ACGME Webinar
2020 ADS ANNUAL UPDATE
What You Need to Know

June 3, 2020
Introduction

Dr. Louis Ling
Senior Vice President,
Hospital-Based Accreditation
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>Continued Accreditation</th>
<th>Response Type</th>
<th>2019-2020 Question Count</th>
<th>2020-2021 Question Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td></td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>“Yes/No” Radio Button</td>
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<td>6</td>
<td>4</td>
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<tr>
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<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Checklist</td>
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<td>4</td>
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<tr>
<td>Applications/Initial Accreditation</td>
<td>Narrative</td>
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<td>13</td>
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<tr>
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<th>Auto-Populate Answer from 2019-2020?</th>
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<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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<tr>
<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>
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<tr>
<td>Briefly describe the process used by the CCC to accomplish semiannual and summative evaluations. <em>Narrative answer.</em></td>
<td>Removed*</td>
<td>N/A</td>
<td>N/A</td>
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<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>
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<td>Briefly describe the process used by the PEC to conduct the annual program review. <em>Narrative answer.</em></td>
<td>Removed*</td>
<td>N/A</td>
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*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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<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>
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<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>
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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)
## 2020-2021 ADS Changes

### 2019-2020

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.*

### 2020-2021

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

### Type of Response

Checklist

### Auto-Populate Answer from 2019-2020?

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

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<td>Provide an example of a learning activity designed to advance the residents’/fellows’ knowledge of ethical principles foundational to medical professionalism. <em>Narrative Answer.</em></td>
<td>Removed*</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>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. <em>Narrative Answer.</em></td>
<td>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</td>
<td>Checklist</td>
<td>No (In future: Yes)</td>
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*Remains in Application and Updated Application*
Changes to 2020 ADS Update

Mary W. Lieh-Lai, MD
Senior Vice President,
Medical Accreditation
2020 ADS Changes: Major 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
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 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
Annual ADS Update 2020

- Changes to 2020 ADS Update
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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>
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<tbody>
<tr>
<td>Ambulatory clinic visits</td>
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</tr>
<tr>
<td>In-patient volumes</td>
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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?

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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?
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
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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)?

* Required time away from work due to COVID exposure and/or illness
Annual ADS Update 2020

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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 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

• FAQs are available at:

https://acgme.org/COVID-19/Frequently-Asked-Questions

• Additional information about the ADS Annual Update is available in the ADS Helpdesk:

# 2020-2021 ADS Annual Update Reporting Schedule

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<th>Date Range</th>
<th>Reporting Details</th>
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<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>
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<tr>
<td>Window 2: Mon. 7/20-Fri. 9/25</td>
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Questions?
Thank You