Coordinator Educational Series:

Web Resources, ADS Updates, and Annual Program Evaluations

July 13, 2017

Graduate Medical Education
Agenda

- Quiz on Policies & Procedures
- Alphabet Soup
- Web Resources
  - GME Website
  - ACGME Website
- Annual ADS Update (Including Certification & License Look-Up)
- APE Documentation Required
- Group Discussion: Best Practices for APE
Policy and Procedures Quiz

1. A reference to “Stanford” in Stanford’s policy and procedures can mean:
   a) Stanford University School of Medicine
   b) Stanford Health Care (SHC)
   c) Stanford Children’s Health (SCH)
   d) Stanford Medicine
   e) All of the Above

2. What does the acronym PTAL mean?
   - Postgraduate Training Authorization Letter

3. What is an ECFMG Certificate?
   - Educational Commission for Foreign Medical Graduates

4. What types of visa does GME accept? *(More than 1 answer might apply.)*
   a) F
   b) M
   c) O
   d) J  J is for a foreign applicant who graduated from a foreign medical school
   e) H  H is for a foreign applicant who graduated from an US medical school

5. Who is responsible for a Recommendation of Appointment?
   a) GME
   b) Program
Agenda

- Quiz on Policies & Procedures

- **Alphabet Soup**
  - Web Resources
    - GME Website
    - ACGME Website
  - Annual ADS Update (Including Certification & License Look-Up)

- APE Documentation Required

- Group Discussion: Best Practices for APE
Terminology - Alphabet Soup

- **ACGME**
  - Accreditation Council for Graduate Medical Education

- **ADS**
  - Accreditation Data System

- **GMEC**
  - Graduate Medical Education Committee

- **DIO**
  - Designated Institutional Official

- **CCC**
  - Clinical Competency Committee

- **APE**
  - Annual Program Evaluation
**Terminology - Alphabet Soup (Continued)**

- **PEC**
  - Program Evaluation Committee

- **RRC/RC**
  - (Residency) Review Committee at ACGME

- **LON**
  - Letter of Notification

- **CLER**
  - Clinical Learning Environment Review

- **PLA**
  - Program Letter of Agreement

- **NAS**
  - Next Accreditation System
Terminology - Alphabet Soup (Continued)

- **NRMP**
  - National Resident Matching Program

- **ERAS**
  - Electronic Residency Application Service

- **ECFMG**
  - Educational Commission for Foreign Medical Graduates

- **AAMC**
  - American Association of Medical Colleges

- **TAGME**
  - Training Administrators of Graduate Medical Education

Agenda

- Quiz on Policies & Procedures
- Alphabet Soup

- **Web Resources**
  - GME Website
  - ACGME Website

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Where do I find the…?

TOP 5 WEBSITE QUESTIONS

HTTP://GME.STANFORD.EDU
Where do I find the... 
housestaff salaries/bonuses (stipends)?

How do I find it?
Two paths:
1. Incoming Residents/Fellows
2. Current Residents/Fellows

Who does this apply to?
Housestaff working at SHC, LPCH, PAVA, SCVMC.

What is it?
Housestaff salaries used in the contracts. Also used during interview season to entice prospective housestaff! Stipends and bonuses are subject to tax.

Where can I find it?
See link below.

When does GME update this?
See below for under IMPORTANT!

IMPORTANT!
HR will make the 2017-2018 stipends available to us SEPT 2017.

Visit GME Stipends: http://med.stanford.edu/gme/current_residents/stipends.html
Incoming Residents/Fellows

Visit GME Incoming: [http://med.stanford.edu/gme/incoming_residents/](http://med.stanford.edu/gme/incoming_residents/)
Where do I find the…
Anonymously Report a Concern page?

How do I find it?
One path:
Current Residents/Fellows >
Anonymously Report a Concern

Who does this apply to?
Housestaff.

What is it?
Report concerns anonymously.

Where can I find it?
See link below.

When does GME read the e-mails?
Daily.

IMPORTANT!
Form is completely anonymous.

Current Residents/Fellows

Visit GME Current: [http://med.stanford.edu/gme/current_residents/](http://med.stanford.edu/gme/current_residents/)
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<thead>
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<th>Description</th>
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<tr>
<td>Statement of Commitment to Graduate Medical Education</td>
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<tr>
<td>Residency Programs</td>
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<td>Application to Stanford Residency Programs</td>
<td>6</td>
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<td>Resident Eligibility - Recruitment</td>
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<td>Visa Policy for Graduates of International Medical Schools</td>
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<td>Recommendation of Appointment</td>
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<td>Natural Disaster Policy</td>
<td>9</td>
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<td>Registration of New Housestaff to Stanford</td>
<td>9</td>
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<td>Licensure</td>
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Useful GME Education timeline as soon as you log in with your SUNet ID!

Where do I find the…
Program Letter of Agreement (PLA)?

How do I find it?
One path:
Directors & Coordinators > Forms, Templates, & Examples

Who does this apply to?
All Stanford programs (ACGME and Non-ACGME).

What is it? What do I have to know?
Letter of agreement between SHC and affiliate.
PLAs **MUST** but updated under the following conditions:
1. Change in PD
2. Expired after 5 years

Where can I find it?
See link below.

When is does GME update the template?
Rarely.

Visit GME Secure Page-Forms: [http://med.stanford.edu/gme/program_directors/forms.html](http://med.stanford.edu/gme/program_directors/forms.html)
Where do I find the Competency-Based Goals and Objectives template?

How do I find it?
Two paths:
1. Directors & Coordinators > Forms, Templates, & Examples
2. GME Community

Who does this apply to?
All Stanford ACGME programs. Non-ACGMEs are encouraged to utilize.

What is it? What do I have to know?
Core competencies are tied with milestones. Read more: http://www.acgme.org/What-We-Do/Accreditation/Milestones/Overview

Where can I find it?
See link below.

When is does GME update the template?
Never.

Visit GME Secure Page-Forms: http://med.stanford.edu/gme/program_directors/forms.html
Visit the GME Community: http://med.stanford.edu/gme/GME_Community/index.html
A rule of thumb

There’s a form for that.

A play on “There’s an app for that.”
Where do I find the…
expansion & funding application and updates?

Visit GME Expansion/Funding:  http://med.stanford.edu/gme/program_directors/program_expansion.html
Summary

When it doubt, go to

- 1. GME Community - [http://med.stanford.edu/gme/GME_Community/index.html](http://med.stanford.edu/gme/GME_Community/index.html)
- 2. GME Secure Page > Forms, Templates & Examples - [http://med.stanford.edu/gme/program_directors/forms.html](http://med.stanford.edu/gme/program_directors/forms.html)

Website contact

- Thi Dinh La ([tdinhla@stanford.edu](mailto:tdinhla@stanford.edu))
Agenda

- Quiz on Policies & Procedures
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  - ACGME Website
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- APE Documentation Required
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ACGME Website (www.acgme.org)

Accreditation Council for Graduate Medical Education

What We Do
- Overview
  - Number of Programs
  - Education Site Verification
- Accreditation
  - Single GME Accreditation System
  - Site Visit
  - Self-Study
  - Milestones
  - Common Program Requirements
  - Clinical Experience and Education (formerly Duty Hours)
  - Review and Comment
  - Advancing Innovation in Residency Education (AIRE)

Recognition
- Osteopathic Recognition

Initiatives
- Clinical Learning Environment Review (CLER)
- Awards
- Pursuing Excellence
- Physician Well-Being
- Sponsoring Institution 2025
ACGME Website (www.acgme.org)

Welcome

The ACGME’s work directly impacts residents and fellows. Residents and fellows, in turn, make a huge impact on the ACGME Review Committees, Resident Council (Council of Review Committee Residents and other important task forces, councils, and committees), and other important task forces, councils, and committees, in turn, make a huge impact on the ACGME Mission and to the success of the organization’s important initiatives.

The Mission of the ACGME is to improve health care and population health by assessing and advancing the quality of resident physicians’ education through accreditation.

Through accreditation, innovations, and initiatives, the ACGME strives to ensure that residents and fellows train in educational environments that support patient safety, resident and fellow education, and physician well-being.

We hope you will take the time to learn more about the ACGME and how its work influences your training. We also hope that you will seek opportunities to get involved and continue to provide invaluable resident input into the work of the ACGME.
ACGME Website (www.acgme.org)
ACGME Website (www.acgme.org)

Data Collection Systems

Log into the Accreditation Data System

The ACGME Data Collection Systems comprise the Accreditation Data System (ADS), which includes the Case Log System, and the Resident/Fellow and Faculty Surveys.

ADS is a web-based software system that contains critical accreditation data for all Sponsoring Institutions and programs. It is a tool to collect and organize information for accreditation purposes, and serves as a means of communication between the ACGME and Sponsoring Institutions and programs. It is also used internally by the Department of Field Activities and the staff of the Review Committees in conducting accreditation activities. ADS incorporates several applications and functions, including the Annual Update, Milestones, Case Logs, and the application for accreditation.

The Department of Field Activities uses ADS for site visit scheduling and housing site visit reports for submission to the Review Committees, and programs use ADS to evaluate site visitors. The Clinical Learning Environment Review (CLER) Program uses ADS to schedule CLER visits and manage additional details of the CLER process.

The Resident/Fellow and Faculty Surveys are managed in a separate system in order to protect and preserve anonymity and confidentiality. Conducted annually, the surveys poll program residents/fellows and faculty members to collect critical evaluations of components of their programs to assist in their review for the purposes of accreditation. The Surveys are only accessible by those participating during specific windows during the academic year. These participation windows are communicated directly to institutions and programs via email. All accredited programs are required to meet a minimum level of participation compliance with the ACGME Surveys.

The majority of data is available only to individuals with login credentials. Public-facing data is available here. Logins are provided to designated institutional officials (DIOs), program directors, program coordinators, residents and fellows, and faculty members participating in surveys. Users have access to the following systems:

- Program Director: ADS, including Case Logs for viewing reports
- DIO: ADS, including Case Logs for viewing reports
- Residents/Fellows: Case Logs and ACGME Surveys
- Faculty Members: ACGME Surveys
- Others: Search Programs and Institutions

For Discussion Purposes Only
ACGME Website (www.acgme.org)

To View a Fellowship, Choose the Core Residency Program
ACGME Website (www.acgme.org)

Home > Specialties > Emergency Medicine

EMERGENCY MEDICINE

OVERVIEW

The documents and resources within this section are provided by the Review Committee for Emergency Medicine and its staff at the ACGME to assist ACGME-accredited programs and those applying for accreditation. Specialty and subspecialty information is found in each of the links listed below, as applicable.

EMERGENCY MEDICINE SUBSPECIALTIES

Clinical informatics
Emergency Medical Services
Medical Toxicology
Pediatric Emergency Medicine
Sports Medicine
Undersea and Hyperbaric Medicine

SPECIALTY AND SUBSPECIALTY LINKS

- Program Requirements and FAQs and Applications
- Milestones
- Documents and Resources
- Review Committee Members and Staff

OTHER ACCREDITATION RESOURCES

Clinical Experience and Education (formerly Duty Hours)
Common Program Requirements
Osteopathic Recognition
Review and Comment
Self-Study and Site Visit
Single GME Accreditation System

CONTACT US:
EXECUTIVE DIRECTOR, RC FOR RADIOLOGY, EMERGENCY MEDICINE, AND NUCLEAR MEDICINE
Felicia Davis, MHA
fdavis@acgme.org
312.755.5006

SENIOR ACCREDITATION ADMINISTRATOR, RC FOR EMERGENCY MEDICINE AND NUCLEAR MEDICINE
Sara Thomas
sthomas@acgme.org
312.755.3044

DATA SYSTEMS TECHNICAL SUPPORT
ads@acgme.org
312.755.7474

REVIEW COMMITTEE AGENDA CLOSING AND MEETING DATES

<table>
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<th>Date</th>
<th>Agenda Closing Date</th>
<th>Meeting Date</th>
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ACGME Website (www.acgme.org)

**EMERGENCY MEDICINE**

**PROGRAM REQUIREMENTS AND FAQS**

Currently in Effect

- 7/1/2017 Emergency Medicine
  - Emergency Medicine FAQs
- 7/1/2017 Clinical Informatics
  - Clinical Informatics FAQs
- 7/1/2017 Emergency Medical Services
  - Emergency Medical Services FAQs
- 7/1/2017 Medical Toxicology
  - Medical Toxicology FAQs
- 7/1/2017 Pediatric Emergency Medicine
  - Pediatric Emergency Medicine FAQs
- 7/1/2017 Sports Medicine
  - Sports Medicine FAQs
- 7/1/2017 Undersea and Hyperbaric Medicine
  - Undersea and Hyperbaric Medicine FAQs

Approved with Future Effective Date

- Resident/P fellow Eligibility
  - Common Program Requirements Section VI: Table of Implementation Dates

**APPLICATION FOR ACCREDITATION**

Application for Accreditation

New program applications must use the online application process within the Accreditation Data System (ADS).

For further information, review the "Application Instructions."
Program Search (Click on “SEARCH PROGRAMS AND INSTITUTIONS” at the TOP of ACGME Pages)

Accreditation Council for Graduate Medical Education (ACGME) - Public

- Program Search
- Sponsor Search

Report Lists
- List of Programs by Specialty
- List of Sponsoring Institutions
- List of Programs by Sponsor
- List of Programs that Applied for Accreditation Under the Single Accreditation System by Specialty
- List of Sponsoring Institutions that Applied for Accreditation Under the Single Accreditation System
- List of Newly Accredited Programs
- List of Newly Accredited Sponsors
- List of Programs Applying for and with Osteopathic Recognition by Specialty

Report Totals
- Number of Accredited Programs by Academic Year
- Number of Pre-Accredited Programs by Academic Year
- Accreditation Decisions
- Number of New Program Directors
- Graduate Medical Education Totals by State
- Number of Programs With a Combined Specialty Track

050129 or Stanford Health Care
Program Search Within SHC
(https://apps.acgme.org/ads/Public)

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<td><strong>HIPAA Business Associate Agreement On Record:</strong> Yes</td>
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<td><strong>Residents Rotate Through This Institution:</strong> Yes</td>
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<th>CEO/Director/President Information</th>
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<tr>
<td><strong>David Entwistle MA</strong>&lt;br&gt;President/CEO</td>
</tr>
<tr>
<td><strong>Phone:</strong> (650) 723-4000</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:dentwistle@stanfordhealthcare.org">dentwistle@stanfordhealthcare.org</a></td>
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<tr>
<td><strong>Ann M Dohn MA</strong>&lt;br&gt;Director, Dept. of Graduate Medical Education</td>
</tr>
<tr>
<td><strong>Phone:</strong> (650) 723-5948</td>
</tr>
<tr>
<td><strong>Fax:</strong> (650) 723-9245</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:adohm1@stanford.edu">adohm1@stanford.edu</a></td>
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<tr>
<td>Stanford Health Care&lt;br&gt;Department of Graduate Medical Education, HC435&lt;br&gt;300 Pasteur Drive&lt;br&gt;Stanford, CA 94305-5207</td>
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<td><a href="http://www.stanfordhospital.com/visitall.c">http://www.stanfordhospital.com/visitall.c</a></td>
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<td><strong>Recognized By:</strong> Joint Commission</td>
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<td><strong>Ownership or Control Type:</strong> Non-profit</td>
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Program Search Within SHC
(https://apps.acgme.org/ads/Public)

1100521098 - STANFORD HEALTH CARE-SPONSORED STANFORD UNIVERSITY/KAISER PERMANENTE MEDICAL CENTER PROGRAM
Emergency Medicine - Stanford, CA

<Back To Search

Accreditation Council for Graduate Medical Education (ACGME) - Public

Stanford University Hospital
Department of Emergency Medicine
300 Pasteur Dr., Alway Bldg., M121
Stanford, CA 94305-2200
http://emr.stanford.edu

Specialty: Emergency medicine
Sponsoring Institution: [050129] Stanford Health Care

Related Programs:
[1120511005] Stanford Health Care-Sponsored Stanford University/Kaiser Permanente Medical Center Program (Emergency medicine)
[1140511005] Stanford Health Care-Sponsored Stanford University Program (Pediatric emergency medicine)

Phone: (650) 723-6260
Fax: No Information Currently Present
Email: arr.residency@med.stanford.edu

Director Information
Sarah R Williams MD
Clinical Associate Professor of Emergency Medicine
Director First Appointed: July 01, 2015

Coordinator Information
Masahiro Ishikawa
Assistant Program Coordinator
Phone: (650) 724-0563
Email: mishika@stanford.edu

Coordinator Information
Jhuywee Lomboy
Phone: (650) 721-2079
Email: jilomboy@stanford.edu

Accreditation And General Information

Original Accreditation Date: February 15, 1990
Accreditation Status: Continued Accreditation
Effective Date: April 06, 2017
Accredited Length of Training: 4 years

Osteopathic Recognition: No Information Currently Present
Osteopathic Recognition Effective Date: No Information Currently Present

Last Site Visit Date: September 28, 2011
Next Site Visit Date: No Information Currently Present
Self Study Due Date (Approximate): February 01, 2020
10 Year Site Visit (Approximate): August 01, 2021

Positions
Total Approved Resident Positions: 50
Total Filled Resident Positions*: 44
Temporary Increase**: 1 Effective from 07/01/2017 thru 06/30/2020

*Total filled will reflect the previous academic year until the annual update is completed for the current academic year. **Temporary increase(s) not reflected in the approved positions.

Participating Site Information

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<td>3</td>
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<td>Santa Clara Valley Medical Center</td>
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Showing 1 to 3 of 3 entries.
Agenda

- Quiz on Policies & Procedures
- Alphabet Soup
- Web Resources
  - GME Website
  - ACGME Website
- **Annual ADS Update (Including Certification & License Look-Up)**
- License Look-up
- APE Documentation Required
- Group Discussion: Best Practices for APE
The Accreditation Data System (ADS)

- A web-based system that contains critical accreditation data for all sponsoring institutions and programs

- ADS Required Tasks:
  - Self Study Documents
  - Minor and Major Changes
  - New Program Application
  - Annual Update
  - Surveys
  - Milestones
Annual ADS Update: Why & When?

- Why?
  - The ACGME Residency Review Committees rely on annual program data (along with other relevant data) for their accreditation decisions and citation actions.
  - Submission Timeframe: July – September
Annual ADS Update: Access to ADS
Annual ADS Update: Access to ADS

GME Program Managers Do NOT Have Access to Program’s ADS.
### Annual ADS Update: Contents

#### Program: 0200521116, Stanford University Program

- **Allergy and Immunology - Stanford, CA**
- **Original Accreditation Date:** July 01, 1998
- **Accreditation Status:** Continued Accreditation
- **Accreditation Effective Date:** August 27, 2010
- **Accredited Length of Training:** 2 Year(s)
- **Program Format:** Standard

#### Important Dates

- **Annual Update Status:**
  - October 01, 2013 - November 06, 2013
- **Next Site Visit:**
  - NOT SCHEDULED
- **Self Study Date (APPROX):**
  - August 01, 2018
- **Resident Survey Status:**
  - Apr 20, 2014 - Jun 01, 2014

#### Additional Requirements

- Duty Hours/Environment
- Overall Evaluation Methods
- Citations and Major Changes

#### Program Profile

- Stanford University
- Allergy & Immunology Fellowship Training Program
Annual ADS Update: Contents

1. Program Information
   • Duty Hour/Learning Environment – Reset yearly
   • Responses for current citations
   • Update Major Changes section – Reset yearly
   • Overall Evaluation Methods
   • Participating sites
   • Block Diagram

2. Resident Data
   • Add new residents
   • Confirm all residents (status and year in program)
   • Resident Scholarly Activity – Reset yearly

3. Faculty Data
   • Add new faculty and remove faculty no longer active with the program
   • Faculty Scholarly Activity – Reset yearly

4. Print/Save copy of Annual ADS Update
Annual ADS Update: Respond to Previous Citations

RESPOND TO PREVIOUS CITATION(S)

Respond to Previous Citation(s)

Institutions, Participating Institutions: Assignment to an institution must be based on a clear educational rationale, integral to the program curriculum, with clearly-stated activities and objectives. When multiple participating institutions are used, there should be assurance of the continuity of the educational experience. Assignment to a participating institution requires a letter of agreement with the sponsoring institution. (Program Requirements, I.B.1-2) The program does not demonstrate compliance with the requirement to provide a clear educational rationale and appropriate documentation for its participating institutions. The site visitor was unable to verify that the program has an existing program letter of agreement with Santa Clara Valley Hospital at which fellows perform cases two to three days per week. Further, the Program Information Form (PIF) states that there are no rotations which exist outside of the integrated sites. In addition, the PIF includes no procedural data for Santa Clara Valley Hospital.

The faculty attending at Santa Clara Valley Medical Center (SCVCMC) are faculty of the Stanford University division of Cardiothoracic Anesthesia and attend at Stanford University Hospital in addition to SCVCMC. We now understand that the rotation is properly considered a participating institution. We have amended our materials to include a separate program letter of agreement with SCVCMC. Our fellows are including the procedures completed at SCVCMC in their case logs.

Last Updated By Program Director: 10/02/2015

Should Be Updated EVERY Year!
Annual ADS Update: Major Changes and Other Updates

- Include Current Changes Only:
  - Changes in Leadership and Faculty
  - Action Plan Items That Have Been Implemented
  - Actions taken that address Areas for Improvements raised by ACGME
- Prioritize Program Innovations.
- Spell Out Abbreviations.

MAJOR CHANGES AND OTHER UPDATES

Provide a brief update explaining any major changes to the training program since the last academic year, including changes in leadership. This may also include improvements and/or innovations implemented to address potential issues identified during the annual program review.

- Received additional hospital funding to expand our fellowship to 6 per year (18 total) allowing us to standardize an 18 to 20 month core curriculum for research and clinical education track fellows, respectively, allowing our fellows added elective time to take fuller advantage of the advanced research and subspecialty training opportunities available at Stanford.
- Implemented an outpatient clinics block in the 1st year to allow fellows earlier and more in-depth exposure to the many subspecialty (Pulmonary Hypertension, Interstitial Lung Disease, etc.) pulmonary medicine clinics.
- Awarded T32 grant funding to further support and develop the academic careers of selected fellows.
- Structured schedule to allow all 2nd and 3rd fellows to attend the International Conference of the American Thoracic Society in May each year.
- The Veterans Affairs Intensive Care Unit rotation has been improved to allow the fellows to play a much larger role in teaching and in learning to run a team in a “junior attending” role. This has resulted in a significant increase in the popularity and value of this rotation.
Annual ADS Update: Length of Rotations at Participating Sites

- Rotations Need to Add Up to 12 Months.
  - If Less Than 12 Months, Explain Why.

---

**Primary Site (Site #1)**

Name: Stanford Hospital and Clinics [050129]

Length of Rotation (in months): Year 1: 6 Year 2: 6 Year 3: 1

Brief Educational Rationale: Stanford Hospital and Clinics (SHC) is a tertiary care academic medical center. The cardiovascular medicine fellowship rotations at this hospital are Inpatient Consultation, Cardiac Catheterization, CCU, Echocardiography, Advanced Imaging, and Electrophysiology/Arrhythmia. Stanford University cardiovascular medicine faculty are in charge of each of these rotations. Although the fellows may interact with community physicians, the vast majority of their training is under University faculty. Cardiovascular Medicine fellows spend approximately 55% of their clinical training at SHC. The fellows also have Continuity Clinics at SHC. These clinics are supervised by University Cardiovascular Medicine faculty. The majority of the educational conferences are conducted at Stanford.

---

**Participating Site (Site #2)**

Name: Veterans Affairs Palo Alto Health Care System [050273]

Address:
3801 Miranda Avenue
Palo Alto, California 943041207

- Does this institution also sponsor its own program in this specialty? NO
- Does it participate in any other ACGME accredited programs in this specialty? NO

Distance between 2 & 1: Miles: 3.0 Minutes: 10.0

Length of Rotation (in months): Year 1: 6 Year 2: 6 Year 3: 1

If the total number of rotation months per year does not equate to 12 months (for all sites combined) provide an explanation:
Y3 is primarily a research year. The fellows spend one-half day in continuity clinic, and have 1 to 2 formal clinical months during the third year. In addition, the fellows may elect to have additional clinical months during that year. As Stanford is an academic training program, the fellows have dedicated, mentored research time during the remainder of the third year.
Annual ADS Update: Physician Faculty Roster

- List Faculty Members Alphabetically By Site.
- Check Directions if they ask for ALL faculty or CORE faculty only.
- Check All Board Certifications On Appropriate Website.
  - $N = \text{Time-Unlimited Certificate (see next 2 slides)}$
  - $O = \text{Original Certification Currently Valid}$
  - $R = \text{Re-Certified; L = Certification Lapsed; M = Meets MOC (Maintenance of Certification) Requirements}$
- Delete Faculty Without Current Certifications in Specialty.
- Ensure Requisite Core Faculty Hours.

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### End Dates of Time-Unlimited Board Certification (N) of Residency Programs from ABMS Board Certification Report


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Board Certification Verification Websites

- Internal Medicine [http://www.abim.org/](http://www.abim.org/)
- Orthopedic Surgery [https://www.abos.org/find-a-certified-orthopaedic-surgeon.aspx](https://www.abos.org/find-a-certified-orthopaedic-surgeon.aspx)
- Otolaryngology [http://www.aboto.org/ABOInternet/VerifyPhysicianCertification](http://www.aboto.org/ABOInternet/VerifyPhysicianCertification)
- Pediatrics [https://www.abp.org/MOCVerification/VerificationServlet](https://www.abp.org/MOCVerification/VerificationServlet)
- PM&R [https://www.abpmr.org/physician_search.html](https://www.abpmr.org/physician_search.html)
- Psychiatry and Neurology [https://application.abpn.com/verifycert/verifycert.asp](https://application.abpn.com/verifycert/verifycert.asp)

**Use Certification Matters for all others that do not have online search tools available:** [https://www.certificationmatters.org/is-your-doctor-board-certified/search-now.aspx](https://www.certificationmatters.org/is-your-doctor-board-certified/search-now.aspx)
Board Certification Look-Up (For Example)


---

**ASK THE ABA - SPOTLIGHT QUESTION**

Are CMEs awarded upon board certification?

[See the Answer]  [Ask a Question]

---

**Verify a Physician's Certification**

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<tr>
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<tbody>
<tr>
<td>Juliana</td>
<td>Barli</td>
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</table>

[Submit]  [Advanced Search]

Click here for status letter information.

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**NEWS & ANNOUNCEMENTS**

**ABA Postpones OSCE Implementation**  10/7/2015

The American Board of Anesthesiology (ABA) will postpone the implementation of the Objective Structured Clinical Examination (OSCE) into its APPLIED Examination to adequately prepare to launch this new and innovative exam component.

**The ABA Announces MOCA 2.0 to Media**  9/10/2015

The American Board of Anesthesiology (ABA) today issued a news release about the Maintenance of Certification in Anesthesiology Program (MOCA) redesign. Read the full announcement to see a link to the Washington Post coverage.

**MOCA 2.0 Update: Changes to Parts 2 & 4**  8/31/2015

The American Board of Anesthesiology (ABA) will launch MOCA 2.0, the redesigned Maintenance of Certification in Anesthesiology Program (MOCA), on Jan. 4, 2016. As part of this effort, we are making changes to MOCA Parts 2 and 4, and wanted to share the details with you.
**Board Certification Look-Up (For Example)**


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<td><strong>Certification Details</strong></td>
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</tr>
<tr>
<td><strong>Juliana Barr, M.D.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Half Moon Bay, CA</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting MOC Requirements**

<table>
<thead>
<tr>
<th>Area Of Certification</th>
<th>Anesthesiology</th>
<th>Critical Care Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Type:</td>
<td>Primary Certification</td>
<td>Primary Certification</td>
</tr>
<tr>
<td>Name On Certificate:</td>
<td>Juliana Barr</td>
<td>Juliana Barr</td>
</tr>
<tr>
<td>Certification Status:</td>
<td>Certified Indefinitely</td>
<td>Certified Indefinitely</td>
</tr>
<tr>
<td>Issue Date:</td>
<td>Apr 26, 1991</td>
<td>Sep 27, 1991</td>
</tr>
</tbody>
</table>
Annual ADS Update: CVs

- Check Medical License Expiration Date.

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>Re-Cert Year</th>
<th>State</th>
<th>Date of Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Certification Valid</td>
<td></td>
<td>California</td>
<td>8/2016</td>
</tr>
</tbody>
</table>

- Include Institution for Academic Appointments.

- Include Current Professional Activities Only.

- Publications from Past 5 Years and Limit of 10.

Selected Bibliography - Most representative Peer Reviewed Publications / Journal Articles from the last 5 years (limit of 10):

- Put Dated Publications and Presentations in Reverse Chronological Order.

- Ensure the Year of the Publication is Included and Update the “In Press.”
Medical License Look-Up

- Google search “California license look-up”
- Website: BreEZe - California Department of Consumer Affairs (https://www.breeze.ca.gov/)

Select “Search by Personal or Business Name” -> “Search by Individual”
Annual ADS Update: Scholarly Activity for Faculty & Residents

- Collect Faculty & Resident CVs at End of Previous Academic Year.
  - BEST PRACTICES:
    - Consider Distributing a Survey to Collect Information.
    - Require Residents to Provide Information Before Advancing.
    - “0” & “N” in the Cells Look Better Than “No Scholarly Activity.”

### Resident Scholarly Activity

For reporting year 2016-2017, scholarly activity that occurred during the previous academic year (2015-2016)

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>PMID1</th>
<th>PMID2</th>
<th>PMID3</th>
<th>Conference Presentations</th>
<th>Chapters Textbooks</th>
<th>Participated in Research</th>
<th>Teaching Presentations</th>
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<tbody>
<tr>
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<td>25429607</td>
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<td>N</td>
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<tr>
<td>2</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</table>
### Annual ADS Update: Actively Enrolled Residents

- **Enter New Residents.**
- **Provide Prior-Training and Type of Training for All Residents.**

<table>
<thead>
<tr>
<th>Resident</th>
<th>Program Start Date</th>
<th>Expected Completion Date</th>
<th>Type of Pos.</th>
<th>Year in Prog.</th>
<th>Years Prior Training</th>
<th>Prior Training Type</th>
<th>Specialty of Most Recent Prior GME</th>
<th>Medical School</th>
<th>Date of Med School Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07/01/2016</td>
<td>06/30/2019</td>
<td>C</td>
<td></td>
<td>1(y***)</td>
<td>3</td>
<td>Internal medicine</td>
<td>Univ of California, San Francisco Sch of Med, San Francisco, CA</td>
<td>06/2013</td>
</tr>
<tr>
<td></td>
<td>07/01/2016</td>
<td>06/30/2019</td>
<td>C</td>
<td></td>
<td>1(y***)</td>
<td>2</td>
<td>Internal medicine</td>
<td>Univ of California, San Francisco Sch of Med, San Francisco, CA</td>
<td>06/2014</td>
</tr>
<tr>
<td></td>
<td>07/01/2016</td>
<td>06/30/2019</td>
<td>C</td>
<td></td>
<td>1(y***)</td>
<td>3</td>
<td>Internal medicine</td>
<td>Harvard Medical School, Boston, MA</td>
<td>05/2012</td>
</tr>
<tr>
<td></td>
<td>07/01/2016</td>
<td>06/30/2019</td>
<td>C</td>
<td></td>
<td>1(y***)</td>
<td>3</td>
<td>Internal medicine</td>
<td>University of Colorado School of Medicine, Aurora, CO</td>
<td>05/2012</td>
</tr>
</tbody>
</table>
Annual ADS Update: Transferred, Withdrawn & Dismissed Residents

- Required to Include All Residents Who Leave Your Program Before Successful Completion.
- Positively Spin the Reason for Withdrawal.
  - “Left to pursue a career in industry.”

### TRANSFERRED, WITHDRAWN, AND DISMISSED RESIDENTS

<table>
<thead>
<tr>
<th>Resident</th>
<th>Start Date</th>
<th>End Date</th>
<th>Transferred to Which Specialty</th>
<th>Within or Outside Current Institution</th>
<th>Provided Resident Records to New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Residents that Transferred Out Of The Program

<table>
<thead>
<tr>
<th>Resident</th>
<th>Start Date</th>
<th>End Date</th>
<th>Transferred to Which Specialty</th>
<th>Within or Outside Current Institution</th>
<th>Provided Resident Records to New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List of Residents that Withdrew or Were Dismissed From The Program

<table>
<thead>
<tr>
<th>Resident</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawn or Dismissed</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7/01/2010</td>
<td>6/30/2014</td>
<td>WITHDREW FROM PROGRAM</td>
<td>For a job in biotech.</td>
</tr>
</tbody>
</table>

### List of Residents that Completed Training but not prepared to enter independent practice

<table>
<thead>
<tr>
<th>Resident</th>
<th>Start Date</th>
<th>End Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annual ADS Update: The Evaluation Section

- ACGME is Looking for Multiple Assessment Methods.
- ACGME is Looking for a Variety of Evaluators.
- Add Multiple Lines Per Competency for “Assessment Method.”

<table>
<thead>
<tr>
<th>Competency</th>
<th>Assessment Method</th>
<th>Evaluator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Global assessment</td>
<td>Allied Health Professional, Chief/Supervising Resident, Faculty Member, Nurse, Peer Resident, Self</td>
</tr>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Simulations/models</td>
<td>Allied Health Professional, Chief/Supervising Resident, Faculty Member, Nurse</td>
</tr>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Structured case discussions</td>
<td>Faculty Member, Peer Resident</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Direct observation</td>
<td>Chief/Supervising Resident, Consultants, Faculty Member</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Global assessment</td>
<td>Faculty Member, Junior Resident/Medical Student, Self</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>In-training examination</td>
<td>Faculty Member, Program Director</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Record/chart view</td>
<td>Consultants, Faculty Member</td>
</tr>
</tbody>
</table>
Annual ADS Update:
80% – 100% Faculty Evaluations Completed Within 2 Weeks of Rotations

4. Indicate how residents/fellows are informed of the performance criteria on which they will be evaluated. Check all that apply.
   - During resident orientation
   - General goals and objectives
   - Rotation-specific goals and objectives
   - Provided handouts or examples of evaluation forms
   - Other written communications
   - Verbal communication or meetings
   - Reviewed with residents before each rotation

5. What percentage of the faculty complete written evaluations of residents/fellows within 2 weeks following each rotation or educational experience?
   - 80-100%
   - 60-79%
   - 40-59%
   - 20-39%
   - Less than 20%

   The goal is 80-100%, so please move in that direction this year, if your program has not met that goal yet.

6. Does the program have a Clinical Competency Committee?
   Yes

7. If yes, does the Clinical Competency Committee perform resident/fellow evaluations semi-annually?
   Yes

8. If yes, is feedback provided to residents/fellows on a semi-annual basis?
   Yes

9. If yes, is the feedback documented?
   Yes
### Annual ADS Update:
**Duty Hours, Patient Safety, and Learning Environment**

#### 7. Indicate which methods the program uses to ensure that hand-over processes facilitate both continuity of care and patient safety?

<table>
<thead>
<tr>
<th>Method</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-over form (a stand alone or part of an electronic medical record system)</td>
<td>✔</td>
</tr>
<tr>
<td>Paper hand-over form</td>
<td></td>
</tr>
<tr>
<td>Hand-over tutorial (web-based or self-directed)</td>
<td>✔</td>
</tr>
<tr>
<td>Scheduled face-to-face handoff meetings</td>
<td>✔</td>
</tr>
<tr>
<td>Direct (in person) faculty supervision of hand-over</td>
<td>✔</td>
</tr>
<tr>
<td>Indirect (via phone or electronic means) hand-over supervision</td>
<td>✔</td>
</tr>
<tr>
<td>Senior Resident supervision of junior residents</td>
<td>✔</td>
</tr>
<tr>
<td>Hand-over education program (lecture-based)</td>
<td>✔</td>
</tr>
<tr>
<td>Other</td>
<td>✔</td>
</tr>
</tbody>
</table>

The Transitions of Care committee developed an instructional video on handovers that is on MedHub, and the committee rolled out new electronic forms for SHC.

#### 8. Indicate the ways that your program educates residents to recognize the signs of fatigue and sleep deprivation.

- Didactics/Lecture
- Computer based learning modules
- Grand rounds
- Small group seminars or discussion
- Simulated patient encounters
- On-the-job training
- One-on-one experiences with faculty and attending
- Other

GME provides Uber for fatigued residents.

#### 9. Which of the following options does the program or institution offer residents who may be too fatigued to safely return home?

- Money for taxi
  - Money for public transportation
  - One-way transportation service (such as a dedicated facility bus service)
  - Transportation service which includes option to return to the hospital or facility the next day
  - Reliance on other staff or residents to provide transport
  - Sleeping rooms available for residents post call
  - Not applicable: residents do not take in-house call
  - Other

Please provide your program’s full moonlighting policy including that residents and fellows must report moonlighting hours as part of their duty hours in MedHub.

#### 10. Are residents permitted to moonlight?

Yes

#### 11. If yes, under what circumstances?

1. The Program Director must approve the moonlighting schedule of the trainee. In general, such activity cannot take place: o Monday through Friday between the hours of 8:00 am and 6:00 pm. o On weekends or evenings when the resident is on call. 2. Moonlighting must not interfere with the health, clinical responsibilities, or research endeavors of the trainee. 3. In the event that moonlighting is determined to be compromising patient care or interfering with the goals of the training program, this fact is immediately brought to the attention of the involved trainee and remedied. 4. The trainee should be aware that any moonlighting activity is beyond the scope of the Residency Program. The trainee is, therefore, not covered by the institution’s medical malpractice insurance for such activities. 5. Moonlighting must be logged in MedHub per institutional policy. Hours worked while moonlighting are included when determining trainees’ compliance with the 80 hour work week limit and requirements for time off.
Annual ADS Update: Moonlighting Must Follow ACGME Requirements

- Requires Program Director Approval.
  - Should not interfere with clinical responsibilities.
- Hours Counted Toward Duty Hour Limits.
- Residents Must Report All Moonlighting Hours.
  - Log them in MedHub so that they don’t exceed 80 duty hours per week, including moonlighting.

10. Are residents at the PGY-2-level or above permitted to moonlight?

Yes

11. If yes, under what circumstances?

Yes, residents can moonlight at the PGY-3 level only with the Program Director’s permission. They are only permitted to moonlight as long as it doesn't conflict with their residency work hours, and they must report all moonlighting hours by logging them in MedHub so that they do not exceed 80 duty hours per week. They must comply with ACGME Duty Hour requirements.
Annual ADS Update: Pitfalls to Watch for…

1. **Update** Citation Responses.
2. **Always Include** Recent Major Changes.
3. If Less Than 12 Months of Rotations Per Year, **Explain Why**.
4. List Physicians By Site in **Alphabetical Order**.
5. **Check Board Certifications** in Faculty Roster.
6. Carefully **Update CVs**.
7. All Training Sites Have **Full Amenities**.
8. **Plan Ahead** to Collect Scholarly Activity.
9. **Proofread** – Make a good impression!
Common Pitfall #1: Don’t Forget to Update Citation Responses

CITATION INFORMATION

Respond to Previous Citation(s)

Educational Program Program Requirement IV.A.2. Distribution and Review of Goals and Objectives for Each Assignment [CPR IV.A.2.] The curriculum must contain competency-based goals and objectives for each assignment at each educational level, which the program must distribute to fellows and faculty annually, in either written or electronic form. These should be reviewed by the fellow at the start of each rotation. The information presented did not demonstrate compliance with the requirement. Specifically, overall competency-based goals and objectives were provided. However, goals and objectives for each rotation and for each level of education were omitted.

Year-by-Year, goals and objectives were inadvertently left out of the application that was submitted in December 2012. The curriculum contains competency-based goals and objectives for each assignment at each educational level, and have been distributed to the fellows. In addition, they are reviewed with the fellows at the start of each rotation. The updated goals and objectives for the program are attached on the ACGME updated application tab.

Outdated!

- PD Needs to Update Citation Responses Every Year.
Common Pitfall #2: Always Include Recent Major Changes

Major Changes

Please provide a brief update explaining any major changes to the training program since the last academic year. Please limit your response to 8000 characters.

***Please… Don’t Leave Me Blank***

Examples of Major Changes:

- Leadership (PD, APD)
- Rotations
- Curriculum
- Participating Site Changes
- New Initiatives
- Use Previous Action Plan from APE for Major Changes Items
Common Pitfall #3: Explain Why Rotations are Less Than 12 Months of Rotations Per Year

- Lengths of rotations at all sites should add up to 12 months.

- If not, then explain why in the appropriate area:

If the total number of rotation months per year does not equate to 12 months (for all sites combined) provide an explanation:
Common Pitfall #4: List Physicians By Site in Alphabetical Order

**PHYSICIAN FACULTY ROSTER**

- List alphabetically and by site all physician faculty who devote at least 10 hours a week to fellow education.

Continued Accreditation Programs: A CV is required for the program director.

New Applications and Initial Accreditation Programs: A CV is required for the program director and each active physician faculty member on your roster.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Based Mainly at Inst. #</th>
<th>Specialty / Field</th>
<th>Cert</th>
<th>Original Cert Year</th>
<th>Cert Status</th>
<th>Recent Year</th>
<th>No. of Years Teaching in This Specialty</th>
<th>Average Hours Per Week Devoted to Fellow Education</th>
</tr>
</thead>
</table>

1. **Program Director**

2. **Site 1: A-Z**

3. **Site 2: A-Z**

4. **Site 3: A-Z**
### Common Pitfall #5: Check Board Certifications in Faculty Roster.

<table>
<thead>
<tr>
<th>Specialty / Field</th>
<th>Cert</th>
<th>Original Cert Year</th>
<th>Cert Status</th>
<th>Re-cert Year</th>
<th>No. of Years Teaching in This Specialty</th>
<th>Average Hours Per Week Spent</th>
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<tbody>
<tr>
<td>Pulmonary disease</td>
<td>ABMS</td>
<td>1992</td>
<td>R</td>
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<td>Critical care medicine</td>
<td>ABMS</td>
<td>1993</td>
<td>R</td>
<td>2013</td>
<td>14</td>
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<td>8</td>
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<td>O</td>
<td>-</td>
<td>7</td>
<td></td>
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<tr>
<td>Pulmonary disease</td>
<td>ABMS</td>
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<td>O</td>
<td>-</td>
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<td>2005</td>
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<td>-</td>
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<td>Critical care medicine</td>
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<td>O</td>
<td>-</td>
<td>7</td>
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<td>35</td>
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<td>-</td>
<td>35</td>
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<td>O</td>
<td>-</td>
<td>5</td>
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<td>Internal medicine</td>
<td>ABMS</td>
<td>2004</td>
<td>O</td>
<td>-</td>
<td>5</td>
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</tr>
<tr>
<td>Anesthesiology</td>
<td>ABMS</td>
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<td>N</td>
<td>-</td>
<td>10</td>
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</tr>
<tr>
<td>Critical care medicine</td>
<td>ABMS</td>
<td>1991</td>
<td>N</td>
<td>-</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Critical care medicine</td>
<td>ABMS</td>
<td>2000</td>
<td>R</td>
<td>2010</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Internal medicine</td>
<td>ABMS</td>
<td>2000</td>
<td>R</td>
<td>2010</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

- **Re-certified:** Enter the correct year.
- **Original Certification Currently Valid:** No re-cert year needed.
- **Original Certification 2005:** Will need to be re-certified by December 31, 2015, or the certification will lapse.
- **Time Un-Limited Certificate:** No re-certification needed before 1990 for Internal Medicine and subspecialties.
- **Certification Lapsed:** More than 10 years has passed since original certification.
- **Time Un-Limited Certificate:** No recertification needed for Anesthesia before 2000.
Pitfall #6: Carefully UPDATE CVs, Especially Publications

Program Director’s are required to be board certified in specialty for the core or the subspecialty.

Make sure the Program Director’s Medical License is up to date.

Ensure Data

List the past ten years, beginning with your current position.

Only list the last ten years of academic appointments.

List only current professional activities.

Concise Summary of Role in Program:

Concise Summary of Role in Program:

Fellowship Director, faculty member responsible for clinical and didactic teaching of fellows and rotating residents in Med-Surg and CT surgery ICU’s, Associate Director of the ICU’s.

Current Professional Activities / Committees (limit of 10):

- [2012 - Present] American Thoracic Society Critical Care Planning Committee
- [2010 - Present] Chair, Quality Steering Committee, Stanford Hospital and Clinics
- [2007 - Present] Stanford Hospital and Clinics Quality Improvement and Patient Safety Committee
- [2003 - Present] Continuing Quality Improvement in the ICU Committee
- [2000 - Present] Reviewer, Critical Care Medicine
- [1999 - Present] Society of Critical Care Medicine
- [1998 - Present] Fellow, American College of Chest Physicians
- [1990 - Present] American Thoracic Society

List the past ten years, beginning with your current position.

Only list the last ten years of academic appointments.

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List the past ten years, beginning with your current position.

Only list the last ten years of academic appointments.

List only current professional activities.

Concise Summary of Role in Program:

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Fellowship Director, faculty member responsible for clinical and didactic teaching of fellows and rotating residents in Med-Surg and CT surgery ICU’s, Associate Director of the ICU’s.

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- [2012 - Present] American Thoracic Society Critical Care Planning Committee
- [2010 - Present] Chair, Quality Steering Committee, Stanford Hospital and Clinics
- [2007 - Present] Stanford Hospital and Clinics Quality Improvement and Patient Safety Committee
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Common Pitfall #7: All Sites Have Full Amenities.

The following items are available within this institution for residents (check all that apply):

- Sleeping Rooms
- Shower
- Secure areas (lockers or rooms that can be locked)
- Cafeteria
- Vending machines
- Parking within 5 minutes of facility
- Wifi
- None of the Above

ALL Items in the Checklist are Available at:

- Stanford Hospital
- Lucile Packard Children’s Hospital
- VA Hospital, Kaiser Permanente Medical Center
- Santa Clara Valley Medical Center.
Annual ADS Update Final Submission Dates

Due August 31, 2017

- Anesthesia Critical Care Medicine
- Regional Anesthesiology
- Dermatopathology
- Emergency Medicine
- Pediatric Emergency Medicine
- Family Medicine
- Sports Medicine
- Medical Biochemical Genetics
- Internal Medicine and all its fellowship programs
- Neurology
- Neuromuscular Medicine
- Epilepsy
- Pediatric Epilepsy
- Child Neurology
- Clinical Neurophysiology
- Vascular Neurology
- Molecular Genetic Pathology
- Gynecologic Oncology
- Maternal-Fetal Medicine
- Reproductive Endocrinology & Infertility
- Surgical Pathology
- Gynecologic/Breast Pathology
- Gastrointestinal Pathology
- Selective Pathology
- Blood Banking/Transfusion Medicine
- Medical Microbiology
- Neuropathology
- Pediatrics and all its fellowship programs
- Spinal Cord Injury
- Psychiatry
- Child Psychiatry
- Geriatric Psychiatry
- Psychosomatic Medicine
- Interventional Radiology – Integrated
- Neuroradiology
- Pediatric Radiology
- Vascular and Interventional Radiology
- Radiation Oncology
- Sleep Medicine
- Hospice and Palliative Medicine
- Pain Medicine
- Pediatrics/Anesthesiology
- Internal Medicine/Anesthesiology
- Pediatrics/Medical Genetics
- Diagnostic Radiology/Nuclear Medicine

**Submit Draft of ADS Update to GME Program Manager no later than August 10 before the Final Submission Date.**

All Other Programs are due on September 29, 2017.
Agenda

- Quiz on Policies & Procedures
- Alphabet Soup
- Web Resources
  - GME Website
  - ACGME Website
- Annual ADS Update (Including Certification & License Look-Up)
- **APE Documentation Required**
- Group Discussion: Best Practices for APE
Annual Program Evaluation (APE) – Post-APE

- **Program Director:**
  - Get the action plan approved by your teaching faculty.
  - Start working on the action plan items.

- **Faculty:**
  - Approve the APE Action Plan.

- **Program Coordinator:**
  - Keep careful records.
  - Update the APE Guidebook under the 2016-17 tab and upload it to Medhub.
  - Upload required documentation.
Required APE Documentation: Upload in MedHub ASAP!

1. Signed Attendance List

2. Meeting Minutes

3. Reports and Documents that the PEC Reviewed:
   a) Previous year’s Action Plan
   b) Evidence of Resident Performance, Graduate Performance, Faculty Development & Program Quality
   c) New Action Plan

4. APE Guidebook:
   a) SWOT Analysis with a clear Program Aim
   b) Multiple years of Action Plans, including the current year

5. Evidence of Core Teaching Faculty Approval for New Action Plan

**Documentation is key because it is the basis for longitudinal ACGME self-studies!**
Agenda

- Quiz on Policies & Procedures
- Alphabet Soup
- Web Resources
  - GME Website
  - ACGME Website
  - Accreditation Data System
- Annual ADS Update: Why & How & Common Pitfalls
- License Look-up
- APE Documentation Required

**Group Discussion: Best Practices for APE**
Some Initial Ideas:

- Encourage and facilitate an open and thorough discussion of the reports and documents from the current academic year.

- Deliver a presentation at the APE meeting after reviewing and summarizing all the data in advance.

- Use the APE Guidebook so that many years of Action Plans and SWOT Analyses are available in one place.
THANK YOU!

Two More Things…

- Quick Evaluation of CES
  (E-evaluation will be sent out later to the PCs who dialed in)

- For next month’s quiz on Policies & Procedures, please read from page 8 (Program Closure/Reduction) to page 15 (Prescription Authority)