2012 AHME Educational Institute
Fort Lauderdale, Florida

May 16-19, 2012
Marriott Harbor Beach Resort & Spa
3030 Holiday Drive • Fort Lauderdale, Florida 33316
Phone (general information): 954.525.4000
Phone (room reservations): 800.266.9432
www.marriotharborbeach.com

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The Marriott Harbor Beach offers the best of Florida views and amenities. This beachside resort brings the tropical ambiance of Fort Lauderdale right to your doorstep. Outside is the largest private beach in South Florida, along with all that comes with it – white sand, warm sunshine, and on-the-water activities. There are also fire pits, cabanas, and an 8,000 square foot lagoon style pool. Inside are amazing views of the Atlantic Ocean, vast meeting space, and on-site dining. Also within walking distance is access to the Water Taxi that allows visitors to experience the miles of inter-coastal inland waterways that have earned Fort Lauderdale the nickname “Venice of America.” Having completed a multi-million dollar renovation in 2010, the Marriott Harbor Beach is a shining jewel in South Florida. It is known for its exceptional service, lovely accommodations, and an excellent meeting environment. As a top-rated Fort Lauderdale hotel, it’s an ideal spot for learning and networking with peers at the 2012 AHME Educational Institute.

Transportation

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

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

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

Car Rental
The Rental Car Center (RCC) offers 12 rental car companies in one building next to Terminal 1.
Cost: Varies depending on provider

For more information on getting around in Fort Lauderdale: http://www.sunny.org/gettingaround/

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. 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 Reception, as well as morning and afternoon breaks will be hosted in the Exhibit Hall, offering attendees 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 Educational Institute possible. See www.AHME.org for information about exhibiting.

CTYPD Program
TY Program Directors are encouraged to attend the AHME Educational Institute. Again in 2012, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the sessions on Thursday afternoon; entrance to CTYPD educational sessions on Friday and Saturday; continental breakfast and breaks on Friday and Saturday; and the Annual Business Meeting & Luncheon on Friday. NOTE: CTYPD program-only registrants will be permitted to register on Thursday at noon unless you are presenting a poster as well. Poster presenters may register Thursday morning between 8:00 AM and 10 AM.

CCME Program
Back for 2012 is a registration option for CME professionals that includes online access to handouts before and after the conference; entrance to the sessions on Thursday afternoon; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday and Saturday; and the Annual Business Meeting & Luncheon on Friday. NOTE: CCME program-only registrants will be permitted to register on Thursday at noon unless you are presenting a poster as well. Poster presenters may register Thursday morning between 8:00 AM and 10 AM.

Back for 2012! Viewer’s Choice Award for Top Three Posters
This year’s poster session will allow attendees to cast their vote for their top three posters, beginning on Thursday and closing Friday morning. Awards will be announced during the Annual Business Meeting Luncheon on Friday and will include first, second and third place awards from the Poster Session Committee, as well as first, second and third place for the Viewer’s Choice Awards.
Tuesday, May 15

6 – 8 PM Board Meeting

Wednesday, May 16

AHME Division Meetings

7:30 - 8:30 AM Communications & Collaborations
8:30 - 9:30 AM Member Services
9:30 - 10:30 AM Finance Division
10:30 - 11:30 AM Academic Leadership & Professional Development (ALPD)

11:30 AM – 1 PM **AHME Newcomer’s Lunch**
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 Educational Institute attendees may attend the Newcomer’s Lunch. After registration is received, Newcomer’s 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

Educational Sessions

1 - 2:30 PM **P1** AHME Welcome & Opening Plenary: Academic Medicine Meets the Future of Medical Practice
Darrell Kirch, MD
President & Chief Executive Officer
AAMC

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
• Understand probable and possible changes in medical practice
• Begin to create a framework for adapting his/her institution in response to possible changes in medical practice

**MODERATOR**
Andrew Filak Jr., MD

2:30 - 3:30 PM **B1** Promoting Faculty Scholarly Activity and ACGME Compliance
Lorraine Fugazzi, MBA
Director of Academic Affairs
Staten Island University Hospital

Mary Salvatore, MD
Radiology Program Director
Staten Island University Hospital

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
• Identify additional resources for scholarly activities
• Identify key clinical faculty who should be included in research and scholarly activity
• Identify professional practice gaps addressed during the workshop

**MODERATOR**
Tia O. Drake
2:30 - 3:30PM  B2  Medical School/Teaching Hospital Relationships
Charles Daschbach, MD, MPH  
Director of Academic Affairs  
St. Joseph's Hospital & Medical Center  
Andrew Filak, Jr., MD  
DIO  
University of Cincinnati College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Appreciate the synergistic relationship between teaching hospitals and medical schools

MODERATOR
Carolyn Clarke

3:30 - 4PM  Refreshment Break with Exhibitors – Exhibit Hall

4 - 5PM  B3  Faculty Development Needs Assessment in Clinical Environments. No. Really.
Nicole Roberts, PhD  
Assistant Professor/Director  
Academy of Scholarship in Education  
Southern Illinois University  
School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Interpret the LCME and ACGME requirements/standards  
• Appraise his/her own institutional needs with regard to professional development of his/her faculty as teachers  
• Justify resource utilization for the purpose of faculty professional development

MODERATOR
Tammy Plutz, M.Ed.

4 - 5PM  B4  Chief Resident Leadership Development
Mark C. Wilson, MD, MPH  
Director & DIO, Graduate Medical Education  
The University of Iowa Hospitals and Clinics  
Jeffrey E. Petit, PhD  
Teaching Skills Consultant  
The University of Iowa Carver College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Articulate the effects of implementing a chief resident leadership development program  
• Outline what it takes to set up a chief resident leadership development program  
• Understand how a leadership program can help a resident’s training program  
• Explain the significance of creating a leadership culture among the chief residents  
• Comprehend the cost of implementation of a chief resident leadership development program

MODERATOR
Kelly Brefile, MHA

Thursday, May 17

7AM  Registration opens

7 – 8AM  Continental Breakfast with Exhibitors (Exhibit Hall)  
CADME Continental Breakfast and Meeting  
COMEC Continental Breakfast and Meeting

8 – 10AM  Poster Session Set-Up
8-9 AM  **B5** GME Financing: National View
Lori Mihalich-Levin, JD
*Director of Hospital and GME Payment Policies*
AAMC

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Understand the most recent changes to Medicare GME financing policies
- Understand national political discussions regarding Medicare and GME financing
- Articulate how individual institutions might be affected by GME changes

**MODERATOR**
Katherine Stephens, PhD, MBA, FACHE

8-9 AM  **B6** The Impact Social Media Has on the Medical Learning Environment
Curtis Whitehair, MD, FAAPMR
*Program Director, Physical Medicine & Rehabilitation*
National Rehabilitation Hospital

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Develop a familiarity of what is social media and how digital learners use it
- Obtain knowledge of how to use social media for educating resident physicians

**MODERATOR**
Lorraine Fugazzi, MBA

9-10 AM  **B7** How to Integrate a Transition of Care Rapid Quality Improvement Model into Residency or Fellowship Curriculum
Judith Kunkle, PhD
*Assistant Vice President, Graduate Medical Education*
UPMC Medical Education
Ashley Carbaugh, MHCPM
*Administrative Fellow*
UPMC Medical Education

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Increase knowledge of how two different units handle transition of care of patients led by residents
- Develop the necessary skills to apply the curriculum model and evaluation methods used within own programs/unit
- Meet accreditation requirements using the methods/model presented during this session

**MODERATOR**
W. Dennis Zerega, EdD

9-10 AM  **B8** Due Process and Mock Resident Grievance Hearing
Catherine Eckart, MBA
*Director of Graduate Medical Education*
University of Buffalo

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Identify elements of his/her grievance process that need to change
- Improve outcomes of grievances, including fairness to all parties
- Standardize the grievance process to ensure consistency

**MODERATOR**
Catherine Eckart, MBA

10-10:30 AM  **C** Refreshment Break with Exhibitors – Exhibit Hall
10:30 - B9 Professionalism & Duty Hours: What WERE you thinking?
Rita M. Patel, MD
Professor, Anesthesiology; Associate Dean for GME & ACGME/NRMP; DIO
UPMC Medical Education & University of Pittsburgh School of Medicine

Valuing GME in a Perfect Storm: How Teaching Institutions Will Need to Quickly Adapt with Looming Healthcare Reform
Charles Daschbach, MD, MPH
Director of Academic Affairs/DIO
St. Joseph’s Hospital and Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the resident and attending perspectives related to professionalism and compliance with the new duty hours regulations
• Demonstrate increased awareness of professionalism as a learned behavior in graduate medical education
• Identify resources that could be used in the home institution to effect change

MODERATOR
Tia O. Drake

11:30AM – E2 CAO/ DIO Luncheon & Speaker

This optional-cost luncheon is the perfect time to engage our guest expert in an informal luncheon atmosphere. This year’s speaker will be Katherine Stephens, PhD, MBA, FACHE, who is Vice President, Medical Education & Research and DIO at Palmetto Health. Dr. Stephens will speak on “Leadership Styles & Accreditation Outcomes: Is There A Relationship?”
All registrants will be emailed to submit questions in advance that they would like the speaker to address.

Pre-registration and payment are required for this lunch. Ticket must be presented to be served and no on-site registrations will be available.

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify different leadership styles of DIOs
• Identify relationships between DIO leadership styles and institutional accreditation cycles
• Identify relationships between DIO experience and institutional accreditation cycles
• Identify relationships between time devoted to the DIO role and institutional accreditation cycles

12:30 - P2 The Next Accreditation System
Thomas 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 health care by assessing and advancing the quality of resident physicians’ education through accreditation

MODERATOR
Andrew Filak, Jr., MD
2:15 - 3:30 PM  
**CME as a Strategic Asset**  
Murray Kopelow, MD, MS(Comm), FRCPC  
*Chief Executive*  
*ACCME*

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Provide an update on current ACCME perspectives on the role of CME as an asset to healthcare quality improvement  
- Describe ACCME’s vision on how CME can support CPD  
- Apply learning form this session to everyday practice

**MODERATOR**  
Sue Ann Capizzi, MBA

3:30 - 4 PM  
**Refreshment Break with Exhibitors – Exhibit Hall**

4 - 5 PM  
**JCEHP: Highlights from the Past Year**  
Curtis Olson, PhD  
*Editor-in-Chief*  
*Journal of Continuing Education in the Health Professions*

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Describe the key findings of several recent articles published in JCEHP  
- Discuss the purpose, target audience, and scope of JCEHP  
- Identify opportunities to share his/her work through JCEHP and similar journals

**MODERATOR**  
Thomas Gentile, Jr., MSA

4 - 5 PM  
**ACGME Institutional Review**  
Patricia Surdyk, PhD  
*Executive Director, Institutional Review Committee*  
*ACGME*

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Describe recent changes in Institutional Review  
- Respond appropriately to Institutional Requirements  
- Avoid areas of noncompliance frequently cited by the Institutional Review Committee

**MODERATOR**  
Catherine Eckart, MBA

5:30 - 7 PM  
**Meet the Exhibitors Reception & Poster Session Kickoff**  
All conference registrants and guests are invited to attend this reception to network, meet exhibitors, and socialize as we officially kick off the voting for the Poster Session Viewer’s Choice award.

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**Friday, May 18**

7 AM  
Registration opens

7 - 8 AM  
Continental Breakfast with Exhibitors  
(Exhibit Hall)

CTYPD  
Continental Breakfast and Meeting

CCME Continental Breakfast and Meeting

8 - 9 AM  
**The Venn Diagram of Program and Institutional Accreditation: It’s the Middle that Matters Most**  
Catherine Eckart, MBA  
*Director of Graduate Medical Education*  
*University of Buffalo*

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Confidently answer the toughest questions on the IRD by incorporating program-level information  
- Assess the value of conducting "internal institutional review"  
- Provide better oversight of all ACGME-sponsored residency and fellowship programs

**MODERATOR**  
Tamra McLuen
**TYRC Update on TY Accreditation Requirements**

Danny Takanishi, MD  
Chair, Department of Surgery  
University of Hawaii

Lorraine C. Lewis, EdD, RD  
Executive Director, RCRs for Anesthesiology, Preventive Medicine, Transitional Year ACGME

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

**MODERATOR**
Matthew Short, MD

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**CME in 2022: The Journey from Credit to Quality**

Dave Davis, MD, FCFFP  
Senior Director, Continuing Education and Performance Improvement  
AAMC

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Envision possible future states for CME
- Describe forces for change in the healthcare and medical education environment
- Highlight elements of 'CME' in 2022
- Prepare for the future

**MODERATOR**
Sue Ann Capizzi, MBA

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**NRMP Update**

Mona Signer, MPH  
Executive Director  
National Resident Matching Program

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Understand implementation and recommend future enhancements to SOAP
- Articulate the policies governing the new "all-in" rule for the Main Residency Match

**MODERATOR**
Tammy C. Tuck

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**Observations & Recommendations from an Experienced ACGME Site Visitor**

Kristen Raines, MD  
Accreditation Field Staff  
ACGME

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Demonstrate ways to prepare for the site visit
- Understand the new ACGME requirements
- Articulate how best to write the PIF

**MODERATOR**
Cathy Nace, MD

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**Integrating Performance Measurement into CME**

Dave Davis, MD, FCFFP  
Senior Director, Continuing Education and Performance Improvement  
AAMC

Nancy Davis, PhD  
Executive Director  
National Institute for Quality Improvement and Education

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Develop CME activities utilizing performance measures for needs assessment, learning objectives (performance expectations), and outcomes evaluation
- Design CME with appropriate learning formats based on learner’s actual practice gaps and stage of readiness for change
- Produce CME activities that meet physicians' needs for MOL, MOC, Pay for Performance, and Credentialing

**MODERATOR**
Sue Ann Capizzi, MBA
10 - 10:30 AM
**Refreshment Break with Exhibitors** – Exhibit Hall
*Close of Poster Session Viewer’s Choice Voting*

10:30 - 11:30 AM
**Generations in the Workplace: Insights from Adolescent Health**
Christine Gilroy, MD, MPH
*Associate Professor, Division of General Internal Medicine*
*University of Colorado*

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Articulate the three current generations in the workplace and how their experiences shape their presence in the workplace
- Understand the unique experiences and perspectives shaping the Millennial generation (our current residents and interns) and their participation in the workplace
- Appreciate the tools available to improve communication and performance for all generations in the workplace

**MODERATOR**
Richard Boggs, MSA

10:30 - 11:30 AM
**Panel Discussion: What’s the Scoop on TY Milestones**
Panel of TY Milestones Work Group Members

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Know what the ACGME milestones project is and how milestones will be used by the ACGME in future residency program accreditation
- Understand what potential milestones are being proposed for TY programs in each of the six general competency areas
- Explain proposed assessment tools that are being recommended to assess TY resident progress in each of the six competency areas

**MODERATOR**
Steven Craig, MD

10:30 - 11:30 AM
**Performance Improvement CME: AHME PICME Grant Project Reports**
Susanna Szpunar, PhD – Project on Low Back Pain
*Senior Medical Researcher, Faculty Research & Simulation*
*St. John Hospital & Medical Center*

- Debra Lanning – Project on Blood Conservation
  *CME Manager*
  *Bayfront Medical Center*
- Janet Spradlin, PhD, ABPP – Project on Congestive Heart Failure
  *Co-Chair, CME Committee*
  *St. Anthony Hospital Rehab Center*

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Design performance improvement CME activity
- Implement performance improvement CME activity
- Obtain results to analyze from performance improvement CME activity

**MODERATOR**
David Pieper, PhD

11:30 - 1 PM
**Annual Business Meeting & Luncheon**
All attendees, CTYPD Program registrants, CCME Program registrants and registered guests are invited to attend this annual business meeting and luncheon: part leadership report, part celebration, all delicious and fun.

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

1:00 - 3:00 PM
**TYRC Individual Program Q&A Sessions**
15-minute time slots will be assigned to TY residency program representatives who sign up on a first-come, first-served basis.
1 - 2 PM

**B22** ECFMG & Visa Sponsorship in Unaccredited Training
Eleanor Fitzpatrick, MA
Manager and Responsible Officer, ECFMG

Kathleen Kaufman
Senior Regional Advisor & Alternate Responsible Officer, P-3-04510, ECFMG

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Provide general guidance to staff/institutional officials on requirements for J-1 visa sponsorship in unaccredited/nonstandard fellowships
- Understand policies, procedures, and timelines for applications through ECFMG
- Update home institution in the directions for future international exchange

**MODERATOR**
Marlene Cooper

1 - 2 PM

**B23** Behavioral Interviewing: Benefits and Pitfalls
Christine Gilroy, MD, MPH
Associate Professor, Division of General Internal Medicine
University of Colorado

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Appreciate the pitfalls of the interviewing process
- Understand how to separate performance and behavioral components of the interview
- Articulate methods for creating internal consistency in the interview process

**MODERATOR**
Jeffrey Pickard, MD

1 - 2 PM

**B24** Physician Engagement in CME
Timothy Holder, MD, FAAFP
Chair, Accreditation Review Committee & Family Physician
Maternal & Family Practice Associates

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Develop strategies to increase physician engagement in CME leadership
- Design a professional development plan for the CME physician leader

**MODERATOR**
JeriSue Petrie, MA

2 - 3 PM

**B25** Designing an Orientation for Newly Arriving International Medical Graduates (IMGs)
Gerald Whelan, MD
Director, Acculturation Program, ECFMG

Emily Hartsough
Manager, Acculturation Program, ECFMG

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Use the tools and orientation structure developed by the ECFMG Acculturation Program to develop his/her own internal or regional orientation

**MODERATOR**
Steven Minnick, MD, MBA

2 - 3 PM

**B26** Improving the Signout Process: Is It Updated?
Ananya Gangopadhyaya, MD
Assistant Professor
University of Illinois Medical Center

**OBJECTIVES**
- Understand the new ACGME requirements for supervision and evaluation of resident signouts
- Describe and apply a new structured tool to teach and evaluate residents’ signouts

**MODERATOR**
Katherine Tynus, MD

2 - 3 PM

**B27** Enhancing Engagement: Practical Approaches to Engaging Physicians
Donna Ray, MD
Director, Faculty Development
University of South Carolina School of Medicine & Palmetto Health

JeriSue Petrie, MA
Director, Graduate Medical Education & Continuing Professional Development
Fort Wayne Medical Education Program

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Recognize system and individual readiness for physician engagement
- Address barriers to physician engagement
- Develop methods to enhance physician engagement

**MODERATOR**
Sue Ann Capizzi, MBA
3 - 3:30 PM

**Refreshment Break with Exhibitors – Exhibit Hall**

*Last break with Exhibitors*

*Exhibit Hall Pass Winner drawn – value $200*

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**3:30 - 4:30 PM**

**B28 Improving Faculty Supervision by Improving Resident Assessment**

William Iobst, MD

*Vice President for Academic Affairs*

*American Board of Internal Medicine*

**OBJECTIVES**

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

- Describe methods that can be employed by faculty to better assess resident competency in completing key patient care activities during residence training
- Identify settings where faculty can best assess resident performance in each of the different competency areas
- Understand how assessment of each resident can help faculty determine what level of supervision a resident needs in performing key patient care duties during training
- Understand what level of demonstrated competence a resident must provide to allow for completion of patient care duties without direct faculty supervision present or immediately available

**MODERATOR**

Marko Jachtorowycz, MD

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**3:30 - 5:30 PM**

**B29 TY Coordinator Sessions**

*3:30 PM – ACGME Accreditation: 2012 and Beyond*

Catherine Eckart, MBA

*Director of Graduate Medical Education*

*University of Buffalo*

*4:30 PM – TY Coordinator Roundtable*

Quinn Turner, MS, C-TAGME

*Manager, Medical Education Services & Coordinator, TY Residency*

*Iowa Health - Des Moines*

Lori Brownlee, C-TAGME

*TY Coordinator*

*West Virginia University*

**OBJECTIVES**

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

- Understand updated ACGME requirements regarding PIF preparation, site visits, and WebADs administration
- Articulate the role of the residency coordinator in the accreditation process
- Appreciate methods used by other coordinators in the day-to-day administration of TY residencies

**MODERATOR**

Quinn Turner, MS, C-TAGME

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**3:30 - 4:30 PM**

**B30 Closing the Quality Feedback Loop**

Scott Hershman, MD, CCMEP

*Medical Director, OCME*

*HCA-HealthOne*

Michael Grossman, MD, MACP

*Associate Dean for GME*

*Maricopa Integrated Health System*

Donna Ray, MD

*Director, Faculty Development*

*Palmetto Health*

**OBJECTIVES**

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

- Illustrate various models of quality feedback loops within various institutions
- Apply practical strategies to improve existing communication among education stakeholders within an institution
- Discuss annual and continual planning, as well as formative and summative evaluation

**MODERATOR**

Sue Ann Capizzi, MBA
4:30 - 5:30 PM  
**B31** Topic-Based TY Discussion  
Steven Craig, MD  
*Director, Transitional Year Residency Program*  
*Iowa Health - Des Moines*  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Understand problems in educational programming common to other TY programs and how these could be addressed  
• Understand problems in resident assessment common to other TY programs and how these could be addressed  
• Understand problems in program outcomes assessment common to other TY programs and how these could be addressed  
• Understand problems in residency program accreditation common to other TY programs and how these could be addressed  

**MODERATOR**  
Julie McCausland, MD, MS

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8 - 9 AM  
**B33** Coordinator & GME Roles and Streamlining Coordinators’ To-Do Lists  
Catherine Eckart, MBA  
*Director of Graduate Medical Education*  
*University of Buffalo*  
Willie Braziel, BSc. HA  
*Manager, GME*  
*Health Partners Institute for Medical Education*  
Kimberly Luketic  
*Fellowship Coordinator*  
*University of Pittsburgh Medical Center*  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Summarize the logistics of having the GME Office consolidate requests for information from Program Administrators  
• Assess the benefits of formalizing a Training Program Administrator Council  
• Examine the importance of daily, monthly, and annual activities into a manageable calendar  

**MODERATOR**  
Diane Ramirez

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8 - 9 AM  
**B34** Transitional Year Milestones Workshop  
Steven Craig, MD  
*Director, Transitional Year Residency Program*  
*Iowa Health - Des Moines*  
Cathy Nace, MD  
*Deputy Commander for Education, Training, and Research*  
*Walter Reed National Military Medical Center*  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Understand the milestones that have been drafted by the TY Milestones Working Group in each of the six competency areas  
• Understand what assessment methods have been recommended for each milestone drafted by the TY Milestones Working Group  
• Provide input to the TY Milestones Working Group about possible revisions to the draft milestones and possible changes to the recommended assessment tools for the milestones  

**MODERATOR**  
Steven Craig, MD

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Saturday, May 19

7 AM  
Registration opens

7 - 8 AM  
Continental Breakfast (no exhibitors)  
*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  
**B32** Bootcamp for New TY PDs  
Cathy Nace, MD  
*Deputy Commander for Education, Training, and Research*  
*Walter Reed National Military Medical Center*  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Delineate the duties of a TY PD  
• Discuss ways a PD can manage and lead a TY Program  
• Prepare better for a site visit  

**MODERATOR**  
Cathy Nace, MD
Teaching Professional Communication Skills to Residents
Yvonne Murphy, MD
Associate Program Director, Family Medicine Residency
MacNeal Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify areas of professional communication that residents may benefit from additional training
• Give examples of optimal professional communication skills in these areas to provide to residents
• Discuss strategies for incorporating teaching on professional communication skills in his/her program

MODERATOR
Diane Ramirez

TY Best Practice #1: Assessing Resident Milestones Using a Comprehensive Assessment of a Simulated Patient Encounter (CASPE)
Matthew Short, MD, FAAFP
Director, Transitional Year Residency
Madigan Army Medical Center
John A. Edwards, MD, MPH
Director, Family Medicine Residency
Madigan Army Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the basic design, organization, and use of the CASPE as an assessment tool
• Demonstrate the use of a CASPE utilizing a videotaped encounter
• Apply a CASPE to his/her training program to assess trainee attainment of program-specific milestones and assist with assigning graded and progressive responsibility

MODERATOR
Mary Warden, MD

TY Best Practice #2: A Professionalism Curriculum for TY Residents
Mary Edwards, MD
Transitional Year Residency Program
Tripler Army Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand differences and similarities in the perception of professionalism between residents, faculty, nurses, and patients
• Explore strategies to address differences
• Explore strategies to educate residents on the "universal" tenets of professionalism

MODERATOR
Mary Warden, MD

TY Best Practice #3: Critical Care Training and Simulation Testing for TY Residents
Bruce Kaplan, DO
Director of Osteopathic Medical Education and TY Residency Program Director
Providence Hospital and Medical Centers

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Articulate basic critical care skills that can be assessed for each TY resident at the beginning of training
• Articulate basic invasive procedure skills that can be assessed for each TY resident at the beginning of training
• Describe additional training that can be initiated for TY residents who lack important critical care and/or invasive procedure skills at the beginning of training

MODERATOR
Mary Warden, MD

Break (no exhibitors; beverages only)
What Really Happened to So-N-So?
The Coordinator’s Role in Evaluating Residents
Eric Katz, MD
Program Director, Emergency Medicine
Maricopa Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify signs of a struggling resident
• Identify causes of resident impairment
• Identify actions a coordinator can take to help an impaired resident

MODERATOR
Toni West
Who Should Attend
The 2012 Educational 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 22.25 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 2012 AHME Educational Institute staying at the Marriott Harbor Beach Resort & Spa will enjoy a discounted group rate of $229 single-double occupancy plus applicable tax. Advance reservations must be made by the reservation cut off date April 16, 2012 to qualify for the group rate. Reservations can be made by calling 1-800-266-9432 or online 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.
AHME Educational Institute Registration Fees
The conference registration fee for the 2012 AHME Educational Institute includes the action-learning binder with materials; a CD-ROM with handouts; online access to handouts before and after the conference; entrance to educational sessions; CME credit; continental breakfasts on Thursday, Friday and Saturday mornings; refreshment breaks on Wednesday, Thursday, and Friday mornings and available afternoons; and the 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 Newcomer's Luncheon on Wednesday. Advance registration is required to receive a ticket for each of these meals and no on-site registrations will be accepted. Newcomer's Luncheon registrants will be notified if they are eligible to attend.

Guest Registration Fees
The guest registration fee for the AHME Educational Institute includes continental breakfasts Thursday, Friday and Saturday mornings; refreshment breaks on Wednesday, Thursday, and Friday mornings and available afternoons; 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.

CTYPD Program Registration Fee
TY Program Directors are able to select a registration option that includes online access to handouts before and after the conference; entrance to the sessions on Thursday afternoon; entrance to CTYPD educational sessions on Friday and Saturday; continental breakfast and breaks on Friday and Saturday; and the Annual Business Meeting & Luncheon on Friday. **CTYPD program-only registrants will be permitted to register on Thursday at noon unless you are presenting a poster as well. Poster presenters may register Thursday morning between 8:00AM and 10AM.**

CCME Program Registration Fee
CME professionals are able to select a registration option that includes online access to handouts before and after the conference; entrance to the sessions on Thursday afternoon; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. **CCME program-only registrants will be permitted to register on Thursday at noon unless you are presenting a poster as well. Poster presenters may register Thursday morning between 8:00AM and 10AM.**

Online & CD-ROM Educational Materials
Paid registrants will receive a CD-ROM containing conference handouts, as well as an action-learning binder for 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 to not share the URL with others. After the conference, all final presentations will be available through www.AHME.org.

Payment
Payment must accompany registration. If you are not enclosing a check with your registration, you must provide credit card information with registration, even if a check is to be sent later. If we do not receive an employer or personal check within 14 days of the conference, we will charge the registration fee to the credit card number you provided.

To pay by check or money order (made payable to AHME), complete the conference registration form and mail to: **Association for Hospital Medical Education, PO Box 725, Indiana, PA 15701.** To pay by credit card, complete the credit card information on the form and fax to (724) 864-6153. To register online, go to www.AHME.org.

Confirmation of Registration
Confirmation of conference registration will be provided by AHME Headquarters via e-mail only. **Please make sure your e-mail address is legible and accurate.**

Cancellation Policy
Cancellations must be by written request only to the AHME Executive Director and must be received by May 12, 2011. An administration fee will be assessed on any authorized refund amount. NO REFUNDS WILL BE MADE AFTER MAY 12, 2011.

Information
For general information regarding registration, contact AHME Headquarters, phone 724-864-7321, fax 724-864-6153, email sandi@ahme.org.
AHME 2012 Educational Institute Registration Form

REGISTRATION CATEGORY | BEFORE Feb. 4 | Feb. 5 - Mar. 3 | Mar. 4 - May 5 | AFTER May 5 | CAO/DIO Luncheon | AHME CTYPD Program | AHME CCME Program | Spouse/Guest Package
--- | --- | --- | --- | --- | --- | --- | --- | ---
AHME Member* | ☐ $650 | ☐ $700 | ☐ $750 | ☐ $800 | ☐ $60 | ☐ $450 | ☐ $300 | ☐ $150
Non-Member | ☐ $750 | ☐ $800 | ☐ $850 | ☐ $900 | ☐ $60 | ☐ $550 | ☐ $400 | ☐ $150

Are you registering as an: ☐ AHME Member* ☐ Non-Member

* IF YOU ARE A SPEAKER WHO IS AN AHME MEMBER, DO NOT COMPLETE THIS FORM. YOU WILL RECEIVE A SEPARATE REGISTRATION FORM VIA EMAIL.

Full Conference Attendees:
Please select below all sessions that you are attending in order to help us best prepare for the meetings.

WEDNESDAY
☐ 11:30AM - 1PM AHME Newcomer’s Lunch: E1
☐ 1 - 2:30PM Session P1
☐ 2:30 - 3:30PM Session B1
☐ 3:30 - 4:30PM Session B2
☐ 4 - 5PM Session B3
☐ 4 - 5PM Session B4

THURSDAY
☐ 8 - 9AM Session B5
☐ 8 - 9AM Session B6
☐ 9 - 10AM Session B7
☐ 9 - 10AM Session B8
☐ 10:30 - 11:30AM Session B9
☐ 10:30 - 11:30AM Session B10
☐ 11:30AM - 1PM AHME CAO/DIO Lunch: E2
☐ 1 - 2:15PM Session P2
☐ 2:15 - 3:30PM Session P3
☐ 4 - 5PM Session B11
☐ 4 - 5PM Session B12
☐ 5:30 - 7PM Reception: E3

FRIDAY
☐ 8 - 9AM Session B13
☐ 8 - 9:15AM Session B14
☐ 8 - 9AM Session B15
☐ 9 - 10AM Session B16
☐ 9:15 - 10AM Session B17
☐ 9 - 10AM Session B18
☐ 10:30 - 11:30AM Session B19
☐ 10:30 - 11:30AM Session B20
☐ 10:30 - 11:30AM Session B21
☐ 11:30 - 1PM AHME Business Meeting: E4*
☐ 1 - 2PM Session B22
☐ 1 - 2PM Session B23
☐ 1 - 2PM Session B24
☐ 2 - 3PM Session B25
☐ 2 - 3PM Session B26
☐ 2 - 3PM Session B27
☐ 3:30 - 4:30PM Session B28
☐ 3:30 - 5:30PM Session B29

SATURDAY
☐ 7 - 8AM Session B32
☐ 8 - 9AM Session B33
☐ 8 - 9AM Session B34
☐ 9 - 10AM Session B35
☐ 9 - 10:45AM Session B36
☐ 10:15 - 11:15AM Session B37

*All may attend but only those who pre-register will be given a ticket and served a meal.

CPTYD Program registrants will automatically be enrolled in sessions: P2, P3, B12, B14, B17, B20, E4, B26, B28 or B29, B31, B32, B34, and B36.
CCME Program registrants will automatically be enrolled in sessions: P2, P3, B11, B15, B18, B21, E4, B24, B27, and B30.

FULL NAME: BADGE NAME:

INSTITUTION: GUEST NAME(S):

JOB TITLE: ADDRESS:

EMAIL: PHONE: FAX:

EMERGENCY CONTACT NAME: EMERG. CONTACT PHONE:

Payment Information
☐ Visa TOTAL DUE: $ __________________ Check No. __________________ (payable to AHME)
☐ MC CREDIT CARD #: __________________ EXP Date __________________

SIGNATURE:

☐ SPECIAL PHYSICAL NEEDS, FOOD ALLERGIES, OR VEGETARIAN MEAL PREFERENCES (list below):