CURRICULUM AND POLICIES

Residency Training Program in Dermatology

Department of Dermatology
The University of North Carolina at Chapel Hill and The University of North Carolina Hospitals

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INTRODUCTION

Our residency is a nationally accredited, three-year program, which meets all training requirements. As of January 16, 2016, sixteen permanent full-time training positions have been approved by the ACGME. Prior to entry into our program, each trainee must have creditably completed at least one postgraduate year within an ACGME-approved program. Most of our residents have had one prior year in internal medicine, although additional years of training, or training in another approved field, such as pediatrics or transitional internship, have also been taken.

As our overall goal, it is our intent that every graduate of our residency program will have acquired outstanding clinical skills, encompassing all major areas within the field of dermatology. In so doing, our graduates will then be able to successfully pursue any of several career paths, including clinical practice or academic medicine. To accomplish this goal, each resident will be taught clinical dermatology through the evaluation and management of a large patient population, which is seen within a variety of outpatient and inpatient clinical settings, under the close supervision of our clinical teaching faculty, both in Chapel Hill and at affiliated hospitals and departmental clinics elsewhere.

This traditional approach to clinical training will be complemented by a series of weekly didactic lectures and conferences, the contents of which comprise a curriculum which is intended to meet all recommended areas of study. Training will be further supported and enhanced by the presence within our department of a number of federally-funded research laboratories, clinical investigative programs, and active dermatopathology and immunodermatology service laboratories, each of which can provide additional educational experiences to our trainees.

The success of our residency training program over many decades is reflected in (i) the level of performance of our graduates on the certification examination of the American Board of Dermatology; (ii) the ability of our trainees to obtain fellowships (i.e., in dermatological surgery; dermatopathology; pediatric dermatology; other) or research postdoctoral positions within other nationally acclaimed institutions, and (iii) the number of our graduates who have gone on to develop their own academic careers in clinical or investigative dermatology.

I. Educational Program

As approved by the ACGME, the residency program must require its residents to obtain competencies in the six areas below to the level expected of a new practitioner. Toward this end, programs must define the specific knowledge, skills, and attitudes required and provide educational experiences as needed in order for their residents to demonstrate: (Refer to Appendix A for a copy of our Core Competency Curriculum.)

- **Patient Care** that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health;

- **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care;
Practice-Based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care;

Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals;

Professionalism, as manifested through a commitment to carry out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population; and

Systems-Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

II. Evaluation of Residents
The residency program must demonstrate that it has an effective plan for assessing resident performance throughout the program and for utilizing assessment results to improve resident performance. (Refer to Appendix B for a copy of our evaluation forms.) This plan should include:

a. use of dependable measures to assess residents' competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice;

b. mechanisms for providing regular and timely performance feedback to residents, and

c. a process involving use of assessment results to achieve progressive improvements in residents' competence and performance.

III. Program Evaluation

a. The residency program should use resident performance and outcome assessment results in their evaluation of the educational effectiveness of the residency program.

b. The residency program should have in place a process for using resident and performance assessment results together with other program evaluation results to improve the residency program.
**HISTORY OF THE DEPARTMENT**

The Department of Dermatology at The University of North Carolina at Chapel Hill School of Medicine [UNC School of Medicine, (http://www.med.unc.edu/derm)] had its beginning as a Division of Internal Medicine in September, 1952. The Division of Dermatology faculty initially consisted of Dr. Joseph M. Hitch, a practicing dermatologist in Raleigh as Chief of the Division, and Dr. George W. Crane, Jr., a practicing dermatologist in Durham. Soon thereafter, Dr. Herbert Z. Lund, a pathologist at Moses Cone Hospital in Greensboro, joined the part-time clinical faculty as its teaching dermatopathologist. In 1957, the first full-time faculty member, Dr. Richard L. Dobson, was added. These faculty members established a research program and an accredited residency training program in dermatology.

In February, 1962, Dr. Clayton E. Wheeler, Jr. became Chief of the Division and Professor of Dermatologic Medicine. The residency training program was reaccredited. An NIH training grant and two research grants were approved; these served to initiate and/or expand the research, teaching, and patient care activities of the Division. On July 1, 1972 the Division became a full-fledged Department of Dermatology in the UNC School of Medicine and Dr. Wheeler became its Chair in October, 1972. Outlying clinics were started in 1969, and AHEC clinics were added in 1974. A dermatology inpatient service was established in 1976. A program in Mohs surgery was established in 1980. On September 30, 1987, Dr. Wheeler retired from the chairmanship after 25 years as Chief or Chair of Dermatology, but he stayed on as Professor Emeritus. On October 1, 1987, Dr. Robert A. Briggaman became Chair of the department. Dr. Briggaman retired from the chairmanship in 1999, but he remained as professor emeritus. His successor, Dr. Luis A. Diaz, was named the Professor and Chairman of the department January 1, 2000. After Dr. Diaz’s retirement December 31, 2016, he remains at UNC Dermatology as an active attending physician. Dr. Nancy Thomas became Chair of the Department January 1, 2017, after moving through the academic ranks at UNC Dermatology.

From 1992-June 2009, the dermatology clinics were housed in about 4,900 square feet of space located at the UNC Ambulatory Care Center (ACC). Since July 2009, the core dermatology clinics are housed on the fourth floor at Southern Village, building 410. The administrative offices, dermatopathology and research laboratories are located in the Genome Science Building. The dermatology outpatient service has shown steady growth since 1952, but records of the number of patient visits are available only from 1965. Patient visits at UNC Hospitals have ranged from 5,500 in 1965 to 16,500 in 1998-1999. Patients seen in the outlying clinics have ranged from 1,700 in 1970 to 7,600 in 1998-1999. Over the last several years, the total number of patients seen by UNC Dermatology is consistently over 20,000 annually.

Basic science research in the department has been active since 1957, largely funded by NIH research and training grants, but also by private foundations, especially the Dermatology Foundation, the Army, and pharmaceutical companies. The Department of Dermatology at UNC is consistently ranked among the top 15 US programs receiving NIH grants. Research fellowships have been available since 1962, largely through NIH training grants and most years, one or two fellowships have been awarded.
Resident and fellow trainees have been high caliber, productive people. Of the many residents who have completed training, four have become chairs of departments of dermatology, another was acting chair, and more than 20 others have held full-time academic positions at one place or other for varying lengths of time. Many of the research fellows have obtained academic posts in the United States, Japan and Europe. Prior and current faculty at UNC have held important positions in all of the regional, state and national dermatological societies. Over the years, publications by the departmental faculty, residents, and fellows have made major contributions to the field of dermatology.

The department has several approved fellowships to include pediatric dermatology and micrographic surgery and dermatologic oncology. In addition to receiving outstanding clinical training, UNC Dermatology Fellows enhance the residency training program through their frequent clinical and didactic interactions with residents.
Overall UNC Dermatology Goals and Objectives 2017-2018

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

Residents:
(1) will demonstrate knowledge and competence in four broad categories: medical dermatology, procedural dermatology, dermatopathology and pediatric dermatology.
(2) will demonstrate knowledge and competence in:
   a. immunobullous diseases,
   b. contact dermatitis,
   c. connective tissue diseases,
   d. infectious diseases, and
   e. medically complicated patients displaying dermatologic manifestations of systemic disease or therapy.
(3) will demonstrate knowledge and competence in techniques supporting diagnoses in the general field of medical dermatology
   a. patch testing, and
   b. KOH examination.
(4) will demonstrate knowledge and competence in
   a. Photomedicine,
   b. Phototherapy, and
   c. topical/systemic pharmacotherapy.
(5) will demonstrate knowledge and competence in a wide array of surgical techniques and maintain accurate case logs through the ACGME online Case Log System
   a. residents should achieve competency in
      i. biopsy techniques,
      ii. destruction of benign and malignant tumors,
      iii. use of lasers for the treatment of superficial vascular tumors, and
      iv. excision of benign and malignant tumors with simple, intermediate and complex repair techniques including flaps and grafts.
   b. residents will demonstrate knowledge through significant exposure to other procedures either through direct observation or as an assistant in:
      i. Mohs micrographic surgery and reconstruction of defects,
      ii. application of a wide range of lasers and other energy sources,
      iii. sclerotherapy,
      iv. botulinum toxin injection,
      v. soft tissue augmentation, and
      vi. chemical peels.
   c. residents will demonstrate knowledge through education relating to certain cosmetic techniques in:
      i. liposuction,
      ii. scar revision, and
      iii. dermabrasion.
(6) will gain experience in the diagnosis and management of the wide range of skin diseases seen in infants and children through supervised experience in consultative inpatient neonatal and pediatric dermatology.

(7) will demonstrate knowledge and competence in pediatric:
   a. atopic dermatitis,
   b. psoriasis,
   c. blistering disorders,
   d. infectious diseases, and
   e. patients with cutaneous manifestations of multisystem diseases.

(8) will demonstrate knowledge and competence in pediatric diagnostic and therapeutic techniques
   a. skin biopsy,
   b. excision,
   c. patch testing,
   d. intralesional injections, and
   e. phototherapy.

(9) will demonstrate knowledge and competence in the diagnosis and age-appropriate management of
   a. birthmarks,
   b. genodermatoses, and
   c. cutaneous signs of child abuse.

(10) will understand how research is applied to patient care.

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:
(1) will complement and, when possible, precede or parallel the clinical activities;
(2) will participate in a structured study of the basic sciences (Lecture Series);
(3) will participate in various combinations of lectures, conferences, seminars, demonstrations, individual or group study of:
   a. color transparencies or images,
   b. histologic slides,
   c. clinical rounds,
   d. chart and record reviews (Quality Assurance Meeting),
   e. journal reviews, and
   f. local, regional, and/or national meetings.
(4) will examine routinely stained histologic sections from the full spectrum of dermatologic diseases through:
   a. participation in an active faculty-run sign-out setting.
   b. dermatopathology conferences and study sets,
   c. lectures and participation in interpretation of direct immunofluorescence specimens,
   d. lectures regarding appropriate use and interpretation of immunohistochemistry (special stains, including immunoperoxidase) and electron microscopy.
(5) will understand the basic principles of research, including how research is conducted, evaluated;  
(6) will participate in scholarly activity including but not limited to case reports, chapter writings, case presentations at local/national meetings;  
(7) will participate in clinical conferences and didactic lectures related to patient care, consultations, inpatient rounds, dermatologic surgery, dermatopathology, and other dermatology-related subspecialty rotations, and  
(8) will maintain accurate case logs through the ACGME online Case Log System.

**Practice-based Learning and Improvement**
Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

Residents are expected to develop skills and habits to be able to meet the following goals:  
(1) identify strengths, deficiencies, and limits in one’s knowledge and expertise;  
(2) set learning and improvement goals;  
(3) identify and perform appropriate learning activities;  
(4) systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;  
(5) incorporate formative evaluation feedback into daily practice;  
(6) locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems;  
(7) use information technology to optimize learning;  
(8) participate in the education of patients, families, students, residents and other health professionals;  
(9) teach dermatology to other residents, medical students, nurses, and/or allied health personnel, and  
(10) maintain accurate case logs through the ACGME online Case Log System.

**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:  
(1) communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;  
(2) communicate effectively with physicians, other health professionals, and health related agencies;  
(3) work effectively as a member or leader of a health care team or other professional group;  
(4) act in a consultative role to other physicians and health professionals;  
(5) maintain comprehensive, timely, and legible medical records;  
(6) teach dermatology to other residents, medical students, nurses, and/or allied health personnel, and  
(7) will understand how research is explained to patients.
**Professionalism**
Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Residents are expected to demonstrate:
(1) compassion, integrity, and respect for others;
(2) responsiveness to patient needs that supersedes self-interest;
(3) respect for patient privacy and autonomy;
(4) accountability to patients, society and the profession, and
(5) sensitivity and responsiveness to a diverse patient population, including but not limited to, diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

**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:
(1) work effectively in various health care delivery settings and systems relevant to their clinical specialty;
(2) coordinate patient care within the health care system relevant to their clinical specialty;
(3) incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
(4) advocate for quality patient care and optimal patient care systems;
(5) work in interprofessional teams to enhance patient safety and improve patient care quality;
(6) participate in identifying system errors and implementing potential systems solutions;
(7) be given selected administrative responsibility commensurate with their interests, abilities, and qualifications;
(8) will understand how research is evaluated, explained to patients, and applied to patient care, and
(9) will become acquainted with administrative aspects of the specialty.
GOALS AND OBJECTIVES 2017-2018 PER LEVEL OF TRAINING

Dermatology Year 1

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Simple excision with two-layered closure,
   c. Simple excision with one-layered closure,
   d. Shave biopsy,
   e. Perform cryosurgery,
   f. Perform electrosurgery,
   g. Scissor excision, and
   h. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia
5. Provide counseling on skin care and protection
6. Perform basic skin photography

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious diseases,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of the hair and nails,
   h. Diseases of mucosa,
   i. Pigmented lesions, and
3. Learn basic therapeutic options for common dermatologic processes
4. Should know the basic histological diagnoses
5. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
f. Antiacne medications, and
   g. Keratolytics.
6. Know the various types of local anesthetics

**Professionalism**
1. Maintain a surgical log and portfolio
2. Be on time for clinical assignments (ready to see patients at 8am and 1pm) and educational activities
3. Attend minimum 90% educational conferences
4. Be an active participant in educational activities
5. Wear professional attire during clinical activities

**Systems-Based Practice**
1. Maintain a surgical log and portfolio
2. Work effectively with healthcare system
3. Learn method to refer to dermatology surgeons and institutional consults

**Communication**
1. Provide counseling on skin care and protection
2. Work within a team of nurses, students and physicians
3. Score minimum of 4 on speaker score

**Practice-Based Learning and Improvement**
1. Fully research and present interesting case at all UNC-Duke conferences
2. Self-assess strengths and weaknesses at 6 month and annual reviews
3. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation

**Dermatology Year 2**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Simple excision with two-layered closure,
   c. Simple excision with one-layered closure,
   d. Shave biopsy,
   e. Perform cryosurgery,
   f. Perform electrosurgery,
   g. Scissor excision, and
h. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia
5. Provide counseling on skin care and protection
6. Perform basic skin photography
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
8. Know the principles of and be able to perform phototherapy
9. Know the principles of and be able to perform ulcer care
10. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
11. Become familiar with chronic wounds, their evaluation, care, and types of dressings
12. Know the principles of and be able to perform laser therapy
13. Perform simple flaps with indirect supervision
14. Perform nail avulsions
15. Know the art and science of consultative dermatology on all types of patients
16. Manage inpatients in the care of the dermatologic patient

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious diseases,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa,
   i. Pigmented lesions, and
3. Learn basic therapeutic options for common dermatologic processes
4. Should know the basic histological diagnoses
5. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
6. Know the various types of local anesthetics
7. Recognize the cutaneous manifestations of systemic disease
8. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
9. Know the principles of and be able to order phototherapy
10. Know the principles of and be able to perform ulcer care
11. Know the principles of radiation therapy
12. Know the principles of patch testing
13. Become familiar with chronic wounds, their evaluation, care, and types of dressings
14. Know the principles of and be able to perform laser therapy
15. Know the principles of an excision by the Mohs’ technique
16. Expand diagnostic capabilities in histopathology
17. Know the principles of research methodology, and participate (if interested) in a research project, clinical, or basic science activity
18. Know the art and science of consultative dermatology on all types of patients
19. Be familiar with the current literature of dermatology, to include *Journal of American Academy of Dermatology* and *JAMA Dermatology*
20. Manage inpatients in the care of the dermatologic patient
21. Recognize immunofluorescent patterns on histology, and be familiar with immunoperoxidase diagnostics
22. Be increasingly familiar with cosmetic procedures performed in the outpatient dermatology settings (Botox injections, chemical peels, sclerotherapy, soft tissue augmentation)
23. Submit a case to AAD Annual Conference for presentation

**Professionalism**

1. Be on time for clinical assignments (ready to see patients at 8am and 1pm) and educational activities
2. Attend minimum 90% educational conferences
3. Be an active participant in educational activities
4. Wear professional attire during clinical activities
5. Know the art and science of consultative dermatology on all types of patients
6. Manage inpatients in the care of the dermatologic patient

**Systems-Based Practice**

1. Maintain a surgical log and portfolio
2. Work effectively with healthcare system
3. Learn method to refer to dermatology surgeons and institutional consults
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient

**Communication**

1. Provide counseling of skin care and protection
2. Work within a team of nurses, students and physicians
3. Score minimum of 5 speaker score
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient

**Practice-Based Learning and Improvement**
1. Fully research and present interesting case at half of UNC-Duke conferences
2. Self-asses strengths and weaknesses and 6 month and annual reviews
3. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient
6. Submit a case to AAD Annual Conference for presentation

**Dermatology Year 3**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Simple excision with two-layered closure,
   c. Simple excision with one-layered closure,
   d. Shave biopsy,
   e. Perform cryosurgery,
   f. Perform electrosurgery,
   g. Scissor excision, and
   h. Perform electrodessication and curettage.
4. Know the basics of how to perform local anestheisa
5. Provide counseling of skin care and protection
6. Perform basic skin photography
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
8. Know the principles of and be able to order/adjust phototherapy
9. Know the principles of and be able to perform ulcer care
10. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
11. Become familiar with chronic wounds, their evaluation, care, and types of dressings
12. Know the principles of and be able to perform laser therapy
13. Perform simple flaps with supervision
14. Perform nail avulsions
15. Know the art and science of consultative dermatology on all types of patients
16. Manage inpatients in the care of the dermatologic patient
17. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care
18. Will be able to manage blistering diseases
19. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy
20. Will demonstrate clinical knowledge of complex cutaneous disease processes
21. Will be able to manage chronic ulcers
22. Will be able to perform and interpret patch testing
23. Should be able to dose and administer phototherapy
24. Will become familiar in diagnosing genodermatoses
25. Will be able to demonstrate proficiency in laser therapy
26. Will perform more complicated flaps and grafts
27. Will become proficient in nail surgery
28. Will gain experience in administrative aspects of coordinating and conducting consultation service
29. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
30. Will be able to teach the principles of all program objectives to those residents of lower rank and students
31. Will demonstrate overall independent responsibility for directing service and patient care decisions

**Medical Knowledge**

1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious diseases,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Pigmented lesions, and
   i. Common skin diseases in children.
3. Learn basic therapeutic options for common dermatologic processes
4. Should know the basic histological diagnoses
5. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
f. Antiacne medications, and
g. Keratolytics.

6. Know the various types of local anesthetics
7. Recognize the cutaneous manifestations of systemic disease
8. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antieoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
9. Know the principles of and be able to perform phototherapy
10. Know the principles of and be able to perform ulcer care
11. Know the principles of radiation therapy
12. Know the principles of patch testing
13. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
14. Become familiar with chronic wounds, their evaluation, care, and types of dressings
15. Know the principles of and be able to perform laser therapy
16. Know the principles of an excision by the Mohs’ technique
17. Expand diagnostic capabilities in histopathology
18. Know the principles of research methodology, and participate (if interested) in a research project, clinical, or basic science
19. Know the art and science of consultative dermatology on all types of patients
20. Be familiar with the current literature of dermatology, to include *Journal of American Academy of Dermatology* and *JAMA Dermatology*
21. Manage inpatients in the care of the dermatologic patient
22. Recognize immunofluorescent patterns on histology, and be familiar with immunoperoxide diagnostics
23. Be increasingly familiar with cosmetic procedures performed in the outpatient dermatology setting (Botox injections, chemical peels, sclerotherapy, soft tissue augmentation)
24. Submit a case to AAD Annual Conference for presentation
25. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care
26. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy
27. Will demonstrate clinical knowledge of complex cutaneous disease processes
28. Will demonstrate competence in diagnosing and treating dermatologic pediatric diseases
29. Should be able to dose and administer phototherapy
30. Will become familiar in diagnosing genodermatoses
31. Will be familiar with dermabrasion through lectures or didactic activities
32. Will be familiar with tissue augmentation
33. Will be familiar with hair transplant through didactic activities
34. Should be familiar with the economics and ethics of dermatology
35. Should be able to clinically interpret the dermatologic literature
36. Should attend and submit for presentation at one national meeting (AAD)
37. Will gain experience in administrative aspects of coordinating and conducting consultation service
38. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
39. Will be able to teach the principles of all program objectives to those residents of lower rank and students
40. Will demonstrate overall independent responsibility for directing service and patient care decisions
41. Will demonstrate ability to correlate clinical and pathologic findings

**Professionalism**
1. Be on time for clinical assignments (ready to see patients at 8am and 1pm) and educational activities
2. Attend minimum 90% educational conferences
3. Be an active participant in educational activities
4. Wear professional attire during clinical activities
5. Know the art and science of consultative dermatology on all types of patients
6. Manage inpatients in the care of dermatologic patient
7. Will gain experience in administrative aspects of coordinating and conducting consultation service
8. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
9. Will be able to teach the principles of all program objectives to those residents of lower rank and students
10. Will demonstrate overall independent responsibility for directing service and patient care decisions

**Systems-Based Practice**
1. Maintain a surgical log and portfolio
2. Work effectively with healthcare system
3. Learn method to refer to dermatology surgeons and institutional consults
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient
6. Should be familiar with the economics and ethics of dermatology
7. Will gain experience in administrative aspects of coordinating and conducting consultation service
8. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
9. Will be able to teach the principles of all program objectives to those residents of lower rank and students
10. Will demonstrate overall independent responsibility for directing service and patient care decisions

**Communication**
1. Provide counseling on skin care and protection
2. Work within a team of nurses, students and physicians
3. Score minimum of 6 on speaker score
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient
6. Will gain experience in administrative aspects of coordinating and conducting consultation service
7. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
8. Will be able to teach the principles of all program objectives to those residents of lower rank and students
9. Will demonstrate overall independent responsibility for directing service and patient care decisions

**Practice-Based Learning and Improvement**

1. Incorporate information learned from UNC-Duke conferences into patient care
2. Self-assess strengths and weaknesses at 6 month and annual reviews
3. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation
4. Know the art and science of consultative dermatology on all types of patients
5. Manage inpatients in the care of the dermatologic patient
6. Submit a case to AAD Annual Conference for presentation
7. Should attend and submit for presentation at one national meeting (AAD)
8. Will gain experience in administrative aspects of coordinating and conducting consultation service
9. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
10. Will be able to teach the principles of all program objectives to those residents of lower rank and students
11. Will demonstrate overall independent responsibility for directing service and patient care decisions
Specific Rotations 2017-2018

The UNC Dermatology Training Program stresses areas of training as core rotations for our residents during the three years. Additionally, rotations on highly specialized areas are offered within our own campus or as electives in other universities. The special rotations are:

- Alopecia/Hair Disorders
- Consultation Service
- Contact Dermatitis
- Cosmetic Dermatology
- Cutaneous Lymphoma
- Dermatological Surgery (non-Mohs)
- Dermatopathology
- General Adult Dermatology
- Hidradenitis Suppurativa & Follicular Disorders
- High Risk Skin Cancer
- Immunodermatology/Autoimmune Disorders
- Laser Services
- Mohs Surgery
- Pediatric Dermatology
- Piedmont Health Services
- Pigmented Lesion/Melanoma
- Resident Continuity Clinics
Alopecia/Hair Disorders

Goals:
1. To develop basic clinical skills in approaching the diagnosis, work up and management of hair loss
2. Develop diagnostic approach for each patient
3. To establish therapeutic algorithms of various categories of hair loss
4. To provide thoughtful and patient-centric education about hair loss to clients seen in this clinic that both informs them and sets appropriate expectations

Objectives:

Dermatology Year 1

Patient Care
1. Obtain pertinent history of hair loss including pertinent positive and negatives
2. Review medication list to look for new start/recent discontinuation
3. Review PMH to look for pertinent positive and negative
4. Review Alopecia intake sheet for completeness and understand the rationale behind the various questions
5. Assist in scalp biopsy
6. Assist with hair pull and evaluation of trichogram
7. Become familiar with how to evaluate alopecia using dermoscopy

Medical Knowledge
1. Start to recognize primary and secondary hair loss and start to be able to categorize hair loss into broad categories including: scarring and nonscarring

Systems-Based Practice
1. Be able to coordinate care with primary care/subspecialists when necessary

Communication
1. Provide accurate but thoughtful information on diagnoses discussed in clinic with assistance
2. Acknowledge when patient’s are unable to accept a diagnosis

Practice-Based Learning and Improvement
1. Self-assess strengths and weaknesses and ask for clarity and explanation when needed

Dermatology Year 2 – to include all the above, in addition to what is listed below

Patient Care -
1. Ask additional clarifying questions when necessary to obtain a thorough and complete HPI; and comprehensive review of PmHZ, medications.
2. Ask targeted questions to address your working diagnosis
3. Complete a hair pull, and evaluate trichogram
4. Complete scalp biopsy including the selection of the site to illustrate the pathogenic
5. Use dermoscopy to evaluate for various types of hair loss and be able to recognize: scarring and nonscarring characteristics, miniaturization of hairs, exclamation point hairs, peripilar casts
6. Become increasingly capable of using and understanding therapy to include:
   a. Topical steroids, topical sensitizers
   b. Systemic immunosuppressants: steroids and methotrexate
   c. Anti-androgens
   d. 5-alpha reductase inhibitors

**Medical Knowledge**
1. Have a thorough understanding of scarring and nonscarring processes including the subtle clinical features from a physical exam
2. Have a differential diagnosis that can include, when relevant, more than single processes
3. Know the risks/benefits of oral therapies, and topical therapies
4. Know the absolute contraindications for some of the frequently used oral medications
5. Be familiar with the pregnancy category of the frequently used medications

**Professionalism**
1. Approach Alopecia patients with empathy and compassion and realize this is a deeply emotional disease for most
2. Wear professional attire during clinical activities.
3. Ask the attending for assistance in times of need, ask clarifying questions

**Systems-Based Practice**
1. Know the value of other Alopecia specialists including the role of hair transplant
2. Coordinate care between appointments if necessary including following up on labs, communication to subspecialists, PCPs when necessary

**Communication**
1. Begin to provide clear and accurate expectation management

**Practice-Based Learning and Improvement**
1. Be receptive to feedback on how to approach things differently

**Dermatology Year 3 – in addition to all expectations for Year 2**

**Patient Care**
1. Assimilate patient history, intake questionnaire and begin to form a working differential diagnosis, and ask clarifying questions to target the most likely diagnosis
2. Research patient’s chart to add additional information including prior notes and labs if relevant
3. Do a full evaluation of the scalp, and other pertinent areas
4. Conduct a goals of care discussion with patients to obtain, in their words, what they would like to accomplish with this evaluation/treatment
Medical Knowledge
1. Have an in-depth knowledge of major subtypes of hair loss within each category of scarring and nonscarring processes
2. Know therapeutic algorithm for all major subtypes and any new therapeutics supported in literature
3. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
4. Create independently a treatment recommendation and present this to the attending, to include all modalities that are appropriate for the patient.
5. Have a sense of the expense and availability of treatment options recommended and be able to assist patient in navigating obtaining them
6. Have a sense of when patient has reached treatment failure and when it is appropriate/necessary to change therapies
7. Be able to interpret alopecia histology and put into a clinical context from patient’s physical exam.

Professionalism, Systems-based practice, Communication, Practice-based learning and improvement:
As above for 2nd year residents
Consult Service

Goals:

1. Develop advanced clinical and procedural skills in the evaluation and treatment of dermatology conditions.
2. Develop expertise in the diagnosis, treatment, and management of patients in the hospitalized setting.
3. Demonstrate ability to apply fundamental knowledge of biologics and other systemic treatments.
4. Effectively work within the healthcare system to educate other physicians as co-treating inpatients.

Objectives:

Dermatology Year 1

This is not a PGY-2 experience.

Dermatology Year 2

Patient Care

1. Obtain pertinent history and perform a complete dermatologic examination on every patient.
   a. Identify key portions of the history and associated questions
   b. Accurately perform a physical exam
2. Develop a clear, concise and comprehensive presentation
3. Demonstrate the ability to generate a differential diagnosis
4. Appropriately interpret lab and other diagnostic diagnosis
5. Perform routine diagnostic laboratory tests to include:
   a. KOH examination
   b. Viral culture
   c. Fungal culture
   d. Bacterial culture
   e. Ectoparasitic scraping
6. Perform basic surgical techniques to include:
   a. Punch biopsy
   b. Shave biopsy
   c. Local anesthesia
7. Appropriately interpret and apply dermatopathology results
8. Select appropriate therapeutics for the disease, taking into account the individual patient
9. Become increasingly capable of using and understanding systemic therapy to include but not limited to:
   a. Traditional immunosuppressives
   b. Retinoids
   c. Biologic therapy
10. Communicate diagnostic considerations and therapeutic options with primary hospital teams and outpatient dermatologic providers through timely, appropriate verbal and written communication and photographic documentation in the chart.
11. Coordinate timely and appropriate follow-up care in the outpatient setting.
12. Identify and classify drug eruptions and recognize the clinical manifestations of a systemic drug eruption; use drug charts to identify potential drug culprits.
13. Identify and classify cutaneous manifestations of systemic disease and carry out appropriate diagnostic workup and intervention.
14. Understand complications of organ/bone marrow transplantation, cancer chemotherapy and immunosuppressive medications.
15. Identify and classify paraneoplastic syndromes to carry out diagnostic workup and intervention.
16. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
17. Become familiar with chronic wounds, their evaluation, care, and types of dressings.

**Medical Knowledge**
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Utilize attending and latest medical literature to learn the advantages and disadvantages of different diagnostic and therapeutic considerations in hospitalized patient care.
3. Recognize common categories of skin disease, such as:
   a. Inflammatory diseases
   b. Infectious disease
   c. Cutaneous malignancies
   d. Papulosquamous disease
   e. Connective tissue diseases
   f. Vesciculobullous diseases
   g. Diseases of hair and nails
   h. Diseases of mucosa
   i. Pigmented lesions
4. Learn basic therapeutic options for common dermatologic processes.
5. Become familiar with topical medications to include:
   a. Topical steroids
   b. Tars
   c. Retinoids
   d. Antifungals
   e. Antibiotics
   f. Antiacne medications
   g. Keratolytics
6. Recognize the cutaneous manifestations of systemic disease.
7. Know the principles of and be able to perform ulcer care.
8. Present cases to medical students, residents and attendings at Consult Case discussions.

**Professionalism**
1. Maintain a consultation log for patient care and biopsy follow up.
2. Work effectively with other medical students, residents, fellows, attending physicians, nurses, technicians, administrators, and other interprofessional health care providers.
3. Supervise a fourth-year medical student.
4. Wear professional attire during clinical activities.
5. Ask the Attending for assistance in times of need.

**Systems-Based Practice**
1. Work effectively with the healthcare system.
2. Learn systems and methods to effectively interact with other institutional consultants.
3. Coordinate timely and appropriately follow-up care in the outpatient setting.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Utilize attending and latest medical literature to learn the advantages and disadvantages of different diagnostic and therapeutic considerations in hospitalized patient care.

**Dermatology Year 3 (all Year 2 goals plus the following)**

**Patient Care**
1. Identify and classify cutaneous manifestations of HIV disease, infectious and inflammatory and carry out appropriate diagnostic workup and therapeutic intervention.
2. Identify unusual infections in the immunosuppressed host and carry out appropriate diagnostic workup and therapeutic intervention.
3. Identify atypical or severe presentations of common dermatologic disorders, neoplasms and infections.
4. Develop expertise in the management of hospitalized patients with severe dermatologic disease including the use of systemic medications.
5. Communicate diagnostic considerations and therapeutic options with primary hospital teams and outpatient dermatologic providers through timely, appropriate verbal, written communication and photo-documentation in the chart.
6. Coordinate timely and appropriate followup care in the outpatient setting.
7. Supervise medical students and PGY2 dermatology residents in basic dermatologic diagnostic procedures.
8. Identify key portions of the history and associated questions.
9. Accurately perform a physical exam.
10. Develop a clear concise and comprehensive presentation.
11. Appropriately interpret lab and diagnostic test results.
12. Appropriately interpret and apply dermatopathology results in the context of the individual patient.
13. Select appropriate therapeutics for the disease, taking into account the individual patient.
14. Demonstrate the ability to generate a comprehensive differential diagnosis and management plan.
15. Demonstrate overall independent responsibility for directing service and patient care decisions.

**Medical Knowledge**
1. Utilize clinic attending and latest medical literature to learn and advantages and disadvantages of different diagnostic and therapeutic considerations regarding hospital patient care.
3. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy.
4. Should be familiar with the economics and ethics of dermatology.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.
7. Will demonstrate ability to correlate clinical and pathologic findings.
8. Present cases to medical students, residents and attendings at Consult Case discussions.

**Professionalism**
1. Maintain a consultation log for patient care and biopsy follow up.
2. Work effectively with other medical students, residents, fellows, attending physicians, nurses, technicians, administrators, and other interprofessional health care providers.
3. Supervise a fourth-year medical student.
4. Wear professional attire during clinical activities.
5. Ask the Attending for assistance in times of need.
6. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Systems-Based Practice**
1. Work effectively with the healthcare system.
2. Learn systems and methods to effectively interact with other institutional consultants.
3. Coordinate timely and appropriate follow-up care in the outpatient setting.
4. Should be familiar with the economics and ethics of dermatology.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within patients’ team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems
relative to dermatology.

5. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Practice-Based Learning and Improvement**

1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Utilize attending and latest medical literature to learn the advantages and disadvantages of different diagnostic and therapeutic considerations in hospitalized patient care.
4. Incorporate information learned from UNC/Duke conferences into patient care.
5. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Contact Dermatitis Clinic
Goals: Develop basic clinical and procedural skills in the evaluation and treatment of contact dermatitis in a specialty clinic setting.

Objectives:

Dermatology Year 1
Patient Care and Medical Knowledge
1. List the most common plants to cause irritant contact dermatitis, allergic contact dermatitis and phytophotodermatitis.
2. Describe the clinical and immunonologic differences between irritant and allergic contact dermatitis.
3. Understand the procedure of patch testing placement.
4. Know how to read patch testing.
5. Identify the most common allergens causing eyelid dermatitis, facial dermatitis, lip dermatitis and hand and foot dermatitis.
6. Evaluate the patient and discuss with Dr. L-S.
7. Observe the nurse when he/she applies the patch tests.
8. Read at least one of the follow-up visits.
9. Learn how to use the CAMP link on the American Contact Dermatitis Society site to create handouts for the patients.

Professionalism
1. Interact with patients in a professional manner.

Systems-Based Practice
1. Learn how to manage patients with complex eczematous disorders.

Communication
1. Educate patients and families regarding the use of patch testing.

Practice-Based Learning and Improvement
1. Self-critique interactions with patients for personal improvement.

Dermatology Years 2 and 3
Patient Care and Medical Knowledge
1. List the most common plants to cause irritant contact dermatitis, allergic contact dermatitis and phytophotodermatitis.
2. Describe the clinical and immunonologic differences between irritant and allergic contact dermatitis.
3. Understand the procedure of patch testing placement.
4. Know how to read patch testing.
5. Identify the most common allergens causing eyelid dermatitis, facial dermatitis, lip dermatitis and hand and foot dermatitis.
6. Evaluate the patient and discuss with Dr. L-S.
7. Observe the nurse when he/she applies the patch tests.
8. Read at least one of the follow-up visits.
9. Learn how to use the CAMP link on the American Contact Dermatitis Society site to create handouts for the patients.
10. Be able to select appropriate patch tests.
11. Demonstrate satisfactory knowledge of the patch test series of allergans available.
12. Be able to distinguish between irritant and allergic reactions.
13. Understand the concept of the relevance of patch test reactions for the patient and communicating that information to them.
14. Distinguish various patterns of dermatitis (especially of the hands).
15. Basic knowledge of the immunology of contact reactions.
16. Interpret hazard data sheets.
17. Have an understanding of writing reports for occupational dermatology patients.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
5. Learn how to manage patients with complex eczematous disorders.

**Communication**
1. Educate patients and families regarding the use of patch testing.
2. Interpret hazard data sheets.
3. Have an understanding of writing reports for occupational dermatology patients.

**Practice-Based Learning and Improvement**
1. Self-critique interactions with patients for personal improvement.
2. Interpret hazard data sheets.
3. Have an understanding of writing reports for occupational dermatology patients.
**Contact Dermatitis Curriculum**

- **Dermatology Residents**
  - **Lectures:** Contact Dermatitis, Pathophysiology, rubber, acrylates, plants, fragrances, hand dermatitis, Cases
  - **Rotation:** True test allergens, interpretation of results, read book, knowledge of NA-65, observe nurse placing allergens, knowledge of CAMP link for handouts

- **Contact Dermatitis Elective**
  - Understand the different patterns of hand dermatitis, understand latex allergy, observe nurse while preparing trays, place tests in some patients with assistance from nurse, prepare CAMP handout and be able to discuss it with a patient. Pass a quiz at the end of rotation.

- **Allergy Fellows**
  - Pathophysiology, general knowledge about TRUE test and other trays, understand when to refer a patient, clinical manifestations of ACD, observe nurse placing allergens, interpretation of tests.
Cosmetic Dermatology
Goals: Develop expertise in the patient selection, mechanisms of action and techniques in improving the cosmetic appearance of patients.

Objectives:

Dermatology Year 1
Patient Care and Medical Knowledge
1. Learn about advances in dermatology concerning the biochemical basis for the aging face.
3. Appropriate patient selection, mechanisms of action, risks/benefits and technique for microdermabrasion.
6. Appropriate patient selection, mechanisms of action, risks/benefits and technique for the use of Botox for axillary, palmar, and plantar hyperhidrosis.
7. Develop knowledge of tumescent liposuction, collagen augmentation, laser resurfacing, and use of botulinum toxin through observation, participation, and/or performance.

Professionalism
1. Interact with patients in a professional manner.

Systems-Based Practice
1. Learn how to manage patients with complex medical problems.

Communication
1. Learn to deliver accurate expectations to patients and families.

Practice-Based Learning and Improvement
1. Self-critique interactions with patients for personal improvement.

Dermatology Years 2 and 3
Patient Care and Medical Knowledge
1. Learn about advances in dermatology concerning the biochemical basis for the aging face.
3. Appropriate patient selection, mechanisms of action, risks/benefits and technique for microdermabrasion.
6. Appropriate patient selection, mechanisms of action, risks/benefits and technique for the use of Botox for axillary, palmar, and plantar hyperhidrosis.
7. Develop knowledge of tumescent liposuction, collagen augmentation, laser resurfacing, and use of botulinum toxin through observation, participation, and/or performance.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
1. Learn how to manage patients with complex medical problems.

**Communication**
1. Learn to deliver accurate expectations to patients and families.

**Practice-Based Learning and Improvement**
1. Self-critique interactions with patients for personal improvement.
**Cutaneous Lymphoma**

**Goals:**

1. Develop clinical skills in the identification and diagnosis of cutaneous lymphomas
2. Develop procedural skills to appropriately biopsy suspected cutaneous lymphomas
3. Develop ability to appropriately stage patients with primary cutaneous lymphomas, including a thorough physical exam, review of systems, laboratory testing, and the selection and interpretation of imaging studies
4. Develop familiarity with the interpretation of cellular and molecular testing needed to appropriately diagnose and stage cutaneous lymphomas (e.g. peripheral blood flow cytometry, TCR gene rearrangement, etc)
5. Develop familiarity with the treatment of primary cutaneous lymphomas. Expertise is expected primarily in skin-directed therapies, systemic medications, and local excision (when appropriate), although a peripheral understanding of local radiation, ECP, and chemotherapy should also be achieved.
6. Demonstrate clinical skills to monitor patient’s for evidence of disease progression or complications (e.g. bacterial superinfection)
7. Demonstrate expertise in assessing a patient’s disease prognosis and communicating this to patients and families

**Objectives:**

**Dermatology Year 1**

**Patient Care**

1. Obtain pertinent history and perform a thorough examination that includes a full exam of the skin, lymph nodes, and abdomen.
2. Perform basic surgical procedures for the diagnosis of suspected cutaneous lymphomas
   a. Shave biopsy (patch/plaque lesions)
   b. Punch/excisional biopsy (indurated nodules or tumors)
3. Order and interpret reported results of staging work-up of cutaneous lymphomas:
   a. Immunohistochemistry/tissue pathology
   b. T cell receptor gene rearrangement by PCR, B cell receptor IGH/IGK by PCR
   c. Routine laboratory testing (CBCw/diff, chemistries, LDH, etc)
   d. Peripheral blood flow cytometry w/ or w/o manual Sezary prep
   e. Imaging studies when appropriate (CXR, CT, CT-PET, etc)
4. Know the basics of diagnosing, staging and treating cutaneous lymphomas
5. Begin to build comfort counseling patients on diagnosis, prognosis and treatment plan

**Medical Knowledge**

1. Understand the work-up of suspected cutaneous lymphomas
2. Understand the management of early stage mycosis fungoides
3. Become familiar with skin-directed therapies to include:
   a. Topical steroids,
   b. topical nitrogen mustard
   c. topical imiquimod
   d. phototherapy
**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively with healthcare system.
3. Learn method to refer to interdisciplinary team, including medical oncology, surgical oncology, ENT, and radiation oncology.

**Communication**
1. Provide counseling on diagnosis, prognosis, and treatment.
2. Work within a team of nurses, students, and physicians.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

**Dermatology Year 2**

**Patient Care**
1. Obtain pertinent history and perform a thorough examination that includes a full exam of the skin, lymph nodes, and abdomen.
2. Perform basic surgical procedures for the diagnosis of suspected cutaneous lymphomas and, when appropriate, perform therapeutic excision of localized disease
   a. Shave biopsy (patch/plaque lesions)
   b. Punch/excisional biopsy (indurated nodules or tumors)
   c. Excision with layered repair of localized primary cutaneous lymphoma lesions
3. Order and interpret reported results of staging work-up of cutaneous lymphomas:
   a. Immunohistochemistry/tissue pathology
   b. T cell receptor gene rearrangement by PCR, B cell receptor IGH/IGK by PCR
   c. Routine laboratory testing (CBCw/diff, chemistries, LDH, etc)
   d. Peripheral blood flow cytometry w/ or w/o manual Sezary prep
   e. Imaging studies when appropriate (CXR, CT, CT-PET, etc)
4. Become increasingly comfortable with the diagnosis, staging and treatment of cutaneous lymphomas
5. Become increasingly comfortable counseling patient on diagnosis, prognosis and treatment plan

**Medical Knowledge**
1. Understand the work-up of suspected cutaneous lymphomas
2. Understand the management of early, moderate and late stage mycosis fungoides
3. Understand the management of CD30+ cutaneous lymphoproliferative disorders
4. Understand the management of primary cutaneous B cell lymphomas
3. Become increasingly capable prescribing and monitoring response to skin-directed therapies to include:
   a. Topical steroids,
   b. topical nitrogen mustard
   c. topical imiquimod
   d. phototherapy
4. Become familiar with systemic therapies to include:
   a. systemic retinoids
   b. low dose methotrexate

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively with healthcare system.
3. Learn method to refer to interdisciplinary team, including medical oncology, surgical oncology, ENT, and radiation oncology.

**Communication**
1. Provide counseling on diagnosis, prognosis, and treatment.
2. Work within a team of nurses, students, and physicians.
3. Communicate with physicians in other specialties (e.g. oncology) to coordinate patient care.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

**Dermatology Year 3**

**Patient Care**
1. Obtain pertinent history and perform a thorough examination that includes a full exam of the skin, lymph nodes, and abdomen.
2. Perform basic surgical procedures for the diagnosis of suspected cutaneous lymphomas and, when appropriate, perform therapeutic excision of localized disease
   a. Shave biopsy (patch/plaque lesions)
   b. Punch/excisional biopsy (indurated nodules or tumors)
   c. Excision with layered repair of localized primary cutaneous lymphoma lesions
3. Order and interpret reported results of staging work-up of cutaneous lymphomas:
   a. Immunohistochemistry/tissue pathology
   b. T cell receptor gene rearrangement by PCR, B cell receptor IGH/IGK by PCR
   c. Routine laboratory testing (CBCw/diff, chemistries, LDH, etc)
   d. Peripheral blood flow cytometry w/ or w/o manual Sezary prep
   e. Imaging studies when appropriate (CXR, CT, CT-PET, etc)

4. Demonstrate competency in the diagnosis, staging and treatment of cutaneous lymphomas

5. Capable of counseling patients on diagnosis, prognosis and treatment plan

Medical Knowledge
1. Understand the work-up of suspected cutaneous lymphomas
2. Understand the management of early, moderate and late stage mycosis fungoides
3. Understand the management of CD30+ cutaneous lymphoproliferative disorders
4. Understand the management of primary cutaneous B cell lymphomas
3. Demonstrate the skills to appropriately prescribe and monitor response to skin-directed therapies to include:
   a. Topical steroids
   b. topical nitrogen mustard
   c. topical imiquimod
   d. phototherapy

4. Become increasingly comfortable with systemic therapies to include:
   a. systemic retinoids
   b. low dose methotrexate

5. Develop knowledge of treatments offered outside of our department including:
   a. extracorporeal photopheresis
   b. external beam radiation
   c. histone deacetylase inhibitors
   d. cytotoxic chemotherapy

Professionalism
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.
7. Will demonstrate ability to instruct peers and interact with other physicians on problems relevant to cutaneous oncology/cutaneous lymphomas.
9. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
10. Will demonstrate overall independent responsibility for directing service and patient care decisions.

Systems-Based Practice
1. Maintain a surgical log and portfolio.
2. Work effectively with healthcare system.
3. Learn method to refer to interdisciplinary team, including medical oncology, surgical oncology, ENT, and radiation oncology.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relevant to cutaneous oncology/cutaneous lymphomas.
5. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Communication**

1. Provide counseling on diagnosis, prognosis, and treatment.
2. Work within a team of nurses and physicians.
3. Communicate with physicians in other specialties (e.g. oncology) to coordinate patient care.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relevant to cutaneous oncology/cutaneous lymphomas.
5. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Practice-Based Learning and Improvement**

1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Will demonstrate ability to instruct peers and interact with other physicians on problems relevant to cutaneous oncology/cutaneous lymphomas.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
5. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Dermatologic Surgery (non-Mohs)
Overall Resident Training Goal: To equip the trainee with the skills needed to understand management of benign and malignant skin lesions as well as provide outstanding general dermatologic surgical care. To understand and know how to apply techniques used in aesthetic facial rejuvenation.

- **PGY-2 (Year 1) Goals:** Learn the techniques involved in biopsy and the subsequent surgical treatment of benign and malignant skin lesions. Introduction to facial rejuvenation techniques.
- **PGY-3 (Year 2) Goals:** Refinement of basic surgical skills with the goal of developing mastery in the excision of benign and malignant lesions as well as primary repair. Gain experience using fillers and neuromodulators.
- **PGY-4 (Year 3) Goals:** Demonstrate mastery of surgical skills such that total independence is achieved. Develop competence in facial rejuvenation techniques.

Objectives:

**Dermatology Year 1 (PGY-2)**

Patient Care and Medical Knowledge
1. Learn basic anatomy of the skin with an emphasis on structures of the head and neck.
2. Learn the principles of wound healing.
3. Gain experience with all biopsy types in all anatomic locations.
4. Develop understanding of the appropriate management of benign and malignant skin lesions.
5. Gain experience with elliptical excisions and layered closures in non-facial areas.
6. Become familiar with Mohs surgery and the indications for its appropriate utilization.
7. Gain Exposure to flaps and grafts associated with post-Mohs reconstruction.
8. Develop an understanding of the multiple lasers applicable to dermatologic care.
9. Begin to develop an understanding of the varied approaches to facial rejuvenation including fillers and BOTOX®.

Professionalism
1. Interact with patients, staff and colleagues in a professional manner.

Systems-Based Practice
1. Appreciate importance of accurate and timely referral to surgery.
2. Learn the economics of surgical approaches.

Communication
1. Educate patients and family members on expectations of procedures.
2. Obtain informed consent.
3. Discuss wound care.

Practice-Based Learning and Improvement
1. Receive criticism and feedback on surgical technique.
2. Assess outcomes of surgeries.

**Dermatology Year 2 (PGY-3)**
Patient Care and Medical Knowledge
1. Refine the understanding of anatomy with a greater emphasis on the potential skin changes associated with aging as well as aesthetic consequences of skin-cancer treatment.
2. Gain confidence in selecting the appropriate treatment for benign and malignant skin lesions.
3. Participate in a variety of complex closures (local flaps, full and split thickness skin grafts, interpolation flaps).
4. Gain direct experience using lasers in dermatology.
5. Observe Mohs surgery and assist in the subsequent repairs, gaining experience with repairs of head and neck defects.
6. Learn to perform cosmetic dermatologic procedures.
7. Learn techniques for nail biopsy and surgery.

Professionalism
1. Interact with patients, staff and colleagues in a professional manner.

Systems-Based Practice
1. Perform accurate and timely referral to surgery
2. Know the economics of surgical approaches

Communication
1. Educate patients and family members on expectations of procedures.
2. Obtain informed consent.
3. Discuss wound care.
4. Deliver pathology results of procedure effectively to patient/family.

Problem-Based Learning and Improvement
1. Perform self-criticism on surgical technique
2. Assess outcomes of surgeries

Dermatology Year 3 (PGY-4)
Patient Care and Medical Knowledge
1. Understand anatomy of the skin fully, including the head and neck region, with awareness of surgical danger zones, as well as anatomy as it pertains to the utilization of fillers and BOTOX® for facial rejuvenation.
2. Be able to independently select appropriate treatment for benign and malignant skin lesions.
3. Be able to independently perform standard excision and complex repairs with mastery of suturing techniques in all anatomic locations.
4. Be comfortable performing skin grafts.
5. Develop confidence with the independent selection of appropriate lasers as well as their use.
6. Develop confidence with the correct selection of patients for aesthetic procedures and the utilization of neuromodulators and fillers in facial rejuvenation.

Professionalism
1. Interact with patients, staff and colleagues in a professional manner.

Systems-Based Practice
1. Perform accurate and timely referral to surgery.
2. Know the economics of surgical approaches.

**Communication**
1. Educate patients and family members on expectations of procedures.
2. Obtain informed consent.
3. Discuss wound care.
4. Deliver pathology results of procedure effectively to patient/family.

**Practice-Based Learning and Improvement**
1. Perform self-criticism on surgical technique.
2. Assess outcomes of surgeries.
**Dermatopathology**
Goals: To learn the basics of dermatopathology and be able to recognize the common findings at the microscope.

Objectives:

**Dermatology Year 1**

*Patient Care*
1. Apply pathological findings to patient care.

*Medical Knowledge*
1. Evaluate tissue at the microscope.
2. Recognize the normal anatomy of the skin by site, tissue, and adnexa.
3. Provide a basic differential diagnosis.
4. Recognize the histochemistry and immunodiagnostics of dermatopathology, tissue markers, and basic electromicroscopy.
5. Appreciate the clinicopathologic relations of clinical and histological features.
6. Learn how to biopsy a lesion to obtain optimal results.

*Professionalism*
1. Be on time for derm path sessions.

*Systems-Based Practice*
1. Learn to apply pathological results to the patient clinical scenario.

*Communication*
1. Discuss cases with pathologist in an effective manner.

*Practice-Based Learning and Improvement*
1. Receive feedback and critically evaluate biopsy technique.

**Dermatology Years 2 and 3**

*Patient Care*
1. Apply pathological findings to patient care.

*Medical Knowledge*
1. Evaluate and teach from tissue at the microscope.
2. Be knowledgeable of the normal anatomy of the skin by site, tissue, and adnexa.
3. Provide a comprehensive differential diagnosis.
4. Understand the histochemistry and immunodiagnostics of dermatopathology, tissue markers, and basic electromicroscopy.
5. Understand the clinicopathologic relations. Be able to see the clinical and predict the histological features.
6. Know how to biopsy a lesion to obtain optimal results:
   a. Select the proper lesion or lesional area,
   b. Obtain the specimen with the proper depth, and
c. Identify technical problems during tissue processing.

**Professionalism**
1. Be on time for derm path sessions.

**Systems-Based Practice**
1. Apply pathological results to the patient clinical scenario.

**Communication**
1. Discuss cases with pathologist in an effective manner.

**Practice-Based Learning and Improvement**
1. Receive feedback and critically evaluate biopsy technique.
General Adult Dermatology

Goals:
1. Develop basic clinical and procedural skills in the evaluation and treatment of dermatology conditions.
2. To equip the trainee with the basic dermatologic surgery skills needed for a modern dermatology practice.
3. Develop expertise in the diagnosis, treatment, and management of patients with pigmented lesions and skin cancers.
4. Demonstrate ability to apply fundamental knowledge of immunodermatology in the clinical setting.

Objectives:

Dermatology Year 1

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Tzanck smear,
   c. Viral culture,
   d. Fungal culture,
   e. Bacterial culture, and
   f. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Simple excision with two-layered closure,
   c. Simple excision with one-layered closure,
   d. Shave biopsy,
   e. Perform cryosurgery,
   f. Perform electrosurgery,
   g. Scissor excision, and
   h. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia.
5. Provide counseling on skin care and protection.

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
h. Diseases of mucosa,
i. Pigmented lesions, and

3. Learn basic therapeutic options for common dermatologic processes.
4. Should know the basic histological diagnoses.
5. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
6. Know the various types of local anesthetics.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively with healthcare system.
3. Learn method to refer to dermatology surgeons.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses, students, and physicians.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

**Dermatology Year 2**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Tzanck smear,
   c. Viral culture,
   d. Fungal culture,
   e. Bacterial culture, and
   f. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Simple excision with two-layered closure,
   c. Simple excision with one-layered closure,
   d. Shave biopsy,
   e. Perform cryosurgery,
   f. Perform electrosurgery,
   g. Scissor excision, and
   h. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia.
5. Provide counseling on skin care and protection.
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
7. Know the principles of and be able to perform ulcer care.
8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
9. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
10. Perform simple flaps with indirect supervision.
11. Perform nail avulsions.
12. Know the art and science of consultative dermatology on all types of patients.

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa,
   i. Pigmented lesions, and
3. Learn basic therapeutic options for common dermatologic processes.
4. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
g. Keratolytics.

5. Know the various types of local anesthetics.
6. Recognize the cutaneous manifestations of systemic disease.
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
8. Know the principles of and be able to perform ulcer care.
9. Know the principles of patch testing.
10. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
11. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
12. Know the art and science of consultative dermatology on all types of patients.

Professionalism
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.

Systems-Based Practice
1. Maintain a surgical log and portfolio.
2. Learn method to refer to dermatology surgeons.
3. Know the art and science of consultative dermatology on all types of patients.

Communication
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.

Practice-Based Learning and Improvement
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Know the art and science of consultative dermatology on all types of patients.

Dermatology Year 3
Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Tzanck smear,
   c. Viral culture,
d. Fungal culture,

e. Bacterial culture, and

f. Ectoparasitic scraping.

3. Perform basic surgical techniques to include:

a. Punch biopsy,

b. Simple excision with two-layered closure,

c. Simple excision with one-layered closure,

d. Shave biopsy,

e. Perform cryosurgery,

f. Perform electrosurgery,

g. Scissor excision, and

h. Perform electrodesiccation and curettage.

4. Know the basics of how to perform local anesthesia.

5. Provide counseling on skin care and protection.

6. Become increasingly capable of using and understanding systemic therapy to include:

a. Antineoplastic Therapy,

b. Retinoids,

c. Phototherapy, and

d. Biologic therapy.

7. Know the principles of and be able to perform ulcer care.

8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.

9. Become familiar with chronic wounds, their evaluation, care, and types of dressings.

10. Perform simple flaps with supervision.

11. Perform nail avulsions.

12. Know the art and science of consultative dermatology on all types of patients.

13. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care.

14. Will be able to manage blistering diseases.

15. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy.

16. Will demonstrate clinical knowledge of complex cutaneous disease processes.

17. Will be able to manage chronic ulcers.

18. Will be able to perform and interpret patch testing.

19. Will become familiar in diagnosing genodermatoses.

20. Will perform more complicated flaps and grafts.

21. Will become proficient in nail surgery.

22. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.

23. Will be able to teach the principles of all program objectives to those residents of lower rank.

24. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Medical Knowledge

1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa,
   i. Pigmented lesions, and
   j. Skin diseases in children.
3. Learn basic therapeutic options for common dermatologic processes.
4. Should know the basic histological diagnoses.
5. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
6. Know the various types of local anesthetics.
7. Recognize the cutaneous manifestations of systemic disease.
8. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
9. Know the principles of and be able to perform ulcer care.
10. Know the principles of radiation therapy.
11. Know the principles of patch testing.
12. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
13. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
14. Know the principles of an excision by the Mohs’ technique.
15. Know the art and science of consultative dermatology on all types of patients.
16. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care.
17. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy.
18. Will demonstrate clinical knowledge of complex cutaneous disease processes.
19. Will become familiar in diagnosing genodermatoses.
20. Should be familiar with the economics and ethics of dermatology.
21. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
22. Will be able to teach the principles of all program objectives to those residents of lower rank.
23. Will demonstrate overall independent responsibility for directing service and patient care decisions.
24. Will demonstrate ability to correlate clinical and pathologic findings.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.
7. Know the art and science of consultative dermatology on all types of patients.
8. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
9. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
10. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Learn method to refer to dermatology surgeons.
3. Know the art and science of consultative dermatology on all types of patients.
4. Should be familiar with the economics and ethics of dermatology.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
5. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Practice-Based Learning and Improvement

1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Know the art and science of consultative dermatology on all types of patients.
4. Incorporate information learned from UNC/Duke conferences into patient care.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Hidradenitis Suppurativa & Follicular Disorders

Goals:
1. Develop basic clinical and procedural skills in the evaluation and treatment of hidradenitis suppurativa.
2. To equip the trainee with the basic surgery skills needed to address limited surgical interventions for hidradenitis suppurativa and determine what type of intervention is most appropriate.
3. Develop expertise in the diagnosis, treatment, and management of patients with hidradenitis suppurativa.
4. Demonstrate ability to apply fundamental knowledge of hidradenitis suppurativa in the clinical setting.

Objectives:

Dermatology Year 1

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination with appropriate assessment of disease severity and lesion type.
2. Perform surgical techniques with close oversight:
   a. Punch unroofing or removal of small nodules and sinuses
   b. Simple and complex incision and drainage procedures
   c. Nd:YAG and alexandrite laser treatment of hidradenitis suppurativa
   d. Local excision of sinuses with planned complex closures or second intention healing
   e. Unroofing of limited sinuses
3. Know the basics of how to perform local anesthesia.
4. Provide counseling on disease pathogenesis and available treatments.

Medical Knowledge
1. Recognize nodules, abscesses, and cutaneous sinuses
2. Recognize common diseases associated with hidradenitis suppurativa skin diseases
   a. pyoderma gangrenosum
   b. inflammatory arthritis
   c. acne
   d. pilonidal sinus
   e. inflammatory bowel disease
3. Learn basic therapeutic options for hidradenitis suppurativa
4. Become familiar with topical medications to include:
   a. topical antibiotics
   b. chlorhexidine gluconate
5. Become familiar with systemic medications to include:
   a. clindamycin +/- rifampin
   b. minocycline/doxycycline
   c. levofloxacin/metronidazole
   d. adalimumab
   e. spironolactone
Professionalism
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.

Systems-Based Practice
1. Maintain a surgical log and portfolio.
2. Work effectively with healthcare system.
3. Learn when referral to other specialists is appropriate.

Communication
1. Provide counseling on skin care and protection.
2. Work within a team of nurses, students, and physicians.

Practice-Based Learning and Improvement
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

Dermatology Year 2

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination with appropriate assessment of disease severity and lesion type.
2. Perform surgical techniques with oversight during key portions of procedures:
   a. Punch unroofing or removal of small nodules and sinuses
   b. Simple and complex incision and drainage procedures
   c. Nd:YAG and alexandrite laser treatment of hidradenitis suppurativa
   d. Local excision of sinuses with planned complex closures or second intention healing
   e. Unroofing of limited sinuses
4. Know the basics of how to manage wounds and post-operative complications for HS

Medical Knowledge
1. Recognize nodules, abscesses, and cutaneous sinuses
2. Recognize common diseases associated with hidradenitis suppurativa skin diseases
   a. pyoderma gangrenosum
   b. inflammatory arthritis
   c. acne
   d. pilonidal sinus
   e. inflammatory bowel disease
3. Learn basic therapeutic options for hidradenitis suppurativa
4. Become familiar with topical medications to include:
   a. those listed under year 1 objectives
5. Know the appropriate use of local anesthetics for HS procedures
6. Become increasingly capable of using and understanding systemic therapy to include:
a. those listed in year 1 objectives and,
b. anakinra
c. infliximab
d. ustekinumab
e. finasteride
f. hormonal contraception

8. Know the principles of and be able manage wounds and post-operative complications following procedures for hidradenitis suppurativa

Professionalism
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.

Systems-Based Practice
1. Maintain a surgical log and portfolio.
2. Learn method to refer to dermatology surgeons.
3. Know the art and science of consultative dermatology on all types of patients.

Communication
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.

Practice-Based Learning and Improvement
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

Dermatology Year 3

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination with appropriate assessment of disease severity and lesion type.
2. Plan and perform surgical techniques with limited oversight:
   a. Punch unroofing or removal of small nodules and sinuses
   b. Simple and complex incision and drainage procedures
   c. Nd:YAG and alexandrite laser treatment of hidradenitis suppurativa
   d. Local excision of sinuses with planned complex closures or second intention healing
   e. Unroofing of limited sinuses
3. Know the basics of how to manage wounds and post-operative complications for HS
4. Will be able to teach the principles of all program objectives to those residents of lower rank.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Medical Knowledge**
1. Recognize nodules, abscesses, and cutaneous sinuses
2. Recognize common diseases associated with hidradenitis suppurativa skin diseases
   a. pyoderma gangrenosum
   b. inflammatory arthritis
   c. acne
   d. pilonidal sinus
   e. inflammatory bowel disease
3. Learn basic therapeutic options for hidradenitis suppurativa
4. Become familiar with topical medications to include:
   a. those listed under year 1 objectives
5. Know the appropriate use of local anesthetics for HS procedures
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. those listed in year 1 and 2 objectives
   b. pain management options for HS including the limited use of opiate analgesics
8. Know the principles of and be able manage wounds and post-operative complications following procedures for hidradenitis suppurativa
9. Should be familiar with the economics and ethics of dermatology.
10. Will demonstrate ability to instruct peers and interact with other physicians on problems related to dermatology.
11. Will be able to teach the principles of all program objectives to those residents of lower rank.
12. Will demonstrate overall independent responsibility for directing service and patient care decisions.
13. Will demonstrate ability to correlate clinical and pathologic findings.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 8 am and 1 pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the attending for assistance in times of need.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Learn method to refer to dermatology surgeons.
3. Know the art and science of consultative dermatology on all types of patients.
4. Should be familiar with the economics and ethics of dermatology.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
5. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
6. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Know the art and science of consultative dermatology on all types of patients.
4. Incorporate information learned from UNC/Duke conferences into patient care.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will be able to teach the principles of all program objectives to those residents of lower rank and students.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.
**High Risk Skin Cancer**

**Goals:**
1. Understand mechanisms of carcinogenesis of non-melanoma skin cancers in both immunocompetent and immunosuppressed patients.
2. Understand features of these skin cancers that make them amenable to non-surgical treatments.
3. Develop comfort with using both standard and augmented photodynamic therapy.
4. Develop comfort using various home and in-office field treatment procedures (PDT, chemical peels).
5. Develop comfort using both fractionated and ablative CO2 laser as adjunct and definitive treatments for skin cancer including vermilionectomy.
6. Understand characteristics of immunosuppressant medications and their respective risks regarding NMSC development.

**Objectives:**

**Dermatology Years 1-3**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination including lymph node examination in high risk individuals
2. Perform basic surgical techniques to include:
   a. Shave biopsy,
   b. Punch biopsy, and
   c. 2-layered closure.
3. Know the basics of how to perform local anesthesia including nerve blocks
   a. Trigeminal (V1, V2 and V3 blocks).
4. Provide counseling on skin care and protection
5. Ablative CO2 laser
   a. Learn how to use the ablative setting on the laser to treat NMSC, and
   b. Learn how to use the ablative setting on the laser to treat NMSC on the lip and actinic cheilitis (vermilionectomy).
6. Intrallesional 5-fluorouracil (5-FU)
   a. Learn how to select patient subsets who would benefit from intrallesional therapy to skin cancers and other squamoproliferative lesions like warts, and
   b. Learn how to monitor for toxicity and determine appropriate dose and dose intervals for each patient.
7. Jessner-35% TCA Peel
   a. Learn proper application technique and methods to inactive the acid.

**Medical Knowledge**
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin cancers such as:
   a. Basal cell carcinoma,
   b. Squamous cell carcinoma and Bowen’s disease,
   c. Merkel Cell Carcinoma, and
d. Melanoma and Melanoma in Situ.

3. Understand principle of using systemic therapies to help augment field treatment or reduce skin cancer burden
   a. Methotrexate to augment PDT, and
   b. Acitretin as a chemopreventative agent – understand mechanism of action and side effects of this medication in both immunocompetent and immunosuppressed patients.

4. Understand various immunosuppressant medications used in solid organ transplant medications and their respective risks to the development of NMSC
   a. Cyclosporine A,
   b. Imuran,
   c. Cellcept,
   d. Prograf,
   e. Leflunomide, and
   f. Sirolimus.

5. Other systemic medications that confer increased risk of both melanoma and NMSC
   a. TNF-alpha inhibitors, and
   b. Voriconazole.

6. Standard Photodynamic Therapy:
   a. Understand the various sensitizers used (20% aminolevulinic acid solution – levulan and 16.8% methyl amino levulinic acid cream), and
   b. Understand the purpose of choosing blue light, red light or pulsed dye laser.

7. Augmented Photodynamic Therapy:
   a. Understand rationale for using fractionated CO2 laser to enhance PDT, and
   b. Understand rationale for using CO2 laser as a drug delivery tool for other agents (efudex, aldara, picato and even other topicals like antifungals).

8. Jessner-35% TCA Peel
   a. Understand mechanism by which this peel helps treat field damage in particular on the arms and legs.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up
2. Enter procedures into ACGME Case Log
3. Be on time for clinical assignments (ready to see patients at 9am)
4. Be a team player in a busy clinical settings
5. Wear professional attire during clinical activities

**Systems-Based Practice**
1. Maintain a surgical log and portfolio
2. Learn method to refer to dermatology surgeons

**Communication**
1. Provide counseling on skin care and protection
2. Work within a team of nurses and physicians
Practice-Based Learning and Improvement

1. Self-assess strengths and weaknesses at 6 month and annual reviews
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation
**Immunodermatology/Autoimmune Disorders**
Goals: Demonstrate ability to apply fundamental knowledge of phototherapy and immunodermatology in the clinical setting.

Objectives:

**Dermatology Year 1**

**Patient Care and Medical Knowledge**
1. Utilize systemic therapies in appropriate patients and conditions.
2. Monitor response to phototherapy and appropriately adjust therapy.
3. Develop awareness of particular systemic medications.
4. Effectively handle potential adverse events related to systemic therapy.
5. Demonstrate knowledge of immunofluorescent findings in the evaluation of patients with pemphigus, pemphigoid, cicatricial pemphigoid, dermatitis herpetiformis, linear IgA bullous dermatosis, and lupus erythematosus.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
1. Learn how to manage patients with immunobullous dermatoses.

**Communication**
1. Educate patients and families on the nature of their immunobullous disorder.

**Practice-Based Learning and Improvement**
1. Self-critique interactions with patients for personal improvement.

**Dermatology Years 2 and 3**

**Patient Care and Medical Knowledge**
1. Utilize systemic therapies in appropriate patients and conditions.
2. Monitor response to phototherapy and appropriately adjust therapy.
3. Develop awareness of particular systemic medications.
4. Effectively handle potential adverse events related to systemic therapy.
5. Demonstrate knowledge of immunofluorescent findings in the evaluation of patients with pemphigus, pemphigoid, cicatricial pemphigoid, dermatitis herpetiformis, linear IgA bullous dermatosis, and lupus erythematosus.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
1. Learn how to manage patients with immunobullous dermatoses.

**Communication**
1. Educate patients and families on the nature of their immunobullous disorder.
Practice-Based Learning and Improvement
1. Self-critique interactions with patients for personal improvement.
**Laser Rotation**

**Goals:**

1. Develop competence in the execution and appropriate patient selection, mechanisms of action, risks/benefits and technique for lasers for treatment of vascular anomalies, pigmentary changes, benign skin neoplasms, tattoos, Hidradenitis Suppurativa, and other inflammatory skin conditions.

**Objectives:**

**Dermatology Years 1-3**

1. **Patient Care and Procedural Skills:** Residents will be required to demonstrate:
   a. the ability to engage in productive directive conversation with the laser patient regarding lesions and how best to treat them. “Productive directive conversations” includes the following components:
      i. Assess the impact of the lesions on the patient’s self-image and lifestyle
   b. competence in all aspects of common laser procedures including:
      i. laser resurfacing
      ii. pulsed dye laser
      iii. ipl/photofacial
      iv. ktp
      v. diode laser
      vi. microdermabrasion
      vii. laser resurfacing/ablative laser
      viii. q-switched lasers
      ix. laser treatment of Hidradenitis Suppurativa

2. **Medical Knowledge:** Residents will be required to:
   a. expand knowledge base regarding current understanding of the different therapeutic interventions to modify skin lesions via laser treatment.

3. **Practice-Based Learning and Improvement:** Residents will be required to:
   a. research issues encountered with patients
   b. appropriately apply current knowledge to the care of patients
   c. measure improvement resulting from implementation of a change in routine approach

4. **Interpersonal and Communication Skills:** Residents are required to:
   a. demonstrate effective use of technology to communicate with patients and referring physicians
   b. appropriate timing of communication
   c. effectively direct the care of patients requiring a multidisciplinary approach to successfully manage their laser concern

5. **Professionalism:** Residents will be required to:
   a. fulfill assigned duties during the rotation
   b. make ethical decisions in interactions with patient, their families and other members of the care team
c. show sensitivity towards the patient’s concerns

6. **Systems-Based Practice:** Residents will be required to:
   a. demonstrate understanding of coding, billing and patient payer induced restriction in care allowed
   b. determine how to maximize resident’s ability to care for the patients within the financial and social constraints placed on the patient and resident’s ability to care for the patient
   c. mobilize all necessary resources to facilitate optimal care for the resident’s patients
Mohs Surgery Rotation
Goals:
1. Develop the skills that enable the execution and appropriate use of the Mohs surgical technique for removal of various skin cancers in all applicable anatomic locations.
2. Develop competence in the design and execution of layered closures, flaps and grafts for repair of post-Mohs surgical defects.
3. Be able to successfully manage patients with complex medical conditions prior to, during and after skin surgery.
4. Enhance the ability to diagnose skin cancer on the basis of clinical and/or histologic findings.
5. Understand the requirements for setting up and running a Mohs histology laboratory.
6. Develop proficiency in decisions regarding instances in which the patient should be referred to a different specialty or individual.

Objectives:

Dermatology Years 1-3
1. Patient care and Procedural Skills: The resident will be required to demonstrate:
   a. mature caring, compassionate, appropriate, respectful attitudes and actions towards patients, families of patients, coworkers, and staff
   b. competencies in all aspects of Mohs surgery including:
      i. diagnosing skin cancer including early identification of benign premalignant and malignant skin lesions
      ii. consideration of all appropriate forms of therapy for different skin cancers
      iii. indications for Mohs surgery
      iv. execution of the Mohs surgical technique in tumor removal from a variety of body sites
      v. grossing in Mohs specimens and labeling glass slides
      vi. cutting frozen Mohs sections
      vii. preparing frozen Mohs sections for reading under the microscope
      viii. accurate interpretation-diagnosis of Mohs frozen section histology
      ix. mapping the findings from Mohs histologic sections
      x. location of positive margins using Mohs sections and correctly executing subsequent stages of excision
      xi. implementation of immunostains in Mohs surgery, especially MART1 for melanoma and cytokeratin staining for challenging squamous cell carcinoma
   c. competence in surgical repair techniques including:
      i. determining when best to allow wounds to heal by second intention
      ii. layered primary closure-including intermediate and complex repair
      iii. development of suture technique necessary for optimal outcomes in reconstruction
      iv. random pattern and axial flap repair
      v. graft techniques including full and split thickness grafts as well as xenografts
      vi. staged reconstructive techniques such as interpolation/staged pedicle flaps
   d. competence in evaluation and management skills for all cutaneous surgical patients regardless of diagnosis, including preoperative, perioperative, and postoperative
evaluation
e. certification in basic life support (BLS)

2. **Medical Knowledge:** The resident will be required to demonstrate:
   a. in-depth knowledge of clinical diagnosis, biology, and pathology of skin tumors, as well as laboratory interpretation related to diagnosis and surgical treatment
   b. knowledge of related disciplines including surgical anatomy, sterilization of equipment, aseptic technique, anesthesia, closure materials, and instrumentation

3. **Practice-Based Learning and Improvement:** The resident will be required to:
   a. research issues you encounter with your patients—systemically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
   b. appropriately apply current knowledge to the care of your patients – locate, appraise, and assimilate evidence from scientific studies related to the patients’ health problems

4. **Interpersonal and Communication Skills:** The resident will be required to:
   a. demonstrate effective use of technology to communicate with patients and referring physicians
   b. appropriate timing of communication
   c. effectively direct the care of patients requiring a multidisciplinary approach to successfully manage their lesion

5. **Professionalism:** The resident will be required to:
   a. fulfill duties
   b. make ethical decisions
   c. show sensitivity towards diverse cultural, political and religious views

6. **Systems-Based Practice:** The resident will be required to:
   a. demonstrate understanding of proper and ethical coding and billing of medical services
   b. determine how to maximize ability to care for the patients within the financial and social constraints placed on the patient and the resident’s ability to care for the patient
   c. mobilize all necessary resources to facilitate optimal care for the patients
**Pediatric Dermatology**

**Goals:**
1. Develop basic clinical and procedural skills in the evaluation and treatment of pediatric dermatology conditions.
2. Learn tertiary outpatient management for children with skin disorders.

**Objectives:**

**Dermatology Year 1**

**Patient Care and Medical Knowledge**

1. Evaluate and treat common pediatric dermatology conditions including warts, acne, molluscum, atopic dermatitis, and tinea capitis.
2. Learn to correctly classify pediatric vascular lesions as vascular tumors or vascular malformations.
3. Perform with supervision potassium hydroxide preparations, Tzanck smears, skin biopsies, and fungal cultures on children.
4. Develop awareness of cutaneous markers of underlying syndromes including: neurofibromatosis, tuberous sclerosis, McCune-Albright, incontinentia pigmenti, etc.
5. Recognition, management, and differential diagnosis of common pediatric skin conditions including atopic dermatitis, psoriasis, acne, diaper dermatitis, newborn rashes, viral exanthems, molluscum contagiosum, and warts as well as other bacteria/viral infections.
6. Gain familiarity with examination of infants and young children including making children at ease with physicians, lap examination, and speaking with children and parents about pediatric skin disease.
7. Recognition and management of common “birthmarks” in pediatric dermatology such as port wine stains, salmon patches, uncomplicated hemangiomas of infancy, nevus sebaceous, segmental pigmentary disorder, and congenital melanocytic nevi.
8. Gain familiarity with administration and dosing of basic pediatric dermatology therapeutics, including topical steroids/immunomodulatory agents (such as Protopic® and Elidel®), topical retinoids, systemic antibiotics, and systemic antihistamines, as well as developmental aspects of pharmacology such as when children are old enough to swallow pills and apply medications on their own.
9. Comfort with cryotherapy and skin biopsy technique in infants and children; observe and when possible assist in laser dermatologic procedures.
10. Understand methods of anesthesia, analgesia, distraction techniques, and methods of restraint for procedures in pediatric dermatology.
11. Participate in the preoperative assessment and preparation of children and their families for laser surgery, including the importance of detailing pain management and obtaining informed consent.
12. Learn postoperative management of pediatric patients including techniques in child-friendly wound care and control of postoperative pain.
13. Learn the indications and use of the pulsed dye laser, and other lasers in the treatment of vascular and other skin lesions in children.
14. Learn the evaluation and formulation of therapeutic strategies for pediatric patients referred for dermatologic surgery.
15. Participate in the preoperative assessment of patients, in the education and preparation of families for surgery, and in the postoperative management of surgical patients.
16. Residents will develop skills in pediatric diagnostic and therapeutic procedures in the clinic setting including, but not limited to:
   a. Skin biopsy techniques,
   b. Potassium hydroxide examinations,
   c. Tzanck examinations,
   d. Mineral oil examinations,
   e. Hair mounts,
   f. Fungal cultures,
   g. Cryotherapy,
   h. Laser therapy, and
   i. Development of a therapeutic plan for children with both acute and chronic skin diseases.

**Professionalism**
1. Appropriately dress for patient care
2. Appropriately interact with patients and parents
3. Appropriately interact with visiting residents

**Systems-Based Practice**
1. Work with referring pediatricians and family doctors in regards to patient care
2. Utilize systems of care in departmental and office administration, including:
   a. Necessary authorizations,
   b. Facilitation and coordination of patient care, and
   c. Understanding the impact of skin disease on the psychological well-being of the child and family.

**Communication**
1. Discuss the natural history of hemangiomas and congenital melanocytic nevi with families.
2. Familiarity with examination of infants and young children including making children at ease with physicians, lap examination, and speaking with children and parents about pediatric skin disease.
3. Educating parents in the management of dermatologic problems.

**Practice-Based Learning and Improvement**
1. Review assigned reading related to common pediatric conditions
2. Apply information learned from UNC/Duke conference or independent reading to patient care

**Dermatology Year 2**

**Patient Care and Medical Knowledge**
1. Evaluate and treat common pediatric dermatology conditions including warts, acne, molluscum, atopic dermatitis, and tinea capitis.
2. Correctly classify pediatric vascular lesions as vascular tumors or vascular malformations.
3. Independently perform potassium hydroxide preparations, Tzanck smears, skin biopsies, and fungal cultures on children.
4. Develop awareness of cutaneous markers of underlying syndromes including: neurofibromatosis, tuberous sclerosis, McCune-Albright, incontinentia pigmenti, etc.
5. Recognition, management, and differential diagnosis of common pediatric skin conditions including atopic dermatitis, psoriasis, acne, diaper dermatitis, newborn rashes, viral exanthems, molluscum contagiosum, and warts as well as other bacteria/viral infections.
6. Familiarity with examination of infants and young children including making children at ease with physicians, lap-examination, and speaking with children and parents about pediatric skin disease.
7. Recognition and management of common “birthmarks” in pediatric dermatology such as port wine stains, salmon patches, uncomplicated hemangiomas of infancy, nevus sebaceous, segmental pigmentary disorder, and congenital melanocytic nevi.
8. Familiarity with administration and dosing of basic pediatric dermatology therapeutics, including topical steroids/immunomodulatory agents (such as Protopic® and Elidel®), topical retinoids, systemic antibiotics, and systemic antihistamines, as well as developmental aspects of pharmacology such as when children are old enough to swallow pills and apply medications on their own.
9. Comfort with cryotherapy and skin biopsy technique in infants and children; observe and when possible assist in laser dermatologic procedures.
10. Understand methods of anesthesia, analgesia, distraction techniques, and methods of restraint for procedures in pediatric dermatology.
11. Participate in the preoperative assessment and preparation of children and their families for laser surgery, including the importance of detailing pain management and obtaining informed consent.
12. Learn postoperative management of pediatric patients including techniques in child-friendly wound care and control of post-operative pain.
13. Learn the indications and use of the pulsed dye laser, and other lasers in the treatment of vascular and other skin lesions in children.
14. Learn the evaluation and formulation of therapeutic strategies for pediatric patients referred for dermatologic surgery.
15. Participate in the preoperative assessment of patients, in the education and preparation of families for surgery, and in the post-operative management of surgical patients.
16. Residents will develop skills in pediatric diagnostic and therapeutic procedures in the clinic setting including, but not limited to:
   a. Skin biopsy techniques,
   b. Potassium hydroxide examinations,
   c. Tzanck examinations,
   d. Mineral oil examinations,
   e. Hair mounts,
   f. Fungal cultures,
   g. Cryotherapy,
h. Laser therapy, and  
i. Development of a therapeutic plan for children with both acute and chronic skin diseases.

**Professionalism**  
1. Appropriately dress for patient care  
2. Appropriately interact with patients and parents  
3. Appropriately interact with visiting residents

**Systems-Based Practice**  
1. Work with referring pediatricians and family doctors in regards to patient care  
2. Utilize systems of care in departmental and office administration, including:  
   a. Necessary authorizations,  
   b. Facilitation and coordination of patient care, and  
   c. Understanding the impact of skin disease on the psychological well-being of the child and family.

**Communication**  
1. Discuss the natural history of hemangiomas and congenital melanocytic nevi with families.  
2. Familiarity with examination of infants and young children including making children at ease with physicians, lap-examination, and speaking with children and parents about pediatric skin disease.  
3. Educating parents in the management of dermatologic problems  
4. Communication with children and parents

**Practice-Based Learning and Improvement**  
1. Review assigned reading related to common pediatric conditions  
2. Apply information learned from UNC/Duke conference or independent reading to patient care

**Dermatology Year 3**  
**Patient Care and Medical Knowledge**  
1. Evaluate and treat common pediatric dermatology conditions including warts, acne, molluscum, atopic dermatitis, and tinea capitis.  
2. Correctly classify pediatric vascular lesions as vascular tumors or vascular malformations.  
3. Independently perform potassium hydroxide preparations, Tzanck smears, skin biopsies, and fungal cultures on children.  
4. Develop awareness of cutaneous markers of underlying syndromes including: neurofibromatosis, tuberous sclerosis, McCune-Albright, incontinentia pigmenti, etc.  
5. Recognition, management, and differential diagnosis of common pediatric skin conditions including atopic dermatitis, psoriasis, acne, diaper dermatitis, newborn rashes, viral exanthems, molluscum contagiousum, and warts as well as other bacteria/viral infections.
6. Familiarity with examination of infants and young children including making children at ease with physicians, lap-examination, and speaking with children and parents about pediatric skin disease.

7. Recognition and management of common “birthmarks” in pediatric dermatology such as port wine stains, salmon patches, uncomplicated hemangiomas of infancy, nevus sebaceous, segmental pigmentary disorder, and congenital melanocytic nevi.

8. Familiarity with administration and dosing of basic pediatric dermatology therapeutics, including topical steroids/immunomodulatory agents (such as Protopic® and Elidel®), topical retinoids, systemic antibiotics, and systemic antihistamines, as well as developmental aspects of pharmacology such as when children are old enough to swallow pills and apply medications on their own.

9. Comfort with cryotherapy and skin biopsy technique in infants and children; observe and when possible assist in laser dermatologic procedures.

10. Understand methods of anesthesia, analgesia, distraction techniques, and methods of restraint for procedures in pediatric dermatology.

11. Participate in the preoperative assessment and preparation of children and their families for laser surgery, including the importance of detailing pain management and obtaining informed consent.

12. Learn postoperative management of pediatric patients including techniques in child-friendly wound care and control of post-operative pain.

13. Learn the indications and use of the pulsed dye laser, and other lasers in the treatment of vascular and other skin lesions in children.

14. Learn the evaluation and formulation of therapeutic strategies for pediatric patients referred for dermatologic surgery.

15. Participate in the preoperative assessment of patients, in the education and preparation of families for surgery, and in the post-operative management of surgical patients.

16. Residents will develop skills in pediatric diagnostic and therapeutic procedures in the clinic setting including, but not limited to:
   a. Skin biopsy techniques,
   b. Potassium hydroxide examinations,
   c. Tzanck examinations,
   d. Mineral oil examinations,
   e. Hair mounts,
   f. Fungal cultures,
   g. Cryotherapy,
   h. Laser therapy, and
   i. Development of a therapeutic plan for children with both acute and chronic skin diseases.

**Professionalism**

1. Appropriately dress for patient care
2. Appropriately interact with patients and parents
3. Appropriately interact with visiting residents
**Systems-Based Practice**
1. Work with referring pediatricians and family doctors in regards to patient care
2. Utilize systems of care in departmental and office administration, including:
   a. Necessary authorizations,
   b. Facilitation and coordination of patient care, and
   c. Understanding the impact of skin disease on the psychological well-being of the child and family.

**Communication**
1. Discuss the natural history of hemangiomas and congenital melanocytic nevi with families.
2. Familiarity with examination of infants and young children including making children at ease with physicians, lap-examination, and speaking with children and parents about pediatric skin disease.
3. Educating parents in the management of dermatologic problems
4. Communication with children and parents

**Practice-Based Learning and Improvement**
1. Review assigned reading related to common pediatric conditions
2. Apply information learned from UNC/Duke conference or independent reading to patient care
**Piedmont Health Services**

**Goals:**
1. Develop advanced clinical and procedural skills in the evaluation and treatment of dermatology conditions.
2. Develop expertise in the diagnosis, treatment, and management of patients with inflammatory conditions, pigmented lesions and skin cancers.
3. Demonstrate ability to apply fundamental knowledge of biologics and other systemic treatments.

**Objectives:**

**Dermatology Year 1**

**Patient Care**

1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Shave biopsy,
   c. Perform cryosurgery,
   d. Scissor excision, and
   e. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia.
5. Provide counseling on skin care and protection.

**Medical Knowledge**

1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa, and
   i. Pigmented lesions.
3. Learn basic therapeutic options for common dermatologic processes.
4. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
c. Retinoids,
d. Antifungals,
e. Antibiotics,
f. Antiacne medications, and
g. Keratolytics.
5. Know the various types of local anesthetics.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 1pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the Attending for assistance in times of need.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively within the healthcare system.
3. Learn method to refer to dermatology surgeons and other institutional consultants.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Provide concise yet thorough patient presentations to attending physicians.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weakness at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.

**Dermatology Year 2**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Shave biopsy,
   c. Perform cryosurgery,
   d. Scissor excision, and
   e. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia.
5. Provide counseling on skin care and protection.
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids, and
   c. Biologic therapy.
7. Know the principles of and be able to perform ulcer care.
8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
9. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
10. Know the art and science of consultative dermatology on all types of patients.

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa, and
   i. Pigmented lesions.
3. Learn basic therapeutic options for common dermatologic processes.
4. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
5. Know the various types of local anesthetics.
6. Recognize the cutaneous manifestations of systemic disease.
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids, and
   c. Biologic therapy.
8. Know the principles of and be able to perform ulcer care.
9. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
10. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
11. Know the art and sciences of consultative dermatology on all types of patients.

Professionalism
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 1pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the Attending for assistance in times of need.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively within the healthcare system.
3. Learn method to refer to dermatology surgeons and other institutional consultants.
4. Know the art and science of consultative dermatology on all types of patients.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weakness at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Know the art and science of consultative dermatology on all types of patients.

**Dermatology Year 3**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination.
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Shave biopsy,
   c. Perform cryosurgery,
   d. Scissor excision, and
   e. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia.
5. Provide counseling on skin care and protection.
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids, and
   c. Biologic therapy.
7. Know the principles of and be able to perform ulcer care.
8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
9. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
10. Know the art and science of consultative dermatology on all types of patients.
11. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care.
12. Will be able to manage blistering diseases.
14. Will demonstrate clinical knowledge of complex cutaneous disease processes.
15. Will be able to manage chronic ulcers.
16. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
17. Will be able to teach the principles of all program objectives to those residents of lower rank.
18. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Medical Knowledge**
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories.
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious disease,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa, and
   i. Pigmented lesions.
3. Learn basic therapeutic options for common dermatologic processes.
4. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
5. Know the various types of local anesthetics.
6. Recognize the cutaneous manifestations of systemic disease.
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids, and
   c. Biologic therapy.
8. Know the principles of and be able to perform ulcer care.
9. Know the principles of radiation therapy.
10. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes.
11. Become familiar with chronic wounds, their evaluation, care, and types of dressings.
12. Know the art and science of consultative dermatology on all types of patients.
13. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care.
15. Will demonstrate clinical knowledge of complex cutaneous disease processes.
16. Should be familiar with the economics and ethics of dermatology.
17. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
18. Will be able to teach the principles of all program objectives to those residents of lower rank.
19. Will demonstrate overall independent responsibility for directing service and patient care decisions.
20. Will demonstrate ability to correlate clinical and pathologic findings.

**Professionalism**
1. Maintain a surgical and laboratory log for patient care follow up.
2. Enter procedures into ACGME Case Log.
3. Be on time for clinical assignments (ready to see patients at 1pm).
4. Be a team player in a busy clinical setting.
5. Wear professional attire during clinical activities.
6. Ask the Attending for assistance in times of need.
7. Know the art and science of consultative dermatology on all types of patients.
8. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
9. Will be able to teach the principles of all program objectives to those residents of lower rank.
10. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Systems-Based Practice**
1. Maintain a surgical log and portfolio.
2. Work effectively within the healthcare system.
3. Learn method to refer to dermatology surgeons and other institutional consultants.
4. Know the art and science of consultative dermatology on all types of patients.
5. Should be familiar with the economics and ethics of dermatology.
6. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
7. Will be able to teach the principles of all program objectives to those residents of lower rank.
8. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Communication**
1. Provide counseling on skin care and protection.
2. Work within a team of nurses and physicians.
3. Know the art and science of consultative dermatology on all types of patients.
4. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
5. Will be able to teach the principles of all program objectives to those residents of lower rank.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weakness at 6 month and annual reviews.
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation.
3. Know the art and science of consultative dermatology on all types of patients.
4. Incorporate information learned from UNC/Duke conferences into patient care.
5. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology.
6. Will be able to teach the principles of all program objectives to those residents of lower rank.
7. Will demonstrate overall independent responsibility for directing service and patient care decisions.
Pigmented Lesion/Melanoma
Goals: Develop expertise in the diagnosis, treatment, and management of patients with pigmented lesions.

Objectives:

**Dermatology Year 1**

**Patient Care and Medical Knowledge**
1. Evaluate and treat pigmented lesions such as common acquired nevi, congenital nevi, dysplastic nevi, Spitz nevi, blue nevi, and melanoma.
2. Accurately diagnose pigmented lesions.
3. Learn how to evaluate pigmented lesions using state-of-the-art methods of diagnosis, including digital imaging and dermoscopy.
4. Learn about the controversies in the diagnosis of Spitz nevi and dysplastic nevi.
5. Learn the appropriate biopsy methods for pigmented lesions. Perform biopsies of pigmented lesions.
6. Learn how to appropriately stage melanoma patients.
7. Learn about the availability of Sentinel Lymph Node biopsy.
8. Learn the appropriate surgical treatments for patients with melanoma.
9. Learn about treatments available to patients with melanoma.
10. Learn the appropriate follow-up care for patients with dyplastic nevi and melanoma.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
1. Learn how to manage patients with complex pigmented lesions.

**Communication**
1. Learn to deliver bad news to patients and families.

**Practice-Based Learning and Improvement**
1. Self-critique interactions with patients for personal improvement.

**Dermatology Years 2 and 3**

**Patient Care and Medical Knowledge**
1. Evaluate and treat pigmented lesions such as common acquired nevi, congenital nevi, dysplastic nevi, Spitz nevi, blue nevi, and melanoma.
2. Accurately diagnose pigmented lesions.
3. Learn the appropriate biopsy methods for pigmented lesions. Perform biopsies of pigmented lesions.
4. Learn how to appropriately stage melanoma patients.
5. Learn about the availability of Sentinel Lymph Node biopsy.
6. Learn the appropriate surgical treatments for patients with melanoma.
7. Learn about treatments available to patients with melanoma.
8. Learn the appropriate follow-up care for patients with dyplastic nevi and melanoma.

**Professionalism**
1. Interact with patients in a professional manner.

**Systems-Based Practice**
1. Learn how to manage patients with complex pigmented lesions.

**Communication**
1. Learn to deliver bad news to patients and families.

**Practice-Based Learning and Improvement**
1. Self-critique interactions with patients for personal improvement.
Resident Continuity Clinics

Goals:
1. Develop therapeutic relationships with continuity patients while performing basic clinical and procedural skills in the evaluation and treatment of dermatology conditions.

Objectives:

Dermatology Year 1

This is not a PGY-2 experience.

Dermatology Year 2

Patient Care
1. Obtain pertinent history and perform a complete dermatologic examination
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Shave biopsy,
   c. Perform cryosurgery,
   d. Perform electrosurgery,
   e. Scissor excision, and
   f. Perform electrodessication and curettage.
4. Perform local anesthesia
5. Provide counseling on skin care and protection
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
7. Know the principles of and be able to perform ulcer care
8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
9. Become familiar with chronic wounds, their evaluation, care, and types of dressings
10. Know the art and science of consultative dermatology on all types of patients

Medical Knowledge
1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin diseases, such as:
a. Inflammatory diseases,  
b. Infectious diseases,  
c. Cutaneous malignancies,  
d. Papulosquamous diseases,  
e. Connective tissue diseases,  
f. Vesiculo-Bullous diseases,  
g. Diseases of hair and nails,  
h. Diseases of mucosa,  
i. Pigmented lesions, and  

3. Learn basic therapeutic options for common dermatologic processes
4. Become familiar with topical medications to include:
   a. Topical steroids,  
   b. Tars,  
   c. Retinoids,  
   d. Antifungals,  
   e. Antibiotics,  
   f. Antiacne medications, and  
   g. Keratolytics.  
5. Know the various types of local anesthetics  
6. Recognize the cutaneous manifestations of systemic disease  
7. Become increasingly capable of using and understanding systemic therapy to include:  
   a. Antineoplastic Therapy,  
   b. Retinoids,  
   c. Phototherapy, and  
   d. Biologic therapy.  
8. Become increasingly capable of using and understanding systemic therapy to include:  
   a. Antineoplastic Therapy,  
   b. Retinoids,  
   c. Phototherapy, and  
   d. Biologic therapy.  
9. Know the principles of and be able to perform ulcer care  
10. Know the principles of and appropriately refer to patch testing  
11. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes  
12. Become familiar with chronic wounds, their evaluation, care, and types of dressings  
13. Know the art and science of consultative dermatology on all types of patients

**Professionalism**
1. Be on time for clinical assignments  
2. Be a team player in a busy clinical setting  
3. Wear professional attire during clinical activities  
4. Ask the Attending for assistance in times of need  
5. Establish appropriate therapeutic relationships with your continuity patients

**Systems-Based Practice**
1. Learn method to refer to dermatology surgeons and non-dermatology specialty care physicians
2. Know the art and science of consultative dermatology on all types of patients

**Communication**
1. Provide counseling on skin care and protection
2. Work within a team of nurses and physicians
3. Know the art and science of consultative dermatology on all types of patients

**Practice-Based Learning and Improvement**
1. Self-assess strengths and weaknesses at 6 month and annual reviews
2. Create individual learning plan to address weaknesses or deficiencies at end-of-year evaluation
3. Know the art and science of consultative dermatology on all types of patients

**Dermatology Year 3**

**Patient Care**
1. Obtain pertinent history and perform a complete dermatologic examination
2. Perform routine diagnostic laboratory tests to include:
   a. KOH examination,
   b. Viral culture,
   c. Fungal culture,
   d. Bacterial culture, and
   e. Ectoparasitic scraping.
3. Perform basic surgical techniques to include:
   a. Punch biopsy,
   b. Shave biopsy,
   c. Perform cryosurgery,
   d. Perform electrosurgery,
   e. Scissor excision, and
   f. Perform electrodessication and curettage.
4. Know the basics of how to perform local anesthesia
5. Provide counseling on skin care and protection
6. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
7. Know the principles of and be able to perform ulcer care
8. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
9. Become familiar with chronic wounds, their evaluation, care, and types of dressings
10. Know the art and science of consultative dermatology on all types of patients
11. Will be able to demonstrate knowledge in advanced differential diagnosis and patient therapeutic/patient care
12. Will be able to manage blistering diseases
13. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for psoriasis, and antineoplastic therapy
14. Will demonstrate clinical knowledge of complex cutaneous disease processes
15. Will be able to manage chronic ulcers
16. Will become familiar in diagnosing genodermatoses
17. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
18. Will demonstrate overall independent responsibility for directing service and patient care decisions

**Medical Knowledge**

1. Recognize primary and secondary lesions and group skin diseases in diagnostic categories
2. Recognize common skin diseases, such as:
   a. Inflammatory diseases,
   b. Infectious diseases,
   c. Cutaneous malignancies,
   d. Papulosquamous diseases,
   e. Connective tissue diseases,
   f. Vesiculo-Bullous diseases,
   g. Diseases of hair and nails,
   h. Diseases of mucosa,
   i. Pigmented lesions, and
   j. Skin conditions in children.
3. Learn basic therapeutic options for common dermatologic processes
4. Become familiar with topical medications to include:
   a. Topical steroids,
   b. Tars,
   c. Retinoids,
   d. Antifungals,
   e. Antibiotics,
   f. Antiacne medications, and
   g. Keratolytics.
5. Know the various types of local anesthetics
6. Recognize the cutaneous manifestations of systemic disease
7. Become increasingly capable of using and understanding systemic therapy to include:
   a. Antineoplastic Therapy,
   b. Retinoids,
   c. Phototherapy, and
   d. Biologic therapy.
8. Know the principles of and be able to perform ulcer care
9. Know the principles of radiation therapy
10. Be increasingly familiar with sexually transmitted diseases and be able to provide counseling to patients with these disease processes
11. Become familiar with chronic wounds, their evaluation, care, and types of dressings
12. Know the art and science of consultative dermatology on all types of patients
13. Will be able to demonstrate knowledge in advanced differential diagnosis and patient
    therapeutic/patient care
14. Will be familiar with advanced therapeutics: radiation therapy, systemic therapy for
    psoriasis, and antineoplastic therapy
15. Will demonstrate clinical knowledge of complex cutaneous diseases processes
16. Will become familiar in diagnosing genodermatoses
17. Should be familiar with the economics and ethics of dermatology
18. Will demonstrate ability to instruct peers and interact with other physicians on problems
    relative to dermatology
19. Will demonstrate overall independent responsibility for directing service and patient care
    decisions
20. Will demonstrate ability to correlate clinical and pathological findings

**Professionalism**
1. Be on time for clinical assignments.
2. Be a team player in a busy clinical setting
3. Wear professional attire during clinical activities
4. Ask the Attending for assistance in times of need
5. Know the art and science of consultative dermatology on all types of patients
6. Will demonstrate ability to instruct peers and interact with other physicians on problems
    relative to dermatology
7. Establish appropriate therapeutic relationships with continuity patients
8. Will demonstrate overall independent responsibility for directing service and patient care
    decisions

**Systems-Based Practice**
1. Know method to refer to dermatology surgeons and non-dermatology specialty
   physicians
2. Know the art and science of consultative dermatology on all types of patients
3. Should be familiar with the economics and ethics of dermatology
4. Will demonstrate ability to instruct peers and interact with other physicians on problems
    relative to dermatology
5. Will demonstrate overall independent responsibility for directing service and patient care
    decisions

**Communication**
1. Provide counseling on skin care and protection
2. Work within a team of nurses and physicians
3. Know the art and science of consultative dermatology on all types of patients
4. Will demonstrate ability to instruct peers and interact with other physicians on problems
    relative to dermatology
5. Will demonstrate overall independent responsibility for directing service and patient care
    decisions
Practice-Based Learning and Improvement

1. Know the art and science of consultative dermatology on all types of patients
2. Incorporate information learned from UNC-Duke conferences into patient care
3. Will demonstrate ability to instruct peers and interact with other physicians on problems relative to dermatology
4. Will demonstrate overall independent responsibility for directing service and patient care decisions
5. Appropriately investigate clinical questions/decisions as related to personal continuity care patients
FACULTY EXPECTATIONS

As a faculty, we expect our residents to make their dermatology education one of their highest priorities during the three years in which they train with us in Chapel Hill. Residency training is not a mere rite of passage or worse, a 40-hour per week job. It is instead the first phase of a life-long program of disciplined self-education.

In order to effectively practice dermatology, each physician must develop very specialized visual skills, aptly referred to by some as the "dermatologic eye." Therefore, the most important training that each resident receives will be acquired by seeing and treating large numbers of patients, each of whom presents with a unique presentation of a dermatologic condition. As faculty, we are committed to working closely with you, in supervised clinical settings, to help each of you develop these critical clinical skills. As a correlate, you will be given increasing responsibility in the management of our patients, commensurate with your level of clinical experience, and training.

Dermatology, however, cannot be adequately mastered just by repeated hands-on exposures to patients. It will additionally require considerable outside reading, not only of the many major current textbooks in the field, but also of the primary (journals) literature, of specialized monographs, and of more historical texts. This, by necessity, will require a commitment to study during evening hours and on weekends, much like medical school.

With increasing time in our residency, we expect our trainees to develop progressive sophistication in their diagnostic and therapeutic skills, to include basic and more advanced surgical techniques, as well as in-depth knowledge of all areas, which encompass the certification examination of the American Board of Dermatology. These include, but are not limited to:

(i) the anatomy, histopathology, immunopathology and immunology, embryology, metabolism, photobiology, aging, of normal skin;

(ii) the pathophysiology of diseases of the skin;

(iii) the pharmacologic or surgical basis for specific therapies of skin diseases, and

(iv) pertinent aspects of mycology, tropical medicine, radiotherapy, cancer biology, and clinical epidemiology.

Residents play an essential role in patient care within our department. As a correlate, our large patient population relies heavily upon our residents, just as they do all other physicians who participate in their overall care. We therefore expect our residents to take this responsibility seriously, and in every encounter with our patients to treat our patients with the same level of concern, respect, compassion, and maturity as they hopefully will with every patient whom they treat within their own practices in future years.
RESIDENT EXPECTATIONS

Clinical teaching and education are two-way streets. Faculty learn as much from their encounters with our residents and patients as our residents can from each faculty member.

Our residents should expect to be treated by each faculty member with courtesy, consideration, collegiality, and respect, and to have every clinical encounter be treated as a teaching opportunity by its faculty. Residents can also reasonably expect that each of our faculty members will actively participate in the many didactic teaching sessions and conferences of our department, and, by their actions, professional accomplishments, and interactions with others, to serve appropriately as role models.

Residents: At present, we are approved for 16 residents in our training program. Assignments vary by training year, although each resident participates in our outpatient clinics during all three years of the residency. Specific assignments may vary from one year to another, based on current clinical needs and the number of residents available to participate. In general,

- Residents do not begin to participate in the inpatient consultation service until their second year of dermatology training.
- The clinics at the Piedmont Health Services, Hillsborough, Burlington, and Rex may be attended by all trainees, starting with their first year.
- Electives are typically reserved for our second and third year (senior) residents.

Departmental Reimbursements

At the beginning of your first year, the department will provide you with 2 white lab coats. These will be ordered during your orientation, from the Health Affairs Bookstore. At the beginning of your second and third years, the department will provide you with 1 additional white coat. Ask the Residency Coordinator for an account number to charge them directly to the department.

The department will reimburse you for the full cost of renewing your NC Medical Resident Training License. Give the receipts to the Residency Coordinator.

Chief Resident(s): The Chief Resident(s) is/are selected by the Departmental Chair and Program Director after consultation with the faculty. Appointment is based upon his/her performance as a resident and the demonstration of leadership and administrative skills.

The Chief Resident(s) serve(s) several major roles simultaneously:
1. As a senior resident he/she participates in the same clinical and other educational activities, and at the same level, as any other resident within our program. That is, the Chief Resident(s) participate(s) in outpatient clinics and in conferences, just as does every other resident within our program. Similarly, he/she takes evening and weekend call, at the same frequency as all other residents.
2. The Chief Resident(s) perform(s) a number of critical administrative functions, to include the establishment and maintenance of schedules (i) for the assignment of residents to the clinics and consultation service; (ii) for resident vacations, and (iii) for resident, faculty, and outside speaker participation in our departmental conferences.

3. The Chief Resident(s) serve(s) as the senior representative of the residents to the Program Director and the Chair. As such, he/she is the first individual to whom other residents are to go if questions or problems arise regarding their day-to-day activities.

4. As a senior resident, the Chief Resident(s) will also occasionally participate in the education of residents in other departments on our campus, who are preparing for their own board examinations, via scheduled lectures or other types of presentations.

In order to facilitate a smooth transition in scheduling at the beginning of each academic year, the Chief Residency will be a one-year position, beginning April 1st of his/her second year of dermatology residency.

**Program Director:** The Program Director is responsible for the overall design and functioning of the residency program. He/She acts under the mandate of the Department Chair and serves as the final conduit between the residents and the faculty. He/She administers the BASIC and CORE examinations by the American Board of Dermatology and generates yearly progress reports on each resident to the Board. He/She is the department's formal contact with the ACGME. He/She ensures that all policies and regulations of the University, of UNC Hospitals, and of its Office of Graduate Medical Education are met by the department and its residents. The Program Director is in charge of the residency selection process, working with a subcommittee of faculty members. He/She further oversees all didactic teaching sessions and assists the Chief Resident and Chair in the selection of outside speakers. He/She establishes a mentorship program for career counseling for each resident, as well as written certification of completed training upon graduation from the program. Most importantly, he/she intervenes if problems arise among the residents which cannot be resolved by the Chief Resident.

Residents are strongly encouraged to speak with the Program Director at any time regarding specific questions, concerns, or problems which can impact either the resident or the program itself. If possible, however, any issues that involve day-to-day interactions among residents (to include scheduling) or clinic matters should first be broached with the Chief Resident. Any problems which cannot be handled at the level of the Program Director, will then be deferred to the Departmental Chair.
RESIDENTS' RESPONSIBILITIES

Clinics

Residents are assigned to each of our local and outlying clinic facilities on a multiple-week block basis. There are no resident clinical activities scheduled during educational sessions. While clinics are occasionally cancelled, residents may be scheduled to clinical activities on all non-educational half days. Individual faculty members may have different ways in which they wish residents to participate in patient care. As such, residents should consult with each individual attending.

In order to provide optimal care, as well as show maximal courtesy and respect to our patients in the most professional manner, it is important that each resident be ready to begin each clinic on time.

In general, within our standard teaching clinic, each patient is first interviewed and examined by a resident, prior to presentation to the attending. All necessary procedures are then performed and prescriptions prepared by the resident, unless otherwise specified by the attending.

Of most importance, each resident is ultimately responsible for following up on the biopsies and other laboratory studies which have been performed on every patient, and for informing the attending (and subsequently the patients) of these findings. This includes biopsies and laboratory studies performed at each of our outlying clinics. As a correlate, each resident should appropriately notify the attending of the results of these findings as soon as they become available, and then inform and explain to each patient what these findings mean and what further studies (if any) should be done.

During the last few weeks of each academic year, there is a potential risk that studies initiated by a soon-to-graduate third year resident may not be available for review and follow-up until after July 1st. Each graduating resident must formally arrange for another resident to follow-up on these patients, to guarantee that quality and continuity of care is maintained during this yearly transition period. Phone calls to the referring physicians may be appropriate, especially for some of the patients who are referred to us from within the UNC Hospitals system, to facilitate communication within our institution.

As many of the residents may be either scheduled away or on vacation/elective from the dermatology clinic, each resident should identify one fellow resident (“buddy”) with whom to cover clinical and elective mailbox messages. This is an extremely important issue regarding continual effective care to our patients.

Each resident will furthermore generate formal clinical notes on all patients not requiring, per federal regulations, notes prepared by the attendings, unless an attending chooses instead to create each note. As a correlate, it is important that each note be corrected, as necessary, by each resident as soon as possible, so that a final record can be made available to the referring physician and other health care professionals who may be participating in the care of that patient.
Unexpected coverage needs may arise at any time, due to personal illnesses, family medical leave, etc., of other fellow residents. As such, it may become necessary to recruit other residents to fill clinic openings on very short notice. To meet these unpredictable needs, the following rules must be adhered to by each resident in our program:

1. During each weekday, each resident must be immediately reachable via beeper from 8:00 a.m. to 5:00 p.m. unless they are on elective or vacation.

2. In addition, each resident who is not otherwise assigned to a clinic on a given morning or afternoon is also expected to be available, should unexpected coverage be required. That is, each resident who is unassigned to a clinic on a given half-day must still be available to be at the clinic within no more than 30 minutes after receipt of a page from the Chief Resident, Clinic Director, or Program Director, to assign him/her to such a duty.

Any release from this responsibility must be approved on a case-by-case basis by the Program Director, and will be based on the overall number of residents who are still available for coverage.

**Inpatient Consultations**

It is critical that we be able to meet the dermatologic needs of our colleagues from other departments within the medical school in a professional and timely manner. Each consultation must be completed as fully and as expeditiously as possible. That is, the consult resident should attempt to see and evaluate each consultation personally, and as soon as possible, rather than merely trying to serve as a triage officer for our outpatient clinic. If the consultation is regarding an outpatient clinic and the requesting service/clinic feels transfer of the patient is safe and justified, the consult resident can refer the patient to the dermatology clinic. Even if you feel that the consult is inappropriate, unnecessary, or excessive, you are expected to provide consultations for any service/team/attending upon request.

In general, every non-Emergency Room consult must be seen on the same day of the request. Emergency Room consultations are indeed that, and must be seen as quickly as possible by the resident. A decision can then be made as to the need for the on-call attending to physically staff that consultation, after the resident has spoken to the on-call attending, based on the resident's findings and the specific needs of or requests by the patient and ER staff.

Evening and weekend coverage schedules will similarly be assigned by the Chief Resident. In order to provide optimal care (which includes the best possible continuity of care) for our patients, it will be unacceptable to have multiple residents cross-covering one another within any single day (i.e., on a weekend). Any changes in coverage for our consultation service must be reported not only to the attending, who is on service but also to the page operators at UNC Hospitals.
**Miscellaneous**

Each resident is expected to perform all duties in a highly professional manner. This includes being punctual and properly attired for each of our clinics. White lab coats are provided to each resident, and should be worn within the hospital during any anticipated inpatient contacts. Although white lab coats are optimal, other equally professional attire may be acceptable within our department's outpatient facilities, unless otherwise noted by the attendings of individual clinics.

For security reasons and entry into the selected hospital wards, each resident should **always** wear his or her UNC Hospitals Identification Badge while in any of our clinics or in the hospital.

Pagers are provided to each resident. During the work week, each resident must be available via pager, even if he or she is not assigned to a clinic during a particular half-day. It is unacceptable for any resident to have another resident carry his/her beeper, or to leave it unattended in the clinic or office areas.
CONFERENCE

Departmental

Residents are expected to attend and participate in all of the scheduled conferences and teaching sessions and activities of the department. As part of their training, each resident will prepare formal presentations to the department yearly, consistent with the goals of the curriculum for our residency training program.

Our department meets with the residents and faculty of Duke on a nearly every two week basis during nine months of each academic year (September through June). Half of these patient-focused UNC/Duke conferences are held at UNC. First and second year residents are expected to give formal presentations at the UNC meetings, with the advice and assistance of the faculty member who has participated with the resident in the evaluation and care of each patient. Details of the format for these presentations are available from the Chief Resident and Program Director.

The Hideaway/Consultant’s Conference occurs monthly. In this conference, interesting patients with attendant teaching value are reviewed. Residents and faculty members are responsible for referring challenging and/or interesting patients to this conference. Rotating faculty preceptors run the conference including oral examination of the residents’ knowledge base, evaluation strategy, and treatment plans. The faculty will evaluate residents on their performance and provide feedback in regards to patient care, medical knowledge, practice-based learning and improvement, and systems-based practice.

Didactic lectures are scheduled weekly. A Chief Resident is responsible for establishing the year’s schedule with the Program Director’s guidance to cover a wide range of topics related to dermatology. Lecturers include UNC departmental faculty, UNC Hospitals faculty, UNC dermatology residents, and local and national dermatologists.

Dermatopathology is taught throughout the year with unknown cases, weekly formal reviews based upon chapters of a pathology textbook, and monthly mock board examinations.

Journal Clubs are held on a regular basis with a faculty preceptor.

Kodachromes are reviewed on a weekly basis with a faculty preceptor. Unknown cases are projected. Residents are asked to provide differential diagnoses and potential evaluation strategies.

National and Local Conferences

We well appreciate that our residents may benefit from the opportunity to learn from faculty members of other universities, via attendance of approved educational meetings and forums.
At the present time, all residents in U.S. dermatology training programs have some expenses (hotel and travel) paid to attend the annual meeting of the American Academy of Dermatology by an educational grant. Depending upon the fiscal state of the department, residents are provided a stipend to apply to additional costs of registration. The second-year class is responsible to cover the consult service during the meeting. Arrangements are negotiated among this class to decide upon logistics of consult coverage and meeting attendance.

All of our first and second-year residents are encouraged to attend the annual Southeastern Consortium on Dermatology, a regionally based clinical meeting, which is focused on graduate and postgraduate education. Depending upon the fiscal state of the department, residents are provided a stipend to apply to the costs of travel, accommodations, and registration. Third-year residents provide coverage of call activities. If third-year residents attend this meeting, they do so without financial support of the department.

If clinic coverage scheduling is adequate, it may be possible to permit residents to attend other meetings within the continental United States, based on individual career needs or interests. If departmental funding allows, it may be also possible to reimburse or provide some stipend to apply to expenses if a presentation by the resident is involved. This will be applied on a case-by-case scenario.

The ability to give cogent presentations is an equally important skill, which we wish to see each of our residents develop before he or she graduates from our program. The two-day Gross and Microscopic Symposium at the annual meeting of the American Academy of Dermatology is an outstanding format. Each of our returning dermatology residents will be expected to submit an appropriate clinical vignette in this or comparable AAD symposium. Our faculty will assist each resident in identifying appropriate cases for presentation. Applications for submission will be due in late spring or early summer of the year preceding the next AAD meeting, so each resident needs to be looking for possible cases for presentation.

We would be delighted to have our residents give presentations at other regional or national meetings, in addition to the AAD annual meeting, if departmental resources allow. Interested residents should discuss this with the Program Director and/or Chair.
The Chief Resident(s) is/are responsible for all assignments of the residents to the clinics and to the consultation/ward service. Clinic rotations will be assigned in units of multiple weeks, to simplify scheduling and balance assignments.

It is the intent that over the course of each year of residency, each member of a class will have had approximately equal amounts of time within each clinic setting. The only major exception will be if significant program changes occur which alter the current composition of our clinics (for example, in where and how often we will be providing services within outlying facilities). Similarly, some residents may not be able to have exactly the same clinic assignments as others if, for example, they choose to participate in some electives (i.e., within foreign institutions; to participate in research electives).

It cannot be overstressed that every attempt will be made by the Chief Resident(s) and the Program Director to ensure that each resident graduates from our program having had, over the three year training period, the same clinical educational opportunities of their fellow classmates. Micromanaging ("bean counting") by individual residents is strongly discouraged, since it impacts negatively on what is hoped to be a department-wide collegial environment, as well as on the day-to-day interrelationships among its fellow trainees.
ELECTIVES AND INTERVIEW TIME

Resident elective time is 4-5 weeks (20-25 days) of the third year of residency training. As the clinical and staffing needs of the department must not be compromised, the length of elective time is always subject to change. In addition, each resident is permitted to use 5 work days during their training for interview purposes.

Electives are commonly taken at Greensboro Pathology and Aesthetic Solutions, although they also may be taken at other institutions, with the prior approval of the Program Director and the cooperating institution. All electives require an elective approval form submitted to the Program Director, completed in advance of the elective.

While the specific length of each elective may vary, based on the type of elective being proposed, it is hoped that each resident will use this time to augment their residency training and/or potentially develop a specific area of interest and expertise, through the intensive study of some field within our specialty.

If residents take 4 weeks (20 days) of elective outside of the North American continent, they will accrue one additional week (5 days) of elective.

Because some fellowships (Mohs, procedural, pediatric) match toward the end of the second year, second year residents can use 1 week of their senior elective.

In order to attempt to ensure that each resident can take elective time during his/her senior year, no more than one dermatology resident may take his/her elective during the same time period. Despite this, however, please note that this our targeted goal, and that the exact length of each elective period will ultimately remain dependent on the availability of sufficient numbers of residents to provide adequate coverage for our department's many clinical activities. At present, this should be possible, based on the number of residents who are currently enrolled within our training program. The Chief Resident will be instrumental in helping to keep this a reality, by carefully scheduling vacations and specific clinical assignments during particularly busy portions of the academic year. Electives should be discussed with the Program Director as early as possible, both for approval and to facilitate scheduling by the Chief Resident.

Third-year residents are encouraged to participate in a longstanding exchange program, which was established by Dr. Diaz with the Department of Dermatology at the University of Sao Paulo in Brazil. This elective is up to 4 weeks in length. Interested residents are encouraged to obtain details from Dr. Diaz about this unique educational opportunity.

The International Residency Exchange Program University of North Carolina – University of Sao Paulo, Brazil

The Faculty of Medicine at the University of Sao Paulo opened in 1912 and the Department of Dermatology began its academic activities in 1916. Renowned members of the university have made important contributions in clinical and basic research, among them Professor A. Carini (Pneumocystis Carini), Professor A. Bovera, Professor S. Taylor-Darling, Professor Lambert and
Professor Lambert-Mayer. Four outstanding individuals have headed the department: Professor A. Lindenberg (1912-1929), Professor J. Aguiar-Pupo (1930-1960) and Professor S.A.P. Sampaio (1961-1989) and Professor Evandro A. Rivitti, (1990 - To date).

The Department of Dermatology at the University of Sao Paulo is the largest dermatology-training program in Brazil and Latin America. The missions of the department are teaching, patient care, and research. There are 25 faculty members, 24 dermatology residents, and seven post-doctoral fellows. Many of the faculty members are former trainees of dermatological programs in the United States and Europe. There is a strong emphasis in the postdoctoral program to train future academicians. The department is divided in active divisions, i.e., clinical dermatology, pediatric dermatology, dermatological and cancer surgery, cryotherapy, dermatopathology, tropical medicine and immunodermatology. An expert faculty member heads each unit.

The Dermatology Outpatient Service at the Hospital das Clínicas (http://hcnet.usp.br/) attends more than 300 patients per day. The census of patients seen in the dermatology clinic service from 1987 through 1990 is as follows: 48,302 (1987); 46,962 (1988); 59,648 (1989); and 73,298 (1990). The department maintains an active inpatient service of approximately 30 patients providing specialized therapy for such diseases as leprosy, leishmaniasis, lupus, endemic pemphigus (fogo selvagem), chromoblastomycosis, blastomycosis, and lymphomas.

Sao Paulo is one of the largest cities in the world with a population that approximates 18 million and the University Hospital is the premier referral center for the city of Sao Paulo.

**History of Dermatology Residency Exchange Program:** The faculty of the Department of Dermatology of the University of Sao Paulo has maintained, for several years, a close association with Dr. Luis A. Diaz’s research team on Fogo Selvagem. It began when Dr. Diaz was a faculty member at the University of Michigan (1976-1982) and continued when he joined the Dermatology Department at Johns Hopkins University (1982-1998). The aims of these interactions were focused on research and training opportunities for junior faculty members of both departments. As a result of these efforts, both departments have benefited from grants and subcontracts from the National Institutes of Health (NIH) to support research in Fogo Selvagem. Faculty members from the University of Sao Paulo and US universities benefited from these interactions as well.

The International Residency Exchange Program for dermatology residents officially began at the Medical College of Wisconsin in 1992 when Dr. Diaz was serving his tenure as Professor and Chairman of the Dermatology Department at that institution (1989-1999). This program moved to The University of North Carolina in Chapel Hill in 2000 when Dr. Diaz was appointed as Professor and Chairman of the Dermatology Department.

The close and productive interactions between academic departments of two major universities will continue to benefit both programs. The exchange program stands as an example of a multinational effort for the advancement of dermatology education in two countries. From Brazil we offered training opportunities in the USA to Dr. Ciro Martins, Dr. Justin Roscoe, Dr. Giles Landman, Dr. V. Aoki, Dr. H. Friedman, Dr. R. Rocha, and Dr. G. Hans. Dr. Martins is an
Assistant Professor of Dermatology at Johns Hopkins University; Dr. Roscoe is a board-certified dermatologist in Maryland, and the rest of visiting scientists are dedicated to academic careers in Brazil. Several investigators from the U.S.A. have also enjoyed these interactions, including Dr. G. Anhalt (Johns Hopkins University), Dr. T. Russell, Dr. Fairley, Dr. Neuburg, B. Drolet (faculty members of the Medical College of Wisconsin), and Dr. J.R. Stanley (Professor & Chair Dermatology, University of Pennsylvania).

**The Resident Exchange Program:** Senior residents from both departments are allowed to spend up to 1 month in the exchange facility, i.e., Sao Paulo or Chapel Hill. The exchange program is not mandatory. Upon arrival the dermatology resident is incorporated into the respective residency program. This program provides the opportunity for residents from each program to visit the other institution and to participate fully in the various aspects of the teaching program of each department. The residents from both institutions are able to learn and appreciate a culture of each country and most important to learn aspects of dermatology in areas difficult to reproduce in their own institutions. For example, the teaching of tropical dermatology is unique in Sao Paulo and it is unmatched in any other U.S.A. Dermatology Program. The exchange program is voluntary for our residents.

The Department of Dermatology of the University of Sao Paulo provides free housing for our residents during their stay in Brazil. The apartment in Sao Paulo is furnished and within walking distance of the University Hospital.

U.S.A. dermatology residents have benefited from the exposure to the practice of dermatology in a country outside the U.S.A. The Brazilians are generous and gracious hosts and our residents have found this rotation to be a real highlight in their educational experience. Many have remarked that the experience gained during this rotation was a real benefit in taking their exams for the American Board of Dermatology. There have been more than 25 U.S. residents (Medical College of Wisconsin, University of Rochester, Duke University, Stanford University, and UNC) that have visited the Sao Paulo program and a similar number of Brazilian residents that have come to our U.S.A. institutions.

This program won an award for Excellence in Education from the American Academy of Dermatology in 1993. The award consisted of a trophy and a $4,000 check, which was divided equally between the two institutions.

**Educational Objectives for UNC Dermatology Residents:**
- Learning experience in tropical dermatology. Our residents will be seeing patients suffering from all forms of leprosy, leishmaniasis, superficial and deep fungal infections, and endemic pemphigus foliaceus.
- Learning features of skin diseases that are unique to Brazil. Similar diseases are seen in the U.S.A., but in their milder forms because patients seek medical attention sooner than their Brazilian counterparts. Severe forms of psoriasis, lupus, pemphigus vulgaris, lymphomas, etc. are commonly housed in the inpatient service of the University Hospital in Sao Paulo.
- Learning and understanding the health systems applied to patient care in Brazil.
- Learning the culture of another country.
Educational Objectives for USP Dermatology Residents:

- Learning and comparing clinical dermatology as is practiced in the U.S.A. with Brazil.
- Increasing their English proficiency.
- Comparing the Health Care Systems, Brazilian, and U.S.A.
- Learning the USA culture.

Other Aspects of the Exchange Program. Dermatology residents participating in the exchange program will be working as “Observers” when visiting each training facility. They will not be involved in direct patient care. Health related risks for visitors to Sao Paulo are the same as those found in any large city around the world. Vaccination against tropical diseases is not required, only if planning to visit the Amazon regions. The language spoken in Brazil is Portuguese. The majority of dermatology residents and faculty from the Department of Dermatology of the University of Sao Paulo communicate well in English. Dermatology residents from Brazil are encouraged to obtain health insurance before coming to the U.S.A. UNC residents must complete the required Health Insurance forms before traveling to Brazil.
ELECTIVES APPROVAL FORM .................................................................

The Program Director, Elective Committee, and the Director of the elective experience at the
sponsoring institution must approve third-year electives. Please complete this form, sign it and
submit to the Program Director for approval. After approval, have the sponsoring institution sign
it and give the original to the Residency Coordinator, who will need it for GME paperwork.

ELECTIVE DATES: _________________________________________________
ELECTIVE LOCATION: _____________________________________________
DIRECTOR/CONTACT PERSON OF ELECTIVE: _______________________

EDUCATION GOALS OF ELECTIVE:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Resident Signature

Date

Approved by committee:

☐ Yes
☐ No

Director of Elective

Date

Program Director

Date
**RESEARCH OPPORTUNITIES**

We agree with the American Board of Dermatology and Dermatology RRC that exposure to research (basic or clinical) is a worthwhile component of the training of every dermatologist, even if an academic career is not being ultimately sought. We therefore encourage each trainee to consider supplementing his or her own training with exposure to some form of research, if time and interest permit. It is important to emphasize; however, that this is not a requirement of our residency program, since our primary focus is to provide comprehensive clinical training for each of our residents. Any research pursued part-time by a resident must not, however, interfere with the scheduled clinical activities or educational programs of our department.

Less formal research opportunities (to include possible participation in ongoing clinical trials) may be possible within our department to any resident, who wishes to participate in a particular ongoing project while still participating fully in all of his/her scheduled clinical activities. Residents interested in pursuing such research should discuss such options with the Program Director and other members of our faculty.
EVALUATIONS

Resident Evaluation of Faculty, Program, and Rotations

The faculty of the Department of Dermatology realizes the importance of regular evaluation of the program. On a yearly basis, residents are asked to complete evaluations of the program’s faculty members and educational activities. Residents also evaluate satellite clinics (rotations). This is accomplished through anonymous evaluations filled out online via MedHub. The Residency Coordinator prints the MedHub reports and forwards to the Program Director. Faculty members receive feedback through the Chair individually.

A Program Evaluation Committee (PEC) comprised of the Program Director, two faculty members, and the Chief Resident(s) meet on an annual basis to address the overall educational objectives of the program with feedback from program/educational activities/rotation evaluations and resident performances on the ABD BASIC and CORE examinations.

Program Evaluation of Residents

Each resident will be evaluated individually by self, peers, faculty and staff, consistent with the requirements of the University's Office of Graduate Medical Education, the Accreditation Council of Graduate Medical Education, and the American Board of Dermatology.

Each resident will meet with the Program Director twice yearly to discuss his or her progress, and to hear of any recommendations from the Clinical Competency Committee (CCC), which are focused on improving performance within our many clinical and teaching settings. Written summaries of all evaluations are always available and on file for review.

The American Board of Dermatology Evaluation

The American Board of Dermatology evaluation is performed yearly in the Spring. Each attending physician completes an evaluation of every resident. The final report is a summary of all the evaluations. This evaluation tool addresses all required competencies including patient care, medical knowledge, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice.

In-Training Examinations

An BASIC Examination is administered yearly in the Spring to first-year dermatology residents according to the guidelines set by the American Board of Dermatology, and is informational only. This examination measures resident competencies in medical knowledge, practice-based learning and improvement, and systems-based practice. Results of these examinations will also be used by the department as one formal marker of the progress of each trainee and, when necessary, to direct further study during one or more electives during the senior year of training, if a resident has performed poorly in any portion of the examination. Throughout the year, the CORE Examination is administered to second and third-year dermatology residents, to help prepare them for the traditional Certification Examination.
**Milestones Evaluation**

Each resident will be evaluated twice per year via a **milestones evaluation tool**. This tool assesses resident competencies in patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. Evaluators will include faculty, fellow residents, administrative personnel, nursing staff, clinic staff, resident self, and patients. These evaluations will be performed in November/December and May/June via MedHub.

**Portfolios**

Residents have been asked to maintain **portfolios**, which will be reviewed on a yearly basis. With portfolios, residents can document their progress in medical knowledge, practice-based learning and improvement, and systems-based practice. Each portfolio entry should have a brief reflective statement demonstrating the educational value of the activity.

**Procedure Log**

All residents are required to maintain a record of their procedures performed in the clinical setting using the ACGME web-based procedure log. At the end of each year, each resident should update their **procedure log** for a final report.

**Speaker Score**

Residents are evaluated by meeting attendees in which they present talks. End of the year reports provide feedback regarding their teaching abilities and areas of needed improvement.

**Conference Attendance**

Attendance at all educational activities is measured and expected to be greater than 90%.

**Clinical Skills Evaluation (Sept.)**

Faculty evaluate residents in the Fall for competency with clinical encounters, medical records, and systems-based practice.

**Personal Feedback (Spring)**

In the Spring of each year, residents select 1 faculty member to provide direct personal feedback with 1 item for improvement.
PUBLICATIONS DURING RESIDENCY

The optimal way in which a resident can become most knowledgeable about a specific disease or a clinical presentation is to perform an in-depth study of the literature on that topic and then synthesize that information into a report, which eventually can be submitted for publication in a peer-reviewed journal.

Each resident should also realize that significant contributions to our field are not solely dependent on the publication of cutting-edge bench or clinical research. Indeed, much can be learned from a well-written and exhaustively researched case report or case series.

We would therefore encourage each resident to look for opportunities to publish novel clinical observations, and to develop these ideas with the assistance and encouragement of one or more members of our faculty.

Teaching During Residency

There are many opportunities to develop effective teaching skills during residency training. Effective teaching is a very important aspect to master as it is a key to success in the residents’ future (interactions with patient, referring physicians, office staff, etc.). In addition to daily interactions with patients and fellow residents, rotating medical students often shadow residents during clinics and consults. Teaching is both an honor and responsibility, which must be accepted with professionalism.
POLICIES AND PROCEDURES

DEPARTMENT OF DERMATOLOGY

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The Irene & Robert Alan Briggaman Distinguished Professor & Chair
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Edith Bowers, MD, PhD
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Craig N. Burkhart, MD
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Donna Culton, MD, PhD
Luis A. Diaz, MD, The C.E. Wheeler Distinguished Professor
Amy W. Fox, MD
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POLICY AND PROCEDURE
UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
POLICY ON DUTY HOURS FOR
ALL ACGME SPECIALTY & SUBSPECIALTY TRAINING PROGRAMS

A) Background
UNC Hospitals Policy on Duty Hours must be consistent with the ACGME Common Program Requirements and Specialty Specific Resident Duty Hour Requirements. Although the responsibilities for patient care are not necessarily over a specific time, duty hours must be regulated in order to promote excellent patient care and safety, resident education and physician well being. The Program’s Duty Hour Policy must be in compliance with the relevant Program requirements and UNC Hospitals Policy on Duty Hours.

B) Maximum Duty Period Length and Mandatory Time Free of Duty
1. UNC Hospitals Policy on Duty Hours and the ACGME requirements take precedence over all other policy statements and apply to all sites to which residents are assigned.

2. Duty hours must be limited to 80 hours per week, averaged over a 4-week period, inclusive of all in-house call activities and all moonlighting and special duty projects. Duty hours are defined as all clinical and academic activities related to the residency program, i.e., patient care (both inpatient and outpatient), administrative duties related to patient care, the provision for transfer of patient care, time spent in-house during call activities, and scheduled academic activities such as conferences. Duty hours do not include reading and preparation time spent away from the duty site.

3. Residents must be scheduled for 1 day free of duty every week when averaged over 4 weeks. At home call cannot be assigned on these free days.

4. PGY1 and intermediate level residents should have 10 hours off between scheduled duty periods. Per the ACGME, “should” is a term used to designate requirements so important that their absence must be justified and a program or institution may be cited for failing to comply with a requirement that includes the term “should.” There are however, appropriate educational justifications, and inevitable, unpredictable circumstances which result in a respite of less than 10 hours. In these instances, residents must have a minimum of 8 hours free of duty before the next scheduled duty period. Per the ACGME, “must” is a term used to identify a requirement which is mandatory or done without fail, and therefore constitutes an absolute requirement.

4.1. All residents who have duty hour reports indicating a respite period of between 8 and 10 hours will be required to document the activities that prohibited 10 hours of respite. They will be asked to provide written educational justification or explain in writing the unpredictable circumstance that resulted in the reporting of between 8 and 10 hours respite between scheduled duty periods.

4.2. All reports of less than 8 hour respite periods will be treated as an absolute violation of the duty hour regulations.

5. Duty periods of PGY1 residents must not exceed 16 hours in duration. Duty periods of PGY2 residents and above may be scheduled to a maximum of 24 hours of continuous duty in the hospital. After 16 hours of continuous duty, residents are encouraged to engage in strategic napping, especially when the 16 hour mark occurs between 10:00 p.m. and 8:00 a.m.

5.1. After 24 hours of continuous duty, the resident may remain on-site for transitions of care and/or to attend an educational conference when that transition is completed, but this period of time must be no longer than an additional four hours. No new patients may be assigned or additional clinical duties assigned (including continuity clinics) during those additional four hours.

5.2. After 24 hours of in-house duty, residents must have 14 hours free of duty before the next scheduled duty period.

6. Individual exceptions to maximum duty hour periods. In unusual circumstances, a resident may remain beyond their scheduled period of duty to continue to provide care to a single patient with the following additional policies:

6.1. The extension of duty hour period must be initiated voluntarily by the resident – never assigned, or suggested, by the faculty member or senior resident.

6.2. PGY1 residents are not permitted to remain beyond their scheduled duty hour period.
- Possible justifications for this extension of the duty hour period include those established by each program’s respective RRC.
- The resident will complete such reporting processes as established by the program to record the extended duty hour period.
- The program director will review each submission of additional service.

7. Residents in the final years of education [as defined by the Review Committee] must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods. 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 [as defined by the Review Committee] 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. Such instances must be reported to, and monitored by, the Program Director.

C) **On-call Activities**

PGY2 residents and above must be scheduled for in-house call no more frequently than every 3rd night when averaged over a four week period, unless there are different provisions specified by the program’s respective RRC.

D) **At-Home Call** *(pager call is defined as call taken from outside the assigned Institution)*

1. 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.
2. At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident.
3. 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.”

E) **In-House Night Float**

Residents must not be scheduled for more than six consecutive nights of night float, unless there are other provisions specified by the program’s respective RRC.

F) **Oversight**

1. Each program must have written policies and procedures consistent with the Institutional and Program Requirements for resident duty hours and the working environment. These policies must be distributed to residents and faculty. Monitoring of duty hours is required with frequency sufficient to ensure an appropriate balance between education and service.

Each program must monitor duty hours within the education committee by regularly reviewing the duty hours within their program and at all Institutions at which the residents rotate. The GMEC Subcommittee on Duty Hours must receive
semiannually a report regarding program residents’ compliance with duty hours. Each program must have an educational program to recognize the signs of fatigue for the residents and faculty.

2. Back-up support systems must be provided when patient care responsibilities are unusually difficult or prolonged or if unexpected circumstances create resident fatigue sufficient to jeopardize patient care.
   a. The program must adopt and apply policies to prevent and counteract the potential negative effects of fatigue and sleep deprivation.
   b. Residents must be provided with on-call rooms that permit rest and privacy when on duty in the hospital.
3. All duty hour concerns by residents should first be directed to the Program Director. Alternatively, the resident may go directly to the Office of Graduate Medical Education to request investigation.

G) Reporting and Compliance Requirements
1. All residents and subspecialty residents appointed through the Office of Graduate Medical Education are required to record all duty hours in E*Value in a timely manner.
2. Residents will receive reminders from MedHub to record their hours every seven (7) days.
3. Residents who have not recorded their hours for a period of eight (8) days will be contacted by their Program Director and will be expected to record their hours to the current date immediately.
4. When a resident reaches a threshold of fourteen (14) days delinquent, said resident’s information will be forwarded to their Program Director and Department Chair on the fifteenth (15th) day for action.
5. When a resident reaches a threshold of 21 days delinquent, the DIO will contact the Department Chair on the 22nd day.

H) Moonlighting
1. Education of a resident is a full-time academic pursuit. Moonlighting is to be discouraged. However, the time spent moonlighting must count toward the weekly 80-hour duty limit, averaged over a 4-week period.
2. If a Program allows moonlighting, the Program Director must ensure that moonlighting does not interfere with the ability of the resident to achieve the goals and objectives of the educational program, and the Program Director and resident must comply with UNC Hospitals Graduate Medical Education Policy on Moonlighting.
3. If a program allows moonlighting and a resident chooses to moonlight, it is the responsibility of that resident to assure that all moonlighting activity occurs within the duty hour restrictions, including total hours per week, days off per week, and a mandatory 10 hour respite between all moonlighting and duty periods (see the Moonlighting Policy for more details.)

I) Duty Hour Exception
1. An RRC may grant exceptions for up to 10% of the 80-hour limit, to individual programs based on a sound educational rationale. The GMEC must approve the proposal prior to the program requesting an exception on the RRC level.
2. The program must follow the attached procedure for requesting a 10% exception for the 80-hour limit.

**J. UNC Dermatology Specific Duty Hour Policy**

Residents are required to enter work hours into MedHub. Failure to do so in a timely manner results in an email reminder to complete. Delinquency greater than 7 days stimulates emails to the Program Director for immediate corrective action.

On a weekly basis, the Program Coordinator reviews duty hour reports to assess for violations and/or errors. In case of errors, residents are informed and the entry error is corrected. Violations are investigated by the Coordinator with a discussion with the resident. In case of true violations, incidents are reported to the Program Director for corrective action in schedules. On a monthly basis, the Program Director reviews and signs monthly duty hour reports.

Reviewed and Approved by GMEC: December 17, 2003
Reviewed and Approved by GMEC: September 21, 2005
Reviewed and Approved by GMEC: October 18, 2006
Reviewed and Approved by GMEC: December 17, 2008
Approved by MSEC: January 12, 2009
Revised and Approved by GMEC: September 16, 2009
Approved by MSEC: October 12, 2009
Revised and Approved by GMEC: March 16, 2011
Approved by MSEC: April 11, 2011
Approved by MSEC: August 8, 2011
Approved by MSEC: October 10, 2011
Approved by MSEC: February 13, 2012
POLICY AND PROCEDURE
UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
REQUEST FOR 80-HOUR DUTY LIMIT EXCEPTION

1. An ACGME-accredited training program may request an exception for up to 10% of the 80-hour duty limit averaged over a four-week period.

2. The request must be submitted to the GMEC Chair of the Subcommittee on Duty Hours. The GMEC Subcommittee on Duty Hours will make a recommendation to the GMEC.

3. In requesting an exception to the 80-hour duty limit, the Education Committee of the program must include the following:
   a. The program’s ACGME accreditation status;
   b. The educational rationale for the exception as it applies to a particular assignment, rotation(s), and level(s) of training; a blanket exception for the entire educational program should rarely be requested;
   c. Resident rotation(s) changes and call schedules must be provided;
   d. There must be attestation of continuous faculty supervision during the extended hours;
   e. Effect of extended hours on rotations outside of UNC Hospitals;
   f. Plans for monitoring the duty hours in total and in particular the hours above 80 hours; and
   g. The program’s moonlighting policy must be noted for the period in question.

4. If approved by the GMEC, the Program Director may send the request to the respective RRC. The DIO of UNC Hospitals must sign this letter. If the 10% increase is granted to the program, all residents must be notified in writing that the GMEC and ACGME have approved the increase in duty hours. The duration of the exception will be limited to no more than the date of the next program review.

5. The Education Committee of the program must assess and document semiannually the impact of the increase on the physical well being of the residents and whether the program’s educational goals have been enhanced by the increase in duty hours and that patient safety has not been compromised.

6. The program’s Education Committee’s semiannual report must be sent to the GMEC Chair of the Subcommittee on Duty Hours. These reports will be presented to the GMEC.
I. Description
This policy is about how employees must present themselves while at work and is often referred to as the dress code.

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IV. Related Policies


II. Rationale
Neatness and cleanliness are evidence of concern for our patients, their families, the public, and each other. Personal neatness and appropriate attire provide an atmosphere of professionalism and inspires confidence in our ability to deliver services. This policy supports and promotes workplace safety, creates a standard for professional appearance and fosters a positive working environment. The policy applies to all employees including contract employees, residents, volunteers, students, Medical Staff of UNC Hospitals, and School of Medicine, and research personnel utilizing UNC Health Care facilities.

Employees arriving at work and clocking in must present themselves in accordance with the Professional Business Attire Policy. Department policies may specify additional requirements as appropriate for employee and patient safety.

III. Policy

A. Identification
All employees, staff members, volunteers, and visitors, while on UNC Health Care premises, shall be required to wear appropriate identification as defined in the Identification and Access Control Card Policy in UNC Health Care Policy Manual. An employee’s name and picture be visible at all times.

B. Uniforms
Department managers may require staff to wear uniforms as appropriate for the department, position, or work duties. Employees for whom uniforms are required for the job must wear the appropriate uniform. Uniform short pants and uniform hats may be appropriate if part of a department’s overall approved uniform. Alternations to the uniform or alternatives to uniforms are allowed only if prior approval has been obtained from a Department Head and if the intent of this policy, as stated above, is not violated.

C. Scrub Suits
A scrub suit is defined as a hospital provided, hospital laundered top and bottom apparel that is worn in specific departments of the hospital as prescribed by Infection Control. It is to be worn as a set of jade green shirt and pant as specified by the specific departmental policy. Scrub suits, masks, shoe covers, and gloves should be worn only in areas designated by relevant departmental policies and only by those designated to wear them as part of their personal protective equipment. These items are not to be removed from the hospital.

D. Non-Uniform Clothing
Clothing should fit properly, be clean, pressed, and in good condition.

The following is a list of attire that is inappropriate attire in the workplace at UNC Health Care:

1. Clothing that is non-professional in appearance, length, and fit of clothing, such as:
   - Backless dresses or tops
   - Skirts above the knee or have high slits
   - Pants shorter than mid-calf
   - Clothing that is excessively tight or revealing
2. Casual beach or athletic wear (such as sweat pants, stretch pants/warm up pants, and tights or leggings worn as pants
3. T-shirts with logos unless the logo identifies UNC Health Care or units within UNC Health Care
4. Shirts with revealing necklines, bare midriff tops, and clothing bearing any type of unauthorized message, including but not limited to offensive messages, or offensive images
5. Spaghetti strap blouses, unless worn with a jacket
6. Denim unless part of an approved uniform component
7. Shorts or skorts (or similar attire) unless a part of an approved uniform
8. Hats unless a part of an approved uniform

E. Safety
As required by the Occupational Safety and Health Act, UNC Health Care shall provide appropriate personal protective equipment for employees who perform hazardous work. The equipment will protect the face, eyes, head, and extremities. The Infection Control policies and the Employee Handbook must be used to guide departmental dress requirements where appropriate. Reference the UNC Health Care Infection Control Manual and the Employee Handbook for specific guidelines.

F. Protective Equipment
Protective equipment, shields, and respiratory devices shall be used whenever the employee has the potential of being exposed to a hazardous environment, chemical, radiation, or mechanical irritant capable of causing injury or impairment in the function of any part of the body through absorption, inhalation, or physical contact. The use of protective glasses and shoes is covered in the “Personal Protective Equipment Requirements Policy” in the UNC Health Care Safety Policy Manual.

G. Footwear
For safety reasons, all employees must wear shoes that are appropriate to their job. Shoes should be clean and in good repair.

OSHA Standard 1910.136(a) mandates that the employer shall ensure that each affected employee uses protective footwear when working in areas where there is a danger of foot injuries due to falling or rolling objects, or objects piercing the sole, and where the employee’s feet are exposed to electrical hazards. (OSHA standard 1910.1030(d) (3) (i) Closed-toed shoes are required in departments and areas in which the above hazards exist including all patient care areas. In addition OSHA requires that protective clothing/covering be worn that will prevent blood or other potentially infectious materials from reaching the skin.

The following are not appropriate footwear for the workplace at UNC Health Care:
1. Flip-flops
2. Slippers
3. Excessively high-heeled shoes

Employees serving in non-patient care areas may wear open-toed shoes, but are encouraged to wear close-toed shoes in accordance with the above provisions.

H. Grooming Standard
Cleanliness is an essential part of providing high-quality service to our customers. A neat, clean, business-like and professional appearance is a requirement for all jobs. In most instances, an employee may wear his or her hair the way he or she chooses while working, as long as it remains well trimmed, well groomed, and business-like in appearance.

I. Other Considerations
Supervisors will inform employees if business needs warrant additional requirements for the employee’s position.
Visible tattoos and excessive body piercing may offend some customers and co-workers while at the workplace. Therefore, these shall not be visible.

All jewelry and other accessories must comply with OSHA standards in the respective departments. These items present a safety hazard around certain equipment and generally can be disruptive to the work environment.

Chewing gum is not considered appropriate in the presence of patients, visitors, or guests. Chewing gum may be approved on a case-by-case basis for special circumstances such as participation in a Smoking Cessation Program.

The use of earphones, headphones, Walkman or ipods in public or patient care areas is not permitted, unless approved by management or required.

J. Hygiene Standards
Good personal hygiene is required. Other employees, as well as patients and guests, have a right to expect general cleanliness and good dental hygiene from the staff.

Employees shall not use body fragrances such as cologne, perfume, talc powder, and after-shave lotions. Smoke odors are prohibited.

Artificial nails may not be worn by staff involved with direct patient care.

Consideration must always be given to the adverse effect on patient care, on co-workers, and on visitors.

K. Special Occasion Exceptions
Costumes, holiday specific outfits or other special event outfits are acceptable for predetermined special occasions/holidays upon preapproval from department managers through their Division Vice President.

Other than the above exception, UNC Health Care does not have “casual” or “dress down” days.

L. Inappropriate Dress Penalty
Inappropriately dressed employees as referred to in the sections regarding identification, uniforms, and non-uniform clothing will be excused from work without pay, and must return to work as directed by their supervisor. Violations of the Professional Business Attire Policy will result in corrective action up to and including termination. Department managers are responsible for ensuring that every member of their department dresses in accordance with this policy, and the Residency Program Directors are likewise responsible for UNC Health Care’s residents’ compliance with this policy.

Violations of this policy may result in any of the following Performance related Corrective Actions depending on the severity of the violation:

- 1st Violation Verbal Warning
- 2nd Violation Written Warning
- 3rd Violation Final Written Warning or Suspension Without Pay
- 4th Violation Termination

IV. Related Policies
B. Personal Protective Equipment Policy in UNC Health Care Policy Manual

HR 0312
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION POLICY ON MOONLIGHTING

POLICY:

The Executive Committee of the Medical Staff has the responsibility for determining institutional policy regarding whether moonlighting by residents in training should be authorized. Unauthorized moonlighting is inconsistent with the educational objectives of the residency program requirements as specified by the UNC Hospitals Graduate Medical Education Office and the Accreditation Council on Graduate Medical Education (ACGME) and, therefore, is prohibited. Violation of this policy may result in dismissal.

“Moonlighting” is defined as extra work for extra pay, and includes non-medical/non-clinical positions. A non-clinical position is defined as a position in a healthcare-related field with no patient contact, either direct or indirect (such as chart review for research purposes) and with no
medical decision-making that could impact patient care. A non-medical position would be one outside of healthcare that does not require medical training, such as working in a store or restaurant.

While performing clinical moonlighting services, residents must have a full, unrestricted license issued by the North Carolina Medical Board. All moonlighting hours must be documented in MedHub, including non-medical and non-clinical hours; failure to do so will result in suspension or revocation of moonlighting privileges. All residents must comply with the written policies regarding duty hours as per the training program, UNC Hospitals and ACGME.

Those resident trainees moonlighting at UNC Hospitals or UNC Hospitals-affiliated entities such as WakeBrook, for example are covered under the UNC Hospitals Liability Insurance Trust Fund Professional Liability program. No other moonlighting is covered under the UNC Hospitals Liability Insurance Trust Fund, including moonlighting at any UNC Health Care System affiliate (including Rex Healthcare, Chatham Hospital, Caldwell Memorial Hospital, High Point Regional Health, Johnston Health, Nash Healthcare, Pardee Hospital), as the activity is outside the scope of graduate medical education employment to UNC Hospitals. Trainees who are not moonlighting at UNC Hospitals or UNC Hospitals-affiliated entities are responsible for their own professional liability coverage (either independently or through the entity for which the trainee is moonlighting), DEA licensure, Medicare (or other governmental entity) provider number and billing, and training, and must meet any other requirements for clinical privileging at the employment site.

Authorized moonlighting which does not interfere with the Residency Program requirements as specified by the ACGME is permitted under limited circumstances. The term for any authorized moonlighting shall not extend beyond the end of the academic year in which the moonlighting is approved. Residents who want to participate in moonlighting activities for longer than one academic year must apply for approval of such activities each academic year. For multiple reasons (including impact upon resident learning, call schedules, and duty hours), the Department of Dermatology at The University of North Carolina at Chapel Hill DOES NOT ENCOURAGE moonlighting activities. If a resident wishes to pursue moonlighting activities, they must do so in accordance with the policies of UNC Graduate Medical Education office. Prior to commencement of moonlighting, the Acknowledgement of Moonlighting Activities Form must be submitted to the Office of Graduate Medical Education.

I. All duly appointed residents to the Housestaff of UNC Hospitals shall perform their duties during such hours as the Departmental Duty Hour Policies specify. Duty hours, although subject to modification and variation depending on the clinical area to which the Housestaff member is assigned and/or exigent circumstances, shall be in accordance with State, Federal, Departmental or Institutional requirements.

II. Permission to engage in moonlighting in addition to, or outside of, the Residency Program’s requirements by a member of the Housestaff, must:
   A. be granted in writing by the Residency Program’s Director and Chair of the Department;
   B. be approved by the Graduate Medical Education Committee;
C. be consistent with ACGME and Program Requirements;
D. not impinge upon the performance of educational obligations of the resident; and
E. not require the resident to work more than the hours permitted by the Program, ACGME, State and Institution requirements.

It is the responsibility of the Program Director/Department Chair to monitor each resident who has been approved to moonlight for the effect of moonlighting on the resident’s residency training and with respect to compliance with this policy; any adverse effects on the resident or resident failure to comply with this policy may lead to withdrawal of permission to moonlight by the Program Director, Department Chair or the Graduate Medical Education Committee.

III. Residents must not be required to perform moonlighting.

IV. All residents engaged in clinical moonlighting in addition to, or outside of, the residency program requirements must be licensed for unsupervised medical practice in the state where the moonlighting occurs.

V. In evaluating proposed moonlighting, the Program Director and Department Chair must consider the following:

A. The capacity of the resident to fulfill his/her educational objectives and responsibility for patient care within his/her residency program;

B. The total number of hours worked, including moonlighting, must not exceed the 80-hour duty limits; and

C. The resident must have at least ten (10) hours respite time between the end of the moonlighting hours and the start of duty hours of his/her residency that involve patient care.

VI. A Department considering a resident’s request to moonlight must submit the resident’s “Request for Approval To Moonlight” Form and supporting documentation to the Office of Graduate Medical Education. The Office of Graduate Medical Education will review the paperwork for the following prior to GMEC consideration:

A. The name of the site and a particularized description of the moonlighting activity(ies), including the estimated number of hours to be worked;

B. The Program Director’s and Department Chair’s signatures approving the resident’s request to moonlight;

C. Documentation that the resident has a permanent medical license, not a training license, if required;

D. Documentation that adequate liability coverage is provided by the site, if required;
E. Whether the resident has the appropriate training skills to carry out the assigned duties;

F. The total hours worked, including moonlighting, do not exceed the 80-hour duty limits;

G. Document their DEA status and provide the DEA number to be used, if applicable, at any site external to UNC Hospitals;

H. Agreement by resident to provide documentation of all sites resident or subspecialty resident is moonlighting, including documentation by the site of the number of hours worked; and

I. For non-clinical/non-medical moonlighting, certification by the Program Director that the moonlighting activities were reviewed and fall under the category of non-clinical or non-medical moonlighting.

VII. The Graduate Medical Education Committee (GMEC) will act upon the request and make a recommendation to the Executive Committee of the Medical Staff.

VIII. Residents who perform moonlighting must record their moonlighting hours, in addition to their regular duty hours, in MedHub.

IX. Housestaff will be provided with a copy of this policy prior to their appointment.

X. This policy will appear in the Housestaff Manual.

XI. A Chair or Program Director may decide that moonlighting in his/her program only be allowed under a stricter policy than the one outlined herein; such a departmental policy should be provided to applicants for residency training and reaffirmed at the time of appointment and orientation to the department.

XII. A Chair or Program Director may decide that moonlighting is not allowed during residency training in his/her program; this policy should be provided to applicants for residency training and reaffirmed at the time of appointment and orientation to the department.

XIII. Residents who perform moonlighting must report to the GME Office, the UNC Hospitals’ Legal Department, and their program director any lawsuit filed against them concerning their moonlighting activities.

XIV. Residents who are on Family Medical Leave will not be approved for or permitted to moonlight and prior permission to moonlight will be suspended during any period of Family Medical Leave.
XV. PGY1 residents are prohibited from any moonlighting.

XVI. All moonlighting counts toward the 80-hour duty limits.

XVII. Moonlighting cannot be used to avoid compliance with the 80-hour duty limits.

XVIII. Moonlighting activities must not commence prior to approval by the GMEC. Moonlighting requests will not be approved retrospectively.

IX. DEA Registration Number

   a. **Under no circumstances are residents or subspecialty residents permitted to use the institutional DEA registration number for UNC Hospitals when moonlighting externally.**

   b. Residents and subspecialty residents may use the UNC institutional DEA registration number for UNC Hospitals, modified by an appropriate suffix, when moonlighting at UNC Hospitals and UNC Hospitals-affiliated facilities. Any questions about whether a particular facility qualifies as a UNC Hospitals-affiliated facility can be addressed through the moonlighting application and approval process.

   c. When residents and subspecialty residents are moonlighting at another hospital (e.g., Carolinas Medical Center, Central Regional, Chatham Hospital, Moses Cone, Rex Hospital, WakeMed), they should use the institutional DEA registration number of the applicable hospital, modified by an appropriate suffix. If the other hospital does not permit a moonlighting resident to use its institutional DEA registration number, the moonlighting resident will have to obtain his/her own DEA registration number, or the moonlighting request will be denied.

Originating Unit: Executive Committee of the Medical Staff
Reviewed and revised as necessary: 5/92
5/94
5/95
5/97

GMEAC Revised and Approved: 12/19/01
Medical Staff Approval: 2/4/02
GMEC Reviewed and Approved: 12/17/03
GMEC Reviewed and Approved: 10/18/06
GMEC Revised and Approved: 10/17/07
GMEC Revised and Approved: 9/17/08
Medical Staff Approval: 10/13/08
GMEC Revised and Approved: 12/17/08
Medical Staff Approval: 1/12/09
GMEC Revised and Approved: 9/16/09
Medical Staff Approval: 10/12/09
GMEC Revised and Approved: 3/16/11
Medical Staff Approval: 4/11/11
GMEC Revised and Approved: 6/15/11
GMEC Revised and Approved: 6/23/11
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<td>5/16/12</td>
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<td>Medical Staff Approval:</td>
<td>6/11/12</td>
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<td>GMEC Revised and Approved:</td>
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<td>5/20/15</td>
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<td>Medical Staff Approval:</td>
<td>6/8/15</td>
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Resident Moonlighting Preparation Checklist
UNC Graduate Medical Education

Deadline for submitting is 2\textsuperscript{nd} Wednesday of each month by 12:00 pm

**Moonlighting may NOT COMMENCE until formally approved by the UNC Graduate Medical Education Committee**

- Read and understand the entire UNC GME Moonlighting policy (available on SharePoint)
- Obtain full and unrestricted North Carolina Medical License
- Obtain an individual DEA number for moonlighting outside of UNC Healthcare facilities (unless you have written documentation that you may use an outside institution’s DEA number for clinical activities at that institution)
- Complete the written “Request for Approval to Moonlight” application form for EACH separate moonlighting activity:
  - All areas completed, initialed, and signed by resident
  - Signed by Program Director
  - Signed by Department Chair
  - Submit to GME office for processing and consideration by GMEC moonlighting subcommittee
- If previously approved for moonlighting, submit a new request for EACH approved moonlighting activity ANNUALLY (must renew at the beginning of each academic year before you can continue to moonlight)
- Record all moonlighting hours in E*value (moonlighting hours count toward duty hour limits)
- Never moonlight without formal GMEC approval
REQUEST FOR APPROVAL TO MOONLIGHT

► Moonlighting may NOT COMMENCE until formally approved by the UNC Graduate Medical Education Committee ◄

Deadline for submitting is 2nd Wednesday of each month by 12:00 pm

PLEASE TYPE OR PRINT (Incomplete or illegible forms will be returned to you)

<table>
<thead>
<tr>
<th>Resident Name:</th>
<th></th>
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<tbody>
<tr>
<td>PGY Level:</td>
<td></td>
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<tr>
<td>Program Name:</td>
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<tr>
<td>Program Director:</td>
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<td>Chair of Department:</td>
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**Detailed** Description of Activity (must include a description of what your actual duties will be during a typical moonlighting shift)

<table>
<thead>
<tr>
<th>Site of Activity and Service</th>
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<tbody>
<tr>
<td>Beginning/Ending Dates of Activity</td>
<td>*</td>
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<tr>
<td>Estimated Hours/Shift</td>
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<tr>
<td>Estimated Shifts/Month</td>
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</tbody>
</table>

List any other moonlighting activities/sites for which you have been approved this academic year

*Moonlighting requests will not be approved retrospectively. The end date for any moonlighting activities must not extend beyond the current academic year. Activities with open-ended dates, or end dates that extend beyond the current academic year, if approved, will only be approved through the end of the current academic year.

The Resident above must initial each of the following criteria for moonlighting and provide supporting documentation, where requested, prior to any moonlighting request being considered for approval:

- For clinical moonlighting, the resident named above has a permanent medical license and not a resident training license (MUST attach copy of permanent medical license).
- For external clinical moonlighting, the resident must obtain written permission from the site to use the site’s DEA number OR pay for his/her own DEA number prior to the start of any moonlighting duties. (MUST attach copy of written permission from site or personal DEA registration)
- The resident has a written agreement with site (MUST attach copy of moonlighting agreement with institution where moonlighting will occur).
- For clinical moonlighting, resident must obtain professional liability coverage (MUST attach certificate of insurance from institution where moonlighting will occur).
The resident has appropriate training skills to carry out assigned duties.

Total number of hours moonlighting in primary program and/or sponsoring institution and participating institution do NOT exceed 80 hours per week, averaged over a four-week period.Residents performing moonlighting must record all hours (regular and moonlighting hours) in E*Value. Failure to do so can result in termination of moonlighting privileges. Residents must also provide the GME Office with copies of pay stubs received for moonlighting activities to verify the hours entered into E*Value.

The resident has provided information for a contact at the site (including name, phone number, email, and US mailing address) who will be able to verify hours worked by the resident.

The resident agrees to immediately report to the GME Office and the UNC Hospitals Legal Department any lawsuit filed against him/her concerning his/her moonlighting activities.

The resident must reapply for approval to participate in the moonlighting activities described above if he/she desires to continue to participate in said activities during the next academic year.

The resident certifies that he/she is not on Family Medical Leave and understands that approval for all moonlighting is suspended during any periods of Family Medical Leave.

The performance of the resident must be monitored by the Program Director for the effect of moonlighting activities on the resident’s residency training, and any adverse effects may lead to withdrawal of permission by the Program Director.

TOTAL NUMBER OF HOURS MOONLIGHTING PER WEEK (ON AVERAGE), INCLUDING ALL MOONLIGHTING FOR WHICH YOU ARE APPROVED

TOTAL NUMBER OF REGULAR PROGRAM DUTY HOURS PER WEEK (ON AVERAGE)

The above-described “moonlighting” hours as defined in our program and/or participating institution have been included in the 80-hour/week limit for the resident.

For non-clinical/non-medical moonlighting:

I have reviewed the proposed moonlighting activities and certify that the activities fall under the category of non-clinical or non-medical (circle one) moonlighting as outlined in the Moonlighting Policy, for the following reasons:

Signature of Resident: ___________________________ Date: ____________
Signature of Program Director: _______________________ Date: ____________
Signature of Department Chair: ______________________ Date: ____________
Date Reviewed by GMEC: _______________ Action: ____________

I:GMED:Moonlighting Ad Hoc Committee:Moonlighting Request Form 12-19-12
MOONLIGHTING SERVICES AGREEMENT

THIS MOONLIGHTING SERVICES AGREEMENT (the “Agreement”), is entered into and is effective the _____ day of ________ 2014 (the “Effective Date”), by and between UNC Hospitals (hereinafter “Hospital”) and _______________________, M.D. (hereinafter the “Physician”).

W I T N E S S E T H:

THAT WHEREAS, the Hospital serves patients in the Chapel Hill community and beyond, and offers a broad range of outpatient medical services;

WHEREAS, Hospital desires to contract with Physician to provide _________________ [specify services to be provided] at _____________________ [specific the location/Service where physician’s services will be provided].

WHEREAS, the Physician desires to provide the services listed above; and

WHEREAS, the Physician is qualified by training and experience to provide such clinical services, as more fully specified within the Agreement;

NOW THEREFORE, in consideration of the promises and covenants contained herein and intending to be legally bound hereby, Hospital and Physician agree as follows:

1. **Physician’s Responsibilities and Representations.**
   1.1. Physician shall provide ______________________ [specify services] at ______________________ [specify location and Service] (hereinafter “Physician Services”). It is anticipated by the parties that Physician shall provide such Physician Services _______ hours per shift, for _______ shifts per month.
   1.2. Physician agrees to meet the credentialing requirements established for Hospital’s medical staff.
   1.3. Physician shall hereunder provide the full range of services for which he/she is authorized to perform as a physician and supervise the performance of services by such non-physician practitioners of Hospital as required by federal and state law and Hospital’s policies and procedures.
   1.4. Physician shall devote his/her best efforts to perform diligently the provision of services as directed by Hospital; notwithstanding the foregoing, in all instances, Physician shall retain the responsibility for exercising his/her independent medical judgment. Physician shall at all times perform his/her duties under this Agreement in accordance with such standards of professional ethics, Hospital policies, standards, and protocols, and all statutes, rules and regulations as may from time to time be applicable to Physician or to any professional services that he/she may render. Nothing in this Agreement shall be construed to modify the relationship between Physician and patients receiving professional services under this Agreement.
   1.5. Physician shall hold a currently valid and unlimited license to practice medicine unsupervised in the State of North Carolina and shall possess an unlimited controlled substance permit. Physician’s participation under this Agreement may be immediately
terminated in accordance with section 3 of this Agreement if said Physician ceases to be so qualified.

2. **Compensation.**

2.1. **Payment to Physician.** In return for Physician Services provided by Physician under this Agreement, Hospital shall pay to Physician compensation as set forth herein. Physician shall keep and furnish to Hospital, on a form substantially similar to Exhibit A, accurate records of all services furnished to Hospital under this Agreement, including a daily schedule.

2.2. **Fair Market Value.** Both parties acknowledge and agree that the compensation set forth in this Agreement represents the fair market value of the services to be provided under this Agreement. Further, this Agreement has been negotiated in an arm’s length transaction and has not been determined in a manner which takes into account the volume, value or business that may otherwise be generated between the parties.

2.3. **Space; Equipment.** Hospital shall make available for the use of Physician such space, equipment, and personnel in Hospital as are reasonably necessary to enable Physician to perform his/her duties pursuant to this Agreement. Physician agrees that such space, equipment, and personnel shall be used solely for the performance of services under this Agreement.

3. **Term and Termination.** The initial term of this Agreement shall be for a period of one (1) year from the Effective Date. If Physician does no work for Hospital pursuant to this Agreement for 180 days in a row during the term of the contract, the Agreement will be automatically terminated. If the Agreement is terminated during the initial term with or without cause, the parties will not enter into a new agreement during the first year of the original term of the Agreement.

3.1. **"No Cause Termination by Either Party."** This Agreement may be terminated at any time, without cause and without penalty, by either party upon sixty (60) days prior written notice to the other party.

3.2. **"For Cause Termination by Hospital."** This Agreement may be terminated immediately by Hospital upon the occurrence of any of the following events with respect to Physician:

3.2.1. The failure of Physician to provide the Physician Services required under this Agreement or to follow Hospital policies, rules and/or regulations.

3.2.2. Physician’s Indictment for or conviction (within the meaning set forth in 42 U.S.C.§ 1320a-7(i)) of any criminal offense.

3.3. **Induction of any sanctions, including exclusion, suspension or other limitation relating to the Physician’s participation in any United States Government or any state health care program, including but not limited to Medicare and Medicaid.**

3.3.4. Indictment, arrest or conviction for a felony or for any criminal charge related to the Hospital of his/her profession.

3.3.5. Judgment against Physician which might materially impair his/her ability to carry out his/her responsibilities under this Agreement.

3.3.6. Suspension or revocation of Physician's license by the North Carolina Board of Medical Examiners or revocation of unlimited controlled substance permit,
regardless of the pendency of any appeal of such suspension, curtailment or revocation.

3.3.7. The loss, suspension or reduction of Medical Staff membership or clinical privileges.

3.3.8. Death of Physician.

3.3.9. Upon the determination by Hospital that Physician providing services thereunder has engaged in personal or professional misconduct, including but not limited to abuse of any legal or illegal substance, including drugs or alcohol, which impairs Physician’s ability to perform hereunder or breach by physician of medical ethics.

3.3. “For Cause Termination by Either Party.” This Agreement may be terminated upon thirty (30) days prior written notice by either party in the event of a material breach of the terms of this Agreement by the other party which is not corrected within ten (10) days following written notice thereof, except as to such breaches as may reasonably take longer than ten (10) days to correct, in which event either party shall have no more than thirty (30) days thereafter to cure such breach unless such time frame is extended by the non-breaching party.

4. Status of the Parties. The parties acknowledge and agree that the Physician Services contemplated by this Agreement are being carried out by moonlighting Hospital house staff residents. This is done in accordance with prior approval to moonlight by the Hospital’s Graduate Medical Education Committee (GMEC), with all interested parties being aware that all moonlighting hours worked count toward UNC house staff appointee duty hour limits, as defined by the GMEC. The foregoing notwithstanding, the relationship between Hospital and Physician for services provided pursuant to this Agreement shall be that of independent contractor.

5. Duty Hours. Pursuant to GMEC policy, Physician should have ten (10) hours free of duty, and must have at least eight (8) hours respite time between the end of the moonlighting hours and the start of duty hours of his/her residency. Moreover, Physician must have at least fourteen (14) hours free of duty after 24 hours of in-house duty. The terms of this Agreement shall not interfere with such requirements.

6. Professional Liability Insurance. Hospital shall be responsible for its negligence in accordance with and in amounts required by the North Carolina Tort Claims Act. Hospital shall also maintain professional liability self-insurance in accordance with N.C. Gen. Stat. Chapter 116, Article 26, including medical malpractice, covering Physician with a total limit of liability for all loss arising out of a single claim of $7 million, regardless of the number of Hospital insureds involved in any legal action arising from the alleged negligent acts and regardless of the number of persons bringing claims for the alleged negligent acts. Subject to the single claim limit of liability, Physician is subject to a sublimit of $3 million. The “each person” limit is a sublimit of and does not increase the single claim limit of liability set forth above, and is the most the Hospital will pay for damages against Physician arising out of a single claim.

7. No Requirement To Refer. Nothing in this Agreement, whether written or oral, nor any consideration in connection herewith, contemplates or requires the referral of any patient by Physician to Hospital or to any entity affiliated in any way with Hospital. This Agreement is not intended to influence the judgment of Physician providing services to Hospital in choosing the medical facility or facilities appropriate for the proper care and
treatment of his/her patients. No physicians shall receive any compensation or remuneration for referrals, if any, to the Hospital or any affiliate. Hospital and Physician hereby support a patient’s right to select the medical facility or facilities and provider(s) of his/her choice. In the event that Physician admits patients to Hospital, Physician shall not discriminate against patients on the basis of the patients’ ability to pay.

8. **Time Records.** Physician shall record his/her moonlighting hours, in addition to their regular duty hours, in E*Value.

9. **Medical Services To All Patients.** Physician shall provide medical services as defined herein to all patients in Hospital without regard to the type or amount of reimbursement available; the ability of the patients to pay for said medical services; or the medical condition of the patients, provided that Physician and Hospital have the capability to perform said services. Also, Physician shall not discriminate against patients on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status.

10. **Severability.** In the event any provision of this Agreement is determined to be invalid or unenforceable, the remaining provisions shall nevertheless be binding upon the respective parties hereto with the same effect as though the invalid provision was deleted.

11. **Applicable Law and Venue.** This Agreement is being delivered and is intended to be performed in the State of North Carolina and shall be construed and enforceable in accordance with the laws of the State of North Carolina. The venue for any litigation between the parties hereto arising out of or resulting from this Agreement is Orange County, North Carolina, and the parties hereto irrevocably submit themselves to the jurisdiction of the General Court of Justice in Orange County, North Carolina, and waive any right that they have or may have to any other jurisdiction.

12. **Assignment Prohibited.** This Agreement shall not be assigned in whole or in part by either party hereto without the express written consent of the other party. Notwithstanding the preceding sentence, Hospital shall have the right to assign this Agreement to any affiliate of Hospital.

13. **Non-waiver.** No waiver of any term or condition of this Agreement by either party shall be deemed a continuing or further waiver of the same term or condition or a waiver of any other term or condition of this Agreement.

14. **Captions.** The captions contained herein are not a part of this Agreement. They are only for the convenience of Hospital and Physician and do not in any way modify, amplify, or give notice of any of the terms, covenants, or conditions of this Agreement.

15. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original.

16. **Notice.** Any notice required or allowed to be given hereunder shall be deemed to have been given upon deposit in the United States mail, registered or certified, with return receipt requested and addressed to the party to this Agreement to whom notice is given.

17. **Restructuring.** It is the intention of the parties to comply with all applicable laws and regulations, including, but not limited to, the Internal Revenue Code of 1986, as amended, the Medicare and Medicaid Anti-Kickback statute, the “Stark II” anti-referral legislation, and any regulations promulgated thereunder. The parties acknowledge that legislation, regulations, an administrative ruling or other legally binding opinion may be adopted, amended, promulgated or issued which effectively renders all or a portion of this Agreement unlawful and could affect the tax-exempt status of Hospital or its affiliated Physician or institutions, or could impose liability or exclusion from
participation in the Medicare or Medicaid program. In such event, either party may by written notice propose the termination, restructuring or re-negotiation of this Agreement in order to effect compliance. If such notice is given and the parties are unable within thirty (30) days thereafter to reach an agreement with respect to the termination, restructuring or re-negotiation of this Agreement, either party may terminate this agreement by providing at least fifteen (15) days written notice to the other. In the event of a termination as provided herein, the parties shall have no further obligation to each other under this Agreement.

18. **Entire Agreement.** This Agreement (including any exhibits and schedules attached hereto) contains the entire agreement between the parties concerning the subject matter contained herein and there are not other terms, covenants, obligations, or representations, oral or written, of any kind whatsoever. Any modification, addition or alteration of this Agreement must be in writing and signed by both parties.

19. **Eligibility For Federal Programs/Indemnification.** To the knowledge of Physician, there is no action, suit, proceeding or investigation pending or threatened against Physician by government authority and he/she has not been excluded from a federal government health care program. Physician will notify Hospital immediately if any action, suit, proceeding, investigation or exclusion brought against Physician in the future. If Hospital is denied payment from any third party payor because of the existence of any such action, suit, proceeding or investigation, Physician will reimburse Hospital for the amount of such denied payments and for any related losses and expenses incurred by Hospital.

20. **Standards.** Physician shall comply with all applicable federal, state and local laws, ordinances, rules, regulations and standards.

21. **HIPAA Compliance.** Both parties will comply with all applicable portions of HIPAA on and after its effective date(s).

22. **Omnibus Reconciliation Act Of 1980.** Pursuant to Section 952 of the Omnibus Reconciliation Act of 1980 (P.L. 96-499), Physician agrees as follows:

22.1. Hospital and its auditors and accountants, and fiscal intermediaries, accountants and agents for the Medicare and Medicaid programs, and the Secretary of Health and Human Services and the Comptroller General shall be given access by the Physician to the following records for a period of four (4) years after the furnishing of services under this Agreement:

This Agreement, and all books, documents and records of Physician necessary to certify the nature and extent of the cost to Hospital of services furnished by Physician under this Agreement; and

Physician’s subcontractors with a related organization, as such term is defined with regard to and provided in 42 C.F.R. Section 405.427 {b}, and each such subcontractor’s books, documents and records necessary to verify the nature and extent of the cost to Hospital and Physician of services rendered by each such subcontractor under its subcontract.

22.2. The foregoing rights of access shall be exercisable through a written request and thereupon Physician and subcontractors shall give access to the above contracts,
their books, documents and records from time to time during reasonable business hours.

22.3 In the event of any breach of this provision by Physician or by any subcontractor of Physician, Hospital shall have the right to terminate this Agreement if within thirty (30) days after notice from Hospital, the asserted breach shall not have been corrected.

22.4 In the event of an administrative determination or court ruling determining that the Omnibus Reconciliation Act of 1980 amending 1861(v)(1) of the Social Security Act is not applicable to this Agreement, then the provisions of this paragraph shall be null and void.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as by law provided, the day and year first above written.

Physician

__________________________________  __________________________________

Brian P. Goldstein, MD
Executive Vice President and
Chief Operating Officer

Date: ____________________________  Date: ________________________________

Hospital

__________________________________

Date: ____________________________
Exhibit A
SAMPLE PHYSICIAN ACTIVITY SUMMARY

Name: ________________________________
Address: ________________________________  Month Ending: __________
City, State, Zip: ________________________________

<table>
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<tr>
<th>DESCRIPTION OF SERVICES</th>
<th>SPECIFY ACTIVITY</th>
<th>DATE(S) OF SERVICE</th>
<th>NUMBER OF HOURS</th>
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I hereby certify that, to the best of my knowledge, the information contained in this form is true, correct, and complete.

PHYSICIAN SIGNATURE ________________________________ DATE __________

HOSPITAL DEPARTMENT ADMINISTRATOR SIGNATURE ________________________________ DATE __________
The paid time off ("PTO") policy for residents and subspecialty residents at the University of North Carolina Hospitals is a minimum of ten (10) Monday through Friday workdays annually. PTO includes all vacation, sick and personal leave. Scheduling of all PTO must be made with the approval of the Program Director (or Department Chair, if appropriate), who will take into consideration service responsibilities, call schedules, attendance at professional meetings and holiday schedules. Each program must have a written PTO policy.

Additional leave, if required, may be authorized by the Program Director (or Department Chair, if appropriate) in compliance with the Residency Review Committee (RRC) and Specialty Board requirements. Programs must have a written policy describing the effects that additional leave may have on program completion and any need for training extension as a result of the additional leave.
PTO will not carry over from one academic year to the next.

PTO will be prorated for all residents who are appointed for only partial terms, or whose appointments are extended for less than a one-year period of time.

Please refer to the Family Medical Leave and Serious Illness Leave policies for other authorized leave.

_The Department of Dermatology currently allows first-year residents 2 weeks of vacation. Second and third-year residents receive 3 weeks of vacation. Scheduling of vacations is accomplished by the Chief Resident. Because of departmental activities at satellite clinics, UNC clinics, and consult service, a limited number of residents are allowed to be on vacation and/or elective at a time._
The ACGME requires that the sponsoring institution provide written institutional policies on residents’ vacation and other leaves of absences (with or without pay) to include parental and sick leave and that these policies comply with applicable laws.

The Graduate Medical Education Committee has approved the Graduate Medical Education Policy on Paid Time Off and the Graduate Medical Education Policy on Resident and Subspecialty Resident Family Medical Leave. These policies are distributed annually to residents during the appointment/reappointment process.

Each program must provide its residents with the following:
1. A written policy in compliance with its Program Requirements concerning the
effect of leaves of absence, for any reason, on satisfying the criteria for
completion of the residency program, and
2. Information relating to access to eligibility for certification by the relevant
certifying board.

When a resident requests leave under the Graduate Medical Education Policy on Resident and
Subspeciality Resident Family Medical Leave, the UNC Hospitals Family Medical Leave
Request Form must be completed and signed by the resident, the program director, and the
OGME designee and must include the Certification of Health Care Provider.

When the resident requests a leave of absence for reasons not covered by the Graduate Medical
Education Policy on Resident and Subspeciality Resident Family Medical Leave, the terms of the
leave of absence – including the effect of the leave of absence on satisfying the criteria for
completion of the residency program and eligibility for certification by the relevant certifying
board – must be put in writing and signed by the program director and the resident. A copy of
this agreement must be sent to the Office of Graduate Medical Education.

In the Department of Dermatology, leaves of absences greater than six weeks per academic
year will require additional weeks of training (the difference between the time of the leave of
absence and six weeks) added to the end of the traditional resident training schedule. This
policy will be used by the Department of Dermatology unless otherwise directed by the
Dermatology RRC or American Board of Dermatology.

Originating Unit: Graduate Medical Education Committee
Approved: January 16, 2002
Medical Staff Approval: February 4, 2002
GMEC Revised and Approved: February 20, 2008
Medical Staff Approval: March 10, 2008
GMEC Reviewed and Approved: November 18, 2009
GMEC Reviewed and Approved: March 16, 2011
Medical Staff Approval: April 11, 2011
GMEC Reviewed and Approved: October 19, 2011
MSEC Approval: December 12, 2011
POLICY AND PROCEDURE

RESIDENT AND SUBSPECIALTY RESIDENT

FAMILY MEDICAL LEAVE

All duly appointed residents and subspecialty residents within a UNC Hospitals' graduate medical education program who have worked for UNC Hospitals for at least 12 months and have worked at least 1,250 hours during the previous 12 month period are eligible for leave under the family and Medical Leave Act (FMLA) for one or more of the qualifying reasons listed below.¹

If Family Medical Leave (FML) is taken, depending on the length of time a resident is on leave, residency training may need to be extended, contingent upon specialty or subspecialty board requirements and RRC requirements. See also Leave of Absence Policy.

Except in the case of emergency, prior to beginning FMLA leave, all required documentation

¹ NOTE: If a resident is not eligible for FMLA, the resident may be eligible for leave under the GME Serious Medical Illness and Parental Leave Policy.
must be submitted in accordance with the procedure outlined below, reviewed by the Program Director and delivered to the Office of Graduate Medical Education.

A resident is prohibited from moonlighting while on Family Medical Leave.

**Qualifying Reasons for Leave and Length of Leave**

Eligible residents may take up to **12 weeks** of leave in a 12-month period for one or more of the following reasons:

- The birth of a son or daughter and to care for the newborn child (must be taken within 12 months of the birth of the child and must be continuous);
- The placement of a son or daughter with the resident for adoption or foster care (must be taken within 12 months of the placement of the child and must be continuous);
- To care for a spouse, son, daughter, or parent who has a serious health condition\(^2\);  
- For a serious health condition that makes the resident unable to perform the essential functions of his or her job; or
- For a qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status. A qualifying exigency included leave to address issues that arise from a short-notice deployment; attend an official ceremony related to the covered active duty; to arrange for alternative childcare or enroll a child in a new school; to make or update financial or legal arrangements to address the military member’s absence; to attend counseling; to spend time with the military member who is on short-term, temporary, rest and recuperation leave during the period of deployment (leave taken for this purpose can be used for a period of 15 calendar days); for post-deployment activities; or to provide care or arrange for a parent of the military member.

An eligible resident may take up to **26 weeks** of leave during a single 12-month period to care for a covered service member with a serious injury or illness, when the resident is the spouse, son, daughter, parent or next of kin of the service member.

- A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.
- A serious injury or illness is one that is incurred by a service member in the line of duty on active duty that may cause the service member to be medically unfit to perform the duties of his or her office, grade, rank, or rating. A serious injury or illness also includes injuries or

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\(^2\) “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care (an overnight stay in a medical care facility) or continuing treatment by a health care provider. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave.
illnesses that existed before the service member’s active duty and that were aggravated by service in the line of duty on active duty.

- The “next of kin” of a current service member is the nearest blood relative, other than the current service member’s spouse, parent, son, or daughter, in the following order of priority: (1) a blood relative who has been designated in writing by the service member as the next of kin for FMLA purposes; (2) a blood relative who has been granted legal custody of the service member; (3) brothers and sisters; (4) grandparents; (5) aunts and uncles; (6) first cousins.

An eligible resident is limited to a combined total of 26 weeks of leave for any FMLA-qualifying reasons during the single 12-month period. Up to 12 of the 26 weeks may be for an FMLA-qualifying reason other than military caregiver leave. Military caregiver leave is available to an eligible resident once per service member, per serious injury or illness. However, an eligible resident may take an additional 26 weeks of leave in a different 12-month period to care for the same service member if he or she has another serious injury or illness.

**Payment During FMLA**

Residents must use their paid time off (“PTO”) concurrently with FMLA leave. After a resident has exhausted his or her PTO, he or she will receive an additional amount of paid leave to run concurrently with the resident’s FMLA leave, in the following amount:

- If the resident’s program provides 3 weeks of PTO, the resident will receive an additional 3 weeks of paid leave to use during FMLA leave, for up to a total of 6 weeks of paid leave;
- If the resident’s program provides 4 weeks of PTO, the resident will receive an additional 2 weeks of paid leave to use during FMLA leave, for up to a total of 6 weeks of paid leave;

Any FMLA leave taken after the resident’s available paid time off is exhausted will be unpaid.

**Measurement Period**

The 12-month period for purposes of measuring FMLA leave is a “rolling” 12-month period measured backward from the date an employee uses any FMLA; except that, for purposes of leave to care for a covered service member, the single 12-month period begins on the first day the eligible resident takes FML to care for a covered service member and ends 12 months after that date.

**Holidays:** For purposes of determining the amount of leave used by a resident, the fact that a holiday may occur within a week taken as FML has no effect; the week is counted as a week of FML. However, if a resident is using FML in increments of less than one week, the holiday will not count against the resident’s FML entitlement unless the resident was otherwise scheduled and expected to work during the holiday.
Spouses: When two spouses work for the same employer, they are only entitled to a combined total of 12 weeks of leave (or up to 26 weeks of leave to care for a covered service member) during any 12-month period if the leave is taken to care for the resident’s parent with a serious health condition, for the birth of the resident’s son or daughter, or for placement of a son or daughter for adoption or foster care.

Intermittent Leave or Reduced Schedule Leave

If there is a medical need for leave that can be best accommodated through an intermittent or reduced schedule, FMLA leave may be taken intermittently (separate blocks of time) or on a reduced schedule (fewer hours than the resident’s usual schedule) if the leave is for one of the following reasons: a resident’s own serious health condition; to care for a spouse, parent, son or daughter with a serious health condition; or to care for a covered service member with a serious injury or illness. **Intermittent leave is not permitted for the birth of a child, to care for a newborn child (except if the child has a serious medical illness), or the placement of a son or daughter with the resident for adoption or foster care.** Leave due to a qualifying exigency may be taken on an intermittent or reduced schedule basis. Examples of intermittent leave would included leave taken for medical appointments related to a serious health condition, such as chemotherapy.

If a resident needs leave intermittently or on a reduced schedule basis for planned medical treatment, then the resident must make a reasonable effort to schedule the treatment so as not to disrupt unduly the employer’s operations. The resident may be reassigned to an alternative position with equivalent pay and benefits for the duration of the intermittent leave.

Residents who return to work on a reduced or intermittent schedule are required to use time off benefits in order to be paid for a full day. This does not jeopardize the classification of residents as exempt.

Requirements of intermittent leave:

a) All residents are required to contact the GME office within 24 hours of an absence due to intermittent FML.

b) All residents must follow their department/hospital attendance or “call in” policy when on intermittent leave.

c) When calling in, residents must state that they are taking leave under the FMLA on an intermittent basis so it will be designated properly in the Graduate Medical Educational Residency Management System (MedHub).

If a resident works on a reduced or intermittent work schedule, the resident may be required to extend his or her residency in order to meet requirements for residency certification.

**PROCEDURE**

Before taking leave for an FMLA qualifying reason, a resident or subspecialty resident must give written notice to the Office of Graduate Medical Education that FMLA leave is being requested.
The resident’s written notice must explain the reason for the requested leave so that the GME Office can determine whether the leave qualifies as FMLA leave. An FMLA leave request letter is available in the residents’ library on Sharepoint that residents should use when requesting FMLA leave. If a resident or subspecialty resident takes leave for an FMLA-qualifying reason, the leave will be designated as FMLA leave.

**Birth or Adoption:** The resident shall give the Office of Graduate Education 30 days notice in writing using the GME Request for Family Medical Leave Form of the intent to take leave, subject to the actual date of the birth or adoption. If the date of the birth or adoption requires leave to begin in less than 30 days, the resident shall provide as much notice as is feasible.

**Planned Medical Treatment:** When leave is necessary in order for the resident to care for a spouse, son, daughter, or parent who has a serious health condition, the resident must give written notice to the Office of Graduate Medical Education of the intention to take leave 30 days in advance (or as many days as is feasible) using the GME Request for Family Medical Leave Form.

**Medical Emergency:** In the case of a medical emergency requiring leave because of a resident's own serious health condition, or the unexpected need to care for a spouse, son, daughter, or parent who has a serious health condition, advance notice is not required. The resident (or if incapacitated, his/her representative) should communicate with the Office of Graduate Medical Education as soon as is feasible. It generally should be practicable for the resident to provide notice of unforeseen leave within the time prescribed by the residency program’s usual and customary notice requirements using the GME Request for Family Medical Leave Form.

**Certification**

When a resident requests FMLA leave for one of the following reasons, the resident is required to provide certification from a health care provider in support of the leave request:

- Leave due to the resident’s own serious health condition;
- Leave to care for a covered family member’s serious health condition; or
- Leave to care for a covered service member with a serious injury or illness.

Leave because of adoption of foster care must also be supported by reasonable proof of adoption or foster care. The GME office will provide the appropriate certification forms for the resident to complete and return. Residents are responsible for providing a complete and sufficient certification at the time the resident gives notice of the need for leave or within five business days. It is the responsibility of the resident to make sure the physician portion of the paperwork is completed and returned to the GME office within these time limits.

In some instances, a resident may be required to recertify the need for leave, at the resident’s own expense. In the event that the GME office requests an employee to recertify, the resident must provide the requested certification to the GME office within 15 calendar days. Where the GME office has a reason to doubt the validity of a certification, it may require the resident to get the opinion of a second doctor designated or approved by the GME office, at the GME Officer’s
expense. Where the second opinion differs from the opinion in the original certification, the GME office may require the resident to get the opinion of a third doctor chosen by the GME Office and the resident.

FML will not be approved until all paperwork is received. Failure to submit FML paperwork by the above described timeframe may result in the delay or denial of FML.

The employer may retroactively designate continuous leave as FML, provided that doing so will not cause hard or injury to the resident.

**Reinstatement**

The resident shall be reinstated to the same position held when the leave began or an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.

The GME office may require that the resident report periodically on the employee’s status and intent to return to work.

If the resident’s leave was for the resident’s own serious health condition, then the resident must provide a fitness-for-duty certification before returning to work that addresses the resident’s ability to perform the essential functions of his or her job.

**Failure to Return to Work**

If the resident does not intend to return to work after the period of FMLA leave, the resident must notify the Program Director and GME office in writing immediately. Failure to report at the expiration of the leave, unless an extension has been requested, may be considered a resignation.

**Health Benefits**

During FMLA leave, the GME Office or Department (depending on salary funding source) will maintain the resident’s coverage under any group health plan on the same conditions as coverage would have been provided if the resident had been continuously employed during the entire leave period.

Any share of group health plan premiums which were paid by the resident prior to FMLA leave must continue to be paid by the employee during the FMLA leave period. During any period of FML that is unpaid, the resident must make arrangements with the GME office to continue to pay the resident’s portion of health plan premiums. The obligation to maintain health insurance coverage stops if the resident's premium payment is more than 30 days late.

If the resident's failure to make the premium payments leads to a lapse in coverage, the department must restore the resident, upon return to work, to the health coverage equivalent to that he or she would have had if leave had not been taken or premium payments not missed, without any waiting period.

**Recovery of Premiums**
The GME Office or Department may recover the premiums if the resident fails to return to work after the period of leave for which the resident is eligible has expired, for a reason other than the continuation, recurrence or onset of a serious health condition or other circumstances beyond the resident's control.

**Non-Discrimination**
The GME Office will not interfere, restrain, deny any right, discharge or in any other way discriminate against any resident because he or she exercises any rights under the FMLA.

**Interaction With Other Policies**
Residents should consult the GME short term disability policy to ascertain whether they may qualify for short term disability benefits while on FMLA leave.

If a resident is on a workers’ compensation absence due to an on-the-job injury or illness which also qualifies as a serious health condition under the FMLA, then the workers’ compensation absence and FMLA leave will run concurrently.

FMLA leave shall not accumulate nor be carried forward from year to year, shall not be allowable as terminal leave when the resident leaves the GME program, and shall not be used to extend years of creditable state service for retirement benefit purposes.
POLICY AND PROCEDURE

RESIDENT AND SUBSPECIALTY RESIDENT
SERIOUS MEDICAL ILLNESS LEAVE

All duly appointed residents and subspecialty residents within a UNC Hospitals’ Graduate Medical Education (“GME”) program who are not eligible for leave under the Resident and Subspecialty Resident Family and Medical Leave Act Policy may be eligible for leave under this Serious Medical Illness and Parental Leave (“SMIPL”) Policy for one or more of the qualifying reasons listed below. Residents who qualify for leave under the GME FMLA Policy are not eligible to take leave under the SMIPL Policy.

If SMIPL leave is taken, depending on the length of time a resident is on leave, residency training may need to be extended, contingent upon specialty or subspecialty board requirements and RRC requirements. See also Leave of Absence Policy.

Except in case of emergency, prior to beginning SMIPL, all required documentation must be submitted in accordance with the procedure outlined below, reviewed by the Program Director and delivered to the Office of Graduate Medical Education.
A resident is prohibited from moonlighting while on SMIPL leave.

**Qualifying Reasons for Leave and Length of Leave**

Eligible residents may take up to **12 work weeks** of leave in a 12-month period (a rolling 12-month period) for one or more of the following reasons:

1. For a serious health condition\(^1\) that makes the resident unable to perform the essential functions of his or her job; and
2. For birth of a son or daughter and to care for the newborn child (must be taken within 12 months of the birth of the child).

Leave under this policy can only be authorized by the Program Director (or Department Chair, if appropriate) in conjunction with the Designated Institutional Official for GME.

When two spouses work for the same employer, they are only entitled to a combined total of 12 weeks of leave during any 12-month period if the leave is taken for the birth of the resident’s son or daughter.

**Payment During Serious Medical Illness and Parental Leave (SMIPL)**

Residents must use their paid time off (“PTO”) concurrently with SMIPL leave. After a resident has exhausted his or her PTO, he or she will receive an additional amount of paid leave to run concurrently with the resident’s SMIPL leave, in the following amount:

- If the resident’s program provides 3 weeks of PTO, the resident will receive an additional 3 weeks of paid leave to use during SMIPL leave, for up to a total of 6 weeks of paid leave;
- If the resident’s program provides 4 weeks of PTO, the resident will receive an additional 2 weeks of paid leave to use during SMIPL leave, for up to a total of 6 weeks of paid leave;

Any SMIPL leave taken after the resident’s available paid time off is exhausted will be unpaid.

**Intermittent Leave or Reduced Schedule Leave**

If there is a medical leave that can be best accommodated through an intermittent or reduced schedule, Serious Medical Illness leave may be taken intermittently (separate blocks of time) or on a reduced schedule (fewer hours than the resident’s usual schedule). Parental leave cannot be taken on an intermittent or reduced schedule basis.

If a resident needs Serious Medical Illness leave intermittently or on a reduced schedule basis for planned medical treatment, then the resident must make a reasonable effort to schedule the treatment so as not to disrupt unduly the employer’s operations.

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\( ^1 \) “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care (an overnight stay in a medical care facility) or continuing treatment by a health care provider. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave.
**Procedure**
Before taking leave, a resident or subspecialty resident shall give written notice to the Office of Graduate Medical Education that SMIPL leave is being requested. The resident’s written notice must explain the reason for the requested leave so that the Hospital can determine whether the leave qualifies as SMIPL leave under this policy. If a resident or subspecialty resident takes leave for a reason that qualifies under this policy, the leave will be designated as such.

The resident shall give the Office of Graduate Medical Education 30 days notice in writing of the intent to take SMIPL. For medical emergencies, the resident should provide this notice as soon as feasible.

**Certification**
When a resident requests Serious Medical Illness Leave, the resident is required to provide certification from a health care provider in support of the leave request. The GME office will provide the appropriate certification forms for the resident to complete and return. Residents are responsible for providing a complete and sufficient certification at the time the resident gives notice of the need for leave or within five business days. It is the responsibility of the resident to make sure the physician portion of the paperwork is completed and returned to the GME office within these time limits.

**Health Benefits**
During the paid portion of a resident’s SMIPL leave, the resident’s coverage under any group health plan will continue on the same conditions as during the resident’s active employment. However, once paid leave is exhausted, the resident may continue coverage under the residents’ health plan coverage only by paying the full premium cost (no contribution by the employer).

The obligation to maintain health plan coverage stops if the resident’s premium payment is more than 30 days late.

The GME office may recover the insurance premiums it paid toward the resident’s insurance if the resident fails to return to work after the resident’s SMIPL leave expired for a reason other than the continuation, recurrence, or onset of a serious medical illness, or other circumstances beyond the resident’s control.

Written and Approved by GMEC:   July 17, 2013
Reviewed and Approved by GMEC:  August 19, 2015
Approved by MSEC:   October 12, 2015
Reviewed and Approved by GMEC:  February 15, 2017
Approved by MSEC:   April 10, 2017
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS

GRADUATE MEDICAL EDUCATION

POLICY ON REAPPOINTMENT, NON-REAPPOINTMENT AND DISMISSAL

I. Reappointment

The duration of the Appointment to Graduate Medical Education is for a period of twelve (12) months, unless on individual resident’s current resident year is extended by the Program Director due to periods of remediation, probation, or resident absence. Reappointment and/or promotion to the next level of training is at the discretion of the Hospitals and Program Director and is expressly contingent upon several factors, including, but not limited to, the following: satisfactory completion of all training components; the availability of a position; satisfactory performance evaluations; full compliance with the terms of the Agreement of Appointment; the continuation of the Hospitals’ and Program’s accreditation by the ACGME; the Hospitals’ financial ability, and furtherance of the Hospitals’ objectives.

A resident’s appointment is expressly conditioned upon satisfactory performance of all Program elements by the resident. If the actions, conduct, or performance, professional or otherwise, of the resident are deemed by the Hospitals, GMEC or Program Director to be inconsistent with the terms of the Resident
Appointment Agreement, the Hospitals’ standards of patient care, patient welfare, or the objectives of the Hospitals, or if such actions, conduct, or performance reflect adversely on the Program or Hospitals or disrupts operations at the Program or Hospitals, corrective action may be taken by the Hospitals and Program Director.

II. Handling of Academic and Performance Problems, Grievances, and Appeals
Program Directors should refer to the UNC Hospitals “Guidelines for Handling Academic and Performance Problems.” The Grievance Procedures Policy is given to residents and is located in the UNC Hospitals Graduate Medical Education Manual. This procedure must be followed and shared with the resident.

III. Notice of Non-Reappointment or Non-Promotion
In instances where a resident’s agreement will not be renewed, or when a resident will not be promoted to the next level of training, the Program Director must provide the resident with a written notice of intent no later than four months prior to the end of the resident’s current appointment. (The Hospitals is under no obligation, nor may it be held liable for breach of the Agreement if it fails to provide such advance notice). If the primary reason(s) for the non-renewal occur(s) within the four months prior to the end of the agreement of appointment, programs must provide their residents with as much written notice of the intent not to renew as the circumstances will reasonably allow, prior to the end of the agreement or appointment.

A. Summary Suspensions
The Executive Committee of the Medical Staff, the Board of Medical Examiners, the Hospitals and the Program Director each shall have the authority to summarily suspend, without prior notice, all or any portion of the Resident’s appointment and/or privileges granted by the Hospitals whenever it is in good faith determined that the continued appointment of the resident places the safety or health of UNC Hospitals’ patients or personnel in jeopardy, or to prevent imminent or further disruption of Hospitals operations, or in the event of egregious behavior by a resident. All summary suspensions shall be reviewed in accordance with the provisions of the Grievance Procedures Policy.

B. Automatic Termination
a. For Lack of License. Notwithstanding any provision to the contrary, a resident’s appointment shall be terminated automatically and immediately upon the suspension, termination, or final rejection of the resident’s application for his/her professional license. In the event of such a suspension, termination, or final rejection, a resident is obligated to report that fact to the Program Director, Department Chair, and Office of Graduate Medical Education immediately. Upon obtaining the necessary licensure, the resident may reapply for appointment to Graduate Medical Education through the clinical department and with the approval of the same individuals as if for initial appointment. Residents must be familiar with UNC Hospitals Policy of Medical License Requirements.

b. For Egregious Behavior. Notwithstanding any provision to the contrary, a resident’s appointment shall be terminated automatically and immediately whenever it is in good faith determined that the resident’s egregious behavior, in violation of ethical and criminal regulations or laws, has placed the safety or health of UNC Hospitals’ patients or personnel in jeopardy, or has or may imminently cause serious disruption of the Hospitals operations. Egregious behavior includes providing false information as part of the application or interview process.

In the event a resident’s agreement is terminated by the Hospitals, the resident shall only be entitled to appeal rights and procedures accorded to residents and subspecialty residents as set forth in the Graduate Medical Education Grievance Procedures Policy. A resident shall not be entitled to the hearing appellate
rights granted to physician members of the Medical Staff as described in the Hospitals’ Medical Staff Bylaws.

(i) The resident may terminate his/her appointment at any time after notice to and discussion with the Program Director, unless waived by the Hospitals, on at least 30 days’ written notice to the Hospitals after that discussion.

(ii) If a resident’s appointment is terminated either voluntarily or involuntarily, the Program Director shall recommend to the Hospitals whether or not to extend credit to the resident for participation in the Program; the Program Director is not obliged to recommend that such credit be extended and the Hospitals is not obliged to extend any such credit.

Upon such termination of appointment, the resident shall:

(1) Receive his/her stipend up to the effective date of such termination.

(2) Return to the Hospitals all property owned by it by or before the close of business on the effective date of termination of the resident’s appointment and the appointment agreement.

IV. Non-Reappointment Based on Institutional Factors

When non-reappointment is based on reasons other than the resident’s performance, such as residency closure or specific RRC actions to reduce number of residents, such non-reappointments when made by the Hospitals, GMEC or Program Director shall be final and not subject to further appeal or review and shall not be grievable under the Hospitals’ grievance procedure.

V. Non-Reappointment Based on Resident Factors

When non-reappointment is based on the resident’s unsatisfactory performance or noncompliance with the terms of the appointment agreement, the appropriate remediation actions shall be invoked prior to any such determination being “final” and the program director will follow the recommendations of the ACGME, respective RRCs and UNC Hospitals recommended “Guidelines for Handling Academic and Performance Problems.”

VI. Reporting Obligations

The Hospitals will comply with the obligations imposed by state and federal law and regulations to report instances in which the resident is not reappointed or is terminated for reasons related to alleged mental or physical impairment, incompetence, malpractice or misconduct, or impairment of patient safety or welfare.

Written and Approved by GMEAC: November 1998
Executive Committee Approval: December 14, 1998
Revised and Approved by GMEAC: February 9, 2000
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Reviewed and Approved by GMEAC: December 19, 2001
Medical Staff Approval: February 4, 2002
Reviewed and Approved by GMEC: November 19, 2003
Revised and Approved by GMEC: September 21, 2005
Reviewed and Approved by GMEC: November 15, 2006
Reviewed and Approved by GMEC: March 19, 2008
Reviewed and Approved by GMEC: December 17, 2008
Medical Staff Approval: January 12, 2009
Reviewed and Approved by GMEC: March 17, 2010
Medical Staff Approval: April 12, 2010
Reviewed and Approved by GMEC: April 20, 2011
Medical Staff Approval: May 9, 2011
GMEC Reviewed and Approved: October 19, 2011
MSEC Approval: December 12, 2011
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION/DERMATOLOGY
POLICY ON RESIDENT ELIGIBILITY AND SELECTION
FOR RECRUITMENT AND APPOINTMENT

I. All residency programs, whether accredited or non-accredited (Programs) should select residents from a pool of applicants who meet the eligibility requirements established by the ACGME or the Commission on Dental Accreditation (CODA), as applicable to the program’s specialty. University of North Carolina Hospitals is a participating member of the organized matching programs such as the National Resident Matching Program, Dental National Matching Service, and other advanced residency matching programs. When selecting from among qualified applicants, it is strongly suggested that Programs participate in an organized matching program, where such is available. The Designated Institutional Official (DIO) shall serve as the institutional representative for the National Resident Matching Program.
II. Applicants must meet the following minimum requirements in order to be considered for a residency position:

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

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 have either:

   (i) a current valid certificate from the Educational Commission for Foreign Medical Graduates or

   (ii) a full and unrestricted license to practice medicine in North Carolina;

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

e. Graduates of dental schools outside the United States and meet the requirements to obtain a North Carolina Intern Permit from the North Carolina State Board of Dental Examiners; and

III. Visas that permit Graduate Medical Education training must be valid as outlined in the current Graduate Medical Education Directory. The University of North Carolina Hospitals sponsors J-1 visas as part of this process.

IV. Eligible applicants will be considered on the basis of residency program-related criteria such as their preparedness, ability, aptitude, academic credentials, communication skills, and personal qualities such as motivation and integrity.

a. UNC Hospitals will not discriminate with regard to sex, race, age, religion, color, national origin, disability, veteran status, sexual orientation, or any other applicable legally protected status.

b. Each program must have a written policy for resident selection and recruitment.

c. UNC Hospitals is committed to creating and sustaining an environment that values a variety of perspectives and experiences. As such, each UNC Hospitals residency program is encouraged to formally incorporate specific selection strategies into their policy for resident selection and recruitment enhances the recruitment of residents who represent diversity in the dimensions of race, ethnicity, gender, and geographic origin.
In the Department of Dermatology, all applications are considered and reviewed by the Program Director. The pool of applicants is narrowed to 60-80 applications based upon credentials (medical school performance and board scores), publications, research activities, letters of recommendation, and extracurricular activities. The 60-80 remaining applications are then independently ranked by the Chair and other faculty members. Interviews are offered to the resulting top 20-30 applicants.

The interview process includes an evening dinner with all residents, dinner with all residents, tour of facilities, and interviews with 8-9 faculty members, and residents. Interviewing members have equal input into the final scoring and ranking of applicants.

V. Each Program should consider the following in their selection process:

a. Each Program must have a selection committee that will review the applications of the program’s resident candidates, both those applying for entry level positions and candidates under consideration as transfers to fill advanced-level resident vacancies within the program. Selection committee members should include the Chair, Program Director, Assistant Program Director(s) and/or residents at various levels of training;

b. For Programs participating in an organized matching program, the DIO, or his/her designee(s) from the Office of Graduate Medical Education (OGME), shall review the application of any candidate who is applying as a new resident outside of the match process, or any candidate who is applying to fill a subsequent vacancy in a Program, regardless of whether the Program participates in an approved match process. The OCGME must approve all such candidates before any offer is made;

c. Programs participating in the Electronic Residency Application Service (ERAS) may accept application materials as provided through ERAS, for the match only;

d. Interviews should be extended to the best-qualified candidates. Qualities of professionalism and character should be considered. The DIO, may, in his/her sole discretion, interview and/or appoint his/her designee(s) from the OGME to interview, any candidate who is applying to a Program outside of an organized matching process, or any candidate who is applying to fill a subsequent vacancy in a Program, regardless of whether the Program participates in an approved match process;

e. The selection process should be broad-based to include participation by faculty, residents and tour of facilities; and

f. Residency Programs must not enroll non-eligible physicians, as the enrollment of non-eligible residents may be cause for withdrawal of accreditation of the involved Program.
VI. Each program must include the following for applicants invited for interviews:

a. Candidates for interviews must receive oral and written information related to clinical rotations; didactic program; procedures for evaluating residents and programs; requirements for duty hours and call schedule; policies regarding vacation, sickness, family leave act, disability and medical/dental coverage; financial support; hospitalization; resident disability insurance, and health insurance for residents and their families. Call rooms, meals, and laundry services or their equivalents need to be included in the information package.

b. After the resident has been selected and matched, the resident folder must retain all letters of recommendation and references.

VII. All selected applicants will be required to submit the following:

a. UNC Hospitals Application for Appointment to Graduate Medical Education;

b. Three letters of reference:

(i) One letter of reference should be mailed from the Dean or designee at the School of Medicine/Dentistry from which the applicant graduated, certifying the degree awarded and the date awarded or anticipated date;

(ii) One letter of reference must be mailed from the Chair or designee in the chosen specialty at the Medical/Dental School from which the applicant graduated; and

(iii) A third letter of reference must be mailed from someone who has knowledge of the applicant’s experience, ability, educational accomplishments and character.

c. In the case of applicants applying for positions beyond the first year, the three letters of recommendation should include one from the program director of the residency program in which the applicant has most recently served and two from members of the medical or dental staff of the hospital affiliated with the sponsoring institution of that residency program (see also VIII, Verification of Previous GME Training);

d. An official Medical/Dental School transcript, from the Registrar of the School of Medicine/Dentistry subsequent to graduation. A photocopy is not acceptable;

e. Signed Authorization for Release of Information (included with the application);

f. Pre-employment drug screening;
g. Signed background check verification;

h. Current curriculum vitae that includes date or anticipated date of medical/dental school graduation and name of UNC Hospitals residency program the applicant hopes to enter; and

i. Any resident who has a disability (according to the Americans with Disabilities Act) and/or special restrictions on his/her medical license must report this information and requests for accommodations to the Program Director and the OGME no later than the first day his/her residency program begins.

VIII. Verification of Previous GME Training

To determine the appropriate level of education for a resident who is transferring from another residency program, the Program Director must receive written or electronic verification of the previous educational experience and summative competency-based performance evaluations of the transferring resident prior to acceptance into the program.

IX. Appointment

UNC Hospitals and the program directors shall assure that residents are given a Graduate Medical Education Appointment Agreement provided by the GME office, which outlines the terms and conditions of their appointment to a program. UNC Hospitals shall monitor programs with regard to implementation of terms and conditions of appointment by program directors. UNC Hospitals and program directors must ensure that residents are informed of and adhere to established educational and clinical practices, policies, and procedures in all sites to which residents are assigned following their appointment to a program.

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Approved by MSEC: April 12, 2010
GMEC Revised and Approved: October 19, 2011
MSEC Approval: December 12, 2011
A residency program is a structured educational activity, comprising a series of learning experiences in Graduate Medical Education (GME) designed to conform to the program requirements of a particular specialty or subspecialty. A physician must possess the ability, knowledge and skill to function in a variety of clinical situations and to render a broad spectrum of patient care. All residents must meet the essential clinical as well as academic requirements of the post-graduate medical education program, which include, but are not limited to:

- the intellectual, behavioral, social capacity to observe and communicate;
- sufficient motor and sensory abilities to perform physical examinations and basic laboratory and diagnostic procedures;
- emotional stability to exercise good judgment and work effectively in stressful situations;

and
intellectual ability to synthesize data and solve problems.

POLICY:

UNC Health Care is committed to considering requests for reasonable accommodations made by residents with known disabilities who can meet the clinical and academic requirements of their residency program as set forth by its respective ACGME or ADA Residency Review Committee.

DEFINITIONS:

Disability: For the purpose of considering an accommodation, according to the Americans with Disabilities Act of 1990, the term “disability” means, with respect to an individual, a person with a physical or mental impairment that substantially limits one or more of the major life activities.

Making Life Activities: Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, working, and receiving education or vocational training, and the operation of major bodily functions, including functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

Reasonable Accommodation: Modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enables qualified individuals with disabilities to perform the essential functions of that position. Accommodation options may include job restructuring; part-time or modified work schedules; modification of training materials or policies; elimination of non-essential job functions; modification of current equipment; acquisition of adaptive software or assistive technology and equipment; talking calculators; and/or telephones compatible with hearing aids.

An accommodation is NOT considered reasonable if it imposes an undue hardship, alters the fundamental nature or requirements of the residency program, or poses a direct threat to the health or safety of others. Examples of proposed accommodations that may impose an undue burden include, but are not limited to: extensions of time to complete a residency training program that have an adverse effect on the accreditation of the residency program; or job restructuring that compromises duty hours for other residents or have a negative effect on the training of other residents in the program.

PROCEDURE:

Request for Accommodation - Residents with disabilities are responsible for requesting reasonable accommodations and providing medical documentation appropriate to verify the existence of the disability and to identify and assess potential reasonable accommodations. Requests should be directed to the Office of Graduate Medical Education, residency program director, and Designated Institutional Official (DIO). The Office of Graduate Medical
Education, residency program director and DIO will review the request. If it is determined that additional medical information is needed, the resident will be provided with any forms/questionnaires necessary for his/her health care provider to complete. The ADA Officer will evaluate information to determine eligibility within the guidelines of ADA.

The Office of Graduate Medical Education, residency program director and DIO will then coordinate with the resident to determine whether the requested accommodation would be effective, reasonable, and enable the resident to perform the essential functions of the position and achieve the essential educational goals and program objectives, or make a good faith effort to negotiate another accommodation. Each accommodation request will be handled on a case-by-case basis, including new requests from residents who are currently receiving accommodation. The process of evaluating accommodation requests is highly interactive, and requires a case-by-case review. Participants in the process may include, but are not limited to, the following:

- the resident and his or her medical provider
- Office of Graduate Medical Education, department chair/residency program director
- supervising faculty members
- Designated Institutional Official
- accrediting body for specialty/subspecialty area

A request for accommodation may be made any time during residency training. In order for the resident to receive maximum benefit from his/her residency training time, requests for accommodation should be made as early in the training process as possible.

Confidentiality of Records - All medical-related information must be kept confidential and maintained separately from other resident records. However, supervisors and managers may be advised of information necessary to make the determinations they are required to make in connection with a request for an accommodation. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment or if any specific procedures are needed in the case of fire or other evacuations. Government officials investigating compliance with the ADA may also be provided relevant information as requested. Medical information may also be provided, as needed for workers’ compensation purposes (for example, to process a claim), and for certain insurance purposes.

Resident Responsibilities - A resident requesting reasonable accommodation is responsible for:

1. Requesting the accommodation. The request must be made well in advance of the need, so that it can be evaluated or alternative accommodation considered. The request must be detailed enough to ensure that, if granted, the accommodation can be effectively implemented.

2. Identifying the nature of the condition which gives rise to the request.

3. Providing adequate medical documentation. Upon request from the Office of Graduate Medical Education, the resident must provide timely and adequate written documentation
from an appropriate health care provider(s) which substantiates the presence of an impairment that entitles the resident to state or federal disability coverage and supports the need for a requested accommodation. Each accommodation request may require additional documentation, and some covered disabilities require intermittent re-testing. The resident is responsible for complying in a timely manner with any request for documentation or information from the Office of Graduate Medical Education.

4. Fulfilling his/her responsibilities in conjunction with an agreed upon accommodation.

5. Maintaining regular contact with the Office of Graduate Medical Education and DIO. The resident should contact the Office of Graduate Medical Education and DIO at least once during each rotation which requires an accommodation to provide feedback about the effectiveness of the accommodation and discuss program needs.
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION POLICY ON
CONSENSUAL AMOROUS RELATIONSHIPS
BETWEEN FACULTY AND RESIDENT/SUBSPECIALTY RESIDENTS

Interactions between faculty and residents/subspecialty residents in graduate medical education training programs sponsored by the University of North Carolina Hospitals are guided by mutual trust, confidence, and professional ethics. Because professional relationships between faculty and residents/subspecialty residents have a power differential that must exist for appropriate training to occur, personal relationships that may develop between faculty and trainees carry risks of conflict of interest, breach of trust, abuse of power and breach of professional ethics. In particular, sexual or amorous relationships between medical supervisors and their medical trainees raise concerns: 1) because of inherent inequalities in the status and power that medical supervisors wield in relation to medical trainees; and 2) because other healthcare team members may perceive such relationships as providing a trainee with preferential treatment from the faculty member or the faculty member’s colleagues, both of which may adversely affect patient
care, as well as UNC Hospitals’ ability to provide appropriate medical training, in general. Accordingly, amorous relationships between a medical trainee and an attending or other supervisor, even when consensual, are not acceptable regardless of the degree of supervision in any given situation.

**POLICY:**

It is the policy of UNC Hospitals that faculty members shall not engage in consensual relationships with trainees whenever the faculty member has a professional “position of authority” with respect to the trainee in matters involving evaluation of trainee performance as part of the graduate medical education program. Should a consensual relationship develop, or appear likely to develop, while the faculty member is in a position of authority, the faculty member and/or the trainee must terminate the position of authority.

This policy will also apply to relationships between residents/subspecialty residents and students during student rotations/experiences in which the performance of the student as part of their approved curriculum is being evaluated.

**Definitions**

1. **Faculty**, for purposes of this policy only, consists of full or part-time faculty and all other personnel who evaluate residents/subspecialty resident performance.

2. **Residents/subspecialty residents** are all full or part-time residents/subspecialty residents assigned to UNC Hospitals.

3. **Medical student** refers to any student enrolled in a course approved by the UNC School of Medicine.

4. **Trainee** refers individually or collectively to residents, subspecialty residents, medical students or other students participating in clinical education rotations at UNC Hospitals.

5. A **consensual relationship** exists when, without the benefit of marriage, two persons are consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

6. **Position of authority** includes situations in which a faculty member or other supervisor is responsible for supervision and/or evaluation of the performance of a resident/subspecialty resident or, when a resident/subspecialty resident is responsible for supervision and/or evaluation of the performance of a student. Instruction that does not have a supervision and/or evaluation component is not included.

**Procedures**
When a consensual relationship, as defined above, exists or develops, a position of authority with respect to the trainee must be avoided or terminated. Avoidance of termination includes, but is not limited to: removing any supervisory, teaching, evaluating, advising, coaching, or counseling responsibilities between the person in the position of authority and the trainee; or transfer of the trainee to another rotation. The supervisory role should be eliminated if the parties involved wish to pursue their relationship. Faculty members, residents, subspecialty residents, students or other trainees must notify the UNC Hospitals Office of Graduate Medical Education and their supervisor (e.g., department chair, program director or other responsible administrative official most directly involved in the training program, excluding the person alleged to have violated this Policy) of any prohibited relationship in which they are involved; and have a duty to cooperate in making acceptable alternative arrangements. The alternative arrangements should avoid negative consequences for the trainee. If acceptable alternative arrangements are not feasible, the relationship cannot continue.

Non-Compliance with Policy

Because of the sensitive nature of such relationships, every reasonable effort should be made to resolve alleged Policy violations on an informal basis if possible. Any credible allegation of a faculty member’s failure to avoid or terminate a position of authority while in a consensual relationship obligates the department chair, program director or other responsible administrative official most directly involved in the training program, excluding the person alleged to have violated this Policy, to conduct a prompt and thorough inquiry to determine whether the allegation is true. The University of North Carolina at Chapel Hill’s policy on Improper Relationships between Students and Employees shall govern any inquiries and violations of this policy that involve faculty or staff of the University. When the result of such an inquiry is that a violation of this Policy exists, and the supervisor refuses to terminate the position of authority or, alternatively, the involved persons refuse to terminate the relationship, the department chair, program director, or other responsible administrative official most directly involved in the training program, excluding the person alleged to have violated this Policy, shall terminate the position of authority and may impose sanctions against the parties involved. Any remedial action taken by the administrative officials shall depend on the totality of the circumstances.

Sanctions

Persons in violation of this policy shall be subject to appropriate sanctions. Efforts should be made to provide constructive education for concerned parties and to take corrective action rather than punitive action if a Policy violation is found; an acknowledgment of the violation and a commitment not to violate the Policy in the future, along with a warning or other appropriate action directed toward the faculty or staff member, may be sufficient resolution. In cases where further action is deemed appropriate, sanctions may range from a letter of reprimand to dismissal, all in accordance with applicable Hospital and/or University procedures.

Complaints found to be knowingly false or made in willful disregard of the truth shall subject the complainant to the same sanctions.
Faculty Rights

Nothing herein shall abridge the rights of faculty as outlined in applicable University policies on academic freedom, employment, or tenure.

Amorous Relationships Outside the Official Supervisory or Evaluative Context

Even when a faculty member has no professional responsibility for a trainee, the faculty member should be sensitive to the perceptions of other healthcare team members that a trainee who has a consensual relationship with a faculty member may receive preferential treatment from the faculty member or the faculty member’s colleagues. In particular, when the individual and the trainee are in the same academic unit, or in units that are allied, relationships that the involved parties view as consensual may be disruptive to unit activities and appear to others to be exploitative. Further, in these and other situations, the faculty or staff member may face serious conflicts of interest. In any such situation, therefore, persons in position of authority should be most careful to remove themselves from involvement with any decisions that may reward or penalize trainees. Individuals in positions of authority must also be aware that romantic or amorous relationships with trainees that may begin as consensual are fraught with danger for exploitation and pose a legal risk to both the individual and the institution.

Appropriate Relationships

Friendships or mentoring relationships between faculty or staff employees and students are not proscribed, nor is it the intent of the Hospital that such non-amorous relationships be discouraged or limited in any way.

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MSEC Approved: 4-9-07
GMEC Reviewed and Approved: 12/17/08
MSEC Approved: 1/12/09
GMEC Reviewed and Approved: 3/17/10
GMEC Reviewed and Approved: 10/19/11
MSEC Approved: 12/12/11
UNC Hospitals is committed to the health and well-being of our resident physicians, and all residents are encouraged to seek assistance promptly for any concerns. There are multiple avenues for assistance available including program directors, department chairs, mentors, and the Office of Graduate Medical Education. If requested, the Office of Graduate Medical Education can provide referral services to multiple resources. However, in recognition of the need for resident physicians to have a completely confidential means of seeking assistance without the knowledge of their program or the Office of Graduate Medical Education, this policy describes the mechanism for a resident physician or their spouse/significant other to access support services in a completely confidential manner.

The UNC Healthcare System has an Employee Assistance Program (EAP) to handle any concerns confidentially. The EAP can be reached at (919) 929-2362. A link to the EAP policy
with contact information is available at the following web address:
http://www.unchealthcare.org/site/humanresources/benefits/other/eap

The North Carolina Physicians Health Program (NCPHP) can be reached at (919) 870-4380. The NCPHP handles any medical, psychiatric, substance abuse or behavioral concerns that impact a physician’s ability to practice medicine. Treatment programs and monitoring programs are conducted under the direction of the NCPHP medical director, allowing physicians to get the evaluation and help they need in a protected, confidential manner that allows them to keep practicing without sanctions from the North Carolina Medical Board as long as the physician adheres to the terms of their NCPHP contract. Additional information is available at the NCPHP website: http://www/ncphp.org/

Origination:
Graduate Medical Education Committee
GMEC Reviewed and Approved: 1/21/04
MSEC Approved: 2/2/04
GMEC Reviewed and Approved: 10/18/06
GMEC Reviewed and Approved: 12/17/08
MSEC Approved: 1/12/09
GMEC Reviewed and Approved: 3/17/10
GMEC Reviewed and Approved: 3/16/11
MSEC Approved: 4/11/11
GMEC Reviewed and Approved: 10/19/11
MSEC Approved: 12/12/11
UNC Hospitals is the sponsoring institution for ACGME-accredited residency training programs, American Dental Association training programs and other training programs appointed through the Office of Graduate Medical Education. The ACGME requires that faculty in each program must evaluate resident performance in a timely manner during each rotation or similar educational assignment, and document this evaluation at completion of the assignment. Each program must:

- provide objective assessments of competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice;
- use multiple evaluators (e.g., faculty, peers, patients, self, and other professional staff);
- document progressive resident performance improvement appropriate to educational level; and
- provide each resident with documented semiannual evaluation of performance with feedback.

Individual residency programs may have additional types of evaluations required by the respective RRC.

The evaluations of resident performance must be accessible for review by the resident, in accordance with institutional policy.

Each program must have a Clinical Competency Committee (CCC) as specifically defined by the ACGME, and the CCC is required to use the program’s existing evaluation tools to determine an individual resident’s progress toward meeting specialty-specific Milestones. The determination of Milestones achievement for each individual resident must occur twice yearly, with mandatory reporting to the ACGME in the November-December timeframe and again in the May-June timeframe. Progress toward Milestones targets will be used by the CCC and the program director to make decisions about resident progress including promotion, remediation, or dismissal. Ultimately, Milestones achievement will be used to determine successful program completion.

The program director must provide a summative evaluation for each resident upon completion of the program. This evaluation must 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. This evaluation must

- document the resident’s performance during the final period of education, and
- verify that the resident has demonstrated sufficient competence to enter practice without direct supervision.

All ACGME training programs, American Dental Association training programs and other training programs appointed through the Office of Graduate Medical Education are must use E*Value for the following evaluations, at a minimum:

1. faculty evaluations of residents;
2. resident evaluations of faculty at least annually; and
3. resident evaluations of rotations.

Other evaluative tools may be used as appropriate in addition to and to supplement MedHub.

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<td>MSEC Approval:</td>
<td>June 2, 2014</td>
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The ACGME requires that the sponsoring institution provide residents with fair, reasonable, and readily available written institutional policies and procedures for grievance and due process. These policies and procedures must minimize conflict of interest by adjudicating parties in addressing:

(1) Academic or other disciplinary actions taken against residents that could result in dismissal, non-renewal of a resident’s agreement, non-promotion of a resident to the next level of training, or other actions that could significantly threaten a resident’s intended career development; and

(2) Adjudication of resident complaints and grievances related to the work environment or issues related to the program or faculty.
Before bringing a grievance regarding either a disciplinary action or a complaint related to the work environment, a resident should first discuss the matter with the Residency Program Director in his/her training program (unless the grievance is based on an action or inaction of the Residency Program Director) and/or the Designated Institutional Official (DIO) in the Graduate Medical Education Office.

**Academic or Other Disciplinary Actions:**

**Step I. Discussions Between Resident, Chief Operating Officer of UNC Hospitals and Chief Medical Officer**

A resident who faces academic or other disciplinary actions that could result in dismissal, non-renewal of the resident’s agreement, non-promotion to the next level of training, or other actions that could significantly threaten the resident’s intended career development has fifteen (15) days after receiving written notice of such action to appeal the decision by presenting a written statement of his/her grievance to the Chief Operating Officer of UNC Hospitals (COO) and Chief Medical Officer (CMO). The appeal shall be addressed to the COO. The COO and CMO shall meet with the resident within fourteen (14) days after receipt of the resident’s request and shall render a decision within seven (7) days after all necessary discussions are held. If the COO and CMO are unable to agree, the matter may be appealed to Step II within seven (7) days after the resident is notified in writing by the COO that s/he and the CMO cannot reach agreement.

**Step II. Appeal Committee**

If the Step I decision is not satisfactory to the resident, the resident may request consideration of the matter by an ad hoc hearing committee. The request must be presented to the President of UNC Hospitals within seven (7) days after receipt of the Step I decision. An ad hoc hearing committee shall be appointed by the Chair, Executive Committee of the Medical Staff upon recommendation of the COO of UNC Hospitals and CMO. Such committee shall have five (5) members, one of whom shall be designated to serve as Chair. A resident from the Housestaff Executive Council shall be one of the five (5) members.

A hearing shall be held not less than fourteen (14) days nor more than twenty-eight (28) days from the date of the resident’s request for a hearing. The President of UNC Hospitals shall notify the resident of the time, place and date of such hearing at least seven (7) days in advance of such hearing date. An accurate record of the hearing shall be kept. The resident shall have the right to call, examine and cross-examine witnesses and to representation by counsel. The hearing need not be conducted strictly according to the rules of law relating to the examination of witnesses or presentation of evidence.

Within seven (7) days after final adjournment of the hearing the ad hoc committee shall make a written report and recommendation, and shall forward its report and recommendation together with the hearing record and all other documentation to the President of UNC Hospitals. The President of UNC Hospitals shall render a written decision to the resident within seven (7) days after receipt of the ad hoc committee’s report and recommendation.
Complaints and Grievances Related to the Work Environment:

Step I. Discussions Between Resident, Chief Operating Officer and Chief of Staff of UNC Hospitals
A resident who wishes to file a complaint or grievance related to the work environment has fifteen (15) days after the incident that is the subject of the complaint or grievance occurs to provide written notice of such incident to the COO and CMO of UNC Hospitals. The request shall be addressed to the COO. The COO and CMO of UNC Hospitals shall meet with the resident within fourteen (14) days after receipt of the resident’s request and shall render a decision within seven (7) days after all necessary discussions are held. If the COO and CMO are unable to agree, the matter may be appealed to Step II within seven (7) days after the resident is notified in writing by the COO that s/he and the CMO cannot reach agreement.

Step II. Appeal
If the Step I decision is not satisfactory to the resident, the resident may request consideration of the matter by the President of UNC Hospitals. The request must be presented to the President of UNC Hospitals within seven (7) days after receipt of the Step I decision. The President of UNC Hospitals shall meet with the resident within fourteen (14) days after receipt of the resident’s appeal and shall render a decision within seven (7) days after all necessary discussions are held. The President’s decision is a final decision.

RESPONSIBLE UNIT
Director’s Office/Graduate Med. Ed. Comm.  5/92
GMEC Reviewed and revised as necessary:  5/94
                                          3/95
                                          1/98
                                          9/00
                                          11/03
                                          10/06
                                          3/08
                                          11/09
                                          11/10
                                          3/11

GMEC Reviewed and Approved:  10/11
MSEC Approved:  12/11
GMEC Approved:  5/14
MSEC Approval:  6/14
When confronted with a resident who requires counseling and guidance in regard to an academic or performance problem, each Program may customize the following as determined by their Education Committee; however, all aspects of the Policy must be met:

1. The Program Director will:
   a. accurately, timely, and sufficiently document the nature and occurrence of the problem(s) by means of evaluations, personal interviews and letters received concerning performance or resident complaints, and
   b. discuss the issues and potential resolutions with the Designated Institutional Official, Office of Graduate Medical Education.

2. The Program Director will identify the source of the problems by utilizing:
a. academic data, professional evaluations or performance relative to existing standards and requirements;
b. disciplinary violations of institution/departmental rules and policies regarding academic and/or professional conduct, and
c. discussions with the Designated Institutional Official, Office of Graduate Medical Education.

3. The Program Director will ensure fair and equitable treatment by:
   a. reviewing the entire record of performance;
   b. getting many points of input to avoid arbitrary and capricious actions;
   c. maintaining factual documentation and accurate information;
   d. receiving recommendations from the Program’s Clinical Competency Committee; and
   e. meeting with the Designated Institutional Official, Office of Graduate Medical Education.

4. The Program Director will:
   a. document, by letter and after consulting with Designated Institutional Official, Office of Graduate Medical Education, sufficient notification to the resident of the problem, plans for remediation and the consequences, if the problem is not resolved, and
   b. provide documentation for an appointment with the North Carolina Physicians Health Program for the resident, if recommended by the Designated Institutional Official, Office of Graduate Medical Education, which will be coordinated by the Office of Graduate Medical Education, and
   c. send a copy of the letter to the Designated Institutional Official, Office of Graduate Medical Education.

5. The Program Director will outline a timetable to the resident, in the educational enhancement plan letter, within which improvement must be made, during which time the resident is closely observed and scrutinized under the remediation plan, with a follow up review date.

6. The Program Director will:
   a. provide an opportunity for the resident to respond after initial contact, and
   b. recommend that the resident meet with Designated Institutional Official, Office of Graduate Medical Education, and
   c. recommend, if a formal evaluation by the North Carolina Physician’s Health Program is not required, that the resident seek any additional professional assistance that might be helpful to him/her through the Employee Assistance Program, his/her own personal healthcare professionals, or through resources that many be available through contacting the Office of Graduate Medical Education.

7. An educational enhancement plan, by definition, is not a disciplinary action, but, rather, offers a resident an opportunity for structured improvement that will prevent the need for disciplinary action. As such, being placed on an educational enhancement plan does not
need to be reported to the North Carolina Medical Board, nor does it need to be reported on future credentialing requests made to the institution and/or the program. Unsuccessful improvement, however, will require further action as delineated below.

8. The Program Director will, if educational enhancement fails, establish a probationary period for the resident, after consulting with the Designated Institutional Official, Office of Graduate Medical Education, during which time the resident is closely observed and scrutinized using a probationary plan and follow up review date. The resident will be notified by letter of probation of the probationary period and expectations during this period, as well as the consequences if the problem(s) is not resolved. The Designated Institutional Official and Office of Graduate Medical Education must receive signed copies of the probationary letter.

9. The Program Director will collect information during the probationary period, review and discuss the information with the Office of Graduate Medical Education, and conduct a follow up review with the resident on the established date.

10. The Office of Graduate Medical Education must report periods of probation to the North Carolina Medical Board, and requests for future credentialing and/or training verification must include the fact that the resident was placed on probationary status during training.

11. At the end of the probationary period, the Program Director will make one of the following decisions:
   a. accept resolution of the problem(s),
   b. continue the probationary period,
   c. dismiss the trainee for failure to meet the academic or performance standards, or
   d. provide notice of non-reappointment.

Each department must personalize the above and must adhere to the UNC Hospitals Reappointment, Non-Reappointment and Dismissal Policy. All residents must receive copies of the Grievance Procedures Policy and Reappointment, Non-Reappointment and Dismissal Policy during orientation; any resident placed on probation, dismissed for failure to meet academic or performance standards, or provided notice of non-reappointment must receive copies of the Grievance Procedures Policy and Reappointment, Non-Reappointment and Dismissal Policy at the time the disciplinary action is taken.

Originating Unit: Graduate Medical Education Advisory Committee
Approval: December 19, 2001
Medical Staff Approval: February 4, 2002
Revised and Approved: November 19, 2003
Reviewed and Approved: December 17, 2008
Medical Staff Approved: January 12, 2009
Reviewed and Approved: October 21, 2009
Medical Staff Approved: November 9, 2009
Reviewed and Approved: March 16, 2011
Medical Staff Approval: April 11, 2011
GMEC Reviewed and Approved: October 19, 2011
MSEC Approval: December 12, 2011
GMEC Reviewed and Approved: November 20, 2013
MSEC Approval: December 9, 2013
POLICY AND PROCEDURE
UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION POLICY ON SPECIALTY AND SUBSPECIALTY RESIDENT SUPERVISION

A. POLICY

The Graduate Medical Education Committee will ensure that sponsored residency programs provide appropriate supervision for residents in accordance with the ACGME Institutional and Common Program Requirements.

B. PROCEDURE

1. Each sponsored residency program will develop a policy and procedure on resident supervision which specifies that residents are provided with progressively increasing responsibility for patient care according to their level of education, ability, and experience.
These policies must specify the extent to which residents may undertake patient care without direct supervision:

1) **Direct Supervision** – the supervising physician is physically present with the resident and patient.

2) **Indirect Supervision:**
   a. **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.
   b. **With direct supervision available** – the supervising physician is not physically present within the hospital or other side of patient care, but is immediately available by means of telephone and/or electronic modalities, and is available to provide direct supervision.

3) **Oversight** – the supervision physician is available to provide review of procedures/encounters with feedback provided after care is delivered.

**PGY1 residents should be supervised either directly or indirectly with direct supervision immediately available** (see also #5, below)

2. The program director and faculty members must evaluate and determine the level of responsibility for each resident in the provision of patient care with/without supervision, and in assuming a supervisory role, based on specific programmatic criteria.

3. Each sponsored program is to establish schedules which assign qualified faculty physicians, residents or fellows to supervise, at all times, and in all settings, in which residents provide any type of patient care. The type of supervision to be provided is delineated in the residency program curriculum’s rotation description.

4. The program must list guidelines for circumstances and events in which residents must communicate with appropriate supervising faculty members. Each program will reference the applicable ACGME RRC’s Specialty-Specific Program Requirements and RRC FAQs to identify, and incorporate as appropriate, specific circumstances in which the resident – regardless of level of training – should communicate with their supervising faculty attending physician, if such circumstances have been identified by the RRC. Programs are encouraged to add to the RRC’s list of mandated communication events as appropriate.

5. **PGY1 residents should be supervised directly until the resident has demonstrated sufficient competence to progress to being supervised indirectly with direct supervision available.** Each program will define and list (with guidance from the applicable ACGME RRC’s Specialty-Specific Program Requirements and RRC FAQs) specific examples of procedures or other patient care activities for which a minimum number of directly
supervised activities must be performed successfully as the basis for granting indirect supervision status to a PGY1.

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.

7. Each sponsored program will provide the Graduate Medical Education with a copy of its policy on resident supervision as a part of the annual program evaluation reporting.

C. UNC DERMATOLOGY SPECIFIC SUPERVISION AND PROGRESSIVE RESPONSIBILITY POLICY

1. Outpatient Clinics

Supervision is exercised through a variety of methods. Clinical activities at Southern Village, Rex, Hillsborough, Burlington, and Piedmont Health Services have direct supervision and require the physical presence of the supervising faculty member. Patients are initially seen and examined by residents who then present to the attending. The resident and attending team then interacts with the patient together and directly. For some aspects of patient care (selected biopsy procedures, skin testing activities, etc.), the supervising physician may be a more advanced resident.

2. Inpatient Activities

All in-patient clinical activities by residents are supervised by direct supervision provided by the consult attending. Selected procedures (KOH prep, Tzancks, skin biopsies, etc) may be performed by the resident with indirect supervision with direct supervision immediately available.

3. Progressive Authority and Independence

The privilege of progressive authority and responsibility, conditional independence, and a supervisory role in patient care delegated to each resident is assigned by the program director and faculty members. The program director evaluates each resident’s abilities based on specific criteria to include procedural logs and performance evaluations. New residents complete procedural cards and are signed off on supervised procedures by faculty members. Residents cannot perform such procedures without direct supervision until specific criteria met.

Faculty members functioning as supervising physicians delegate portions of care to residents, based on the needs of the patient and the skills of the residents. Residents are scheduled in all clinics throughout training such that faculty members are able to effectively evaluate individual resident abilities and resulting required supervision in a progressive manner.

4. Residents Supervising Residents
Senior residents serve in a supervisory role of junior residents during the first month of training of new residents. A formal shadowing schedule is made to allow new residents to learn from senior residents.

5. Reasons For Immediate Communication To Faculty

Residents must communicate with appropriate supervising faculty members when significant skin cancers (all melanomas; squamous cell carcinomas in immunocompromised) or critical laboratory results are received on their patients.

D. TRANSITIONS OF CARE

1. Consult patients
   a. “Active” consult patients are recent dermatology consults which requires daily follow up for laboratory results, biopsy results, unclear diagnosis, evolution of skin disease, and/or implementation of recommended treatment. A daily note is not always required.

   b. “Inactive” consult patients are patients in which our medical expertise is no longer needed. The patient’s condition is stable, resolved, and/or well-defined. The on-call faculty member will declare when a patient is “inactive.” On the day that a patient becomes inactive, a note will be entered into the patient’s medical record providing declaration of sign off, recommendations for treatment, follow up, calling if the patient’s condition changes and pager number for further questions. Inactive patients do not need to be followed, but could be kept on the consult list until discharge (in case we are reconsulted). The consult resident should enter (“inactive” in the comments section of the consult list. Signing off makes it clear to the primary team that we will no longer be following the patient and that we should be contacted if any new issues arise. Inactive consults can be become active if requested by the hospital team.

2. Residents
   a. Programs must design clinical assignments to minimize the number of transitions in patient care.

   i. Scheduling of the on-call resident will be broken into weekday (M-F) resident and weekend (Sat-Sun) resident. Transitions of care will occur Friday at 5pm and Monday 7:45am at the SV clinic.

   b. Sponsoring institutions and programs must ensure and monitor effective, structured hand-over processes to facilitate both continuity of care and patient safety. Programs must ensure that residents are competent in communicating with team members in the hand-over process.
i. A faculty member will observe the Friday transition. Random checks by faculty will occur throughout the year.

c. 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.

   i. The Dermatology on-call team is posted on the hospital directory and accessible via HER and the Hospital Operator.

3. Faculty

   a. Faculty consult schedules are built on a 10-30 day schedule. Transitions of care from off-going to in-coming faculty member will occur via personal communication (face to face or telephone).
Program Closure and/or Reduction in Size

In the event that an ACGME-accredited residency program, or the UNC Hospitals itself, is closed or reduced in size:

- UNC Hospitals will inform the GMEC, the DIO, and the residents as soon as possible when it intends to reduce the size or close one or more programs, or when UNC Hospitals intend to close;
- UNC Hospitals will allow residents already in the program(s) to complete their education or assist the residents in enrolling in an ACGME-accredited program(s) in which they can continue their education; and
• Fiscal resources permitting, UNC Hospitals will pay stipends and benefits through the conclusion of the term of the appointment agreement, or until such time as the resident secures a position in another residency program prior to the final date of the appointment agreement.
It is the policy of UNC Hospitals that **NO** residents of ACGME accredited residency programs are required to sign a Restrictive Covenant.
Effective January 1, 2004, University of North Carolina Hospitals will accept resident physicians who have been issued a J-1 Visa and who hold a current ECFMG Certificate. H1-B visas are not sponsored at the University of North Carolina Hospitals.

Origination: 
Graduate Medical Education Committee
Approval: September 17, 2003
Medical Staff Executive Committee Approval: October 20, 2003
Reviewed and Approved by GMEC: December 17, 2008
Medical Staff Executive Committee Approval: January 12, 2009
Reviewed and Approved by GMEC: March 17, 2010
Reviewed and Approved by GMEC: March 16, 2011
Medical Staff Executive Committee Approval: April 11, 2011
GMEC Reviewed and Approved: October 19, 2011
MSEC Approval: December 12, 2011
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
POLICY FOR NOTIFICATION AND ADMINISTRATIVE PROBATION
PROCEDURES FOR INCOMPLETE MEDICAL RECORDS

POLICY SUMMARY FOR COMPLETION OF MEDICAL RECORDS:

In accordance with the Bylaws, Rules and Regulations of the Medical Staff of the University of North Carolina Hospitals, all medical records are to be complete within twenty-eight (28) days of discharge from the hospital. Medical records that are not completed within 28 days are considered delinquent. The specific items that make up a complete record are found in the Policies and Procedures Governing Medical Records for physicians. These include signature requirements, dictation requirements and content requirements.
PROCEDURES FOR NOTIFYING MEDICAL STAFF OF CHART DEFICIENCIES:

1. **Weekly 28-Day Incomplete Records Report:**
   
   A. Each Wednesday the Chart Status Report, Executive Summary, Problem List, and Descending Deficiency List are created to notify the clinical departments of physicians with twenty-one (21) day old incomplete records.
   
   B. The reports are then distributed on Thursday morning to each Department Chair, Vice-Chair, Division Chief, Program Director, Clinical Documentation Committee member or designee as applicable.

2. **Weekly Notification Letters:**
   
   A. Notification letters (example 1) are printed every Thursday evening for each physician with incomplete medical records.
   
   B. These notifications Letters are distributed to the physicians’ mailboxes on Friday morning.

ADMINISTRATIVE PROBATION PROCESS:

When a physician receives a pending administrative probation, the physician is notified via letter from the Director of Medical Information Management with copies to the Department Chair in the case of Medical Staff. For residents, additional copies will go to the Department Chair, the Residency Program Director and the Office of Graduate Medical Education. When the physician receives a final administrative probation, the physician is notified via a letter from the Chief of Staff and Executive Vice-President of the Hospitals with copies distributed as indicated above for Medical Staff and residents, respectively.

1. **Pending Administrative Probation:**

   Each Wednesday a list of physicians eligible for Administrative Probation is created. The following criteria must be met to be eligible for Administrative Probation:

   A. Incomplete medical records must be twenty-eight (28) days or older post discharge.
   
   B. These incomplete medical records must have been available in the Physicians Workroom (if applicable) or on the physician’s WebCIS activity list for the week immediately prior to when the pending probation list was created.
C. Reasons for further consideration by Medical Information Management Administration to delay the probation process by one week includes:

- physicians who are sick or on vacation. **NOTE:** a physician or designee must notify Medical Information Management personnel as to this status.
- physicians who consistently keep their medical records up to date.
- physicians having only one incomplete medical record due to documentation or dictation requirements.
- physicians who need to sign two or less charts.

D. Those physicians selected on Wednesday are notified of "Pending Probation" on the following Monday. Notification letters are hand delivered on Monday to the Department Chair, and in addition, for residents, to the Residency Program Director and the Office of Graduate Medical Education. The letters are signed by the Director of Medical Information Management, (example 2).

2. **Final Administrative Probation:**

A. Those physicians who were notified and fail to complete all delinquencies prior to the next Wednesday morning (9 days later) are placed on Final Administrative Probation.

B. Final Administrative Probation letters are signed by the Chief Operating Officer and the Chief of Staff and are delivered to the following (Example 3)

- Physician
- Department Chairman
- Residency Program Director for Residents
- Office of Graduate Medical Education for Residents
- Systems Manager, Medical Information Management

C. The listing of physicians placed on Final Administrative Probation is delivered to the following (Example 4):

- Senior VP & C.F.O.
- Director of Medical Information Management
- Systems Manager, Medical Information Management

3. **Referral to the Medical Staff Credentials Committee (Faculty Only):**

A. All instances of final administrative probation along with the number of delinquent charts and the days on probation will be reported by the Clinical Documentation Committee to Medical Staff Credentials Committee and to the Department Chair.

B. When a threshold of 3 final administrative probations and 20 charts is reached during a rolling two year period OR when any probation lasts longer than 60 days,
a medical staff member will be notified at least 2 weeks in advance that he/she are being put on the agenda for discussion and possible action at the next MSEC meeting (faculty). Prior to the meeting, the medical staff member will have the opportunity to demonstrate to the MIM Department that the identified chart delinquencies are not accurate or complete the delinquent charts.

C. The biennial reappointment decision for medical staff will take into account the number and length of final administrative probations and the number of delinquent charts.

4. **Referral to the Graduate Medical Education Committee (Residents Only):**

   A. All instances of final administrative probation along with the number of delinquent charts and the days on probation will be reported by the Clinical Documentation Committee to the Office of Graduate Medical Education (GME) to be placed in the resident’s personnel file in the Office of GME and in their Department’s program file for consideration during reappointment.

   B. When a threshold of 3 final administrative probations and 20 charts is reached during a rolling two year period OR when any probation lasts longer than 60 days, a resident will be notified at least 2 weeks in advance that he/she are being put on the agenda for discussion and possible action at the next Graduate Medical Education Committee. Prior to the meeting, the resident will have the opportunity to demonstrate to the MIM Department that the identified chart delinquencies are not accurate or complete the delinquent charts.

   C. The reappointment decision and evaluation of general competencies for residents every year will take into account the number and length of final administrative probations and the number of delinquent charts.

5. **Review by the Clinical Documentation Committee:**

   A report of physicians placed on Administrative Probations will be reviewed by the Clinical Documentation Committee annually. Follow-up action will be determined by the committee on a case-by-case basis.

Approved by Executive Committee: 12/6/95
Approved by Graduate Medical Education Committee: 2/20/08
Revised: 2/08

“administrative probation policy”
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
POLICY ON INSTITUTIONAL DISASTER PLAN

PURPOSE: To establish the procedures to be followed to provide administrative support for the GME programs and residents subsequent to an event or series of events that cause significant interruption in the provision of patient care, as mandated by ACGME’s Policies and Procedures.

SCOPE: This policy applies to all UNC Hospitals ACGME-accredited residency programs, associated faculty, residents, and staff.

DEFINITIONS:

Disaster:
An event of set of calamitous events bringing damage, loss, or destruction causing significant alteration to the residency/fellowship experience at one or more of UNC Hospitals’ residency and subspecialty residency programs.
Extreme Emergent Situation:
A local event (such as a hospital-declared disaster for an epidemic) that affects resident education or the work environment but does not rise to the level of an ACGME-declared disaster as defined in the ACGME Policies and Procedures.

Policies Applicable to a Disaster

ACGME Declaration of a Disaster:
When warranted, the ACGME Chief Executive Officer, in consultation with the ACGME Executive Committee and the Chair of the Institutional Review Committee, will make a declaration of a disaster. A notice of such will be posted on the ACGME website with information relating to ACGME response to the disaster.

After declaration of a disaster, triggering implementation of this Disaster Policy:

I. The Designated Institutional Official (DIO), or designee, is responsible for maintaining communications between the various Program Directors, the Director of Graduate Medical Education, the Office of Graduate Medical Education (OGME), and appropriate university and/or hospital officials to assess the impact of the disaster on the ability of any and all areas of GME to continue to provide adequate educational experiences for all residents. If it is determined that a program or the institution cannot provide at least an adequate experience for all residents because of the disaster, the DIO and Program Directors will proceed to:

II. a. Arrange temporary transfers to other programs/institutions until such time as the residency/fellowship program can provide an adequate educational experience for each of its residents/fellows, or

b. Assist the residents in permanent transfers to other ACGME-accredited programs/institutions in which they can continue their education.

III. Program Directors are to use a previously developed contact list of potential sites for resident placement. The Program Director and DIO are jointly responsible for maintaining ongoing communication with the GMEC throughout the placement process. If more than one program/institution is available for temporary or permanent transfer of a particular resident, the preferences of each resident must be considered. Programs must make the “keep/transfer” decision expeditiously so as to maximize the likelihood that each resident/fellow will complete the year in a timely fashion.

IV. The Director of Graduate Medical Education (DGME), working with IT within UNC Hospitals, will make every attempt to prevent data loss by developing offsite back-ups using remote facilities. The DGME will also work with IT to complete transition to electronic data capture and storage in a timely fashion for data not currently stored in electronic form.
V. The Chief Medical Officer will monitor and maintain communication between the DIO, the Program Directors, the DGME, and the GMEC. In the event the DIO is unavailable or incapacitated, the Chief Medical Officer will appoint the interim DIO.

VI. The OGME will be responsible for maintaining current contact information for all residents, the PDs, and members of the OGME and the GMEC. The GMEC will function as a clearing house to maintain communication within the system and aid in recovery planning for colleagues in other programs, if possible.

VII. The President of UNC Hospitals will appoint an interim Chief Medical Officer, if necessary, and an interim DIO if both parties are unavailable or incapacitated.

VII. The DIO or designee will contact the ACGME Institutional Review Committee Executive Director within ten days after declaration of the disaster to discuss the due date for submission of plans for program reconfigurations and resident transfers to the ACGME. The DIO will provide initial and ongoing communication to university/hospital officials and all affected Program Directors. As soon as arrangements for temporary or permanent transfers have been confirmed, but no less than 10 days after declaration of the disaster, the Program Director or designee will notify each resident of those arrangements.

IX. Each Program Director and/or the DIO will determine/confirm the location of all residents, determine the means for ongoing communication with each, and notify emergency contacts of any resident who is injured or cannot be located.

X. The DIO will access information on the ACGME website to provide Program Directors with assistance in communicating and documenting resident transfers, program reconfigurations, and changing participating sites.

COMMUNICATION WITH ACGME

I. On its website, the ACGME will provide phone numbers and email addresses for emergency contact and other communication with the ACGME from disaster-affected institutions and programs. The DIO shall ensure that each Program Director and resident is provided with information annually about this emergency communication availability.

II. In General:
   a. The DIO will call or email the Institutional Review Committee Executive Director with information and/or requests for information.
   
   b. Program Directors will call or email the appropriate Review Committee Executive Director with information and/or requests for information.
   
   c. Residents will call or email the appropriate Review Committee Executive Director with information and/or requests for information, if they are unable to reach their Program Director or DIO.
POLICIES APPLICABLE TO EXTREME EMERGENT SITUATIONS

DECLARATION OF AN EXTREME EMERGENT SITUATION:
Declaration of an extreme situation may be initiated by a Program Director or by the DIO. Declaration of a qualifying local disaster is made by the DIO, in collaboration with the hospital CEO, the COO, the Chief Medical Officer, affected Program Directors, and Department Chairs. When possible, an emergency meeting of the GMEC – conducted in person, through conference call, or through web-conferencing – shall be convened for discussion and decision-making as appropriate.

PROCEDURE:
After declaration of an extreme emergent situation:

I. The Program Director of each affected residency/fellowship program shall meet with the DIO and other university/hospital officials, as appropriate, to determine the clinical duties, schedules, and alternate coverage arrangements for each residency program sponsored by the Institution. ACGME’s guidelines for development of those plans should be implemented, including:

   a. Residents and fellows must be expected to perform according to the professional expectations of them as physicians, taking into account their degree of competence, level of training, and context of the specific situation. Residents who are fully licensed in this state may be able to provide patient care independent of supervision in the event of an extreme emergent situation, as further defined by the applicable medical staff by-laws.

   b. Residents are also trainees/students. Residents/fellows should not first-line responders without consideration of their level of training and competence, state licensing requirements, the scope of their individual license, if any, and/or beyond the limits of self-confidence in their own abilities.

II. Program Directors will remain in contact with the DIO about implementation of the plans to address the situation, and additional resources as needed.

III. The DIO will call the ACGME IRC Executive Director if (and only if) the extreme emergent situation causes serious, extended disruption that might affect the Institution’s/Program’s ability to remain in substantial compliance with ACGME requirements. The ACGME IRC will alert the respective RRC. If notice is provided to the ACGME, the DIO will notify the ACGME IRC ED when the extreme emergent situation has been resolved.

IV. The DIO and GMEC will meet with affected Program Directors to establish monitoring to ensure the continued safety of residents and patients through the duration of the situation, to determine that the situation has been resolved, and to assess additional actions to be
taken (if any) to restore full compliance with each affected resident’s completion of the educational program requirements.

V. The Office of Graduate Medical Education will maintain a master contact list for ACGME staff, Program Directors, hospital administration, all residents and emergency contacts, and will update the list annually.

GMEC Reviewed and Approved: 10/17/07
MSEC Approval: 6/9/08
GMEC Reviewed and Approved: 10/19/11
MSEC Approval: 12/12/11
GMEC Reviewed and Approved: 5/21/14
MSEC Approval: 6/2/14
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION

POLICY ON MEDICAL LICENSE REQUIREMENTS

1. All residents and subspecialty residents will be required to have a resident training license or a permanent medical license issued from the North Carolina Medical Board.

2. It is the requirement of the State of North Carolina that all medical licenses be registered annually.

3. It is the policy of UNC Hospitals that licenses must be registered by the date of birth of the individual physician.

4. If the license is not registered by the date of birth then the resident will be removed from all clinical duties and will forfeit the resident’s pro rata stipend payments during the time his/her license has not been registered.
5. UNC Hospitals Office of Graduate Medical Education will repeatedly notify the physician, program directors and program coordinators at least 30 days prior to the expiration date of any license.

6. All residents who engage in any type of moonlighting must have a full, unrestricted license, as one of the requirements for eligibility to moonlight.

7. All faculty members who supervise residents must have a full, unrestricted medical license from the North Carolina Medical Board.
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION POLICY ON
ADDRESSING RESIDENTS’ CONCERNS

It is incumbent that each and every resident understands that there are many avenues by which the Housestaff can address concerns in a confidential and protected manner without fear of retaliation.

1) The Designated Institutional Official (DIO) and the Director of the Office of Graduate Medical Education are readily available to hear such concerns in a private and confidential environment. The DIO may be reached at (919) 966-1072. The Director may be reached at (919) 966-1072.

2) A GME Hotline is available to all residents to register anonymous concerns and issues; however, if a resident leaves contact information, he/she will be contacted. The Hotline
number is (919) 966-1772. The GME Office will investigate concerns and issues as appropriate.

3) UNC Hospitals has a Compliance Office that can be reached through the Compliance/Abusive Behavior Hotline at (800) 362-2921. The Compliance Office will investigate any concerns regarding disruptive or inappropriate behavior. After a thorough investigation, the Compliance Office may contact the Designated Institutional Official, the Office of Graduate Medical Education, and/or the Employee Relations Office for UNC Hospitals.

4) The Human Resources Department has an Employee Relations Division that handles issues and Concerns for UNC Hospitals’ employees in a private and confidential manner.

5) UNC Hospitals Housestaff Council meets quarterly, and confidential problems can be addressed with the officers present at the meeting and the administrative staff of the Office of Graduate Medical Education at UNC Hospitals. The Housestaff Council has elected officers, and emails and telephone numbers are distributed to all the residents. The officers can be contacted at any time in regard to areas that need to be discussed.

Over the years, UNC Hospitals residents have utilized the resources listed above in a safe, confidential, and effective manner. All inquiries are made in a confidential manner with autonomy, confidentially, privacy and safety of the individual being paramount.

Originating Unit: Graduate Medical Education Advisory Committee
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Medical Staff Approval: January 12, 2009
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Medical Staff Approval: December 12, 2011
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Dermatology and Skin Cancer Centers
Appointments
984-974-3900
Southern Village
410 Market Street, Suite 400
Chapel Hill, N.C. 27516
Fax: 984-974-3692
Dermatology at Hillsborough
460 Waterstone Drive
Hillsborough, NC 27279
Fax: 919-595-5943
Dermatology at Rex
3921 Sunset Ridge Rd, Ste. 202
Raleigh, NC 27607
Fax: 984-974-0910
Dermatology at Burlington
1522 Vaughn Rd
Burlington NC 27217
Fax: 336-905-6191

POLICY AND PROCEDURE
UNIVERSITY OF NORTH CAROLINA HEALTHCARE
FIT FOR DUTY POLICY FOR ACGME TRAINEES

Purpose
UNC Health Care’s mission is to provide all employees, other workers, patients and visitors a safe environment for delivery of the highest quality of patient care. We recognize that all forms of impairment may lead to increased unintentional injuries, risks to patient care, and decreased productivity. Our purpose is to identify and address problems associated with substance abuse or other impairment and encourage rehabilitation.

Covered Employees
This policy applies to all duly appointed residents and subspecialty residents appointed to ACGME accredited programs at University of North Carolina Hospitals and non-ACGME trainees appointed through the Office of Graduate Medical Education (all of whom will be hereinafter referenced as “trainees”).

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UNC Health Care will refer Visiting Residents to the sponsoring institution for corrective action. UNC Health Care may restrict Visiting Residents or other non-UNC Health Care employees from working at UNC Health Care as a result of failure to comply with UNC Health Care’s requirement that trainees report for work fit for duty and participate in a Fitness for Duty Assessment when requested.

**Fit for Duty Policy**

1. The following rules and practices apply to all trainees:
   a. No trainee shall report to the work site impaired for any reason, including but not limited to, personal stress, medical condition, use of alcohol or controlled substances, use of marijuana prescribed or obtained legally in another state, including drugs prescribed by a physician, use of over-the-counter medication, or use of any other controlled substance.
   b. No trainee shall use, sell, possess, distribute, dispense, divert or manufacture alcohol, controlled substances, prescription drugs without a valid prescription, or any other controlled substance, on UNC Health Care property or UNC Health Care time. Using such substances is also prohibited during non-working time to the extent that it impairs a trainee’s ability to perform his/her job upon arrival at work, interferes with regular attendance, or threatens the reputation or integrity of UNC Health Care.
   c. Violations of criminal drug statues occurring in the workplace will be reported immediately to Hospitals Police.
   d. Operating a UNC Health Care vehicle or a personal vehicle while on UNC Health Care business while impaired is prohibited.
   e. Trainees who consume alcohol or controlled substances under any circumstances and return to UNC Health Care or resume UNC Health Care activities that work day are subject to evaluation under this policy.
   f. Trainees must not consume alcohol while officially “on call” including “at home call”.
   g. Trainees arrested for DUI must self-report their arrest to their program director (or to the Office of Graduate Medical Education if the program director is not available) no later than the end of the first business day after the arrest. Further, in the event of a DUI arrest, trainees must not report for duty until at least 12 hours have passed from the time of the DUI arrest. Failure to self-report may result in disciplinary action up to and including automatic dismissal for trainees and may result in automatic prohibition from returning to the work place for Visiting Residents.
   h. A trainee convicted of any felony criminal drug or alcohol offense must notify his/her program director and the Office of Graduate Medical Education no later than five (5) calendar days after such conviction. Failure to provide notification may result in disciplinary action up to and including automatic dismissal for trainees and may result in automatic prohibition from returning to the work place for Visiting Residents.
   i. UNC Hospitals, in accordance with North Carolina Physicians Health Program, Employee Assistance Program principles, and the Office of Graduate Medical Education will support the responsible action of an employee seeking help for an
alcohol or controlled substance problem. An employee’s efforts to obtain help through his/her department and the Office of Graduate Medical Education will be handled in confidence, to the extent permitted by law.

2. Sanctions for failure to abide by this policy include, but are not limited to:
   a. Removal from the workplace;
   b. Corrective action, if appropriate, up to and including dismissal from training;
   c. Referral for criminal prosecution, if appropriate;
   d. Reporting to licensing agencies or boards;
   e. Referral to the Office of Graduate Medical Education and the NC Physicians Health Program for UNC Health Care residents and subspecialty residents and the ComPsych UNC Health Care’s EAP program for other trainees appointed through the Office of Graduate Medical Education; and
   f. Other action as deemed appropriate by UNC Health Care officials;
   g. All trainees who test positive in a second drug or alcohol test shall be dismissed. Any trainee who is permitted to return to training at the work place after a positive drug or alcohol test and who tests positive in a second drug or alcohol test shall be prohibited from ever returning to the training program or the work place.

3. All individuals performing duties at UNC Health Care have a duty to immediately report observed and suspected violations of this policy to their supervisor, department management, or attending physician.

4. Gifts of alcohol received on the UNC Health Care premises should not be opened and should be taken off the premises as soon as possible.

Definitions

Controlled Substances – Include, but are not limited to, marijuana (even if prescribed or obtained legally in another state), opiates, amphetamines, barbiturates, heroin, and similar drugs whose possession and use are prohibited under state or federal law; prescription drugs unless validly prescribed by an employee’s physician and used as prescribed; so-called “designer drugs,” “look-alikes,” synthetic drugs, and similar substances; and other substances whose use may be abused although they are available legally (such as cough syrup and other over-the-counter medications, and substances not intended for human consumption (such as glue)).

Positive Test – Positive results from testing for the presence of controlled substances or an unacceptable level of alcohol or legally-prescribed drugs. For illicit substances, any positive test of a controlled substance in its pure form or its metabolites at or above the specified cutoff levels (Appendix 7) violates this policy, including marijuana prescribed or obtained legally in another state. For alcohol, any positive test of at least 0.02 violates this policy.

Impaired – State of an individual who is affected by consumption of alcohol, or controlled substances, or personal stress, or medical condition as determined by a physician. Individuals taking medications prescribed by a physician or over-the-counter medications should adhere to
the terms of the prescription and to any activity restrictions recommended by the physician or manufacturer.

**Controlled substance examination** – Any and all actions related to testing conducted for the purpose of determining if an individual has recently used or is using controlled substances or alcohol.

**Screening** – Initial examination performed for the purpose of assessing impairment.

**Fit for Duty Testing Categories**

**A. Pre-Employment/Pre-Service Substance Testing**

Substance abuse testing will be conducted on all trainees to whom an offer of appointment to Graduate Medical Education and employment has been made and to other trainees appointed or employed through the Office of Graduate Medical Education. All appointments and offers of employment are subject to the terms and conditions of this policy. Failure to cooperate in such a test will result in a withdrawal of the appointment or offer of employment. Any trainee who refuses to submit to or tampers with a controlled substance/alcohol test shall be ineligible for appointment or hire.

For those trainees who live in states where marijuana may be legally prescribed or obtained, a positive test prior to the start of duties will not result in a withdrawal of offer of employment; however, such trainees will be retested thirty days after start of duties and a positive test at that time will be handled as provided for in this policy.

If the test is positive, the information will be forwarded to the Office of Graduate Medical Education, NC Physicians Health Program, if appropriate, and a Medical Review Officer for assessment. Unless satisfactory reasons exist for a “positive” test result (e.g., taking prescribed medications (excluding marijuana), false positive result, etc.), the offer of appointment to Graduate Medical Education or offer of employment for other trainees appointed through the Office of Graduate Medical Education will be withdrawn and the trainee will not be considered for training or employment. A trainee who suspects a false positive test result may request a follow-up test from the split sample. If satisfactory reasons appear for the false positive result, the individual may be subject to follow-up random testing for continued confirmation of appropriate use of medications. Test results will be reviewed in confidence by the Office of Graduate Medical Education, who will convey the results directly to those with a need to know.

Similarly, all individuals, whether they are employees of UNC Health Care or not, will be tested for controlled substances and alcohol prior to providing duties for UNC Health Care. Failure to cooperate in such a test, or tampering with such a test, will result in the worker’s employer being advised and the worker being told not to report to duty at UNC Health Care.

If a Visiting Resident tests positive, the information will be forwarded to the Office of Graduate Medical Education for assessment. Unless satisfactory reasons exist for a “positive” test result (e.g., taking prescribed medications (excluding marijuana), false positive result, etc.), the Visiting Resident will not be permitted to return to UNC Health Care and the training will end.
immediately. The Visiting Resident’s sponsoring institution will be notified. Further action and discussions will be the responsibility of the Visiting Resident’s sponsoring institution.

B. Accident-Related Testing

- Motor Vehicle Accident – A trainee who is the driver and is involved in a motor vehicle accident while on duty or on UNC Health Care business is responsible for immediately notifying his/her Program Director and the Office of Graduate Medical Education. A trainee who is a driver involved in a motor vehicle accident as described above shall be escorted to or shall report to Occupational Health (or the ED after hours) for a fitness for duty assessment and, if appropriate, substance abuse.

- Unsafe Act – A trainee who is involved in an unsafe act resulting in harm or personal injury to self, a patient, a visitor, or a co-worker, or whose unsafe act results in damage to UNC Health Care property, under circumstances raising reasonable suspicion that the trainee is not fit for duty, shall be escorted to or shall report to Occupational Health (or the ED after hours) for a fitness for duty assessment and, if appropriate, substance abuse testing.

- Post-accident alcohol testing should be done within two (2) hours of the accident. If a test cannot be done within eight (8) hours, it should not be done. However, a sample of blood should be saved if consent for the testing cannot be obtained within the eight-hour period so that the trainee has a chance to consent at a later period.

- Post-accident controlled substances testing must be done within twenty-four (24) hours of the accident. If a test cannot be done within twenty-four hours, it should not be done. However, a sample of blood should be saved if consent for the testing cannot be obtained within the twenty-four-hour period so that the trainee has a chance to consent at a later period.

- If these timelines are not met because of the individual’s recalcitrance or refusal to be timely tested, s/he will be subject to the consequences of a positive test result.

C. Reasonable Suspicion Testing

Reasonable suspicion that a trainee is impaired may be based upon indicators such as the following:

1. Direct observation by anyone and corroborated by a supervisor or designee of a trainee’s abnormal, erratic, or otherwise problematic behavior, which may include, but is not limited to, difficulty with concentrating, confusion, uncontrollable tears, combative behavior, holding objects for support, less than coherent speech, severe mood swings, overreactions to real or imagined criticism, safety violations, careless or reckless operation of equipment, actions inappropriate to the circumstances, chronic absenteeism, and reporting to work in an otherwise abnormal condition.

2. Direct observation by anyone and corroborated by a supervisor or designee of a trainee’s use of possession of a prohibited or restricted substance, including marijuana prescribed or obtained legally in another state, while on duty or on UNC Health Care business.
3. Suspicion of drug diversion based on a report of suspected drug diversion by pharmacy investigation, unit report, or hospital police investigation.

The timelines set forth in the preceding section should be observed for testing based on reasonable suspicion.

**Fit for Duty Procedures**
The following procedures shall be followed in each instance of violation of this policy.

The Program Director/designee shall:
- Document problematic behavior by completing the “Request for FFD Assessment Form” (see Appendix 1).
- Explain to the trainee why his/her behavior necessitates a fit for duty evaluation.
- During regular business hours, bring the “Request for FFD Assessment Form” to the Office of Graduate Medical Education and to OHS and escort the trainee to OHS.
- During non-business hours, bring the “Request for FFD Assessment Form” to the Emergency Department and escort the trainee to the Emergency Department. [Appendix 3: After Hours Screening Protocol.] If the UNC HCS location is off campus, such as WakeMed, the supervisor/manager should contact our EMSI Emergency Services Hotline at 1.800.421.3674 and provide the following information to the coordinator who answers the call:
  - Identify company name “UNC Healthcare”
  - Provide EMSI account number 284570000
  - Provide your name
  - Provide a telephone number with area code where you can be reached
  - Reason for your call (i.e., post-accident situation, reasonable cause, etc.)
  - City and State where the incident occurred.
- The EMSI Emergency Coordinator will contact the appropriate EMSI facility and arrange to have one of their EMSI Technicians go to the collection site. At that time, the EMSI Emergency Coordinator will provide the caller with an estimated time of arrival. The caller is responsible for providing the EMSI Coordinator with a designated location meeting the following criteria:
  - Restroom facilities with separate toilet and running water (with restriction capabilities) during the course of collection.
  - A facility with an available electrical outlet.
  - A telephone for notification purposes should positive test results occur.

A member of OHS shall:
- Review the reason for the FFD assessment (reasonable suspicion), which requires contacting an attorney in the UNC health Care Legal Department by calling 984-974-3041 during regular business hours or the attorney on call after regular business hours at 919-216-0813.
- Explain that testing for controlled substances/alcohol is a required part of the FFD assessment.
• Explain that the trainee will be on paid administrative leave until the test results are received by the Medical Director of OHS/Medical Review Officer and a decision is made as to whether the trainee can return to work. Visiting Residents will be returned to their home institutions.
• Explain that the Medical Director of OHS/MRO shall contact the trainee at the telephone number on the consent form upon receipt of the test results.
• Describe the importance of cooperating with the collection site personnel.
• Describe the limited confidentiality of individual test results.
• Describe the consequences of refusing to sign the consent form, failing to submit to testing, failing to report for a specimen collection, tampering or attempting to tamper with a sample or test, failing to communicate with the Medical Director of OHS/MRO, or receiving a verified positive test.
• Advise the trainee of the method(s) of testing which may be used and the substances that may be identified.
• Review the “Substance Test Consent Form” (Appendix 2) with the trainee and obtain the trainee’s signature.
• Advise the DIO and Office of Graduate Medical Education that a FFD assessment is being initiated; inform the sponsoring institution of a Visiting Resident that a FFD assessment is being initiated.
• If psychiatric crisis is apparent, OHS will contact the DIO and Office of Graduate Medical Education and arrange for referral to the Crisis Intervention Team and accompany the trainee to the UNC Psychiatric Crisis Clinic.

If the trainee refuses to participate in the FFD Assessment:
OHS shall:
• Advise the trainee that he/she is being placed on paid investigatory suspension due to failure to follow UNC Health Care’s FFD policy. Advise a Visiting Resident that he/she is not on paid investigatory suspension but cannot return to the work place and that his/her sponsoring institution will be so notified. Suspension of a resident requires notification to the North Carolina Medical Board, but the Graduate Medical Education Office should make this notification.
• Advise the Program Director that the trainee refused to participate in the FFD Assessment.
• Advise the Director of the Office of Graduate Medical Education that the trainee refused to participate in a FFD Assessment.
• Ensure that the trainee has satisfactory transportation to his/her off-site destination. The trainee may leave if capable of safely returning to his/her off-site destination, or the trainee’s Program Director or hospital police may arrange for alternate transportation, if needed. Taxi vouchers will be available, if necessary, to assure safe transport of the trainee.

The Program Director shall:
• Place the UNC Health Care trainee on paid investigatory suspension and the Graduate Medical Education Office will notify the North Carolina Medical Board of the suspension.
• In consultation with the DIO and Director of the Office of Graduate Medical Education, initiate the appropriate corrective action/dismissal from training steps for UNC Health Care trainees.
• If the trainee is a Visiting Resident, the Program Director will provide relevant information to the Visiting Resident’s sponsoring institution and explain that the Visiting Resident’s training has been terminated.

If the trainee participates in the FFD Assessment:
OHS shall:
• Administer the FFD assessment, including a standard chemical test panel, following OHS’s internal protocol.
• Ensure that the trainee has satisfactory transportation to the off-site destination. The trainee may leave if capable of safely returning to his/her off-site destination, or the trainee’s Program Director or hospital police may arrange for alternate transportation, if needed. Taxi vouchers will be available, if necessary, to assure safe transport of the trainee.
• Following screening, advise the Program Director that the trainee has participated in the drug/alcohol test.
• Advise the Program Director that the trainee will be on administrative leave until results of evaluation and any pertinent follow-up are completed by the Medical Director of OHS/MRO.

The Program Director and DIO and Office of Graduate Medical Education shall:
• Place the trainee on paid administrative leave pending receipt of FFD assessment. Advise the Sponsoring Institution that the Visiting Resident will not be permitted to return to work unless the results of the test are negative.
• Upon receipt of negative test results (i.e., no alcohol or controlled substances), the trainee will be advised as to when to return to duty.

Duties of the MRO/Medical Director of OHS:
• Advise the trainee and Program Director of the results of the FFD assessment and the chemical test. The MRO/Medical Director of OHS shall advise the trainee that he/she may return to work after coordinating a return-to-work date with the Program Director and Director of the Office of Graduate Medical Education.
• Advise the DIO and Office of Graduate Medical Education of the results of the FFD assessment and chemical test.
• If the MRO/Medical Director of OHS cannot reach the trainee at the designated phone number, the MRO/Medical Director of OHS will make one more attempt the following day. If the second attempt is unsuccessful, the MRO/Medical Director of OHS will so advise the DIO and Office of Graduate Medical Education.
• Note: If other information is identified that impacts the trainee’s ability to return to work, the MRO/Medical Director of OHS may present such information to the Director of the Office of Graduate Medical Education.
Note: All records surrounding this incident shall be removed from the trainee’s personnel file upon return of negative test results; however, records for all testing done are kept in a confidential OHS file.

Duties of the DIO and Office of Graduate Medical Education:
- If the MRO/Medical Director of OHS has successfully contacted the trainee and the trainee may return to work, the DIO and Office of Graduate Medical Education will so advise the Program Director and have the Program Director arrange with the trainee for the return to work.
- If the MRO/Medical Director of OHS has presented other information that impacts the trainee’s ability to return to work, the DIO and Office of Graduate Medical Education will identify applicable actions and resources that are outside of this procedure.

Duties of the Program Director:
- Upon notification to do so by the DIO and Office of Graduate Medical Education, contact the trainee and coordinate his/her return to work
- Take the trainee off administrative leave, effective the date of the Medical Director of OHS/MRO’s successful contact with the trainee.

Upon receipt of positive test results (i.e., alcohol or controlled substances identified):
Duties of the MRO/Medical Director of OHS:
- Advise the trainee of the results of the FFD assessment and the chemical test, including the substance(s) identified.
- If the MRO/Medical Director of OHS cannot reach the trainee at the designated phone number, the MRO/Medical Director of OHS will make one more attempt the following day. If the second attempt is unsuccessful, the MRO/Medical Director of OHS will so advise the DIO and Office of Graduate Medical Education.
- Advise the DIO and Office of Graduate Medical Education of the positive test results, including the substance identified.
- If other information is identified that impacts the trainee’s ability to return to work, the MRO/Medical Director of OHS may present such information to the DIO and Office of Graduate Medical Education.

Duties of the DIO and Office of Graduate Medical Education:
- Advise the Program Director of the FFD assessment, including positive test results and the substance(s) identified.
- In consultation with the Program Director, determine the appropriate response, taking into consideration the guidelines below.
- If appropriate, advise the NC Physicians Health Program of a pending referral.
- If the MRO/Medical Director of OHS has been unable to successfully contact the trainee, the DIO and Office of Graduate Medical Education will advise the Program Director of the FFD assessment results and will advise the Program Director to follow the standard protocol for dismissal from training. If the trainee is a Visiting Resident, the DIO and Office of Graduate Medical Education will
advise the Program Director to contact the Visiting Resident’s sponsoring institution to provide the test results and explain that the Visiting Resident’s rotation is no longer approved at UNC Health Care.

- If other information is identified that impacts the trainee’s ability to return to work or participate in customary treatment, the Office of Graduate Medical Education will coordinate other actions/resources outside of this policy, such as an accommodation, sick leave, and long term disability, etc.

**Guidelines in response to impairment of a UNC Health Care trainee with no prior warnings, either verbal or written, for related issues (Note: These guidelines do not apply to Visiting Residents):**

- If a trainee tests positive for alcohol or controlled substance(s) (including marijuana prescribed or obtained legally in another state), he/she shall, at a minimum, be placed in an educational enhancement plan, and is subject to immediate probation or dismissal from training depending on the circumstances. If placed on educational enhancement or probation, the trainee will be subject to random follow-up testing administered by the NC Physicians Health Program or the Office of Graduate Medical Education, shall successfully complete any return-to-duty requirements monitored by the NC Physicians Health Program, and shall participate in a Return to Work Agreement (Appendix 6) for continued training and employment. The test results will be reported to appropriate licensing organizations, such as the North Carolina Medical Board or Dental Licensing Board, by the Office of Graduate Medical Education. If the licensing organization revokes the trainee’s license, the trainee’s continued appointment with the UNC Health Care will be terminated.

- If a trainee tests positive for a drug where there is indication that such drug has been diverted, the trainee shall be dismissed from training. Such test results/actions will be reported to appropriate licensing organizations, such as the NC Medical Board and Dental Licensing Board, by the Office of Graduate Medical Education.

- A trainee who tests positive for legally prescribed medications (including marijuana) will be referred to his/her own physician. The trainee may return to work when the physician provides appropriate information to the DIO and Office of Graduate Medical Education and MRO/Medical Director of OHS. Medical marijuana is not authorized for use by trainees at UNC Hospitals; alternative medication will have to be prescribed/substituted.

- If a trainee is identified as impaired due to other medical issues, the MRO will consult with the DIO and Office of Graduate Medical Education to identify appropriate resources.

**Guidelines in response to impairment of a trainee with prior warning, either verbal or written, for related issues:**

A trainee who tests positive for alcohol or controlled substance(s) after having received any kind of prior warning for related issues shall be dismissed from training.
Return to Work (This section applies only to UNC Health Care trainees.)
The Program Director shall:

- Prepare the Return to Work Agreement, as required, in consultation with the DIO and Office of Graduate Medical Education and the NC Physicians Health Program.
- Review the Return to Work Agreement, if required, with the trainee and obtain the trainee’s signature on it. Refusal to sign a Return to Work Agreement shall result in dismissal from training.
- If required, direct the trainee to meet with the NC Physicians Health Program and explain that the NCPHP will manage and monitor the trainee’s return to work.
- Direct the trainee to arrange a visit to Occupational Health to be released back to work by the Medical Director.
- Direct the trainee to take a copy of the signed Return to Work Agreement to the NC Physicians Health Program.
- Submit one copy of the signed Return to Work Agreement to the Program Director and the Office of Graduate Medical Education.

Incapacity to Consent to Testing
If the trainee, while on duty or on UNC Health Care business, presents in the ED with red alert trauma under circumstances raising reasonable suspicion of controlled substance or alcohol use and is incapable of consenting to testing under this policy, when the trainee regains capacity to consent he/she shall consent to disclosing to his/her Program Director, the DIO, and the Office of Graduate Medical Education the relevant results of any blood or urine screens obtained during his/her treatment pursuant to the UNC Hospitals policy “Routine Lab Diagnostics for Trauma Alert” (see Appendix 8). Refusal to consent to disclosure will be treated in the same manner as refusal to consent to testing as described elsewhere in this policy.

Shy Bladder or Inability to Provide a Sufficient Quantity of Urine
If the individual is unable to provide a sufficient quantity of urine for testing, the collection site person shall instruct the donor to drink not more than 40 ounces of fluids and, after a period of no longer than two (2) hours, again attempt to provide a complete sample using a fresh collection container. If the donor is still unable to provide a sufficient quantity of urine, then blood testing should be done.

Counseling and Rehabilitation
It has been recognized and accepted that early treatment is a key to rehabilitation for substance abusers. Trainees are encouraged to voluntarily request counseling or rehabilitation. No trainee will have job security jeopardized by a request for counseling or assistance, which requests are strictly confidential; however, a trainee will not avoid corrective action for policy violations which have already occurred or that may occur during or after counseling or rehabilitation. Requests for paid leave or time off without pay in order to participate in approved counseling and rehabilitation programs will be considered on a case-by-case basis. NCPHP is available to provide referral services.
Work time lost due to counseling or rehabilitation will be paid according to eligibility for Graduate Medical Education leave policies, as appropriate, and short-term and long-term disability benefits.

**Access to Records and Confidentiality**
The following requirements are intended to protect the rights of trainees and to provide the federal government and others access as needed for oversight purposes.

- Except as required by law, UNC Health Care will not externally release information contained in any of the records of controlled substance and alcohol testing.
- Upon written request, a trainee can obtain copies of his/her testing records.
- UNC Health Care must provide test results to the federal government, upon request, if required under the Drug Free Workplace Act, or to any other state or federal officials with regulatory authority over UNC Health Care who have a statutory right to such results.
- Testing records will be provided to a trainee’s future employer only upon written authorization of the trainee.
- UNC Health Care can disclose testing records to a decision-maker in a lawsuit, grievance, or other proceeding initiated by or on behalf of the trainee that arises from test results or the violation of either alcohol or controlled substance prohibitions.
- UNC Health Care can disclose testing records to others not specifically listed above only upon written authorization of the employee, or as permitted under North Carolina law.

**All UNC Health Care Property Subject to Search**
UNC Health Care declares that offices, desks, files, lockers, computers, cabinets, and other stationary containers provided by UNC Health Care are not private areas, and shall not be treated as private areas. Therefore, UNC Health Care may search an office, desk, file, locker, computer, cabinet, or other stationary container provided by UNC Health Care.
# APPENDIX 1
## REQUEST FOR FIT FOR DUTY ASSESSMENT FORM

This form should always accompany a request for substance screening.

<table>
<thead>
<tr>
<th>Trainee Name:</th>
<th>UNC Health Care Medical Record #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Director:</th>
<th>Program Director phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Observation:</th>
<th>Time of Observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please check all that apply**

1. Odor of alcohol present?
   - Yes ________ No ________

2. Changes in behavior?
   - Slurred speech _____ Stumbling/falling ____
   - Falling asleep at work _____ Confusion ____
   - Inattention to personal hygiene __________
   - Sudden changes in mood __________
   - Excessive/uncontrolled crying _____ Anger ____
   - Loud speech patterns _______ Withdrawn __, Disruptive __________
   - Other __________________________
   - Explain: __________________________

3. Errors in work judgment?
   - Safety violations __________
   - Careless operation of equipment ________
   - Other __________________________
   - Explain: __________________________

4. Motor Vehicle accident while conducting hospital business?
   - Type of vehicle involved:
     - UNC HC vehicle _____ Personal vehicle _____

5. Injury or incident causing personal injury requiring hospitalization?
   - Explain: __________________________

6. Suspicion of drug diversion?
   - Explain: __________________________

7. Post Rehabilitation testing? ________
   - Explain: __________________________

**Disposition of trainee** - (circle one) home, hospitalized, returned to work

<table>
<thead>
<tr>
<th>Program Director/Designee (print name)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Program Director/Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corroborating Supervisor/OHS (print name)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Corroborating Supervisor/OHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

SUBSTANCE TEST CONSENT FORM

Part 1 – Completed by Representative of Occupational Health Services or Emergency Department

☐ I have explained to the trainee the reason for the FFD assessment based on the behaviors/circumstances indicated on the Request for FFD Assessment Form.
☐ I have explained that testing for alcohol and controlled substances is a required part of the FFD assessment.
☐ I have explained that the trainee will be on paid administrative leave until test results are received by the Director of Occupational Health/Medical Review Officer. (I have explained to a Visiting Resident that he/she will not be on paid administrative leave until test results are received, but cannot return to the work place unless negative test results are received.)
☐ I have explained that the Director of Occupational Health/Medical Review Officer will contact the trainee at the telephone number indicated below upon receipt of the test results.
☐ I have explained that failure to cooperate with the collection site personnel is considered a violation of this policy and will result in dismissal from training.
☐ I have explained the limited confidentiality of the test results, i.e., the test results may be communicated to the trainee’s Program Director, the DIO, and the Office of Graduate Medical Education or designees, or others on a need to know basis (such as the NC Medical Board or Physicians Health Program).
☐ I have explained that refusing to sign the consent form, failing to submit to testing, failing to report for a specimen collection, tampering or attempting to tamper with a sample or test, failing to communicate with the Director of Occupational Health/MRO will result in dismissal from training. I have explained that a positive test will result in disciplinary action up to and including dismissal.
☐ I have explained the method(s) of testing which may be used and the substances that may be identified.

(Name)  (Date)

Part 2 – Completed by trainee

I, ________________________________, do hereby give my consent to UNC Health Care to collect from me a sample of
☐ urine
☐ blood
☐ other (specify ______________________)

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I further give my consent to UNC Health Care to forward the sample(s) to an approved laboratory for the performance of appropriate tests thereon to screen for the presence of drugs, alcohol, or other substances.

I furthermore give the approved laboratory my permission to release the results of such testing to UNC Health Care’s Occupational Health Services, the DIO, the Office of Graduate Medical Education, the NC Medical Board, if necessary, and the NC Physicians Health Program, and also to release the results of such testing to:

__________________________________________________________

For UNC Health Care Trainees:

I also understand that, if I refuse to consent to testing, I will automatically be placed on paid investigatory suspension while my training status is being considered, and my suspension will be reported to the North Carolina Medical Board.

__________________________________________________________  ________________________________
Trainee Signature                                      Witness Signature

__________________________________________________________  ________________________________
Date                                                  Date

__________________________________________________________
Trainee EID

__________________________________________________________
Trainee Telephone Number
APPENDIX 3

AFTER HOURS DRUG SCREENING PROTOCOL

The following steps should be taken when a trainee is suspected of being impaired during work hours or when a trainee has had a motor vehicle accident while on UNC HCS business either in a state-owned vehicle or their personal vehicle and such accident falls within the parameters described above, and when the Department of Occupational Health Services (OHS) is unavailable (i.e. nights, weekends, holidays):

- Employees/trainees who believe that a co-worker’s behavior is impaired or suggests substance/alcohol use must report their observations to an attending physician immediately. If the attending physician also observes the described behavior, the attending physician, or designee to whom the report is made, will complete the “Request for Fit for Duty Assessment Form” and will relieve the trainee of his/her duties.
- If the trainee is located offsite, such as at WakeMed, the protocols/procedures in Appendix 9, EMSI Procedures, should be followed, in addition to obtaining the “Request for Fit for Duty Assessment Form,” obtaining approval from the legal department (attorney on call), obtaining the signature of the trainee on the Consent for Substance Abuse testing form, and making sure the trainee has safe transport home.
- If the trainee is located onsite, the attending physician, UNC Hospitals Police (if necessary), house supervisor or Department head, will escort the trainee to the Emergency Department (ED). The completed “Request for Fit for Duty Assessment Form” will be provided to the triage nurse or attending physician in the ED.
- The attending physician, UNC Hospitals Police, or house supervisor obtains approval for reasonable suspicion testing by calling an attorney in the UNC Health Care Legal Department (984-974-3041) or paging the attorney on call after regular business hours (919-216-0813).
- Prior to any substance testing, the trainee must sign the Consent for Substance Abuse testing form. If this consent is not signed, the trainee may not be tested. An original of the signed consent form must be included in the package sent to OHS.
- The ED physician will evaluate the trainee. The physician should provide diagnosis and care for all diseases/illnesses as appropriate.
- The physician, after making sure informed consent has been obtained from the trainee, will order urine tests #764875 and #761141 based on OHS guidelines (See Lab Tests to be ordered per Protocol; Appendix 4) using pre-printed orders, or blood testing as appropriate.
- The attending physician or designee will be responsible for obtaining the informed consent from the trainee, obtaining the appropriate urine/blood specimens, completing the “Chain of Custody” form and transferring the COC form and evidence to Hospital Police (see Procedure for Collection, Appendix 5). If the trainee refuses to consent to testing, the attending physician or designee will advise the trainee that he/she is being placed on paid investigatory suspension due to failure to follow UNC Health Care’s FFD policy. The attending physician or designee will also notify UNC Hospitals Police, either for purposes of chain of custody or for purposes of getting the trainees safely off campus and back home. If the trainee is a Visiting Resident and refuses to consent to testing, the
attending physician will provide relevant information to the Program Director and Office of Graduate Medical Education. The Program Director will explain to the Visiting Resident and the Visiting Resident’s sponsoring institution that the Visiting Resident’s training at UNC Health Care is no longer approved.

- The house supervisor will fax a copy of the “Request for Fit for Duty Assessment Form” to the Medical Director of OHS at 984-974-7414.
- UNC Hospitals Police will be responsible for maintaining chain of custody of all specimens taken for testing. Such specimens will be placed in the locked refrigerator in OHS for transport to a testing facility the next working day.
- The trainee’s supervisor or the UNC Hospitals Police will be responsible for arranging safe transport home for the impaired trainee.
- The trainee will remain out of the workplace on paid administrative leave pending completion of lab testing. A Visiting Resident will remain out of the workplace until a negative test result is received.
APPENDIX 4

LAB TESTS TO BE ORDERED PER PROTOCOL

(Test packets are available in the Nursing supervisor office, UNC Hospitals Police office, and ED supervisor office):

<table>
<thead>
<tr>
<th>Test#</th>
<th>Blood/Urine</th>
<th>Amount needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>764875 MedPro Profile</td>
<td>Urine</td>
<td>45ml Urine collection Container (split Specimen)</td>
</tr>
<tr>
<td>761141</td>
<td>Urine</td>
<td>May be included in above urine sample</td>
</tr>
</tbody>
</table>

Additional blood testing is available per the discretion of the OHS Medical Director or ED physician in charge of medical assessment of the trainee being tested. The above urine tests are to be used for all reasonable suspicion and post-accident screening.

**Blood Testing Protocols**

<table>
<thead>
<tr>
<th>#791722 5-test screen</th>
<th>Amphetamines, Cannabinoids, Cocaine, Opiates, Phencyclidine (PCP)</th>
<th>Blood-20mls Serum sep. tubes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#799700 8-test screen</td>
<td>Amphetamines, Cocaine, Cannabinoids, Opiates, Phencyclidine (PCP), Alcohol</td>
<td>Urine</td>
</tr>
<tr>
<td>#791590 8-test screen</td>
<td>Amphetamines, Barbituates, Benzodiazepines, Cannabinoids, Cocaine, Opiates, Phencyclidine (PCP)</td>
<td>Blood-20mls Serum sep. tubes</td>
</tr>
<tr>
<td>#017996</td>
<td>Bld Ethanol (Alcohol) level</td>
<td>Blood-10ml Serum sep. tube</td>
</tr>
</tbody>
</table>
APPENDIX 5

PROCEDURE FOR COLLECTION:

1. Complete Chain of Custody form and include:
   - Donor EID or PID
   - Reason for testing: “post-accident” or “reasonable suspicion”
   - Daytime and evening phone number of donor
   - Test requested. Check each test that is being requested. Failure to identify the tests will result in delay of testing at the laboratory.

2. Obtain urine specimen from donor
   - Check specimen temperature (urine) within 4 minutes of collection
   - Mark temperature of specimen on COC form (step 3)
   - Affix numbered labels to specimens across the top of the specimen – large label is for outside of collection bag. Use “A” AND “B” labels for urine samples. Be sure that the collector dates the seals and the donor initials the seals.
   - Check appropriate tests to be done. (Standard protocol is #764875 drug profiles and #761141 fentanyl)
   - If blood tests are done, make a label marked “C” and affix to the top of the of the specimen. Use betadine, not alcohol, to swab the site for venipuncture.

3. Collector signs and dates the COC form (step 5)
   The collection site location is:
   UNC OCCUPATIONAL HEALTH SERVICE
   101 MANNING DRIVE, CHAPEL HILL, NC  27514
   984-974-4480

4. Donor completes COC form with printed name, signature, initials and date (step 7).

5. Collector gives specimen and COC form to UNC Hospitals Police and signs form to transfer the specimen (step 6).

6. The COC forms are to remain with the specimen but should be accessible for transfer to LabCorp courier (KEEP THE COC FORM IN THE OUTSIDE UNSEALED POUCH OF THE SPECIMEN BAG).

7. UNC Hospitals Police receive specimen and COC form, sign for transfer (step 6) and put specimen into OHS locked refrigerator (PUT SIGN ON FRIDGE).

8. Specimen is sent to lab for testing by OHS staff the next business day.
9. Results of testing will be reported to the Medical Director of Occupational Health/MRO who will then notify the DIO and Office of Graduate Medical Education.

10. Trainee will be given results of testing by Medical Director/MRO or designee of OHS.
APPENDIX 6
RETURN TO WORK AGREEMENT

I, ____________________________________________, hereby acknowledge that I have violated UNC Health Care’s Fit for Duty Policy. I recognize my obligation to meet appointment standards of UNC Health Care to maintain my eligibility for appointment. Therefore, I agree to satisfactorily participate in any evaluation, treatment, assistance, or counseling programs required. I also agree to refrain from consuming alcohol such that I will still be affected by it when I report to duty, and I agree to abstain from drugs unless medically prescribed (except marijuana, which is not authorized for trainee use at UNC Health Care).

I understand that I am responsible for providing a request for FMLA leave, which must include a start date and end date for treatment, if required. The request for FMLA leave must be signed by a health care provider at the selected treatment facility by a person who is knowledgeable regarding the length of my treatment program. My absence due to treatment or related follow-up will be managed in accordance with the provisions of the FMLA and UNC Health Care’s Graduate Medical Education Office Leave Policy, i.e., I am responsible for exhausting any benefit time that I have accrued, and when my benefit time is exhausted, I will be on unpaid FMLA leave (if eligible). Failure to return to work at the completion of treatment will result in dismissal from training.

Further, when requested by UNC Health Care officials, I agree to submit to periodic unannounced drug/alcohol testing for two years from today’s date, or until the end of my training program if less than two years remain, and to cooperate with other investigative requests including, but not limited to, interviews and searches.

I further consent to release to the UNC Health Care Occupational Health Office, the North Carolina Physicians Health Program, DIO, GME office, and to my Program Director information concerning my participation in treatment and abstinence from drugs and alcohol (to the extent that I will still be affected by it when I report to duty) and/or related information.

I understand that refusal or failure to submit to a drug/alcohol test or a positive finding on such test (including marijuana legally prescribed in another state) shall be cause for immediate dismissal from my training program because of failure to meet UNC Health Care policies as well as the terms of this Agreement. I further understand that failure or refusal to cooperate with the terms of this Agreement or other violations of UNC Health Care’s Fit for Duty Policy will be cause for disciplinary action up to and including dismissal from training.

I understand and agree to the above terms and conditions of appointment, and I understand that I am also responsible for complying with all other UNC Health Care Graduate Medical Education Office rules and standards, including expected levels of job performance and attendance. I acknowledge that this Agreement does not constitute a contract or promise of appointment.

I understand that trainees undergoing rehabilitation or who have completed rehabilitation are required to abide by all UNC Health Care and Graduate Medical Education Office rules and standards, including expected levels of job performance.

__________________________________________  __________________________
Trainee Signature                                Date

__________________________________________  __________________________
DIO Signature                                   Date
### APPENDIX 7
### TESTING CUTOFF LEVELS

<table>
<thead>
<tr>
<th>Drug</th>
<th>LabCorp Standard Screening Cut-off Level</th>
<th>LabCorp Standard GC/MS Confirmation Cut-off Level</th>
<th>Detection Time in Urine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STIMULANTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amphetamine</td>
<td>1000 ng/mL</td>
<td>500 ng/mL</td>
<td>1 to 2 days</td>
</tr>
<tr>
<td>Also known as: speed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical names: Dexedrine, Benzedrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methamphetamine</td>
<td>1000 ng/mL</td>
<td>1000 ng/mL</td>
<td>1 to 2 days</td>
</tr>
<tr>
<td>Also known as: speed, ice, crystal, crank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical names: Desoxyn, Methedrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDMA (Methylenedioxyamphetamine)</td>
<td>500 ng/mL</td>
<td>250 ng/mL</td>
<td>1 to 2 days</td>
</tr>
<tr>
<td>Also known as: ecstasy, XTC, ADAM, lover’s speed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine</td>
<td>300 ng/mL</td>
<td>150 ng/mL</td>
<td>2 to 4 days</td>
</tr>
<tr>
<td>Also known as: coke, crack, rock cocaine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HALLUCINOGENS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana/Cannabinoids</td>
<td>50 ng/mL</td>
<td>15 ng/mL</td>
<td>Single use: 2 to 7 days</td>
</tr>
<tr>
<td>Also known as: dope, weed, hemp, hash, Colombian, sinsemilla</td>
<td></td>
<td></td>
<td>Prolonged use: 1 to 2 months</td>
</tr>
<tr>
<td>Pharmaceutical name: Marinol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phencyclidine</td>
<td>25 ng/mL</td>
<td>25 ng/mL</td>
<td>14 days</td>
</tr>
<tr>
<td>Also known as: PCP, angel dust</td>
<td></td>
<td></td>
<td>Up to 30 days in chronic users</td>
</tr>
<tr>
<td><strong>NARCOTICS/ANALGESIC/OPIATES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Codeine</td>
<td>2000 ng/mL</td>
<td>2000 ng/mL</td>
<td>2 days</td>
</tr>
<tr>
<td><strong>DEPRESSANTS/SEDATIVES/HYPNOTICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbiturates</td>
<td>200 ng/mL</td>
<td>200 ng/mL</td>
<td>Short acting: 2 days</td>
</tr>
<tr>
<td>Also known as: downers, barbs, goof balls, reds, yellow jackets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical names: Amobarbital (Amytal), Butalbital ( Fiorinal), Pentobarbital (Nembutal), Phenobarbital ( Donnatal), Secobarbital ( Seconal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>200 ng/mL</td>
<td>200 ng/mL</td>
<td>Therapeutic dose: 3 days</td>
</tr>
<tr>
<td>Also known as: bennies</td>
<td></td>
<td></td>
<td>Extended dosage or chronic use (1 or more years): 4 to 6 weeks</td>
</tr>
<tr>
<td>Pharmaceutical names: Diazepam (Valium), Oxazepam (Serax), Chlorazepoxide (Librium), Alprazolam (Xanax), Chlorazepate (Tranxene), Temazepam (Restoril)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethyl Alcohol</td>
<td>0.02% (20 mg/dL)</td>
<td>0.02% (20 mg/dL)</td>
<td>In urine: 1 to 12 hours</td>
</tr>
<tr>
<td>Also known as: liquor, distilled spirits, beer, wine, booze, hooch</td>
<td></td>
<td></td>
<td>In serum and plasma: 1 to 12 hours</td>
</tr>
<tr>
<td>Pharmaceutical name: Ethanol</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Validity Marker</th>
<th>Commercial Product</th>
<th>Method of Introduction to Urine</th>
<th>Mode of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creatinine</td>
<td>N/A</td>
<td>In vivo, or in vitro, this substance is always present in urine but is used to indicate dilute or substituted specimens.</td>
<td>Creatinine is excreted from the body at a constant rate and there are expected values for creatinine in urine. When abnormally large quantities of fluids are consumed (in vivo), the urine becomes dilute and the creatinine levels are substantially reduced, as well as other urine constituents including drugs and their metabolites. Alternately, a donor may try to beat a test by adding water to the urine cup (in vitro) to dilute the drug level. Creatinine levels are used in conjunction with a specific gravity determination to identify the specimen as dilute or substituted.</td>
</tr>
<tr>
<td>Nitrites</td>
<td>Klear, Whizzies</td>
<td>In vitro, donor adds potassium nitrite to urine in collection cup</td>
<td>Nitrites are also oxidizing agents that attach the drug molecules when present at high concentrations. The key effect of nitrites is, when present, they will interfere with the GC/MS confirmation of a cannabinoid positive.</td>
</tr>
<tr>
<td>pH</td>
<td>N/A</td>
<td>In vivo by ingestion of materials that would change the urinary pH outside of a normal range (next to impossible), or in vitro, where the donor adds a substance to the urine to modify the pH of the specimen dramatically.</td>
<td>The pH of the sample may influence enzymatic test methods used in drug screening. An extreme pH, either very high (&gt;11) or very low (&lt;3) may depress the enzyme rate. Another influence is that extreme pH conditions may adversely affect the stability of the drug being tested, and the drug may not be detectible during retest or confirmation.</td>
</tr>
<tr>
<td>Specific Gravity</td>
<td>N/A</td>
<td>In vivo, donor consumes large quantities of liquids, or in vitro, the donor adds something to the urine in the cup.</td>
<td>Normal urine has an expected range of specific gravity values. When donors consume large quantities of liquids to dilute their urine, their urine specific gravity may dip to low levels.</td>
</tr>
</tbody>
</table>

**NOTE:** Many variables may affect duration of detectability, such as drug metabolism and half-life, subject’s physical condition, fluid balance and state of hydration, and route and frequency of ingestion.

**NOTE:** Tests for other substances will be made if appropriate.
APPENDIX 8

UNIVERSITY OF NORTH CAROLINA HOSPITALS
LEVEL 1 TRAUMA CENTER

A. **RED alert initial routine labs:**
   1) ABG w/Hemoglobin and lactate
   2) CBC w/differential
   3) Electrolytes (Na, K, Cl, CO₂, Glucose, BUN, Creatinine)
   4) PTT/APTT
   5) PT including INR
   6) Urine Pregnancy (females >age 11)
   7) Urinalysis
   8) Blood Alcohol Screen (patients >age 12 unless indicated)
   9) Urine Toxicology Screen (patient >age 12 unless indicated)
   10) Type and Screen

B. **Labs/Order when indicated:**
   1) Amylase & Lipase
   2) Cardiac Enzymes
   3) Other labs as indicated, including type and cross

C. **YELLOW alert initial routine labs (FOR INTUBATED YELLOW ALERT PATIENTS PLEASE DO RED ALERT LAB PANEL):**
   1) CBC with differential
   2) Electrolytes (Na, K, Cl, CO₂, Glucose, BUN, Creatinine)
   3) PTT/APTT
   4) PT including INR
   5) Urine pregnancy (females >age 11)
   6) Blood alcohol screen (patients >age 12 unless otherwise indicated)
   7) Urinalysis
   8) Urine Toxicology Screen (patients >age 12 unless otherwise indicated)
   9) Type and screen unless cancelled by trauma resident
APPENDIX 9

EMSI Procedures

24-Hour Emergency Service Procedures
1. Call the EMSI Emergency Service Hotline at 1.800.421.EMSI (3674). An EMSI Emergency Coordinator will answer the phone and request that the caller provide the following information:
   • Identify company name UNC Healthcare
   • Provide EMSI account number 284570000
   • Provide your name
   • Provide a telephone number with area code where you can be reached
   • Reason for your call (i.e., post-accident situation, reasonable cause, etc.)
   • City and State where the incident occurred

2. The EMSI Emergency Coordinator will then ask for more detailed information as follows:
   • Nature of the request
   • Number of individuals to be testing
   • Location of incident and location of testing
   • Services to be performed (drug screen, alcohol screen, DOT or non-DOT)
   • Availability of appropriate collection supplies
   • Additional contact names and phone numbers

3. The EMSI Emergency Coordinator will contact the appropriate EMSI facility and arrange to have one of our EMSI Technicians go to the collection site. At that time, the EMSI Emergency Coordinator will provide the caller with an estimated time of arrival.

4. In the event of an on-site collection, the caller is responsible for providing the EMSI Coordinator with a designated location meeting the following criteria:
   • Restroom facilities with separate toilet and running water (with restriction capabilities) during the course of collection.
   • A facility with an available electrical outlet.
   • A telephone for notification purposes should positive breath alcohol test results occur.
   • The facility management must be in agreement to utilize the facility for the purpose of specimen collection and/or breath alcohol testing.

EMSI Personnel will be unable to provide the following:
   • “Roadside” testing is not permitted. Only facilities with the above listed requirements are acceptable.
   • Donor transportation (either in an EMSI staff persons’ vehicle, or ride with a donor in their own personal vehicle)
• Perform services at roadside “rest areas,” or any other facility at which the safety of EMSI personnel is perceived to be in jeopardy.

**Important Note:**

• Any emergency services occurring during normal business hours, 8:00 am – 5:00 pm, Monday through Friday, may be completed as an in-office emergency collection at the closest EMSI facility.

• All emergency services occurring after 5:00 pm and before 8:00 am and all weekend services are performed on a mobile basis.
POLICY AND PROCEDURE
UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
POLICY ON INTERNATIONAL ROTATIONS

POLICY:

All international rotations must receive approval from: 1) the Resident/Subspecialty Resident’s Program Director; 2) the department chair; and 3) the Office of Graduate Medical Education before a resident is able to participate in the rotation. International resources must also receive prior RRC/ACGME approval, as appropriate.

I. All requests for international rotations must meet the following criteria for approval:

A. The rotation must have educational value that cannot be obtained at UNC Hospitals or through an affiliation agreement with a rotation site in the United States;
B. The rotation must be of excellent educational quality;

C. The goals and objectives of the rotation must meet RRC/ACGME applicable Institutional, Common, and Specialist-specific program requirements, and a copy of the goals and objectives must be attached to the special projects application;

D. A copy of the curriculum (service and educational), and list of core and miscellaneous responsibilities should also be included; and

E. A letter from the program director stating whether or not the resident will receive credit for this rotation and procedure/case logs from this rotation toward completion of the program. If full credit will not be given, this letter must outline the terms of the extension of the period of training that will be required for completion of the program.

II. During approved rotations Residents/Subspecialty Residents shall abide by the UNC and ACGME/RRC policies, rules and regulations governing their residency programs including, but not limited to, those rules that address duty hours.

III. A Letter of Agreement similar to the sample below is required between UNC Health Care System and the receiving Program/Institution, to include the following:

A. Receiving program/institution accepts responsibility for resident training, supervision, evaluation and staying within ACGME/RRC guidelines on duty hours;

B. The supervising physician(s) at the host institution must have skills sufficient to provide appropriate supervision (i.e. experience with medical education, competencies, etc.); and

C. The resident must complete the Release and Hold Harmless Agreement attached to this policy.

IV. Residents/Subspecialty Residents must provide a full disclosure of their financial support pertinent to their trip (e.g. university, private company grants) as part of the approval process. All trip-related expenses are the responsibility of the resident, unless such expenses are paid by the training program and agreed to prior to the rotation.

V. Residents/Subspecialty Residents participating in elective international rotations must sign a release similar to the sample below absolving the University of North Carolina Hospitals, the University of North Carolina at Chapel Hill, and the University of North Carolina Health Care System, and the respective employees and agents of each from any and all liability in connection with the rotation. The release must include an acknowledgement that the resident has reviewed Consular Information Sheets issued by the United States Department of State and provided by the Office of Graduate Medical
Education concerning the country in which the rotation will take place, and that the resident understands and accepts the risks associated with such travel. The release must be witnessed by someone not affiliated with UNC.

VI. Residents/Subspecialty Residents are solely responsible for obtaining travel immunizations, medications, visas, passports, travel insurance (if desired), and meeting other administrative travel requirements. Residents/Subspecialty Residents must provide the Residency Coordinator with an emergency contact in the United States and a means to contact them while out of the country.

VII. Residents/Subspecialty Residents are prohibited from the following:

A. Using any financial resources provided by foundations or companies that have direct ties with pharmaceutical, formula, or biomedical companies;

B. Visiting any country with a U.S. State Department “travel warning”;

C. Engaging in any activities that have direct political, military or religious implications on foreign soil while in training as an UNC resident on an international rotation;

D. Practicing any medical procedures or treatments that clearly contradict the standards of ethical practice in the United States or the program or UNC Health Care System; or

E. Distributing controlled substances as part of a plan of patient care without appropriate authorization in accordance with the laws and regulations of the country in which the rotation takes place.

VIII. After the rotation:

A. Residents must provide the Program Director with a minimum of one evaluation at the end of their trip, using core ACGME competencies and goals and objectives for the rotation. This one competency-based evaluation must be completed by the supervising physician who directly observed the resident in the international location. The resident must also supply a letter of completion from the host institution’s supervising physician in order to receive credit for the rotation; and

B. Residents must provide the Program Director with a report/journal of their activities, functions, achievements, social, medical, and educational impact/contribution at the end of their rotation.

Approved by GMEC: 1/20/10
Approved by MSEC: 3/8/10
GMEC Reviewed and Approved: 10/19/11
MSEC Approval: 12/12/11
SAMPLE LETTER OF AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA HEALTH CARE SYSTEM
AND
«FACILITY NAME»

This correspondence is a Letter of Agreement by and between the University of North Carolina Health Care System (“UNC HCS”), for and on behalf of its University of North Carolina Hospitals (“UNC Hospitals”) and its clinical patient care program of the Department of «RESIDENCY PROGRAM DEPARTMENT» of the School of Medicine of the University of North Carolina at Chapel Hill (the “University”), and «FACILITY NAME», concerning activities to be undertaken with «FACILITY NAME» by «RESIDENT(S) NAME(S)», currently a «RESIDENCY PROGRAM NAME» resident with UNC HCS. This Letter outlines the parties’ responsibilities as they relate to the rotation.

«RESIDENT(S) NAME(S)» will be assigned to «FACILITY NAME» from the ____ day of __________________, 200__ through the ____ day of __________________, 200__. This experience will provide «RESIDENT(S) NAME(S)» with the opportunity to «SPECIFIC EDUCATIONAL GOAL OF ROTATION».

The specific objectives for this rotation are:

1.
2.
3.

«FACILITY NAME» accepts responsibility for training, supervising, and evaluating «RESIDENT(S) NAME(S)». «FACILITY NAME» shall provide «NAME or TITLE» to serve as site director for «FACILITY NAME» for purposes of this Letter of Agreement and who shall assume administrative, educational and supervisory responsibility for the resident(s) while assigned to «FACILITY NAME».

The site director will facilitate communication among the parties and coordinate scheduling and activities of the residents to specific clinical cases and experiences, including their attendance at selected conferences, clinics, courses, and programs. All correspondence regarding schedules will be distributed and communicated with the UNC HCS supervising faculty member. A written evaluation of each resident’s performance will be provided to UNC HCS at the end of the rotation at «FACILITY NAME».

«FACILITY NAME» shall provide a sufficient number of attending physicians with documented qualifications (e.g., experience with medical education, competencies) to instruct and supervise the clinical education experiences of all residents rotating to «FACILITY NAME» under this Agreement.

«FACILITY NAME» acknowledges and agrees that all patient care will be supervised by qualified «FACILITY NAME» attending physicians.

UNC Hospitals shall maintain responsibility for the quality of the educational experiences and retains authority over the residents’ activities. The Residency Program Director for the Department of «RESIDENCY PROGRAM DEPARTMENT» shall be responsible for overseeing the quality of didactic and clinical education residents will receive at «FACILITY NAME». UNC HCS shall maintain in full force and effect self-insurance professional liability, including medical malpractice, for residents in amounts not less than $100,000 per occurrence, and for itself in amounts not less than required by the North Carolina Tort Claims Act.

«FACILITY NAME» shall be responsible for its negligence and the negligence of its employees and agents in accordance with applicable law.

«FACILITY NAME» shall promptly notify UNC HCS of any lawsuit(s) or claim(s) filed by or on behalf of a patient of «FACILITY NAME» against it, its physicians, and its employees, if any, which involve
the services of a resident, at the address below to the attention of Brian Goldstein, MD. In the event of such lawsuit(s) or claim(s), «FACILITY NAME» will provide UNC HCS with any information related to such lawsuits of claim(s) that is reasonably requested by UNC HCS.

In the event that the Accreditation Council for Graduate Medical Education (ACGME) should request information and/or a site visit, the parties will cooperate with ACGME and promptly furnish any information reasonably requested and make the «FACILITY NAME»’s’ premises available for reasonable inspection as may be requested by ACGME.

«FACILITY NAME» acknowledges and agrees that UNC HCS residents who are authorized to distribute controlled substances in accordance with «COUNTRY» law in will not be able to distribute controlled substances as part of a plan of treatment of patients at «FACILITY NAME».

«FACILITY NAME» agrees to monitor «RESIDENT(S) NAME(S)’s activities to ensure that «RESIDENT(S) NAME(S)’s stays within ACGME/RRC guidelines on duty hours during this rotation. Duty hours are defined as all clinical and academic activities related to the residency program (e.g., patient care, both inpatient and outpatient), administrative duties relative to patient care, the provision for transfer of patient care, time spent in-house during call activities, and scheduled activities such as conferences and must be limited to 80 hours per week, averaged over a four (4) week period, inclusive of all in-house call activities. Duty hours do not include reading and preparation time spent away from the duty site. Duty hours of PGY1 residents must not exceed sixteen hours in duration. Duty periods of PGY2 residents and above may be scheduled to a maximum of twenty-four hours of continuous duty at «FACILITY NAME». However, residents must not be assigned additional clinical responsibilities after twenty-four hours of continuous in-house duty. Moreover, «FACILITY NAME» shall allow for strategic napping, especially after sixteen hours of continuous duty and between the hours of 10:00 p.m. and 8:00 a.m., when appropriate. Adequate time for rest and personal activities must be provided. All residents should have ten hours, and must have eight hours, free of duty between scheduled duty periods. Upper level residents must have at least fourteen hours free of duty after twenty-four hours of in-house 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. One day is defined as one continuous twenty-four-hour period free from all clinical, educational, and administrative duties. Residents must not be scheduled for more than six consecutive nights of night float.

In the event that «FACILITY NAME» is a hospital, or in the event that part of this rotation includes on-call coverage, PGY2 residents and above must be scheduled for in-house call no more frequently than every third night (when averaged over a four-week period). PGY1 residents must not take call. Continuous on-site duty, including in-house call, must not exceed twenty-four consecutive hours. Assigned residents may remain on duty for up to six additional hours to participate in didactic activities, transfer care of patients, conduct outpatient clinics, and maintain continuity of medical and surgical care. No new patients may be accepted by assigned residents after twenty-four hours of continuous duty. At-home call must not be so frequent or taxing as to preclude rest or reasonable personal time for each resident. Time spent in the hospital by residents on at-home call must count toward 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. 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.” Assigned residents taking at-home call must be provided with one day in seven completely free from all educational and clinical responsibilities, averaged over a four-week period. When assigned residents are called into the hospital from home, the hours residents spend in-house are counted toward the 80-hour limit.

Signatures to follow
Please sign this Letter and return one original to UNC HCS for our files. At the end of this rotation, we ask that you provide an evaluation of «RESIDENT(S) NAME(S)>> work on this project by way of a letter to «RESIDENCY DIRECTOR NAME>> at the following address:

Thank you for your cooperation.

FOR AND ON BEHALF OF
THE UNIVERSITY OF NORTH CAROLINA HEALTH CARE SYSTEM

FOR AND ON BEHALF OF «FULL FACILITY NAME»

Brian P. Goldstein, MD, MBA, FACP
Executive Vice President and COO
UNC Hospitals
Date: __________________________

Address: 101 Manning Drive
CB#7600
Chapel Hill, N.C. 27514

Signature
Title: __________________________
Date: __________________________

Dept of «SOM DEPARTMENT» Program Director

Date: __________________________

Site Director
Date: __________________________

cc: UNC Hospitals Graduate Medical Education Office
101 Manning Drive
1st Floor, 1107-G West Wing
CB#7600
Chapel Hill, N.C. 27514

And

UNC Hospitals Reimbursement/Cost Accounting Department
211 Friday Center Drive
Suite 2104
CB#7600
Chapel Hill, N.C. 27517
RELEASE AND HOLD HARMLESS AGREEMENT

[Program] Residency Special Project

NAME (PLEASE PRINT)

As part of the consideration for being allowed to do my [Program] Residency Special Project in [Location of Rotation], I hereby release, hold harmless, and forever discharge The University of North Carolina Hospitals, The University of North Carolina at Chapel Hill, and The University of North Carolina Health Care System, and the respective employees and agents of each from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to any loss, property damage, or personal injury, including death, that may be sustained by me or to any property belonging to me while I am traveling in connection with this trip.

I understand and acknowledge that, while I have chosen to fulfill this Special Project by gaining exposure to medicine in an international setting, an international special project is not a Residency Review Committee requirement of my [Program] Residency Program, nor does the UNC [Program] Residency Program require me to travel to [Location of Rotation], nor does it require me to obtain my practicum experience in [Location of Rotation]. I understand that I would be able to fulfill this requirement successfully and completely without participating in this trip or these particular activities. I acknowledge that I have been advised against travel to [Location of Rotation] for participation in this activity and that my participation in this activity is elected by me and not required.

I acknowledge, understand and accept the risks of travel in [Location of Rotation], including those listed on the attached Consular Information Sheet issued by the United States Department of State on [Issue Date] (receipt of which is hereby acknowledged), and that it is my responsibility to obtain current safety information on travel to, and within [Location of Rotation] from the U.S. State Department web page http://travel.state.gov/.

I understand that I may be entitled to receive compensation under the North Carolina Workers’ Compensation Act for personal injury I may sustain as a direct result of a specific traumatic incident of the work assigned and/or accident arising out of and in the normal course of the employment, excluding disease in any form, except where it results naturally and unavoidably from the accident. However, I hereby waive any and all claims against UNC Hospitals, UNC at Chapel Hill and UNC Health Care System for any injury I sustain as a result of any act of war, any act of terror, or any act of hostility related to this trip.

I have read and I understand this document, including the release and hold harmless portions of it. I understand and agree that it is binding on myself, my heirs, my assigns, and personal representatives. I acknowledge that I am 18 years old or more.

This the _____ day of _____, 20__.

__________________________ (Seal)                  Date: ______________________
Signature of Resident Physician

__________________________ (Seal)                  Date: ______________________
Signature of Witness

__________________________
Printed name of Witness
I. Description
To address the use of social media, including but not limited to online communications by employees, health care providers, residents, students, volunteers, and contractors of the UNC Health Care System (collectively, “UNC HCS Representatives”) that identify or relate to any aspect of UNC HCS.

II. Rationale
The purpose of this policy is to ensure that the use of Social Media by UNC HCS Representatives,
whether done on or off duty, that is directly or indirectly related to UNC HCS or that identifies
the use as related to UNC HCS, is:

1. Consistent with applicable policies and federal and state laws, including laws regarding
protected health information (“PHI”), personal identifying information (“PII”), privacy,
confidentiality, and intellectual property;
2. Not reflected as representative of or endorsed by UNC HCS, unless the user has received
the appropriate prior authorization to post or make specific comments; and
3. Ethically appropriate and factually accurate, demonstrating good judgment and
professionalism.

The main principle applicable to UNC HCS Representatives’ use of Social Media is that the same
basic policies apply in the use of Social Media as in other types of conduct. This policy is meant
to help UNC HCS Representatives understand how UNC HCS policies apply so they can
communicate with confidence using Social Media. For additional guidance on the distinction
between Institutional and Personal Use of Social Media, consult Exhibit A to this policy.

III. Policy

A. The Use of Social Media

1. What is Social Media?
As used in this policy, the term “Social Media” is an umbrella term that encompasses the
various activities that integrate technology, social interaction, and content creation.
Social Media exists in many forms, including but not limited to blogs, microblogs, vlogs,
wikis, photo and video sharing, podcasts, social networks, mashups, wall postings, and
virtual worlds. Examples include but are not limited to: Facebook, LinkedIn, YouTube,
Vimeo, Vine, Reddit, Instagram, Figure 1, iTunes U, Snapchat, Yik Yak, Second Life,
Wikipedia, Pinterest, and World of Warcraft.

Because Social Media and other forms of electronic communications are rapidly evolving
and changing, the examples contained in this policy are meant to be illustrative, but by no
means exhaustive. As technology changes and newer forms of communication develop,
this policy shall apply to the various forms of electronic communication that are
available.

2. UNC HCS Use of Social Media
UNC HCS recognizes that appropriate use of Social Media can have beneficial effects
both within UNC HCS and among the general public. Accordingly, UNC HCS
departments and UNC HCS Representatives, with the guidance and assistance of UNC
HCS’s Communications, Marketing and External Affairs Department (“Marketing”), are
encouraged to engage in Institutional use of the various forms of Social Media as a tool to
communicate internally within the UNC HCS and externally with other providers,
patients, and the general public. Such institutional use of Social Media should be
preapproved by Marketing.

All Institutional use of Social Media will make available the Terms of Use which will
outline what posts from community members are acceptable. The Social Media account
administrator is responsible for ensuring that these terms of use are posted and followed.
If there are questions, contact Marketing at paffairs@unchealth.unc.edu.
B. Guidelines & Procedures

1. Applicable Policies
Communications using Social Media that are directly or indirectly related to UNC HCS should be consistent with the mission, values, policies, and procedures of UNC HCS, and with all applicable laws and regulations.

2. Patient Information
Communications using Social Media may not violate patient privacy and confidentiality policies and laws. Such communications must never contain any information that directly or indirectly identifies a patient unless the appropriate patient authorization has been obtained. (Consult Marketing, Privacy, or Legal for guidance.) This may include information that does not directly identify a patient, but would permit someone to identify a patient, either through the identification of a disease or health condition; an event precipitating the patient’s health condition, such as an accident or other trauma; the patient’s health care team; the patient’s language or country of origin; or any other detail that alone or in combination with other facts in the public or private domain might allow a third party to identify the patient.

This prohibition includes using patient photos in communications through Social Media, whether such photo directly or indirectly identifies a patient or only includes non-identifiable patient images, such as wounds, diseases, the results of diagnostic tests, or similar images. Unless in the context or providing treatment or educational use within UNC HCS, it is never permissible to photograph or disclose any photograph of a patient or his or her anatomy or test results without a signed authorization. (Consult Marketing, Privacy, or Legal for guidance.)

3. Confidential Business Information
Communications using Social Media must not contain confidential or proprietary UNC HCS information, including but not limited to business, personnel, and trade secret information.

4. UNC HCS Logo
UNC HCS Representatives may not use the UNC HCS logo or other UNC HSC trademarked information without prior approval from Marketing. If you have questions contact Marketing at paffairs@unchealth.unc.edu.

5. Inappropriate Language
UNC HCS Representatives must never post information that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, disparaging, or humiliating to fellow employees, business partners, competitors, patients, students, volunteers, or other representatives of UNC HCS on any Social Media site that references UNC HCS, including UNC HCS itself. Such communications may violate other UNC HCS policies even when posted or communicated on personal sites.

6. Reporting
Violations or suspected violations of this Policy may be reported to the UNC HCS
C. Consequences Related to the Misuse of Social Media
Any UNC HCS Representative who, through the use of Social Media, makes any defamatory statement regarding UNC HCS or UNC HCS Representatives, shares confidential patient or business information, or otherwise violates this policy, will be held personally responsible and will be subject to corrective action consistent with UNC HCS Corrective Action policies.

Nothing in this policy is intended to prohibit or discourage any employee from exercising his or her right to express opinions about matters of public concern, or from engaging in concerted activity by law.

Individuals who have concerns regarding workplace conduct or inappropriate behavior regarding internet postings or the use of Social Media are encouraged to contact their immediate supervisor or one or more of the following departments: UNC HCS Employee Relations; Legal; Compliance; or the Privacy Office.

D. Questions?
Contact the UNC HCS Privacy Office at 984-974-1127 or email the UNC HCS Privacy Office at privacy@unchealth.unc.edu.
Exhibit A

Distinctions between Institutional and Personal Use of Social Media by UNC HCS Employees, Faculty, Health Care Providers, Residents, Students, Volunteers and Contractors (“UNC HCS representatives”)

Institutional Use

Institutional use is the use of Social Media in the name of, sanctioned by, or using the identity of any UNC Health Care entity that has been authorized by Communications, Marketing and External Affairs (Marketing).

This can include UNC HCS-branded sites of pages on YouTube, Twitter, Facebook, etc., where content editors post under the name of the institution.

Examples include activity on pages like:
- www.facebook.com/unchealthcare
- www.facebook.com/lineberger
- www.unchealthcare.org/uncorthopedics
- www.twitter.com/unc_health_care

Institutional use should always be strict compliance with all other UNC HCS policies. Some examples include: UNC HCS ADMIN 0085, “Internet Usage and Connectivity”, UNC HCS ADMIN 0139, “Privacy and Confidentiality of PHI”, and ADMIN 0204, “Disruptive and Inappropriate Behavior Policy.”

Personal Use

UNC HCS recognizes that UNC HCS Representatives may use Social Media for purely personal reasons. When any UNC HCS Representatives identifies themselves as an employee or volunteer with UNC Health Care, they will be held to certain standards.

By identifying yourself as part of the UNC HCS community in such a network, be aware that you are now connecting yourself to your colleagues, managers and even UNC Health Care patients and donors. Your activity online can impact your personal reputation of the UNC HCS.

Personal activity online should reflect the user’s personal opinions and experiences and identify them as such by using a disclaimer.

A disclaimer may read as follows: The comments and viewpoints expressed in this [blog, website, etc.] reflect my own opinions and perspectives and are not in any way sponsored, endorsed, or authorized by the UNC Health Care.”

Such disclaimers; however, do not permit the disclosure of patient or other confidential information.
Social Media

For example, a physician may have a personal blog that they use to comment on health care policy. If the physician identifies him/herself as a UNC Health Care physician, then the physician should include a statement like the one above, emphasizing that the physician does not speak for UNC Health Care.

UNC HCS Representatives who must comply with an ethical code of conduct associated with their profession, such as the American Nurses Association’s Code of Ethics or the American Medical Association’s Physician Code of Medical Ethics, should be mindful of the applicability of such codes to their use of Social Media. In particular, health care providers must be aware of how such codes guide communications with current or former patients and any conflicts of interest between personal and professional boundaries.

Tips for Personal Use of social media:

- Never share PHI in a post or comment on social media.
- Do not engage with any kind of social media post or comment that contains personal health information (PHI) about a current or former patient, no matter who has posted the information.
- Posts that disparage the UNC Health Care System or your colleagues, even indirectly, may be violations of the Disruptive and Inappropriate Behavior policy. Think before your post about another co-worker or supervisor.
- Do not share any confidential information about the organization on social media. Even though it is not PHI, your professional integrity and your job are on the line.
- Check your privacy settings – are you sharing your posts with only those people who want to share your posts? Or is it a larger group than you realized? What information is available to people who you are connected to?
- Check your “about” information – understand what is visible to the public and what is visible only to your friends.
- Think before you “tag” – when you comment on a post, or tag someone else in a post, you are widening the circle of people who may see your comments or posts.

Use during work time, use of email to establish accounts

UNC HCS recognizes that UNC HCS Representatives may use Social Media to participate in professional networks, like LinkedIn, and such use may be appropriate during work time and on UNC HCS equipment because of its connection to the work of those individuals. This may also include setting up an account using an institutional email account. If the activity is related to professional work, UNC HCS Representatives are permitted to use their work email address to establish accounts.

Personal use of Social Media that is not connected to professional work should happen only during non-work time and in strict compliance with all other UNC HCS policies. Some examples include: UNC HCS ADMIN 0085, “Internet Usage and Connectivity”, UNC HCS
Social Media

ADMIN 0139, “Privacy and Confidentiality of PHI”, and ADMIN 0204, “Disruptive and Inappropriate Behavior Policy.” UNC HCS Representatives who communicate using Social Media for purposes unrelated to their professional role should use a personal email address (not their UNC HCS address) as their primary means of identification. Just as a UNC HCS Representative may not use UNC HCS stationery for a letter to the editor with his/her personal views, he/she may not use an UNC HCS email address for personal views.

Use of Social Media at UNC HCS’s Direction

In some instances, a UNC HCS department may ask a UNC HCS Representative to participate using personal social media accounts in an online forum or to use some form of Social Media in relation to his or her job or volunteer duties. Prior to participation, the individual should discuss involvement with his/her supervisor, receive approval, and agree on the parameters for the project as well as the length of participation and the types of communication that are appropriate. As appropriate, the department, supervisor, or UNC HCS Representative should seek guidance from the UNC HCS Legal Department, Compliance Department, Employee Relations, and/or Marketing.
I. Description
A policy that outlines limitations on the use of the Freedom Pay Blue Tag by UNC Healthcare medical school residents.

II. Rationale
To identify limitations on the use of the Freedom Pay Blue Tag by UNC Healthcare medical school residents.
school residents.

III. Policy/Procedure
   A. Policy
      The Freedom Pay Blue Tag may not be used to purchase non-food items at any of the Nutrition and Food Services retail venues including Starbucks, The Corner Café, The Overlook Café, The Terrace Café, and The ACC Courtyard Café.

   B. Procedure
      UNC Healthcare medical school residents may use Freedom Pay blue tags to purchase ready to eat food items; however, they may NOT use Freedom Pay blue tags to purchase any non-food items including but not limited to:
      1. Starbucks merchandise such as mugs, drink cups, drink cup holders, brewing supplies, and other seasonal non-food merchandise
      2. Starbucks promotional gift sets/packages including those containing food items
      3. Starbucks Coffee beans and tea bags
      4. Starbucks Gifts Cards
      5. Holiday Evergreen Trees

IV. References (or Related Policies)
   Director of Nutrition and Food Services
   Associate Director of Retail Services

VI. Original Policy Date and Revisions

VII. Archived Date
CODE OF CONDUCT

WHO WE ARE AND WHAT WE STAND FOR

Our Values, as stated on page 3, define broadly the goals of UNC Health Care; while the document outlines the culture and principles that are expected from the employees, agents, or others that represent the Health Care System.

WE WILL CONDUCT ALL OUR INTERACTIONS ETHICALLY AND RESPONSIBLY

We will:
- Provide high-quality health care services without regard to race, color, sex, religion, national origin, age, sexual orientation, disability, or method of payment.
- Recognize and respect a patient's right to participate in decisions involving his or her health care.
- Uphold a patient's right to formulate advance directives concerning his or her health care.
- Make clinical decisions based on patient care needs.
- Admit, transfer, and discharge patients following UNC Health Care policies and procedures provided in the UNC Health Care Policy Manual.
- Not accept compensation or benefits in exchange for referrals.
- Foster a positive work environment that discourages all forms of discrimination.
- Recruit, hire, train, and promote qualified persons in all job classifications without regard to race, color, sex, religion, national origin, age, disability, and political affiliation or influence.
- Not harass any co-worker, patient, or any other person at UNC Health Care.
- Understand and adhere to UNC Health Care's Code of Conduct, and the Code of Conduct policy addressing disruptive behavior.
- Discuss legal and ethical concerns with the appropriate party, and report any suspected violations according to UNC Health Care's Code of Conduct.
- Participate and volunteer in community activities whenever possible.
- Treat all vendors objectively, honestly, and fairly and avoid conflicts of interest in our business relationships.
- Select vendors strictly for objective business reasons such as price, quality, service, and reputation.

WE OBTAIN AND USE HEALTH SYSTEM RESOURCES WISELY

INTELLECTUAL PROPERTY
We will:
- Respect and support patient's and other forms of intellectual property, including software licensing agreements.
- Refrain from reproducing, distributing, or altering copyrighted materials such as software, computer images, and text without the express written consent of the owner.

COST CONTROL
We will:
- Recognize the importance of controlling operating costs without compromising patient care.
- Remember that cost efficiencies are essential to our ability to deliver health care services successfully.

ENVIRONMENTAL MANAGEMENT
We will:
- Comply with all environmental laws and regulations.
- Appropriately handle and dispose of all infectious wastes by incineration (with a permit) by sewage system if appropriate, or through another approved technique.
• Seek new methods to further reduce byproducts and wastes that have a negative environmental impact.
• Report potentially hazardous spills and exposures to toxic substances.

SAFEGUARD OF ASSETS
We will:
• Record and manage UNC Health Care's assets in accordance with current policies and practices.
• Use locks, passwords, or other security measures to safeguard assets, including electronic information.
• Not inappropriately use or take assets that belong to UNC Health Care.

WE AVOID CONFLICTS OF INTEREST
Nepotism: Family, Friends, and Work
(REFERENCE POLICY – HR 0414)
We will:
• Not place or maintain an employee in a position that has a direct or indirect reporting relationship with a close relative.

SECONDARY EMPLOYMENT
(REFERENCE POLICY – HR 0421)
We will:
• Ensure that any secondary employment does not impair or interfere with our job performance in our assigned responsibilities.
• Review the matter with our supervisors if we are uncertain about the acceptability of secondary employment.

COMPETING FAIRLY
We will:
• Market our services and products in an honest and forthright manner which reflects the services available and permitted by UNC Health Care licensing and accreditation.
• Compete vigorously and fairly in the marketplace.
• Adhere to antitrust and trade regulations, which encourage competition and fair trade practices.

GIFTS, ENTERTAINMENT, AND GRATUITIES
(REFERENCE POLICY – ADMIN 0037)
We will:
• Not offer any benefits—such as incentives, gifts, discounts, or rewards—to patients, providers, suppliers, or distributors that are more than nominal value or that violate applicable laws.
• Not accept gifts from vendors or other providers, including nominal gifts like pens, notepads, and meals.
• Not solicit or accept monetary tips from anyone for activities that relate to or that someone might infer that the activity relates to your job position or services on behalf of UNC Health Care.

BRIBES, KICKBACKS, AND ILLEGAL PAYMENTS
We will:
• Not accept, offer, solicit, give, or receive commissions, bribes, kickbacks, inducements, or other illegal payments in any form.
• Not pay for, offer to pay for, or accept payment for patient admissions or referrals for service.

POLITICAL ACTIVITY
(REFERENCE POLICY – HR 0311)
We will:
• Respect each employee’s right to participate in or refrain from participating in political and community activities.
• Not finance, direct, or in any way urge co-workers or other UNC Health Care constituencies to make a political contribution in time, money, or workers themselves.
• Not encourage or coerce co-workers to support or contribute to any political issue, candidate, or party.

INSIDER RELATIONSHIPS
We will:
• Neither purchase nor trade securities based on confidential and/or proprietary information obtained from UNC Health Care and its customers and vendors, nor give such information to others, including family members, for their benefit.
• Not let relationships with vendors or suppliers influence formulary, product purchase, or service acquisitions.
• Disclose conflicts of interest and refrain from taking part in decision making if applicable.
WE PROTECT CONFIDENTIAL AND OTHER SENSITIVE INFORMATION

CONFIDENTIAL INFORMATION (REFERENCE POLICY - ADMIN 0067)

We will:
- Comply with all federal and state Privacy laws (including HIPAA and ITAA and ARRA).
- Follow UNC Health Care policies and procedures regarding privacy and security of information.

PATIENT INFORMATION

We will:
- Value, respect, and protect the privacy of our patients.
- Safeguard patient health information and limit access to patient information only to those individuals who have a clearly professional need to know.

EMPLOYEE INFORMATION

We will:
- Value, respect, and protect the privacy of our employees.
- Safeguard employee information and limit access to individuals who have a clearly professional need to know.

BUSINESS INFORMATION

We will:
- Not disclose confidential business information concerning UNC Health Care or its vendors without proper authorization, unless required by law.

COMMUNICATION AND THE PUBLIC

We will:
- Direct all information requests from any member of the media to the Office of Public Affairs and Marketing.

WE REPORT INFORMATION ACCORDING TO THE LAW

MEDICAL BILLING

We will:
- Accurately report any services rendered and supplies utilized in compliance with applicable laws, rules, and insurance and government policies, as well as program requirements.
- Provide private and government payers and insurers accurate billing information supported by proper medical documentation.
- Respond to patient and payer questions concerning UNC Health Care charges in an accurate and timely manner.

AUDITS AND INVESTIGATIONS

We will:
- Notify the Compliance Office regarding all site visits from government agencies and notifications of potential fraud or abuse.
- Cooperate with all government audits and investigations.
- Provide accurate complete and timely information to internal and external audits and investigations.
- Comply with legal requirements to provide information, and seek guidance from legal Affairs if the requirements conflict with requirements to keep information confidential.
- Not destroy any documents that have been requested as part of an investigation or audit.

HEALTH AND SAFETY

We will:
- Maintain a positive work environment for employees, patients, and visitors that complies with workplace health and safety laws.
- Monitor the workplace for possible hazards and report as appropriate.
- Handle all equipment, waste, and supplies using the proper safety equipment and technique.
• Ensure that UNC Health Care is in compliance with all regulatory safety initiatives.

**VIOLENT ACTS AND HARASSMENT**

We will:

• Treat neither harassment nor violence in the workplace.

• Not inflict violent acts on or make physical, verbal, or written threats to co-workers, patients, visitors, or vendors.

• Immediately report any violence or threats of violence against a patient, visitor, or employee to Hospital Police.

**DISRUPTIVE BEHAVIOR (REFERENCE POLICY ADMIN 0204)**

We will:

• Report any disruptive behavior to our supervisor unless we are confident we can resolve any issues directly with the individual.

• Report to the Compliance Office any persistent disruptive behavior when there is no direct means to address the behavior.

**COMPLIANCE OFFICE**

**Purpose**
The Compliance Office is a dedicated resource to help employees become informed of and adhere to UNC Health Care’s values, commitments and Code of Conduct.

**Management**
The Compliance Office is headed by the Chief Audit and Compliance Officer for UNC Health Care.

**Functions**
The Compliance Office has many responsibilities, including:

• Establishing and updating UNC Health Care’s Code of Conduct.

• Communicating and training on UNC Health Care’s Code of Conduct.

• Managing UNC Health Care’s Compliance Helpline and serving as a centralized resource where employees can seek advice, request assistance, or report misconduct.

• Responding to employee requests for assistance or reports of misconduct.

• Overseeing UNC Health Care’s Compliance Steering Committee to coordinate UNC Health Care’s Compliance Program with other management areas, such as Legal Services, Human Resources, and Audit and Management Services.

• Monitoring the overall effectiveness of UNC Health Care’s Compliance Program.

• Providing reports to UNC Health Care’s Board of Directors regarding.

**COMPLIANCE OFFICE OPERATIONS**

**Independence and Authority**
The Compliance Officer reports directly to the CEO of UNC Health Care, and to the Audit and Compliance Committee of the Board of Directors.

**When To Get Help**
This section describes when employees might need to get help to prevent a violation of UNC Health Care’s Code of Conduct from happening or continuing. The overall idea is to speak up. Ask questions. Bring the concern into the open. Don’t look the other way.

**Employee Relations**
If a concern relates to specific details of an individual’s work situation other than larger issues of organizational ethics and compliance, the most appropriate department to contact would be the Employee Relations Department. Every effort should be made to resolve workplace conduct and employment practice issues through the individual’s supervisor and the Employee Relations Department. Experience has shown that this is an effective and productive way to deal promptly with these matters.

**Seeking Advice**
To obtain guidance on an ethics or compliance issue or to report a concern, individuals may choose from several options. We encourage the resolution of issues including human resources related issues (e.g., payroll, fair treatment, and disciplinary issues) at a local level. However, employees can always seek advice whenever they are unsure of the appropriate legal or ethical course of action. Typically, this may involve situations where standards don’t exist or are unclear; legal requirements are complex; employees have limited or no experience in dealing with the subject matter or workplace pressures conflict with legal requirements.

**Raising Concerns**
Ideally, employees should raise any concerns they have about potential risks before they become actual problems. This may involve situations in which employees believe that they or their co-workers may run the risk of violating standards.
REPORTING MISCONDUCT

Employees are required to report any suspected or known violations of UNC Health Care’s Code of Conduct. This may involve situations where employees observe violations, hear about a violation occurring, or suspect that a violation might have occurred.

FALSE CLAIMS

Federal and state False Claims Statutes impose certain civil liabilities on any person or entity who:

- Knowingly submits, or causes to be submitted, a claim for payment that contains false or fraudulent information.
- Acts based upon deliberate ignorance of, or reckless disregard for, the truth.

The Compliance Office for UNC Health Care asks that any employee with concerns regarding potentially false claims report concerns to the Compliance Office directly at 966-8505, or through the Compliance Helpline at (800) 362-2921.

For additional information on the provisions of False Claims Statutes, including a description of penalties, provisions for legal action, whistleblower protections, etc., please see the Compliance Web site for UNC Health Care at http://intranet.unchealthcare.org/site/w3/compliance.

CONTACTING THE COMPLIANCE OFFICE

There are several ways to contact the Compliance Office.

In Person

Compliance Office Locations:

- UNC Health Care – 4th Floor, Bondurant Hall (966-8505)
- UNC Hospitals – 1st Floor, Hedrick Building (843-0576)
- UNC Health Care Privacy and Legal Support Office (843-2233)
- UNC Health Care Security Office – 2nd Floor, Hedrick Building (966-0084)
- UNC School of Medicine – Ground Floor, MacNider Hall (843-8638)
- Rex Healthcare (Compliance and Privacy) – 1st Floor of Hospital (784-6552)
- Chatham Hospital – 1st Floor of Hospital (663-9132)

Employees may make an appointment or just stop by any time during office hours, from 8 a.m. – 5 p.m.

By Phone

The Compliance Office operates UNC Health Care’s Compliance Helpline, a confidential phone line that employees can use to get help. Call (800) 362-2921.

By E-mail

An employee may send an e-mail to the Compliance Office at compliance@unch.unc.edu. Employees should note that e-mail user anonymity cannot be protected due to technology constraints.

By Mail

An employee may mail his/her questions or concerns to: Compliance Office, UNC Health Care System, 101 Manning Drive, Chapel Hill, NC 27514.

CONFIDENTIALITY

All contacts with the Compliance Office are strictly confidential. We will use all possible means to protect the employee’s identity. If an employee wishes, he/she may make calls anonymously. However, if we don’t have a certain level of detail in some situations (e.g., an employee reports that he saw someone stealing but will say nothing else), we may not be able to help.

RESPONSE

All contact with the Compliance Office will receive a prompt response. If we cannot answer the employee’s question right away, we will make every effort to get back to the employee by the end of the next business day. If an employee calls is one that requires an investigation, we will provide the employee with the status along the way and inform him/her of the outcome. For those who wish to remain anonymous, we will provide the employee with a unique tracking number so he/she can call the Compliance Office to monitor the response.

PROTECTION

Retaliation against any employee who seeks advice in good faith, raises a concern, or reports misconduct, is not tolerated. Retaliation against an employee is grounds for termination. If an employee suspects that he/she has been retaliated against, he/she should contact the Compliance Office immediately.
CODE OF CONDUCT: QUESTIONS AND ANSWERS

WE WILL CONDUCT ALL OUR INTERACTIONS ETHICALLY AND RESPONSIBLY

PATIENTS

Q: A doctor has ordered a specific drug for a patient, and the patient refuses to take it. What should the employee do?

A: Adult patients who have the ability to make health care decisions have the right to refuse any type of medication, test, procedure and treatment. Please consult with the attending physician, who should speak with the patient to ensure that the patient understands what could happen because of his/her refusal. UNC Health Care's Legal Department and the Ethics Committee Consultation Team are always available to help address these types of questions.

Q: An nurse has an elderly patient in his/her care. The patient is scheduled for surgery. The nurse notices that the woman sometimes understands what's going on around her and sometimes doesn't. An employee also notices an advance directive sticker on the patient's chart. What if, just before surgery, the patient tells the employee that he/she wants to go back home before surgery and be left in peace. What should the employee do?

A: The health care team, led by the attending physician, should assess the patient's ability to make health care decisions. The health care team will meet with the patient and examine his/her decision and the reasons for it. The team will also ensure that the patient understands what may happen if the patient chooses not to have surgery. If it is determined that the patient lacks the ability to make health care decisions, the attending physician will discuss the appropriateness of the surgery with the patient's legally authorized decision maker. At the point the patient has advance directive and other wishes expressed while the patient had a capacity for decision making may be relevant to the decision about the surgery. Please consult UNC Health Care's policy on Advance Directives and 'Decisions in the Absence of an Advance Directive.' UNC Health Care's Legal Department and the Ethics Committee Consultation Team are also available to help address such questions.

EMPLOYEES, VOLUNTEERS, AND STUDENTS OF UNC HEALTH CARE AND UNC SCHOOL OF MEDICINE

Q: The clinic gets very busy during the day. Employees don't always have time to create a receipt for a patient when he/she gives money. Can an employee dip the payment to the encounter form and deal with it later?

A: No. Always give patients receipts for any payments collected (cash, checks, or credit cards) immediately. This protects the patient and the employee. Also, funds should be secured in a locked place as soon as they are received. Cliping the payment to the encounter form and laying it aside until later is not an option.

Q: When a supervisor is not in the office, an employee's co-worker spends a lot of time on personal calls and surfing the net. What can the employee do?

A: Chances are the supervisor's first concern is ensuring proper levels of productivity. If the co-worker is being unproductive, then it is the supervisor's job to monitor and discipline these actions. If the co-worker's behavior is affecting the employee's work, he/she should discuss the situation with the supervisor.

Q: Patient accounts representatives often deal with patients who are irate about their bills. Sometimes an employee feels that he/she is being verbally abused. What should the employee do in these situations?

A: It is important that the employee knows that many people who are dealing with bills are under stress when they contact the employee. If the employee
realizes that fact, he/she will have a great opportunity to have a win-win conversation with almost anyone who contacts him/her. The employee will be seen as an expert problem solver. Know that the anger is ‘aimed’ at the employee only because he/she is the person answering the phone.

The employee should take a deep breath before responding to an irate caller. A person under stress should never be asked to calm down. The employee should think about his/her own stress and how he/she feels when someone tells him/her to calm down. The employee should state his/her name and that he/she is the person called because he/she can help the customer. It may be necessary to allow the caller to ‘vent’ or express his/her frustration. The employee should explain how he/she would help and that he/she understands why the customer feels angry. “I am sorry, I understand that you are furious because you have been on hold for such a long time. I apologize. My name is Mary and I can help you. By acknowledging feelings in a calm, helpful voice, the employee can reassure the caller that he/she will be able to help resolve the issue.

For those few callers who are unable to calm down even when the employee continues to be empathetic, the employee should ask him/her to please provide his/her phone number and advise that the employee will contact him/her at a time agreed on by both. As an alternative, the employee can have his/her supervisor speak with the customer.

WE PROTECT CONFIDENTIAL AND OTHER SENSITIVE INFORMATION

Q: What is meant by “need to know”?
A: Accessing patient information must be limited to the information needed to perform the employee’s job. For example, an employee should not access patient information concerning friends, relatives, or neighbors treated at UNC Health Care. This access would not be in support of the employee’s authorized job responsibilities. Furthermore, an employee should not access his/her own medical information. Again, this is not a part of the employee’s authorized job responsibilities. Employees should follow the same procedures as patients to obtain copies of medical information.

Q: What is Protected Health Information (PHI)?
A: PHI is any health information that can be used to identify a patient and that relates to the patient, health care services provided to the patient, or the payment for these services. PHI includes all medical records and other information that identifies the patient, including demographic, medical, and financial information in any form (electronic, paper, or verbal).

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Q: What type of patient information should be kept confidential?
A: All forms of patient information must be kept confidential, whether written, spoken, recorded electronically or printed. Staff should be aware of surroundings when discussing patient information. Patient information should not be discussed in public areas if the information can be overheard. Cautions should be used when conducting conversations in semi-private rooms, waiting rooms, corridors, elevators and stairwells, cafeterias or restaurants, and/or on public transportation. Printed patient information should not be left out for public view and must be disposed of properly by placing it in the confidential ‘Shred It’ bins—never in the trash can.

Q: To whom should an employee refer questions regarding release of patient information?
A: Questions concerning release of patient information should be directed to the Medical Information Management Department.
Q: To whom should an employee refer questions regarding the privacy and security of confidential information?
A: Questions should be referred to the Privacy and/or Security Office for the employee's facility.

Q: Is a supervisor allowed to give a professional reference on the employee to a potential employer?
A: All inquiries from potential employers for official references should be referred to UNC Health Care’s Employee Records Department at 966-3066. Except for personal information that is designated by state law as public, no other reference information should be given without the request and authorization of the employee.

Q: What is “confidential business information”?
A: Confidential business information is information that is not otherwise available to the general public. Confidential business information may include technical and financial data; asset ownership and valuation data; contractual relationships with personnel, patient, and vendor information, pricing arrangements; operational procedures; marketing plans; and trade secrets.

There are times when UNC Health Care signs a Confidentiality Agreement with another party, or when a contract includes a confidentiality provision. A Confidentiality Agreement (or confidentiality provision) requires that UNC Health Care and its employees not disclose another party’s confidential information without that party’s prior approval, unless the law requires disclosure.

Q: Is there a difference between privacy and confidentiality?
A: Protecting patient privacy should be considered as any action an employee could take to guard that patient from public view or knowledge. Protection may include pulling a curtain, closing a door, turning a paper with a patient’s name and/or personal information away from view, and following senior directions about who may visit and when. Confidentiality involves sharing all information about the patient from all persons who are not empowered by that patient to have access.

WE REPORT INFORMATION
ACCORDING TO THE LAW

MEDICAL BILLING

Q: How can employees who register outpatient clinic visits be sure the insurance information given to them is valid and current?
A: Ask the patient or policy holder for a current insurance identification card, call the payer or initiate an online inquiry to the payer to confirm eligibility.

Q: As a patient accounts representative, an employee receives physician and patient requests to change the diagnosis or procedure coding on a patient’s account or claim. How can the employee ensure that requests are satisfied and, at the same time, submit accurate and valid information to our payers?
A: In some circumstances there are legitimate reasons to change a diagnosis or procedure code. If a hospital charge is involved, forward each change request to the Medical Information Management Department (MIM). MIM will determine whether the diagnosis or procedure coding changes are accurately documented in the patient’s medical records. If MIM’s review, if the request is valid, the account will be updated by the MIM Department for submission to the payer.

If a professional fee, physician, nurse, physician assistant charge is involved, the request for a change of either diagnosis code or procedure code should be validated by the supporting medical record. After review of the medical record, the appropriate change can be made. If the employee has further questions, concerns, he/she can go to his/her direct supervisor.

Q: A lab technician spoke with a patient today who says his/her insurance was billed incorrectly for services he/she did not receive. Should the employee handle this problem or call someone else?
A: If a hospital charge is involved, the employee may forward the call to Patient Account Services at 966-1234. The employee should not give his/
her opinion on whether or not the bill is accurate. Patient Account Services will investigate the patient's concern and take the appropriate action. If a professional (e.g., physician, nurse, or physician assistant) charges are involved, forward the claim to UNC Physicians and Associates at 966-2211. Again, the employee should not give his/her opinion on whether or not the bill is accurate. A patient accounts representative at UNC Physicians and Associates will investigate and take the appropriate action.

Q: The physicians with whom a medical coding specialist works have told an employee to bill using a specific CPT code that he/she knows will be reimbursed, but does not think is accurate. What should the employee do?
A: First, the employee should discuss the issue with the physician to voice his/her concerns. If the employee still feels that the code is not accurate, the situation should be discussed with his/her supervisor. The supervisor may need to talk with the department chair to resolve the issue.

Q: How does an employee know whether he/she has sufficiently documented the service that he/she has given a patient?
A: The purpose of maintaining medical records is to preserve information relevant to the health care of our patients. Notes in the medical record should be written at the time of the service or event or as soon as possible. All notes should be signed, dated, and timed. Notes should describe the services provided and events that occurred during the provision of health care in a factual, objective, clear, and concise manner. Often, specific requirements are needed. An example is that the description of pain must include the location, intensity, quality, frequency, and duration, and response to any treatment or medication. These requirements are available in policies and procedures that are based on JCAHO and other clinical standards. Medical records are also a source document for patient billing; thus, detailed documentation is vital. If the employee has further questions regarding the documentation of services, he/she should contact his/her supervisor.

Q: What processes should an employee follow to verify that a patient has been charged correctly?
A: The employee should talk with his/her department manager who may contact the department responsible for specific services posted to the patient's account. If after contacting the charging department there are unresolved questions, the manager may contact UNC Health Care's Revenue Management Department for a detailed review of the individual patient charges.

Q: An employee registers specimens for an ancillary department. The employee sometimes does not have all the information he/she needs to complete the required screens, so he/she uses the "self-pay" option. Is this appropriate?
A: All of the fields on the insurance registration screen are required because they are important for appropriate billing of patients and insurance entities. If the employee is unable to obtain complete information for the required fields, it is acceptable to default to the self-pay option. The patient is given another opportunity to provide accurate information. This happens when Patient Accounts sends out a letter requesting insurance information within ten days of the patient visit.

Q: A charge entry clerk in a busy clinic does not know which physician provided service for a certain patient who was in the clinic yesterday. What should the employee do?
A: UNC Health Care's records must reflect the actual physician who performed the services and treated the patient. Review the records to establish the correct physician name.

Q: An employee who works in Patient Accounts has been receiving returned claims and patient calls concerning possible duplication of charges. This is occurring on a fairly regular basis, and the employee wonders whether it is a systems error. What should the employee do?
A: The employee should alert his/her immediate supervisor of the potential problem. The supervisor should contact the departmental involved and alert the Audit Services Department.

Q: There are many changes in regulations and laws. How can an employee be sure that his/her department knows about the changes and is in compliance with all these laws?
A: While the number of changes in the law seems intimidating, we have a responsibility to understand and obey them. It is every department supervisor's responsibility to ensure that all departmental employees know, understand, and follow relevant laws and regulations. It is every employee's
responsible to attend any meetings and read any materials provided about complying with laws, and then to comply with those laws. If an employee has any questions concerning a law or regulation, or whether it applies to him/her, he/she should talk with his/her supervisor and/or contact the Compliance Office.

AUDITS AND INVESTIGATIONS

Q: If an employee receives a call from a government agency concerning some type of investigation, what should the employee do? Should he/she answer any questions?
A: All calls from government investigators or auditors should be referred to the Compliance Office at (800) 362-2921. Tell the government representative that the Compliance Office will coordinate the applicable departments and facilitate UNC Health Care's response to any inquiries, handles all such matters.

Q: It appears to be common practice for government investigators to contact employees at their homes or at other locations away from the office. Is this an employee, what are the employee's rights and how should he/she handle the situation?
A: First and foremost, it is UNC Health Care's policy to cooperate fully with any government investigation. If an employee is contacted at a location other than the workplace he/she should first make sure the investigators fully identify themselves and the agency they represent. Then he/she should ask the investigator to contact his/her supervisor during business hours and provide the employee's extension number and location. In addition, the employee should contact UNC Health Care's Compliance Office as soon as possible.

WE OBTAIN AND USE HOSPITAL RESOURCES WISELY

INTELLECTUAL PROPERTY

Q: An employee sometimes takes work home and uses his/her personal computer. Can employees install and use department-purchased software (e.g., compact disc or diskettes) on home computers?
A: UNC Health Care has license agreements with software vendors, which allows employees to use software on our computers. Our license agreements permit software to be used only on computers owned by UNC Health Care, so it is not permissible to take software home and install it on an employee's personal computer. Call Information Services Division (ISD) with any questions regarding software issues.

Q: An employee needs to copy several magazine articles for staff training. The articles have copyright notices, but the employee only plans to use them for his/her training. Is this appropriate?
A: The employee is allowed to make a limited number of copies for distribution within his/her department or within the institution as long as the copies are used for educational purposes. Employees should use their professional judgment in determining what constitutes a limited number of copies.

COST CONTROL

Q: An employee is concerned that a vendor may be delivering inferior products to UNC Health Care. Whom should the employee notify?
A: If the employee believes that a vendor is delivering inferior products or services, it is his/her duty to notify his/her supervisor and Purchasing immediately.
ENVIRONMENTAL MANAGEMENT

Q: An employee notices that another employee in his/her work area does not always store a sharps container when he/she disposes of needles and other sharps. What should the employee do?
A: The failure to dispose of sharps in the proper way could result in a serious injury to the employee or someone else in the workplace. If someone is not disposing of sharps correctly, the concerned employee should speak with the individual directly about the proper disposal of sharps, or discuss his/her concern with the supervisor or the department's Environmental Health and Safety Coordinator. Concerns can also be reported to Epidemiology at 966-1656 or Environmental Health and Safety at 966-6746.

Q: Whom should an employee contact in the event that he/she sees a spill that appears to be hazardous?
A: An employee should not attempt to clean a spill he/she thinks is hazardous. Only specially trained and authorized persons are permitted to clean up hazardous spills. During normal business hours contact Environmental Health and Safety at 966-6746. During all other times contact UNC Health Care Police at 966-3688. An authorized person will come to the affected area to clean up the spill.

SECONDARY EMPLOYMENT

Q: An employee has a permanent part-time position in the lab. He/she also works on contingency at the Duke Medical Center lab picking up extra shifts when he/she needs money or has extra time. Duke is a competitor, but why does the employee have to get permission to work a second part-time job? Doesn't working at Duke jeopardize the employee's employment here? Since the employee's working arrangement at Duke is not permanent, does the employee need to get permission every time he/she can get an extra shift?
A: Secondary employment is outside or non-state or State employment held by any UNC Health Care employee. Secondary employment is unacceptable if it interferes with the employee's ability to perform his/her responsibilities with the primary employer or if it directly or indirectly creates a conflict of interest. Working at a competing institution will not jeopardize his/her employment here if the work does not interfere with his/her responsibilities. Each additional shift does not require approval as long as it does not interfere with his/her work schedule here.

NEPOTISM: FRIENDS, FAMILY, AND WORK

Q: A married couple works in the same area in a department. They have the same area supervisor but different immediate supervisors. Is this appropriate? What about when they work on weekends with the same immediate supervisor?
A: Each of these situations is acceptable. The reason for nepotism policies is to avoid having one family member reporting to another, where the supervisor's ability to be fair and objective may be impaired. If this occurs, the supervisor must be replaced. Since none of the employees report to each other in the scenarios described, each is acceptable.

Q: Under the nepotism policy, is it appropriate for me to work in the same department or area? What about roommates?
A: As long as one partner or roommate does not report to the other there is no conflict. However, a direct or indirect reporting relationship would be a violation. In many cases, arrangements can be made to avoid these conflicts, such as transferring one employee to another area or changing the reporting relationship.

Q: Who falls under the definition of “close family relative”?
A: Close family relatives include spouses, parents, children, siblings, grandparents, grandchildren, and other close relatives. Also included are the step-, half-, and in-law relationships based on the above list. It may also include people living within the same household or otherwise so closely identified with each other that it suggests a potential conflict.

WE AVOID CONFLICTS OF INTEREST
GIFTS, ENTERTAINMENT, AND GRATUITIES

Q: May an employee accept flowers, baked goods, pizza parties, or other gifts from a patient or family? Is it appropriate to accept gifts from vendors, such as architects and building contractors, who often send these around the holidays?

A: No. Effective January 1, 2011 employees may no longer accept even nominal gifts from vendors or other providers. Note, this includes pens, notepads, and meals as these are gifts that may not be accepted.

Q: A vendor who was awarded a contract with UNC Health Care offers an employee and the employee’s husband an all-expense-paid trip to the Outer Banks. The employee would like to accept the vendor’s offer because he/she has not had a vacation in a long time. Is this appropriate?

A: No. It is not appropriate for an employee to accept a gift, entertainment, or anything else (such as a vacation) of more than nominal value from a vendor who contracts or seeks to contract with UNC Health Care. Gifts such as these may compromise our ability to make clear and objective decisions as health care providers.

Q: A vendor has offered to provide a department with free equipment if he/she buys a certain number of catheters. Is the employee permitted to accept that vendor’s offer?

A: First, vendors don’t make money by giving away free products. In this example, the cost of the equipment is embedded in the price of the catheters. While such offers are considered an acceptable business practice, they may raise legal and corporate compliance issues. All contact proposals should be routed through the Purchasing Department upon receipt. The appropriate Purchasing staff member will determine the validity of the offer. Purchasing will compare
POLITICAL ACTIVITY

Q: An employee’s brother-in-law is running for Chapel Hill Town Council, and the employee is the campaign manager. Is it appropriate for the employee to post campaign signs and distribute campaign materials to other employees and visitors?

A: No. It is a policy violation for any state employee to use work time to manage a political campaign, campaign for political office, or otherwise engage in political activity. It is also unlawful for an employee to pressure or urge a subordinate to vote for a particular political party, issue, or candidate.

Q: An employee is very concerned about plans to locate a low-level nuclear waste site in Wake County and would like to circulate a petition for his/her co-workers to sign. Is that appropriate for the employee to do?

A: No. It is a policy violation for any state employee to use work time to circulate a petition on any political issue, candidate, or party.

INSIDER TRADING

Q: Can an employee invest in a publicly traded company that does business with UNC Health Care?

A: Yes, unless the employee, as a consequence of his/her employment at UNC Health Care, was given material information that was not available to the general public and that would affect the employee’s or his/her family’s decision on whether to buy or sell the stock.

Bribes, Kickbacks, and Illegal Payments

Q: A vendor offers an employee a $500 gift certificate to help make sure the vendor is selected to provide temporary staffing services to UNC Health Care. Is the employee permitted to accept that money?

A: No. It is not acceptable for an employee to accept or receive any money or purposes of influencing a decision. Offering or accepting a bribe is a felony, so such action must be reported to the Compliance Office immediately.

WE WORK SAFELY

HEALTH AND SAFETY

Q: An employee knows another employee in his/her department never wears his/her personal protective equipment. The employee worries that this could lead to an exposure. The employee does not know what to say to make him/her realize that he/she is putting himself/herself at risk. What should the employee do?

A: The employee should contact either his/her supervisor or the Department Safety Coordinator and discuss his/her concern. Either of these persons
A employee takes safety very seriously, but feels that his/her supervisor does not really care. What can the employee do?

A: The employee should report safety concerns of any kind. He/she can contact the Department of Environmental Health and Safety at 966-0749. The employee can contact the department in person, by phone, or anonymously, whichever way makes him/her feel most comfortable.

Q: An employee is aware of the specific safety initiative that is required for patient safety, but has not received any training on the initiative. Is the employee required to follow the safety requirements of the initiative?

A: Yes, the employee is required to follow the safety requirements of the initiative, as it is a critical component of patient safety. The employee should report the situation to their supervisor immediately.

VIOLENT ACTS AND HARASSMENT

Q: An employee recently gave a staff member an unsatisfactory rating on their performance evaluation. Over the next several weeks, the employee expressed unhappiness with the evaluation in several ways. It began with verbal abuse that escalated to physical threats of violence. Verbal threats included statements such as "We'll settle this outside." What should the employee do?

A: UNC Health Care is committed to providing a workplace for all employees that is free from violence. UNC Health Care's policy prohibits workplace violence, including harassment, threats, physical attack, and property damage. A statement that is perceived as a threat of violence against UNC Health Care and its employees and contractors is unacceptable personal conduct that will not be tolerated, and grounds for dismissal. If the employee witnesses a violent act, harassment, or threat of violence in any of its facilities or in our parking areas, he/she should contact UNC Health Care Police at 966-3698 or 911 for immediate assistance. For more information on workplace violence and harassment, please consult the Workplace Violence/Harassment Policies in the Human Resources Management Policies and Procedures Manual, or call HR Employee Relations at 966-2262.

Q: An employee's supervisor sometimes says things that sound bad and make the employee uncomfortable. The supervisor tells "dirty" jokes about females and tells negative stories and jokes about minorities. The supervisor is always careful to avoid making these remarks around women and minorities. It just does not seem right. Is this sexual harassment or discrimination?

A: Yes, this behavior may be considered harassment. Harassment of an employee in the workplace by supervisors personnel, co-workers, or nonemployees on the basis of race, color, religion, sex, national origin, age, or disability is a form of discrimination that violates the law and UNC Health Care's policy.

Any UNC Health Care employee who believes that he/she has been harassed or who witnesses harassment should immediately report the perceived harassment to his/her supervisor, the Director of HR Employee Relations, or the EEO Officer. All reports of harassment will be investigated. If unlawful harassment is found to have occurred, appropriate disciplinary action will be taken, up to and including the termination of employment.


Q: During a home health visit, a nurse is threatened by a patient's spouse and is told to leave. The patient wants and needs home health services to continue despite the spouse's objections. What should the nurse do? The employee is concerned for his/her safety as well as the patient's health and safety and does not want to abandon the patient.

A: When a patient or family member threatens violence against a home health nurse, the nurse should leave the home immediately and call his/her supervisor to inform him/her what has happened. The home health supervisor should then contact the patient's physician and the Legal Department to report the
incident. A case conference will be held to determine a course of action that will protect the safety of the home health nurse and provide for the patient’s health and well-being. Arrangements may be made for the discontinuance of services by UNC Home Health and for a transfer of care to another home health agency or health care provider.

Q: An employee in a department is involved in an apparently abusive relationship at home. On occasion, the employee talks about his/her troubles to others at work. The employee’s stories of his/her home situation cause concern for all employees’ safety at work. Everyone is worried about how to put an end to this problem, but they are also worried the spouse will become angry and come to work to harm him/her. What should employees do?

A: An employee should talk with his/her co-worker about his/her concerns. There are several places he/she may be able to get help. One is the Beacon Program at (888) 357-0055. The Beacon Program is a domestic violence intervention program that is available for employees of UNC Health Care. The program provides health assessment, counseling, and case management for patients and/or employees experiencing domestic violence.

The Employee Assistance Program (EAP) is another service available to all state employees for domestic violence situations and other personal problems. The employee or employee’s supervisor can contact the EAP Coordinator at 939-2362. The EAP Coordinator will refer the employee to the most appropriate assistance available. Another option is to contact HR Employee Relations at 966-2261 for a referral to the EAP.

Q: An employee in a department observes another employee who reports to work exhibiting unusual behavior. The employee is staggering and has slurred speech and the smell of alcohol on his/her breath. What should the employee do?

A: The co-worker should report the employee to his/her supervisor immediately. Supervisors should call Occupational Health Services (OHS) at 966-4480. Written documentation of any suspicious behavior will need to be supplied to the Medical Director of OHS. In accordance with the ‘for Cause Substance Testing’ policy found in the Human Resources Policies and Procedures Manual, supervisors are required to take corrective action if an employee reports to work impaired by alcohol or drugs (even medically prescribed drugs). In addition to receiving corrective action, the employee will be instructed to report to OHS, where the appropriate medical evaluation will be performed. Supervisors can call OHS at 966-4480 or Employee Relations at 966-2261 with questions.
The information contained in this Handbook is not a contract and is subject to change without notice by the appropriate authorities. It is understood that explanations in this book cannot alter, modify, or otherwise change the controlling legal documents or general statutes in any way, nor can any right accrue by reason of inclusion or omission of any statement in this booklet.
POLICY AND PROCEDURE

UNIVERSITY OF NORTH CAROLINA HOSPITALS
GRADUATE MEDICAL EDUCATION
SUBSPECIALITY RESIDENCY PROGRAM ALTERNATE SALARY STRUCTURE

I. Any ACGME accredited subspecialty residency program in which 100% of the training positions are funded from departmental or other non-UNC Hospital resources is eligible to establish an alternate salary scale that differs from the institution-wide standard PGY-level specific salaries in order to maintain a more favorable competitive advantage when seeking highly qualified applicants.

II. Any alternate salary levels must be higher than the current institutionally-determined salaries for each PGY level.

III. Any program establishing an alternate salary structure must adjust their salary scales accordingly when there is an increase in institutionally-determined salaries for each PGY level.
level; institutionally-determined salaries by PGY level are the absolute minimum a
program may provide at all times.

IV. A decision to establish a higher salary scale is made solely at the discretion of the
individual program and does not in any way imply an institutional expectation for any
other program to have a similar structure.

V. The program, and/or the clinical department in which that program is located, bears the
entire financial responsibility for a higher salary structure.

VI. In keeping with ACGME requirements, any alternate salary structure must be transparent
to all potential applicants, be equally and consistently applied to all subspecialty residents
who ultimately enter the training program, and the details of that salary structure must be
provided to all candidates during the recruitment process.

VII. To establish an alternate salary structure, the program must comply with ALL of the
following
   a. All ACGME subspecialty programs must place 100% of their residents on the
      UNC School of Medicine payroll (no subspecialty residents in these programs
      will be paid through the Central Paymaster.)
   b. All ACGME subspecialty programs utilizing an alternate salary structure must
develop a written policy describing the specific salary structure, which includes
   the criteria to be used to determine justification for a certain salary level; and this
   policy must be submitted to the Office of Graduate Medical Education prior to the
date the Match opens (if participating in the Match) and interviews begin.
   c. The policy must be consistently applied to ALL subspecialty residents being
   recruiting to, or already enrolled in the program.
   d. Each applicant must be supplied, in written or electronic form, the alternate salary
   policy at the time of interviews, and a written attestation that the policy was
   received by each candidate must be obtained at the time of interviews. The
   written attestation must be retained for all residents who subsequently enter the
   program.
   e. The Office of Graduate Medical Education will use the program-specific alternate
   salary scale within the alternate salary policy when appointing subspecialty
   residents, and the program-specific salary scale will be indicated on the GME
   Agreement.

VIII. If, under any circumstance, a particular subspecialty resident is funded through a grant
mechanism, the requirements of the specific grant will supersede all other policies
regarding salary and benefits.

Written and Approved by GMEC: July 15, 2015
MSEC Approval: August 10, 2015
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Southern Village
410 Market Street, Suite 400
Chapel Hill, N.C. 27516
Fax: 984-974-3692
Dermatology at Hillsborough
460 Waterstone Drive
Hillsborough, NC 27278
Fax: 919-595-5943
Dermatology at Rex
3921 Sunset Ridge Rd, Ste. 202
Raleigh, NC 27607
Fax: 984-974-0910
Dermatology at Burlington
1522 Vaughn Rd
Burlington NC 27217
Fax: 336-905-6191

Administrative Manual

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IV. Original Policy Date and Revisions
I. **Description**

Provides guidelines to the Health Care System (HCS) and the University for the School of Medicine Personnel on how to engage with industry in ways that protect personal and institutional integrity.

II. **Rationale**

A. **Introduction**

The UNC Health Care System (HCS) and the UNC School of Medicine (SOM) share the goals of providing quality health care, first class medical education, and transformational research consistent with the highest principles of integrity. Interaction with Vendors can support the mission of the HCS and the SOM of service, education, and research, but should not compromised patient confidentiality, interfere with patient care, bias research, or bias the education of residents, students, patients, or the public.

When conducted ethically and transparently, interactions with Vendors can results in benefits to our patients and trainees. It is appropriate and oftentimes necessary, for example, for faculty members to become involved at various stages of drug and device development so that they can assist with the development of products and services that will benefit their patients and society. Appropriate contacts with industry sales representatives also provide learning opportunities about new therapeutic options, research products and other services or supplies.

In all these activities, the safety and well-being of our patients and the integrity of our institutions must be our foremost concern. This Policy, adopted jointly by the HCS and the University for the School of Medicine, is designed to enable HCS and SOM Personnel to engage with Vendors in ways that protect personal and institutional integrity.

B. **Applicability**

For purposes of this Policy, a “Vendor” is described as any business that provides or has potential to provide services or products to the HCS or to the SOM. This Policy applies to all HCS employees, and to all SOM employees, students and trainees, faculty, regardless of the location at which they work or are assigned (collectively, “Covered Personnel.”)

Financial relationships of family members of Covered Personnel are considered to be the same as the relationships of the Covered Personnel. These relationships are also subject to disclosure and regulation as provided under this and related
policies, “Family Members” includes one’s spouse and dependent children. For the purposes of this Policy, “spouse” includes a person with whom one lives together in the same residence and with whom one shares responsibility of each other’s welfare and shares financial obligations.

C. Applicability of Other UNC HCS, UNC Hospitals, and University Policies

This Policy supplements existing UNC HCS, UNC Hospitals, and UNC-Chapel Hill policies, including, but not limited to:

- UNC HCS ADMIN 0179: Vendor Representatives Policy and Visitation Guidelines
- UNC Hospitals SSPC 0001: Surgical Services Product Committee
- University of North Carolina: Policy on Conflicts of Interest and Commitment and “Regulations on External Professional Activities for Pay by Faculty and Non-faculty EPA Employees”.
- UNC-Chapel Hill Policy on Individual Conflicts of Interest and Conflicts of Commitment
- UNC HCS Policy ADMIN 0112: Medication Management: Drug Samples

In the event of any discrepancy between the provisions of this Policy and provisions of the Policies and Procedures set out above, the provisions of this Policy shall control.

III. Policy

A. Reporting of Financial Relationships

For purposes of this Policy, a Financial Relationship shall be the possession or receipt by Covered Personnel or a Family Member of:

- Income, in any form and in any amount and for any purpose, received from a Vendor.
- Ownership, if any form (including stock options or warrants) other than through a mutual fund in a Vendor.
- In-kind compensation from a Vendor such as the provision of goods, travel, or lodging.
- Royalties, including royalties received through the University, originating from a Vendor.
- Gifts made for the benefit of a Covered Individual by a Vendor to the University, UNC HCS, or any affiliated foundation of either entity.

A financial relationship may exist whether the Covered Individual is paid directly or whether compensation is routed through another legal entity, such as a limited liability company or non-profit organization.
The reporting requirements of this Policy are supplemental to and are required in addition to any reports required under the University’s “Policy on Individual “External Professional Activities for Pay” or applicable HCS Policies.

Covered Personnel are required to report a financial relationship at least annually and more often as needed to disclose new relationships through the entities’ online reporting structure. This information will be reviewed and approved by the departmental chair or supervisor. Such arrangements can be subject to scrutiny under fraud and abuse regulations. Failure to disclose financial relationships as required under this Policy may result in disciplinary action up to and including dismissal. Contact the HCS Compliance Office or SOM Dean’s Office, as applicable, confirm annually all financial relationships, if any, previously disclosed during the year through the entities’ online reporting structure.

**B. The financial information reported under this Policy shall become part of the personnel record of the Covered Individual. Access to information disclosed under this Policy will be limited to those who need to know for business purposes, which includes the supervisors of Covered Personnel who must review proposed activities prior to initiation.**

**Contracting with Vendors**

Contracting with Vendors on behalf of the SOM or HCS must be accomplished through the appropriate Purchasing Department. Covered Personnel are generally prohibited from participating in the negotiations with any Vendor with whom such Covered Personnel have a personal interest, a financial interest, or personal or family relationship. Covered Personnel may, however, provide professional advice to the persons reviewing specific goods and services, provided that they disclose any potential conflict of interest to those whom they are advising.

**C. Educational Activities**

“Educational Activities” are activities, conferences, or meetings organized at or through the University or the HCS and primarily dedicated to promoting scientific and educational activities and to furthering the knowledge of the attendees on the topic being presented. Educational Activities include Continuing Medical Education (“CME”) events. Covered Personnel must adhere to the ACCME Standards for Commercial Support guidelines and other University or HCS Policies when organizing, holding or presenting and Educational Activity. Vendors may sponsor Educational Activities by making an unrestricted donation or educational grant to the SOM or HCS, but in no case may a vendor dictate or control the selection of speakers, topic, or educational material presented. Vendor representatives may not speak at Educational Activities or provide refreshments or personal gifts to attendees.
D. Educational Materials

Vendors are not permitted to distribute post or leave any type of printed or handwritten material, advertisements, signs, or such promotional materials anywhere at the SOM or HCS, unless specifically requested by faculty or staff. Vendors may leave educational materials regarding their goods or services that may be useful to patients with the applicable department administration, but Vendors may not distribute them directly to patients. All such educational information should be reviewed by and distributed by the appropriate department. Educational materials, such as textbooks or medical journals which benefit patients, may be provided by a Vendor to the SOM or HCS, if such materials serve a genuine educational function. No promotional material or product information from the Vendor may be attached to any such item.

E. External Work

Disclosure by Covered Personnel of proposed external professional activities for pay is required in advance of undertaking such activities. Such is the case whether Covered Personnel are compensated directly by the outside entity or they direct that the compensation be paid directly to the University, SOM, HCS, or an affiliated foundation. Disclosure is also required whether the Covered Personnel are paid directly or paid through another legal entity, such as a limited liability company or a non-profit organization. External professional activities for pay do not include services rendered pursuant to a contract between the University and the external entity for which the services are undertaken.

Covered Personnel who have received permission from their supervisors may consult for Vendors for compensation and use of prescribe those Vendors’ products in patient care or research only if:

1. They comply with the University or HCS Policy on External Professional Activities for Pay;
2. Their department chair or supervisor has approved, through the appropriate reporting mechanism, and they have disclosed the amount of compensation they expect to receive from the proposed consulting activity at least ten days prior to the activity;
3. Their supervisor determines that any consulting relationships, including projected compensation, are not excessive; and
4. The supervisor determines that such activities will not interfere with the employment obligations of the affected Covered Personnel.

It is understood that there may be changes in approved consulting arrangements during a given academic/fiscal year. Covered Personnel are responsible for submitting an amended disclosure form that addresses any such changes,
including changes in the amount of time or compensation involved. This amended disclosure form must be submitted not later than thirty (30) days after Covered Personnel learn of the changes in the terms of the approved consulting arrangement.

Failure to disclose and obtain approval for consulting activities prior to the engagement as required by policy may result in disciplinary action up to and including dismissal.

F. Ghostwriting and Speakers’ Bureau

Participation in speakers’ bureaus and publication and delivery of ghostwritten works for compensation are considered types of external professional activities for pay.

For purposes of this Policy, “ghostwriting” is the practice of allowing someone other than the named author to write a paper or presentation delivered or reported to be written by the named author. Covered Personnel are not allowed to engage in ghostwriting under any circumstances.

For purposes of this Policy, “speakers’ bureaus” are defined as panels of experts who deliver talks or papers for compensation in any form for the promotion of a product, service, or device manufactured or marketed by the entity directly or indirectly such compensation.

Covered Personnel are not allowed to participate in speakers bureaus under this Policy. The conditions of the speaking engagement will govern the decision as to whether the activity is acceptable under this Policy.

Covered Personnel may participate in speaking engagements that are sponsored by a Vendor(s) where:

1. the Covered Personnel retains full editorial control and authority over the content of the presentation; and
2. the content of the lecture is educational, free from commercial influence, and is not designed to recommend specific drugs, devices, or other commercial products or services; and
3. the content of the lecture is based on best available evidence and reflects a balanced assessment of the current science and treatment options; and
4. the event sponsor does not provide honoraria or gifts to the attendees; and
5. any required attestations are made at the beginning of the presentation that disclose all funding and editorial relationships with the Vendors, including an attestation of receipt of honorarium for providing the talk to the program attendees; and
6. the slides do not contain any logos or names of the company that sponsored their production, except as required in the attestation; and
7. in the estimation of the supervisor authorized to approve the consulting activity, any honorarium and travel expenses paid for the speaker’s participation are reasonable.

While prior review of the presentation by a Vendor is acceptable, Covered Personnel should NOT allow a Vendor through such review to influence the content of the presentation. If the supervisor has concerns about possible overreaching by a Vendor in conjunction with a specific presentation, the supervisor may require that he or she review and approve the slides prior to the presentation.

G. Gifts

Covered Personnel may not receive gifts of any nature and of any value from Vendors. Even items of a relatively trivial value that incorporate a product or company logo (such as pens, notepads, or desk items) may provide an inappropriate opportunity for the company to market to Covered Personnel, to patients, and other members of the public. This prohibition includes any tangible enticement, whether in cash, extra goods, services, or gifts, which are offered by a Vendor to encourage the use or purchase of the Vendor’s product. Covered Personnel may not accept payment, gifts, or other benefits in return for completing evaluations or surveys developed by a Vendor.

This prohibition includes gifts to the family of Covered Personnel and to legal entities, such as limited liability companies, through which Covered Personnel might engage in consulting activities.

H. Meals and Other Hospitality

Covered Personnel may not accept meals or other hospitality from Vendors, except in the following circumstances:

1) Meals that are served as part of a general professional conference or meeting supported in whole or in part by Vendor(s) and included in the event registration (e.g., annual meetings of academic societies where lunch is served to all registered attendees), and

2) Meals provided in conjunction with off-site activities as part of approved consulting activities (as provided in the section “Honoraria, Travel and Hospitality Associated with Consulting Activities” below).
Covered Personnel must pay for their own meals if attending an educational meeting or journal club organized by a Vendor as an invitation-only event and held at a restaurant or resort.

Under no circumstances may Covered Personnel accept complimentary tickets to sporting or other events from a Vendor.

3) UNC HCS sometimes permits vendors of interest to our employees to set up information tables in the lobby of the UNC Hospitals. With advance approval by the sponsoring office (generally Employee Recreation & Wellness or Volunteer Services) and Compliance for those vendors, it will not be a violation of this policy for employees to receive small gifts (limited to items that have a relatively trivial or de minimis value) from or participate in a “drawing” for prizes offered by these vendors. By way of example, a local bank may set up information table to provide employees information. The office sponsoring the event is responsible for seeking approval of any such gifts in advance from Compliance and responsible for ensuring that the vendor abide by all policies and restrictions placed that vendor’s activities on the premises. Vendors may not offer food or health assessments of any kind.

I. Honoraria, Travel and Hospitality Associated with Consulting Activities

Compensation, travel reimbursement, and hospitality associated with external professional activities for pay must be reasonable and consistent with the educational or scientific purpose of the event. Covered Personnel may not accept company reimbursement for travel, meals, or lodging for family members in conjunction with the Covered Personnel attendance at meetings, conferences, etc.

J. Work-Related Travel

Covered Personnel may not directly accept reimbursement or sponsorship for travel and expenses for site visits for training or to evaluate a product or service. Vendor-sponsored visits by Covered Personnel to Vendor sites for training are acceptable if the cost of such training visits is itemized in the quotation and included in the signed final contract. Reimbursement should be requested through the appropriate University of HCS office. University and HCS Covered Personnel may take site visits to evaluate a product or service at the Vendor’s expenses, provided that:
1. All arrangements related to site visits, including selection of participants, duration of the visit, selection of travel method and accommodations, are made by the applicable department.

2. Site visits at the expense of the Vendor may only include travel, housing, and food expenses specifically related to the evaluation of the product or service and incurred in accordance with departmental policies regarding the appropriateness of business expenses and within spending guidelines for expenses, including per diem payments, business class travel, and hotel accommodations. Expenses may not include any extra expenses which are personal in nature or unrelated to the evaluation.

3. All expenses will be determined and paid for by the applicable department with the reimbursement made to the Covered Personnel through the usual process. The Department will send an invoice for appropriate expenses to the Vendor for reimbursement.

K. **Drug and Device Samples**

Drug or device or other product samples given to Covered Personnel by Vendor representatives must be deposited and distributed according to the HCS Policy ADMIN 0112, Medication Management: Drug Samples, where that Policy is applicable. Where such samples are provided for research or other non-clinical purposes, acknowledgement of the donation must be made by the University or HCS through appropriate channels. No service, right, or license may be given to the donor in conjunction with the gift of the sample except through a written contract signed by an authorized official.

L. **Research and Sponsored Projects**

All research activities, including but limited to the use of investigational drugs must be conducted pursuant to University or HCS policies and procedures concerning research. It is the obligation of the Covered Personnel to learn about the applicable policies and procedures before beginning any research projects. Promotional activities by Vendors may not be performed under the guise of research. HCS Covered Personnel who participate in research are covered by the University’s Policy on Conflict of Interest and Commitment for their research duties and activities. (see Section II B: Applicability of Other UNC HCS, UNC Hospitals, and University Policies for the complete Policy).
M. Donations/Gifts for a Vendor

Vendors may provide unrestricted donations to a department. Those donations can be mailed to the Finance & Business Operations Office, attention Vendor Relations Account 145 Medical Drive, CB 9515, Chapel Hill, NC 27599-9515. Reference the department name when making donations.

N. Policy Violations

Covered Personnel who are aware of potential violations of this policy should report those allegations to the University or HCS Compliance Office, University Counsel, or to University or HCS Compliance Hotline. Alleged violations of this policy shall be investigated by the HCS or University Compliance offices. On finding a violation of this policy, the supervisor of the Covered Personnel involved will be notified in writing of the facts and nature of the policy violation. The applicable Compliance Office will work with Human Resources to recommend disciplinary action or other action provided under this policy. All disciplinary action taken hereunder shall follow the established procedures of the University and HCS. In addition to any sanctions specifically provided herein, Covered Personnel found to have violated this policy will be subject to disciplinary action up to and including dismissal.

IV. Original Policy Date and Revisions

Dec 2010
Revision October 2013
Revision June 2014
I. Description

Procedure for evaluating physicians for impairment.

II. Rationale

This policy provides a process for evaluating whether or not a physician on the Hospitals medical staff or house staff is impaired, as defined below. If it is determined that the staff member is impaired, the policy provides a procedure which fairly protects patients and physicians.

For the purpose of this policy and procedure, an “impairment” shall mean a condition which is, or may be, adversely affecting patient care at the Hospitals, including, but not limited to: alcoholism/alcohol abuse, other drug addiction, sexual misconduct and/or harassment, physical or medical conditions, psychiatric disorders or behavioral disorders.

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Impaired Physicians

The objectives of the policy are to place the highest priority on the protection of the patient’s right to competent medical care; to promote prompt, effective, comprehensive evaluation and referral for possible physician impairment; to allow concerned individuals to function as an advocate for colleagues who may be in need of help, and to maintain an appropriate level of concern for the sensitive and confidential nature of the process inherent in the activities of UNC Physicians’ Health and Effectiveness Committee.

For policies affecting impaired hospital employees other than physicians, refer to UNC Hospitals Human Resources Management Policies and Procedures Manual.

III. Policy
   A. Procedure
      1. UNC Physicians Health and Effectiveness Committee
         a. Members of the UNC Physicians Health and Effectiveness Committee shall be appointed by the Chief of Staff subject to approval by the Executive Committee. The Chair of the committee shall be appointed by the Chief of Staff. The committee shall meet on an ad hoc basis, and should report at least annually to the Executive Committee at least one (1) month prior to the regular Medical Staff meeting, so that the committee report may be noted in the permanent files with notations of any action which the Executive Committee may have taken on committee recommendations.
         
         b. The UNC Physicians Health and Effectiveness Committee will advertise its existence, objectives and processes, by the distribution of written policy and procedures and by presentations at appropriate forums, such as departmental meetings.
            i. Reporting of potential physician impairment situations shall be encouraged through education of the medical staff, stressing that the referral process respects the anonymity of the referred individual, seeks to assist colleagues in need of help, and is essential to preserving the quality and ethical basis of our medical practices.
            ii. Educational background literature will review the epidemiology of substance abuse, other drug addiction, sexual misconduct and/or harassment, psychiatric disorders and behavioral disorders, and point out some of the situations that would suggest the need for referral.

      2. Preliminary Report and Investigation
         If any individual working in the Hospital has a reasonable suspicion that a physician appointed to the medical staff or resident staff is impaired or has a physical, medical, psychiatric, emotional or behavioral condition that could affect his clinical practice, the following steps should be taken:
         
         a. The individual shall initiate a discovery process by contacting the Legal Department, at which time the individual will be informed of the process of submitting an oral or written report to the UNC Physicians Health and
Impaired Physicians

Effectiveness Committee. The report does not have to include conclusive proof of impairment, but shall include a factual description of the incident(s) leading to the individual’s belief that the physician may be impaired.

b. Tasks undertaken directly under the aegis of the UNC Physicians’ Health and Effectiveness Committee include discovery, screening and fact finding, referral to the UNC Hospitals Medical Staff Credentials Committee if necessary, and referral to the North Carolina Physicians Health Program (NCPHP) if necessary.

c. The acknowledgment by a physician applicant to the Medical Staff or Resident Staff of an existing physical, medical, psychiatric, emotional, or behavioral condition that could affect clinical practice will be referred to the UNC Physicians Health and Effectiveness Committee for investigation, screening and fact finding and also to the GME Office for resident applicants.

3. Screening and Fact Finding

a. An ad hoc Physicians Health and Effectiveness subcommittee consisting of the Committee Chair, the Chair of the Department of Social Medicine, a representative of the Credentials Committee, at least one other member of the standing committee will meet and review the data which led to the initiation of the discovery process. The individual physician under consideration by the committee will be apprised of the committee’s activities and will be required to meet with the subcommittee or a designee of the subcommittee.

b. The representative of the Credentials Committee sitting on the Health and Effectiveness Committee shall participate in the initial confidential review of the current competence of the individual physician. Referral of the case to the Chair of the Credentials Committee for further review shall be performed when any member of the Health and Effectiveness Subcommittee feels that such review is necessary.

c. The Credentials Committee shall notify appropriate Hospital officials and initiate procedures to restrict, suspend, revoke or modify the physician’s clinical privileges only if the practitioner’s activities or professional conduct are considered to be detrimental to patient care, to be lower than the standards and aims of the medical staff, or to be disruptive to the operations of the Hospitals.

d. Depending on the nature and severity of the impairment and the problems presented, at any time in the process, the ad hoc subcommittee can exercise any or a combination of four options:

   i. Continued monitoring of the behavior of the referred individual without action.
ii. Further confidential assessment of the reported situation by the subcommittee as required to validate or resolve the concern which prompted the referral.

iii. Prompt referral to the North Carolina Physician’s Health Program (NCPHP) for comprehensive of a treatment plan.

iv. Urgent referral of the situation to the Chief of Staff’s office and/or President’s office for consideration of immediate suspension of privileges and removal from all patient care activities in circumstances which might compromise the quality of patient care.

e. If the subcommittee finds that there is no merit to the report, the report and findings shall be placed in the Hospitals Legal Department to provide protection to the physician in the event of future inquiries. No reference to such a report will be made in the physician’s files.

4. Referral
a. If the UNC Physicians Health and Effectiveness Subcommittee deems that sufficient evidence exists to warrant a more thorough evaluation of aberrant behavior, the involved physician shall be referred to the NCPHP. The referral process will remain confidential. However, once the recommendation to refer is made, the referral is considered mandatory. Any individual who refuses the program evaluation will be reported to the Chief of Staff for consideration of immediate suspension of privileges and removal from all patient care activities.

b. All information and referrals received by the NCPHP are confidential and nonpublic. NCGS 90-21.22 provides immunity from liability for members performing activities in good faith.

5. Assessment and Treatment
a. The UNC Physicians Health and Effectiveness Committee believes that assessment, treatment and monitoring functions are best done through the auspices of the NCPHP. The program has established methods of referral and treatment, has proven its efficacy, and has the authority to sanction through notification to the North Carolina Board of Medical Examiners. Utilizing this program removes the UNC Hospital and Medical School systems from the necessity of independent case management and monitoring.

b. The NCPHP goals are to identify all impaired physicians in the State of North Carolina, to assist them in preserving their health, and to help them return to treating patients in the most effective manner, or to help them move into their chosen alternative. Confidentiality and anonymity are key elements of the Program.

c. Tasks delegated to the NCPHP include:
i. Comprehensive fact finding and assessment
   (1) Hold file if there is not an indication for entry into a
       treatment program
   (2) Establish agreement on the need for treatment and the
       specifics of the therapeutic program

ii. Treatment

iii. Monitoring

iv. Reporting
   (1) Successful enlistment and progress toward recovery will
       be reported to the UNC Physicians Health and
       Effectiveness Committee
   (2) Noncompliance or recidivism will be reported to both
       the Chair of the UNC Physicians Health and
       Effectiveness Committee and to the North Carolina
       Board of Medical Examiners.

6. Monitoring and Reporting

The progress of the physician who has been referred to the NCPHP shall be
monitored on a regular basis in accordance with accepted practices in the field of
addictionology or other appropriate, accepted fields. The UNC Physicians
Health and Effectiveness Committee through its Chair will receive regular
reports on the referred physician’s progress towards recovery. Program
interventions would ultimately lead to one of three outcomes:

a. Recovery, leading to discharge of the physician from the supervised
treatment program.

b. Recidivist activity, which will require one or more of the following
   referrals:

   i. To the UNC Health and Effectiveness Committee for
      consideration of another referral to NCPHP

   ii. Direct referral to the NCPHP for consideration of further
       intervention

   iii. To the Chief of Staff’s and President’s office for immediate
       revocation of privileges

   iv. To the NC Board of Medical Examiners for consideration of
       revocation of Licensure

c. Immediate report to the Board of Medical Examiners for appropriate
   action if:
Impaired Physicians

i. The physician presents an imminent danger to the public or to him/herself.

ii. The physician refuses to cooperate with the program, refuses to submit to treatment, or is still impaired after treatment and exhibits professional incompetence

iii. It reasonably appears that other grounds for disciplinary action exists (Refer to Section VI, Policies Chapter of the NCPHP Manual – Reporting Individual Cases to the Board).

7. Application of Policy

In the event of any apparent or actual conflict between this policy and the Medical Staff Bylaws, Rules and Regulations, or other Hospital, medical staff and/or housestaff policies, the provisions of this policy shall control. With respect to resident physicians, the Fit for Duty policy and Handling Academic and Performance Problems Policy will also be applied.

8. Due Process

If action on clinical privileges or medical staff membership is taken, the physician may utilize Medical Staff Policy on Appointment and Corrective Action. If action on status as a member of the resident staff is taken, the physician may utilize the Graduate Medical Education Grievance Policy. Any member of the medical staff or resident staff who feels unjustly treated as a result of the operations of activities of the North Carolina Physicians Health Program may present grievances to the North Carolina Medical Society Mediation Committee or to the North Carolina Medical Board for appropriate action.
APPENDICES

A. Core Competency Curriculum
B. Evaluation Forms
C. Minutes from Program Evaluation Committee
D. Action Plan for Upcoming Year
E. Department of Dermatology “Report Card”
APPENDIX A

Core Competency Curriculum
## UNC Department of Dermatology Residency - ACGME Core Competency Curriculum 2016-17

### 1) Patient Care

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods For Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
| **Doctor-patient relationship** | - Demonstrate caring and respectful Behavioral Outcomes through effective communication  
- Incorporate patient education, counseling, and informed decision-making throughout practice | - Didactic sessions  
- Clinical Experiences  
- Modeling  
- Conferences | - Open-ended questions  
- Waiting for pt response  
- Clarification  
- Eye contact  
- Open body language  
- Asking for patient input  
- Explanations that are understood  
- Provides patient handouts or other written instructions | - ABD  
- BASIC/Core exams  
- Procedure log  
- Portfolio  
- Sept Clinical skills assessment  
- Faculty personal feedback card  
- Milestones |
| **Gathering information and synthesis into action** | - Gather essential and accurate biopsychosocial information  
- Develop and carry out patient management plans (diagnostic and therapeutic) based on patient information and preferences, up-to-date scientific evidence, and clinical judgment  
- Use information technology to support patient care decisions and patient education | - Clinic presentations/ performance  
- UNC/Duke Conferences  
- Conferences | - Obtains complete history or appropriately focused/problem-based history  
- Follows information transfer with cogent assessment and plan  
- Provides reference for action plan  
- Conducts literature reviews | - ABD  
- BASIC/Core exams  
- Procedure log  
- Portfolio  
- Sept Clinical skills assessment  
- Faculty personal feedback card  
- Milestones |
| **Comprehensive care**          | - Incorporate prevention and health maintenance throughout practice  
- Coordinate patient-focused care with all other healthcare disciplines | - Presentations to preceptor  
- Referral experiences  
- Conferences | - Specific referral question(s) and reasons for referral stated  
- Uses ancillary healthcare services  
- Follows up on referral recommendations | - ABD  
- BASIC/Core exams  
- Procedure log  
- Portfolio  
- Milestones |
| **Psychomotor skills**          | - Perform competently physical exams and all procedures appropriate to Dermatology | - Modeling by faculty preceptors and attendings  
- Direct clinical teaching | - Can perform physical exams and procedures correctly under supervision | - ABD  
- Sept Clinical skills assessment  
- Faculty personal feedback card  
- Milestones |
## 2) Medical Knowledge

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods for Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering information and synthesis into action</td>
<td>- Demonstrate a “critical thinking” approach to clinical situations</td>
<td>- Hideaway Conference</td>
<td>- Active participation in conferences</td>
<td>- ABD</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate sound scientific and clinical knowledge base appropriate to Dermatology</td>
<td>- Didactic Conferences</td>
<td>- Articulates reasoning behind patient care plans</td>
<td>- BASIC/Core exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- UNC/Duke Conferences</td>
<td>- Provides medically appropriate care</td>
<td>- Faculty personal feedback card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Independent reading/study</td>
<td>- Patient complaints i.e. quality of care minimal or of minor nature only</td>
<td>- Milestones</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- No standard of care violations through risk management process</td>
<td></td>
</tr>
</tbody>
</table>

### 3) Practice Based Learning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods for Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
| Gathering information and synthesis into action | - Obtain and use population and community-based information  
- Demonstrate evidence-based approach to practice  
- Apply critical principles to investigate diagnostic and therapeutic options | - UNC/Duke Conferences  
- Didactic conference presentations  
- Independent Study | Completes required projects and presentations | - ABD  
- Portfolio  
- BASIC/Core exams  
- Portfolio  
- Faculty personal feedback card  
- Milestones |
| Maintaining Quality                         | - Demonstrate practice-based learning  
- Apply principles of quality care to outpatient and inpatient practice | - Quality Assurance Conference participation  
- Conferences | - Quality Assurance Conference participation | - ABD  
- BASIC/Core exams  
- Portfolio  
- Milestones |
| Teaching and Learning                      | - Facilitate the learning of others  
- Use information technology effectively in all aspects of practice and continuing education | - Preceptor Modeling  
- Clinical experiences  
- Computing resources  
- Presentations  
- Conferences | - Active participation in conferences  
- Progressive leadership and teaching skills development  
- Medical student teaching  
- Uses computing resources | - ABD  
- BASIC/Core exams  
- Portfolio  
- Speaker score  
- Milestones |
<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods for Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor-Patient Relationship</td>
<td>▪ Create and sustain a therapeutic and ethically sound relationship with patients</td>
<td>▪ Preceptor Modeling</td>
<td>▪ Open-ended questions</td>
<td>▪ ABD</td>
</tr>
<tr>
<td></td>
<td>▪ Use effective listening skills and elicit and provide information using effective</td>
<td>▪ Clinical experiences</td>
<td>▪ Waiting for pt response</td>
<td>▪ BASIC/Core exams</td>
</tr>
<tr>
<td></td>
<td>nonverbal, explanatory, questioning, and writing skills</td>
<td>▪ Conferences</td>
<td>▪ Clarification</td>
<td>▪ Speaker score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Eye contact</td>
<td>▪ Sept Clinical skills assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Open body language</td>
<td>▪ Faculty personal feedback card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Asking for patient input</td>
<td>▪ Milestones</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Explanations that are understood</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Provides written instructions when appropriate</td>
<td></td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>▪ Demonstrate effective teamwork</td>
<td>▪ Advancing roles as leaders to</td>
<td>▪ Satisfactory evaluations from nurses, other staff, and peers</td>
<td>▪ ABD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>conferences and clinics</td>
<td>▪ Progressive leadership skills as advances through each year level</td>
<td>▪ BASIC/Core exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Faculty modeling</td>
<td>▪ Active participation in departmental meetings, and partnerships</td>
<td>▪ Speaker score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Conferences</td>
<td></td>
<td>▪ Sept Clinical skills assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Faculty personal feedback card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Milestones</td>
</tr>
</tbody>
</table>
### 5) Professionalism

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods for Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
| Values | ▪ Demonstrate respect, compassion, and integrity  
▪ Demonstrate a responsiveness to the needs of patients and society that supercedes self-interest  
▪ Demonstrate accountability to patients, society, and the profession  
▪ Demonstrate a commitment to excellence and ongoing professional development  
▪ Demonstrate sensitivity and responsiveness to patients’ culture, age, gender, and disabilities | ▪ Faculty modeling  
▪ Lectures  
▪ Conferences | ▪ Professional attire  
▪ Active listening  
▪ Assesses patient understanding  
▪ Explains issues in non-condescending fashion  
▪ Works effectively with nurses/staff  
▪ Gives bad news effectively  
▪ Shows interest in “patient as a person”  
▪ Honesty  
▪ Keeps commitments  
▪ Steps up to the plate when needed  
▪ Follows through on patient initiated requests  
▪ Stays at the hospital or clinic until all critical patient care issues are addressed  
▪ Timely completion of all administrative tasks (licensure, etc.)  
▪ Adherence to all clinical responsibilities (no missed clinics, etc)  
▪ Discusses principles of cultural sensitivity  
▪ Treats all patients with equal care  
▪ Respects all patients, staff, colleagues, faculty | ▪ ABD  
▪ BASIC/Core exams  
▪ Sept Clinical skills assessment  
▪ Faculty personal feedback card  
▪ Milestones |
| Ethics | Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices | Lectures  
- Case discussions  
- Quality assurance meetings  
- Conferences | Defines the principles of beneficence, autonomy, justice, and nonmalficence  
- Displays ethically defensible approaches to dealing with cases involving withholding care, confidentiality, informed consent, and competing principles of the business model of care | ABD  
- BASIC/Core exams  
- Faculty personal feedback card  
- Milestones |

| 280 |
### 6) System-Based Care

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods for Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
| **Models of Care** | ▪ Understand the integration of individual practice with the medical system at-large  
▪ Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources  
▪ Use multidisciplinary approach to coordinate care for individuals and families | ▪ Faculty modeling  
▪ Clinical experiences  
▪ Conferences | ▪ Appropriate referral pattern  
▪ Integration with community services, home health agencies  
▪ Appropriate response to referral request | ▪ ABD  
▪ BASIC/Core exams  
▪ Portfolio  
▪ Sept Clinical skills assessment  
▪ Faculty personal feedback card  
▪ Milestones |
| **Cost Consciousness** | ▪ Practice cost-effective, high quality health care and resource allocation | ▪ Modeling by faculty  
▪ Coding seminars  
▪ Conferences | ▪ Articulates choices based on cost awareness  
▪ Appropriate coding | ▪ ABD  
▪ BASIC/Core exams  
▪ Portfolio  
▪ Milestones |
| **Patient-Centered** | ▪ Advocate for, and assist patients in achieving quality care in larger system | ▪ UNC/Duke Conferences  
▪ Faculty modeling  
▪ Conferences | ▪ Articulates strategies when confronted with care barriers | ▪ ABD  
▪ BASIC/Core exams  
▪ Portfolio  
▪ Sept Clinical skills assessment  
▪ Faculty personal feedback card  
▪ Milestones |
APPENDIX B

Evaluation Forms
Overview:
The Clinical Competency Committee (CCC) is primarily a faculty advisory group appointed by the Program Director to assist in evaluating program trainees’ clinical competency based on the ACGME milestones as identified by the RRC. The CCC is comprised of no fewer than three (3) members of the program faculty. Faculty from other programs and non-physician faculty are permitted to serve on the CCC at the discretion of the Program Director as long as they are actively involved in trainee education. Faculty mentors for trainees, where identified, may contribute to CCC discussions, but typically will not participate in CCC deliberations about their trainee mentee.

Purpose:
The CCC actively monitors, evaluates and provides reporting on program trainees as they advance through the training program and provide constructive feedback based on this assessment system. The goal of the CCC is to assure that trainees are progressing so that they are prepared to practice core specialty and/or subspecialty professional activities without supervision upon successful completion of the program.

Composition of the CCC:
The Program Director appoints program faculty members, including core faculty to the CCC. Faculty appointed to the CCC observe and evaluate the trainees in multiple and varied...
experiences and environments and are actively involved in trainee education. Faculty are knowledgeable about ACGME milestones when identified by the RRC, and/or other objective measures of performance (e.g., end of rotation evaluations, multi-source evaluations, self and peer evaluations, in-training test scores, attendance records, among other evaluation tools). Others eligible for appointment to the CCC are faculty from other programs and non-physician members of the health care team.

The CCC is chaired by Dean Morrell, MD, Professor of Dermatology and Program Director. Other members of the committee include Nancy Thomas, MD, PhD, Professor and Chair of Dermatology, Puneet Jolly, MD, PhD, Associate Professor Dermatology, and Christopher Sayed, MD, Assistant Professor of Dermatology.

**Responsibilities of the CCC:**
1. Reviews and understands the Milestones identified by the RRC and/or other applicable and objective measures of trainee performance;
2. Assesses and discusses each trainee’s evaluations and performance no less frequently than semi-annually;
3. Prepares report to the ACGME on specialty specific educational Milestones identified by the RRC and/or other applicable and objective measures of trainee performance that includes, but is not limited to:
   a. Feedback from faculty evaluations for each rotation or educational assignment at the completion of the assignment;
   b. Feedback using multiple methodologies (in-training test scores, attendance records, entrustable professional activities, procedural skills) and multiple evaluators (faculty, peers, patients, self, other healthcare professionals) based on Milestones that have been identified by the RRC and/or other applicable and objective measures of performance formally;
   c. Feedback based on the objective assessments of competence in:
      i. Patient care and procedural skills
      ii. Medical knowledge
      iii. Practice based learning and improvement
      iv. Interpersonal and communication skills
      v. Professionalism
      vi. Systems based practice
4. Establishes thresholds of performance that required remediation and provides recommendations on trainee progress to the Program Director based on areas of concern (if any) identified. Progression may include promotion, remediation, and dismissal, and/or non-renewal of the trainee’s contract.
5. Monitors each trainee’s performance through the continuum of their educational training.

**Responsibilities of the Program Director:**
1. The Program Director has the final authority to make determinations about actions that will be taken based on the CCC’s recommendations about each trainee’s performance.
2. The Program Director has the final authority to make determinations about changes to the educational program based on the CCC’s recommendations.
3. The Program Director or designee provides formal feedback to each trainee no less frequently than semi-annually.
4. The Program Director provides the final summative evaluation of each trainee’s performance.
5. The Program Director assures that trainees have appropriate access to review their final evaluations and feedback when they desire to do so. Trainees do not have access to the CCC’s confidential meeting minutes.
The Dermatology Milestone Project

A Joint Initiative of
The Accreditation Council for Graduate Medical Education
and
The American Board of Dermatology

November 2013
The Dermatology Milestone Project

The Milestones are designed only for use in evaluation of resident physicians in the context of their participation in ACGME accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the resident physician in key dimensions of the elements of physician competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.
Dermatology Milestones Working Group

George W. Turiansky, MD, Chair

Daniel Loo, MD, Vice Chair

Eileen Anthony, MJ

Anna Bruckner, MD

Roy Colven, MD

Marsha Henderson, MD, Resident Member

Antoinette Hood, MD

Steven P. Nestler, PhD

Amy Susan Paller, MD

Jack Resneck Jr., MD

Randall Roenigk, MD

Julie Schaffer, MD

Erik Stratman, MD

R. Stan Taylor, MD
Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine Milestone performance data for each program’s residents as one element in the Next Accreditation System (NAS) to determine whether residents overall are progressing.

For each reporting period, review and reporting will involve selecting the level of milestones that best describes each resident’s current performance level in relation to milestones. Milestones are arranged into numbered levels. Selection of a level implies that the resident substantially demonstrates the milestones in that level, as well as those in lower levels. (See the diagram on page vi.) A general interpretation of levels for the Dermatology Milestones is below.

**Level 1:** The resident demonstrates milestones expected of an incoming or early beginning resident who has had some education in dermatology.

**Level 2:** The resident is advancing and demonstrating additional milestones.

**Level 3:** The resident continues to advance, and is demonstrating additional milestones; the resident consistently demonstrates 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.
Additional Notes

Level 4 is designed as the graduation target but does not represent a graduation requirement. Making decisions about readiness for graduation is the purview of the residency program director. (See the following NAS FAQ for educational milestones on the ACGME's NAS microsite for further discussion of this issue: “Can a resident graduate if he or she does not reach every milestone?”) Study of milestone performance data will be required before the ACGME and its partners will be able to determine whether Level 4 milestones and milestones in lower levels are in the appropriate level within the developmental framework, and whether Milestone data are of sufficient quality to be used for high stakes decisions.

Some milestone descriptions include statements about performing independently. These activities must follow the ACGME supervision guidelines. For example, a resident who performs a procedure or takes independent call must, at a minimum, be supervised through oversight.

Answers to Frequently Asked Questions about the Next Accreditation System (NAS) and milestones are available on the ACGME's NAS microsite: http://www.acgme-nas.org/assets/pdf/NASFAQs.pdf.
The diagram below presents an example set of milestones for one sub-competency in the same format as the Milestone Report Worksheet. For each reporting period, a resident’s performance on the milestones for each sub-competency will be indicated by:

- selecting the level of milestones that best describes the resident’s performance in relation to the milestones
- or,
- selecting the “Has not Achieved Level 1” option

### ICS2. Having Difficult Conversations

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describes the general approach to difficult conversations with patients and families, but usually needs guidance to recognize these situations and to respond appropriately</td>
<td>Recognizes the circumstances related to having difficult conversations with patients and families</td>
<td>Usually communicates effectively in difficult conversations with patients and families, including some complex or unusual circumstances</td>
<td>Consistently communicates effectively in difficult conversations with patients and families in routine and complex circumstances</td>
<td>Role models an effective and sensitive approach to difficult conversations with patients and families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begins to effectively communicate in routine clinical situations, but requires guidance in complex or unusual circumstances</td>
<td>Customizes communication of emotionally difficult information with patients and families</td>
<td>Is regularly sought out by junior learners, peers and other members of the health care team for his/her ability to have difficult conversations in complex or unusual circumstances</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as some milestones in the higher level(s).
## DERMATOLOGY MILESTONES

### ACGME Report Worksheet

### PC1. History, Examination, and Presentation

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance, consistently able to identify key historical or physical examination findings and recognize their significance</td>
<td>Consistently obtains accurate, targeted history and examination for routine conditions efficiently; <strong>needs guidance</strong> with subtle or complex findings</td>
<td>Consistently able to extract difficult-to-elicit but pertinent information and clinical findings; <strong>occasionally needs guidance</strong> with subtle or complex findings</td>
<td>Consistently identifies information and subtle clinical patterns to diagnose complex disorders</td>
<td>Role models and teaches how to obtain a history and physical examination, and is <strong>regularly sought out</strong> by other members of the health care team</td>
<td></td>
</tr>
<tr>
<td><strong>Consistently</strong> demonstrates use of basic dermatologic terminology, but <strong>often needs guidance</strong> with precise description of skin disease morphology</td>
<td>Usually gives a targeted presentation using appropriate terminology and providing pertinent negatives</td>
<td><strong>Consistently</strong> gives targeted and precise presentation with pertinent negatives</td>
<td></td>
<td>Teaches presentation techniques and demonstrates mastery of descriptive language</td>
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<tr>
<td>Presentations are <strong>often unfocused</strong></td>
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### Comments:

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### PC2. Diagnostic Tests

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<tbody>
<tr>
<td></td>
<td>Occasionally able to perform and interpret in-office tests, such as KOH preparations and scrapings for ectoparasites</td>
<td>Usually performs in-office tests proficiently</td>
<td>Consistently selects clinically-appropriate laboratory and imaging tests</td>
<td>Consistently performs in-office tests proficiently and interprets results correctly</td>
<td>Teaches junior learners to accurately interpret laboratory and imaging test results, including the selection of tests that are evidence-based and cost-effective</td>
</tr>
</tbody>
</table>

| Comments: | | | | | | |

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### PC3. Dermatopathology Application

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</tr>
</thead>
<tbody>
<tr>
<td>Seeks clinicopathologic correlation</td>
<td>Usually interprets and applies findings to clinical care accurately for common neoplasms</td>
<td>Usually interprets and applies findings to clinical care accurately, including for uncommon neoplasms and common inflammatory dermatoses</td>
<td>Consistently interprets and correlates specimens accurately</td>
<td>Performs at the level of someone with advanced education in dermatopathology and teaches clinicopathologic correlation</td>
<td></td>
</tr>
<tr>
<td>Ensures accurate completion of pathology requisition forms</td>
<td>Reviews own biopsy slides</td>
<td>Usually interprets the results of special stains</td>
<td>Articulates the limitations and challenges of dermatopathologic interpretation</td>
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</table>

**Comments:**

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<tbody>
<tr>
<td></td>
<td>Consistently able to prescribe medications, but usually requires guidance for indications, contraindications, dosing, and monitoring</td>
<td>Usually selects appropriate medications for common dermatologic disorders</td>
<td>Consistently selects appropriate medication and changes to medical therapy and usually selects appropriate systemic medication for management of complex diseases</td>
<td>Usually able to select alternative medications for patients with recalcitrant disease or significant side effects from therapy</td>
<td>Role models appropriate medical management</td>
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<tr>
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<td>Consistently selects correct vehicle and quantity for topical medications</td>
<td>Consistently monitors for side effects, including ordering appropriate tests</td>
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<td>Consistently prescribes and manages systemic medications for common dermatologic disease</td>
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<td>Usually recognizes common and serious side effects, but needs direction in ordering monitoring tests</td>
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Comments:
### PCS. Pediatric Treatment

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- Seeks to integrate age and developmental status when managing or evaluating children
- Occasionally integrates age, development status, and psychosocial factors into care
- Consistently uses weight-based dosing with guidance when prescribing medications for children
- Consistently performs simple procedures on children with guidance
- Seeks input on medicolegal issues (e.g., prescribing to unaccompanied minors, child abuse, etc.)
- Usually integrates age, development status, and psychosocial factors into care of common disorders
- Consistently uses weight-based dosing when prescribing medications for children
- Consistently performs simple procedures on children independently
- Consistently integrates age, development status, and psychosocial factors into care of common, uncommon, and complex patients
- Consistently counsels patients and families with certain disorders, such as birthmarks and genodermatoses
- Performs at the level of someone with advanced education in pediatric dermatology and serves as a role model

**Comments:**

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### PC6. Surgical Treatment

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<tbody>
<tr>
<td><strong>Consistently</strong> implements universal precautions; obtains informed consent for biopsy; performs antisepsis; and administers local anesthesia for common procedures</td>
<td><strong>Consistently</strong> able to assess and counsel patients for <strong>basic</strong> procedures <strong>Usually</strong> able to perform a pre-operative assessment and to set up surgical instrumentation <strong>Consistently</strong> able to perform skin preparation and to administer local anesthesia for more complex procedures <strong>Usually</strong> performs basic procedures, such as malignant destruction and excision sutured by layered closure, <strong>with guidance</strong> <strong>Consistently</strong> able to manage post-operative care and minor complications</td>
<td><strong>Consistently</strong> able to assess and counsel patients for <strong>advanced</strong> procedures, such as Mohs micrographic surgery and laser therapy; able to assess patients for minimally-invasive cosmetic dermatologic procedures <strong>Usually</strong> able to prepare a patient for advanced procedures (e.g., use of pre- and post-operative antibiotics, sedatives, and narcotics; choice of appropriate anesthetic agent, including arrangement for general anesthesia if required) <strong>Consistently</strong> performs basic procedures, such as malignant destruction and excision sutured by layered closure</td>
<td><strong>Usually</strong> able to assess patients for invasive cosmetic procedures, such as laser resurfacing, hair transplantation, and liposuction</td>
<td><strong>Consistently</strong> able to surgically treat most skin cancers by demonstrating a knowledge of relevant anatomy to guide intra-operative surgical decision-making</td>
<td>Serves as a <strong>role model</strong> in performing basic and advanced procedures with consistent high quality outcomes with low complication rates <strong>Performs at the level of someone with advanced education in procedural dermatology</strong></td>
</tr>
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<td>Usually performs complex reconstruction, such as flaps and grafts, with guidance</td>
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<tr>
<td>Observes or assists in Mohs micrographic surgery and non-invasive cosmetic procedures, such as soft tissue augmentation, botulinum toxin injections, and laser</td>
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<td>Consistently able to manage most complications related to surgery</td>
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Comments:
### PC7. Diagnosis, Management Decisions and Patient Education

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<tbody>
<tr>
<td>Consistently formulates a limited differential diagnosis, but usually needs guidance in prioritizing diagnoses</td>
<td>Consistently develops a differential diagnosis that includes common disorders and some more complex conditions and only occasionally needs guidance for prioritization</td>
<td>Consistently develops a comprehensive and weighted differential diagnosis</td>
<td>Consistently and independently educates patients</td>
<td>Models and teaches development of a comprehensive and weighted differential diagnosis</td>
<td>Role models patient education, including ensuring that current, high-quality patient education is available in the practice setting; is a public patient advocate</td>
</tr>
<tr>
<td>Occasionally able to formulate an appropriate management plan for common disorders, but usually needs guidance</td>
<td>Usually counsels patients about prevention, disease expectations, treatment, and longitudinal care</td>
<td>Usually educates patients with common and complex disorders with guidance</td>
<td>Consistently makes independent management decisions, including customizing care in the context of patient preferences, overall health, and ability to comply</td>
<td>Models management decision-making and actively seeks to improve (for example, using Maintenance Of Certification, Component 4)</td>
<td>Actively seeks new opportunities for utilization of external resources</td>
</tr>
<tr>
<td>Usually able to formulate appropriate management plans for patients with common disorders, including longitudinal continuity care</td>
<td>Usually suggests appropriate specialist consultations</td>
<td>Consistently makes management decisions for patients with common disorders, but usually needs guidance for patients with complex disorders; consistently tailors counseling and management decisions for individual patient needs and preferences</td>
<td>Consistently seeks appropriate specialist consultations</td>
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**Comments:**
### MK1. Medical Dermatology

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<tbody>
<tr>
<td>Demonstrates rudimentary knowledge of common skin disorders</td>
<td>Demonstrates knowledge of the clinical and laboratory manifestations, expected course, and management options of common medical dermatologic disorders; distinguishes most urgent from non-urgent dermatological conditions</td>
<td>Usually demonstrates knowledge of the clinical and laboratory manifestations, expected course and management options of common, uncommon, and complex medical dermatologic disorders; identifies and usually manages urgent dermatological conditions</td>
<td>Consistently demonstrates comprehensive knowledge of the clinical and laboratory manifestations, expected course, and management options of common, uncommon, and complex medical dermatologic disorders; identifies and manages urgent dermatological conditions</td>
<td>Demonstrates mastery of and teaches the clinical and laboratory manifestations, expected course, and management options of common, uncommon, and complex medical dermatologic disorders, preventive care, and socio-behavioral aspects of medical dermatologic disorders</td>
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Comments:
### MK2. Pediatric Dermatology

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</thead>
<tbody>
<tr>
<td>Demonstrates <strong>rudimentary</strong> knowledge of common skin disorders in pediatric patients</td>
<td>Demonstrates knowledge of the clinical and laboratory manifestations, expected course, and management options of common pediatric dermatologic disorders</td>
<td>Demonstrates knowledge of clinical and laboratory manifestations, expected course, and management options of common and some complex pediatric dermatologic disorders, including neonatal dermatoses, birthmarks and vascular anomalies, and genetic disorders</td>
<td>Demonstrates <strong>comprehensive</strong> knowledge of clinical and laboratory manifestations, expected course, and management options of common, uncommon, and complex pediatric dermatologic disorders, including neonatal dermatoses, birthmarks and vascular anomalies, and genetic disorders</td>
<td>Demonstrates mastery of and teaches the clinical and laboratory manifestations, expected course, and management options of common, uncommon, and complex pediatric dermatologic disorders, including socio-behavioral aspects and the value of preventive care in pediatric dermatology</td>
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**Comments:**

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<tbody>
<tr>
<td>Demonstrates knowledge of the basic concepts of antisepsis, pharmacokinetics of local anesthesia, and wound healing, including management of clean wounds and signs of infection</td>
<td>Demonstrates knowledge of suture material used in the skin and complex concepts of wound healing, including chronic ulcers and other complex wounds</td>
<td>Demonstrates knowledge of tissue biomechanics and optimal wound closure, including the design of flaps and grafts</td>
<td>Demonstrates knowledge of the methodology of procedures such as Mohs micrographic surgery, soft tissue augmentation, botulinum toxin injections, and laser</td>
<td>Demonstrates mastery of and teaches the indications, cost effectiveness, and efficient execution of all steps in basic cutaneous surgical procedures, including biopsy, excision, electrosurgery, cryosurgery, vascular lasers, and simple, intermediate or complex repairs, including flaps and grafts</td>
</tr>
<tr>
<td>Recognizes the reasons for protocol-driven procedural safety, including universal precautions and informed consent</td>
<td>Demonstrates knowledge of topical anatomy and relevant underlying structures</td>
<td>Demonstrates mastery in identifying topical anatomy and relevant underlying structures</td>
<td>Demonstrates knowledge of the science of device-tissue interaction for commonly used tools in dermatologic surgery, including liquid nitrogen, electrosurgical devices, and laser physics</td>
<td>Demonstrates mastery of and teaches the indications and cost-effectiveness of Mohs micrographic surgery, and performs this procedure at the level of someone with advanced training in procedural dermatology</td>
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</table>
| Demonstrates knowledge of relevant oral sedatives or analgesics, including narcotics | Demonstrates knowledge of the concepts and principles of non-invasive cosmetic procedures, such as botulinum toxin injections, soft tissue augmentation, and some light-based therapies | Demonstrates mastery of and teaches the
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<tr>
<th>Version 11/2013</th>
<th>Recognizes the indications for pre- and post-operative antibiotic use</th>
<th>appropriate indications for a diversity of cosmetic dermatologic procedures, and performs these procedures at the level of someone with advanced training in procedural dermatology</th>
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<td>Comments:</td>
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<tr>
<td>Identifies <strong>basic</strong> histology of the skin and inflammatory cells</td>
<td>Recognizes histologic patterns of inflammatory disease and common neoplastic conditions</td>
<td>Occasionally identifies histopathologic findings of common skin disorders correctly</td>
</tr>
<tr>
<td></td>
<td>Formulates a <strong>limited</strong> differential diagnosis of pathologic findings</td>
<td>Formulates an <strong>expanded</strong> differential diagnosis for inflammatory and non-inflammatory disorders</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge of direct and indirect immunofluorescence tests and correct locations for biopsies</td>
<td>Demonstrates knowledge of the indications and cost of special stains, immunofluorescence, and immunohistochemistry</td>
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<td>Demonstrates knowledge of relevant special stains</td>
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<tr>
<td></td>
<td>Demonstrates rudimentary knowledge of basic science relevant to dermatologic conditions</td>
<td>Occasionally applies basic science knowledge to dermatologic disorders</td>
<td>Usually applies basic science knowledge to dermatologic disorders, and relates advances in basic science to clinical practice</td>
<td>Consistently demonstrates ability to organize, present, and apply relevant basic science knowledge to the care of dermatology patients</td>
<td>Organizes, teaches, and models application of relevant and recent basic science knowledge in the care of dermatology patients</td>
</tr>
<tr>
<td></td>
<td>Needs frequent guidance in applying basic science knowledge to dermatologic disorders</td>
<td>Occasionally formulates clinical questions raised by new basic science information</td>
<td>Usually formulates clinical questions raised by new basic science information</td>
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Comments:
### SBP1. Adapts easily and works effectively in various healthcare delivery settings and systems

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<tr>
<td>Completes all required tasks for residency and first rotation site orientation</td>
<td>Articulates health care missions at participating sites</td>
<td>Utilizes electronic medical record (EMR) efficiently and independently</td>
<td>Effectively navigates systems to overcome obstacles to optimal patient care (for example, facilitating access to care)</td>
<td>Recognizes the differences between a system change and a work-around (a bypass of a recognized system fault that attempts to improve efficiency)</td>
<td>Adapts learning from one system or setting to another, and in this way, can effect or stimulate improvements in a system, and does so when the need arises</td>
</tr>
<tr>
<td>Maintains access to all needed systems</td>
<td></td>
<td>Identifies target patient populations, and the differences in demographics and needs of these populations at each participating site</td>
<td>Identifies target patient populations, differences in demographics, and can utilize the appropriate agencies/resources to address specific needs of these populations</td>
<td>Identiﬁes at least one work-around, explores opportunities for change, and when possible, takes steps to improve the system fault that incited it</td>
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<td>Accesses support services appropriately at different practice sites</td>
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**Comments:**

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### SBP2. Works effectively within an interprofessional team

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<tr>
<td>Level 1</td>
<td>Identifies members of the team who coordinate patient care</td>
<td>Utilizes and consults with other health care providers in coordination of patient care</td>
<td>Delegates tasks appropriately to members of the health care team</td>
<td>Demonstrates how to manage, utilize, and coordinate the interprofessional team</td>
<td>Leads an interdisciplinary team</td>
</tr>
<tr>
<td></td>
<td>Describes own role as member of the health care team</td>
<td>Appropriately communicates and coordinates care with the primary care and/or referral provider(s)</td>
<td>Attends and contributes to academic department/division retreats (or similar organizational venue), as well as to clinic team/staff meetings at participating sites</td>
<td>Participates in an interdisciplinary team meeting for clinic or program improvement</td>
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<td>Describes unique contributions (knowledge, skills, and attitudes) of other health care professionals, and seeks their input for appropriate issues</td>
<td>Facilitates checklist-guided briefings (for example pre-procedure timeouts) in health care activities</td>
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<td>Describes the use of checklists and briefings to prevent adverse events in health care; recognizes the roles of team members and participates in briefings</td>
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<tr>
<td>Articulates understanding of the limitations of the health care system and potential for systems errors</td>
<td>Participates in discussion during conferences that highlight systems errors</td>
<td>Leads discussion during conferences that highlight systems errors</td>
<td>Consistently encourages open and safe discussion of error, and begins to identify and analyze error events</td>
<td>Consistently encourages open and safe discussion of errors, and characteristically identifies and analyzes error events, habitually approaching medical errors with a system solution methodology</td>
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<td>Articulates understanding of institutional risk-management resources available</td>
<td>Articulates understanding of the intersection of the legal system and health care system in the context of medical errors</td>
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<td>Begins to identify the social/governmental services necessary for vulnerable populations, including determination of eligibility for services and delivery of some aspects of care</td>
<td>Consistently identifies the social/governmental services necessary for vulnerable populations, including determination of eligibility for services and delivery of some aspects of care</td>
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<td>Begins to advocate for optimal patient care in the setting of interdisciplinary interactions (for example, discussions with insurance companies or care providers in other specialties)</td>
<td>Consistently advocates for optimal patient care in the setting of interdisciplinary interactions</td>
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<tr>
<td>Articulates awareness of health care costs</td>
<td>Demonstrates knowledge of how a patient's health care is paid for, and how this affects the patient's care</td>
<td>Articulates awareness of common socio-economic barriers that impact patient care</td>
<td>Articulates an awareness of current debates/issues of health care financing and how it will affect patients, providers, third party payers, and other stakeholders</td>
<td>Demonstrates the incorporation of cost-awareness principles into complex clinical scenarios</td>
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<td>Considers cost of medical and surgical therapies, and incorporates this into therapy decisions and discussions with the patient</td>
<td>Articulates understanding of how cost-benefit analysis is applied to patient care (that is, via principles of screening tests and the development of clinical guidelines)</td>
<td>Identifies the role of various health care stakeholders, including providers, commercial and government payers, and pharmaceutical industry and medical device companies, and their varied impact on the cost of and access to health care</td>
<td>Identifies inherent biases of interactions with pharmaceutical and medical device industries</td>
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<td>Demonstrates awareness of minimizing unnecessary care, including tests, procedures, therapies, and ambulatory or hospital encounters</td>
<td>Consistently applies principles of coding (ICD-9/10) and reimbursement</td>
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<tr>
<td>of coding (ICD-9/10) and reimbursement (E&amp;M levels/procedures) appropriate to medical record documentation</td>
</tr>
<tr>
<td>Identifies and minimizes unnecessary care, including tests, procedures, therapies, and ambulatory or hospital encounters</td>
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Comments:
# PBLU1. Appraise and assimilate scientific evidence

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<tr>
<td></td>
<td>When directed, accesses appropriate print or electronic resources to find dermatology information requested or assigned</td>
<td>Without being directed, accesses appropriate print or electronic resources to find dermatology information requested or assigned</td>
<td>Actively seeks appropriate resources to find dermatology information to answer clinical questions without being requested or assigned this task</td>
<td>Incorporates principles and basic practices of evidence-based practice and information mastery into clinical practice</td>
<td>Independently teaches and assesses evidence-based medicine and information mastery techniques</td>
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<td></td>
<td>Navigates electronic databases of indexed citations and abstracts to medical sciences journal articles</td>
<td>Identifies critical threats to study validity and generalizability when reading a research paper or study synopsis</td>
<td>Applies a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews, meta-analyses, and clinical practice guidelines</td>
<td>Identifies alternative resources to answer clinical questions (for example, microbiology lab director, E&amp;M coding guidelines, Medicare policies, CDC reporting requirements)</td>
<td>Cites evidence supporting several common practices in his or her practice</td>
</tr>
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<td></td>
<td>Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning, and can categorize the study design of a research study</td>
<td>Identifies well conducted research that impacts patient care</td>
<td>Critically evaluates information from others, including colleagues, experts, industry representatives, and patients</td>
<td>Summarizes complex medical topics through effective information</td>
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<td></td>
<td>Provides appropriate reference lists for prepared hand-out/notes or other program-specific assignments</td>
<td>Actively participates by leading article review discussion and by asking appropriate questions during journal club/journal review activities</td>
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<td>Synthesis and presentation of material within time allotted</td>
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<tbody>
<tr>
<td>Usually asks for feedback</td>
<td>Consistently asks for feedback</td>
<td>Self-assessment or learning plan demonstrates a balanced and accurate assessment of competence and areas for continued improvement</td>
<td>Performs mostly self-directed learning, integrating multiple feedback and assessment sources, with little external guidance</td>
<td>Regularly seeks to determine and maintain knowledge of best evidence supporting common practices, demonstrating consistent behavior of regularly reviewing evidence in common practice areas</td>
</tr>
<tr>
<td>Relies on teachers and colleagues for immediate information needs</td>
<td>Reviews feedback, acknowledges gaps in personal knowledge and expertise, and uses feedback/assessments to develop learning plans with some assistance</td>
<td>Identifies, in journal club or other educational venues, when new evidence, guidelines, or information should change how the resident or department functions</td>
<td>Demonstrates an effective method, system, or process for staying current with relevant changes in clinical dermatology and dermatology medical knowledge</td>
<td>Demonstrates an effective method, system, or process for staying current with relevant changes in dermatology health policy and practice management</td>
</tr>
<tr>
<td>Participates in the collection and analysis of program-specific resident competency data (for example, patient logs, procedure logs, and treatment logs)</td>
<td>Remains open to criticism of performance, avoids defensiveness or denial of constructive criticisms received</td>
<td>Identifies personal gaps in achieving necessary or desired aspects of residency education and communicates these with program director</td>
<td>Identifies personal gaps in achieving necessary or desired aspects of residency education and communicates these with program director</td>
<td>Identifies personal gaps in achieving necessary or desired aspects of residency education and communicates these with program director</td>
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<tr>
<td>Identifies the process for incident and error reporting in the institution</td>
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<tbody>
<tr>
<td>Identifies problems in health care delivery and sees the quality gap in care</td>
<td>Identifies the basic processes involved in quality improvement</td>
<td>Reviews local gaps in quality, and identifies systems and human errors that contribute to gaps in quality</td>
<td>Assesses outcomes of quality improvement efforts, and applies these towards continuous quality improvement</td>
<td>Continues to engage in innovative quality improvement activities appropriate to practice venue, including activities that prepare the resident for Maintenance Of Certification, Component 4</td>
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<tr>
<td>Identifies deviations from standards of dermatologic care (for example, identifies when guidelines of care were not followed, and when over- or under-utilization of diagnostic testing and therapy has occurred)</td>
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<td>Critically appraises current or proposed quality improvement interventions</td>
<td>Participates in quality improvement activities</td>
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<td>Identifies some stakeholders involved in quality gaps</td>
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<td>Defines and constructs process and outcome measures</td>
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<tbody>
<tr>
<td>Provides education on a few basic dermatology topics to patients and other learners</td>
<td>Creates presentations that incorporate digital images</td>
<td>Summarizes complex medical topics through effective information synthesis and presentation of material</td>
<td>Assumes a significant role in clinically teaching learners</td>
<td>Continues to teach others, including non-dermatology providers, about dermatology</td>
<td></td>
</tr>
<tr>
<td>Actively participates in conferences</td>
<td>Able to synthesize medical topics, with some help, for presentations</td>
<td>Actively participates in activities designed to develop and improve teaching skills</td>
<td>Presents information in a well-rehearsed, confident manner within the allotted time</td>
<td>Seeks feedback on teaching others, and incorporates plan to address areas for teaching improvement</td>
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Comments:
**PROF1. Practices medicine ethically**

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<tr>
<td>Truthfully documents and reports clinical information</td>
<td>Treats all patients with respect and dignity, regardless of socioeconomic, racial, or ethnic background or sexual orientation</td>
<td>Educes junior learners and ancillary staff members in, and models adherence to, institutional and departmental policies and procedures, proper use of social media, equitable and empathic treatment of all patients, and maintaining patient confidentiality</td>
<td>Demonstrates ethical and professional behavior, and manages real and potential conflicts of interest in all professional activities, including patient care, research, publication, and relationships with industry</td>
<td>Adheres to federal and state regulations regarding digital privacy, HIV privacy, access to medical records, and records storage</td>
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</tr>
<tr>
<td>Reads and abides by formal policies and procedures (for example, program, departmental, GME, HIPAA, use of clinical images, social media)</td>
<td>Adheres to the American Board of Dermatology’s (ABD) honor code and policies regarding academic honesty in preparing for and taking the annual in-service and certifying examinations</td>
<td>Displays academic honesty and avoids plagiarism in talks, presentations, and publications</td>
<td>Has achieved sufficient self-awareness and understanding to manage work-life balance, and to recognize signs of impairment, mental illness, substance abuse, or burnout in oneself or one’s colleagues to take appropriate action</td>
<td>Avoids inappropriate or problematic relationships with patients, staff members, other residents, and students</td>
<td></td>
</tr>
<tr>
<td>Completes institutional confidentiality training and maintains confidentiality of protected health information</td>
<td>Understands a physician’s fiduciary obligation to patients, and consistently places patient care needs above self-interest</td>
<td>Performs all human subjects research in accordance with federal, state, and institutional regulations and guidelines</td>
<td>Does not engage in misleading statements or puffery or use false testimonials when promoting his or her practice</td>
<td>Does not engage in misleading statements or puffery or use false testimonials when promoting his or her practice</td>
<td></td>
</tr>
<tr>
<td>Understands the actions and relationships that constitute potential boundary crossings and violations, and actively avoids these</td>
<td>Recognizes, manages, and understands the actions and relationships that constitute potential boundary crossings and violations, and actively avoids these</td>
<td>Recognizes, manages, and understands the actions and relationships that constitute potential boundary crossings and violations, and actively avoids these</td>
<td>Bills honestly, avoiding dishonest upcoding or inflated documentation</td>
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**Version 11/2013**

discloses obvious conflicts of interest in publications and presentations

Aware of pitfalls of self-care and care of family members and associates, and under what circumstances these are either inappropriate or illegal

Responds promptly and appropriately to clinical responsibilities (for example, timely reporting for duty, completion of medical records, returning patient phone calls, answering pages); carries out timely interactions with colleagues, patients, and their designated caregivers; promptly completes clinical, administrative, and curricular tasks
**PROF2. Committed to lifelong learning and improvement**

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<tbody>
<tr>
<td>Aware of personal errors</td>
<td>Admits to limitations and personal errors, and knows when and whom to ask for help</td>
<td>Develops self-improvement plan to address limitations and personal errors</td>
<td>Assists junior residents in recognizing their own limitations</td>
<td>Mentors residents/new graduates on how to recognize limitations and develop self-improvement plans</td>
<td></td>
</tr>
<tr>
<td><em>Usually</em> elicits feedback from faculty members</td>
<td>Accepts constructive feedback and strives to improve</td>
<td>Provides feedback to junior residents and medical students</td>
<td>Describes key elements in how to provide effective feedback</td>
<td>Effectively provides feedback to peers, office staff, and other learners</td>
<td></td>
</tr>
<tr>
<td>Explains how team work benefits patient care</td>
<td>Explains the concept of leading by example</td>
<td>Assumes leadership role among the resident group (for example, as chief resident, project manager); serves as a role model for junior residents</td>
<td>Describes the fundamental skill set for effective leadership</td>
<td>Takes a leadership role within the practice/department or in regional, state, or national organizations</td>
<td></td>
</tr>
<tr>
<td>Requires direction in determining what is important in learning goals</td>
<td>Lists and organizes the topics and subtopics that must be learned for patient care and to pass the ABD certifying examination</td>
<td>Lists gaps of knowledge and devises plan for improvement</td>
<td>Capable of passing the ABD certifying examination</td>
<td>Understands the ABD Maintenance Of Certification program, and fulfills state licensure requirements</td>
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Comments:
### PROF3. Patient care is the first priority

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<tr>
<td>Recognizes the challenges of balancing professional and personal life</td>
<td>May need assistance with time management and setting priorities, but all patient care activities are completed in a timely fashion</td>
<td>Establishes list of priorities and effective time management that enables successful pursuit of professional and personal goals</td>
<td>Adjusts priorities in response to changing demands</td>
<td>Provides advice and assistance for peers or other learners experiencing major changes affecting professional or personal life</td>
<td></td>
</tr>
<tr>
<td>Demonstrates empathy and compassion to patients; respects patient dignity and autonomy</td>
<td>Consistently demonstrates empathy and compassion to patients of all ages</td>
<td>Consistently demonstrates empathy and compassion to patients of all ages, including difficult or challenging patients</td>
<td>Anticipates the needs of patients, and works to meet those needs in daily practice</td>
<td>Is a proactive advocate for individual patients and their families</td>
<td></td>
</tr>
<tr>
<td>Describes common opportunities for patient advocacy in the outpatient setting</td>
<td>Seeks appropriate resources to advocate for individual patient needs with assistance</td>
<td>Demonstrates effective strategies to manage conflict when patient values differ from his or her own values</td>
<td>Effectively advocates for individual patient needs</td>
<td>Embraces the physician’s role in understanding and addressing causes of disparity in disease and suffering</td>
<td></td>
</tr>
<tr>
<td>Treats patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age, sexual orientation, or socioeconomic status</td>
<td>Recognizes when patient values differ from his or her own values and how this might affect the physician-patient interaction</td>
<td>Discusses ideas and strategies to offset disparities in health care for specific dermatologic diagnoses</td>
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**Comments:***

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<tbody>
<tr>
<td>Describes the concepts of communication in the clinical setting, but usually needs guidance in using them to build rapport in encounters with patients and families</td>
<td>Usually communicates effectively and builds rapport with patients and families in routine encounters, but requires guidance in stressful encounters</td>
<td>Consistently communicates effectively and builds rapport with patients and families in routine encounters, occasionally requiring guidance in stressful encounters</td>
<td>Consistently communicates effectively and builds rapport with patients and families in routine and stressful encounters</td>
<td>Consistently recognizes and effectively uses non-verbal communication skills in relating to patients and families</td>
<td>Role models the communication skills necessary to build rapport with patients and families; uses a wide range of communication skills to optimize care in stressful or contentious situations</td>
</tr>
<tr>
<td>Begins to demonstrate sensitivity to socio-cultural practices</td>
<td>Occasionally recognizes non-verbal cues from patients and uses non-verbal skills to convey empathy, but requires guidance in time-pressed, complex, and stressful situations</td>
<td>Usually recognizes non-verbal cues from patients, and uses non-verbal skills to convey empathy</td>
<td>Usually paces clinical interviews appropriately, spending extra time when indicated</td>
<td>Consistently maintains composure in difficult patient and family encounters</td>
<td>Coaches others to improve communication skills and to work effectively with vulnerable populations</td>
</tr>
<tr>
<td>Speaks in easily understandable language and avoids technical jargon</td>
<td>Actively seeks the patient’s and family’s perspective; uses patient hand-outs and/or diagrams to explain diseases and treatments when appropriate</td>
<td>Considers patient beliefs in shaping the patient-physician relationship and therapeutic plan</td>
<td>Consistently paces clinical interviews appropriately</td>
<td>Is regularly sought out by junior learners, peers, and other members of the health care team for his or her ability to allay fears and effectively address the concerns of patients and families</td>
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<tr>
<td>Written instructions to patients related to diagnostic tests, risk/benefits of treatment, treatment alternatives, and therapeutic plans (including prescriptions), and assesses patient comprehension</td>
<td>Adapts patient/family-related information gathering to social and cultural context</td>
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<td>Identifies special communication needs of vulnerable populations (for example, pediatric and elderly patients, persons with disabilities or illiteracy, immigrants, refugees, veterans, prisoners); appropriately uses translators to facilitate communication with patients and families</td>
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<td>Demonstrates appropriate face-to-face interaction while using the electronic medical record or completing the patient health record</td>
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### ICS2. Having Difficult Conversations

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<tr>
<td>Describes the general approach to difficult conversations with patients and families, but usually <strong>needs guidance</strong> to recognize these situations and respond appropriately.</td>
<td>Recognizes the circumstances related to having difficult conversations with patients and families.</td>
<td>Usually communicates effectively in difficult conversations with patients and families, including some complex or unusual circumstances.</td>
<td>Consistently communicates effectively in difficult conversations with patients and families in <strong>routine and complex</strong> circumstances.</td>
<td>Role models an effective and sensitive approach to difficult conversations with patients and families. Is regularly <strong>sought out</strong> by junior learners, peers, and other members of the health care team for his or her ability to effectively handle difficult conversations in complex or unusual circumstances.</td>
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**Comments:**
### ICS3. Team Member Respect and Care Coordination

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<tr>
<td>Recognizes the importance of the other members of the health care team and the need to communicate in ways that show appreciation for the skills and contributions of other professionals</td>
<td>Communicates effectively with health care team members in ways that demonstrate appreciation for their skills and contributions in <strong>routine</strong> situations, but <em>requires guidance</em> in difficult or contentious situations</td>
<td>Consistently communicates effectively with health care team members in ways that demonstrate appreciation for their skills and contributions in <strong>routine</strong> situations, <em>occasionally requiring guidance</em> in difficult or contentious situations</td>
<td>Consistently communicates effectively with health care team members in ways that demonstrate appreciation for their skills and contributions in <strong>routine and difficult or contentious</strong> situations</td>
<td>Role models communication that shows appreciation for all members of the health care team, including in difficult or contentious situations</td>
<td>Is regularly sought out by junior learners, peers, and other members of the health care team for his or her ability to communicate effectively in a team-based approach to care</td>
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**Comments:**
### ICS4. Communication and Consultation with Other Physicians

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<tr>
<td>Begins to recognize situations where consultation is needed, and the importance of effective communication with supervisors, consultants, and referring health care providers</td>
<td>Obtains and provides consultation and communicates effectively with supervisors, consultants, and referring providers in routine patient care situations, but needs guidance in complex or nuanced circumstances</td>
<td>Consistently obtains and provides consultation and communicates effectively and efficiently with supervisors, consultants, and referring providers in routine patient care situations, occasionally needing guidance in complex or nuanced situations</td>
<td>Consistently obtains and provides consultation independently, and communicates effectively and efficiently with supervisors, consultants, and referring providers in routine and complex or nuanced patient care situations</td>
<td>Role models coordination and ongoing communication with supervisors, consultants, and referring providers</td>
<td>Is regularly sought out by junior learners, peers, and other members of the health care team for his or her skill in functioning effectively both as consultant and consultant</td>
</tr>
<tr>
<td>Demonstrates receptiveness to requests for consultations from other specialties and communicates promptly with referring providers</td>
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<td>Consistently respectful of the opinions of colleagues, and works to resolve conflicts through proper channels and communication</td>
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### IC5S. Medical Documentation

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<tr>
<td>Recognizes the importance of accuracy in documenting information in the patient record, as well as of the use of medical records in patient care. Recognizes that accurate and prompt completion of patient records contributes to patient safety and reduces the risk of medical error.</td>
<td>Consistently documents office visits, consultations, letters to referring providers, procedures, and counseling with clearly written and relevant information for routine situations, but occasionally needs assistance with complex situations. Ensures that patient records and orders are accurate, comprehensive, timely, and legible with attention to preventing confusion and error.</td>
<td>Consistently ensures that patient records, including outpatient and inpatient consultations and transitions of care, are promptly and accurately documented for routine and complex situations.</td>
<td>Provides some examples of the medicolegal repercussions of inappropriate medical record documentation.</td>
<td>Serves as role model for, and consultant to, junior learners, peers, and other members of the healthcare team in patient record documentation.</td>
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**Comments:**

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UNC DERMATOLOGY RESIDENCY
END OF YEAR EVALUATION SUMMARY 2017-18

Resident name __________________________ PGY ___________ Date ______

1. **BASIC/Core Examinations:**
   - *Medical Knowledge* (knowledge and application of basic science)
   - *Practice Based Learning and Improvement* (use of evidence from scientific studies, application of research and statistical methods, use of information technology)

<table>
<thead>
<tr>
<th>Raw score</th>
<th>Your Class average:</th>
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<tr>
<td>Percentile</td>
<td>Your Class average:</td>
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   **Strengths:** ____________________________________________________________________________
   **Weaknesses:** ____________________________________________________________________________

2. **Clinical Competency Evaluation (Sept):**
   - *Patient Care* (caring and respectful behavior, interviewing, counsel and educate patient and families, perform medical procedures, work within a team)
   - *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)
   - *Practice Based Learning and Improvement* (facilitate learning of others)
   - *Interpersonal and Communication Skills* (creation of a professional relationship with patients)
   - *Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)
   - *Systems Based Practice* (working within an university hospital medical system, understanding use of consultants in the care of patients, realizing the impact of insurance issues on the practice of medicine)

   Reviewed your score:    Your Class average: ______

3. **360 Milestones Global Rating Evaluation (faculty, self, staff and peers)**
   - *Patient Care* (caring and respectful behavior, interviewing, counsel and educate patient and families, perform medical procedures, work within a team)
   - *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)
   - *Practice Based Learning and Improvement* (facilitate learning of others)
   - *Interpersonal and Communication Skills* (creation of a professional relationship with patients)
   - *Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)

   Your Winter Score:
   Self-assessment completed and reviewed
   Your Summer Score:

326
4. **Personal Feedback (April):**

   *Patient Care* (caring and respectful behavior, interviewing, counsel and educate patient and families, perform medical procedures, work within a team)

   *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)

   *Practice Based Learning and Improvement* (facilitate learning of others)

   *Interpersonal and Communication Skills* (creation of a professional relationship with patients)

   *Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)

   *Systems Based Practice* (working within a university hospital medical system, understanding use of consultants in the care of patients, realizing the impact of insurance issues on the practice of medicine)

   Reviewed

5. **American Board of Dermatology Evaluation**

   *Patient Care* (caring and respectful behavior, interviewing, counsel and educate patient and families, perform medical procedures, work within a team)

   *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)

   *Practice Based Learning and Improvement* (facilitate learning of others)

   *Interpersonal and Communication Skills* (creation of a professional relationship with patients)

   *Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)

   *Systems Based Practice* (working within a university hospital medical system, understanding use of consultants in the care of patients, realizing the impact of insurance issues on the practice of medicine)

   Strengths include:

   Areas to address:

6. **Speaker Score**

   *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)

   *Practice Based Learning and Improvement* (facilitate learning of others)

   *Interpersonal and Communication Skills* (creation of a professional relationship with patients)

   *Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)

   **Score**

   **Team average:**

7. **Portfolio & Independent Learning Plan**

   *Medical Knowledge* (investigatory and analytical thinking, knowledge and application of basic science)

   *Practice Based Learning and Improvement* (use of evidence from scientific studies, application of research and statistical methods, use of information technology)
8. **Procedure Log**  
*Patient Care* (perform medical procedures)  
Reviewed and included

9. **Conference Attendance percentage:**  
*Professionalism* (respectful, altruistic, ethically sound practice, sensitive to culture, age, gender, and disability issues)  
Reviewed

Resident Signature and Date ________________________________

Program Director and Date ________________________________

Chair and Date ________________________________
Elective Faculty of Resident

⚠ Insufficient contact to evaluate (delete evaluation)

The following evaluation needs to be completed, and will become part of the resident's file. Thank you for allowing the the resident to spend time at your clinic.

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. Medical Knowledge*</td>
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<td>3. Patient Care*</td>
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<td>4. Improvement of patient care through life-long learning*</td>
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<td>5. Interpersonal Communication Skills*</td>
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<tr>
<td>6. Teamwork (Systems-Based Care)*</td>
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</tbody>
</table>

Comments:

* Required fields
  🔄 Option description (place mouse over field to view)

Reset Form

Submit completed evaluation

### Patient Feedback

**UNC DERMATOLOGY AND SKIN CANCER CENTER**

**11/20/12 - 7/31/13**

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Peer Score</th>
<th>Score</th>
<th># of Responses</th>
</tr>
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<tr>
<td>Communication</td>
<td>4.5</td>
<td>4.6</td>
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<tr>
<td>Patient Centered Care</td>
<td>4.6</td>
<td>4.5</td>
<td>30</td>
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<tr>
<td>Patient Safety</td>
<td>4.4</td>
<td>4.1</td>
<td>23</td>
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<tr>
<td>Provider Expertise &amp; Interpersonal Skills</td>
<td>4.7</td>
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### COMMUNICATION

<table>
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<tr>
<th>Question</th>
<th>Average Peer Score</th>
<th>Score</th>
<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My doctor explained my diagnosis.</td>
<td>4.63</td>
<td>5.00</td>
<td>4.53</td>
<td>5.47</td>
<td>4</td>
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<tr>
<td>My doctor explained my test results.</td>
<td>4.46</td>
<td>3.71</td>
<td>2.84</td>
<td>4.59</td>
<td>7</td>
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<tr>
<td>My doctor explained things in a way I could understand.</td>
<td>4.61</td>
<td>5.00</td>
<td>4.39</td>
<td>5.61</td>
<td>3</td>
</tr>
<tr>
<td>My doctor explained what procedures were being performed.</td>
<td>4.52</td>
<td>4.67</td>
<td>4.30</td>
<td>5.04</td>
<td>9</td>
</tr>
<tr>
<td>My doctor explained what tests he/she was ordering.</td>
<td>4.54</td>
<td>4.43</td>
<td>3.85</td>
<td>5.01</td>
<td>7</td>
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<tr>
<td>My doctor informed me of my treatment options.</td>
<td>4.58</td>
<td>4.67</td>
<td>4.19</td>
<td>5.15</td>
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### PATIENT CENTERED CARE

<table>
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<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My doctor did not seem rushed while with me.</td>
<td>4.41</td>
<td>3.86</td>
<td>3</td>
<td>4.71</td>
<td>7</td>
</tr>
<tr>
<td>My doctor included me in decisions about my care.</td>
<td>4.46</td>
<td>4.67</td>
<td>4.19</td>
<td>5.15</td>
<td>6</td>
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<tr>
<td>My doctor listened to me.</td>
<td>4.57</td>
<td>4.2</td>
<td>3.69</td>
<td>4.71</td>
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<tr>
<td>My doctor made me feel comfortable about asking questions.</td>
<td>4.66</td>
<td>4.78</td>
<td>4.44</td>
<td>5.12</td>
<td>9</td>
</tr>
<tr>
<td>While in my room, my doctor was focused on me/my issues.</td>
<td>4.8</td>
<td>5</td>
<td>4.39</td>
<td>5.61</td>
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</table>
## PATIENT SAFETY

<table>
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<th>Average Peer Score</th>
<th>Score</th>
<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My doctor alerted me to things I should have checked immediately should they occur after surgery.</td>
<td>4.29</td>
<td>4.00</td>
<td>3.31</td>
<td>4.69</td>
<td>7</td>
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<tr>
<td>My doctor reviewed possible side effects of any procedure before starting.</td>
<td>4.32</td>
<td>4.50</td>
<td>3.93</td>
<td>5.07</td>
<td>10</td>
</tr>
<tr>
<td>Prior to starting, my doctor made it clear I was having a procedure.</td>
<td>4.47</td>
<td>3.67</td>
<td>2.69</td>
<td>4.64</td>
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</table>

## PROVIDER EXPERTISE AND INTERPERSONAL SKILLS

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Peer Score</th>
<th>Score</th>
<th>95% Confidence Interval Lower Bound</th>
<th>95% Confidence Interval Upper Bound</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would trust this doctor to care for my friends/family.</td>
<td>4.66</td>
<td>4.58</td>
<td>4.26</td>
<td>4.90</td>
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<tr>
<td>My doctor had a pleasant bedside manner.</td>
<td>4.74</td>
<td>4.67</td>
<td>3.91</td>
<td>5.42</td>
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<tr>
<td>My doctor had good medical knowledge.</td>
<td>4.58</td>
<td>4.20</td>
<td>3.50</td>
<td>4.90</td>
<td>5</td>
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<tr>
<td>My doctor was kind and caring.</td>
<td>4.64</td>
<td>4.27</td>
<td>3.88</td>
<td>4.67</td>
<td>11</td>
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<tr>
<td>My doctor's overall appearance was professional.</td>
<td>4.76</td>
<td>4.75</td>
<td>4.14</td>
<td>5.36</td>
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### Patient Comments

**11/20/12 - 7/31/13**

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Everything was good!&quot;</td>
</tr>
<tr>
<td>&quot;Great docs and staff! Overall experience was very positive and the doc answered all our questions&quot;</td>
</tr>
<tr>
<td>&quot;Everyone there is so sweet. They all made my son who is autistic feel very comfy.&quot;</td>
</tr>
<tr>
<td>&quot;I have enjoyed visiting with We came to UNC because the previous doctor we saw in Fayetteville was very out of touch with kids, and didn’t work well with them. I was unhappy with their treatment plan and our son received great care from thanks!&quot;</td>
</tr>
<tr>
<td>&quot;I was very pleased with my last two visits.&quot;</td>
</tr>
<tr>
<td>&quot;Excellent experience. Kudos to all the staff!&quot;</td>
</tr>
<tr>
<td>&quot;It was a great visit. My child felt comfortable with the nurse, the resident doctor, and the supervising doctor.&quot;</td>
</tr>
<tr>
<td>&quot;Excellent!&quot;</td>
</tr>
<tr>
<td>&quot;Doctor was very nice and patient with my 4 year old.&quot;</td>
</tr>
<tr>
<td>&quot;My doctor was seeing my three year old grandson and training someone to take notes at the same time. She apologized but it was distracting and I did not feel like I had her full attention. The fact that she kept turning to the note taker and instructing her made it hard for me to focus on what I wanted to ask her. As a result, I forgot I have been coming to the UNC Derm clinic for awhile now and I choose to drive the 1hr and 45 min drive from our home in Fayetteville because it has been such a wonderful experience. I am treating my son Ben for Molescums (sp?) and I have been overjoyed with her care. We left the Polley Clinic here in Fayetteville because we were not happy with their treatment, but as been caring, knowledgable, and always &quot;The prescription that was supposed to be called in for me has still not been called in and it has been almost 36 days&quot;</td>
</tr>
<tr>
<td>&quot;I was very satisfied. I got all my questions answered and got help for my particular problems. My doctor gave&quot;</td>
</tr>
<tr>
<td>&quot;We are very pleased with the level and quality of service!&quot;</td>
</tr>
<tr>
<td>&quot;the doctor was very sweet even thought she was at the end of her pregnancy days! good luck!&quot;</td>
</tr>
</tbody>
</table>
# Patient Feedback of Resident

- Insufficient content to evaluate (delete evaluation)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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</table>

1. My doctor explained things in a way I could understand.*

2. My doctor informed me of my treatment options.*

3. My doctor included me in decisions about my care.*

4. My doctor listened to me.*

5. My doctor made me feel comfortable about asking questions.*

6. My doctor reviewed possible side effects of any procedure before starting.*

7. Prior to starting, my doctor made it clear I was having a procedure.*

8. I would trust this doctor to care for my friends/family.*

9. My doctor was kind and caring.*

10. My doctor’s overall appearance was professional.*

* Required fields  # Optional description (place mouse over field to view)

[Submit completed evaluation] [Submit]
Department of Dermatology  
University of North Carolina at Chapel Hill  
Graduate Medical Education Committee - Resident of Faculty

<table>
<thead>
<tr>
<th>Strengths:</th>
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<tr>
<th>Areas to Improve:</th>
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<table>
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<tr>
<th>Other Comments:</th>
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- Insufficient contact to evaluate (start evaluation)

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<th>Fair</th>
<th>Very Good</th>
<th>Excellent</th>
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<td>○</td>
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<tr>
<td>2. Effective Role Model*</td>
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<tr>
<td>3. Case Related Teaching*</td>
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<tr>
<td>4. Didactic Teaching (conferences, lectures)*</td>
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<td>5. Communication*</td>
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<td>6. Helpfulness*</td>
<td>○</td>
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</table>
Alumni on their one-year anniversary graduating from the program, have the opportunity to evaluate the Dermatology Program. This evaluation will become part of the agenda for the PEC in formulating changes in the program. The alumni may rate the different areas as Excellent (5), Very Good (4), Good (3), Fair (2), Poor (1), and Not Applicable (NA) (0).

<table>
<thead>
<tr>
<th>Program Director</th>
<th>N/A</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
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<tbody>
<tr>
<td>1. Effectiveness of Program Director leadership*</td>
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<td>2. Program Director availability to residents*</td>
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<td>3. Clarity of expectations of residents, from Program Director*</td>
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<td>4. Fairness and evaluation of the residents strengths and weaknesses by Program Director*</td>
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<td>5. Quality of guidance in what the residents need to do to improve, from Program Director*</td>
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<th>Excellent</th>
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<tbody>
<tr>
<td>6. Effectiveness of leadership of Chair*</td>
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<td>5</td>
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<td>7. Chair support of education*</td>
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<tr>
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<td>Excellent</td>
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<td>9. Medical knowledge of faculty*</td>
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<td>10. Clinical skills of faculty*</td>
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<td>11. Treatment of residents*</td>
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<td>12. Teaching skills of faculty*</td>
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<td>13. Accessibility*</td>
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<td>14. Feedback from faculty*</td>
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<td>15. Input on faculty evaluations*</td>
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<td>16. Input on patient care activities*</td>
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<td>17. Resident ability to express concerns without fear of retaliation*</td>
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<td>Resident Quality of Life</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>18. Ability to balance residency demands and personal commitments*</td>
<td></td>
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<tr>
<td>19. Ability to participate in family and/or community activities*</td>
<td></td>
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<tr>
<td>20. Compliance with duty hours*</td>
<td></td>
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<tr>
<td>Satisfaction with Program</td>
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</table>
21. Extent to which education prepares residents for career objectives:

Program Overall

<table>
<thead>
<tr>
<th>Excell</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

22. Program Director

23. Department Chair

24. Resident Support

25. Faculty

26. Resident Input

27. Resident Quality of Life

28. Satisfaction with Program

Comments:

* Required fields

Optional description (please enter over field to view)
# UNC DEPARTMENT OF DERMATOLOGY
PROGRAM EVALUATION BY RESIDENTS

**Program by Residents**
*Insufficient contact to evaluate (delete evaluation)*

<table>
<thead>
<tr>
<th>Program Director</th>
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<th>Good</th>
<th>Very Good</th>
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<td>3. Clarity of expectations of residents, from Program Director*</td>
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<td>4. Fairness and evaluation of your strengths and weaknesses*</td>
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<td>5. Clarity of guidance in what you need to do to improve*</td>
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**Resident Support**

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<td>6. Departmental staff helpfulness to residents*</td>
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<td>7. Program Coordinator effectiveness in dealing with resident issues*</td>
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**Faculty**

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10. Teaching skills of faculty*

11. Accessibility*

12. Feedback from faculty*

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13. Extent of feedback from faculty evaluations*

14. Resident input on patient care activities*

15. Resident ability to express concerns without fear of retaliation*

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16. Ability to balance residency demands and personal commitments*

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17. Extent to which educational experience prepares residents for career objectives*

18. Match of educational experience with program stated goals*

19. Resident role as a member of the team*

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<td>23. Satisfaction of Program*</td>
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### Program by Faculty

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<td>4. Fairness and evaluation of the residents strengths and weaknesses, by Program Director</td>
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<td>16. Extent of input on faculty evaluations*</td>
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<td>17. Resident input on patient care activities*</td>
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<td>19. Ability to balance residency demands and personal commitments*</td>
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<td>20. Ability to participate in family and/or community activities*</td>
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342
21. Extent to which educational experience prepares resident for career objectives*

22. Match of educational experience with program stated goals*

23. Resident opportunity to participate in research*

24. Resident role as a member of the team*

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25. Program Director*

26. Department Chair*

27. Resident Support*

28. Faculty*

29. Resident Input*

30. Resident Quality of Life*

31. Satisfaction with Program*

Comments:

* Required fields  * Option description (place mouse over field to view)

Reset Form  Submit completed evaluation  Submit
## Staff of Resident

### 1. Diagnosis, Management Decisions and Patient Education

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### 2. Adapts easily and works effectively in various healthcare delivery settings and systems

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### 3. Works effectively within an interdisciplinary team

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### 4. Patient care is the first priority

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### 5. Communication and rapport with patients and families

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### 6. Having Difficult Conversations

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<td>* Describes the general circumstances*</td>
<td>* Recognizes the circumstances*</td>
<td>* Usually communicates*</td>
<td>* Consistently communicates*</td>
<td>* Role models an effective and*</td>
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### 7. Team Member Respect and Care Coordination

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<td>* Recognizes the importance*</td>
<td>* Communicates effectively with*</td>
<td>* Consistently communicates*</td>
<td>* Consistently communicates*</td>
<td>* Role models communication*</td>
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**Comments:**

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### Rotations by Resident

#### Rotation: Aesthetic Solutions

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<td>2. Sensitivity to residents' cultural differences*</td>
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<td>3. Supervision*</td>
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<td>4. Treatment of residents*</td>
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**Overall:**

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Rotation - Alzheimers/Hair Disorders Clinic

- Insufficient contact to evaluate (delete evaluation)

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1. Quality of patient care experience*

2. Ability to get assistance from faculty with a patient when needed*

3. Frequency of service work rather than educational experience*

4. Frequency of informal evaluation*

5. Constructiveness of feedback received from informal evaluations*

6. Sensitivity to residents' cultural differences*

7. Supervision*

8. Treatment of residents*

9. Rotation Overall*

Comments:

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# Optional description (place mouse over field to view)
**Rotation - Consultation Service**

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1. Quality of patient care experience*

2. Ability to get assistance from faculty with a patient when needed*

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4. Frequency of informal evaluation*

5. Constructiveness of feedback received from informal evaluations*

6. Sensitivity to residents’ cultural differences*

7. Supervision*

8. Treatment of residents*

9. Rotation overall*

Comments:

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* Required fields   - Option description (place mouse over field to view)
Rotilise - Context Dermatitis

* Insufficient contact to evaluate (delete evaluation)

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1. Quality of patient care experience*

2. Ability to get assistance from faculty with a patient when needed*

3. Frequency of service work rather than educational experience*

4. Frequency of informal evaluation*

5. Constructiveness of feedback received from informal evaluations*

6. Sensitivity to residents' cultural differences*

7. Supervision*

8. Treatment of residents*

9. Retention current*

Comments:

* Required fields  Option description (please resize your field to view)
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1. Quality of patient care experience

2. Ability to get assistance from faculty with a patient when needed

3. Frequency of service work rather than educational experience

4. Frequency of informal evaluation

5. Constructiveness of feedback received from informal evaluations

6. Sensitivity to residents' cultural differences

7. Supervision

8. Treatment of residents

9. Rotation overall

Comments:

* Required fields.  Option description (please mouse over field to view).
Rotation: Dermatologic Surgery (Non-Mohs)

1. Quality of patient care experience:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

2. Ability to get assistance from faculty with a patient when needed:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

3. Frequency of service work rather than educational experience:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

4. Frequency of informal evaluation:
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   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

5. Constructiveness of feedback received from informal evaluations:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
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   - [ ] Very Good
   - [ ] Excellent

6. Sensitivity to residents' cultural differences:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

7. Supervision:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

8. Treatment of residents:
   - [ ] Not applicable
   - [ ] Poor
   - [ ] Fair
   - [ ] Good
   - [ ] Very Good
   - [ ] Excellent

9. Rotation overall:
   - [ ] Not applicable
   - [ ] Poor
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10. Comments:

* Required fields. Option description (place mouse over field to view).

[Submit completed evaluation]
Rotation - Dermatopathology Read-Off Sessions

○ Insufficient contact to evaluate (deletes evaluation)

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1. Quality of patient care experience*

2. Ability to get assistance from faculty with a patient when needed*

3. Frequency of service work rather than educational experience*

4. Frequency of informal evaluation*

5. Constructiveness of feedback received from informal evaluations*

6. Sensitivity to residents' cultural differences*

7. Supervision*

8. Treatment of residents*

9. Rotation overall*

Comments:

* Requires fields. *Optional description (place mouse over field to view)
## General Dermatology Rotation Evaluation

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Rotation - Hidradenitis Suppurativa

* Insufficient contact to evaluate (omitted evaluation)

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[Submit completed evaluation] [Submit]
### Rotation - High Risk Skin Cancer Clinic

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1. Quality of patient care experience

2. Ability to get assistance from faculty with a patient when needed

3. Frequency of service work rather than educational experience

4. Frequency of informal evaluation

5. Constructiveness of feedback received from informal evaluations

6. Sensitivity to residents' cultural differences

7. Supervision

8. Treatment of residents

9. Rotation overall

Comments:

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Rotation - Lasers

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3. Frequency of service work rather than educational experience*

4. Frequency of informal evaluation*

5. Constructiveness of feedback received from formal evaluations*

6. Sensitivity to residents' cultural differences*

7. Supervision*

8. Treatment of residents*

9. Rotation overall*

Comments:

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+ Option description (space more than one field to show)
Rotation - Metb

1. Quality of patient care experience* □ □ □ □ □

2. Ability to get assistance from faculty with a patient when needed* □ □ □ □ □

3. Frequency of service work rather than educational experience* □ □ □ □ □

4. Frequency of informal evaluations* □ □ □ □ □

5. Constructiveness of feedback received from informal evaluations* □ □ □ □ □

6. Sensitivity to residents' cultural differences* □ □ □ □ □

7. Supervision* □ □ □ □ □

8. Treatment of residents* □ □ □ □ □

9. Rotation overall* □ □ □ □ □

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# Rotation - Pediatric Dermatology

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Comments:

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| Submit completed evaluation | Submit |
## Rotation - Piedmont Health Services

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4 Option description please enter your feedback.
Rotation - Pigmented Lesion

- Insufficient contact to evaluate (delete evaluation)

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3. Frequency of service work rather than educational experience*

4. Frequency of formal evaluation*

5. Constructiveness of feedback received from formal evaluations*

6. Sensitivity to residents' cultural differences*

7. Supervision*

8. Treatment of residents*

9. Rotation overall*

Comments:

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Submit completed evaluation

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3. Frequency of service work rather than educational experience* | □            | □    | □    | □    | □         | □         |

4. Frequency of informal evaluation* | □            | □    | □    | □    | □         | □         |

5. Constructiveness of feedback received from informal evaluations* | □            | □    | □    | □    | □         | □         |

6. Sensitivity to residents' cultural differences* | □            | □    | □    | □    | □         | □         |

7. Supervision* | □            | □    | □    | □    | □         | □         |

8. Treatment of residents* | □            | □    | □    | □    | □         | □         |

9. Rotation overall* | □            | □    | □    | □    | □         | □         |

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Educational Activities by Residents

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<th>Needs Improvement</th>
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Submit completed evaluation

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Educational Activities by Faculty

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- Insufficient contact to evaluate (date: evaluation)

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Speaker Evaluation

- Insufficient contact to evaluate (please evaluate)

Return to Check

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1. Topic Quality*

2. Presentation Quality*

Areas of Weakness/Improvement:

* Required fields  » Click description (please move over field to view)

Reset Form  Submit completed evaluation  Submit
DERMATOLOGY RESIDENT PERSONAL CLINICAL EVALUATION
University of North Carolina, Department of Dermatology
Resident Performance Rating Form

Resident Name: ________________________________________________

Attending: ____________________________________________________

Clinic: _______________________________________________________

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<td>Documentation</td>
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<td>Professionalism</td>
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<td>Practice Based Learning</td>
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Please list one specific way in which this resident could improve, or one thing to work on this week:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional Comments:

________________________________________________________________________
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Supervisor Signature: ________________________________________________
Practice-Based Learning Resident Self-Assessment and Goals

Resident: ________________________________________________________________

Mentor: _________________________________________________________________

Date reviewed with mentor: _______________________________________________

1. My current strengths as a resident are:

2. My current weak areas in need of improvement are:

3. Set three goals for improvement that you would like to achieve in the next six months:

4. List at least one learning activity that will help you accomplish each goal:
APPENDIX C

Program Evaluation Committee
Program Evaluation Committee (PEC)  
Description and Responsibilities

Overview:
The Program Evaluation Committee (PEC) is a faculty and resident advisory group appointed by the Program Director to assist in evaluating the educational activities of the program based on the RRC training requirements and program outcome measures. The PEC is comprised of no fewer than two (2) members of the program faculty and no fewer than two (2) resident physicians.

Purpose:
The PEC performs continuous on-going review and annual program evaluation. The goal of the PEC is to assure that the educational activities are progressing and meeting ACGME requirements.

Composition of the PEC:
The Program Director appoints program faculty members, including core faculty to the PEC, as well as resident physicians. The PEC is chaired by Dean Morrell, MD, Professor of Dermatology and Program Director. Other members of the committee include Aida Lugo-Somolinos, MD, Professor of Dermatology, Amy Fox, MD, Assistant Professor of Dermatology, and the Co-Chief Dermatology Residents.

Responsibilities of the PEC:
6. Review curriculum development and evaluation;
7. Revise competency-based goals and objectives;
8. Address areas of non-compliance no less frequently than quarterly;
9. Monitor progress on the previous year’s Action Plan;
10. Prepare report to the GMEC addressing the following required data points/elements (performed annually):
   a. Resident performance;
   b. Faculty development;
   c. Graduate performance (board pass rates, graduate survey);
   d. Program quality:
      i. Annual confidential evaluation of the program by residents
      ii. Annual confidential evaluation of the program by faculty
      iii. ACGME survey results (from both residents and faculty)
   e. Progress on previous Action Plan;

Responsibilities of the Program Director:
6. The Program Director ensures the final written plan is reviewed/approved by the teaching faculty.
7. The Program Director ensures the Action Plan is documented in the faculty meeting minutes.
8. The Program Director provides the Annual Program Evaluation with Action Plan to the GMEC.
9. The Program Director ensures that the Annual Program Evaluation with Action Plan is entered in the ADS, at the end of each fiscal year.

Created June 11, 2014
Reviewed June 2015
Reviewed June 2016
Reviewed June 2017
UNC Dermatology Program Evaluation Committee 2017

06/20/2017

In attendance: Morrell, Fox, Lugo-Somolinos, Byrd, Bhatnagar, Ezuka

1. Purpose of Committee
   a. Monitor resident training/performance
   b. Monitor program evaluations
   c. Approve next year’s goals and objectives/curriculum
   d. Adjust training program 17-18

2. Evaluation of academic year 2016-17
   a. PEC Overview 2016-17
   b. Last year’s action plan review
   c. Program report card
   d. ACGME surveys (resident and faculty)
   e. Detailed evaluation
   f. Total operative experience for the year (thru 5/1)
   g. Total procedural experience for graduating class thru 5/1 as compared to derm resident national averages for graduates 2016

3. Educational plan for coming year
   a. Curriculum
      i. Rotations
      ii. Didactics
      iii. Resident clinical experience
   b. Academic schedule (Friday format)
      i. Faculty major and minor structure and topics
         1. Basic science block
         2. Procedural block

4. 2017 Action Plan

5. Faculty development
UNC DERMATOLOGY PROGRAM EVALUATION COMMITTEE

June 20, 2017

**Bold = action plan for 2017-18**

1. Evaluation of Residents
   a. Clinical Skills (Sept)
   b. Winter Milestones (December)
   c. In-Training Exam (Spring)
   d. Personal feedback card (May)
   e. ABD (June-July)
   f. Summer Milestones (June)
   g. Portfolio review (July)
      i. Reflective statement per entry
      ii. Independent learning plan and activities to address per resident each year
   h. Procedure Logs
   i. Speaker evaluation
   j. Attendance to educational sessions
   k. Resident Eval of evaluation process: 2.73 (2.8, 2.57, 2.43, 2.69, 2.58, 2.3, 2.4, 2.5) (Excellent=3, Adequate=2, Deficient=1)
   l. Faculty Eval of evaluation process: 2.79 (2.8, 2.93, 2.87, 2.77, 2.75, 2.82, 2.88, 2.8) (Excellent=3, Adequate=2, Deficient=1)

2. Review of resident performance
   a. Clinical Skills Sept assessment 4.32 (4.33, 4.56, 4.52, 4.54, 4.53) (1-5 scale; 5=excellent, 4=very good, 3=good)
      i. Yr1: 3.84 (3.96, 4.34, 4.3, 4.39, 4.3)
      ii. Yr2: 4.42 (4.45, 4.61, 4.6, 4.66, 4.5)
      iii. Yr3: 4.57 (4.67, 4.67, 4.64, 4.61, 4.7)
   b. Winter Milestones (Goals Yr 1: 1.5; Yr 2: 2.5; Yr 3: 3.5)
      i. Yr1: 2.35 (2.1, 2.28)
      ii. Yr2: 3.35 (3.2, 3.27)
      iii. Yr3: 4.19 (3.9, 3.87)
   c. In-training exam (average national %ile)
      |----|------|------|------|------|------|------|------|------|------|
      | Overall | 54.2 | 52.2 | 50.7 | 55 | 73 | 57 | 68 | 51 | 58 |
      | Basic Science | 48.6 | 52.8 | 54 | 50 | 64 | 69 | 62 | 45 | 65 |
      | Gen Derm | 61 | 46 | 56.2 | 49 | 72 | 50 | 62 | 47 | 53 |
      | Procedural | 47.5 | 51 | 44.6 | 58 | 78 | 64 | 72 | 52 | 48 |
      | Path | 35.8 | 47 | 33 | 52 | 59 | 57 | 59 | 55 | 61 |
      | Peds Derm | 47.9 | 54 | 47.8 | 72 | 78 | 68 | 60 | 66 | 65 |
      | Visual | 50.6 | 52 | 64 | 53 | 84 | 64 | 56 | 51 | 65 |
      | Level I/Applied | 53 | 50 | 53 | 35 | 84 | - | 74 | 40 | 72 |
      | % Correct | 75.2 | 74 | 76 | 76 | 77 | 73 | 83 | 73 | 76 |
      | %ile Change 1-3 | -4 | -15 | -10 | -13 | +28 | -25 | -12 | -18 | -10 |
   d. Certifying Exam (national %ile) average = 48.8
      |------|------------|------------|------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
      |      | 50 | 81 | 62 | 60 | 66 | 31 | 19 | 20 | 62 | 39 | 81 | 48 | 22 | 88 | 30 | Pending |
e. ABD graduates average deciles (10th is best)

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f. ABD: all reached competency

g. Summer Milestones (Goals Yr 1: 2; Yr 2: 3; Yr 3: 4)
   i. Yr1: 2.6 (2.6, 2.8)
   ii. Yr2: 3.6 (3.5, 3.6)
   iii. Yr3: 4.2 (4.2, 4.3)

h. Procedure logs
   i. Minimums established 2014 by RRC
   ii. Average Resident Speaker Score: 13.8 (13.5, 13.6, 13.1, 13.5, 12.2, 13.6, 13.6, 12.8) 0-14 scale
   iii. Overall Resident Conference Attendance: 98.1 (98.5, 96, 96.7, 98, 98.6, 99.59, 97, 93.8, 93) goal > 90

3. Review of Program Evaluations
   a. Alumni review: 5.0 (4.7, 3.9, 4.69, 4.53, 4.3, 4.75, 4.38, 4.7, 4.5, 4.7) (Excellent=3, Adequate=2, Deficient=1)
      i. Biggest concerns of alumni (items below ‘Good’): None
   b. Overall Training rated by Residents: 2.93 (3, 2.79, 2.86, 2.85, 2.92, 2.8, 2.62, 2.2) (Excellent=3, Adequate=2, Deficient=1)
      i. Biggest concerns of residents:
         1. Educational Activities: Path camera/projector
   a. Try different camera to explore need to replace
   2. Program/Training: Resident support from departmental staff (3.93/5)
   a. Dean to discuss with Chiefs (admin or clinical staff?)

4. Faculty evaluations by residents 3.71 (3.71, 3.77, 3.68, 3.72)

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5. Curriculum
   a. Rotations overall
      i. 4.6 (4.55, 4.64, 4.63, 4.46, 4.11, 4.0;1-5 scale)
      ii. Resident Biggest concern (below 80): Cosmetic experience
         1. Hiring 3rd Mohs surgeon with cosmetic interest/abilities

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b. Hideaway

i. Overall Resident score: 3 (2.6, 2.0, 2.71, 2.62, 2.58, 2.4, 2.31, 2.2) (Excellent=3, Adequate=2, Deficient=1)

ii. Attendance:
   1. Faculty
      a. Clinician/Educators (expected >50%): 73 (49, 70, 74.4, 79, 89.5, 81.2, 87, 81%)
   2. Residents: 98 (98.7, 97.9, 98.6, 100, 98, 78%)

iii. 9 Fridays
   1. Virtual conference: 3 teaching cases per session provided by leading faculty member
   2. 3 live conferences led by Diaz, Thomas, Lugo-Somolinos

c. Dermatopathology

i. Greensboro Path:
   1. Resident: 2.8 (2.7, 2.79, 2.79, 2.77, 2.75, 2.6, 2.85, 2.8) (Excellent=3, Adequate=2, Deficient=1)
   2. Resident attendance: 98 (97.9, 95, 98, 95.8, 96.8%)
   3. Sept thru May Thursdays 8-930a except 4th Thursday
   4. Resident Coordinator: Dr. Slater

ii. Googe sessions:
   1. Resident: 2.78 (1.8, 2.93, 3.0, 3.0, 3.0, 2.75, 2.69, 2.9) (Excellent=3, Adequate=2, Deficient=1)
   2. 3rd Fridays 8-9am
   3. Cases: 1 Friday per month 9-9 am
   4. Lecture: 1 Thursday per month

iii. Sign-outs with DP:
   a. Built into schedule 1st years on Thursday AMs after Greensboro Path
   b. Call resident MTW

iv. Mock-Boards:
   1. Resident: 2.73 (2.15, 2.93, 3.0, 2.85, 2.83, 2.9, 2.92, 2.9) (Excellent=3, Adequate=2, Deficient=1)
   2. Fourth Thursday 8-930 each month to view slides
   3. Following Friday 8-930 to review slides

d. Lectures:
   i. Resident: 2.93 (2.8, 2.86, 2.79, 2.77, 2.64, 2.44, 2.54, 2.3) (Excellent=3, Adequate=2, Deficient=1)
ii. Attendance Percentage
   1. Clinicians/Educators expected >50%: 63 (45, 63, 63.5, 63, 78.6, 70.4, 78, 73%)
   2. Residents: 99 (99.3, 99.4, 97.5, 100, 100, 100, 97, 86%)

iii. Core Curriculum Lecture Series
   a. Weekly UNC Derm Faculty (Fitz and JAAD CME-based)
   b. Monthly Visiting faculty
   c. Speaker scores
      a. Derm Faculty: 13.9 (13.7, 13.7, 13.7, 13.6) (0-14 scale)
      b. Visiting Faculty: 13.9 (13.4, 13.5, 13.2, 13.2)

iv. Faculty Mini-lectures Fridays
   1. Maintain Basic Science Block (10)
   2. Fatigue (1)
   3. Start Procedural Block (6+3)
   4. Increase Board Review (6)
   5. Increase Peds (8)
   6. Decrease Treatment algorithms (6)
   7. Renal (1)

v. Vascular Conference selected 5th Fridays (2)
   1. 8-10am
   2. Burkhart and Peds Derm Fellow to coordinate

vi. Senior Resident Talks
   1. 3rd years to do consult cases under direction of Dr. Sun
   2. No major talks

e. Kodachromes:
   i. Resident: 2.8 (2.9, 2.86, 2.93, 2.77, 2.92, 2.89, 2.92, 2.7) (Excellent=3, Adequate=2, Deficient=1)
   ii. Resident Attendance: 99 (98.8, 99.1, 98%)
   iii. Visual score on ITE 65 (51, 56, 64, 84, 53, 64, 52, 51)
   iv. AAD slide set (3rd time thru) but ask faculty to delete poor cases and add new ones (Dean to provide slide sets)
   v. 3 DDX per resident-slate
   vi. Consult case review led by Dr. Sun 1 Friday per month
      1. Upper levels to share cases under Dr. Sun guidance (4)
      2. Chief residents to run interesting cases when Dr. Sun not available (5)

f. UNC/ Duke:
   i. Resident: 2.73 (3, 2.86, 2.79, 2.54, 2.5, 2.6, 2.77, 2.7) (Excellent=3, Adequate=2, Deficient=1)
   ii. Volume: 2017 (22); 2016 (18); 2015 (20); 2014 (20); 2013 (14); 2012 (12 patients)
   iii. Faculty attendance
      1. UNC Faculty attendance @ UNC
         a. 2016-2017
            i. Expected >50%: 70%
         b. 2015-2016
            i. Expected >50%: 75%
         c. 2014-15:
            i. Non-Mohs, non-research (expected >50%): 77.5%
            ii. Mohs (expected >25%): 0%
            iii. Researchers: 83.3%
         d. 2013-14:
            i. Non-Mohs (expected >50%): 71.1%
            ii. Mohs (expected >25%): 0%
         e. 2012-13:
            i. Non-Mohs (expected >50%): 73%
            ii. Mohs (Expected >25%): 25%
         f. 2011-12: 73%
         g. 2010-11: 81%
         h. 2009-10: 74%
      2. Resident attendance:
         a. UNC 99 (100, 100, 96.4, 98, 100, 100, 98, 88)%
         b. Duke 92 (95, 83.3, 88.6, 88, 97.5, 100, 100, 67)%
g. QA Sessions
   i. 1 Friday per month 800-830am
   ii. Resident: 2.8 (2.9, 2.50)
   iii. Attendance
       1. Faculty: 73 (86, 64.1, 77, 82.5, 82.6/75, 93/60, 86/48%)
       2. Residents: 99 (98.6, 90.5, 94.8, 100, 97.5, 100, 93, 87%)

h. Journal Clubs: 1 Friday per month
   i. Resident: 2.8 (2.8, 2.21, 2.57, 2.31, 2.23, 2.54, 2.2) (Excellent=3, Adequate=2, Deficient=1)
   ii. Resident attendance: 98 (97.6, 94.1, 98, 100, 99, 99.3, 99, 85%)
   iii. Faculty leader presence:100 (100, 100, 100, 100, 100, 89.5, 50%)
   iv. Selected faculty: Adamson, Sun, Corley, Fox, Culton (2), Sayed, Bowers, Mervak
   v. Content selected by faculty leader

6. Cosmetic Clinics
   a. Rotation: 3.9 (3.45); 1-5 scale
   b. Laser clinics: 2.87 (2.6) (Excellent=3, Adequate=2, Deficient=1)
   c. Aesthetic Solutions: 2.57 (2.6, 2.67)
   d. Educational experiences:
      i. Senior resident cosmetic week @ Aesthetic Solutions
      ii. Evening sessions by Corley, Adamson, Mervak, Ziemer
         1. Dr. Overton to coordinate sessions
      iii. Thomas to hire new faculty member

7. Derm Surgery
   a. Resident: 4.77 (4.74, 4.82, 4.82, 4.69, 4.5, 4.41, 4.06; 1-5 scale)
   b. Total procedures logged (all residents as of 5/1; perform+observe)
      i. 2016-17: 1744+1101
      ii. 2015-16: 1300+809
      iii. 2014-15: 1562+1024
      iv. 2013-14: 1805+889
      v. 2012-13: 1171+916
      vi. 2011-12: 783+45
      vii. 2010-11: 330+0
   c. Procedures of residents as of 5/1
      i. Total excisions
         1. Individual senior logs throughout training years
            a. 2016-17: 114, 129, 84*Mayo, 156, 176; average 132 (*144)
            b. 2015-16: 160, 110, 190, 92; average 138
            c. 2014-15: 132, 64*, 122, 160, 126, 113; total 714; average 120* (131)
            d. 2014: 107, 173, 120, 164; total 564; average 141
            e. 2013: 122, 110, 109, 71*; total: 412; average 103
            f. 2012: 153, 150, 157, 77*; total: 536; average 134
            g. 2011: 111, 147, 189 ; total: 447; average 149
            h. 2010: 134, 97, 121, 105, 136 ; total: 595; average 119
         2. Total of current residents, for this year of training
            a. 2017: 543
            b. 2016: 438
            c. 2015: 525
            d. 2014: 647
            e. 2013: 801
         3. Average reported excisional cases this year (as of 5/1)
            a. 1st years: 22 (13, 27, 30, 17, 29, 22, 25, 21) running avg=23
            b. 2nd years: 35 (48, 50, 56, 44, 36, 38) running ave=36
            c. 3rd years: 45 (41, 48, 33, 54, 70) running ave=49
        4. Average half day surgical clinics (as of 5/1)
           a. 1st years: 21 (17, 13, 26, 21, 24.5)
           b. 2nd years: 21 (26, 22, 30, 31, 23.8)
           c. 3rd years: 26 (32, 17, 20, 21, 27.8)
       5. Proposed resident schedule (90+) cases per month
          a. Monday Resident Continuity Clinic (Culton) 2 residents: 2 cases
          b. Monday (Jolly) 2 residents: 6 cases qo week
c. **Tuesday (Sayed)** 2 residents: 5-6 cases  
d. **Tuesday (Jolly)** 2 residents: 6 cases qo week  
e. **Wednesday Jolly HRSC** 1-2 cases  
f. **Thursday AM Bonus Thomas** 1 resident: 2 cases  
g. **Thursday PM Bowers** 2 residents: 5-6 cases  
h. **Friday Lugo (qow)** 1 resident: usually 1-2 cases

**ii. Flaps performed/observed**  
1. Total of all current residents, this year: 24/65 (14/50, 14/66, 18, 8)

**iii. Grafts performed/observed**  
1. 8/24 (16/22, 7/34, 22, 17)

**iv. Vascular laser performed/observed**  
1. 190/19 (74/9, 49/12, 90, 148)

**d. ACGME Level 1 procedures (Perform) as of 5/1**  
i. **Excision benign**  
1. Average senior residents’ logs: 67 (77, 55, 61, 35, 33.3, 52)  
2. Previous year national average: 47 (53, 54.7, 57.5, 55)

**ii. Excision malignant**  
1. Average senior residents’ logs: 65 (61, 76.4, 80, 68, 101.5, 117.5)  
2. Previous year national average: 55 (56, 63.1, 63.2, 63)

**e. ACGME Level 2 (Perform+Observe)**  
i. **Closure repair**  
1. Average senior residents’ logs: 130/81 (162/24, 145/53)  
2. Previous year national average: 127/33 (135/28, 141/28)

**ii. Flaps**  
1. Average senior residents’ logs: 5/18 (3/12, 3.6/20)  
2. Previous year national average: 12/11 (13/9, 15/9)

**iii. Grafts**  
1. Average senior residents’ logs: 2/7 (3/6, 3/8)  
2. Previous year national average: 4/3 (5/3, 6/3)

**iv. Vascular laser**  
1. Average senior residents’ logs: 24/5 (18/2, 19.2/3/4)  
2. Previous year national average: 11/5 (13/5, 13/5)

**v. Mohs reported experience**  
1. Total only academic year, all residents: 498 (445, 473, 590, 442, 151)  
2. Senior residents, entire training: average: 121 (117, 107, 92.5, 75, 12.5)  
3. Previous year national average grads: 100 (103, 113, 117, 115)  
4. Planned scheduled blocks:  
   a. 1st: two separated 1-week blocks within first 3 months  
   b. 2nd: one 2-weeks block and one late in year 1-week block  
   c. 3rd: two 2-weeks blocks (1 being later in year)

**vi. Nail procedures**  
1. Total academic year: 12/14 (20/0, 32/4)  
2. Senior residents average: 5/3 (9/1, 5.2/1)  
3. Previous year national average: 5/2 (4/1, 5/1, 6.1)

**vii. Hair removal laser**  
1. Total academic year: 169/0 (40/0, 39/2)  
2. Senior residents average: 17/0 (11/9, 8.6, 11.3, 8, 6.5)  
3. Previous year national average: 7/1 (8/2, 10, 9.5, 9)

**viii. Pigmented lesion laser**  
1. Total academic year: 18/9 (9/12, 16/2)  
2. Senior residents average: 5/1 (6/3, 6, 4.8, 13, 3.3)  
3. Previous year national average: 3/2 (3/2, 6, 6.4, 6)

**ix. Laser ablation/resurfacing**  
1. Total academic year: 98/7 (43/18, 49/12, 49, 70, 31, 10)  
2. Senior residents average: 14/3(12/4, 15.4, 10.5, 16, 9.3)  
3. Previous year national average: 5/3 (5/2, 7.5, 7.3, 5)

**x. Botox**  
1. Total academic year: 131 (88, 147, 67, 85, 33, 11)  
2. Senior residents average: 7/21 (9/11, 36, 16.5, 24, 7.8, 9)  
3. 2013 national average: 14/9 (15/8, 23.2, 23.7, 23)
xi. Soft tissue augmentation:
   1. Total academic year: 122 (66, 83, 25, 13, 5)
   2. Senior residents average: 3/1 (3/13, 8.3, 16, 3.5, 8.5)
   3. 2013 national average: 8/7 (9/6, 15, 15.3, 14)

xii. Peels
   1. Total academic year: 5 (8, 54, 8, 13, 7, 5)
   2. Senior residents average: 5/1 (3/13, 5.4, 3, 5, 0.8)
   3. Previous year national average: 4/1 (4/1, 5.3, 5.5, 5)

f. ACGME Level 3 (Didactic)
   i. Liposuction 0 (0, 0, 0, 1, 0, 0)
   ii. Scar revision 1 (2, 0, 7, 0, 3, 0)
   iii. Dermabrasion 0 (1, 1, 3, 3, 4, 0)
   iv. Vein Surgery 0 (0, 0, 0, 2, 0, 0)
   v. Hair Transplantation 0 (0, 1, 0, 0, 0, 0)
   vi. Rhinophyma correction 1 (0, 0, 0, 0, 0, 0)
   vii. Lip excision/wedge/vermilinoectomy 0 (0, 1, 4, 2, 0, 0)

g. Grad class meeting new ACGME 2015 start training minimums
   i. Grade 2017: all achieved
   ii. Grads 2016: all achieved
   iii. Grads 2015: all achieved

8. Clinics/Workload THRU May 1
   a. Bonus half days off: through May1, average 0.77 (0.73, 0.48, 0.66, 0.68, 0.86, 0.89, 1.05 , 0.77)
      half days off/week [running ave=0.765]
   b. Duty hour violations: 0
   c. Clinics away from SV
      i. 1st: 46.5 (53, 66)
      ii. 2nd: 48.8 (53, 22)
      iii. 3rd: 40.2 (37, 42)

d. Senior resident total patient visits
   i. 2017 grads average: 4591
   ii. 2016 grads average: 3088
   iii. 2015 grads average: 4046
   iv. 2014 grads: average 3855
   v. 2013 grads: average 4528
   vi. 2012 grads: average 4098

9. Electives:
   a. Elective Committee approves
   b. 4 weeks total during training

<table>
<thead>
<tr>
<th>Activity</th>
<th>Days Current Year</th>
<th>Days Prior Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohs</td>
<td>0</td>
<td>4 UNC 3; Outside: 19, 38, 1, 27, 6, 7, 30</td>
</tr>
<tr>
<td>Academic Derm (non-UNC)</td>
<td>2</td>
<td>0, 0, 10 (Stanford, Yale), 0, 0, 0, 0, 24 (UCSF, Emory)</td>
</tr>
<tr>
<td>Brazil</td>
<td>0</td>
<td>0, 0, 0, 0, 0, 0, 20, 20</td>
</tr>
<tr>
<td>Contact Derm</td>
<td>0</td>
<td>0, 0, 5, 0, 5, 0, 0, 20</td>
</tr>
<tr>
<td>Path</td>
<td>12</td>
<td>5 (U), 10 (G) 19 (U), 13 (G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 (U), 5 (G), 5 (away); 6 (U), 22 (G); 13 (G), 6 (U); 8 (G), 1 (U); 16 (G), 11 (U); 14 (G)</td>
</tr>
<tr>
<td>Pigmented Lesions</td>
<td>0</td>
<td>0, 0, 0, 0, 0, 0, 10 (Rabinowitz)</td>
</tr>
<tr>
<td>Cosmetic Derm</td>
<td>0</td>
<td>8, 9, 0, 12, 0, 8, 7, 8</td>
</tr>
<tr>
<td>General Derm</td>
<td>10</td>
<td>31, 30, 15, 9, 0, 0, 2, 7</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>0, 0, 0, 0, 0, 15, 0</td>
</tr>
<tr>
<td>Australia</td>
<td>9</td>
<td>0, 0, 0, 0, 0, 0, 20, 0</td>
</tr>
<tr>
<td>Category</td>
<td>Value</td>
<td>Data</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>UNC non-Derm</td>
<td>2</td>
<td>2, 4, 0, 4, 15, 0, 11, 0</td>
</tr>
<tr>
<td>Carolina Vein</td>
<td>0</td>
<td>0, 0, 0, 3, 0, 3, 3, 0</td>
</tr>
<tr>
<td>Conference/Course</td>
<td>2</td>
<td>13, 26, 36, 2, 3, 5, 0, 0</td>
</tr>
<tr>
<td>UNC Derm</td>
<td>16</td>
<td>15, 0, 5, 2, 0</td>
</tr>
<tr>
<td>AAD Camp</td>
<td>0</td>
<td>0, 5, 0</td>
</tr>
<tr>
<td>Lugo Board Review</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Action Plan for Upcoming Year
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ISSUE</th>
<th>PLAN</th>
<th>RESPONSIBLE PARTY</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dermatopathology</td>
<td>Poor projection quality during teaching sessions</td>
<td>Test drive a different camera</td>
<td>Googe/Cherie</td>
<td>Done</td>
</tr>
<tr>
<td></td>
<td>Short read-out time on MTW for consult resident</td>
<td>1. Discuss with consult attending; residents will not get to floor until 10:30am</td>
<td>Morrell</td>
<td>Done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Educate residents to prioritize this academic time</td>
<td>Chiefs and Morrell</td>
<td>Done</td>
</tr>
<tr>
<td>Cosmetic experience</td>
<td>Low score on resident evaluations</td>
<td>1. Dr. Thomas to hire</td>
<td>Thomas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Dr. Corley to organize faculty run evening sessions</td>
<td>Corley</td>
<td></td>
</tr>
<tr>
<td>Resident support from clinical staff</td>
<td>Low score on resident evaluations</td>
<td>Discuss with Chiefs and Dr. Fox (nursing or Admin)?</td>
<td>Morrell</td>
<td></td>
</tr>
<tr>
<td>Kodachromes</td>
<td>Repeating set of 3rd consecutive year</td>
<td>Ask faculty to prune and enhance individual sets</td>
<td>Morrell</td>
<td></td>
</tr>
<tr>
<td>Resident procedural score on ITE</td>
<td>Decreased percentile score on ITE</td>
<td>Initiate Procedural education block</td>
<td>Lugo-Somolinos</td>
<td>Done</td>
</tr>
<tr>
<td>Resident Recruitment</td>
<td>Achieved below defined ranks per spot</td>
<td>Increase visiting elective students</td>
<td>Morrell</td>
<td>Done</td>
</tr>
<tr>
<td>Resident retention</td>
<td>Lost 1 resident to transfer</td>
<td>PD Monday lunch hour meetings with Chiefs</td>
<td>Morrell</td>
<td>Done</td>
</tr>
<tr>
<td>Resident working on interprofessional teams</td>
<td>Scored below national average on ACGME survey</td>
<td>Remind residents of consult service and working with off-service residents</td>
<td>Morrell</td>
<td></td>
</tr>
<tr>
<td>Residents working on QI/safety activities</td>
<td>Scored below national average on ACGME survey</td>
<td>Continuity clinic project and curriculum</td>
<td>Culton</td>
<td></td>
</tr>
<tr>
<td>Patient evaluation</td>
<td>Loss of Bivarus</td>
<td>Create new hard copy form to implement continuity clinics</td>
<td>Morrell</td>
<td>Done</td>
</tr>
<tr>
<td>Resident ITE scores</td>
<td>Lower than desired</td>
<td>Structured chapter review course</td>
<td>Lugo-Somolinos</td>
<td>Done</td>
</tr>
<tr>
<td>Resident surgical experience</td>
<td>Unused slots</td>
<td>Educate residents about appropriate resident excision cases</td>
<td>Jolly</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Department of Dermatology
“Report Card”
**ANNUAL PROGRAM REPORT CARD 2016-17**

June 30, 2017

2017: 19 Goals met: 20; Goals not met: 3 (%); 2 pending
2016: Goals met: 21; Goals met net met: 4 (84%)
2015: Goals met: 24; Goals not met: 1 (96%)
2014: Goals met: 22; Goals not met: 3 (88%)
2013: Goals met: 24; Goals not met: 2 (92%)
2012: Goals met: 24; Goals not met: 4 (86%)
2011: Goals met: 24; Goals not met: 4 (86%)
2010: Goals met: 20; Goals not met: 3 (87%)
2009: Goals met: 19; Goals not met: 4 (83%)
2008: Goals met: 21; Goals not met: 2 (91%)
2007: Goals met: 16; Goals not met: 4 (80%)

### 1. Curriculum

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Definition</th>
<th>Mean</th>
<th>Standard</th>
<th>Met/not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation evaluations by residents</td>
<td>9 5 option</td>
<td>4.6 (4.55, 4.64, 4.43, 4.63, 4.46, 4.24, 4.0, 3.4, 4.3)</td>
<td>≥3</td>
<td>Met</td>
</tr>
<tr>
<td>In-training exam</td>
<td>Standardized test score</td>
<td>58 (51.2, 68, 57, 73, 55, 51, 52, 54.2, 56.8)%ile</td>
<td>Aggregate &gt;50%ile</td>
<td>Met</td>
</tr>
<tr>
<td>Conference evaluations by residents (Hideaway, Lectures, UNC/Duke)</td>
<td>45 3 option</td>
<td>2.9 (2.5, 2.33, 2.82, 2.7, 2.7, 2.8, 2.65, 2.55, 2.6, 2.7)</td>
<td>≥2</td>
<td>Met</td>
</tr>
<tr>
<td>Conference evaluations by faculty (Hideaway, Lectures, UNC/Duke)</td>
<td>6 3 option</td>
<td>2.9 (2.8, 2.76, 2.93, 2.8, 2.7, 3, 2.67, 2.75, 2.8, 2.8)</td>
<td>≥2</td>
<td>Met</td>
</tr>
</tbody>
</table>

### 2. Faculty

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Definition</th>
<th>Mean</th>
<th>Standard</th>
<th>Met/not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations by residents</td>
<td>7 4 option</td>
<td>3.71 (3.67, 3.77, 3.68, 3.72, 3.69, 3.6, 3.4, 3.2, 3.6, 3.8)</td>
<td>≥2</td>
<td>Met</td>
</tr>
<tr>
<td>Attendance at conferences</td>
<td>Percent attended</td>
<td>Lectures 63 (45, 63.5/22.3, 63/28, 79/33, 70/26, 78/33, 73/17, 80/15)</td>
<td>Clinicians &gt;25%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNC/Duke 70 (75, 77, 71.1, 73, 73, 81, 80, 74, 68%)</td>
<td>&gt;50%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hideaway 73 (49, 70, 74.4, 79/59, 89/60, 81/75, 87/55 81/53%)</td>
<td>&gt;50%</td>
<td>Met</td>
</tr>
<tr>
<td>Speaker Eval</td>
<td>4 14 option</td>
<td>13.9 (13.7, 13.7, 13.7, 13.6, 13.3, 13.6, 13.65, 12.57, 13)</td>
<td>≥10</td>
<td>Met</td>
</tr>
</tbody>
</table>

### 3. Residents

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Definition</th>
<th>Mean/Score</th>
<th>Standard</th>
<th>Met/not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior ABD evaluations</td>
<td>Multiple option</td>
<td>All achieved</td>
<td>Achieved all competencies</td>
<td>Met</td>
</tr>
<tr>
<td>360 degree evaluations WINTER</td>
<td>Composite Milestones score 0-5</td>
<td>3.36 (2.99, 3.24)</td>
<td>&gt;2</td>
<td>Met</td>
</tr>
<tr>
<td>Instrument</td>
<td>Definition</td>
<td>Mean/Score</td>
<td>Standard</td>
<td>Met/not met</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>360 degree evaluations SUMMER</td>
<td>Composite Milestones score 0-5</td>
<td>3.51 (3.36, 3.67)</td>
<td>&gt;3</td>
<td>Met</td>
</tr>
<tr>
<td>Procedures logs updated</td>
<td>ABD requirement</td>
<td>(All, All, All, All, All, All except 1, All, All) submitted</td>
<td>All updated</td>
<td>Met</td>
</tr>
<tr>
<td>Portfolio review</td>
<td>Entries with reflection and learning plan</td>
<td>(All, All, All, All, All, lack 3, all) submitted</td>
<td>All residents with &gt; 5 entries with reflection/plan</td>
<td>Met</td>
</tr>
<tr>
<td>Attendance at conferences</td>
<td>Percent attended</td>
<td>98.1 (98.5, 96, 96.7, 98, 98.6, 99.59, 97, 93, 93.8)%</td>
<td>Aggregate &gt;90%ile</td>
<td>Met</td>
</tr>
<tr>
<td>Speaker Eval</td>
<td>4 14 option</td>
<td>13.8 (13.5, 13.6, 13.1, 13.5, 12.2, 13.6, 13.65, 12.8)</td>
<td>≥10</td>
<td>Met</td>
</tr>
</tbody>
</table>

4. **Overall program resources**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Definition</th>
<th>Mean/Score</th>
<th>Standard</th>
<th>Met/not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABD board scores</td>
<td>National percentile</td>
<td>P (30, 88, 22, 46, 81, 39, 62, 20, 19, 25)%ile</td>
<td>Aggregate &gt;50%ile</td>
<td>P</td>
</tr>
<tr>
<td>ABD board failures</td>
<td>Failure to pass on first attempt</td>
<td>P (0, 0, 0, 0, 0, 0, 0, 1, 0, 0)</td>
<td>&lt;10%</td>
<td>P</td>
</tr>
<tr>
<td>Resident recruitment</td>
<td>Ranks per spot to fill</td>
<td>3.2 (2.8, 1.3, 3, 2, 2.5, 3.2, 2.3)</td>
<td>Spots filled within 3 ranks per spot</td>
<td>Not met</td>
</tr>
<tr>
<td>Resident retention</td>
<td>Residents departing</td>
<td>One left</td>
<td>No departures</td>
<td>Not met</td>
</tr>
<tr>
<td>Alumni survey</td>
<td>34 5 option</td>
<td>5.0 (4.7, 3.9, 4.69, 4.53, 4.3, 4.75, 4.38, 4.7, 4.5, 4.7)</td>
<td>≥3</td>
<td>Met</td>
</tr>
<tr>
<td>Program evaluation by residents</td>
<td>34 5 option</td>
<td>4.67 (4.72, 4.64, 4.36, 4.7, 4.67, 4.07, 3.93, 4.5, 4.5, 4.5)</td>
<td>≥3</td>
<td>Met</td>
</tr>
<tr>
<td>Program evaluation by faculty</td>
<td>32 5 option</td>
<td>4.79 (4.5, 4.73, 4.8, 4.9, 4.67, 4.36, 4.5, 4.7, 4.7, 4.8)</td>
<td>≥3</td>
<td>Met</td>
</tr>
<tr>
<td>ACGME Resident/Faculty Surveys</td>
<td>Multiple option</td>
<td>1F, 1R, (3 F, 4 R) non-compliance above national average</td>
<td>None above national average</td>
<td>Not met</td>
</tr>
<tr>
<td>Graduates ACGME procedure log</td>
<td>National minimums per ACGME 2014</td>
<td>All achieved</td>
<td>All exceed on the 8 criteria</td>
<td>Met</td>
</tr>
</tbody>
</table>