

1. Where do you practice critical care medicine (U.S. region)?

- New England (CT, MA, ME, NH, RI, VT)
- Mid-Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, ND, NE, SD)
- South Atlantic (DC, DE, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)
- Mountain (AZ, CO, ID, MT, NM, NV, UT, WY)
- Pacific (AK, CA, HI, OR, WA)

2. What best describes your clinical practice setting?

- Academic center
- Community based, academic affiliated
- Community based
- Private practice
- Other - please specify

3. What is your role in the ICU?

- Attending physician
- Fellow

i. How many years ago did you graduate from critical care or pulmonary/critical care fellowship?

- < 5 years ago
- 5-10 years ago
- 11-20 years ago
- > 20 years ago
- I have not received fellowship training in critical care or pulmonary/critical care medicine

ii. Do you actively practice medicine in the intensive care unit?

- Yes
- No

iii. Do you supervise fellows in the ICU?

- Yes
- No

i. In what specialty is your training program?

- Pulmonary-Critical Care Medicine
- Critical Care Medicine
- Pulmonary Medicine
- Emergency medicine - critical care medicine
- Anesthesia critical care
- Neurocritical care
- Surgical critical care
- Other - please specify

ii. What year of fellowship are you in?

- First year
- Second year
- Third year
- Fourth year

iii. How many clinical fellows are in your program (all years)?

- < 5 fellows
- 5-10 fellows
- 11-15 fellows
- 16-20 fellows
- > 20 fellows
- Don't know

4. What is your gender?

- Female
- Male
- Prefer not to disclose

5. How has the COVID-19 pandemic impacted the number of procedures (listed below) performed by fellows in your program? The number of procedures has:

	Increased greatly	Increased slightly	No change	Decreased slightly	Decreased greatly
Central line insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arterial line insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Endotracheal intubation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bronchoscopy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chest tube placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percutaneous tracheostomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoracentesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paracentesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pulmonary artery catheter placement (Swan-Ganz catheter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Point of care ultrasound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In what ways has the pandemic changed fellowship education (compare education during the pandemic to education before the pandemic)?

	Increased greatly	Increased slightly	No change	Decreased slightly	Decreased greatly	Don't know
Number of didactic lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of in-person, hands-on workshops (e.g. procedural skills workshops, simulation training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bedside teaching by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow interaction with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of cases seen during the pandemic, compared to before the pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time fellows spend interacting with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequency of fellows performing a physical exam (in COVID-19 compared to non-COVID-19 patients)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Average weekly work hours for fellows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time spent in ICU rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time available for research and quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person interactions with subspecialty consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequency of subspecialty consultants performing a physical exam in COVID-19 patients compared to non-COVID-19 patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Has your program moved towards a video conferencing format for lectures?

- Yes, all lectures are conducted via video conferencing
- Yes, there is a mix of video conferences and in-person lectures
- No, all lectures are in person (socially distanced)
- No, we stopped using lectures as an educational tool
- Other - please specify

i. If yes: What impact has this had on fellow education?

- Positive impact - please specify (optional)
- Mixed impact - please specify (optional)
- Negative impact - please specify (optional)
- No impact

8. In what other ways has fellowship education changed during the COVID-19 pandemic?