2016 AHME INSTITUTE

Fort Lauderdale, FL
May 18-20, 2016

Fort Lauderdale Marriott Harbor Beach Resort & Spa
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The Venue...
Marriott Harbor Beach Resort & Spa

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The Marriott Harbor Beach offers the best of Florida views and amenities. This beachside resort brings the tropical ambiance of Fort Lauderdale right to your doorstep.

Outside is the largest private beach in South Florida – white sand, warm sunshine, and on-the-water activities. There are also fire pits, cabanas, and an 8,000 square foot lagoon style pool. Inside are amazing views of the Atlantic Ocean, vast meeting space, and on-site dining. Also within walking distance is access to the Water Taxi that allows visitors to experience the miles of intracoastal inland waterways that have made Fort Lauderdale a popular vacation destination.

With its re-vamped lobby and lounge, the Marriott Harbor Beach is a shining jewel in South Florida. It is known for its exceptional service, lovely accommodations, and an excellent meeting environment. This seaside oasis is an ideal spot for learning and networking with peers at the 2016 AHME Institute.

Transportation

Air Travel: The Marriott Harbor Beach is located just 5 miles from the Fort Lauderdale/ Hollywood International Airport – http://www.broward.org/airport/Pages/Default.aspx

Ground Transportation – After arrival, there are several options for ground transportation. Here are two to consider:

Taxi Service
Taxi pick-up and drop-off is from the Transportation Podium located at the curb outside the baggage claim area.
Cost: Varies depending on provider, but is estimated to be $20.00 (one way)

Car Rental
The Rental Car Center (RCC) offers 12 rental car companies in one building next to Terminal 1.
Cost: Varies depending on provider.
For more information on getting around in Fort Lauderdale: http://www.sunny.org/gettingaround/

Back for 2016! Viewer’s Choice Award for Top Three Posters
This year’s poster session will allow attendees to cast their vote for their top three choices. Awards will be announced during the Annual Business Meeting Luncheon on Friday and will include first, second and third place awards from the Poster Session Committee, as well as first, second and third place for the Viewer’s Choice Awards.

The poster exhibit is held each year and features new concepts and practical approaches to medical education. It is designed to provide medical educators with ideas they can use to advance their programs. The AHME Poster Committee selects the posters that are presented at the exhibit. The posters will stay on display after voting to extend the learning. If you would like guidelines on submitting a poster abstract for consideration, please contact AHME Headquarters at sandi@ahme.org or download guidelines for submitting your abstract at www.AHME.org.

Exhibit Hall – Meet the Exhibitors!
All continental breakfasts, the Welcome Reception, as well as morning and afternoon breaks will be hosted in the Exhibit Hall, offering attendees over six hours of non-competing exhibitor time to connect with vendors whose products and services are offered to assist you in your medical education work and whose support makes the AHME Institute possible. See www.AHME.org for information.

CTYPD Program
TY Program Directors are encouraged to attend the AHME Institute. Again in 2016, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the plenary sessions beginning on Thursday morning; the reception and 60th Anniversary Event on Thursday; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.

CCME Program
Back for 2016 is a registration option for CME professionals that includes online access to handouts before and after the conference; the reception and 60th Anniversary Event on Thursday; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. NOTE: CCME program-only registrants will be eligible to register and attend sessions beginning Thursday at 3:30 p.m.
Tuesday, May 17

AHME DIVISION & BOARD MEETINGS

1-2 PM  Communications & Collaborations

2-3 PM  Member Services

3-4 PM  Finance Division

4-5 PM  Academic Leadership & Professional Development (ALPD)

6-8 PM  Board Meeting

Wednesday, May 18

8:30-10 AM  Recruiting New Teaching Hospitals to Help Meet Our Growing Need for More GME Positions: Here’s the Scoop
Howard Shulman, DO, FACP, FACOI
Associate Professor, DIO and Dean Postdoctoral Education
Midwestern University Osteopathic Postdoctoral Training Institution
Lilia Wilson, MBA, MPM
Assistant Director Postdoctoral Education
Midwestern University Osteopathic Postdoctoral Training Institution
Bruce Deighton, PhD
Vice President Graduate Medical Education
HCA Physician Group

OBJECTIVES
At the conclusion of this session, the learner should be able to:

• Describe the growing challenge facing medical education with a shortage of available graduate medical education positions for the number of US medical school graduates

• Review methods used to identify which non-teaching hospitals are best positioned to start new graduate medical education programs

• Indicate the process non-teaching hospitals use to apply for Medicare reimbursement for new GME positions and how the reimbursement rate is determined and cap number set

• Explain how new teaching programs apply for ACGME accreditation and key steps involved in getting initial program accreditation

• Demonstrate awareness of common issues and challenges involved in starting new teaching programs

• List major start-up costs and capital investments required to launch a new teaching hospital

MODERATOR
Steven R. Craig, MD
A Medical Malpractice Trial Where the Residents and Faculty Are the Judge and the Jury
Kelly Rabah, MSW, CPHQ, SSGB, CPHRM
Director of Patient Safety and Quality Improvement for Graduate Medical Education
Wright State University
Albert Painter, PsyD
Associate Dean and DIO
Wright State University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Name 3-5 of the most common reasons for a medical malpractice claim
• Describe and compare negligence, types of error, and recklessness
• Explain 3-5 steps that should be taken to minimize risk for a malpractice suit
• Discuss the emotional toll that litigation causes and the personal and professional risks that may result

MODERATOR
Susan Greenwood-Clark, MBA, RN, FACHE

The Good, the Bad, and the Ugly: The Past, the Present and the Future of GME
Andrew Filak, MD
Senior Associate Dean for Academic Affairs
University of Cincinnati College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Appreciate the evolving history of GME at the institutional level
• Recognize current issues and concerns
• Boldly predict the future of GME (or at least begin to anticipate what is on the horizon)

MODERATOR
Willie Braziel, BSc. HA

PC 101: Tips for the New Program Coordinator
Caroline Diez, BA
Program Coordinator, Neurological Surgery Residency Program
Medical University of South Carolina
Terri Hayes, C-TAGME
Program Coordinator, Rheumatology Fellowship Program
Medical University of South Carolina

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the acronyms that make “Alphabet Soup”
• Comprehend the importance of a well-developed program timeline
• Recognize the Program Coordinator role as it relates to a Clinical Competency Committee (CCC)
• Appreciate the role of the Program Coordinator in the successful completion of the Annual Program Evaluation (APE)

MODERATOR
Jory Eaton, C-TAGME

GME Finance Update
Tim Johnson, MS, MA
Senior Vice President
Greater New York Hospital Association

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the overarching goals informing national policy discussions regarding GME financing
• Discuss the most recent changes to Medicare GME payment policies
• Understand Medicare GME reimbursement and audit policies that have an impact on the work of the GME Office

MODERATOR
Tamra Coker
11AM-12 PM W6 The Conversation Crucible: The Difficult, Regretful, Crucial, Serious, Formal and Informal Conversations that Take Place in GME
Charles Daschbach, MD, MPH
Director of Academic Affairs
St. Joseph’s Hospital and Medical Center
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explore the range of difficult GME conversations in the world of Coordinators, Program Directors, DIOs and Administrators
• Evaluate conversation situations that require careful preparation for the best outcomes
• Take away specific strategies to be applied in the future
MODERATOR
Wilhelmine Wiese-Rometsch, MD, FACP

11AM-12 PM W7 Professional Development for Administrators: Have You Thought About Your Scholarly Activity?
Lori Smith, MBA
Assistant Administrative Director, GME
Cleveland Clinic
Krista Lombardo-Klefos, MBA
Accreditation Manager, GME
Cleveland Clinic
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Define scholarly activity and its importance in the professional development of Program Coordinators and GME Administrators
• Describe the process for a poster presentation, including: creating and submitting an abstract, designing the poster material and presenting the poster
• Describe both best practices and common mistakes in poster design
• Identify other forms of scholarly activity
MODERATOR
Nancy Montgomery

12-1:30 PM W8 CLER: Creating Conversations, Affecting Change
Robin Wagner, RN, MHSA
Vice President, CLER Program
ACGME
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify key stakeholders within his/her learning environment
• Identify potential levers for change within his/her learning environment
• Identify some of the new initiatives within ACGME that may assist organizations in their journeys to improve the clinical learning environment
MODERATOR
Frederick Schiavone, MD

1:30-2:30 PM W9 Quality Simulation on a Limited Budget
William J. Yost, MD
Vice President for Medical Education & Research
UnityPoint Health - Des Moines
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe simulation-based education and assessment
• Review evidence of the value of incorporating simulation into medical education across the continuum of undergraduate, graduate and continuing medical education
• List high value simulation activities that can be easily implemented even on a limited budget
• Identify barriers associated with the implementation of simulation-based education and assessment programs
MODERATOR
Jeffrey Pickard, MD, FACP

12-3 PM Exhibitor Setup
1:30- 2:30PM

W10 Coordinator Success
Jory Eaton, C-TAGME
Operations Manager, Graduate Medical Education
Loyola University Medical Center

Anne Hartford, MBA
Administrative Director and DIO
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explain a Program Coordinator’s role in the program(s) as it relates to the success of the program’s and institution’s accreditation
• Identify internal and external resources necessary to be successful in the Coordinator role
• Develop a plan to engage and manage responsibilities, whether for a single program or multiple programs across various departments
• Recognize the role of the Coordinator in the ongoing success of a training program

MODERATOR
Michael Boland

2:30- 3:30PM

W12 Developing Faculty Expertise: Assessing Teaching Competencies Using Milestones-Based Tool
Joan C. Faro, MD, FACP, MBA
Chief Medical Officer
John T. Mather Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explore the ACGME Milestones and Competencies as a framework for establishing faculty development and evaluations
• Help engage faculty to set goals for their own development as teachers based upon criteria linked to the ACGME Milestones
• Achieve enhanced resident satisfaction as a result of more engaged faculty and mission-aligned teaching outcomes

MODERATOR
Diane Ramirez

2:30- 3:30PM

W11 IRC Update
Paul F. Johnson, MFA
Executive Director, IRC
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify components of the Next Accreditation System as they apply to Sponsoring Institutions
• Explain the institutional self-study and 10-year accreditation site visit to GME stakeholders within their institutions
• Apply knowledge of new accreditation processes to GME oversight
• Summarize the aims and progress of the ACGME’s Sponsoring Institution 2025 initiative

MODERATOR
Tia O. Drake

2:30- 3:30PM

W13 COPAC Roundtable - Getting the Word Out: Effective Communication with Our Learners
Michael Boland
Senior Program Associate, Office of Health Professional Education
HealthPartners Institute, Regions Hospital

Katrina Anderson
Communications Associate, Office of Health Professional Education
HealthPartners Institute, Regions Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discover new technology that can be used to effectively communicate with all trainees at his/her institution
• Become more efficient in the way he/she communicates with trainees and all of the people that are worked with daily
• Get past the old adage, “I have been doing it this way for 30 years....” and allow him/herself to learn new ways to make what he/she does easier and more fun

MODERATOR
Jenny Skolfield

3:30- 4 PM

Refreshment Break with Exhibitors – Exhibit Hall
AAMC’s GME Leadership Competencies
Frederick M. Schiavone, MD, FACEP
DIO and Vice Dean, GME
Stony Brook Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the impetus behind the original and revised GME Leadership Competencies document
• Describe the architecture and organization of the document and competencies for the next 5 years
• Strategize how to develop one’s own GME portfolio related to leadership and progress in GME leadership roles

MODERATOR
Elaine Taylor

Responsibilities for IMGs Training at Your Institution
Eleanor M. Fitzpatrick, MA
Director, Exchange Visitor Sponsorship Program
ECFMG

Tracy Wallowicz
Compliance and Special Projects Manager, Exchange Visitor Sponsorship Program
ECFMG

Trish Craft, MS, PHR, C-TAGME
Administrative Director - Graduate Medical Education
Vanderbilt University Medical Center

Susan Greenwood-Clark, MBA, RN, FACHE
Director, Medical Education
St. Mary Mercy Hospital Livonia

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the key responsibilities related to the recruitment and training of IMGs for various types of GME programs
• Understand current credential and immigration requirements for all clinical training activities
• Identify the internal policies and procedures that ensure program and institutional compliance regarding IMGs in training
• Discuss best practices in promoting internal coordination among programs and offices involved with IMGs and global training initiatives

MODERATOR
Marlene Cooper
8-9 AM  
**T2** Institutional Multi-Modality Curriculum in Patient Safety and Risk Management: Supporting the NAS with a Link to Milestones & CLER Pathways

Wendy Miller, MD  
Assistant DIO/Quality & Safety Education Officer  
University of Connecticut

Alice Vautour, JD  
Vice President, Product Development and Legal Teams  
MRM Group, LLC

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:

• Identify how the educational program addresses key elements of the NAS through measurement and reporting of outcomes via educational milestones

• Identify how the educational program addresses key elements of the NAS through measurement and reporting of outcomes via educational CLER Pathways

• Identify how the educational program supports institution-wide, comprehensive, systematic, learning and cultural shifts toward increased patient safety and risk management knowledge/skills throughout the organization

• Identify the link between the educational program and NAS initiatives regarding the responsibility of the sponsoring institution for the quality and safety of the environment for learning and patient care

**MODERATOR**

Trevor Burt, MS

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9-10 AM  
**T4** Institutional Oversight of Program Self-Study Visits

Catherine M. Eckart MBA  
Associate DIO and Executive Director, GME  
Stony Brook Medicine

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:

• Identify the activities associated with program self studies in each institution, including SWOT analysis

• Improve Annual Program Evaluation activities as they relate to the institutional management of programs

• Construct a mechanism to provide guidance, counsel, and oversight to all ACGME-accredited programs in his/her institution as they progress along to their 10-year accreditation cycles

**MODERATOR**

Quinn Turner, MS, C-TAGME

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8-9 AM  
**T3** GME Strategic Planning

Marilane B. Bond, EdD, MEd, MBA  
Associate Dean, Medical Education  
Emory University School of Medicine

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:

• Initiate a comprehensive strategic planning process that includes sizing, growth, financing, and accreditation

• Involve all appropriate stakeholders in the strategic planning process to enable a sustainable progress

• Develop a multi-year GME strategic plan with identified milestones and measurable outcomes

**MODERATOR**

Phyllis Thackrah, MS

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9-10 AM  
**T5** Documenting GME Value to the Institution

Susan Greenwood-Clark, MBA, RN, FACHE  
Director, Medical Education  
St. Mary Mercy Hospital Livonia

Art Boll  
Chief Executive Officer  
Germane Solutions

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:

• Demonstrate the financial and intangible value of GME programs within the strategic framework of teaching sites

• Define/describe tools and topics needed to conduct a GME value analysis

• Describe GME contribution to teaching site business plans under various financial structures

**MODERATOR**

Michelle Valdez, MA
In Search of Opportunities to Restore Sanity to the Residency Selection Process

B. Renee Overton, MBA
Senior Director, Residency & Fellowship Program Solutions
AAMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:

• Summarize findings from the Program Director interviews and survey conducted by the AAMC on the residency selection process
• Summarize findings from resident focus group sessions conducted by the AAMC on the residency/program selection decision making and the residency selection process
• Explain how AAMC might use the data collected to identify solutions and tools that will help programs with their selection efforts and help applicants with their decision making
• Offer his/her perspective on the findings and provide suggestions AAMC should consider to improve the residency selection process for all parties.

MODERATOR
Steven R. Craig, MD

Medical Education Leadership Luncheon
Preparing the Next Generation for a Rapidly-Evolving Practice Environment

This optional-cost luncheon is the perfect time to engage our guest experts in an informal luncheon atmosphere. This year's speakers will be:

Darrell G. Kirch, MD
President and Chief Executive Officer
AAMC

Richard Hawkins, MD
VP, Medical Education Outcomes
American Medical Association

Lorenzo Pence, DO, FACOFP
Senior Vice President, Osteopathic Accreditation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:

• Achieve a clearer understanding of the trends in healthcare and medical education
• Recognize the threats and opportunities inherent in this transformation
• Prepare his/her institution to more effectively respond to these changes

MODERATOR
Marilane Bond, EdD, MEd, MBA

Pre-registration and payment are required for this lunch. Ticket must be presented to be served and no on-site registrations will be available. All registrants will be emailed to submit questions in advance that they would like the speakers to address.
An Update on the AMA’s Accelerating Change in Medical Education (ACE) Initiative: Emerging, Overlapping Themes of Innovative UME Curricular Change at the Three-Year Mark
Richard Hawkins, MD
VP, Medical Education Outcomes
American Medical Association
Mellie Pouwels, MA
Director of Medical Education Collaborations
American Medical Association
Jed Gonzalo, MD
Assistant Professor, Public Health Sciences Department
Pennsylvania State University College of Medicine
Luan Lawson, MD
Assistant Dean, Curriculum, Assessment, and Clinical Academic Affairs
Brody School of Medicine at East Carolina University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the emerging, overlapping themes of curricular change stemming from the ACE Consortium’s focus on creating the medical school of the future
• Describe the related development of competency-based assessments in these curricular areas
• Understand how these innovations in UME curricular change and assessment may affect GME as well as faculty development and other CME activities
• Recognize the value-added role medical students assume when actively engaged in authentic learning experiences
• Envision how these UME curricular changes and related assessments may be integrated into one’s own education setting

MODERATOR
Marko Jachtorowycz, MD, FACOG, FACS

Professional Conduct: Intersection of Graduate Medical Education and Human Resources
Anna M. Roman, PhD, MPA
Vice President and Chief Operating Officer
UPMC Medical Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Develop a strategy to address professionalism issues
• Discuss ways to effectively interact with the human resources department
• Describe GME and HR considerations as they relate to professionalism issues
• Apply example strategies, such as last chance agreements, to situations in his/her home institution

MODERATOR
Kristin M. Lasher, JD

LCME Update: It’s Really Not Just About Accreditation
Dan Hunt, MD, MBA
Co-Secretary and Senior Director, Accreditation Services
LCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• List and explain the five different roles or purposes that accreditation plays in higher education
• Explain why the LCME moved from 132 standards to 12 standards and 94 supporting elements and is now a paper-free process
• Identify the five factors that are significantly associated with a bad outcome following a full survey visit
• Explain how access to US residencies for foreign medical graduates will dramatically change in 2023 and how countries around the world are responding to this change

MODERATOR
Steven R. Craig, MD
Implementation and Outcomes of a Common Core Curriculum for Quality and Safety (C3QS)

Richard Boggs, MSA
Executive Manager
San Antonio Uniformed Services Health Education Consortium

Ashley Maranich, MD
Transitional Year Program Director
San Antonio Uniformed Services Health Education Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• List quality improvement and patient safety (QI/PS) activities that demonstrate resident integration into hospital QI/PS processes
• Establish an institutional framework to educate residents on QI/PS fundamentals and document their activities

MODERATOR
Diana Niño, MPH

Re-Engineering Your GMEC for the Future

Catherine Eckart, MBA
Associate DIO and Executive Director, GME
Stony Brook Medicine

Diane Ramirez
Manager, Medical Education
Banner-University Medical Center Phoenix

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the ACGME expectations for the GMEC for the new and single accreditation systems
• Identify roles for individual GMEC members to enable substantive contributions to work of the group, especially in new areas of focus
• Enable quality improvement outcomes in his/her home institution that are directly attributable to the re-engineered GMEC

MODERATOR
Trish Craft, MS, PHR, C-TAGME

NRMP Update

Mona M. Signer, MPH
President and Chief Executive Officer
National Residency Match Program

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify trends in the NRMP Main Residency Match
• Understand the policies that govern the Match and SOAP
• Know the educational and data resources available to Match-participating institutions

MODERATOR
Venice VanHuse, MPA

Friday, May 20

REGISTRATION OPENS AT 6:45 AM

6:45-8 AM
Continental Breakfast with Exhibitors
Exhibit Hall

This breakfast features the popular "Ask the Experts" format from past years. Several speakers will be on-hand so that attendees may engage them with questions about their presentations, work, or other medical education topics of interest. Grab your breakfast and start your day with a visit to one or more of the expert tables of your choice.
7-8 AM  
**CTYPD Breakfast Meeting**

7-8 AM  
**CCME Breakfast Meeting**

8-9 AM  
**F1 Single GME Accreditation System: Historical Background, Current Status, and Future Opportunities**  
Lorenzo Pence, DO, FACOFP  
Senior Vice President, Osteopathic Accreditation  
ACGME

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Recount the background leading to the development of a Single GME Accreditation System  
• Appreciate the benefits to be realized under the Single GME Accreditation System  
• Explain the roles of the ACGME Osteopathic Principles and Osteopathic Neuromuscular Medicine Committees  
• Describe the pathways to ACGME Accreditation for Osteopathic Programs and to Osteopathic Recognition for ACGME-Accredited Programs  
• Anticipate the challenges hospitals or programs may encounter during this transition

MODERATOR  
Howard Shulman, DO, FACP, FACOI

8-9 AM  
**F2 CME 101**  
Kurt Snyder, JD  
Director, Division of Continuing Medical Education  
Indiana University School of Medicine

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Describe the value of CME, linking it to patient care  
• Describe the organizational infrastructure for accreditation and certification of CME activities  
• Describe types of CME activities and requirements of the AMA PRA credit system  
• Identify adult learning principles utilized in physician education  
• Identify the role of and value added by the CME Coordinator in planning CME activities

MODERATOR  
JeriSue Petrie, MA

8-9 AM  
**F3 TYRC Update**  
Susan Guralnick, MD  
Chair, ACGME Transitional Year Review Committee  
Winthrop University Hospital

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Better understand current TY residency training requirements and how compliance with these requirements is assessed by the TYRC  
• Know the most common citations and areas for improvement issued to TY residency programs and the best means to resolve these citations  
• Understand what resources are needed for TYPDs to meet common and TY program requirements established by the ACGME

MODERATOR  
Nikhil Goyal, MD

9-10 AM  
**F4 Integrating Osteopathic Recognition Requirements into ACGME-Accredited Residency Training Programs for DOs and MDs: Challenges and Benefits**  
Cheryl B. Doane, DO, MSEd  
Associate Dean for Academic Affairs  
University of New England, College of Osteopathic Medicine  
Jonathan Rohrer, PhD, DMin  
Associate Dean, Statewide Campus System  
Michigan State University College of Osteopathic Medicine  
Jane Carrierio, DO  
Member of the ACGME Osteopathic Principles Committee (OPC)  
Professor and Chair, Department of Osteopathic Manipulative Medicine  
University of New England, College of Osteopathic Medicine

**OBJECTIVES**  
At the conclusion of this panel discussion, the learner should be able to:  
• Explain the Osteopathic Recognition Requirements for ACGME-accredited residency training programs  
• Identify and list potential challenges and benefits of integrating Osteopathic Recognition Requirements into community-based ACGME-accredited residency training programs  
• Explain ways and examples of how to integrate Osteopathic Recognition Requirements and Osteopathic Principles and Practice (OPP) into ACGME-accredited residency training programs for both osteopathic and allopathic physicians  
• Identify the benefits of what an OPTI or an educational consortium can do to help support faculty and resident training and development to meet Osteopathic Recognition Requirements and the needs of the individual ACGME-accredited residency training programs

MODERATOR  
Pamela Royston, PhD
Advancing Continuing Medical Education
Graham McMahon, MD, MMSc
President and Chief Executive Officer
ACCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- List challenges to learner engagement in CME
- Outline strategies for engaging learners in self-reflection and performance improvement
- Describe how CME and quality improvement can align
- Outline a strategy for how a CME unit can continuously improve itself

MODERATOR
David Pieper, PhD

Transitional Year Residency Program Survey Committee: Data and Proposals for Standardized Surveys to Determine Educational Effectiveness of Preliminary PGY-1 Programs
Council of Transitional Year Program Directors Survey Committee
Association for Hospital Medical Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Review common and unique characteristics of Transitional Year Residency Programs and their graduates
- Identify common themes among survey tools used by Transitional Year programs for the purpose of program evaluation/improvement and for required evaluation of graduate performance, which are ACGME core requirements
- Evaluate the benefits that standardized surveys have provided other organizations and why that might benefit Transitional Year residency programs
- Discuss methods by which Transitional Year programs may obtain feedback for program improvement and promote best practices

MODERATOR
Mary Warden, MD

Improving Resident and Practicing Physician Well-Being: A Report on the ACGME’s Efforts
Timothy Brigham, MDiv, PhD
Chief of Staff and Senior Vice President, Department of Education
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Explore the complex issues surrounding resident and practicing physician wellness
- Reflect on current trends affecting resident and practicing physician wellness and stressors leading to burnout and suicide
- Understand work being done at a national level and at peer institutions to address the need for prevention and counseling programming, support systems and solutions

MODERATOR
Catherine Eckart, MBA

AHME Annual Business Meeting & Luncheon
All attendees, CTYPD Program registrants, CCME Program registrants and registered guests are invited to attend this annual business meeting and luncheon: part leadership report, part celebration, all delicious and fun.

Pre-registration is required for this lunch. Ticket must be presented to be served and no on-site registrations will be available. Anyone without a ticket may attend the business meeting, but a lunch will not be guaranteed.

High Reliability Organization (HRO): The New Framework for Improving GME
Michelle Valdez, MA
GME Department Head
Naval Medical Center San Diego
Richard Boggs, MSA
Executive Manager
San Antonio Uniformed Services Health Education Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the five principles of a High Reliability Organization (HRO)
- Outline a framework to use HRO principles to improve GME administration and resident education
- Develop strategies to empower residents to reduce patient safety errors

MODERATOR
Alyson P. Riddick, C-TAGME
Physician CME Credit Systems in the US and AMA CME Update
Alejandro Aparicio, MD, FACP
Director, Division of Continuing Physician Professional Development
American Medical Association

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the three major CME credit systems in the US
• Discuss how the credit systems have evolved certified continuing medical education
• List the three strategic initiatives of the AMA and summarize how they relate to certified CME
• Identify major educational issues that will be discussed at the AMA’s annual meeting in June

MODERATOR
Robert D’Antuono, MHA

Improving Education about Health Care Disparities and Health Care Systems with Interprofessional Curricular Tools
Davoren Ann Chick, MD, FACP
Clinical Associate Professor, Department of Learning Health Sciences
University of Michigan Medical School

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Inform faculty, residents, and other learners about an online curriculum that supports clinicians who care for socio-economically disadvantaged populations and that provides an overview of systems such as Medicare/Medicaid/Veteran’s Administration
• Describe how this curriculum is being used at a variety of institutions
• Incorporate specific free-use online modules as part of an interprofessional curriculum to improve knowledge about health care systems and underserved populations
• Apply evaluation tools based on these online modules to support attainment of system-based practice, professionalism, and interpersonal communications skills milestones or as an educational support for quality improvement projects involving disparities in health care

MODERATOR
Daphne Norwood, MD

Changing Institutional Culture
Catherine Eckert, MBA
Associate DIO and Executive Director, GME
Stony Brook Medicine
Frederick M. Schiavone, MD, FACEP
DIO and Vice Dean, GME
Stony Brook Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Examine his/her current institutional culture and identify barriers to progress
• Articulate culture changes that need to occur to accomplish better compliance with new accreditation or regulatory requirements
• Plan and execute substantive change in culture and demonstrate sustainable improvement

MODERATOR
Diane Collazo, MHA

"Rites of Passage"—Reflections on the Surprisingly Deep Challenges and Benefits Experienced by Medical Learners and Educators Pursuing Interprofessional Education and Collaborative Care
Paul N. Uhlig, MD, MPA, FACS
Associate Professor, Office of the Dean
University of Kansas School of Medicine – Wichita

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Have a deeper appreciation of the differences in professional role cultures between medicine and other health professions; and, how interprofessional education and collaborative care can help learners/educators recognize and value these differences
• Consider the experience of care from the perspective of patients and family members, and how their wealth of expertise can be drawn upon to enrich and guide care
• More fully invite and welcome active engagement of patients, family members, and other health professionals in emerging models of collaborative care and interprofessional education
• Have a deeper understanding of teaching and learning that prepares students for care that is collective/emergent rather than based on individual skills and competencies
• Discuss the concept of care as co-created and emerging in real time among a collaborating interprofessional team, patient, and family

MODERATOR
Robert F. Flora, MD, MBA, MPH
Leadership and the Transitional Year: Building Educational Portfolios to Recognize Resident Value to Institutions
Mukta Panda, MD, FACP
Transitional Year Program Director
University of Tennessee College of Medicine – Chattanooga

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize the type of activities that can be included in an educational portfolio
• Describe activities that add value to both resident educational objectives and institutional objectives
• Review methods of interprofessional involvement and support that would enhance resident quality improvement and scholarly activities
• Review methods of presenting an educational portfolio to both academic and hospital administrators

MODERATOR
Julie McCausland, MD

3-3:30 PM
Refreshment Break with Exhibitors – Exhibit Hall

Last break with Exhibitors
Exhibit Hall Pass Winner drawn

3:30 - 4:30 PM
Hot Topics for GME Leaders
Frederick M. Schiavone, MD, FACEP
DIO and Vice Dean, GME
Stony Brook Medicine

W. Dennis Zerega, EdD
DIO and Vice President
HCA Healthcare - West Florida

Charles Daschbach, MD, MPH
Director of Academic Affairs
St. Joseph’s Hospital and Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify GME leadership challenges and strategies from several leaders across the country
• Reflect on experiences and current climate in home institution as barometers of personal accomplishment
• Employ new strategies for successful leadership in terms of collaboration, communication, and effectiveness in future DIO and Central GME Office activities

MODERATOR
Jeff Levine, PhD

3:30 - 4:30 PM
Systems Approach to Enhancing QI Competency
Karen E. Heiser, PhD
Vice President - Education/DIO
Nationwide Children’s Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Assess organizational readiness for system-wide QI education
• Identify existing practice gaps in QI interprofessional continuing education
• Utilize milestone-based assessment tools to assess QI competency
• Facilitate seamless integration of QI education, regulatory compliance, and MOC

MODERATOR
Rebecca Daniel, MD

3:30 - 4:30 PM
Mentoring Professionalism: Practical Approaches from Recent Literature
William P. Metheny, PhD
DIO and Assistant Dean for Graduate Medical Education
University of Tennessee Graduate School of Medicine - Knoxville

Mukta Panda, MD, FACP
Transitional Year Program Director
University of Tennessee College of Medicine – Chattanooga

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Have an increased awareness for recognizing traits in medical students entering residency who may be at higher risk for chronic tardiness with completion of tasks such as duty hour logs and clinical paperwork and provide early intervention and education about expectations
• Describe how one program uses an interprofessional committee and a grading rubric to assign values to positive and negative resident behaviors, allowing for growth and modelling of desired excellent professionalism attributes
• Strategize with the panel and other Program Directors in the audience on how to deal with several types of professionalism issues: conference attendance, timely completion of paperwork, and unprofessional staff interactions

MODERATOR
Marko Jachtorowycz, MD, FACOG, FACS

5-7 PM
AHME Board Meeting
Who Should Attend
The 2016 AHME Institute is designed for allopathic and osteopathic Directors and Administrators of Medical Education; Program Directors; Chiefs of Departments; Medical Directors; Directors and Administrators of Undergraduate, Graduate and Continuing Medical Education; Chief Academic Officers; Designated Institutional Officials; Coordinators of Medical Education; and all others who by virtue of their position and orientation are involved in medical education.

Exhibitor Attendees
Exhibitors receive two institute registrations with their exhibit fee and are encouraged to attend educational sessions to better understand the needs of the medical educational professional. Be aware that no direct selling or distribution of marketing materials may occur during educational sessions.

ACCME Accreditation Statement
The Association for Hospital Medical Education is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

AMA Credit Designation Statement
The Association for Hospital Medical Education designates this live activity for a maximum of 19.0 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Tax Considerations
AHME is a non-profit 501 (c)(6) organization. IRS Code Section 162 permits an income tax deduction for educational expenses undertaken to: (1) maintain or improve skills required in one’s employment or other trade or business; or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment.

Special Note for the Disabled
The Association for Hospital Medical Education wishes to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently from other individuals because of the absence of auxiliary aids and services. If you have special needs, please contact AHME’s headquarters at (724) 864-7321 or fax (724) 864-6153.

Hotel Reservations
Attendees of the 2016 AHME Institute staying at the Marriott Harbor Beach Resort & Spa will enjoy a discounted group rate of $214 single-double occupancy plus applicable tax. Advance reservations must be made by the reservation cut-off date of April 14, 2016 to qualify for the group rate. Reservations can be made by calling 1-800-222-6543 but the best way is by visiting the hotel link at www.AHME.org. If reserving online, check to see that the group listed is AHME and the group rate is correct. Be sure to say you are with the A-H-M-E group when requesting the group rate. Check-in is at 4:00 p.m. and check-out is by 11:00 a.m. Call the hotel for early or late check-in/check-out.
Registration Information

AHME Institute Registration Fees

<table>
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<th>Registration Category</th>
<th>AHME Member*</th>
<th>AHME Non-Member</th>
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<tr>
<td>On or Before Jan. 24</td>
<td>$700</td>
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<td>Jan. 25 - Feb. 21</td>
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* In order to qualify for registration at the member rate, you must have a current Individual membership with AHME or be designated as a current representative on an Institutional membership. If you are an employee of a member institution but your specific name is not in the AHME database, you must register at the non-member rate.

The full conference registration fee for the 2016 AHME Institute includes the action-learning binder with materials; online access to handouts before and after the conference; entrance to educational sessions; CME credit; continental breakfasts on Thursday and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the reception and 60th Anniversary Event on Thursday.

AHME Institute registrants are welcome to attend the Annual Business Meeting & Luncheon on Friday. All bona fide first-time registrants may also attend the Welcome Lunch on Wednesday. Advance registration is required to receive a ticket for each of these meals and no on-site registrations will be accepted. Welcome Lunch registrants will be notified if they are eligible to attend.

CTYPD Program Registration Fee

TY Program Directors are able to select a registration option that includes online access to handouts before and after the conference; entrance to the plenary sessions beginning on Thursday morning; the reception and 60th Anniversary Event on Thursday; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.

NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.

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CCME Program Registration Fee

CME professionals are able to select a registration option that includes online access to handouts before and after the conference; the reception and 60th Anniversary Event on Thursday; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.

NOTE: CCME program-only registrants will be eligible to register and attend sessions beginning Thursday at 3:30 p.m.

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* In order to qualify for registration at the member rate, you must have a current Individual membership with AHME or be designated as a current representative on an Institutional membership. If you are an employee of a member institution but your specific name is not in the AHME database, you must register at the non-member rate.
Guest Registration Fees
The guest registration fee for the AHME Institute includes continental breakfasts on Thursday and Friday morning; refreshment breaks on Wednesday, Thursday, and Friday; and the reception and 60th Anniversary Event on Thursday evening. Guest registrants are also welcome to attend the Annual Business Meeting & Luncheon on Friday. Advance registration is required to receive a ticket for this meal and no on-site registrations will be accepted.

Payment
AHME’s online registration accepts pay-by-check as well as credit card payments. The registration form can be accessed on the Events tab at www.AHME.org. You will receive an invoice for pay-by-check requests and a receipt for credit card payments.

If you are unable to complete your registration online, please contact the AHME office at (724) 864-7321.

Confirmation of Registration
Confirmation of conference registration will be provided by AHME Headquarters via e-mail only.

Online Educational Materials
Paid registrants will receive an action-learning binder for notes and take-away points. A few days before the conference, all available presentations will be processed in a non-public URL on www.AHME.org. Each attendee will receive this URL and is asked not to share the URL with others. After the conference, all final presentations will be available through the same URL.

Cancellation Policy
Cancellations must be by written request to the AHME Staff Accountant (tricia@ahme.org). Cancellations will be made according to the following schedule regardless of when your registration was received.

Cancellation on or before April 3, 2016 – $100 cancellation fee
Cancellation from April 4, 2016 to on or before May 1, 2016 – 35% cancellation fee
Cancellation on or after May 2, 2016 – No refund

Information
For general information regarding registration, contact AHME Headquarters by phone 724-864-7321, fax 724-864-6153, or email info@ahme.org