2017 AHME Institute

New Orleans, LA

New Orleans, Louisiana
May 10-12, 2017

Astor Crowne Plaza New Orleans
739 Canal Street & Bourbon Street New Orleans, LA 70130
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The Astor Crowne Plaza offers the best of southern hospitality. Every room is just steps away from everything that makes New Orleans famous...and combines old-world charm with modern amenities, from marble floors in its historic lobby to complimentary in-room wi-fi for all Institute attendees.

Outside is the French Quarter – home to great music, southern history, and delicious food. There are also horse-drawn carriages, abundant sunshine, and the Mississippi River. Inside are classic meeting space, updated sleeping rooms, and on-site dining. Also, right outside the front door is access to the streetcars that allow visitors to experience more of this vibrant city with runs to the Garden District, historic cemeteries, and modern shopping areas.

Right on the corner of Bourbon and Canal Streets, the Astor Crowne Plaza is perfectly situated in the middle of the legendary action. It is known for its elegance, luxury, and history, making it an ideal spot for learning and networking with your peers at the 2017 AHME Institute.

Transportation
Air Travel: The Astor Crowne Plaza is located just 20 miles from the Louis Armstrong New Orleans International Airport – http://www.flymsy.com/

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

Taxi Service
Taxicab booths are located on the first level of the Terminal outside of Baggage Claim Belts 1 and 14.
Cost: May vary depending on provider, but is estimated to be $36.00 (one way for up to two passengers)

Airport Shuttle
Passengers can purchase tickets at Airport Shuttle ticket booths located on the first level throughout the Baggage Claim area. Pre-reservations are strongly encouraged, particularly for groups.
Cost: $24.00/person (one way); $44.00/person (roundtrip)
Phone: 1-866-596-2699; Website: www.airportshuttleneworleans.com

For more information on getting around in New Orleans: http://www.neworleanscvb.com/visit/travel-planning/

Back for 2017! 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 Exhibitor Reception on Thursday 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 Exhibitor 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 2017, 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 Annual Business Meeting and Luncheon on Thursday; entrance to CTYPD educational sessions on Thursday and Friday; and continental breakfast and breaks.
NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday morning.
Tuesday, May 9

AHME DIVISION & BOARD MEETINGS

1-2 PM  Communications & Collaborations

2-3 PM  Member Services

3-4 PM  Finance

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

6-8 PM  Board of Directors

Wednesday, May 10

9-10 AM  Validation of New Residency Programs through Value Analysis

Katherine G. Stephens, PhD, MBA
Vice President for Medical Education/DIO
Palmetto Health

John Ballentine, MBA
Director of GME Administration and Finance
Palmetto Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Create a value-based process for development of new GME programs
• Develop a method to identify academic, clinical, financial, marketing and other factors that will be impacted by new GME programs
• Quantify the value of new ME programs
• Address cultural barriers as they relate to adding new GME programs

MODERATOR
Dia Cato

9-10 AM  Creating a Professional Development Series for Your GME Community

Kelley E. Whitehurst, MAEd
Program Manager for Graduate Medical Education & Medical Affairs Education
Vidant Medical Center

Alyson P. Riddick, C-TAGME
Director for Graduate Medical Education & Medical Staff Support
Vidant Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the process for identifying educational needs within his/her GME community
• Develop objectives for a professional development series
• Create an instructional plan for a professional development series
• Judge the effectiveness of a professional development session and/or series using evaluation strategies

MODERATOR
Ann Ronayne, C-TAGME
W3 9-10 AM  Unification: A Fast Facts Guide to Improving Accreditation Compliance
Kerrie J. Jordan, MS, C-TAGME
DIO/Administrative Director
Kansas City University of Medicine & Biosciences

Jessica Chavez, MiM
DIO/OPTI Administrator
UNTHSC - Texas College of Osteopathic Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify and discuss the AIR, APE, CCC, and CLER requirements
• Identify and assess opportunities for program improvement through innovations
• Discuss the potential challenges of the Single Accreditation System as it relates to continuous program improvement

MODERATOR
Tonya VanOrder, MBA

W4 10-11 AM  Imprinting Safety and Quality Practices in Residents and Fellows
Gregory M. Bump, MD
Associate Medical Director for GME Quality and Safety
University of Pittsburgh Medical Center

John Szymusiak, MD
Instructor of Medicine and Pediatrics
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand that imprinting is a time-sensitive learning opportunity
• Using imprinting as a paradigm, foster behaviors and interventions which link safety and quality education with the experience of implementing safer, higher quality care
• Describe the benefits of team-based safety and quality experience
• Develop team-based experiences that are meaningful to trainees

MODERATOR
Kristin Lasher, JD

W5 10-11 AM  Your Rookie Year: The New Program Coordinator
Jory Eaton, C-TAGME
Operations Manager, GME
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the acronyms (ACGME, ABIM, ITE, etc.) and how to make sense of them
• Develop a system to prioritize tasks within his/her program, including the creating of a program calendar of events
• Present a timeline for personal and professional growth in the coordinator position
• Convey the importance of creating a good working relationship with his/her program director and the importance of a network of other coordinators and GME staff both within and outside his/her institution
• Discuss tools such as the AHME message board, coordinator societies and coordinator workshops

MODERATOR
Michelle Kammerer Jerome

W6 10-11 AM  Adult Learning: Putting Theory into Practice
Donna Ray, MD
Director, Faculty Development
Continuous Professional Development & Strategic Affairs
USC School of Medicine – Palmetto Health CME Organization

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe key principles of adult learning theory
• Apply adult learning principles in the development of CME objectives
• Apply adult learning principles in the design of CME activities

MODERATOR
JeriSue Petrie, MA

W7 11-11:15 AM  Break

W7 11:15AM-12:15PM  AAMC Update
Alison Whelan, MD
Chief Medical Education Officer
AAMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the current changes/challenges in academic medicine
• Develop a framework for adapting to changes in academic medicine

MODERATOR
Marilane Bond, EdD, MEd, MBA
12:15 - 1:30 PM  Welcome Lunch for First-Time Attendees
New to AHME’s Institute? Let us welcome you! This luncheon is a great way to kick off the conference and meet fellow first-timers and AHME leaders. Only bona fide, first-time AHME Institute attendees may attend the Welcome Lunch. After registration is received, Welcome Lunch registrants will be notified if they are eligible to attend. A lunch ticket must be presented to be served and no on-site registrations will be available.

12 - 3 PM  Exhibitor Setup and Poster Session Setup

1:30 - 2:30 PM  Interprofessional Education and Practice Utilizing the PACER Model
Donna Ray, MD
Director, Faculty Development
USC School of Medicine – Palmetto Health
CME Organization
Renee Connolly, PhD
Director of Education Development
Palmetto Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the core competencies for interprofessional collaborative practice
• Develop a strategy for designing learning activities which incorporate the competencies of interprofessional collaborative practice and/or the PACER model

MODERATOR
JeriSue Petrie, MA

1:30 - 2:30 PM  ACGME Institutional Review 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
• Apply knowledge of new accreditation processes to GME oversight
• Summarize initial findings of the ACGME’s Sponsoring Institution 2025 initiative

MODERATOR
Venice VanHuse, MPA

1:30 - 2:30 PM  Effective Presentation Skills - An Essential Tool in Career Advancement
Jeffrey Pettit, PhD
Associate Professor, Family Medicine
University of Iowa Carver College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify common mistakes associated with using presentation software such as PowerPoint and Prezi
• Comprehend how verbal and non-verbal communication skills impact professional appearance
• Differentiate between effective and ineffective stage presence
• Explain the connection between presentation skills and career opportunities

MODERATOR
Quinn Turner, MS, C-TAGME

2:30 - 3:30 PM  Tested Scholarly Activity Strategies for Community-Based GME Program Leaders
William Corser, PhD, RN, NEA-BC
Research Specialist
Statewide Campus System, MSU College of Osteopathic Medicine
Brandy Church, MA
Director of Faculty Development
Statewide Campus System, MSU College of Osteopathic Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify at least three major ways in which SA expectations have been expanded under the Next Accreditation System (NAS) of the ACGME
• Evaluate a sequential SA infrastructure planning framework depicted by the presenters concerning key steps required to feasibly develop and sustain a SA project support infrastructure in diverse community-based residency settings
• Evaluate at least six of the most pertinent suggested strategies that attendees could take back to their GME settings to increase SA productivity in their own residency programs

MODERATOR
Tonya VanOrder, MBA
AMA Presents: Understanding the Resident Experience and Professional Tools to Support

James Gilligan
Director, Resident Engagement
American Medical Association

Kristen Tinney
VP, Market Segments
American Medical Association

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the major professional challenges residents face as trainees
• Reflect on current trends impacting residents and physicians
• Identify resource gaps based on resident and physician needs and potential solutions to address them
• Understand work being done at a national level through the AMA’s efforts to address the need for resident resources

MODERATOR
Wilhelmine Wiese-Rometsch, MD, FACP

Streamlining Your GME Office: Effective Management and Retention of Program and Resident Information

Anne M. Hartford, MBA
DIO and Administrative Director of Graduate Medical Education
Loyola University Medical Center

Jory Eaton, C-TAGME
Operations Manager, GME
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Perform an audit of current housestaff files, identifying strengths and opportunities for the program’s current retention policies
• Identify what policies apply to your program as well as accreditation requirements from the ACGME and various certifying boards regarding file retention
• Discuss legal and hospital requirements to be taken into consideration when creating a policy or procedure for resident files

MODERATOR
Jianli Zhao, PhD

Refreshment Break with Exhibitors – Exhibit Hall

4-5 PM

Fellowships: The Platypus of the GME Animal Kingdom

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:
• View myriad fellowships as a coherent entity within Sponsor’s GME
• Review impediments to Fellow oversight with consistent approach
• Consider new model of oversight for fellowships at institutions and perhaps at national level

MODERATOR
Lilia Wilson, MBA, MPH

Nationwide Best Practices: Self-Study, APE, Special Reviews, Resident Forum

Catherine Eckart, MBA
Assistant Vice President for Accreditation, Physician Services Group
Hospital Corporation of America (HCA)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Consider evolving requirements for these activities as proscribed by the ACGME and further necessitated by local and individual circumstances
• Examine for usefulness a national compendium of best practices around new and traditional ACGME-required activities
• Depart the Institute with a take-home strategy for development or modification of functional and high-yield practices and policies

MODERATOR
Julie B. McCausland, MD, MS, FACEP

How an IRAT (Institutional Requirements Administrative Team) Could Help You

Krista Lombardo-Klefos, MBA
Accreditation Manager, GME
Cleveland Clinic

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand and have the ability to explain what a functional workgroup is
• Learn how the Cleveland Clinic GME Office is overseeing ACGME Institutional and Program Requirements
• Review examples of what the IRAT has been able to accomplish since 2013
• Reflectively begin thinking about ways functional workgroups could be implemented where he/she works

MODERATOR
Diana Niño, MPH

5-6 PM

Council of Osteopathic Educators Meeting
REGISTRATION OPENS AT 6:45AM

6:45 - 8 AM Continental Breakfast with Exhibitors (Exhibit Hall)
7 - 8 AM COIL Breakfast Meeting
7 - 8 AM COPAC Breakfast Meeting

8-9 AM

T1 Faculty Development: It Takes a Village
Joan C. Faro, MD, FACP, MBA
Chief Medical Officer and Site DIO
John T. Mather Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe history of faculty development efforts in a community hospital and a growing GME network
• Assess the benefits of a large regional effort to provide faculty development across GME programs in many hospitals
• Return to home institution with regional or system-wide faculty development approaches, topics and materials to enable progress on these initiatives

MODERATOR
Diane Ramirez

8-9 AM

T2 AAMC Update On Its Transition to Residency Efforts
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 how AAMC is working to impact the transition to residency for all stakeholders through various projects including:
  - The Standardized Video Interview;
  - The Program Director Toolkit;
  - The Revised Medical Student Performance Evaluation; and
  - The Data Analytics Project

MODERATOR
Jianli Zhao, PhD

8-9 AM

T3 Let's Talk! Successful Communication Strategies for the GME Coordinator
Michael Boland
Communications/Business Analyst
Metro Minnesota Council on Graduate Medical Education (MNCGME Services)
Sarah M. Brooks, MPH
Neuro-Oncology Fellowship Coordinator
The University of Texas MD Anderson Cancer Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Critically evaluate current communication methodologies
• Identify areas of daily work life that can be improved through more effective communication techniques
• Utilize discussed strategies to successfully improve communication with stakeholders

MODERATOR
Michelle Kammerer Jerome

9-10 AM

T4 An Update on the AMA’s Accelerating Change in Medical Education Initiative: Addressing and Assessing the Emerging Third Science in UME - Health Systems Science
Richard Hawkins, MD
Vice President, Medical Education Outcomes
American Medical Association
Mellie Villahermosa Pouwels, MA
Director, Medical Education Collaborations
American Medical Association
Kimberly D. Lomis, MD
Associate Dean for Undergraduate Medical Education & Professor of Surgery
Vanderbilt University School of Medicine
Joy H. Lewis, DO, PhD
Chair, SOMA Department of Public Health & Professor of Medicine and Public Health
A.T. Still University, School of Osteopathic Medicine in Arizona

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the 6 domains of Health Systems Science being integrated into UME curricula
• Describe the related development of competency-based assessments in these curricular areas
• Understand how instructional methods and clinical experiences are addressing these domains of Health Systems Science
• Recognize how self-assessment and external assessment approaches are gauging student and program performance in Health Systems Science

MODERATOR
Mellie Villahermosa Pouwels, MA
Transition to Residency: From EPAs for Entering Residents to Orientation
Frederick M. Schiavone, MD, FACEP
DIO & Vice President, GME, West Florida Division
Hospital Corporation of America (HCA)
Catherine Eckart, MBA
Assistant Vice President for Accreditation, Physician Services Group
Hospital Corporation of America (HCA)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explore the new demands placed on GME professionals as we recruit and onboard the “digital generation” to our programs and institutions
• Establish mechanisms to assess the baseline needs and performance competence of the entering class of residents in 2017 and beyond
• Design appropriate and adequate programming at home institution to ensure a solid foundation for new resident success

ECFMG Update
Eleanor M. Fitzpatrick, MA
Director, Exchange Visitor Sponsorship Program
ECFMG
Tracy Wallowicz
Compliance and Special Projects Manager, Exchange Visitor Sponsorship Program
ECFMG

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the basic institutional and program responsibilities associated with the recruitment, training and mentoring of foreign national physicians and IMGs
• Evaluate the current internal J-1 policies and practices at his/her institution for strict regulatory compliance
• Schedule ECFMG trainings for staff and J-1 physicians to ensure more effective coordination and management of IMG and J-1 visa sponsorship requirements
• Feel confident in preparing for a possible visit by representatives of the US Department of State’s J-1 Exchange Visitor Program

CLER: Lessons Learned and Future Directions
Robin Wagner, RN, MHSA
Vice President, Clinical Learning Environment Review
ACGME
Kevin B. Weiss, MD
Senior Vice President, Institutional Accreditation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe key findings from the CLER National Report of Findings 2016
• Describe the CLER pathways to excellence for the focus area that is transitioning from duty hours, fatigue management and mitigation to physician well being
• Identify how the ACGME’s Pursuing Excellence in Clinical Learning Environments initiative will facilitate sharing of best practices throughout the CLE community
• Consider the potential impact of the future of healthcare delivery in 2025 and how it may affect the CLE

AHME Annual Business Meeting & Luncheon
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.

Refreshment Break with Exhibitors – Exhibit Hall

10:30 - 11:30 AM
Preventing Tragedies and Promoting Resilience: Well-Being Programs with Promise
Wilhelmine Wiese-Rometsch, MD, FACP
Program Director, Internal Medicine
Florida State University/Sarasota Memorial Hospital
Pamela Royston, PhD
Director Medical Education/DIO
Henry Ford Allegiance Health
Donna Schwabe, PhD
Clinical Psychologist
San Antonio Military Medical Center/Department of Behavioral Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe a variety of interventions teaching hospitals have employed to reduce burnout and promote resilience among resident and faculty physicians
• Determine which of these initiatives might be feasible and affordable in their own institutions
• Recognize the preexisting institutional resources to harness in this endeavor
• Advocate effectively for additional support of high value interventions

CLER: Lessons Learned and Future Directions
Robin Wagner, RN, MHSA
Vice President, Clinical Learning Environment Review
ACGME
Kevin B. Weiss, MD
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ACGME

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• Consider the potential impact of the future of healthcare delivery in 2025 and how it may affect the CLE

MODERATOR
Steven Craig, MD, MACP
2-2:30 PM

Refreshment Break with Exhibitors – Exhibit Hall

2:30-3:30 PM

Mock Clinical Competency Committee (CCC) Meeting

Catherine Eckart, MBA
Assistant Vice President for Accreditation, Physician Services Group
Hospital Corporation of America (HCA)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Review current and evolving ACGME requirements and expectations for high functioning CCC teams
• Participate in a mock CCC meeting that allows for data-driven longitudinal assessment of all aspects of resident performance on a biannual basis
• Return to home institution with tools to guide program CCCs in high reliability formative/summative assessment of all residents and fellows

MODERATOR
Marie Padilla

2:30-3:30 PM

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
Trish Craft, MS, PHR

2:30-3:30 PM

“First, Do No Harm”: Increasing Patient Safety Improvement Projects in Community-Immersed Clinical Settings

Saroj Misra, DO
Associate Program Director
St. John Health Systems

Brandy Church, MA
Director of Faculty Development
Statewide Campus System, MSU College of Osteopathic Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify methods and tools to increase resident education and engagement in quality improvement and patient safety initiatives
• Identify opportunities to enhance institutional training to promote resident research in quality improvement and patient safety

MODERATOR
Lilia Wilson, MBA, MPH
3:30-4:30 PM  Recruitment 101: Back to the Basics
Caroline Diez, BA
Program Coordinator, Transitional Year Residency Program
Grand Strand Medical Center
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 importance of the ‘first impression’ during the recruitment cycle
• Be familiar with the on-line databases used in recruitment (ERAS and NRMP)
• Understand how to effectively make his/her program stand out among others to prospective applicants in a manner which enhances recruitment
• Learn how to facilitate a successful interview day experience for prospective program candidates
• Grasp the impact, importance, and boundaries of post-interview follow up

MODERATOR
Sharon Sullivan

3:30-4:30 PM  Diversity Initiatives: Real Progress and Outcomes
Malika Fair, MD, MPH
Director of Public Health Initiatives
AAMC
Melvin Blanchard, MD, FACP
Executive Director of Graduate Medical Education
Washington University School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand all initiatives underway at the AAMC to inform the approaches that institutions are taking to improve the overall experience of underrepresented minorities
• Sample institutional approaches to local/regional diversity and disparity initiatives that address community needs
• Implement change in home institution that makes a true impact in this important arena

MODERATOR
Frederick M. Schiavone, MD, FACEP

4:30-6 PM  Meet the Exhibitors Reception & Poster Session Winners
All conference registrants and guests are invited to attend this reception to network, meet exhibitors, and socialize. The winners of the Poster Session awards will be announced, too!

4:30-6 PM  TYRC Individual Consultations
15-minute time slots will be assigned on a first-come, first-served basis.

Friday, May 12

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 Enabling Systematic Improvement in GME through Milestones
Stanley J. Hamstra, PhD
Vice President, Milestones Research and Evaluation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify new resident assessment methods and best practices that can be used by programs in judging Milestone attainment by residents
• Understand the ACGME’s expectations regarding Milestone measurement and reporting
• Gain a better understanding of the role of the coordinator/administrator in this process

MODERATOR
Marko Jachtorowycz, MD, FACOG, FACS

8-9 AM  F2 Breathing Air into the AIR Process
Amy Lefkovic, MHA
Manager, GME and Academic Affairs
Staten Island University Hospital, Northwell Health
Venice VanHuse, MPA
Director, Graduate Medical Education
Northwell Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize the importance of the Annual Institutional Review (AIR)
• Encourage participation of GMEC members with their responsibility to provide institutional oversight
• Understand current processes in use for fulfilling the AIR ACGME requirement
• Identify ways the process can be used to meet the needs of your own institution

MODERATOR
Tamra Coker
8-9 AM

CME for Learning from Teaching
Alejandro Aparicio, MD, FACP
Director, Medical Education Programs
American Medical Association

David Pieper, PhD
Executive Director
Southeast Michigan Center for Medical Education (SEMCME)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe how to provide CME credit for learning while preparing to teach
• Discuss the AMA and ACCME guidelines for providing CME credit for Learning from Teaching
• List some of the potential pitfalls associated with providing CME credit for Learning from Teaching

MODERATOR
David Pieper, PhD

9-10 AM

FQHC and Hospital Partnerships - Business Models and Strategies for Optimal GME Program Development
Kiki Nocella, PhD, MHA
Partner and Lead Consultant
Education Health Center Initiative (EHCI)

Roger Sharma, MBA
CFO
Citrus Valley Health Partners

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Critically understand best practices and different business models for GME program development, with particular emphasis on optimal relationships between hospitals and FQHCs
• Gain a deeper understanding of the GME landscape, including key national policy and payment issues and changes
• Understand relevant legal issues, and state and federal policy as related to FQHCs

MODERATOR
Susan Greenwood-Clark, MBA, RN, FACHE

9-10 AM

TYRC Update
Susan Guralnick, MD
Chair, ACGME Transitional Year Review Committee
Winthrop University Hospital

Cheryl Gross, MA, CAE
Executive Director for the Review Committees for Pathology, Radiation Oncology, and Transitional Year ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize the work of the TYRC this past year
• Describe recent changes in ACGME program requirements and policies
• Describe data elements reviewed by the TYRC

MODERATOR
Mary Warden, MD

9-10 AM

Making an Impact with CME
Graham McMahon, MD, MMSc
President and Chief Executive Officer
ACCMCE

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Review the evolved commendation criteria
• Learn to facilitate a transition between GME and CME
• Select strategies to leverage the strategic power of education to facilitate and create change
• Determine how to form and maintain collaborative teams

MODERATOR
David Pieper, PhD

10-10:30 AM

Refreshment Break with Exhibitors – Exhibit Hall

10:30 - 11:30 AM

ACGME Update
Thomas J. Nasca, MD, MACP
Chief Executive Officer
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the vision and strategies of the ACGME to improve healthcare by assessing and advancing the quality of resident physicians’ education through accreditation

MODERATOR
Marko Jachtorowycz, MD, FACOG, FACS
11:30 AM - 1 PM  
**Medical Education Leadership Luncheon**

“GME and CME: Collaborating to Ensure that Physicians Develop and Maintain the Knowledge, Skills, and Attributes Required to Thrive Throughout Their Careers”

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

Graham McMahon, MD, MMSc
President and Chief Executive Officer
ACCME

Thomas J. Nasca, MD, MACP
Chief Executive Officer
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**

Marko Jachtorowycz, MD, FACOG, FACS

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.

1-2 PM  
**The Benefits of Dyad Leadership in GME**

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

**OBJECTIVES**

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

- Define the term “dyad leadership”
- Describe uses and benefits of this leadership model to improve operations and collaboration with other leaders
- Describe how this leadership model can be applied to the medical education enterprise and the process to implement this model

**MODERATOR**

Kimberly Baker-Genaw, MD

1-2 PM  
**New Faculty Development - Turning Yesterday’s Resident Into Today’s Teacher**

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:

- Define institutional and program expectations for faculty development
- Outline an educational framework of basic faculty development topics and tools
- Identify ways to target educational sessions for junior faculty
- Devise or modify strategies for an institutional approach to faculty development

**MODERATOR**

Trevor Burt, EdD, MS

1-2 PM  
**Education: An Essential Strategy on an Organization’s Quality Journey**

Robert F. Flora, MD, MBA, MPH
Chief Academic Officer/ACGME DIO
McLaren Health Care

Karen Heiser, PhD
Vice President and DIO
Nationwide Children’s Hospital

**OBJECTIVES**

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

- Describe effective learning activities designed to improve quality in patient care
- Identify QI competencies among participants in QI learning activities
- Develop a plan to measure QI education results which are meaningful to his/her organization

**MODERATOR**

JeriSue Petrie, MA
YOU'RE FIRED! If Only It Was as Easy in Real Life as It Is on The Apprentice...

Jacqueline Levesque, AEd
Assistant Dean for Graduate Medical Education
Baylor College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand and produce a GME policy in communication with his/her Institutional General Counsel's Office on Adverse Actions and Procedures
• Comprehend and apply the difference between an academic deficiency and an act of misconduct
• Understand and apply the concept of “Notice and An Opportunity to Cure”
• Develop a standardized protocol for handling an Appeal of Adverse Action, including an appeal hearing
• Recognize common mistakes made in the application and appeal of an adverse action, and lessen all parties’ concerns for processing an adverse appeal action

MODERATOR
Sheri Clarke, PhD, C-TAGME

Being Mindful About Wellness: Successful Strategies to Implement Transitional Year Wellness Initiatives
Rebecca Daniel, MD, FACP
Transitional Year Program Director and Director of CME
St. Joseph Mercy Hospital

Julie B. McCausland, MD, MS, FACEP
Associate Professor of Emergency Medicine and Medicine Program Director, UPMC ME Transitional Year
University of Pittsburgh School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Design a new Wellness Curriculum or vary an existing one
• Access and share wellness resources critical for residents in their training program
• Recognize resident opportunities to encourage as well as participate in behaviors that can change the wellness culture of a program, department, and/or institution

MODERATOR
David Stagliano, MD, FAAP

Hot Topics for GME Leaders
Frederick M. Schiavone, MD, FACEP
DIO & Vice President, GME, West Florida Division
Hospital Corporation of America (HCA)

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

MODERATOR
Catherine Eckart, MBA

Refreshment Break with Exhibitors – Exhibit Hall
Last break with Exhibitors
Exhibit Hall Pass Winner drawn

Success for All: Identification and Remediation of Underperforming Learners
Jeannette Guerrasio, MD
Director, Resident and Medical Student Remediation
University of Colorado

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe a process for identifying the underperforming learner
• Outline a logical framework for diagnosing specific learner difficulties
• Employ a methodical approach for remediation of learner deficiencies
• Adapt instructional methods for Generation Y learners

MODERATOR
Ashley M. Maranich, MD

AHME Board Meeting Wrap-Up
Who Should Attend

The 2017 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 education 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 18.5 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 AHME 2017 Institute staying at the Astor Crowne Plaza New Orleans will enjoy a discounted group rate of $199 single-double occupancy plus applicable taxes and fees. Advance reservations must be made by the reservation cut-off date of April 7, 2017 to qualify for the group rate. Reservations can be made by calling 1-877-408-9661 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.
**General Conference Information**

**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 on Thursday evening. Guest registrants are also welcome to attend the Annual Business Meeting & Luncheon on Thursday. 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](http://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.

**Photos**
Photos may be taken during the AHME Institute. By registering, you agree to having any photos of your likeness used in future digital and print publications and marketing materials, or for any other lawful purpose, without financial compensation or royalties.

**Online Educational Materials**
For 2017, paid registrants will have access to a conference app for downloading presentations. The app will also have the capability for making notes and take-away points. A few days before the conference, all available presentations will be posted in a non-public URL on [www.AHME.org](http://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). Reimbursements for cancellations will be made according to the following schedule regardless of when your registration was received.

- **Cancellation on or before March 26, 2017** – $100 cancellation fee
- **Cancellation from March 27, 2017 to on or before April 23, 2017** – 35% cancellation fee
- **Cancellation on or after April 24, 2017** – 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
Registration Information

All payment options (including pay by check) are available on-line. Attendees must register electronically at www.ahme.org. If that is not possible, please contact the AHME office at (724) 864-7321.

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<th>AHME Institute Registration Fees</th>
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<td>On or Before Jan. 15</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 2017 AHME Institute includes access to the mobile app with materials; online access to handouts; entrance to educational sessions; CME credit; continental breakfasts on Thursday and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the reception on Thursday.

AHME Institute registrants are welcome to attend the Annual Business Meeting & Luncheon on Thursday. 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.

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