

University of Arizona College of Medicine-Tucson  
Graduate Medical Education Committee (GMEC) Report  
To the General Faculty, Major Participating Institutions  
and the  
Arizona Board of Regents  
April 2020

The GMEC continues its charge to monitor and advise on all aspects of graduate medical education as well as highlight the value of GME to all of its constituents. This annual report provides a current overview of University of Arizona College of Medicine (UACOM) –Tucson GME programs, information regarding educational programs and other activities sponsored by UACOM-Tucson GME and a summary of changes and key accomplishments in GME during this past academic year.

The University of Arizona-Tucson GME enterprise is a single Sponsoring Institution under the ACGME, led by Dr. Conrad Clemens, Senior Associate Dean for Graduate Medical Education, Dr. Victoria Murrain, Assistant Dean for Graduate Medical Education and Diane Bigelow, Executive Director. All programs continue to report to the single central GME Administration with offices at both campuses. Along with this new structure, there has been an increased partnership and collaboration with the University of Arizona – Phoenix Campus GME programs.

This year, our residency programs filled with strong applicants from institutions across the country. Approximately 20% of matched applicants are graduates of the University of Arizona College of Medicine (includes Tucson and Phoenix Campuses), 9% are international medical graduates with 66% from allopathic schools and 25% from osteopathic schools. Similar to previous years, 88% of our 2019 graduates rated their training as a positive overall experience, 10% as a neutral experience, and 2% as a negative experience.

### **GMEC Oversight**

**GME Committee:** Oversight of all GME programs sponsored by the UACOM-Tucson is provided by the Graduate Medical Education Committee (GMEC). Representatives from each ACGME-accredited program, liaisons from the major participating sites as well as residents and fellows selected by their peers serve on this COM committee. There are currently 70 accredited GME programs with over 735 residents and fellows. Dr. Kendra Drake, Program Director, Neurology, will continue her appointment as GMEC Chair throughout the 2019-2020 academic year. The South Campus Education Committee (SCEC), led by Dr. Victoria Murrain, focuses on issues specific to programs based at the South Campus. Formal subcommittees include:

- Clinical Learning Environment Review (CLER) Subcommittees (BUMC-T and BUMC-S), Chair: Dr. Victoria Murrain
- GME Diversity Subcommittee, Chair: Dr. Victoria Murrain
- Resident Well-Being, Chair: Dr. Rachel Cramton
- Special Reviews, Chair: Dr. Al Fiorello

**Special Reviews:** The Special Reviews Subcommittee conducts focused reviews on programs with significant ACGME citations and/or areas of concern. During 2019-2020, the following programs underwent Special Reviews: Diagnostic Radiology, Obstetrics and Gynecology, Ophthalmology, Radiation Oncology and, Urology.

### **New Program Directors**

New Program Director appointments include:

Deepak Acharya, MD – Interventional Cardiology  
Bujji Ainapurapu, MD – Internal Medicine-South Campus  
Sally Boeve, MD – Child Psychiatry

Paul Ford, MD -- Anesthesiology  
Deborah Fuchs, MD – Hematopathology  
Debra Guinn, MD – Maternal Fetal  
Steve Herron, MD – Forensic Psychiatry  
John Hurlbert, MD – Complex Spine Surgery  
Kevin Luk, MD – Anesthesiology Critical Care  
Merri Pendergrass, MD -- Endocrinology  
Christian Twiss, MD – Urology

The following individuals have stepped down as Program Directors during the past year. The GMEC appreciates the dedication and service that they have given:

Ben Lee, MD – Urology  
Kapildeo Lotun, MD – Interventional Cardiology  
Ryan Matika, MD – Anesthesiology  
Noshene Ranjbar, MD – Child Psychiatry  
Katherine Reed, MD – Maternal Fetal  
Melissa Spanggaard, DO – Forensic Psychiatry  
Catherine Spier, MD – Hematopathology  
Craig Stump, MD – Endocrinology (Deceased)  
Eugene Trowers, MD – Internal Medicine-South Campus

### **GME Activities**

**Annual Institutional Review (AIR):** All programs completed an Annual Program Evaluation (APE) and an Annual Institutional Review. The AIR assessment reviewed each program's accreditation status, any RRC citations and/or concerns, results of the ACGME resident and faculty surveys, Match results (if applicable), graduate outcomes and the program's ongoing action plans.

**Chief Resident Leadership Development:** Chief Residents are a critical element in the success of our training programs. In addition to their Program-specific mentoring, they also receive leadership training throughout the year, including a combined Program Director/Chief Resident Leadership Workshop held in August.

**GME Faculty Development:** In March 2020, Dr. Kathy Smith was appointed as Director of GME Faculty Development. Dr. Smith has significant experience in Faculty Development and will be developing a comprehensive GME Faculty Development program that meets the needs of each training program and fulfills the ACGME requirements.

**Resident Focus Groups:** For each of our residency and fellowship programs, a Program Director from a different program meets with the residents. At the South Campus, this review is facilitated by Dr. Victoria Murrain, Assistant Dean for GME. This meeting reviews the program's most recent ACGME Resident Survey results and provides an opportunity for residents to raise any issues related to their professional, ethical and personal development. Results of each focus group are presented to the entire GMEC with an opportunity for further discussion.

**High School Event:** The biannual Pathways to Success events were held in October 2019 and in February 2020. Approximately 160 high school students from Tucson schools were invited to the BUMC-South Campus for exposure to a hospital tour and hands-on booths highlighting multiple health related careers. This year there were 14 submissions to the competitive Educational Awards which aims to support the awardees in their quest to further their educational pursuits.

**GME Retreat:** The 2019 GME Retreat included over 60 participants from programs, faculty and leadership. This year's retreat focused on Managing Difficult Resident/Fellow Situations, highlighting a

panel of HR, Legal Counsel and Communication specialists. In addition to a Q&A segment with our leadership (University of Arizona and Banner Healthcare), we focused on Innovations in Education.

**GME Fall 2019 Resident Excellence and Leadership Scholarships:** These scholarships are awarded to residents who have been nominated by their Program Director and who have a proven track record of excellence and have demonstrated potential in becoming future leaders in their chosen field. Recipients will use the scholarship to complete a scholarly project or participate in a unique educational experience. This year's recipients are:

- Christopher Brunson, MD, Interventional Radiology  
*Intra-arterial Nitroglycerin Administration in Hepatocellular Carcinoma: Can Modification of Tumor Perfusion Improve Outcomes in Non-Alcoholic Steatohepatitis (NASH)*
- Francisco Gomez, MD, Family Medicine  
*Point-of-Care Access to Social Services: Identifying and Addressing Barriers to Accessing Community Resources*
- Christopher Morrison, MD, Radiation Oncology  
*Novel RNA-Based Prognostic Biomarkers in Glioblastoma*
- Grant Pollock, MD, Urology  
*Opioid Usage for Postoperative Pain Following Female Pelvic Reconstructive Surgery*
- Jasmine Smith, MD, Pediatrics  
*Platelet Transfusions for Neonatal Thrombocytopenia and Risk of Thrombosis*
- Veronica Winget, MD, Obstetrics and Gynecology  
*Impact of Topical Estrogen on the Vaginal Microbiome*

**Scholarly Day:** The Jeanne Deinert GME Scholarly Day was held at BUMC-South Campus' La Galeria on May 14, 2019. This annual event invites competitive poster submissions from residents, fellows and medical students in 4 separate categories: Clinical, Research, Quality/Patient Safety, and Medical Student. There were 52 poster submissions.

**Spanish Language/Health Care Disparities Distinction Tracks:** Originally developed at the South Campus, these GME sponsored distinction tracks have grown to include the Tucson Campus programs as well. Residents and fellows have the opportunity to become CCLA certified Bilingual Medical Providers. Additionally, resident groups facilitate Health Care Disparities forums on each campus, covering a variety of topics highlighting healthcare disparities affecting our patient population.

### **ACGME Accreditation**

All eligible programs are fully accredited by the Accreditation Council for Graduate Medical Education (ACGME), which provides assurance that a program meets the quality standards of the specialty or subspecialty practice(s) for which it prepares graduates. As the sponsoring institution, the University of Arizona College of Medicine-Tucson continues to enjoy Continued Accreditation from the ACGME (See Appendix A: 03/28/2019 Letter of Notification). A complete list of our ACGME programs and their accreditation status is attached to this report as Appendix B.

Any citation received by the ACGME is treated in a serious fashion. For all citations, particularly those that directly involve patient care, the program must develop an immediate action plan that is presented to the GMEC. GMEC membership includes leadership from both Tucson and South Campuses, THMEP, Southern Arizona Veterans Health Care System and the Chief Clinical Education Officer of Banner University Medical Group. For any citation that involves these institutions, appropriate GME leaders are made aware and are actively involved in the action plan. All action plans are continuously monitored through yearly Annual Program Reviews, ACGME WebADs updates, as well as annual resident surveys and focus groups.

### **Ongoing Accreditation Mandates**

The ACGME continues to have exacting accreditation mandates that all of our programs comply with. These include:

- Continuous accreditation and improvement
- Increased emphasis on annually submitted data
- Enhanced oversight to ensure high quality education and a safe and effective learning environment
- RRC assess program performance each year
  - Resident Survey
  - Faculty Survey
  - Annual Data reports

**Clinical Learning Environment Review:** Another part of ACGME oversight is the Clinical Learning Environment Review (CLER). This is a process that includes a site visit and seeks to improve the quality of the learning environment as well improve how integrated GME is into this environment. The six areas of focus are: Patient Safety, Health Care quality (including healthcare disparities), Care transitions, Supervision, Fatigue management, mitigation, and duty hours, and Professionalism. Our last CLER Visit was in November 2018; the ACGME team visited more than 25 clinical locations and interviewed more than 60 residents and fellows, 67 faculty members and 43 Program Directors. The final report included several helpful recommendations to improve the learning environment for our trainees.

**ACGME Resident and Faculty Survey:** On an annual basis, the ACGME surveys all trainees and core faculty from each program with regard to program quality and resources and compares results with national averages. The composite results from the 2019-2020 surveys showed responses from both our trainees and from our faculty at the national average.

**Resident Duty Hours:** We continue to monitor resident duty hours closely as part of monitoring the critical area of fatigue management of our trainees. Results of the most recent ACGME Resident Survey indicate that we are close to 100% compliant in this area. In addition to fatigue management, we are setting higher standards with regard to teamwork, clinical responsibilities, communication, professionalism, personal responsibility, transitions of care, and resident wellness.

**Residents as Educators:** Residents and fellows play an important role in the development and education of medical students. "Residents as Educators," a web-based training program is available to all residents and fellows in coordination with their respective training programs.

**Resident Responsibilities:** Residents and fellows agree to abide by the terms of their employment contract and to fulfill the educational requirements of their training program; to use their best effort to provide safe, effective and compassionate patient care under supervision from the teaching staff; and to perform assigned duties to the best of their ability. Residents/fellows agree to abide by all University policies and procedures, including the provisions of the most current edition of the GME Policy and Procedure manual, the residency/fellowship training program, and the rules and regulations of any affiliated institution to which they may be assigned

**Resident Supervision:** The ACGME Common Program Requirements address oversight of resident supervision and graded authority. Residents and faculty members should inform patients of their respective roles in each patient's care. Programs must clearly identify and document that the appropriate level of supervision is in place for all residents. To ensure oversight of resident supervision, programs must use the following classification of supervision: 1) direct supervision, 2) indirect supervision, and 3) oversight.

Resident Quality Improvement Council: This important group, led by Drs. Andy Theodorou and Marlon Guerrero addresses improvements in patient safety and quality care across all aspects of the institution. The South Campus Resident Quality Council is led by Dr. Karyn Kolman and the Chief Resident of the Internal Medicine at South Campus program.

New Resident Orientation: This orientation features extensive on-line requirements including completion of the Institute for Healthcare Improvement's Open School certificate program which emphasizes patient safety, quality improvement and patient-centered care. Over 95% of our incoming trainees completed the fifteen-hour course. The theme of patient-centered care is continued during an inter-professional, interactive face-to-face session at the University of Arizona Student Union.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'CJL', is positioned below the text 'Respectfully submitted,'.

Conrad Clemens, M.D., MPH  
Senior Associate Dean for Graduate Medical Education  
ACGME Designated Institutional Official (DIO)

Accreditation Council for  
Graduate Medical  
Education

401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611

Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

3/28/2019

Conrad Clemens, MD, MPH  
Associate Dean for GME  
University of Arizona College of Medicine  
1501 North Campbell Avenue  
PO Box 245085  
Tucson, AZ 85724



Dear Dr. Clemens,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

University of Arizona College of Medicine-Tucson  
Tucson, AZ

Institution: 8000300008

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation  
Effective Date: 01/14/2019

**AREAS NOT IN COMPLIANCE (Citations)**

The Review Committee cited the following areas as not in substantial compliance with the ACGME's Institutional Requirements for Graduate Medical Education:

**EXTENDED CITATIONS**

**GMEC | Since: 04/19/2017 | Status: Extended**

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1-2))

The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes criteria for identifying underperformance; and results in a report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The GMEC's Special Review Protocol indicates that a subcommittee of the GMEC uses ACGME correspondence as a criterion for identifying underperforming programs. According to minutes of the March 18, 2016 GMEC meeting, it was reported to the GMEC that three of the Sponsoring Institution's programs received statuses of Continued Accreditation with Warning (Obstetrics and Gynecology, Thoracic Surgery, and Urology). The Sponsoring Institution provides reports of Special Reviews of seven programs from the most recent 12-month period, including Special Reviews of the Obstetrics and Gynecology and Urology programs. It does not appear that the Thoracic Surgery received a Special Review, even

though ACGME correspondence indicated underperformance. While the Special Review reports include improvement goals and corrective actions, there is no indication in the information provided that the GMEC received the reports or monitored the outcomes of the Special Reviews.

(Clarifying Information, Attachments—Special Review Protocol; Special Review Reports; GMEC Minutes)

Continued Non-Compliance: 01/24/2018

The information provided to the Institutional Review Committee (“IRC”) does not demonstrate substantial compliance with the requirements. The Sponsoring Institution’s Radiation Oncology and Urology programs received Continued Accreditation with Warning during the 2016-2017 Academic Year. It is not apparent from the Sponsoring Institution’s response to the citation that the GMEC has overseen the Radiation Oncology and Urology programs’ correction of substantial noncompliance with ACGME requirements through its Special Review process.

(Institutional Review Questionnaire (“IRQ”), pp. 3–4, 6–7)

Continued Non-Compliance: 01/14/2019

The information provided to the Institutional Review Committee (“IRC”) does not demonstrate substantial compliance with the requirement. It is not apparent that the Special Review process of the Graduate Medical Education Committee (“GMEC”) demonstrates effective oversight of underperforming programs. The Sponsoring Institution’s Dermatology and Radiation Oncology residency programs each received a status of Continued Accreditation with Warning in the 2017-2018 Academic Year. While the Sponsoring Institution states that Special Reviews were completed for both programs in 2017-2018, the response to the citation does not indicate the inclusion of quality improvement goals or corrective actions in reports from the Special Reviews.

(Institutional Review Questionnaire (“IRQ”), pp. 15, 17, 21)

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,

A handwritten signature in black ink that reads "Olivia Omdorff". The signature is written in a cursive, flowing style.

Olivia Omdorff, MSLIS  
Associate Executive Director  
Institutional Review Committee

oorndorff@acgme.org

Participating Site(s):

Banner - University Medical Center - South Campus  
Banner - University Medical Center - Tucson Campus  
Cardon Children's Medical Center  
Southern Arizona VA Health Care Center (Tucson)  
St Joseph's Hospital and Medical Center-Barrow Neurological Institute  
Swedish Medical Center  
Tucson ENT Associates PC  
Tucson Medical Center



Appendix B  
University of Arizona College of Medicine-Tucson  
List of ACGME-Accredited Programs

Program	Accreditation Status	# of Trainees	Program Citations
Allergy & Immunology	Continued	2	None
Anesthesiology	Continued	38	None
Anes: Critical Care Medicine	Continued	1	None
Anes: Pain Medicine	Continued	2	None
Dermatology	Continued	9	None
Micrographic Surgery & Dermatologic Oncology	Continued	0	Faculty responsibilities
Emergency Medicine	Continued	45	None
Emergency Medicine-South Campus	Continued	19	None
EM/Peds (combined)	Continued	15	None
Emergency Medical Services	Continued	1	None
EM: Medical Toxicology	Continued	1	None
Family Medicine	Continued	24	None
Family Medicine-South Campus	Continued	22	None
FM: Sports Medicine	Continued	3	None
Internal Medicine	Continued	93	Duty hours
Internal Medicine-South Campus	Continued	31	Duty hours
Advanced Heart Failure	Continued	0	None
Cardiovascular Disease	Continued	19	None
Clinical Cardiac Electrophysiology	Continued	1	Curriculum organization Transitions of care
Interventional Cardiology	Continued	2	None
Endocrinology	Continued	5	None
Gastroenterology	Continued	10	None
Geriatrics	Continued	0	None
Hematology/Oncology	Continued	11	None
Hospice & Palliative Care	Continued	1	None
Infectious Diseases	Continued	6	None
Nephrology	Continued	6	None
Pulmonary Critical Care	Continued	16	None
Rheumatology	Continued	5	None
Sleep Medicine	Continued	1	None
Neurological Surgery	Continued	7	Board Pass Rate
Neurology	Continued	23	None
Clinical neurophysiology	Continued	2	None
Epilepsy	Continued	2	None
Vascular Neurology	Continued	1	None
Obstetrics & Gynecology	Continued	16	Board Pass Rate Faculty responsibilities Resident & Program Evaluations Resident Case Logs Transitions of care Learning & working environment

Maternal Fetal Medicine	Continued without Outcomes	3	None
Ophthalmology	Continued	6	Board Pass Rate Resident Scholarly Activities
Ophthalmology-South Campus	Continued	6	None
Orthopaedic Surgery	Continued	20	Procedural Volumes – hand/finger
Otolaryngology	Continued	5	None
Pathology	Continued	15	None
Forensic Pathology	Continued	1	None
Hematopathology	Continued	1	None
Molecular Genetic Pathology	Continued	1	None
Pediatrics	Continued	48	None
Developmental-behavioral Pediatrics	Initial	1	None
Peds Endocrinology	Continued	0	None
Peds Pulmonary	Continued	1	None
Psychiatry	Continued	47	None
Addiction Medicine	Initial	1	None
Child & adolescent Psychiatry	Continued	3	None
Forensic Psychiatry	Continued	0	None
Geriatric Psychiatry	Initial	2	Faculty Scholarly Activity Program Evaluation Process
Radiation Oncology	Continued with Warning	7	Resident and program evaluation process
Radiology-Diagnostic	Continued	36	Institutional Support-EMR system Lack of required program personnel
Abdominal Radiology	Continued	2	None
Interventional Radiology-Integrated	Initial	2	Responsibilities of Program Director
Neuroradiology	Continued	3	None
Nuclear Radiology	Continued	0	None
Vascular & Interventional Radiology	Continued	2	None
Surgery-General	Continued	47	None
Surgical Critical Care	Continued	2	Faculty evaluations of fellows Learning & working environment Faculty interest in education
Thoracic Surgery	Continued	2	None
Urology	Continued with Warning	10	ACGME Annual Update data Education vs. service imbalance Learning & working environment Faculty evaluation of residents
Vascular Surgery	Continued	2	Duty hours
Vascular Surgery-Integrated	Continued	5	Duty hours Education vs. service imbalance Learning & working environment Resident evaluations of faculty