2018 AHME INSTITUTE

PHOENIX - ARIZONA

May 16-18, 2018
(Wednesday through Friday)

Pointe Hilton Tapatio Cliffs Resort
11111 North 7th Street
Phoenix, AZ 85020
Phone (general information): 602-866-7500
Phone (room reservations): 800-947-9784
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The Venue... Pointe Hilton Tapatio Cliffs Resort

http://www.tapatiocliffshilton.com/

The Pointe Hilton Tapatio Cliffs Resort offers the best of the west. Everything that makes Phoenix so special is all in this one place, including desert charm and modern amenities.

Outside, nature beckons - from outdoor walkways, adjacent hiking/biking trails in the Phoenix Mountain Preserve, a world-class golf course, and multiple swimming pools in lush settings. Inside are classic meeting space, updated sleeping rooms (all suites), Tocaloma Spa & Salon, and on-site dining. Just a short cab ride away is access to both downtown Phoenix, Scottsdale, and the Biltmore Fashion Park and Shopping Plaza – “an open-air, sprawling shopping destination.”

Built into the desert mountain landscape, the Pointe Hilton Tapatio Cliffs Resort is perfectly situated for enjoying the Arizona outdoors. It has also received multiple awards for excellence in hosting meetings and conventions, making it an ideal spot for learning and networking with your peers at the 2018 AHME Institute while having a little fun along the way.

Transportation

Air Travel: The Pointe Hilton Tapatio Cliffs Resort is located less than 20 miles from both the Sky Harbor International Airport in Phoenix (https://www.skyharbor.com) and the airport in Scottsdale (http://www.scottsdaleaz.gov/airport).

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

Taxi Service

Sky Harbor Airport has contracted with several taxi services to pick up passengers at the north side terminals. For the latest information and to schedule your transportation, please visit https://www.skyharbor.com/ParkingTransportation/TaxisAndShuttles

Cost: The estimated cab fare to the Pointe Tapatio Cliffs Resort is between $45 and $55 one way.

Saba’s Limo Transportation Services

The Pointe Hilton Tapatio Cliffs Resort works with Saba Limo to offer airport transfers for a reasonable fee. Advance reservations are suggested (www.sabalimo.com; 480-340-0055).

Cost: Estimated sedan fares to/from Sky Harbor Airport are $45 one-way.

SuperShuttle

Sky Harbor International Airport has contracted SuperShuttle as a transportation service from Terminal 4 at Door B. Pre-reservations are strongly encouraged (www.supershuttle.com; 602-244-9000).

Cost: The estimated fare to the Pointe Tapatio Cliffs Resort is $16 one way.

Back for 2018! 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 at 5:00 p.m. 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 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 2018, 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; 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.
2018 Conference Program

Tuesday, May 15

AHME DIVISION & BOARD MEETINGS
11AM-12PM Communications & Collaborations
12-1PM Member Services
1-2PM Finance Division
2-3PM Academic Leadership & Professional Development (ALPD)
3-5PM Board Meeting
5:30PM Pre-Conference Event

The Arizona Diamondbacks are hosting the Milwaukee Brewers this night, and AHME has space reserved at the ballbark! Self-pay tickets are $30 each, which includes $5 in D-Bucks for use at food or retail concessions. AHME will provide transportation both ways between Chase Field and the Pointe Hilton Tapatio Cliffs Resort. Advance purchase is required using the link on the Events tab of the AHME website.

Wednesday, May 16

7AM Registration Opens
Continental breakfast will be available

9-9:55AM W1 High Yield Highlights: Bootcamp for the New Program Coordinator
Caroline Diez, BA, C-TAGME
Program Coordinator, Transitional Year Residency Program
Grand Strand Medical Center (HCA South Atlantic Division)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the acronyms that make up the “Alphabet Soup” of Graduate Medical Education
• Comprehend the importance of a well-developed timeline
• Develop a better grasp of residency recruitment and what leads to a successful interview day
• Learn about the resources and databases used in Graduate Medical Education

MODERATOR
Quinn Turner, MS, C-TAGME

9-9:55AM W2 Perfecting the Self-Study: An Imperfect Art
Nicole Qualls, JD, MPH
Director of Graduate Medical Education
Ohio University Heritage College of Osteopathic Medicine
Richard Fankhauser, MD
Program Director, Orthopaedic Surgery Residency
Mount Carmel Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explain the components of the ACGME self-study process
• Identify and discuss the use of various evaluation tools to assess program performance
• Describe how data from the program evaluation process can be used to create a program improvement plan in preparation for the 10-year site visit

MODERATOR
Tia O. Drake
Navigating the Seas in Graduate Medical Education Using Strategic Planning

David Aufdencamp, MBA
Regional Director Medical Education Operations
Mount Carmel Health

Charles Sanders, Jr., MD, FACP
Vice President Medical Education and Research
Mount Carmel Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss how to create a strategic plan and achieve buy-in from key stakeholders, including program directors, residents, and institutional leadership (C-suite)
• Describe how to keep a strategic plan “alive and well” with regular updates and adjustments so it does not “collect dust,” keeps up with organization changes, and is used to navigate the future vision of GME
• Align a strategic plan with the business objectives of the institution and get support from Senior Leadership

MODERATOR
Marko Jachtorowycz, MD, FACOG, FACS

Battling Redundancy and Inefficiencies to Develop Your Institutional Administrative Plan

Michael Boland
Communications/Business Analyst
Metro Minnesota Council on Graduate Medical Education (MMCGME)

Samantha Cascone, MPA
Director, GME Operations
UPMC

Melissa Hildebrand
Project Manager
UPMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Reduce duplication and redundancy for coordinators and trainees in processing documentation
• Determine opportunities to better utilize the institutional knowledge and uniformed systems that he/she has available
• Implement the steps to initiate new learning opportunities for coordinators and leverage support of workgroups and committees to work toward common goals
• Resources as Take-a-Ways – The presenters will provide sample agendas/outlines for coordinator professional development days, educational training series and coordinator meetings

MODERATOR
Jianli Zhao, PhD

Mentoring and Professionalism in Training (MAP-IT)

Alice Fornari, EdD, RD
Assistant Vice President, Faculty Development
Northwell Health

Cicy George
Project Manager, Office of Academic Affairs
Northwell Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the Mentoring and Professionalism in Training Program (MAP-IT)
• Identify humanism as a core value to counter-balance burnout in the clinical work environment
• Review program structure, implementation, content, logistics, and alignment with interprofessional communities of practice
• Recognize the value and importance in the practice of humanism and mindfulness when dealing with early career trainees, colleagues, and patients in the clinical work environment
• Consider the MAP-IT framework as a longitudinal professional development program focused on resilience strategies to decrease burnout and increase faculty and staff engagement in their clinical work environments
• Strategize the role of humanistic mentoring to support healthcare professionals’ work-life balance

MODERATOR
Kelley Whitehurst, MAEd

Show Me the Money

Jacqueline E. Levesque, AEd
Assistant Dean, GME
Baylor College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Develop operating budgets for all GME enterprises at his/her sponsoring institution
• Centralize certain purchasing systems which are already in place at the program level
• Construct a long-range strategic plan and long-term budget; understand the difference between the two
• Author metrics which tie financing to performance at the program and central levels

MODERATOR
Trevor Burt, EdD, MS

Break
The 2nd CLER National Report of Findings: A Preview
Kevin B. Weiss, MD, MPH
Senior Vice President, Institutional Accreditation
ACGME
Robin Wagner, RN, MHSA
Vice President, Clinical Learning Environment Review (CLER)
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe in detail the findings published in the Second CLER National Report of Findings
• Analyze one’s own institutional priorities and progress in addressing the CLER initiatives
• Demonstrate a greater understanding of the CLER process as new priorities and initiatives are articulated
• Ensure each clinical learning environment is integrating residents appropriately into all critical processes and pathways

MODERATOR
Frederick M. Schiavone, MD, FACEP

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.

Exhibitor Setup and Poster Session Setup

1:30-
2:25PM

Optimizing Formative Feedback Through the Use of Subcompetency-Based Tools
Timothy P. Graham, MD
Program Director, Family Medicine Residency/Department Chair, Family Medicine
Mount Carmel Health System
Lowell W. Chambers, MD, FACS
Program Director, General Surgery Residency/Department Chair, General Surgery Mount Carmel Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Endorse the importance of formative feedback in learner education
• Describe how formative feedback tools can be utilized to facilitate formative feedback capture for utilization in progress determinations
• Discuss the importance of faculty development around formative feedback to optimize the quality and quantity of feedback provided

MODERATOR
Rob Armstrong Martin, MBA, CHCP

Developing Tomorrow’s Physician Leaders Today: Longitudinal Curriculum in Health Systems Science
Suzette Caudle, MD
DIO
Carolinas Medical Center
Eric Anderson, MEd
Associate DIO & Director of Graduate Medical Education
Carolinas Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand and describe health systems science and how it can be applied to graduate medical education training
• Consider a variety of ways in which elements of health systems science can be taught (and may already be occurring at his/her institution)
• Develop the framework of a health systems science longitudinal curriculum based on the needs and resources of the participants’ institutions
• Identify individual institutional barriers/gaps that might complicate curricular development, and troubleshoot solutions

MODERATOR
Amy Lefkovic, MHA
Introduction to Graduate Medical Education Financing

Douglas McGee, DO
Chief Academic Officer
Einstein Health Network

Mary Jo Wagner, MD
Chief Academic Officer and DIO
Central Michigan University College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• List common GME funding sources
• Describe the “CAP” on GME funding
• Compare and contrast DGME and IME

MODERATOR
Anna M. Roman, PhD, MPA

AMA’s Accelerating Change in Medical Education Initiative Update: Envisioning the Master Adaptive Learner

Mellie Villahermosa Pouwels, MA
Director, Medical Education Collaborations
American Medical Association

William B. Cutrer, MD, MEd
Assistant Dean of Undergraduate Medical Education/Associate Professor, Pediatrics and Critical Care Medicine
Vanderbilt University School of Medicine

Martin Pusic, MD, PhD
Director, Division of Learning Analytics/Assistant Professor of Pediatrics
NYU School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the conceptual model for the Master Adaptive Learner in medicine
• Discuss how this conceptual model is helping medical educators create educational pathways/curricula to foster metacognition and learning
• Recognize existing examples of application in pre-clinical and clinical learning settings and evaluation outcomes

MODERATOR
David Pieper, PhD

GME Program Director, Faculty, and Program Coordinator Salary Support: An Equitable and Logical Funding Method

Katherine Stephens, PhD, MBA
Vice President for Medical Education/DIO/Associate Dean for GME
Palmetto Health and University for South Carolina School of Medicine

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Create an equitable, accreditation requirements-based process for funding GME program salaries
• Logically explain the methodology used to fund GME program salaries
• Bridge the GME funding communication gap between Academics and Finance
• Bring transparency to an often misunderstood process

MODERATOR
Alyson P. Riddick, MHA, C-TAGME

Strategies to Meet ACGME Requirements for Osteopathic Recognition

Kari Hortos, DO
Senior Associate Dean
Michigan State University College of Osteopathic Medicine

Arman Ahmadpour, BS
Educational Specialist, Institutional Coordinator
Michigan State University Statewide Campus System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize advantages for implementation of osteopathic recognition in ACGME programs
• Describe student, resident and faculty assumptions about osteopathic recognition
• Demonstrate how to apply for osteopathic recognition
• Identify practical strategies for implementation of osteopathic recognition

MODERATOR
Brandy Church, MA
Thursday, May 17

REGISTRATION OPENS AT 6:45 AM

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

7 - 8 AM  Council of Institutional Leaders (COIL) Breakfast Meeting

7 - 8 AM  Council of Program Administrators and Coordinators (COPAC) Breakfast Meeting

8 - 8:55 AM  Rethinking Resident Recruitment: A Novel Regional Recruitment Roadshow

Caroline Diez, BA, C-TAGME
Program Coordinator, Transitional Year Residency Program
Grand Strand Medical Center (HCA South Atlantic Division)

Vinod Nambudiri, MD, MBA
Program Director, Transitional Year Residency
Grand Strand Medical Center (HCA South Atlantic Division)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the significance and impact of a non-traditional residency interview approach
• Identify useful resources and strategies to leverage recruitment software from the program perspective
• Describe the administrative timeline and steps to ensure a successful non-traditional interview schedule

MODERATOR
Sharon Sullivan

8 - 8:55 AM  Annual Program Oversight Reviews (APORS): A Beneficial Tool in Institutional Oversight

Kristin M. Lasher, JD
Director, GME Compliance & Institutional Certification
UPMC Medical Education

Ann Miller, MEd
GME Compliance Administrator
UPMC Medical Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the oversight role of the Sponsoring Institution to ensure the quality of the learning and working environment of each of its ACGME accredited programs
• List items that are beneficial to review as part of the Annual Program Oversight Review (APOR) that demonstrate compliance with the ACGME Common Program Requirements
• Identify potential challenges associated with the implementation of an Annual Program Oversight Review (APOR) Process and ideas to overcome those challenges

MODERATOR
Melissa Hildebrand

4 - 4:55 PM  GME Financing: Understanding the Financial Implications of Program Director Decisions

Douglas McGee, DO
Chief Academic Officer
Einstein Health Network

Mary Jo Wagner, MD
Chief Academic Officer and DIO
Central Michigan University College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify curriculum decisions that have financial impact such as elective rotations, supervision models, faculty teaching commitments and conference attendance requirements
• Understand and articulate how to value the expense side of GME
• Define the Initial Residency Period and describe the IRP’s funding role in various programs

MODERATOR
Bethany Figg, MBA, MLIS, AHIP

4 - 4:55 PM  Core Faculty Orientation

Pamela Royston, PhD
DIO
Henry Ford Allegiance Health

Debra Macklem, PhD
Director Instructional Design/Behavioral Science
Henry Ford Allegiance Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize key components of new core faculty orientation
• Recognize the impact of core faculty education on the learning environment
• Identify strategies for implementing a new core faculty orientation
• Distinguish the secondary benefits of core faculty orientation

MODERATOR
Susan Greenwood-Clark, MBA, RN, FACHE

5 - 6 PM  Council of Osteopathic Educators (COE) Meeting
The Role of International Medical Graduates in the US Healthcare System: Past, Present, and Future
William W. Pinsky, MD
President & CEO
Educational Commission for Foreign Medical Graduates (ECFMG)

John (Jack) R. Boulet, PhD
Vice President, Research and Data Resources
Educational Commission for Foreign Medical Graduates (ECFMG)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Appreciate the important part IMGs play in delivering care to patients in the United States
• Understand the changes that have occurred in the origin of the IMGs in residency programs
• Anticipate the impact of changes in US medical school enrollment and US immigration policy
• Recognize the related threats and opportunities and prepare his/her institution to effectively respond to these trends.

MODERATOR
Andrew T. Filak, Jr., MD

No Monkeying Around: Utilizing APEs and GMEC Oversight for Citation and AFI Prevention
Bret Stevens, MBA
Medical Education Accreditation Coordinator
Henry Ford Hospital

Kimberly Baker-Genaw, MD
Director of Medical Education and DIO
Henry Ford Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Use individual annual program evaluation (APE) elements as a source of data for the sponsoring institution
• Create an APE template which solicits data required to identify program needs
• Select relevant data from each APE and reflect on its significance
• Evolve strategies to engage the GMEC in addressing areas of need in multiple programs
• Modify and customize the presented template to his/her own program

MODERATOR
Trish Craft, MS, PHR

Leveraging Resources for Multiple Purposes in QI, Scholarly Activity, ACCME Criteria and Board Requirements
John S. Harvey, MD, FACS
Transitional Year Program Director, GMC GME
Winnetkan Medical Center

Kelley E. Whitehurst, MAEd
Program Manager, GMC Education
Vidant Medical Center

Alyson P. Riddick, MHA, C-TAGME
Director, GMC and Medical Staff Support
Vidant Medical Center

Rob Armstrong Martin, MBA, CHCP
Assistant Dean, Director of CME
NYU Winthrop Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe contrasting strategies for planning QI projects that satisfy additional requirements for credentialing
• Relate the performance impacts that resulted from QI projects at several institutions
• Assess the project models presented for “fit” with his/her own institution and resources
• Determine a relevant aim for designing a local QI project to satisfy a primary and a secondary aim

MODERATOR
Rebecca Daniel, MD, FACP

IMGs in US GME: ECFMG Update on the Educational and Immigration Requirements, Policies, and Best Practices
Eleanor M. Fitzpatrick, MA
Director, House of Medicine Initiatives, Global Education in Medicine Services
ECFMG

Tracy Wallowicz
Director, ESVP and Compliance, Exchange Visitor Sponsorship Program
ECFMG

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Ensure one understands the core requirements for IMGs to enter and progress through US GME, including up-to-date J-1 visa sponsorship requirements
• Evaluate/audit the IMG policies and procedures currently in place at his/her institution/program
• Propose internal operational changes to IMG policies and procedures, as needed
• Coordinate with ECFMG to offer appropriate training opportunities on IMG issues for new Program Directors, Coordinators, and credentialing staff

MODERATOR
Steven Craig, MD
10:10-10:30 AM Refreshment Break with Exhibitors – Exhibit Hall

10:30 - 11:55 AM T7 ACGME Update and Town Hall
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
Quinn Turner, MS, C-TAGME

12:00 - 12:55 PM E2 Ask the Experts Lunch (complimentary boxed meal)
This lunch 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. AHME will provide the boxed lunch… you provide the questions!

1 - 1:55 PM T8 National Academy of Medicine GME Outcomes and Metrics Workshop: Genesis, Findings, and Implications for Medical Educators
Debra F. Weinstein, MD
Vice President for Graduate Medical Education, Partners Healthcare System;
Planning Group Leader, NAM GME Outcomes and Metrics Workshop

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the benefits of tracking GME outcomes, and the anticipated challenges
• Define meaningful and measurable outcomes for GME graduates, programs, and institutions
• Describe currently available metrics and anticipate additional methods to assess GME outcomes
• Discuss potential mechanisms to collect, analyze, and report outcomes data in the future
• Prepare his/her institution to more effectively respond to these changes

MODERATOR
Andrew T. Filak, Jr., MD

2 - 2:30 PM Refreshment Break with Exhibitors – Exhibit Hall

2:30 - 3:25 PM T9 Identification, Management, and Remediation of the Underperforming Learner
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

MODERATOR
Julie B. McCausland, MD

2:30 - 3:25 PM T10 Using Resident Assessment of Faculty Member Professionalism for Faculty Development
Pamela Royston, PhD
DIO of Allegiance Health
Henry Ford Allegiance Health

Jonathan Rohrer, PhD, DMin
Associate Dean, GME/DIO
Michigan State University Statewide Campus System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize key components of professionalism that should be modeled by faculty members that demonstrate CLER emphases
• Demonstrate how the faculty member’s behavior has a direct impact on resident socialization in professionalism
• Identify strategies for teaching faculty regarding the importance of modeling professionalism to teach residents about critical professional behavior

MODERATOR
Tonya VanOrder, MBA
2:30-3:25PM
**T11 Best Practices for Introducing Wellness**  
Jessica Aguilar, DO  
Chief of Residents, Pediatrics  
Tripler Army Medical Center

Ashley M. Maranich, MD  
Program Director, Pediatrics  
Tripler Army Medical Center

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:
- Understand the newest ACGME requirements for wellness/resiliency
- Discuss obstacles to building wellness/resiliency programs
- Describe several ways to incorporate low-cost, low-resource wellness activities at his/her own program or institution

**MODERATOR**  
Anjali Kunz, MD

3:30-4:25PM
**T12 Zero Degrees of Separation: Resident Engagement Cultivates Well-Being**  
Raquel G. Hernandez, MD, MPH, FAAP  
Director of Medical Education and Program Director, Pediatric Residency  
Johns Hopkins All Children’s Hospital

Jamie W. Tidwell, MHA, C-TAGME  
Medical Education Coordinator  
Johns Hopkins All Children's Hospital

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:
- Describe the concept of resident engagement and its impact on resident well-being
- List several examples of how to increase resident engagement
- Know how to adapt the discussed strategies for his/her own institution

**MODERATOR**  
Frederick M. Schiavone, MD, FACEP

3:30-4:25PM
**T13 Faculty Development that Works: Designing Training Programs that Increase Faculty and Resident Scholarly Activity Output**  
William Corser, PhD, RN, NEA-BC  
Director of Research and Scholarly Activity  
Michigan State University Statewide Campus System

Brandy Church, MA  
Director of Faculty Development  
Michigan State University Statewide Campus System

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:
- Identify scholarly activity resources needs for residents and faculty
- Design a comprehensive faculty development curriculum aimed at addressing scholarly activity resource gaps
- Evaluate different training strategies to best align faculty development with stakeholder needs in scholarly activity

**MODERATOR**  
Jon Rohrer, PhD, DMin

3:30-4:25PM
**T14 The Good, Bad, and the Ugly: How to Address Resident Remediation Issues Beyond Academics**  
Abdulla Ghori, MD  
DIO  
MetroHealth Medical Center

Marcie Becker, MEd  
Director, Graduate Medical Education  
MetroHealth Medical Center

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:
- Evaluate current process to address non-academic issues
- Design a step-by-step process fair to the trainee, program and institution that meets standard educational and legal regulations
- Apply field-tested practical procedures to address issues
- Recognize importance of advance planning to address future credential verifications of the trainee
- Learn how to address the issue of a resident termination within the program

**MODERATOR**  
Thelca Hinds

4:30-6PM
**E3 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 at 5:00!
4:30–6 PM  
**TYRC Individual Consultations**
15-minute time slots will be assigned on a first-come, first-served basis.

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

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**Friday, May 18**

**REGISTRATION OPENS AT 6:45 AM**

6:45–8 AM  
**Continental Breakfast with Exhibitors**
(Exhibit Hall)

7–8 AM  
**Council of Transitional Year Program Directors (CTYPD) Breakfast Meeting**

7–8 AM  
**Council on Professional and Faculty Development (CPFD) Breakfast Meeting**

8–8:55 AM  
**ACCME Updates**
Graham McMahon, MD, MMSc  
President and Chief Executive Officer  
ACCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe best practices in CME to meet evolving faculty needs
• Articulate advances and benefits in alignment with the ACCME, AMA, certification boards, and other organizations to support learners’ needs
• Discuss creative solutions for Interprofessional Education to engage learner needs with effective assessment and evaluation to demonstrate successful learning and incorporation of knowledge into practice in live and remote learning environments

MODERATOR
Jane Mikosz

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8–8:55 AM  
**How to Introduce Personal Finance as a Wellness Topic**
Steven Minnick, MD  
Director of Medical Education  
St. John Hospital and Medical Center

Nathaniel Minnick, DO  
Transitional Year Program Director  
Riverside Regional Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Provide a toolkit for better educating residents on debt and financial issues
• Identify readily available resources to enhance resident self-learning about debt and money management
• Better prepare residents to more meaningfully interact with money management professionals

MODERATOR
Kimberly Baker-Genaw, MD

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8–8:55 AM  
**Transitional Year Review Committee Annual Update**
Cheryl Gross, MA, CAE  
Executive Director, ACGME TYRC  
ACGME

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:
• 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
Julie B. McCausland, MD
9-9:55AM **Building the Education/Quality/Patient Experience Trifecta in a New GME Program**
Karen Hamad, MD, FACP, FAAP
Associate Program Director, FSU/SMH
Internal Medicine Residency Program
Florida State University/Sarasota Memorial Hospital
Wilhelmine Wiese-Rometsch, MD, FACP
Founding Program Director, FSU/SMH
Internal Medicine Residency Program
Florida State University/Sarasota Memorial Hospital

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Use strategic communication and collaboration to develop a model for transitioning from a community-based hospital to a teaching center
- Identify opportunities to improve communication and collaboration through involvement of key stakeholders across the health care system
- Introduce multidisciplinary tools and processes to aid with communication
- Identify barriers and discuss possible solutions

**MODERATOR**
Marilane Bond, EdD, MBA

9-9:55AM **Six (Sigma) Reasons to Rethink Your APE**
Heather Peters, MEd, PhD
DIO/GME Specialist/Consultant
Valley Children’s Healthcare/Partners in Medical Education, Inc.
Christine Redovan, MBA
GME Consultant
Partners in Medical Education, Inc.

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Discuss Lean Six Sigma tools that are appropriate for the APE process of program evaluation
- Analyze issues that are commonplace to graduate medical education using Six Sigma processes
- Build foundational knowledge in Lean Six Sigma to complement other performance improvement/error reduction methodologies

**MODERATOR**
TBD

9-9:55AM **Navigating the Self-Study and the 10-year Accreditation Site Visit: The “What, Why, and How” to Prepare Your Program**
Cathy Nace, MD
Field Staff Representative
ACGME

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Explain the intent of the program self-study
- Discuss the steps involved in conducting an effective program self-study
- Describe the elements of a 10-year accreditation site visit
- Offer practical advice for preparing for a 10-year accreditation site visit

**MODERATOR**
Ashley Maranich, MD
11:30AM - 12:55PM
AHME Annual Business Meeting & Luncheon
All attendees, CTYPD 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.

1 - 1:55PM
GME Program Dashboard, Creation, Implementation, and Its Utility as a Predictive Measure of Programmatic and Institutional Needs
Greg Ozark, MD
Vice President and Assistant Dean, Graduate Medical Education
Loyola University Medical Center
Anne M. Hartford, MBA
DIO and Administrative Director, Graduate Medical Education
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Determine metrics to be used in monitoring GME program performance
• Create a functional and reproducible analysis of program performance
• Recognize sponsoring institutional priorities impacting GME programs
• Identify institutional needs to monitor and improve GME institutional and program performance and faculty engagement

MODERATOR
Diane Ramirez

1 - 1:55PM
Are We OK? A Discussion on Training Program Administrator Burnout
Sandra Palma
GME Coordinator
Boston Medical Center
Alana Ewen
GME Data Analyst
Boston Medical Center
Kathryn Whitley
Family Medicine Residency Coordinator
Boston Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Interpret national baseline survey results
• Identify who we are - Training Program Administrator population demographics
• Determine if we are ok - revealing results from the survey’s wellness scale and benchmarking burnout national levels
• Discuss solutions - current national initiatives on Training Program Administrator wellness

MODERATOR
Willo M. Sullivan

1 - 1:55PM
Integrating Teaching and Technology for 21st Century Learners: Practical Tips for True Engagement and Lasting Outcomes
Tonya VanOrder, MBA
Associate Director of SCS
Michigan State University/Statewide Campus System (SCS)
Brandy Church, MA
Director of Faculty Development
Michigan State University/Statewide Campus System (SCS)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify ways to utilize online education resources with clinical teaching to meet the needs of 21st century learners and support achievement of ACGME competencies
• Compare effective vs. ineffective ways of utilizing technology in medical education to promote high-quality educational outcomes
• Discover best practices for engaging techno-skeptic and techno-positivist faculty educators for improved communication and collaboration

MODERATOR
Susan Greenwood-Clark, MBA, RN, FACHE
CPR (Concerns, Progress, Resolved): Keeping the Pulse of Patient Safety in a Residency Program

Patricia Matto, DO, FACOFP, FAAFP
Vice President of Medical Education
Southeastern Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Create a consistent, direct forum to GME leadership for residents to discuss quality & safety issues they encounter daily
• Motivate residents to participate in new or ongoing quality and safety projects
• Create a longitudinal patient safety education series that is multidisciplinary
• Provide a source of leadership for residents to encourage feedback and create value for their role in the healthcare system

MODERATOR
Jianli Zhao, PhD

Mock CCC Meeting and Milestones

Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
Hospital Corporation of America

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
• Incorporate Milestones 2.0 in approach to assessments, CCC meetings and advice to program directors

MODERATOR
Venice VanHuse, MPA

The Art of Receiving Feedback: Guidelines for Faculty, Staff, and Trainees

Marianne E. Reeves, PhD
Senior Medical Educator
MetroHealth Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize how he/she reacts to critical feedback
• Employ strategies to identify and act on useful information in critical feedback
• Recognize when critical feedback is inappropriate or ineffective
• Reframe feedback conversations to improve the effectiveness for the receiver

MODERATOR
Dean Connors, MD

Program Reviews, Because Prevention is Key!

Bret Stevens, MBA
Medical Education Accreditation Coordinator
Henry Ford Hospital

Kimberly Baker-Genaw, MD
Director of Medical Education and DIO
Henry Ford Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify several types of program reviews with elements common to all programs
• Determine criteria for implementing a program review, including objective and subjective metrics
• Identify individual roles in the review process and assign specific peer collaboration tasks
• Modify and apply the described review processes to meet individual program and institutional goals
• Identify best practices for review processes in each individual sponsoring institution

MODERATOR
Sharon Wilson, MS

GME Leaders: Hot Topics

Frederick M. Schiavone, MD, FACEP
Vice President and DIO, GME
Hospital Corporation of America

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Better understand CLER site visit operations – what’s changing and what’s staying the same
• 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
• Discuss timely topics identified by the group assembled for the session

MODERATOR
Catherine M. Eckart, MBA
Practical Steps and Inclusive Approaches to Developing Resident Evaluations
Kelley E. Whitehurst, MAEd
Program Manager, GME Education
Vidant Medical Center
Alyson P. Riddick, MHA, C-TAGME
Director, GME and Medical Staff Support
Vidant Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the rationale for the importance of intentional, effective resident evaluations
• Identify challenges in developing evaluations
• Implement a practical, step-wise approach to developing resident evaluations at his/her institution

MODERATOR
Daniel Steigleman, MD

Bridging the Generation Gap in Medical Education: Understanding the Millennial Learner
Valli R. Annamalai, MD
Clerkship Director, Pediatrics
Dell Medical School

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify their own generation as well as describe the general traits of their generation
• Identify at least one personal experience of intergenerational conflict in healthcare education
• Describe characteristics of the Millennial generation
• Consider the perspectives of Millennial learners in the areas of expectations, feedback, and professionalism
• Acquire tips on effective interactions with Millennial learners
• Describe at least 1 change they will consider making in order to improve their communication with millennial learners that will in turn improve the educational experience for their learners

MODERATOR
Lynn Campbell, MD

AHME Board Meeting Wrap-Up
Who Should Attend
The 2018 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 19.5 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 2018 Institute staying at the Pointe Hilton Tapatio Cliffs will enjoy a discounted group rate of $189 single-double occupancy plus applicable taxes and fees (currently the sales tax rate is 8.6% and the hotel occupancy tax rate is 12.57%). At their individual option, guests may pay for a Resort Fee of an additional $12.00 per room per night (plus applicable taxes and fees) in order to receive various on-property discounts and amenities. Advance reservations must be made by the reservation cut-off date of April 13, 2018 to qualify for the group rate. Reservations can be made by calling 1-800-947-9784 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 Wednesday, 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 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.

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

Online Educational Materials
For 2018, 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. 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 both the app and 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 April 1, 2018 – $100 cancellation fee
Cancellation from April 2, 2018 to on or before April 29, 2018 – 35% cancellation fee
Cancellation on or after April 30, 2018 – 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).

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.
AHME Institute Registration Fees

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<th>Registration Category</th>
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<th>AHME Non-Member</th>
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<td>Feb. 19 - May 6</td>
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<td>On or After May 7</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 2018 AHME Institute includes access to the mobile app with materials; online access to handouts; entrance to educational sessions; CME credit; continental breakfasts on Wednesday, Thursday, and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the Ask the Experts Lunch and reception 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 access to the mobile app with materials; online access to handouts; entrance to the plenary sessions beginning on Thursday morning; CME credit; Ask the Experts Lunch and reception 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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* 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.