

Appendix A1. General Characteristics of Sponsoring Institutions

A1.1.

Sponsoring Institution Distribution by Region and Type^a

Characteristic	SIs with CLER Visits, % (n = 287)	All SIs, % (N = 725)
Region		
Northeast	27.5	24.0
Midwest	26.5	22.9
South	30.3	30.9
West	14.6	20.6
Territory ^b	1.0	1.7
Type of SI		
General/teaching hospital	56.8	55.3
Medical school or health science center	30.0	14.9
Educational consortium	3.8	3.9
Children's hospital	4.2	2.5
Other	5.2	23.4

A1.2.

Sponsoring Institution Distribution by Number of ACGME-Accredited Residency and Fellowship Programs and Participating Sites^a

Programs and Sites	SIs with CLER Visits, % (n = 287)	All SIs, % (N = 725)
Number of Programs		
< 9	29.3	69.8
9–20	22.0	10.2
21–52	25.4	10.5
> 52	23.3	9.5
Number of Core Programs		
< 5	36.6	72.7
5–9	17.4	8.1
10–22	21.6	9.2
> 22	24.4	9.9
Number of Participating Sites		
< 14	27.2	63.7
14–25	23.0	13.5
26–38	25.1	11.3
> 38	24.7	11.4

^aPercentages do not total 100 because of rounding.

^bLimited to 3 Sponsoring Institutions (SIs) in Puerto Rico.

Abbreviations: ACGME, Accreditation Council for Graduate Medical Education; CLER, Clinical Learning Environment Review.

A1.3.Number and Distribution of Core Faculty Members at Sponsoring Institutions by Specialty Grouping^a

Specialty Subgroup	SIs with CLER Visits, % (n = 55 952)	All SIs, % (N = 62 916)
Medical	32.8	36.0
Surgical	38.0	36.0
Hospital-based	29.2	28.0

A1.4.Number and Distribution of Residents and Fellows at Sponsoring Institutions by Gender, Level of Training, and Specialty Grouping^a

Resident and Fellow Characteristic	SIs with CLER Visits, % (n = 111 455)	All SIs, % (N = 127 924)
Gender		
Male	53.1	52.9
Female	44.2	44.4
Unknown	2.7	2.7
Level of Training		
PGY-1	36.5	36.7
PGY-2	27.7	27.9
PGY-3	24.8	25.1
PGY-4+	11.0	10.3
Specialty Group		
Medical	57.4	59.9
Surgical	21.8	20.4
Hospital-based	20.9	19.6

^aPercentages do not total 100 because of rounding.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year; SI, Sponsoring Institution.

Appendix A2. General Characteristics of Clinical Learning Environments

A2.1.

Clinical Learning Environment Distribution by Type of Ownership and Services^{a,b}

Characteristic	SIs with CLER Visits, % (n = 287)	Teaching Hospitals, ^c % (n = 314)	All Hospitals, % (N = 6251)
Type of Ownership			
Nongovernment, not-for-profit	67.2	65.9	49.6
Investor-owned, for-profit	5.9	2.5	26.8
Government, federal	3.5	15.0	3.5
Government, nonfederal	23.3	16.6	20.1
Service for Majority of Patients			
General medical and surgical	94.8	91.1	74.7
Other ^d	5.2	8.9	25.3

A2.2.

Clinical Learning Environment Distribution by Beds and Staffing

Characteristic	CLER Program, Median (IQR)	Teaching Hospitals, Median (IQR)	All Hospitals, Median (IQR)
Total Licensed Beds	609 (446–830) ^e	600 (402–789) ^f	102 (40–253) ^g
Total Staffed Beds	528 (352–717)	498 (319–682)	81 (32–198)
Staff^{h,i}			
Registered nurses	1421 (861–2196)	1371 (746–2121)	104 (46–346)
Clinical staff	822 (482–1374)	733 (435–1256)	96 (46–233)
All other personnel	2255 (1253–3209)	2095 (1277–3203)	205 (91–550)

^aBased on the 2015 American Hospital Association Annual Survey.

^bPercentages do not total 100 because of rounding.

^cMember of Council of Teaching Hospital of the Association of American Medical Colleges.

^dIncludes psychiatric, rehabilitation, acute long-term care hospital, children's general medical and surgical, and other types of services.

^eMissing data < 9%.

^fMissing data < 14%.

^gMissing data < 25%.

^hPhysicians, residents, interns, and other trainees omitted from staff count.

ⁱFull-time and part-time personnel only; excludes full-time and part-time equivalent personnel.

Abbreviations: CLER, Clinical Learning Environment Review; IQR, interquartile range; SI, Sponsoring Institution.

Appendix A3. Clinical Learning Environments Visited: Number of Programs at Site

Programs ^{a,b}	SIs with CLER Visits, % (N = 287)
Number of Programs at Site	
< 8	25.8
8–17	24.7
18–47	24.7
> 47	24.7
Number of Core Programs at Site	
< 5	26.5
5–9	25.4
10–21	24.7
> 21	23.3

^aBased on the 2017 Accreditation Council for Graduate Medical Education data.

^bPercentages do not total 100 because of rounding.

Abbreviation: SI, Sponsoring Institution.

Appendix A4. CLER Visits: Characteristics of Groups Interviewed

A4.1.

Selected Characteristics of Residents and Fellows in the Group Interviews^a

Characteristic	Residents and Fellows, % (N = 9262)
Gender^b	
Male	55.9
Female	44.1
Level of Training^b	
PGY-1	1.8
PGY-2	22.4
PGY-3	28.4
PGY-4+	47.4
Specialty Group^b	
Medical	52.2
Surgical	25.8
Hospital-based	22.0

A4.2.

Selected Characteristics of Faculty Members and Program Directors in the Group Interviews^{a,c}

Characteristic	Faculty Members, % (N = 8164)	Program Directors, % (N = 6034)
Years at Hospital or Medical Center^b		
≤ 2	19.4	6.6
3–5	24.9	15.0
6–10	22.4	27.4
> 10	33.3	51.0
Program^b		
Core residency program	52.5	44.6
Fellowship	13.2	50.2
Both	34.3	5.2
Specialty Group^b		
Medical	52.2	53.5
Surgical	25.4	23.6
Hospital-based	22.4	23.0

^a Based on audience response system data.

^b Missing data (< 2%) have been omitted; percentages based on valid percent.

^c Percentages do not total 100 because of rounding.

Appendix B. Selected Results From Resident and Fellow Group Interviews

B1. Percentage of Residents and Fellows Who Reported Experiencing an Adverse Event, Near Miss/Close Call, or Unsafe Condition

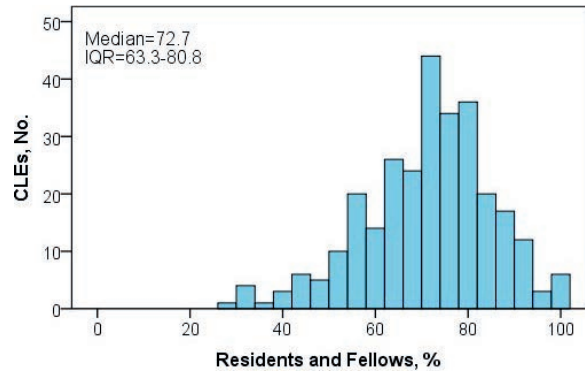
Percent of Total Surveyed^a (n = 9247)

72.7

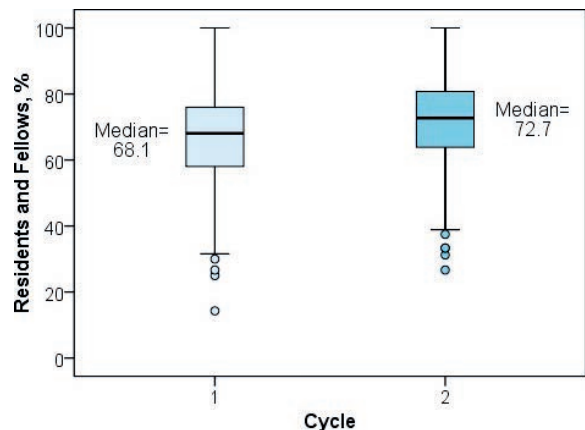
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9247)
Gender*	
Male	71.7
Female	73.8
Level of Training***	
PGY-1	59.9
PGY-2	74.5
PGY-3	77.0
PGY-4+	69.6
Specialty Group***	
Medical	73.6
Surgical	76.1
Hospital-based	66.4
CLE Characteristics	
Region^b	
Northeast	73.1
Midwest	73.1
South	73.2
West	70.6
Bed Size***	
< 200	59.2
200–299	69.6
300–399	68.5
400–499	71.8
500 or more	74.7
Type of Ownership*	
Nongovernment, not-for-profit	73.0
Investor-owned, for-profit	66.2
Government, federal	72.5
Government, nonfederal	73.0

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 241)***



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B2. Percentage of Residents and Fellows Who Reported Experiencing an Adverse Event, Near Miss/Close Call, or Unsafe Condition and Submitted a Report Through the Clinical Site's Reporting System

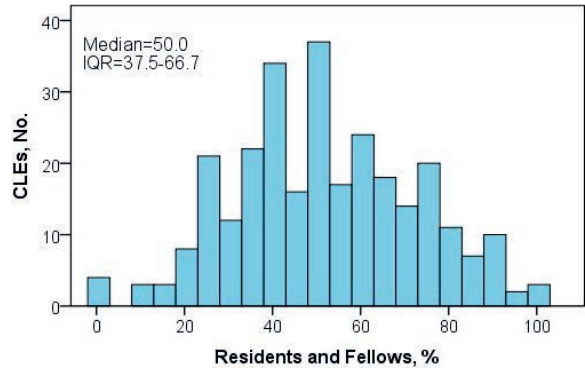
Percent of Total Surveyed^a (n = 6550)

49.8

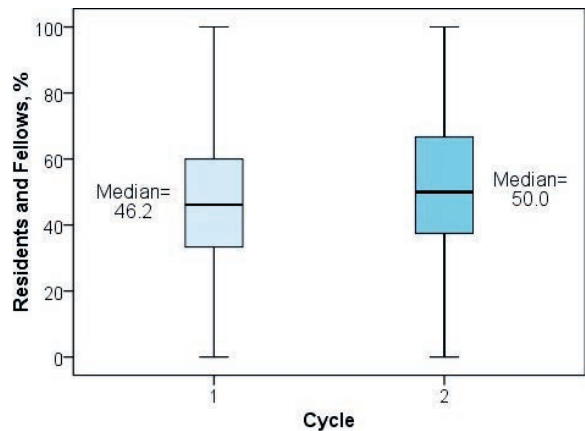
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 6550)
Gender**	
Male	47.7
Female	52.3
Level of Training***	
PGY-1	31.9
PGY-2	48.0
PGY-3	53.1
PGY-4+	49.0
Specialty Group***	
Medical	54.1
Surgical	48.3
Hospital-based	40.4
CLE Characteristics	
Region^{b***}	
Northeast	51.3
Midwest	50.2
South	49.5
West	45.4
Bed Size***	
< 200	56.3
200–299	63.1
300–399	49.7
400–499	46.6
500 or more	48.6
Type of Ownership***	
Nongovernment, not-for-profit	50.4
Investor-owned, for-profit	40.0
Government, federal	63.3
Government, nonfederal	48.7

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 241)**



^aMissing data (< 3%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

Statistically significant at $P < .05$. *Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B3. Percentage of Residents and Fellows Who Reported a Near Miss/Close Call Event

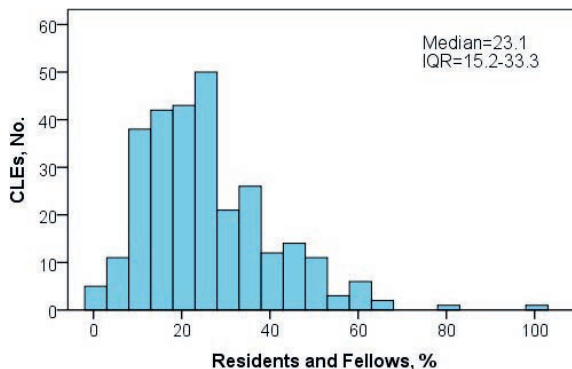
Percent of Total Surveyed^a (n = 9243)

23.6

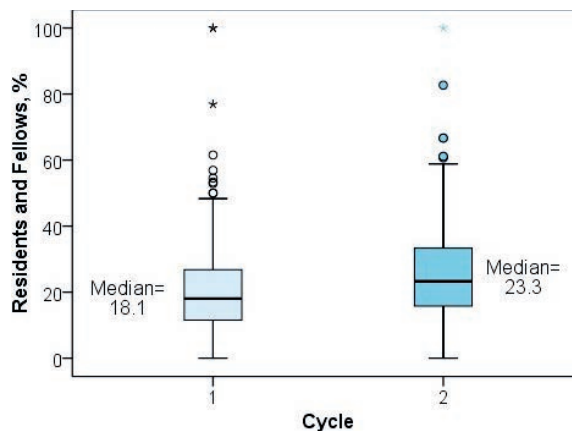
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9243)
Gender***	
Male	21.4
Female	26.3
Level of Training***	
PGY-1	18.5
PGY-2	27.3
PGY-3	27.2
PGY-4+	19.8
Specialty Group***	
Medical	26.4
Surgical	22.0
Hospital-based	18.8
CLE Characteristics	
Region****	
Northeast	26.1
Midwest	22.5
South	24.6
West	18.9
Bed Size	
< 200	23.6
200–299	25.8
300–399	25.1
400–499	22.7
500 or more	23.2
Type of Ownership*	
Nongovernment, not-for-profit	24.5
Investor-owned, for-profit	18.5
Government, federal	23.3
Government, nonfederal	22.5

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)***



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B4. Percentage of Residents and Fellows Who Reported Receiving Feedback on the Outcome of a Report Submitted^a Through the Clinical Site's Reporting System

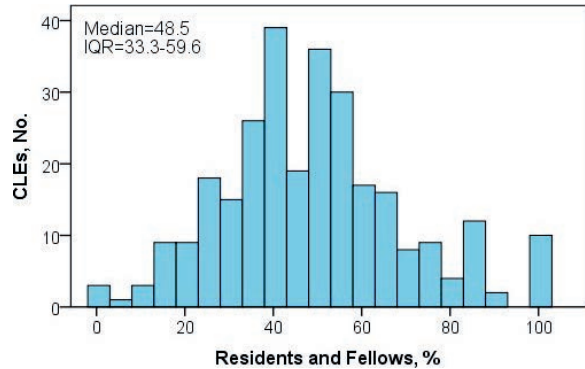
Percent of Total Surveyed^b (n = 5388)

46.1

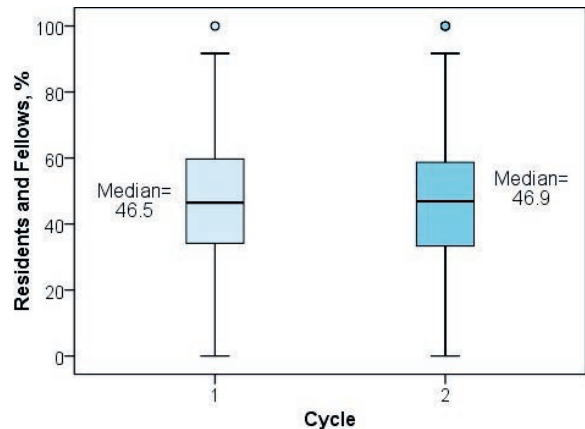
Percentage by Resident and Fellow and CLE Characteristics^b

Resident and Fellow Characteristics	Residents and Fellows, % (n = 5388)
Gender***	
Male	49.9
Female	41.7
Level of Training***	
PGY-1	40.3
PGY-2	39.8
PGY-3	43.7
PGY-4+	51.2
Specialty Group**	
Medical	44.9
Surgical	50.2
Hospital-based	44.0
CLE Characteristics	
Region^c***	
Northeast	47.6
Midwest	45.3
South	46.8
West	41.7
Bed Size***	
< 200	50.0
200–299	50.6
300–399	52.0
400–499	38.0
500 or more	45.9
Type of Ownership**	
Nongovernment, not-for-profit	48.0
Investor-owned, for-profit	41.2
Government, federal	41.9
Government, nonfederal	43.1

Distribution Across CLEs^d (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{e,f} (n = 240)



^aReport submitted by resident or fellow or through a nurse or supervisor.

^bMissing data (< 7%) have been omitted; percentages based on valid percent.

^cResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^dDistribution includes 95% or more of the total number of CLEs (N = 287).

^eResults based on matched observations; see Methodology (p. 13–18).

^fThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B5. Percentage of Residents and Fellows (PGY-3 and Above) Who Reported Participating in an Interprofessional (Physicians, Nurses, Administrators, Others) Investigation of a Patient Safety Event (eg, Root Cause Analysis)

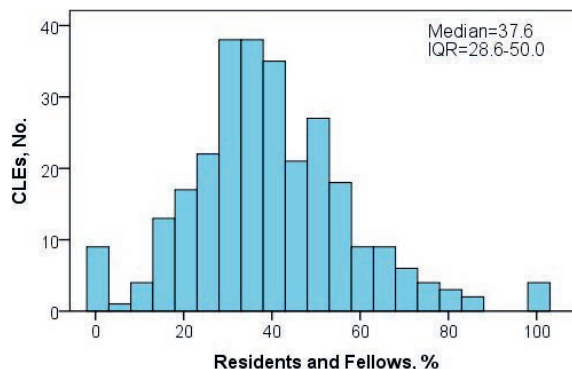
Percent of Total Surveyed^a (n = 6796)

37.6

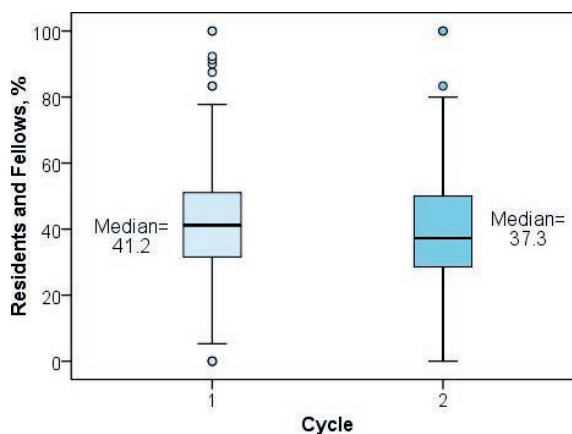
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 6796)
Gender	
Male	37.0
Female	38.4
Level of Training	
PGY-3	36.5
PGY-4+	38.3
Specialty Group***	
Medical	37.0
Surgical	42.0
Hospital-based	33.7
CLE Characteristics	
Region****	
Northeast	42.4
Midwest	36.7
South	36.8
West	32.7
Bed Size*	
< 200	27.0
200–299	37.8
300–399	38.8
400–499	37.3
500 or more	38.1
Type of Ownership***	
Nongovernment, not-for-profit	39.6
Investor-owned, for-profit	32.3
Government, federal	33.7
Government, nonfederal	34.6

Distribution Across CLEs^c (n = 280)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 237)*



^aMissing data (< 4%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B6. Percentage of Residents and Fellows Who Reported Knowing the Clinical Site's Resources to Support Them if Involved in a Major Patient Safety Event

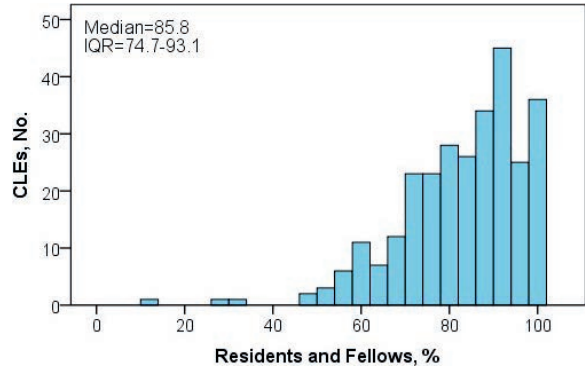
Percent of Total Surveyed^a (n = 9199)

82.3

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9199)
Gender	
Male	82.0
Female	82.7
Level of Training	
PGY-1	82.7
PGY-2	83.0
PGY-3	83.5
PGY-4+	81.2
Specialty Group	
Medical	82.4
Surgical	82.2
Hospital-based	82.1
CLE Characteristics	
Region^{b***}	
Northeast	81.3
Midwest	80.4
South	82.2
West	86.8
Bed Size[*]	
< 200	79.9
200–299	86.2
300–399	82.9
400–499	81.6
500 or more	82.0
Type of Ownership^{***}	
Nongovernment, not-for-profit	83.4
Investor-owned, for-profit	77.4
Government, federal	93.5
Government, nonfederal	79.5

Distribution Across CLEs^c (n = 284)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.
^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.
^cDistribution includes 95% or more of the total number of CLEs (N = 287).
^{*}Statistically significant at $P < .05$. ^{**}Statistically significant at $P < .01$. ^{***}Statistically significant at $P < .001$.
 Abbreviations: IQR, interquartile range; PGY, postgraduate year.

B7. Percentage of Residents and Fellows (PGY-2 and Above) Who Reported Knowing the Clinical Site's Priorities in the Area of Quality Improvement

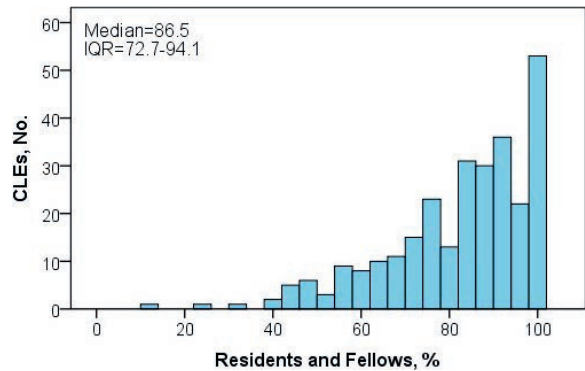
Percent of Total Surveyed^a (n = 8942)

78.8

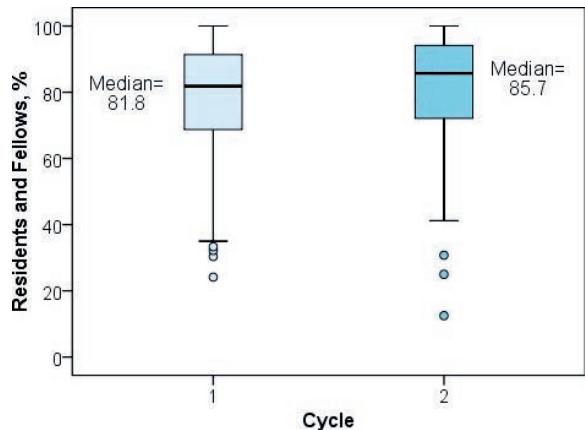
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 8942)
Gender*	
Male	77.9
Female	80.1
Level of Training	
PGY-2	80.0
PGY-3	79.2
PGY-4+	78.1
Specialty Group***	
Medical	79.7
Surgical	80.6
Hospital-based	74.6
CLE Characteristics	
Region***	
Northeast	80.1
Midwest	78.3
South	78.3
West	77.7
Bed Size***	
< 200	81.0
200–299	86.3
300–399	84.2
400–499	73.1
500 or more	78.1
Type of Ownership***	
Nongovernment, not-for-profit	79.7
Investor-owned, for-profit	78.4
Government, federal	87.0
Government, nonfederal	76.2

Distribution Across CLEs^c (n = 280)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 237)**



^aMissing data (< 2%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B8. Percentage of Residents and Fellows (PGY-2 and Above) Who Reported Participating in a Quality Improvement Project of Their Own Design or One Designed by Their Program or Department

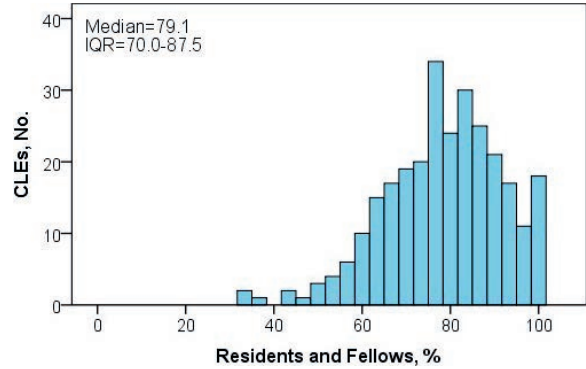
Percent of Total Surveyed^a (n = 8931)

78.3

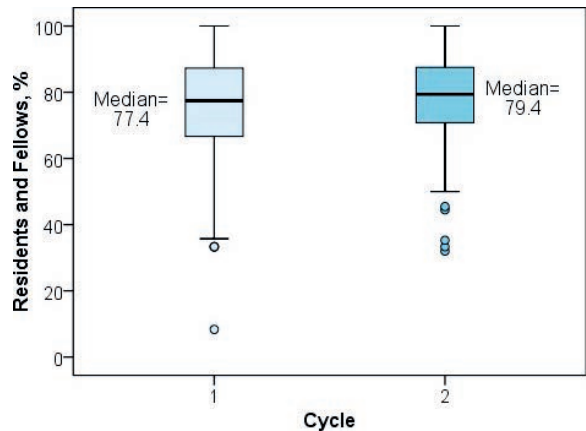
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 8931)
Gender**	
Male	77.2
Female	79.8
Level of Training***	
PGY-2	73.8
PGY-3	81.2
PGY-4+	78.8
Specialty Group***	
Medical	81.4
Surgical	72.9
Hospital-based	77.4
CLE Characteristics	
Region^b	
Northeast	78.6
Midwest	77.4
South	78.3
West	79.3
Bed Size	
< 200	75.6
200–299	81.0
300–399	78.0
400–499	75.9
500 or more	78.7
Type of Ownership	
Nongovernment, not-for-profit	78.2
Investor-owned, for-profit	78.6
Government, federal	83.5
Government, nonfederal	78.0

Distribution Across CLEs^c (n = 280)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 237)*



^aMissing data (< 2%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B9. Percentage of Residents and Fellows (PGY-2 and Above) Who Reported Participating in a Quality Improvement Project Linked to 1 or More of the Clinical Site's Quality Improvement Goals

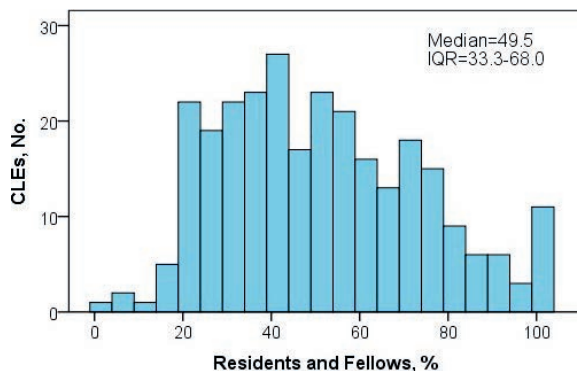
Percent of Total Surveyed^a (n = 6820)

48.2

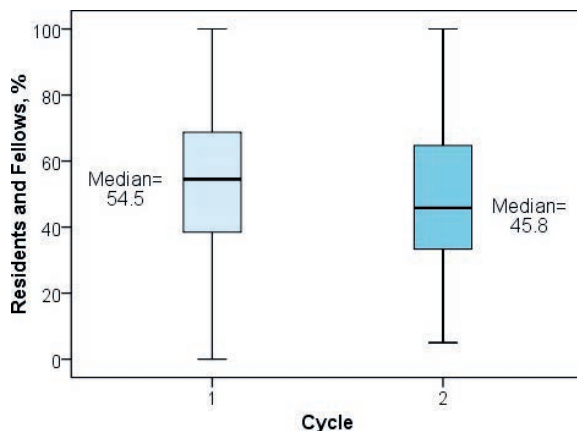
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 6820)
Gender	
Male	49.0
Female	47.2
Level of Training***	
PGY-2	53.0
PGY-3	47.7
PGY-4+	46.4
Specialty Group***	
Medical	47.6
Surgical	55.4
Hospital-based	41.3
CLE Characteristics	
Region****	
Northeast	52.7
Midwest	45.8
South	47.9
West	44.3
Bed Size***	
< 200	48.0
200–299	62.6
300–399	51.0
400–499	45.3
500 or more	46.6
Type of Ownership***	
Nongovernment, not-for-profit	49.7
Investor-owned, for-profit	44.1
Government, federal	62.5
Government, nonfederal	44.0

Distribution Across CLEs^c (n = 280)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 237)**



^a Missing data (< 3%) have been omitted; percentages based on valid percent.

^b Results from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^c Distribution includes 95% or more of the total number of CLEs (N = 287).

^d Results based on matched observations; see Methodology (p. 13–18).

^e The horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

Statistically significant at $P < .05$. *Statistically significant at $P < .01$. ****Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B10. Percentage of Residents and Fellows (PGY-2 and Above) Who Reported Being Engaged in Interprofessional Quality Improvement Teams (eg, Nurses, Administrators, Pharmacists, etc) While Participating in a Quality Improvement Project Directly Linked to 1 or More of the Clinical Site's Quality Improvement Goals

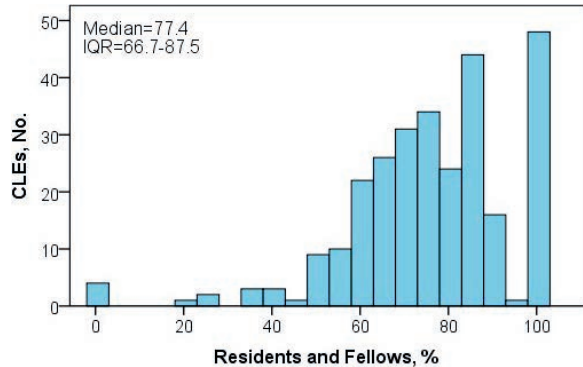
Percent of Total Surveyed^a (n = 3214)

74.3

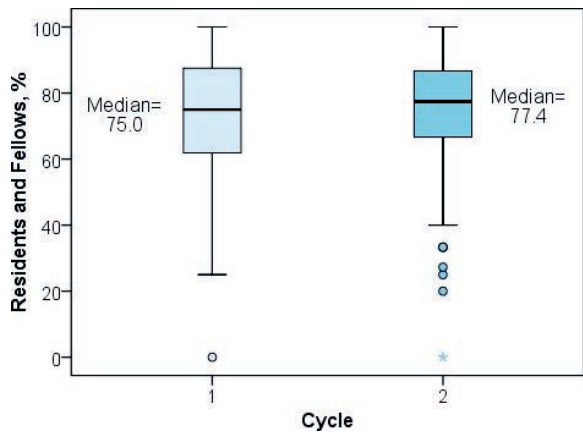
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 3214)
Gender	
Male	73.6
Female	75.1
Level of Training	
PGY-2	73.1
PGY-3	72.5
PGY-4+	76.0
Specialty Group**	
Medical	75.8
Surgical	75.3
Hospital-based	68.2
CLE Characteristics	
Region^{b*}	
Northeast	74.4
Midwest	77.1
South	71.7
West	74.3
Bed Size	
< 200	72.5
200–299	74.7
300–399	77.0
400–499	77.4
500 or more	73.3
Type of Ownership**	
Nongovernment, not-for-profit	76.4
Investor-owned, for-profit	71.0
Government, federal	74.0
Government, nonfederal	69.6

Distribution Across CLEs^c (n = 279)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 233)



^aMissing data (< 3%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B11. Percentage of Residents and Fellows Who Reported Receiving Aggregated or Benchmarked Quality Performance Data About the Care of Their Own Patients

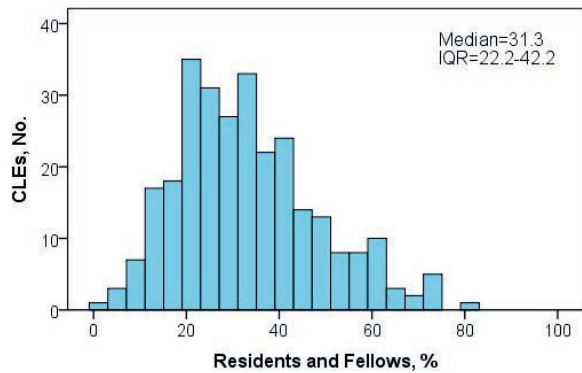
Percent of Total Surveyed^a (n = 9198)

30.9

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9198)
Gender**	
Male	30.1
Female	31.8
Level of Training***	
PGY-1	23.3
PGY-2	37.5
PGY-3	33.9
PGY-4+	26.2
Specialty Group***	
Medical	35.5
Surgical	25.1
Hospital-based	26.8
CLE Characteristics	
Region***	
Northeast	29.7
Midwest	31.1
South	30.5
West	33.0
Bed Size***	
< 200	31.6
200–299	32.0
300–399	32.5
400–499	23.3
500 or more	31.9
Type of Ownership***	
Nongovernment, not-for-profit	32.2
Investor-owned, for-profit	24.5
Government, federal	31.7
Government, nonfederal	29.0

Distribution Across CLEs^c (n = 282)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; IQR, interquartile range; PGY, postgraduate year.

B12. Percentage of Residents and Fellows Who Reported Knowing the Clinical Site's Priorities With Regard to Addressing Health Care Disparities

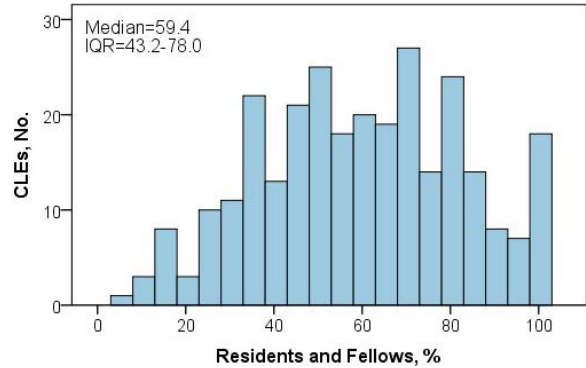
Percent of Total Surveyed^a (n = 9222)

55.1

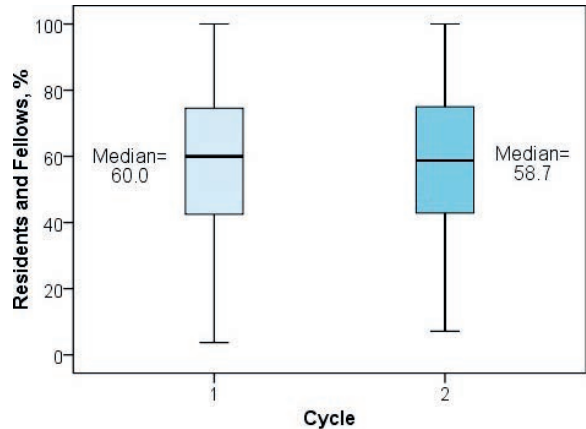
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9222)
Gender	
Male	54.2
Female	56.2
Level of Training***	
PGY-1	62.1
PGY-2	58.4
PGY-3	55.3
PGY-4+	53.1
Specialty Group**	
Medical	56.2
Surgical	56.0
Hospital-based	51.4
CLE Characteristics	
Region^{b***}	
Northeast	58.7
Midwest	54.4
South	53.3
West	52.1
Bed Size***	
< 200	52.6
200–299	61.9
300–399	63.8
400–499	50.0
500 or more	54.0
Type of Ownership***	
Nongovernment, not-for-profit	56.5
Investor-owned, for-profit	49.9
Government, federal	44.4
Government, nonfederal	54.0

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B13. Percentage of Residents and Fellows Who Reported Receiving Cultural Competency Training Specific to Populations at Risk for Health Care Disparities at Their Clinical Site

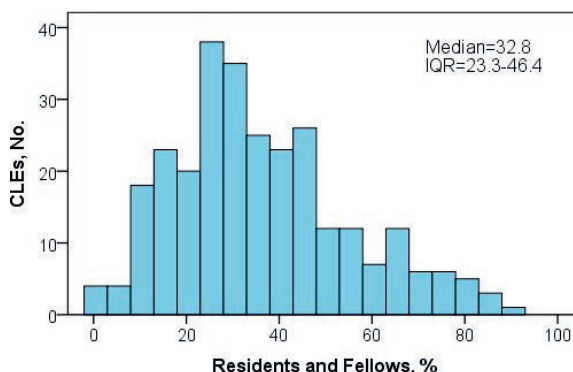
Percent of Total Surveyed^a (n = 9171)

33.6

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9171)
Gender***	
Male	32.3
Female	35.4
Level of Training***	
PGY-1	28.4
PGY-2	36.6
PGY-3	36.0
PGY-4+	31.1
Specialty Group***	
Medical	35.9
Surgical	31.4
Hospital-based	31.1
CLE Characteristics	
Region^b***	
Northeast	35.9
Midwest	31.4
South	34.3
West	31.6
Bed Size***	45.6
< 200	32.4
200–299	41.0
300–399	39.7
400–499	32.7
500 or more	32.0
Type of Ownership***	
Nongovernment, not-for-profit	33.8
Investor-owned, for-profit	22.9
Government, federal	42.0
Government, nonfederal	34.3

Distribution Across CLEs^c (n = 284)



^aMissing data (< 2%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: IQR, interquartile range; PGY, postgraduate year.

B14. Percentage of Residents and Fellows Who Reported Participating In a Quality Improvement Project Focused on Reducing Health Care Disparities

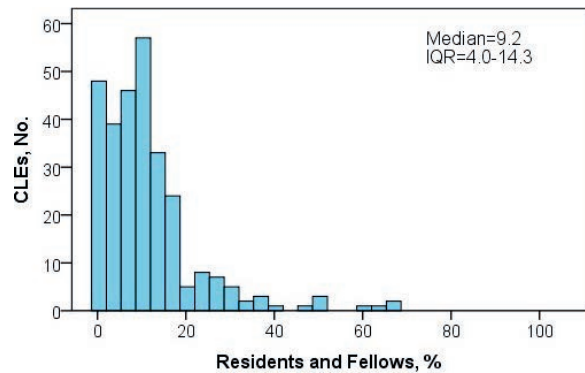
Percent of Total Surveyed^a (n = 9222)

10.1

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9222)
Gender**	
Male	9.2
Female	11.2
Level of Training***	
PGY-1	5.6
PGY-2	12.7
PGY-3	12.4
PGY-4+	7.6
Specialty Group***	
Medical	12.6
Surgical	7.9
Hospital-based	6.6
CLE Characteristics	
Region^{b*}	
Northeast	11.1
Midwest	10.1
South	9.1
West	10.3
Bed Size	
< 200	8.0
200–299	13.0
300–399	9.8
400–499	9.6
500 or more	10.0
Type of Ownership	
Nongovernment, not-for-profit	10.5
Investor-owned, for-profit	10.5
Government, federal	5.4
Government, nonfederal	9.6

Distribution Across CLEs^c (n = 286)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$. Abbreviations: IQR, interquartile range; PGY, postgraduate year.

B15. Percentage of Residents and Fellows Who Reported Participating in Training With Nurses and Other Health Care Professionals in How to Transition Patients' Care

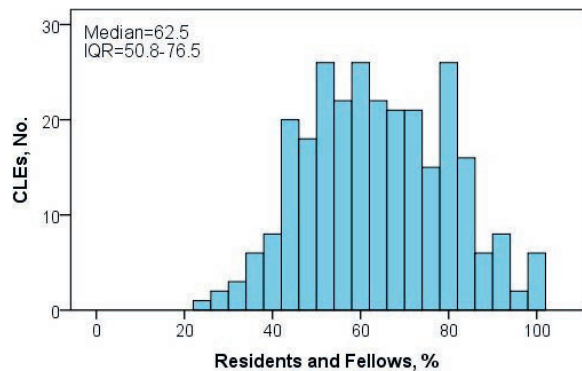
Percent of Total Surveyed^a (n = 8940)

61.1

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 8940)
Gender	
Male	60.8
Female	61.5
Level of Training**	
PGY-1	56.2
PGY-2	61.3
PGY-3	64.0
PGY-4+	59.5
Specialty Group**	
Medical	61.8
Surgical	62.8
Hospital-based	57.5
CLE Characteristics	
Region^{b***}	
Northeast	61.6
Midwest	59.8
South	61.4
West	60.3
Bed Size^{***}	
< 200	66.2
200–299	70.3
300–399	61.2
400–499	55.8
500 or more	60.7
Type of Ownership^{***}	
Nongovernment, not-for-profit	62.0
Investor-owned, for-profit	52.9
Government, federal	77.5
Government, nonfederal	58.9

Distribution Across CLEs^c (n = 275)



^aMissing data (< 4%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: IQR, interquartile range; PGY, postgraduate year.

B16. Percentage of Residents and Fellows Who Reported Following Standardized Processes for Handling Transitions of Care From Inpatient to Outpatient

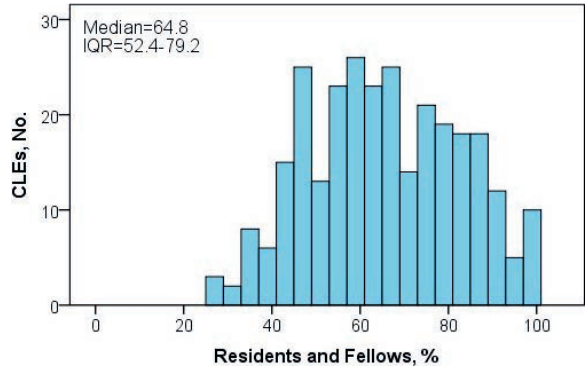
Percent of Total Surveyed^a (n = 8886)

60.2

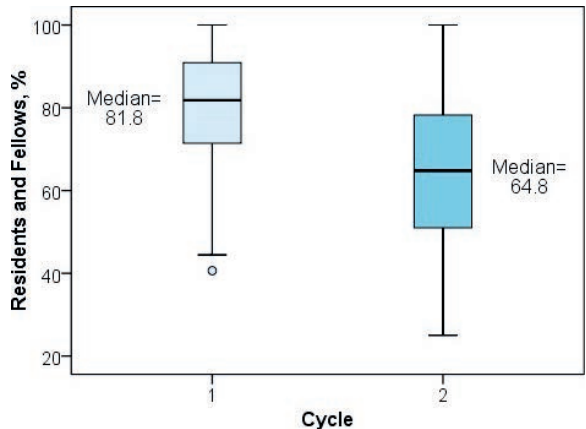
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 8886)
Gender	
Male	59.4
Female	61.3
Level of Training***	
PGY-1	63.9
PGY-2	66.4
PGY-3	61.7
PGY-4+	56.2
Specialty Group***	
Medical	64.8
Surgical	64.8
Hospital-based	42.3
CLE Characteristics	
Region^{b***}	
Northeast	62.1
Midwest	60.3
South	60.3
West	55.9
Bed Size***	
< 200	67.1
200–299	64.0
300–399	67.1
400–499	56.2
500 or more	59.0
Type of Ownership**	
Nongovernment, not-for-profit	60.6
Investor-owned, for-profit	63.7
Government, federal	67.2
Government, nonfederal	58.1

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)***



^aMissing data (< 5%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B17. Percentage of Residents and Fellows Who Reported Following a Standardized Process for Handling Transitions of Care During Handoffs Between Shifts

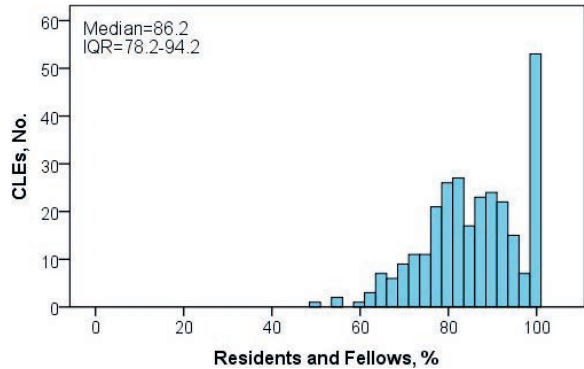
Percent of Total Surveyed^a (n = 9193)

82.9

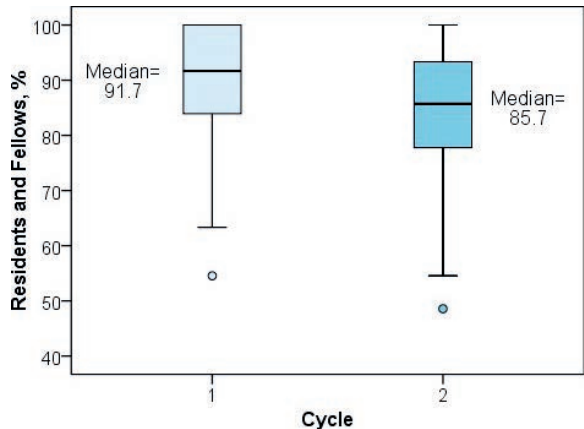
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9193)
Gender***	
Male	81.6
Female	84.4
Level of Training***	
PGY-1	88.8
PGY-2	87.3
PGY-3	86.7
PGY-4+	78.2
Specialty Group***	
Medical	86.1
Surgical	86.4
Hospital-based	71.1
CLE Characteristics	
Region^{b***}	
Northeast	84.3
Midwest	82.2
South	82.9
West	80.7
Bed Size***	
< 200	87.2
200–299	88.9
300–399	84.2
400–499	80.7
500 or more	82.1
Type of Ownership***	
Nongovernment, not-for-profit	82.8
Investor-owned, for-profit	85.4
Government, federal	92.0
Government, nonfederal	81.8

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 241)***



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B18. Percentage of Residents and Fellows Who Reported Following a Standardized Process for Handoffs Between Shifts That Included a Standardized Written Template for Communication

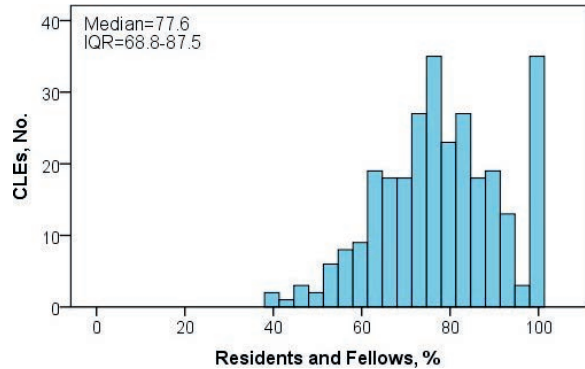
Percent of Total Surveyed^a (n = 7470)

75.6

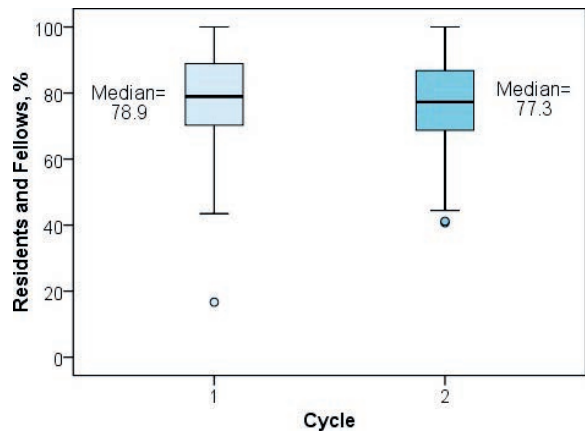
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 7470)
Gender***	
Male	72.4
Female	79.4
Level of Training***	
PGY-1	83.8
PGY-2	83.4
PGY-3	82.0
PGY-4+	66.7
Specialty Group***	
Medical	82.5
Surgical	72.8
Hospital-based	59.1
CLE Characteristics	
Region^b***	
Northeast	78.6
Midwest	74.1
South	75.8
West	71.0
Bed Size***	
< 200	80.8
200–299	84.0
300–399	79.6
400–499	70.9
500 or more	74.3
Type of Ownership***	
Nongovernment, not-for-profit	75.1
Investor-owned, for-profit	80.3
Government, federal	85.3
Government, nonfederal	74.5

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 241)*



^aMissing data (< 2%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B19. Percentage of Residents and Fellows Who Reported Having Been Placed, or Witnessing One of Their Peers Placed, in a Situation Where They Believed There Was Inadequate Supervision at the Clinical Site (eg, the Attending Was Not Available)

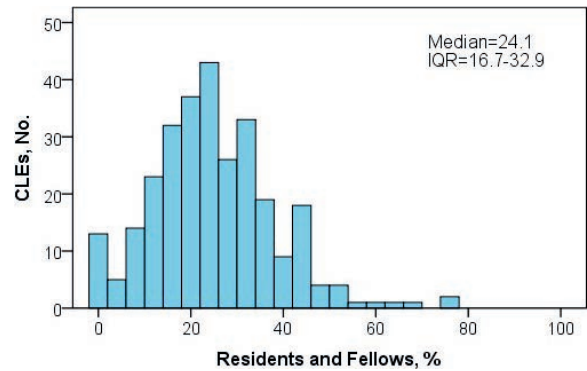
Percent of Total Surveyed^a (n = 9212)

26.8

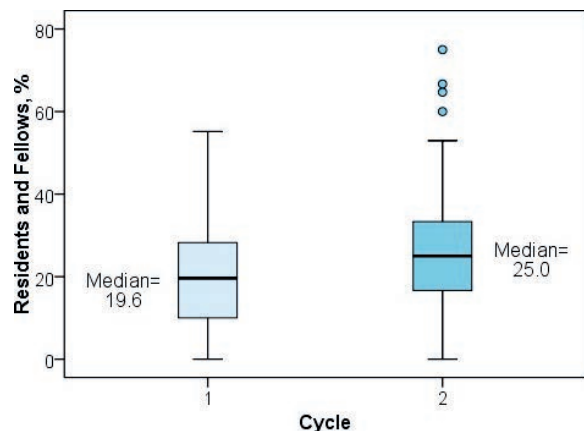
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9212)
Gender***	
Male	24.6
Female	29.5
Level of Training***	
PGY-1	23.8
PGY-2	29.4
PGY-3	30.0
PGY-4+	23.7
Specialty Group***	
Medical	26.3
Surgical	24.1
Hospital-based	31.0
CLE Characteristics	
Region^b*	
Northeast	27.3
Midwest	27.6
South	24.9
West	28.9
Bed Size***	
< 200	19.4
200–299	21.3
300–399	25.1
400–499	28.7
500 or more	27.8
Type of Ownership*	
Nongovernment, not-for-profit	26.3
Investor-owned, for-profit	27.5
Government, federal	20.2
Government, nonfederal	28.4

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)***



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B20. Percentage of Residents and Fellows Who Reported Encountering a Physician (Attending Physicians or Consultants) Who Made Them Feel Uncomfortable When Requesting Assistance

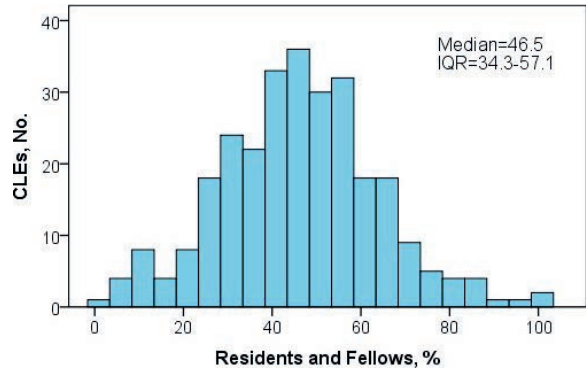
Percent of Total Surveyed^a (n = 9204)

45.9

Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9204)
Gender***	
Male	43.2
Female	49.4
Level of Training***	
PGY-1	47.8
PGY-2	52.4
PGY-3	50.9
PGY-4+	39.8
Specialty Group*	
Medical	46.8
Surgical	43.7
Hospital-based	46.3
CLE Characteristics	
Region****	
Northeast	47.2
Midwest	48.5
South	43.1
West	47.4
Bed Size***	
< 200	33.1
200–299	39.6
300–399	44.4
400–499	47.7
500 or more	47.4
Type of Ownership**	
Nongovernment, not-for-profit	47.6
Investor-owned, for-profit	42.2
Government, federal	39.8
Government, nonfederal	43.5

Distribution Across CLEs^c (n = 282)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: IQR, interquartile range; PGY, postgraduate year.

B21. Percentage of Residents and Fellows Who Reported Knowing What They Were Allowed to Do Without Direct Supervision

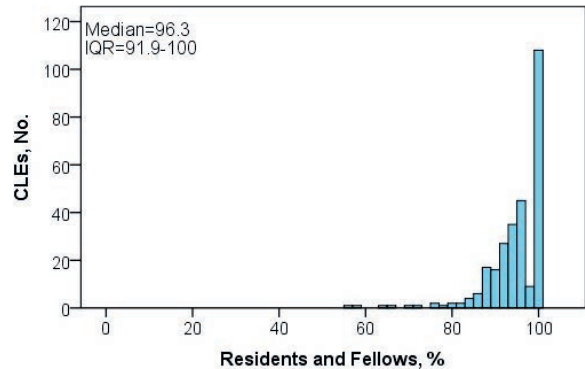
Percent of Total Surveyed^a (n = 9100)

94.0

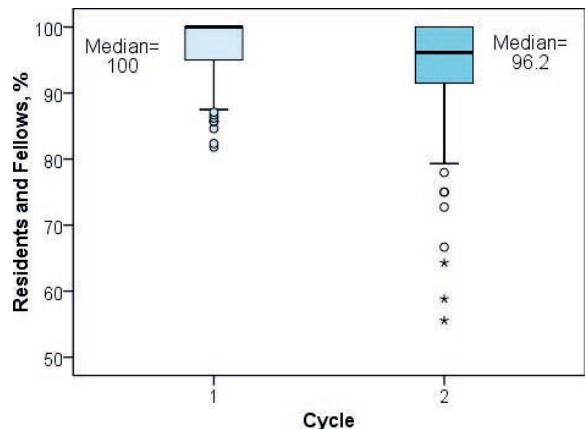
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9100)
Gender	
Male	93.9
Female	94.0
Level of Training***	
PGY-1	88.1
PGY-2	92.5
PGY-3	94.8
PGY-4+	94.4
Specialty Group*	
Medical	93.9
Surgical	94.9
Hospital-based	92.9
CLE Characteristics	
Region****	
Northeast	94.6
Midwest	92.3
South	94.9
West	93.4
Bed Size	
< 200	96.1
200–299	94.3
300–399	95.1
400–499	94.3
500 or more	93.6
Type of Ownership	
Nongovernment, not-for-profit	93.7
Investor-owned, for-profit	95.8
Government, federal	96.6
Government, nonfederal	94.0

Distribution Across CLEs^c (n = 280)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 239)***



^a Missing data (< 2%) have been omitted; percentages based on valid percent.

^b Results from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^c Distribution includes 95% or more of the total number of CLEs (N = 287).

^d Results based on matched observations; see Methodology (p. 13–18).

^e The horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B22. Percentage of Residents and Fellows Who Reported Having an Objective Way to Know What Procedures Residents and Fellows From Other Services Were Allowed to Do Without Direct Supervision When They Consulted on Patients

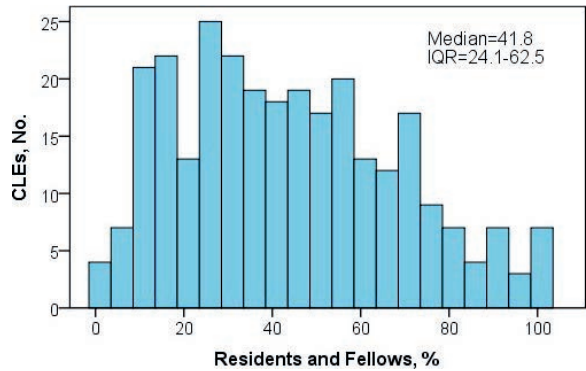
Percent of Total Surveyed^a (n = 9075)

38.2

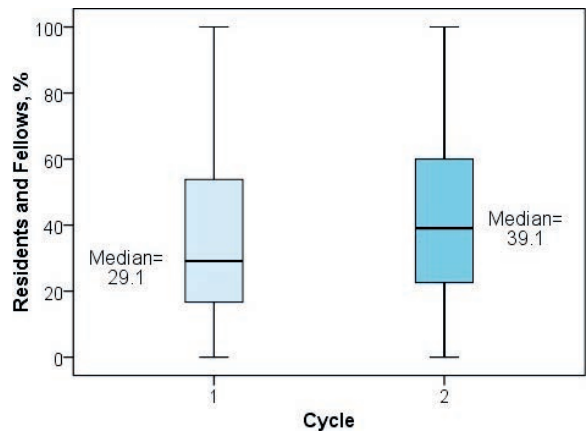
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9075)
Gender**	
Male	39.4
Female	36.7
Level of Training	
PGY-1	44.0
PGY-2	37.8
PGY-3	36.5
PGY-4+	39.2
Specialty Group**	
Medical	39.8
Surgical	37.4
Hospital-based	35.2
CLE Characteristics	
Region***	
Northeast	40.6
Midwest	36.6
South	39.0
West	32.7
Bed Size***	
< 200	46.1
200–299	59.7
300–399	49.5
400–499	29.6
500 or more	34.9
Type of Ownership***	
Nongovernment, not-for-profit	38.1
Investor-owned, for-profit	48.7
Government, federal	61.4
Government, nonfederal	34.3

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)**



^aMissing data (< 3%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B23. Percentage of Residents and Fellows Who Reported That They Would Power Through to Handoff if Placed in a Situation in Which They Were Impaired by Fatigue, Maxed Out on Caffeine, and a 15-Minute Nap Had No Effect

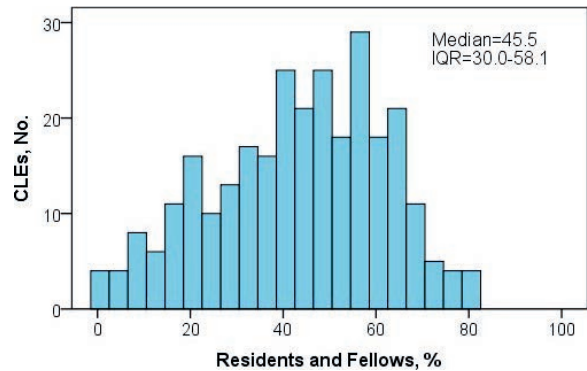
Percent of Total Surveyed^a (n = 9184)

48.1

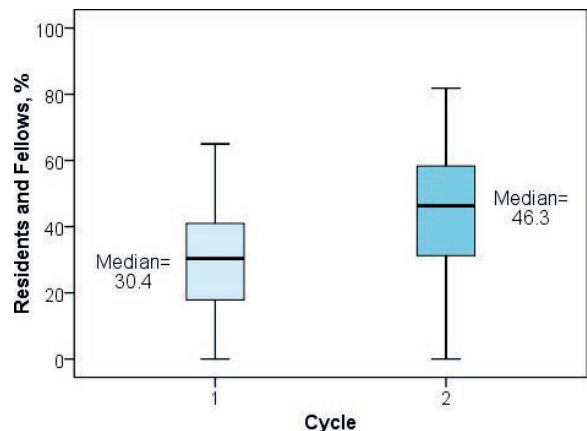
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9184)
Gender***	
Male	44.3
Female	53.0
Level of Training***	
PGY-1	46.9
PGY-2	53.7
PGY-3	50.6
PGY-4+	44.0
Specialty Group***	
Medical	46.9
Surgical	48.6
Hospital-based	50.6
CLE Characteristics	
Region^b***	
Northeast	49.2
Midwest	46.9
South	46.4
West	53.2
Bed Size***	
< 200	37.4
200–299	40.1
300–399	39.1
400–499	53.0
500 or more	50.3
Type of Ownership***	
Nongovernment, not-for-profit	47.8
Investor-owned, for-profit	40.8
Government, federal	43.7
Government, nonfederal	50.5

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)***



^a Missing data (< 1%) have been omitted; percentages based on valid percent.

^b Results from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^c Distribution includes 95% or more of the total number of CLEs (N = 287).

^d Results based on matched observations; see Methodology (p. 13–18).

^e The horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B24. Percentage of Residents and Fellows Who Reported That Their Clinical Site Provided a Supportive, Nonpunitive Environment For Coming Forward With Concerns Regarding Honesty in Reporting (eg, Patient Data, Duty Hours)

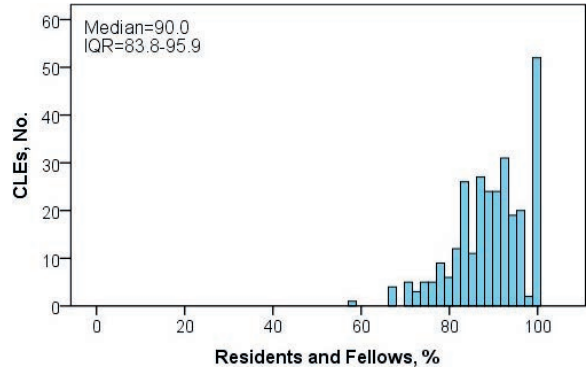
Percent of Total Surveyed^a (n = 9219)

88.1

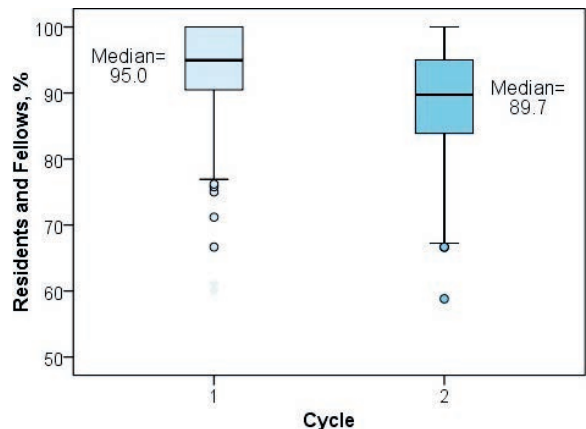
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9219)
Gender	
Male	88.5
Female	87.6
Level of Training	
PGY-1	88.9
PGY-2	88.0
PGY-3	88.8
PGY-4+	87.7
Specialty Group	
Medical	88.7
Surgical	86.9
Hospital-based	88.2
CLE Characteristics	
Region^{b*}	
Northeast	87.3
Midwest	89.4
South	87.7
West	87.7
Bed Size	
< 200	89.8
200–299	89.9
300–399	88.1
400–499	86.0
500 or more	88.1
Type of Ownership^{***}	
Nongovernment, not-for-profit	89.0
Investor-owned, for-profit	88.9
Government, federal	90.0
Government, nonfederal	85.6

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)^{***}



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

^{*}Statistically significant at $P < .05$. ^{**}Statistically significant at $P < .01$. ^{***}Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B25. Percentage of Residents and Fellows Who Reported They Had Documented a History or Physical Finding in a Patient Medical Record That They Did Not Personally Elicit at the Clinical Site (eg, Copying and Pasting From Another Note)

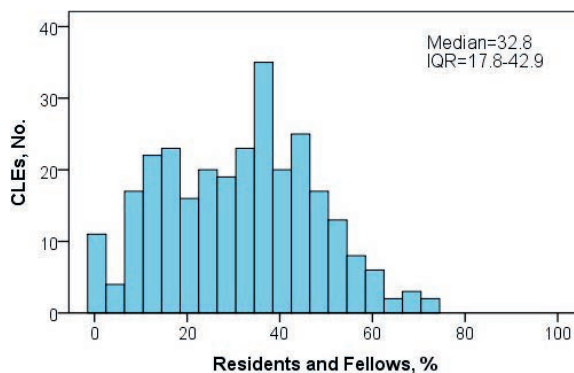
Percent of Total Surveyed^a (n = 9186)

36.4

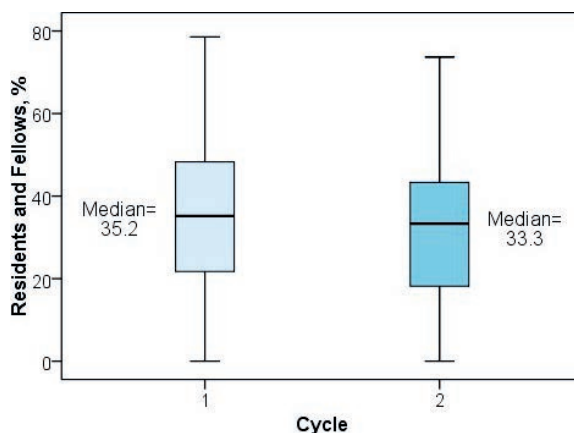
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9186)
Gender***	
Male	38.5
Female	33.8
Level of Training*	
PGY-1	33.3
PGY-2	37.9
PGY-3	37.9
PGY-4+	35.0
Specialty Group**	
Medical	34.6
Surgical	38.9
Hospital-based	37.8
CLE Characteristics	
Region****	
Northeast	35.1
Midwest	39.3
South	35.7
West	37.1
Bed Size****	
< 200	18.9
200–299	25.5
300–399	29.5
400–499	39.2
500 or more	39.4
Type of Ownership	
Nongovernment, not-for-profit	36.9
Investor-owned, for-profit	34.3
Government, federal	29.8
Government, nonfederal	36.3

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)**



^a Missing data (< 1%) have been omitted; percentages based on valid percent.

^b Results from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^c Distribution includes 95% or more of the total number of CLEs (N = 287).

^d Results based on matched observations; see Methodology (p. 13–18).

^e The horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

B26. Percentage of Residents and Fellows Who Reported Having Felt Pressured to Compromise Their Honesty or Integrity to Satisfy an Authority Figure During Their Training at the Clinical Site

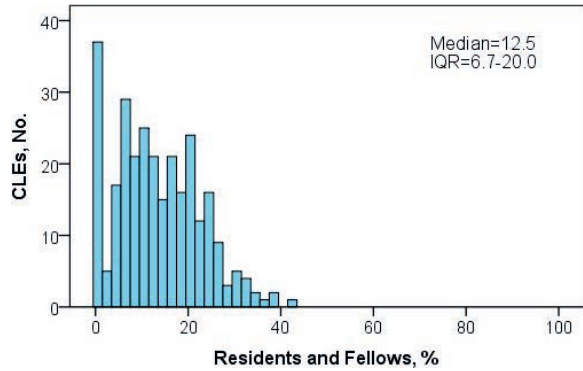
Percent of Total Surveyed^a (n = 9214)

14.6

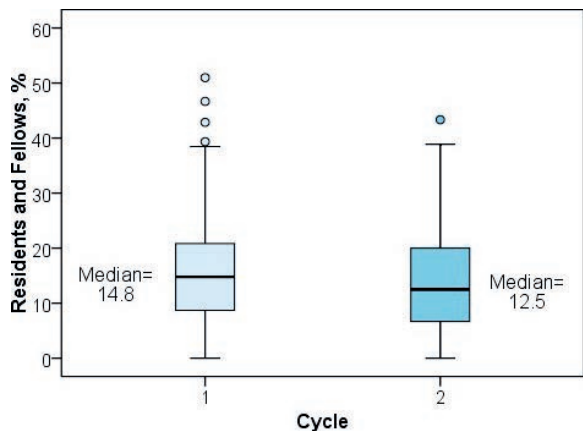
Percentage by Resident and Fellow and CLE Characteristics^a

Resident and Fellow Characteristics	Residents and Fellows, % (n = 9214)
Gender	
Male	14.0
Female	15.3
Level of Training	
PGY-1	12.3
PGY-2	13.0
PGY-3	15.3
PGY-4+	15.0
Specialty Group	
Medical	14.3
Surgical	15.3
Hospital-based	14.4
CLE Characteristics	
Region^{b***}	
Northeast	16.8
Midwest	14.7
South	13.1
West	13.8
Bed Size	
< 200	11.7
200–299	14.4
300–399	13.4
400–499	16.2
500 or more	14.6
Type of Ownership	
Nongovernment, not-for-profit	14.4
Investor-owned, for-profit	16.7
Government, federal	13.0
Government, nonfederal	14.7

Distribution Across CLEs^c (n = 286)



Change in Median Between CLER Visits: Cycle 1 and Cycle 2^{d,e} (n = 242)



^aMissing data (< 1%) have been omitted; percentages based on valid percent.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) omitted to ensure anonymity.

^cDistribution includes 95% or more of the total number of CLEs (N = 287).

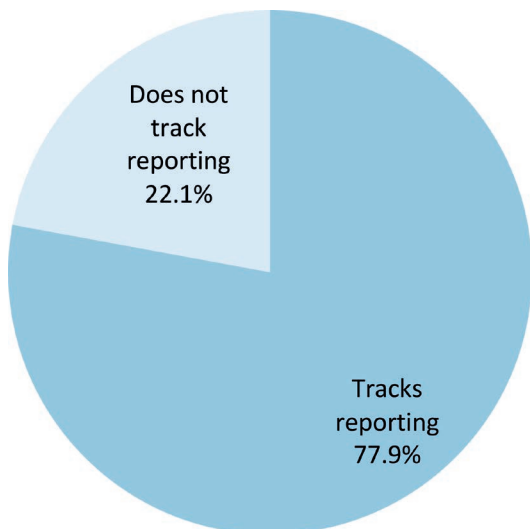
^dResults based on matched observations; see Methodology (p. 13–18).

^eThe horizontal line in the middle of the box indicates the median, and the top and bottom of the box indicate the 75th and 25th percentiles, respectively, also known as the interquartile range (IQR). The whiskers above and below the box mark the maximum and minimum values, respectively. The points beyond the whiskers are outliers.

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.
Abbreviations: CLER, Clinical Learning Environment Review; PGY, postgraduate year.

Appendix C. Selected Qualitative Results From CLER Site Visit Reports

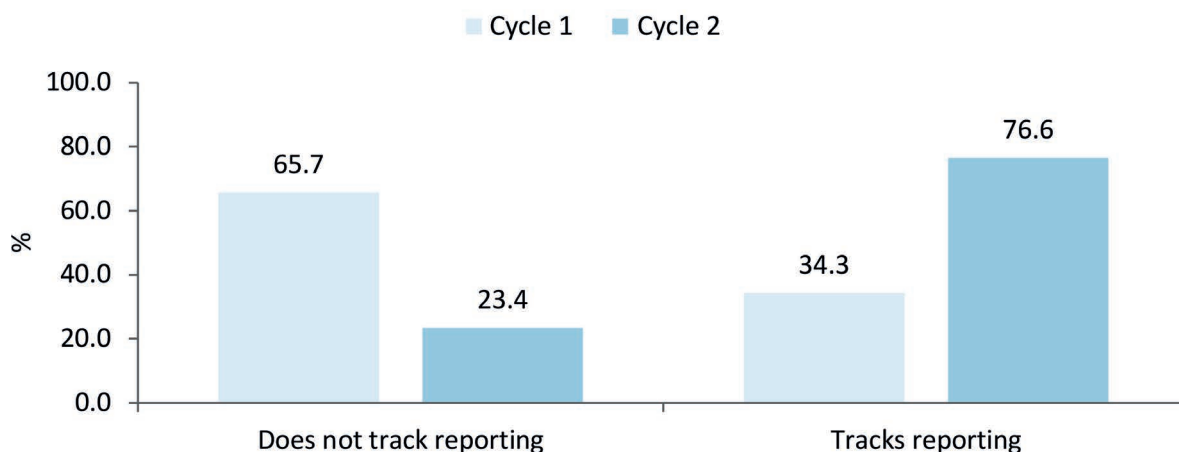
C1. Percentage of CLEs That Tracked the Number of Patient Safety Event Reports Submitted by Residents and Fellows^a



Percentage of CLEs That Tracked Reporting, by CLE Characteristics

Characteristic	CLEs, %
Region^b	
Northeast	73.6
Midwest	80.8
South	75.6
West	81.4
Bed Size	
< 200	70.6
200–299	77.8
300–399	72.5
400–499	80.0
500 or more	79.6
Type of Ownership	
Nongovernment, not-for-profit	77.5
Investor-owned, for-profit	53.3
Government, federal	70.0
Government, nonfederal	85.9

Change Between CLER Visits: Cycle 1 and Cycle 2^c (n = 201)^{***}



^aMissing data (< 5%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement of a formal written site visit report template in the early stages of program implementation.

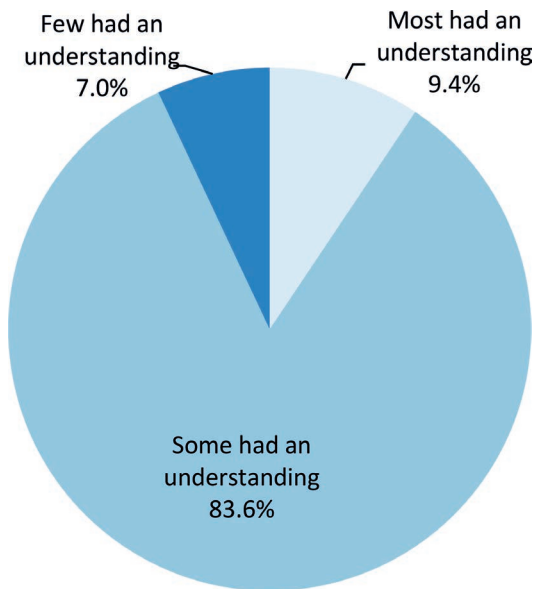
^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^cResults based on matched observations; see Methodology (p. 13–18).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviation: CLER, Clinical Learning Environment Review.

C2. Percentage of CLEs by Proportion of Nurses' Understanding of Reportable Patient Safety Events

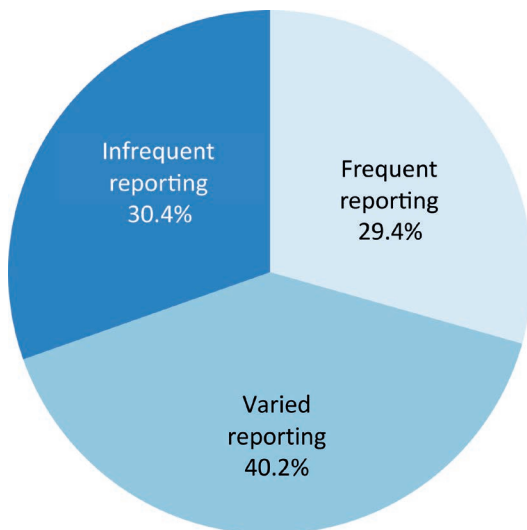


Percentage of CLEs Where Most Nurses Had an Understanding of Reportable Patient Safety Events, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	10.4
Midwest	6.6
South	9.1
West	14.0
Bed Size	
< 200	11.8
200–299	13.8
300–399	4.5
400–499	13.5
500 or more	8.8
Type of Ownership	
Nongovernment, not-for-profit	8.3
Investor-owned, for-profit	5.9
Government, federal	30.0
Government, nonfederal	10.4

^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

C3. Percentage of CLEs Where Residents and Fellows Frequently Submitted Patient Safety Event Reports^a



Percentage of CLEs Where Residents and Fellows Frequently Submitted Reports, by CLE Characteristics

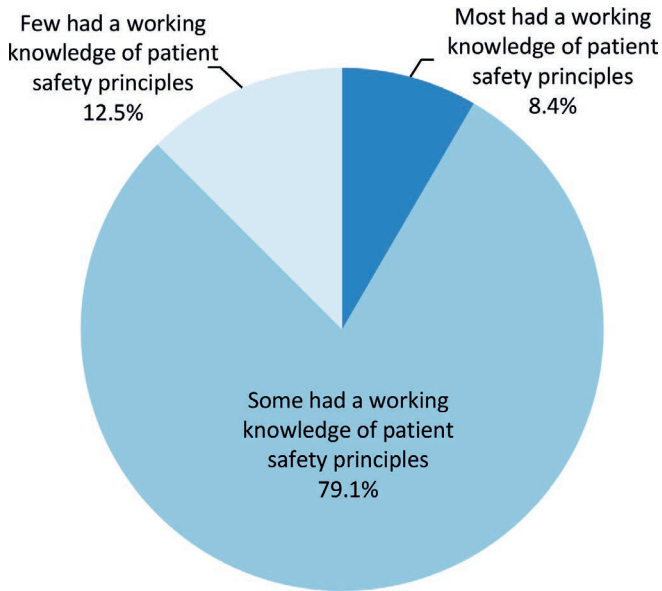
Characteristic	CLEs, %
Region^b	
Northeast	39.5
Midwest	27.6
South	30.7
West	14.0
Bed Size	
< 200	35.3
200–299	31.0
300–399	27.3
400–499	21.6
500 or more	30.8
Type of Ownership	
Nongovernment, not-for-profit	33.3
Investor-owned, for-profit	5.9
Government, federal	30.0
Government, nonfederal	23.9

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^aMissing data (< 1%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement a formal written site visit report template in the early stages of program implementation.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

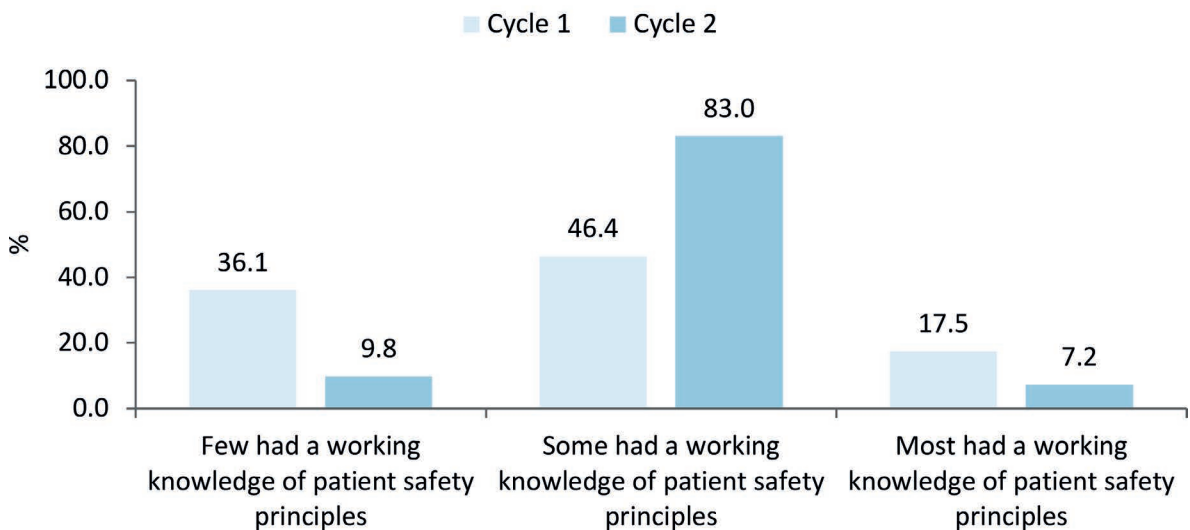
C4. Percentage of CLEs by Proportion of Resident and Fellow Knowledge of Basic Patient Safety Terminology and Principles



Percentage of CLEs Where Most Residents and Fellows Had a Working Knowledge of Patient Safety Principles, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	7.8
Midwest	3.9
South	10.2
West	11.6
Bed Size	
< 200	17.6
200–299	10.3
300–399	4.5
400–499	8.1
500 or more	8.1
Type of Ownership	
Nongovernment, not-for-profit	9.3
Investor-owned, for-profit	5.9
Government, federal	0.0
Government, nonfederal	7.5

Change Between CLER Visits: Cycle 1 and Cycle 2^b (n = 194)***

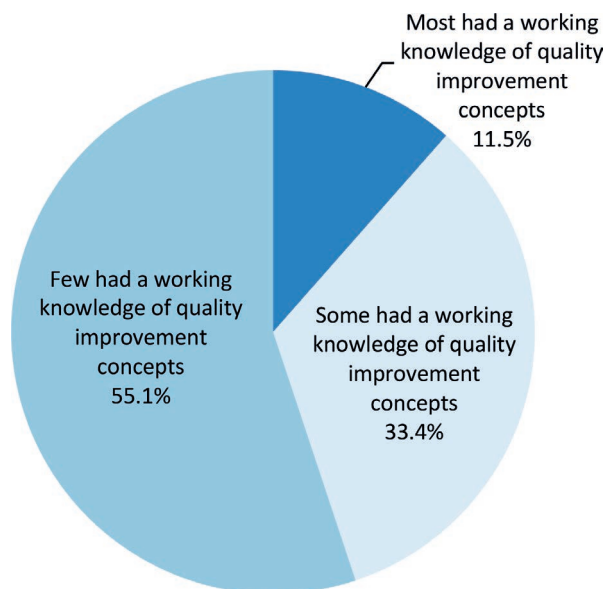


^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^bResults based on matched observations; see Methodology (p. 13–18).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$. Abbreviation: CLER, Clinical Learning Environment Review.

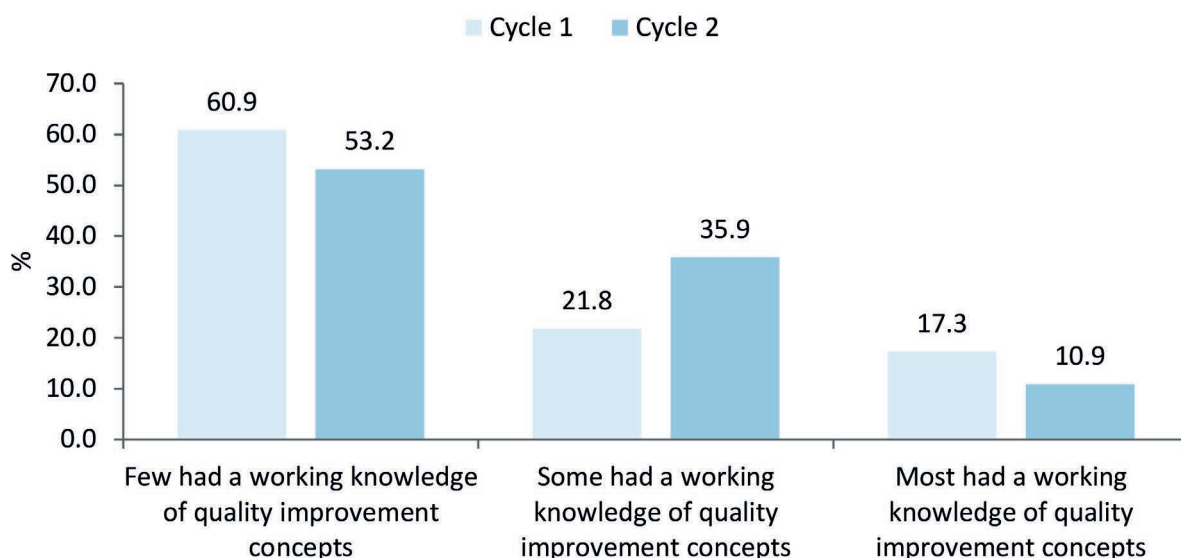
C5. Percentage of CLEs by Proportion of Resident and Fellow Knowledge of Basic Quality Improvement Concepts



Percentage of CLEs Where Most Residents and Fellows Had a Working Knowledge of Quality Improvement Concepts, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	11.7
Midwest	13.2
South	11.4
West	9.3
Bed Size	
< 200	11.8
200–299	24.1
300–399	15.9
400–499	8.1
500 or more	8.8
Type of Ownership	
Nongovernment, not-for-profit	11.9
Investor-owned, for-profit	17.6
Government, federal	10.0
Government, nonfederal	9.0

Change Between CLER Visits: Cycle 1 and Cycle 2^b (n = 220)

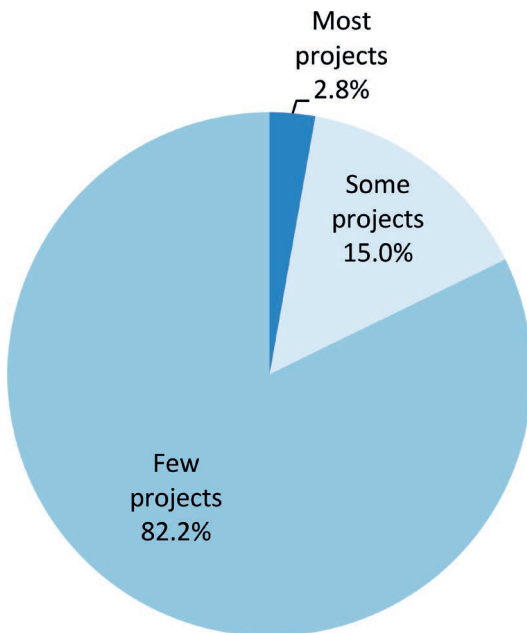


^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^bResults based on matched observations; see Methodology (p. 13–18).

Abbreviation: CLER, Clinical Learning Environment Review.

C6. Percentage of CLEs by Proportion of Resident and Fellow Quality Improvement Projects With Components of a Complete Quality Improvement Cycle

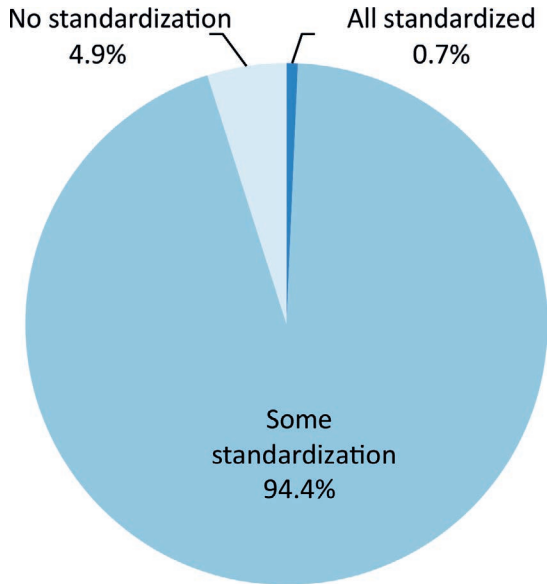


Percentage of CLEs Where Most Resident and Fellow Quality Improvement Projects Had Components of a Complete Quality Improvement Cycle, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	5.2
Midwest	3.9
South	0.0
West	2.3
Bed Size	
< 200	0.0
200–299	3.4
300–399	6.8
400–499	2.7
500 or more	1.9
Type of Ownership	
Nongovernment, not-for-profit	3.1
Investor-owned, for-profit	5.9
Government, federal	0.0
Government, nonfederal	1.5

^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

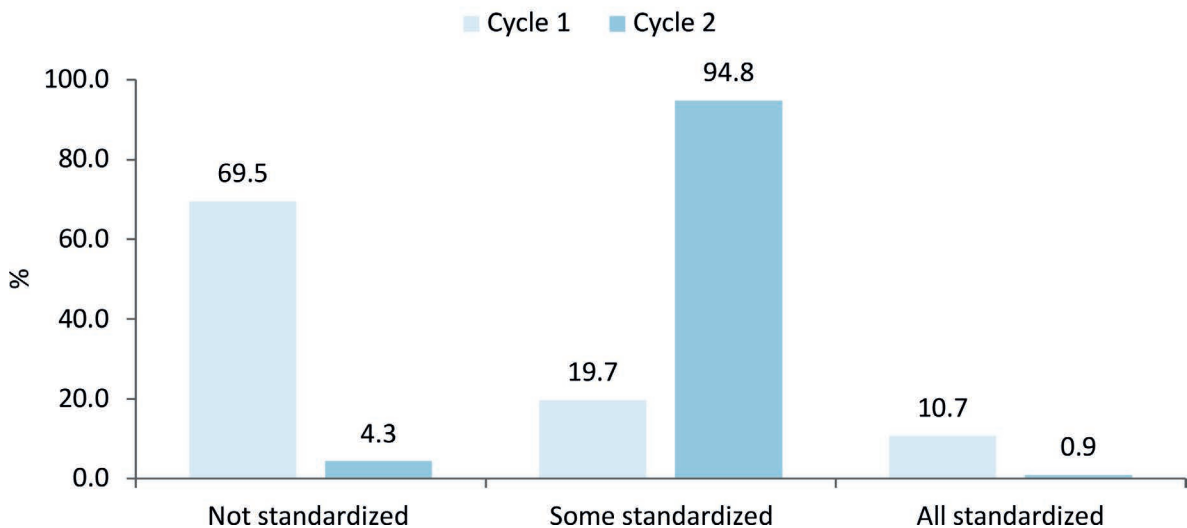
C7. Percentage of CLEs With Handoff Processes That Were Standardized Across Programs, Based on Direct Observations^a



Percentage of CLEs With Handoff Processes That Were All Standardized, by CLE Characteristics

Characteristic	CLEs, %
Region^b	
Northeast	0.0
Midwest	1.3
South	1.1
West	0.0
Bed Size	
< 200	5.9
200–299	0.0
300–399	0.0
400–499	0.0
500 or more	0.6
Type of Ownership	
Nongovernment, not-for-profit	0.5
Investor-owned, for-profit	0.0
Government, federal	0.0
Government, nonfederal	1.5

Change Between CLER Visits: Cycle 1 and Cycle 2^c (n = 233)^{***}



^aMissing data (< 1%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement of a formal written site visit report template in the early stages of program implementation.

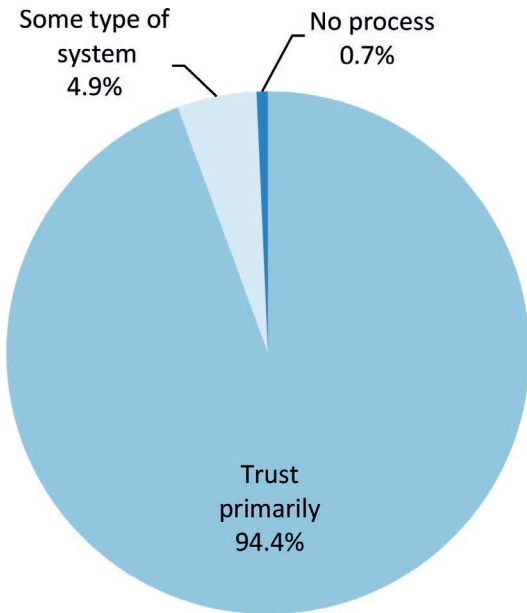
^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^cResults based on matched observations; see Methodology (p. 13–18).

*Statistically significant at $P < .05$. **Statistically significant at $P < .01$. ***Statistically significant at $P < .001$.

Abbreviation: CLER, Clinical Learning Environment Review.

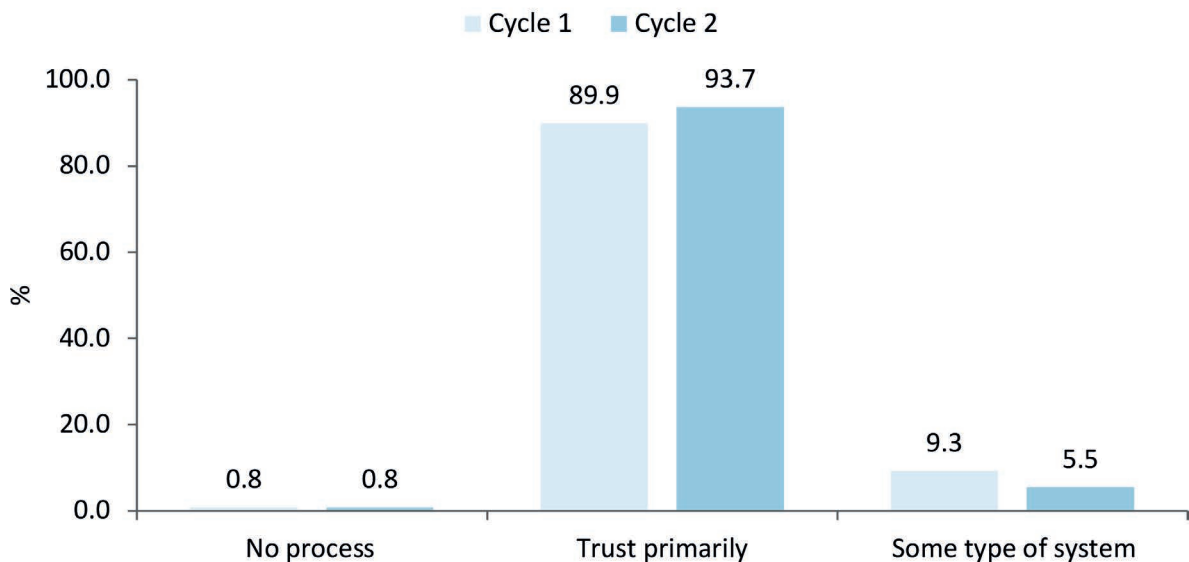
C8. Percentage of CLEs by Mechanism Used for Identification of Resident and Fellow Competency to Perform Clinical Procedures, as Reported by Nurses



Percentage of CLEs Where Trust is Primarily Used to Identify Competency, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	92.2
Midwest	97.4
South	95.5
West	93.0
Bed Size	
< 200	94.1
200–299	96.6
300–399	93.2
400–499	97.3
500 or more	93.8
Type of Ownership	
Nongovernment, not-for-profit	95.9
Investor-owned, for-profit	100
Government, federal	100
Government, nonfederal	88.1

Change Between CLER Visits: Cycle 1 and Cycle 2^b (n = 237)

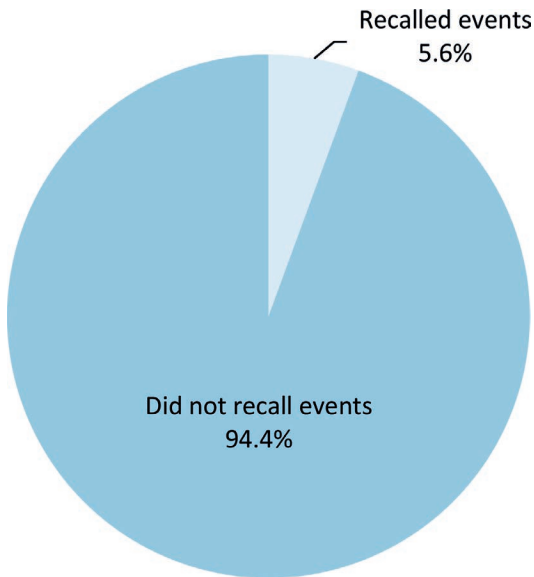


^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^bResults based on matched observations; see Methodology (p. 13–18).

Abbreviation: CLER, Clinical Learning Environment Review.

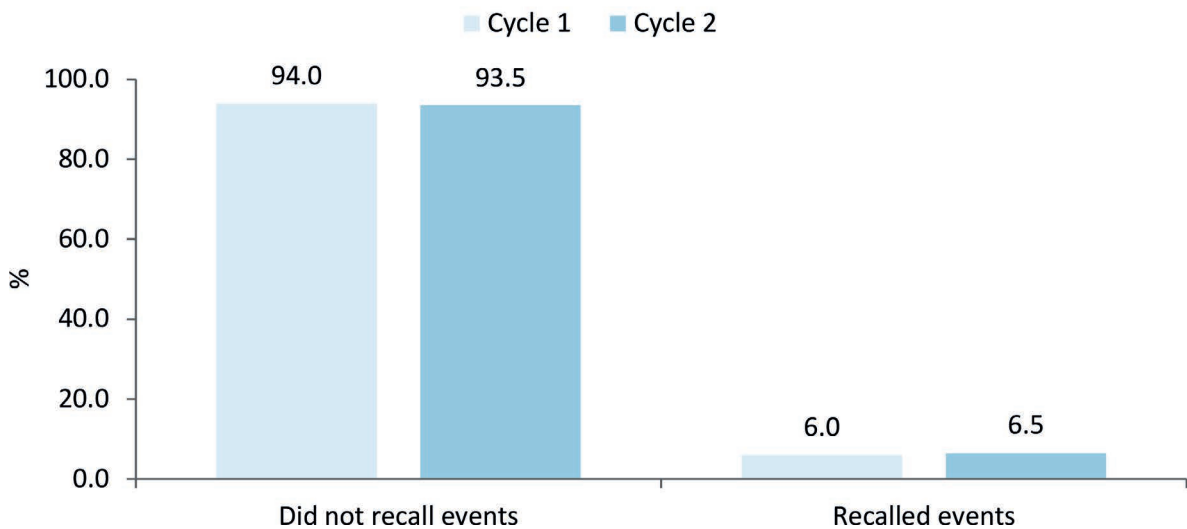
C9. Percentage of CLEs Where Patient Safety and Quality Leaders Recalled Patient Safety Events Related to Resident and Fellow Fatigue^a



Percentage of CLEs Where Patient Safety and Quality Leaders Recalled Events, by CLE Characteristics

Characteristic	CLEs, %
Region^b	
Northeast	5.2
Midwest	5.3
South	8.0
West	2.4
Bed Size	
< 200	5.9
200–299	3.4
300–399	2.3
400–499	8.1
500 or more	6.3
Type of Ownership	
Nongovernment, not-for-profit	6.3
Investor-owned, for-profit	0.0
Government, federal	10.0
Government, nonfederal	4.5

Change Between CLER Visits: Cycle 1 and Cycle 2^c (n = 200)



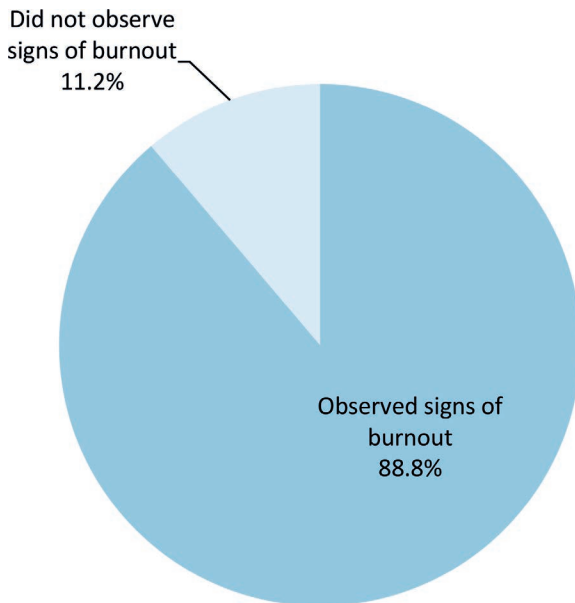
^a Missing data (< 1%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement of a formal written site visit report template in the early stages of program implementation.

^b Results from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^c Results based on matched observations; see Methodology (p. 13–18).

Abbreviation: CLER, Clinical Learning Environment Review

C10. Percentage of CLEs Where Residents and Fellows Reported Observing Some Signs of Burnout Among Faculty Members and Program Directors^a



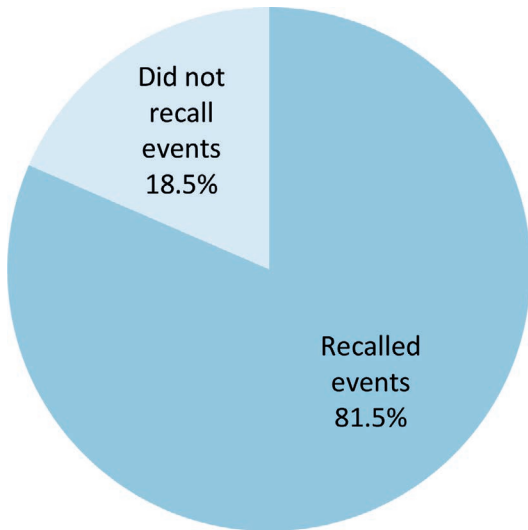
Percentage of CLEs Where Residents and Fellows Reported Observing Signs of Burnout, by CLE Characteristics

Characteristic	CLEs, %
Region^b	
Northeast	91.8
Midwest	87.3
South	86.4
West	95.1
Bed Size	
< 200	88.2
200–299	81.5
300–399	85.0
400–499	97.1
500 or more	89.4
Type of Ownership	
Nongovernment, not-for-profit	89.0
Investor-owned, for-profit	85.7
Government, federal	90.0
Government, nonfederal	89.1

^aMissing data (< 7%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement of a formal written site visit report template in the early stages of program implementation.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

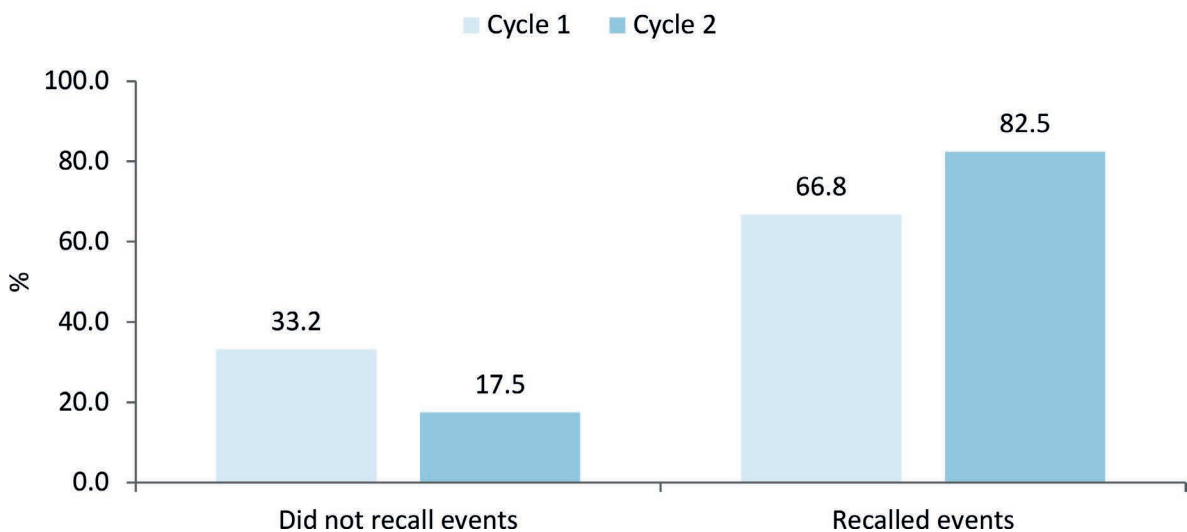
C11. Percentage of CLEs Where Executive Leadership Recalled Incidents Concerning Professionalism



Percentage of CLEs Where Executive Leadership Recalled Events, by CLE Characteristics

Characteristic	CLEs, %
Region^a	
Northeast	81.8
Midwest	78.9
South	86.4
West	81.4
Bed Size	
< 200	88.2
200–299	69.0
300–399	75.0
400–499	78.4
500 or more	85.6
Type of Ownership	
Nongovernment, not-for-profit	79.8
Investor-owned, for-profit	64.7
Government, federal	100
Government, nonfederal	88.1

Change Between CLER Visits: Cycle 1 and Cycle 2^b (n = 229)^{***}



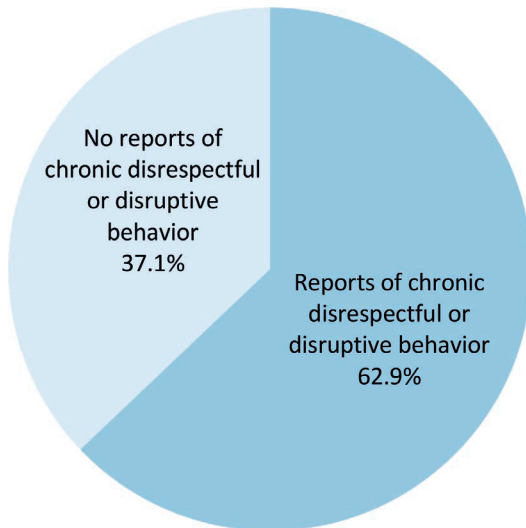
^aResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.

^bResults based on matched observations; see Methodology (p. 13–18).

^{*}Statistically significant at $P < .05$. ^{**}Statistically significant at $P < .01$. ^{***}Statistically significant at $P < .001$.

Abbreviation: CLER, Clinical Learning Environment Review.

C12. Percentage of CLEs With Reports of Chronic Disrespectful or Disruptive Behavior Across More Than 1 Clinical Unit^a



Percentage of CLEs With Reports of Chronic Disrespectful or Disruptive Behavior, by CLE Characteristics

Characteristic	CLEs, %
Region^b	
Northeast	65.8
Midwest	69.9
South	60.0
West	55.8
Bed Size	
< 200	41.2
200–299	48.3
300–399	72.1
400–499	48.6
500 or more	68.6
Type of Ownership	
Nongovernment, not-for-profit	65.6
Investor-owned, for-profit	70.6
Government, federal	30.0
Government, nonfederal	57.8

^aMissing data (< 2%) have been omitted; percentages based on valid percent. Of note, data are missing largely due to the development and refinement of a formal written site visit report template in the early stages of program implementation.

^bResults from clinical learning environments (CLEs) in Puerto Rico (1%) have been omitted to ensure anonymity.