEA license.
   - Trainee must be credentialed by the Clinical Staff Office (CSO) as a Clinical Staff member. Credentialing by CSO involves obtaining a contract and additional malpractice insurance.
   - Trainee cannot function as a Clinical Staff Member in her/his own training program.
   - Trainee CAN bill for services. • Trainee DOES NOT require supervision in this role.

**External Moonlighting**

There are two types of External Moonlighting Activities:

1. **Non-Clinical**: Where medically related activity does not require that the incumbent hold a medical license.
   - The training license, DEA license and malpractice coverage that a trainee holds for her/his GME program position do NOT extend to work performed outside of that program. Therefore, requirements to function externally in a non-clinical role will vary depending on the job description and the outside facility’s stipulations.
   - Documentation required by GME in order to approve moonlighting applications in this category will be handled on a case by case basis.

2. **Clinical functioning as an LIP/Attending** (examples include working at the Transitional Care Hospital (TCH), Prompt Care or Western State Hospital):
   - Trainee must hold permanent medical and her/his own DEA license.
   - Trainee is responsible for completing that institution’s credentialing requirements. (While UVA’s Clinical Staff Office credentials providers for the TCH, the TCH is not part of UVA, and therefore, considered external.)
   - Trainee is responsible for obtaining her/his own malpractice insurance. The malpractice coverage provided for GME training does not extend to trainee functioning as an independent provider outside their training program.
   - Trainee does not require supervision.

Revised/Approved, Graduate Medical Education Committee, December 17, 2003
Updated, Graduate Medical Education Committee, October 1, 2006
Updated, Graduate Medical Education Committee, May 2, 2007
Updated, Graduate Medical Education Committee, August 30, 2007
Updated, Graduate Medical Education Committee, March 19, 2008
Updated, Graduate Medical Education Committee, October 21, 2009
Updated, Graduate Medical Education Committee, February 17, 2010
Reviewed GMEC Policy Subcommittee: March 8, 2011
Reviewed GMEC Policy Subcommittee: October 24, 2012
Reviewed GMEC Policy Subcommittee: November 13, 2012
Reviewed/Approved GMEC: November 14, 2012
Reviewed/Approved GMEC: January 21, 2015
GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 12

A. SUBJECT: Graduate Medical Trainee Supervision Policy

B: EFFECTIVE DATE: January 21, 2015 (R)

C: POLICY:

This policy outlines the University of Virginia Graduate Medical Education requirements regarding progressive responsibility of GME Trainees (hereinafter “trainees”) and trainee supervision. The Policy incorporates all applicable University of Virginia Medical Center and Accreditation Council of Graduate Medical Education policies, procedures and standards of accreditation.

The Clinical Staff of the University of Virginia Health System has overall responsibility for the quality of professional services provided to patients, including patients under the care of trainees. It is the responsibility of the clinical staff to assure that each trainee is supervised in his/her patient care responsibilities by a member of the clinical staff who has been granted clinical privileges.

The attached protocol contains mandatory implementation procedures related to supervision of trainees.

D. Procedure

1. Supervision of Trainees

   In the clinical learning environment, each patient must have an identifiable attending physician who is ultimately responsible for that patient’s care (CPR VI.D.1).

      a. The name of the attending physician of record shall be available to trainees, faculty members and patients.

      b. In certain situations, the attending physician may delegate supervisory responsibility to another caregiver (e.g., senior level resident) in accordance with individual RRC requirements. Ultimately, supervision rests with the attending physician.

      c. Trainees shall inform patients of their respective roles in each patient’s care (CPR VI.D.1.b).

2. Levels of Supervision

   a. Each training program must demonstrate that the appropriate level of supervision is in place for all trainees who care for patients (CPR VI.D.2).

   b. To ensure oversight of resident supervision and graded authority and responsibility, each program must use the following classification of supervision (CPR VI.D.3):

      i) Direct Supervision – the supervising physician is physically present with the trainee and patient (CPR VI.D.3.a).

      ii) Indirect Supervision with Direct Supervision immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide Direct Supervision (CPR VI.D.3.b).(1).

      iii) Indirect Supervision with Direct Supervision available – the supervising physician is not physically present within the hospital or other site of patient care, but is immediately available by means of telephonic and/or electronic modalities, and is available to provide direct supervision within 30 minutes after contact (CPR VI.D.3.b).

      iv) Oversight – The supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered (CPR VI.D.3.c).
3. Clinical Responsibilities
   a. The clinical responsibilities for each trainee must be based on PGY-level, patient safety, trainee education, severity and complexity of patient illness/condition, and available support services (CPR.VI.E).
   b. Progressive authority and responsibility, conditional independence, and level of supervision must be assigned by the program director and faculty members (CPR.VI.D.4) in accordance with individual RRC and Certifying Board requirements.

4. Escalation of Care
   Notwithstanding the general categories of supervision set out above, a trainee shall verbally notify the responsible Attending Physician within 90 minutes of any of the following events in line with the Medical Center Policy 0324:
   Clinical Communication and Escalation of Care/Inpatient Services:
   a. Patient admission to hospital and/or service
   b. Transfer of patient to or from the intensive care unit or to a higher level of care
   c. Need for intubation or ventilator support
   d. Cardiac arrest or significant changes in hemodynamic status (i.e. Code 12 or MET team activation)
   e. Significant change in clinical status
   f. Development of significant neurological changes
   g. Development of major wound complications
   h. Medication errors requiring clinical intervention
   i. Any significant clinical problem that will require an invasive procedure or operation
   j. Patient death
   k. Notification of patient representative that family wishes to lodge a formal complaint
   l. Activation of IRPA for anything other than routine procedures
   m. Patient and/or family request to see, or to speak with the attending physician
   n. Whenever a GME Trainee believes that his/her ability to provide care to the patient is impeded.

Individual departments may have additional events or more urgent time restrictions that qualify for notifying the responsible Attending Physician.

Approved, GMEC, University of Virginia Health System: September 1992
Revised: GMEC, June 20, 2001
Approved, Medical Policy Council, October 2, 2001
Reviewed: GMEC, November 20, 2002
Reviewed and Approved GMEC, May 31, 2007
Reviewed GMEC, November 18, 2009
Reviewed: GMEC Policy Subcommittee, April 13, 2010
Reviewed/Approved: GMEC, April 21, 2010
GMEC Reviewed/Approved: March 21, 2012
GMEC Policy Subcommittee Reviewed: August 14, 2012
GMEC Reviewed/Approved: August 15, 2012
Reviewed/Approved: GMEC Policy Subcommittee, August 20, 2013
Revised/Approved: GMEC: January 21, 2015

Office of Graduate Medical Education

PROTOCOL FOR IMPLEMENTATION OF
POLICY NO. 12:
GRADUATE MEDICAL EDUCATION SUPERVISION

A teacher/trainee relationship founded on respect and professionalism is fundamental to GME training. Much of the learning process and the development of progressive responsibility are based on teaching by example under
supervision. Supervision and close observation provide the ability of the mentor/program director to ascertain when a GME trainee (herein after “trainee”) is ready and able to assume progressive responsibility. This readiness should be reflected in the evaluation process with timely faculty evaluations that address the achievement of core and specialist competencies commensurate with the level of training, the specific nature of the training program, and the responsibilities involved. Patient safety and continued quality improvement in patient care are the central goals of any system of progressive responsibility.

Detailed descriptions (e.g., Goals and Objectives) of the trainees’ responsibilities and patient care activities of each specialty program shall be maintained by the Program Directors. These descriptions and any revisions must be provided to the Graduate Medical Education Office through the internal review process. Each Program Director must document a trainee’s progressive involvement and independence in patient care activities by an evaluation process stratified by year of training.

Clinical Department Chairs, working in consultation with Program Directors shall be responsible for compliance with the Supervision Policy and this Protocol. Compliance will be monitored through the Graduate Medical Education Office’s internal review process and assessed by documentation of evaluations, and the anonymous ACGME survey of trainees. Audits of compliance may be carried out by the Office of Graduate Medical Education in the event of expressed concerns of trainees, LIPs, staff, patients, accrediting agencies, or other appropriate authorities.

Failure to comply with the Supervision Policy or this Protocol or any concern raised within a program regarding the adequacy of supervision could result in a letter from the GME Office to the Program Director, a required appearance before the full GMEC to address the concerns and describe plans for remediation, and/or a progress report outlining the remediation of any problems identified with supervision requirements.

Responsibilities of Attending Physicians

1. Attending physicians are the physicians of record and ultimately responsible, within the scope of their clinical privileges, for the care and treatment of each patient they admit to the University of Virginia Medical Center (See Medical Center Policy No. 0304 “Responsibilities of Attending Physicians on Inpatient Services” and 0324 “Clinical Communication and Escalation of Care/Inpatient Services”).
2. If the attending physician delegates to trainees, in whole or in part, the medical management plan, the attending physician remains responsible for ensuring the trainees have appropriate training, experience and competence to undertake such management.
3. The attending physician must communicate clearly to each trainee involved in the care of the patient when that attending expects to be contacted by the trainee. At a minimum, the trainees must be told to notify that attending of significant changes in the patient’s condition regardless of the time of day or day of week. See also Factors that require resident to notify the Attending Physician within 90 minutes in Section 4 of the Supervision Policy. Attending physicians shall behave in a professional manner in regard to trainee supervision and shall encourage each trainee to seek guidance from the attending physician at any time the trainee believes it to be helpful in the care of the patient. The attending physician is to make clear to each trainee that it is only the failure to seek guidance that will be considered problematic.
4. The attending physician shall review inpatient progress notes, sign outpatient progress notes, procedural and operative notes, and discharge summaries for cases in which a trainee has been involved.
5. The attending physician shall provide trainees with constructive feedback when appropriate.
6. The attending physician will serve as a role model to trainees in the provision of patient care that demonstrates professionalism and good communication skills.
7. The attending physician will provide direct supervision or indirect supervision with direct supervision immediately available of trainees in the ambulatory setting.
8. In the inpatient setting, an attending physician is expected to provide daily direct (in person) teaching and supervision to the team. If the attending physician is out of town or unavailable, coverage of his/her patients must be communicated clearly with the covering attending and with the team on that service.
9. The attending physician will adhere to program specific levels of responsibility and teach trainees according to the level that is commensurate with training, education, and demonstrated skill. It is the responsibility of the program director and/or Chair to develop and communicate program specific levels of responsibility.
10. The attending physician will adhere to Institutional, and GMEC policies with special attention to Patient Safety Guidelines for Attending Physician Oversight of In-Patient Care and Responses to Changes in Patient Condition (approved by Clinical Staff Executive Committee 2/16/10).

11. The attending physician should be educated to recognize the signs of fatigue and sleep deprivation, and support trainees in preventing and counteracting the negative effects that can impact patient care and learning (See GME Policy 26 “Fitness for Duty”).

Responsibilities of Trainees
1. All patient care responsibilities of the trainee will be under the supervision of an attending physician who has full appropriate appointment and privileges at the University of Virginia Medical Center or affiliated institution granted through the medical staff credentialing process. The attending physician will monitor patient care services provided by trainees to assure provision of quality patient care and sign trainees’ notes and orders as appropriate to hospital and program policy.

2. Trainees must be aware of and follow his/her program’s supervision plans.

3. Licensed trainees at all levels of training may write orders. All orders shall include the date signed by the trainee. These orders are written under the supervision of an attending physician as noted in 1 above. Requirements for the completeness and timing of the patient history and physical exam (“H&P”), including a listing of the minimum contents to be included in the medical record by trainees, shall comply with appropriate medical records policies and applicable hospital licensing and Joint Commission standards.

4. Trainees must request supervision from the attending physician or supervisor if asked to perform a procedure when he/she has insufficient experience with the procedure and/or universal protocol, or when the procedure is beyond the skill level of the trainee.

5. If IRPA (In-house Rescue Physician Adult) is activated, the attending IRPA physician can assume the supervisory role for that patient for the IRPA event, but the trainee must notify the regular attending of the activation within 90 minutes.

6. In all specialties and subspecialties, progressive responsibility for trainees is provided in accordance with ACGME Common Program Requirements policies on achievement of general and specific competencies, including the six General Competencies, as promulgated by the ACGME and endorsed and implemented by the University of Virginia Graduate Medical Education Office and the University of Virginia School of Medicine. Documentation of the trainees’ achievement of these competencies is provided through Faculty evaluations of the trainees and evaluations and reviews provided by the Program Director. The Graduate Medical Education Committee (GMEC), Graduate Medical Education Office, and the Designated Institutional Official provide institutional oversight of this process.

Responsibilities of the Program
1. The program will develop and maintain a trainee supervision plan that provides for safe and effective patient care, educational needs of trainees, and progressive responsibility that is appropriate to the trainee’s level of education, competence, and experience. The supervision plan must include but is not limited to the following:
   a. A definition of the clinical responsibilities and level of supervision required for each, for trainees at each level of training.
   b. A mechanism of providing feedback and program notification if either a member of the faculty or a trainee identifies a problem with supervision.
   c. Action to be taken in emergency situations where a trainee is beyond his/her level of experience or competence.
   d. Action to be taken if the supervising attending physician is unavailable, does not respond to attempts at communication, or does not provide adequate supervision.

2. The program will develop and maintain a system for documenting supervision in the resident rotation schedules and the attending on-call schedules. On-call schedules for attending physicians shall provide for supervision that is readily available to a trainee on duty 24 hours per day, 7 days per week.

3. Any significant changes to the Institutional or program Supervision Policy or plan for supervision must be communicated to all faculty and trainees.
GRADUATE MEDICAL EDUCATION COMMITTEE POLICY NO. 13

A. SUBJECT: Other Learners

B. EFFECTIVE DATE: April 16, 2014 (R)

C. POLICY: Policy on Presence of Other Learners

The presence of other UVA Medical Center learners (including, but not limited to, trainees from other specialties, trainees from other institutions, medical students, subspecialty fellows, PhD students, and nurse practitioners) in the program must not interfere with the appointed trainees’ education. The program director must report the presence of other learners to the DIO and GMEC in accordance with sponsoring institution guidelines. [CPR III.D.]

The presence of outside, non-UVA learners is addressed in the Policy #28 on Observers, Visitors, and Externs.

Any sustained (more than 31 days) increase in the number of other learners must be reported to the GMEC. The ratio of faculty to all graduate medical trainees should be in accordance with any individual RRC Requirements.

Individual programs may opt to promote a more restrictive policy on the presence of other learners.

The GMEC encourages programs to review the results of the anonymous ACGME resident survey with their graduate medical trainees, addressing the question of interference from other learners.

D. PROCEDURE:

All visiting residents must be appropriately credentialed through the GME Office and Credentialing Committee, including obtaining a Virginia Medical License. Full applications should be submitted 60 days prior to the start date. Any visiting resident not fully credentialed will not be permitted to have direct (“hands-on”) patient contact.
A. SUBJECT: Trainees Rotating Off Service

B: EFFECTIVE DATE: April 20, 2011

C: POLICY: Policy on UVA Graduate Medical Trainees performing rotations in other program’s services

Definitions:

*Primary Program* – Residency Program in which graduate medical trainee is based.

*Hosting Program* – Residency Program in which graduate medical trainee from another UVA program rotates.

*Off Service Rotator* – Graduate medical trainee within the UVA system rotating to another clinical service other than their primary/home program.

D: PROCEDURE:

The University of Virginia Medical Center shall seek to provide the appropriate educational experiences for graduate medical trainees. This often involves graduate medical trainees rotating from their primary program to another program within the medical center. In order to formalize this interaction, the following is suggested:

1. If any post-graduate training requires a rotation to another Department other than the graduate medical trainee’s primary Department, program directors from both the primary and host residency programs must agree to this collaboration.
2. A rotation schedule must be made in advance allowing the two services involved to make the needed adjustments to ACGME/RRC regulations as well as the individual needs of each Department. It is suggested that rotation schedules are distributed to the other services as early as April, but no later than May.
3. If a hosting program is no longer able to accommodate graduate medical trainees other than their own, a minimum of 6 months must be given to the primary residency to make the necessary schedule/rotation adjustments.
4. Additionally, any requested time off (i.e. vacation, in-training exams) which would occur on a rotation in the hosting program must be communicated by the trainee at the time yearly schedules are made, usually in May of the preceding year.
5. In programs where off-service rotators are scheduled on a regular basis and/or where the presence of those trainees is required to meet the patient care needs of the hosting program, any changes in the complement of those trainees must be communicated by the primary program to the host program well in advance of the deadline for NRMP or similar match programs are declared (in general, February) to allow the host program adequate time for any necessary adjustments.
6. In the event an off service trainee has continuity clinic and/or mandatory didactic session during his/her rotation with the host program, the host Department in which the trainee is rotating must be informed of this at the time of initial agreement to host the trainee. Upon completion of the continuity clinic and/or mandatory didactic program, the off service trainee must return or at a minimum check with the hosting Department to see if he or she needs to return for clinical duties.
7. Host Program Directors and/or program faculty are responsible for the evaluation of the off service trainee on their service. However, it is the responsibility of the primary residency program to distribute the evaluation to the host program in a timely manner (suggested end of rotation basis).
8. The off service trainee will follow the duty hour requirements of the host program.
9. Per GMEC Policy No. 13, programs with off service rotators are required to report the presence thereof to the GMEC and DIO.

Reviewed/Approved Policy Subcommittee: April 12, 2011
Reviewed/Approved GMEC: April 20, 2011
## Radiation Oncology
### Oral I-131 & Parenteral Administration Log

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