
ACGME Webinar
2020 ADS ANNUAL UPDATE
What You Need to Know

June 4, 2020

Lynne Kirk
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Introduction

Dr. Lynne Kirk

Chief Accreditation Officer

Annual ADS Update

The opportunity for programs to describe:

- Changes in their program
- How they are meeting the program requirements

Annual ADS Update 2019

- Revised to align with new Common Program Requirements
- Streamline data acquisition

Annual ADS Update 2020

- Addresses feedback received
- Simpler format
- Determine impact of COVID-19 pandemic on programs (education and health)

Annual ADS Update 2020

Dr. Thomas Nasca, President and CEO, ACGME
Letter to the GME Community, November 21, 2019

Annual ADS Update 2020

- Changes to 2020 ADS Update
- Changes to 2020 Faculty Roster
- COVID-19 impact on education/curriculum
- COVID-19 impact on resident/fellow/faculty members
- Site Visits

Changes to 2020 ADS Update

Kathleen Quinn-Leering, PhD
Executive Director, Review Committees for
Obstetrics and Gynecology, Ophthalmology,
and Urology

Jerry Vasilias, PhD
Executive Director, Review Committee for
Internal Medicine

Summary of Changes to ADS

	Response Type	2019-2020 Question Count	2020-2021 Question Count
Continued Accreditation	Narrative	19	8
	“Yes/No” Radio Button	6	4
	Enter #	3	2
	Checklist	0	4
Applications/ Initial Accreditation	Narrative	20	13
	“Yes/No” Radio Button	6	4
	Enter #	3	2
	Checklist	0	4

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
N/A	Fellowships ONLY: Does the program assign fellows to participate in independent practice? If yes, indicate on block diagram.	Yes/No	N/A (In future: Yes)
List members of Clinical Competency Committee (CCC), including role in the program.	List the members of the CCC.	Narrative	Yes**
Briefly describe the process used by the CCC to accomplish semiannual and summative evaluations. <i>Narrative answer.</i>	Removed*	N/A	N/A
List members of Program Evaluation Committee (PEC), including role in the program.	List the members of the PEC.	Narrative	Yes**
Briefly describe the process used by the PEC to conduct the annual program review. <i>Narrative answer.</i>	Removed*	N/A	N/A

* *Remains in Application and Updated Application*

** *Members' roles will auto-populate and programs can choose whether to keep that information or delete*

2020-2021 ADS Changes

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** *Members' roles will auto-populate and programs can choose whether to keep that information or delete*

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
Are residents and fellows provided access to documented feedback on a semi-annual basis?	Does the program director or a program director designee meet with each resident/fellow on a semi-annual basis to provide feedback on their performance, including progress on the Milestones?	Yes/No	No (In future: Yes)
How many hours of salary support per week are allocated to the program director for non-clinical time devoted to the administration of the program?	What percent of FTE salary support is allocated to the program director for non-clinical time devoted to the administration of the program?	Enter #	No (In future: Yes)
How many hours of salary support per week are allocated to the program coordinator for non-clinical time devoted to the administration of the program?	What percent of FTE salary support is allocated to the program coordinator for time devoted to the administration of this program?	Enter #	No (In future: Yes)

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
<p>Do residents/fellows have access to and utilize:</p> <ul style="list-style-type: none"> • Appropriate tools for self-screening for well-being? • Confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hour a day, seven days a week? 	<p>Do residents/fellows have access to:</p> <ul style="list-style-type: none"> • Appropriate tools for self-screening for well-being? • Confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hour a day, seven days a week? 	Yes/No	Yes
<p>Describe how residents/fellows and faculty members will be informed about their assignments and the duties expected of each rotation. [The answer must confirm...] <i>Narrative answer.</i></p>	<p>How are residents/fellows and faculty members informed about their assignments, the duties expected of each rotation, and the goals and objectives for each assignment. Check all that apply.</p> <ul style="list-style-type: none"> • Hard copy • Electronic copy • Website • Listserv • Distributed at in-person meeting • Other 	Checklist	No (In future: Yes)

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
<p>Will there be other learners (including, but not limited to, residents from other specialties or other programs in the same specialty, subspecialty fellows, nurse practitioners, PhD or MD/DO students) in the program, sharing educational or clinical experiences with the residents? If yes, describe the impact those other learners will have on the program's residents.</p> <p><i>Narrative Answer.</i></p>	<p>What other learners will be sharing educational or clinical experiences with the residents/fellows? Check all that apply:</p> <ul style="list-style-type: none">• Medical Students• Residents/fellows from other ACGME-accredited programs• Fellows from non-ACGME-accredited programs• Advanced practice professional students• Advanced practice professional staff members• Other health professions students• Other health professions staff members	Checklist	No (In future: Yes)

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
<p>How will residents/fellows be educated about pain management, including the recognition of the signs of addiction? <i>Narrative Answer.</i></p>	<p>What are residents/fellows taught about pain management, including the recognition of the signs of addiction? Check all that apply:</p> <ul style="list-style-type: none">• Non-pharmacologic pain management• Pharmacologic pain management• Opioid prescribing• Recognition of dependence and addiction• Referral for dependence and addiction treatment• Treatment of dependence and addiction• Medication-assisted treatment (MAT) waiver training• Experiential training using medication-assisted treatment (MAT)• None of the above	Checklist	No (In future: Yes)

2020-2021 ADS Changes

2019-2020	2020-2021	Type of Response	Auto-Populate Answer from 2019-2020?
<p>Provide an example of a learning activity designed to advance the residents'/fellows' knowledge of ethical principles foundational to medical professionalism. <i>Narrative Answer.</i></p>	<p>Removed*</p>	<p>N/A</p>	<p>N/A</p>
<p>Provide an example of the program's faculty development activities in each of these areas over the past year: as educators, in quality improvement and patient safety; in fostering their own and their residents' well-being; in patient care based on their practice-based learning and improvement efforts; in contributing to an inclusive work environment. <i>Narrative Answer.</i></p>	<p>In which areas have program faculty members participated in faculty development over the past year?</p> <ul style="list-style-type: none"> • As educators • In quality improvement and safety • In fostering their own and their residents/fellows' well-being • In patient care based on their practice-based learning and improvement efforts • In contributing to an inclusive work environment • None of the above 	<p>Checklist</p>	<p>No (In future: Yes)</p>

Changes to 2020 ADS Update

Mary W. Lieh-Lai, MD
Senior Vice President,
Medical Accreditation

2020 ADS Changes

- Prompt for COVID-19 pandemic impact on *major changes* in **bold**:
- Provide a brief update explaining any major changes to the program since the last academic year, including changes in leadership **and the impact of the COVID-19 pandemic on your program.**

2020 ADS Changes

Mechanism added (Zendesk®) to link ADS questions to the *Program Directors' Guide to the Common Program Requirements* when applicable.

This link is active in ADS:

<http://acgmehelp.acgme.org>

2020 ADS Changes

Q Search

COVID-19

Accreditation Data System (ADS)

Case Logs

Resident/Fellow Survey

Faculty Survey

Milestone Evaluations

Resident/Fellow Portal

Learn at ACGME

Guide to the Common Program
Requirements

Annual ADS Update 2020

- Changes to 2020 ADS Update
- **Changes to 2020 Faculty Roster**
- COVID-19 impact on education/curriculum
- COVID-19 impact on resident/fellow/faculty members
- Site Visits

Changes to 2020 Faculty Roster

Felicia Davis, MHA
Executive Director

Review Committees for Emergency Medicine,
Nuclear Medicine, and Radiology

2020 Faculty Roster

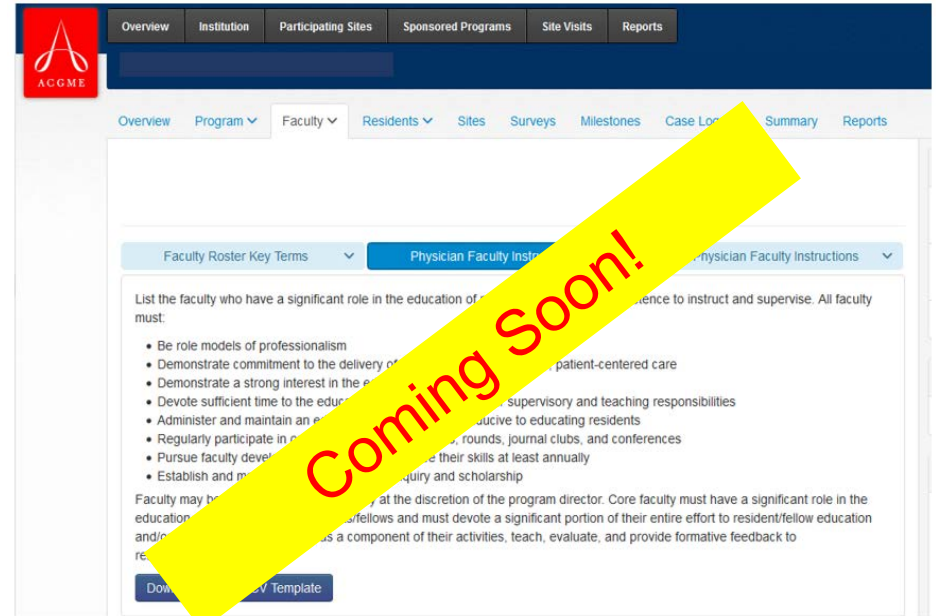
- 2019 - Faculty Roster instructions changed
- Instructions lacked specificity
 - Core?
 - Non-Core?
 - All?
- Faculty Roster link to program scholarly activity

2020 Faculty Roster

- 2020 - All Review Committees will define Faculty Roster instructions for their specialties
- Most will mimic specialty Program Requirements
- Some will define a maximum number of faculty members
- Roster will still link to program scholarly activity

2020 Faculty Roster

2020 Review
Committee instructions
will not appear in ADS
until July 1, 2020



The screenshot shows the ACGME website interface. At the top, there is a navigation bar with tabs for Overview, Institution, Participating Sites, Sponsored Programs, Site Visits, and Reports. Below this, a secondary navigation bar includes Overview, Program, Faculty, Residents, Sites, Surveys, Milestones, Case Logs, Summary, and Reports. The main content area is titled 'Faculty Roster Key Terms' and 'Physician Faculty Instructions'. A large yellow diagonal banner with the text 'Coming Soon!' is overlaid on the content. The text below the banner reads: 'List the faculty who have a significant role in the education of residents and fellows. All faculty must:'. This is followed by a bulleted list of requirements: '• Be role models of professionalism', '• Demonstrate commitment to the delivery of patient-centered care', '• Demonstrate a strong interest in the education of residents and fellows', '• Devote sufficient time to the education of residents and fellows, including supervisory and teaching responsibilities', '• Administer and maintain an educational program for residents and fellows', '• Regularly participate in rounds, journal clubs, and conferences', '• Pursue faculty development activities to enhance their skills at least annually', and '• Establish and maintain a program of research, quality improvement, and scholarship'. Below the list, it states: 'Faculty may be invited to participate in these activities at the discretion of the program director. Core faculty must have a significant role in the education of residents and fellows and must devote a significant portion of their entire effort to resident/fellow education and/or research. Research may be a component of their activities, teach, evaluate, and provide formative feedback to residents and fellows.' At the bottom of the section, there is a button labeled 'Download Faculty Roster Template'.

Annual ADS Update 2020

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- **COVID-19 impact on education/curriculum**
- COVID-19 impact on resident/fellow/faculty members
- Site Visits

COVID-19 Impact on Education/Curriculum

John Potts, MD
Senior Vice President,
Surgical Accreditation

COVID-19 Impact on Education/Curriculum

Program Annual Update Related to the COVID-19 Pandemic

The responses to the following should reflect what occurred *in your program* between March 1, 2020 and June 30, 2020

COVID-19 Impact on Education/Curriculum

Between March 1, 2020 and June 30, 2020, how long was your program significantly impacted by COVID-19?

- Less than 30 days
- 30-60 days
- 61-90 days
- More than 90 days

COVID-19 Impact on Education/Curriculum

At the time when the pandemic had a maximum impact on your program, by approximately what percentage were experiences in the following areas **DECREASED** for your residents/fellows?

	Percent
Ambulatory clinic visits	<input type="text"/>
In-patient volumes	<input type="text"/>
Elective operations and/or procedures	<input type="text"/>
Urgent/emergent operations and/or procedures	<input type="text"/>
In-patient consultations	<input type="text"/>
Out-patient consultations	<input type="text"/>

COVID-19 Impact on Education/Curriculum

At the time when the pandemic had maximum impact on your program, by approximately what percentage were experiences in the following areas **INCREASED** for your residents/fellows within their specialty/subspecialty?

	Percent
Ambulatory clinic visits	<input type="text"/>
In-patient volumes	<input type="text"/>
Elective operations and/or procedures	<input type="text"/>
Urgent/emergent operations and/or procedures	<input type="text"/>
In-patient consultations	<input type="text"/>
Out-patient consultations	<input type="text"/>

COVID-19 Impact on Education/Curriculum

During the pandemic, how many of your residents/fellows were deployed to a clinical area different from their originally scheduled assignment/rotation? (Provide the number of residents/fellows for each clinical area that is applicable)

Emergency Department

Ambulatory visits in own specialty/subspecialty

Telemedicine visits in own specialty/subspecialty

Ambulatory visits in another specialty/subspecialty

Telemedicine visits in another specialty/subspecialty

In-patient unit(s) for specialties/subspecialties other than your own

Intensive Care Unit

Different assignments within your specialty/subspecialty

Other

Number

COVID-19 Impact on Education/Curriculum

During the pandemic, did you use a platooning system in your program?

“Platooning” is a two-team system that helps residents/fellows provide clinical care while ensuring the maintenance of a healthy workforce. Residents/fellows are divided into two groups: “active duty” and “working remotely”. Active duty residents/fellows participate in all clinical care activities. Residents/fellows designated as working remotely participate in educational activities such as didactics, online modules, study, scholarly activities, and quality improvement projects.

- Yes
- No

COVID-19 Impact on Education/Curriculum

Regarding the use of telemedicine:

Before the pandemic, did residents/fellows in your program provide clinical care using telemedicine?

During the pandemic, did residents/fellows in your program provide clinical care using telemedicine?

Going forward, does your program plan to increase your use of telemedicine on an on-going basis compared to its use before the pandemic?

Yes No

Yes	No

COVID-19 Impact on Education/Curriculum

Regarding structured didactic activities in your program, provide the approximate percentage of structured didactic activities that were cancelled, conducted remotely, or replaced.

Cancelled

Conducted remotely by tele-education

Replaced with a different educational activity

%

COVID-19 Impact on Education/Curriculum

For specialties/subspecialties with Case Logs, provide information related to elective operations and/or procedures in *your* specialty.

COVID-19 Impact on Education/Curriculum

Were all elective operations and/or procedures cancelled at some point during the pandemic?

- Yes
- No

COVID-19 Impact on Education/Curriculum

Date

Provide the date when elective operations/procedures were initially cancelled:

If elective operations/procedures have been allowed to resume (even if only on a limited basis) provide the date of this resumption:

If the amount of elective operations/procedures have returned to the pre-pandemic levels, provide the start date of the resumption to pre-pandemic levels:

If the amount of elective operations/procedures have not yet returned to pre-pandemic levels, provide the date of when a return to pre-pandemic levels is anticipated to occur:

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COVID-19 Impact on Resident/Fellow/Faculty Members

Eric Holmboe, MD

Chief Milestones Development and Evaluation Officer

COVID-19 Impact on Residents and Faculty Members

Please note: The following questions will not be used for accreditation purposes. No program- or institution-level data will be identifiable in any way.

Since March 1, 2020 in your program:

How many residents or fellows were *quarantined** due to COVID-19 related illness?

How many faculty members were *quarantined** due to COVID-19 related illness?

How many residents or fellows were *hospitalized* due to COVID-19 related illness?

How many faculty members were *hospitalized* due to COVID-19 related illness?

If there were any *deaths* of residents or fellows due to COVID-19 related illness, how many were there (If none, please enter zero)?

If there were any *deaths* of faculty members due to COVID-19 related illness, how many were there (If none, please enter zero)?

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- **Site Visits**

Site Visits

Linda Andrews, MD
Senior Vice President,
Field Activities

Site Visits

- Preparing to return to conducting accreditation site visits via remote technology
- Iterative process of two cycles of eight site visits (June and July)
- Expansion of remote accreditation site visits planned for the ensuing months

Site Visits

- Interviews will be conducted through online video sessions using secure platform
- Will utilize standard processes, including black-out dates and site visit schedule
- Return to in-person accreditation site visits will follow ACGME recommendations

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- A recording of the webinar will be available at: [Learn at ACGME](#)
 - Additional information about the ADS Annual Update is available in the ADS Helpdesk:

<https://acgmehelp.acgme.org/hc/en-us/articles/360048125194-What-questions-will-be-asked-in-the-ADS-annual-update-regarding-the-COVID-19-pandemic->

2020-2021 ADS Annual Update Reporting Schedule

7/6-8/7	Sponsor Institutions
7/6-8/7 (Sponsoring Institutions) and 8/28 (Programs)	Sponsoring Institutions and programs reporting together
Window 1: Mon. 7/6-Fri. 8/28	Non-Case Log data specialties
Window 2: Mon. 7/20-Fri. 9/25	Case Log data specialties

Questions?

Thank You