ACGME Webinar

2020 ADS ANNUAL UPDATE

What You Need to Know

June 4, 2020
Lynne Kirk
Chief Accreditation Officer

Eric Holmboe
Chief Milestones Development and Evaluation Officer

Linda Andrews, Mary Lieh-Lai, Louis Ling, John Potts
Senior Vice Presidents for Accreditation and Field Activities

Felicia Davis, Kathleen Quinn-Leering, Jerry Vasilias
Executive Directors

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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

<table>
<thead>
<tr>
<th></th>
<th>Response Type</th>
<th>2019-2020 Question Count</th>
<th>2020-2021 Question Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continued Accreditation</strong></td>
<td>Narrative</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>“Yes/No” Radio Button</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Enter #</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Checklist</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Applications/Initial Accreditation</strong></td>
<td>Narrative</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>“Yes/No” Radio Button</td>
<td>6</td>
<td>4</td>
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<tr>
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<td>0</td>
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</tr>
</tbody>
</table>
# 2020-2021 ADS Changes

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

*Remains in Application and Updated Application*

**Members’ roles will auto-populate and programs can choose whether to keep that information or delete
<table>
<thead>
<tr>
<th>2019-2020</th>
<th>2020-2021</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Fellowships ONLY: Does the program assign fellows to participate in independent practice? If yes, indicate on block diagram.</td>
<td>Yes/No</td>
<td>N/A (In future: Yes)</td>
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<tbody>
<tr>
<td>Are residents and fellows provided access to documented feedback on a semi-annual basis?</td>
<td>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?</td>
<td>Yes/No</td>
<td>No (In future: Yes)</td>
</tr>
<tr>
<td>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?</td>
<td>What percent of FTE salary support is allocated to the program director for non-clinical time devoted to the administration of the program?</td>
<td>Enter #</td>
<td>No (In future: Yes)</td>
</tr>
<tr>
<td>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?</td>
<td>What percent of FTE salary support is allocated to the program coordinator for time devoted to the administration of this program?</td>
<td>Enter #</td>
<td>No (In future: Yes)</td>
</tr>
</tbody>
</table>
### 2020-2021 ADS Changes

<table>
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| Do residents/fellows have access to and utilize:  
  • 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? | Do residents/fellows have access to:  
  • 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 |
| Describe how residents/fellows and faculty members will be informed about their assignments and the duties expected of each rotation. [The answer must confirm...] *Narrative answer.* | 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.  
  • Hard copy  
  • Electronic copy  
  • Website  
  • Listserv  
  • Distributed at in-person meeting  
  • Other | Checklist | No (In future: Yes) |

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## 2020-2021 ADS Changes

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| 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. *Narrative Answer.* | What other learners will be sharing educational or clinical experiences with the residents/fellows? Check all that apply:  
- 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)                                                                                                                                  |
### 2019-2020

How will residents/fellows be educated about pain management, including the recognition of the signs of addiction? *Narrative Answer.*

### 2020-2021

What are residents/fellows taught about pain management, including the recognition of the signs of addiction? Check all that apply:
- 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

<table>
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</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>No (In future: Yes)</td>
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<tr>
<td>Provide an example of a learning activity designed to advance the residents' knowledge of ethical principles foundational to medical professionalism. <em>Narrative Answer.</em></td>
<td>Removed*</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 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. *Narrative Answer.* | In which areas have program faculty members participated in faculty development over the past year?  
• 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 | Checklist | No (In future: Yes) |

*Remains in Application and Updated Application*
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.
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVID-19</td>
<td>Accreditation Data System (ADS)</td>
</tr>
<tr>
<td>Resident/Fellow Survey</td>
<td>Faculty Survey</td>
</tr>
<tr>
<td>Resident/Fellow Portal</td>
<td>Learn at ACGME</td>
</tr>
<tr>
<td>Case Logs</td>
<td>Milestone Evaluations</td>
</tr>
<tr>
<td></td>
<td>Guide to the Common Program Requirements</td>
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</table>
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
  o Core?
  o Non-Core?
  o All?
• Faculty Roster link to program scholarly activity
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.
Annual ADS Update 2020

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- 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?

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory clinic visits</td>
<td></td>
</tr>
<tr>
<td>In-patient volumes</td>
<td></td>
</tr>
<tr>
<td>Elective operations and/or procedures</td>
<td></td>
</tr>
<tr>
<td>Urgent/emergent operations and/or procedures</td>
<td></td>
</tr>
<tr>
<td>In-patient consultations</td>
<td></td>
</tr>
<tr>
<td>Out-patient consultations</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Ambulatory clinic visits</td>
<td></td>
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</tr>
<tr>
<td>In-patient consultations</td>
<td></td>
</tr>
<tr>
<td>Out-patient consultations</td>
<td></td>
</tr>
</tbody>
</table>
# 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)

<table>
<thead>
<tr>
<th>Clinical Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Department</td>
<td></td>
</tr>
<tr>
<td>Ambulatory visits in own specialty/subspecialty</td>
<td></td>
</tr>
<tr>
<td>Telemedicine visits in own specialty/subspecialty</td>
<td></td>
</tr>
<tr>
<td>Ambulatory visits in another specialty/subspecialty</td>
<td></td>
</tr>
<tr>
<td>Telemedicine visits in another specialty/subspecialty</td>
<td></td>
</tr>
<tr>
<td>In-patient unit(s) for specialties/subspecialties other than your own</td>
<td></td>
</tr>
<tr>
<td>Intensive Care Unit</td>
<td></td>
</tr>
<tr>
<td>Different assignments within your specialty/subspecialty</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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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?
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

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:
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
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)?  

* Required time away from work due to COVID exposure and/or illness
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
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 blackout dates and site visit schedule
- Return to in-person accreditation site visits will follow ACGME recommendations
• 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:

# 2020-2021 ADS Annual Update Reporting Schedule

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Reporting Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/6-8/7</td>
<td>Sponsor Institutions</td>
</tr>
<tr>
<td>7/6-8/7 (Sponsoring Institutions) and 8/28 (Programs)</td>
<td>Sponsoring Institutions and programs reporting together</td>
</tr>
<tr>
<td>Window 1: Mon. 7/6-Fri. 8/28</td>
<td>Non-Case Log data specialties</td>
</tr>
<tr>
<td>Window 2: Mon. 7/20-Fri. 9/25</td>
<td>Case Log data specialties</td>
</tr>
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</table>
Questions?
Thank You