2013

AHME Institute

LAS VEGAS, NEVADA
May 15-17, 2013

The Rio All-Suite Hotel and Casino
3700 West Flamingo Road • Las Vegas, Nevada 89103
Phone (room reservations) 888.746.6955
www.riolasvegas.com

AHME
**Association for Hospital
Medical Education**

Designated by AHME for 19.25 AMA PRA Category 1 Credit(s)™

The Venue...
The Rio All-Suite Hotel and Casino

WiFi ™
FREE in meeting space

http://www.riolasvegas.com/

The Rio is an icon in the Las Vegas skyline and offers spectacular views of the Strip or the incredible Nevada scenery.

Each room at The Rio is a suite so you can relax in style after a day of learning. Or, maybe you prefer to enjoy a good meal, sit still by a pool, or treat yourself to a refreshing visit to the spa. Excitement seekers can take advantage of the shows, nightclubs and casino. It's all there for your enjoyment – and on a grand scale! Also available is a free shuttle to whisk you away to The Rio's sister properties on the Strip where more adventures await.

The Rio property encompasses everything Las Vegas has to offer: dining, shopping, gaming, relaxation, and entertainment. Add to that the grand meeting space, and you've got it all for great learning and networking with your colleagues and peers.

Transportation

Air Travel: The Rio is located less than 5 miles from the McCarran International Airport – https://www.mccarran.com/ McCarran International Airport utilizes two separate terminal buildings, each with its own parking garage, ticketing/check-in area, baggage claim, and shopping and dining options. Because the two facilities are not physically connected, it's important that you know whether you are flying into Terminal 1 or Terminal 3.

https://www.mccarran.com/Fly/WhichTerminal.aspx.

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

Taxi Service – https://www.mccarran.com/Go/Taxis.aspx

Taxis pick up and drop off on the east side of baggage claim at Terminal 1 (outside door exits 1 through 4) or at Terminal 3 (outside on Level Zero). Airport personnel are available to help queue the lines and provide assistance as needed.

    Cost: Varies depending on traffic conditions, but is estimated to be $17.00 to $24.00 (one way)

Car Rental – (https://www.mccarran.com/Go/RentalCars.aspx)

The McCarran Rent-a-Car Center is 3 miles from the airport. Blue-and-white shuttles can be accessed outside baggage claim from Terminal 1 or Terminal 3.

    Cost: Varies depending on provider.

For more information on getting around in Las Vegas:
http://www.visitlasvegas.com/planning-tools/getting-around-vegas/

Poster Exhibit and Competition

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.

Back again this year is the chance for attendees to cast their vote for their top three posters. The Committee judging and the Viewer's Choice judging begin at the reception on Thursday evening and close on 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 so an individual poster actually has the potential to win two ribbons!

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 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. Visit www.AHME.org for information.

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2013, 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; reception on Thursday evening; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. *NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.*

CCME Program

Back for 2013 is a registration option for CME professionals that includes online access to handouts before and after the conference; reception on Thursday evening; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. *NOTE: CCME program-only registrants will be eligible to register and attend events and sessions beginning Thursday at 5:00 p.m.*

2013 Conference Program

P = Plenary Sessions

B = Concurrent Sessions

E = Events

COPAC — Coordinator Track

CTYPD — CTYPD Track

CCME — CCME Track

All registrants are welcome to attend any session. The codes above indicate those that may be of interest to specifice audiences.

Tuesday, May 14

AHME Division & Board Meetings

1 - 2PM	Communications and Collaborations
2 - 3PM	Member Services
3 - 4PM	Finance Division
4 - 5PM	Academic Leadership and Professional Development (ALPD)
6 - 8PM	Board of Directors Meeting

Wednesday, May 15

REGISTRATION OPENS AT 9:00 A.M.

10 - 11AM — B1 — Strategic Considerations in Development of Multiple Training Programs

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand CMS rules for New Teaching Hospitals
• Identify key decisions that need to be made to develop multiple programs simultaneously
• Develop initial implementation plans for beginning multiple programs in a new teaching hospital
• Identify key barriers to success and actions that can be employed to overcome these barriers

MODERATOR
Andrew Filak, Jr., MD

10 - 11AM — B2 — Betting with the House: Improving GME Office Support of GMEC Oversight Functions

Michelle M. Valdez, MA
GME Department Head
Naval Medical Center San Diego

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Adjust institutional strategy to provide a more active support of GMEC oversight
• Define data sets appropriate for GMEC oversight under CLER
• Identify electronic monitoring tools to provide better oversight of all ACGME-sponsored residency and fellowship programs
• Create a GMEC agenda calendar ensuring the GMEC carries out all of its responsibilities as defined in the Common Program Requirements

MODERATOR
Coyea ET Kizzie, MHA, CM

11AM - 12PM — B3 — Exploring the Relationship Between the Program Administrator and Director

COPAC

Rodi Antoinette Marcelle
Admnistrative Director, Medicine Education Office
Department of Medicine, Albany Medical College

Alwin F. Steinmann, MD, FACP
Chief of Academic Medicine/DIO
Exempla St. Joseph Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify opportunities to improve the working relationship between coordinator and director
• Identify efficiencies in the office based on an improved workflow model
• Recognize impediments to achieving a good working relationship

MODERATOR
Quinn Turner, MS, C-TAGME

11AM - 12PM | **B4** | **ECMFG Update on the Requirements for Foreign National IMGs in Various Training Categories**

Eleanor M. Fitzpatrick, MA
Manager, Exchange Visitor Sponsorship Program
ECFMG

Irene Anthony, MA
Assistant Manager, Exchange Visitor Sponsorship Program
ECFMG

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Provide general guidance to internal offices on the basic immigration and credential requirements for foreign national physicians who enroll in the various types of GME training programs
- Access official resources, (ECFMG, government, etc.,) that can provide accurate up-to-date information
- Assist in developing appropriate institutional policies/best practice

MODERATOR
Andrew Filak, Jr., MD

12 - 1:30PM | **E1** | **Welcome Lunch for First-Time Attendees**

New to AHME's Institute? Let us welcome you! This luncheon is a great way to kick off the conference and meet fellow first-timers and AHME leaders. Only bona fide, first-time AHME Institute attendees may attend the Welcome Lunch. After registration is received, Welcome Lunch registrants will be notified if they are eligible to attend. A lunch ticket must be presented to be served and no on-site registrations will be available.

12 - 3PM | | **Exhibitor Setup**

1:30 - 2:30PM | **P1** | **AHME Welcome & Opening Plenary**
Using Metrics to Improve Training and Program Performance

Bryan L. Martin, DO, MMAS, FACP
DIO/Associate Dean, Graduate Medical Education
Wexner Medical Center at The Ohio State University

Andrew Thomas, MD, MBA
Medical Director, Medical Staff Administration
Wexner Medical Center at The Ohio State University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the elements and practical pitfalls of a faculty and house staff survey
- Determine the elements of a global scorecard that could help reveal strengths and weaknesses of your programs
- Provide better evidence-based feedback to program directors, division leadership and department chairs

MODERATOR
Andrew Filak, Jr., MD

2:30 - 3:30PM | **B5** | **GME Financing and Reimbursement: National Policy Issues**

Tim Johnson
Senior Vice President and Executive Director
Center for GME Policy and Services, Greater New York Hospital Association

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

MODERATOR
Katherine G. Stephens, PhD, MBA, FACHE

2:30 - 3:30PM

B6 **COPAC** **ACGME Data Collection Under NAS: What Your Online Profile (aka the new webADS data) Says About You, Your Residents, Your Faculty and Your Program**

Catherine Eckart, MBA
Assistant Vice President, GME
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the areas in need of attention from prior ACGME Resident Survey administration, especially in light of the expectations of the Next Accreditation System
• Develop strategies to collect accurate and complete information for annual webADS update, taking on increasing importance with the move to 10-year accreditation cycles
• Prepare core clinical faculty for the first and subsequent administrations of the ACGME Faculty Survey
• Understand the integration of these three ACGME instruments into the Next Accreditation System, the self-study site visits, the CLER visits and assessment of the specialty-specific milestones

MODERATOR
Tamra McLuen

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

4 - 5PM

B7 **COPAC** **COPAC Roundtable**

Rodi Antoinette Marcelle
Administrative Director, Medicine Education Office
Department of Medicine, Albany Medical College

Quinn Turner, MS, C-TAGME
Manager, Medical Education Services
Iowa Methodist Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify new strategies in residency program coordination
• Understand some of the challenges affecting other residency program coordinators
• Understand how the NAS will affect program coordination

MODERATOR
Quinn Turner, MS, C-TAGME

4 - 5PM

B8 **Extreme Makeover: Chucking Your Lecture**

Sandhya Wahi-Gururaj, MD, MPH
Program Director; Assistant Professor, Internal Medicine
University of Nevada School of Medicine

Aditi Singh, MD
Assistant Professor, Internal Medicine
University of Nevada School of Medicine

Miriam Bar-on, MD
Associate Dean of Graduate Medical Education; Professor, Pediatrics
University of Nevada School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify topics that can be taught in non-lecture formats
• Describe ways to incorporate technology into one's armamentarium of educational tools
• Discuss teaching methodologies that can replace lectures

MODERATOR
Tamra McLuen

Thursday, May 16

REGISTRATION OPENS AT 7:00 A.M.

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

7 - 8AM   **CADME Continental Breakfast and Meeting**

7 - 8AM   **COPAC Continental Breakfast and Meeting**

8 - 10:30AM   **Poster Session Setup**

8 - 9AM

B9 **NRMP Update**

Mona Signer, MPH
Executive Director
NRMP

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Navigate the NRMP Web application (R3 System)
• Articulate at least two reasons why the "All-In" Policy was effective

MODERATOR
Marlene Cooper

8 - 9AM **B10** **Managing Up – The Residency Coordinator Position**

COPAC

Tammy Tuck
Chief of Staff, Office of GME
Duke University Hospital

Rhea Fortune
Manager, Office of GME
*Duke University Hospital*

Rodi Antoinette Marcelle
Administrative Director, Medicine Education Office
Department of Medicine, Albany Medical College

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Assess his/her current role and discern the changes that need to be made in order to be successful as a coordinator or support staff of GME programs
• Recognize tangible resources and national data that supports the need to reclassify the coordinator role
• Identify the top 10 "need-to-know" items that make a successful PC
• Identify the job duties that align the coordinator role with a management-level position and can be employed to support reclassifying the role
• Expand your role as Program Administrator by assuming greater responsibility for activities that require continuity and were previously assigned to the chief resident
• Effectively communicate with your residents: everything from feedback to handling personal issues
• Serve as an advisor to your medical students as they begin interviewing for residency: they need your advice and wisdom "from the other side"
• Be acknowledged as an effective administrator within your department— grow your role and educate others to know your role!

MODERATOR
Quinn Turner, MS, C-TAGME
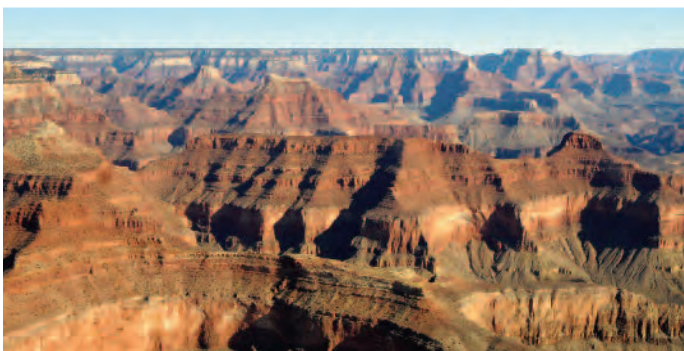
9 - 10AM **B11** **A Focus on Medical Contingency Plans to Create an Effective Intern Sign-Out**

Shirley Kalwaney, MD, FACP
Program Director, Georgetown Transitional Year Residency
Inova Farifax Hospital

Homan Wai, MD, FACP
Associate Student Clerkship Director, Department of Internal Medicine
Inova Fairfax Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Create an interactive workshop that teaches interns to recognize and list at least three anticipated issue with contingency plans on each patient
• Learn how to effectively present current evidence-based methods for interns' handoffs
• Demonstrate for interns how to identify potential anticipatory events from example clinical cases
• Engage interns in small group discussions on how to communicate medical contingency plans for cross-over issues

MODERATOR
Steven R. Craig, MD

9 -10AM **B12** **The NAS and Program Self-Study Visits: Milestones and More**

COPAC

Catherine Eckart, MBA
Assistant Vice President, GME
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Prepare to shift institutional and program resources towards the ACGME's Next Accreditation System expectations
• Develop tools to assist programs in preparing for reporting on specialty-specific milestones and other aspects of program self-study visits
• Understand the oversight that institutions should provide programs as they transition to the NAS and the extended accreditation cycle lengths
• Integrate self-study site visits, the CLER visits and assessment of the specialty-specific milestones for seamless transition to the NAS for all accredited programs

MODERATOR
Diane Ramirez

10:00 -10:30AM **Refreshment Break with Exhibitors – Exhibit Hall**

10:30 - 11:45AM · **P2** · **Clinical Learning Environment Review (CLER) Program: Initial Observations and Lessons Learned**

Kevin Weiss, MD, MPH
Senior Vice President, Institutional Accreditation
ACGME

Robin Wagner, RN, MHSA
Vice President, CLER
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explain the rationale for and the focus of the CLER Program
• Outline the process by which site visits and reviews are conducted
• Describe what has been learned during the first six months of the CLER Program

MODERATOR
Catherine Eckart, MBA

11:45 - 1PM · **E2** · **CAO/ DIO Luncheon**
The NAS and CLER Program: A Conversation with ACGME Leadership

Thomas Nasca, MD, MACP
Chief Executive Officer
ACGME

Kevin Weiss, MD, MPH
Senior Vice President, Institutional Accreditation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Achieve a more comprehensive understanding of the CLER Program
• Prepare more effectively for the July 2013 implementation of the NAS
• Answer questions and concerns about the ongoing transformation of the GME accreditation system

Pre-registration and payment are required for this lunch. Ticket must be presented to be served and no on-site registrations will be available. All registrants will be emailed to submit questions in advance that they would like the speakers to address.

MODERATOR
Katherine Stephens, PhD, MBA, FACHE

1 -2:15PM · **P3** · **The Future of Medical Education: The NAS, CLER Program, and Beyond**

Thomas Nasca, MD, MACP
Chief Executive Officer
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Appreciate how improvements in resident education and patient care in teaching hospitals will result from implementation of the NAS and CLER Program
• Anticipate how the NAS and CLER Program may evolve during the next decade
• Envision how changes in the GME accreditation process may influence UME and CME
• Recognize how physicians educated in this system will be better prepared to address the health care needs of their individual patients as well as improve the overall level of health in the communities where they practice

MODERATOR
Andrew Filak, Jr., MD

2:15 - 3:30PM · **P4** · **The Institute for Healthcare Improvement: How the IHI Can Catalyze and Complement Local GME toward the Next Accreditation System in Quality Improvement and Patient Safety**

Donald Goldmann, MD
Senior Vice President
Institute for Healthcare Improvement

Charles Daschbach, MD, MPH
Director of Academic Affairs/DIO
St. Joseph's Hospital & Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Characterize the IHI's Mission and Accomplishments in American Healthcare
• Describe the IHI's Open School model and how it is adaptable to many institutional models of medical education
• Give examples of how IHI's Open School format could apply to GME programs and assist with ACGME NAS preparation

MODERATOR
David Emrhein, MA, MEd

3:30 - 4:00PM · **Refreshment Break with Exhibitors – Exhibit Hall**

4 - 5PM **B13** Building an Effective GME Community: A Recipe for Success

Julie B.McCausland, MD, MS
Assistant Professor, University of Pittsburgh Department of Emergency Medicine; Program Director, UPMC Medical Education Transitional Residency; Co-Chair, Program Director Development Sub-Committee, UPMC Medical Education GMEC
UPMC

Rita M. Patel, MD
Professor of Anesthesiology; Associate Dean for GME, University of Pittsburgh, School of Medicine; Designated Institutional Official, UPMC Medical Education
UPMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• List components and resources at the home program/institution necessary to achieve an effective Graduate Medical Education community
• Develop an individualized approach to managing changes in Graduate Medical Education (institutions or programs) highlighted in the next Accreditation System
• Identify principles of teamwork, leadership and managing transitions to successfully create an effective GME community

MODERATOR
Marlene Cooper

4 - 5PM **B14** ACGME Faculty Scholarly Activity Defined

Lorraine Fugazzi, MBA
Associate Vice President
Staten Island University Hospital, Member of North Shore LIJ Health System

Mary Salvatore, MD
Radiologist
Mt. Sinai Medical Center
(Former Program Director at SIUH)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Know the research requirements for your residency program
• Utilize tools to overcome obstacles for faculty scholarly activity
• Articulate the role of residents in faculty scholarly activity

MODERATOR
Tia O. Drake

5:30 - 7PM **E3** Meet the Exhibitors Reception & Poster Session Kickoff

All conference registrants and guests are invited to attend this reception to network, meet exhibitors, visit posters, and socialize.

Friday, May 17

REGISTRATION OPENS AT 6:45 A.M.

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

7 - 8AM CTYPD Continental Breakfast and Meeting

7 - 8AM CCME Continental Breakfast and Meeting

8 - 9AM **B15** A Tale of Two Cities: Preparing for NAS

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

Catherine Eckart, MBA
Assistant Vice President, GME
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand ways to assess institutional readiness for NAS
• Develop a tool to gather information needed for CLER, for specialty-specific milestones progress and for program self-study visits
• Revise GME processes to accommodate evolving NAS requirements

MODERATOR
Phyllis Thackrah, MS

8 - 9AM **B16** CTYPD **TYRC Update**

Brian Aboff, MD
Residency Program, Department of Medicine
Christiana Care

Lorraine Lewis, EdD, RD
Executive Director, Accreditation Services
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the most frequent program citations listed by the ACGME's TYRC
• Demonstrate the ability to formulate action plans to improve program compliance with special requirements

MODERATOR
Marko Jachtorowycz, MD

8 - 9AM **B17** CCME **Using Simulation to Improve Team-Based Performance, Communications and Decision Making**

Mila Kostic
Director of Continuing Medical Education
Perelman School of Medicine at the University of Pennsylvania

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Review evidence and value of incorporating simulations in your CME/CPD programming
• Identify successful strategies for effective training using techniques such as standardized patient workshops and web-based simulations to improve practice and outcome
• Implement tools and resources provided in the workshop to strategically plan and incorporate simulations to improve team-based performance and decision making
• Consider including patient-centered communication skill development and training in your CME/CPD programs

MODERATOR
Robert D'Antuono, MHA

9 - 10AM **B18** **A New System for Evaluating Trainees: Competencies and Milestones Mapped to Entrustable Professional Activities**

Eric J. Warm, MD, FACP
Professor of Medicine, Program Director, Internal Medicine
University of Cincinnati College of Medicine

At the conclusion of this session, the learner should be able to:
• Utilize Entrustable Professional Activities (EPSs) as a core assessment tool for trainees
• Map EPAs to milestones within the six ACGME core competencies
• Describe how this approach can be used to generate "entrustment curves" that track residents' progress toward independent practice

MODERATOR
Nancy Montgomery
Kelly Breffle, MHA

9 - 10AM **B19** CTYPD **Transitional Year Milestones Update**

Steven R. Craig, MD
TY Program Director
Iowa Methodist Medical Center

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 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
• Understand how TY residency programs will report to the ACGME twice yearly on resident progress for milestones in each of the six core competency areas

MODERATOR
Steven R. Craig, MD

9 - 10AM **B20** **Components of Educational Scholarship in Faculty Development**

CCME Jack Scott, EdD, MPH
Assistant Dean
Winthrop University Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Use working definitions of key concepts (e.g., scholarship of teaching and learning)
- Describe common elements of educational scholarship in teaching and learning
- Identify appropriate methods and strategies in conducting teaching sessions
- Apply attributes of scholarship to teaching and educator activities and products
- Prepare an educational unit for faculty development

MODERATOR
Robert D'Antuono, MHA

10 - 10:30AM **Refreshment Break with Exhibitors – Exhibit Hall**

Close of Poster Session Viewer's Choice Award Voting

10:30 - 11:30AM **B21** **Institutional Review in the Transition to NAS**

Patricia Surdyk, PhD
Executive Director, Institutional Review Committee
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify how elements of the Next Accreditation System will impact institutional accreditation
- Analyze his/her current activities related to institutional accreditation to determine areas in which his/her work may be altered
- Recognize at least one preconceived view he/she holds regarding institutional accreditation and how NAS will necessitate changed thinking in that regard

MODERATOR
Tia O. Drake

10:30 - 11:30AM **B22** **Update in Medical Education Research**

Janet Riddle, MD
CTYPD *Director of Faculty Development*
University of Illinois at Chicago

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe recent developments in medical education research
- Apply those developments to his/her own training programs

MODERATOR
Katherine Tynus, MD

10:30 - 11:30AM **B23** **The Partnering of GME, CME and Quality and Patient Safety to Provide**

CCME **Performance Improvement Training to Resident Physicians within a Community-Based Academic Medical Center**

Jane Nester, DrPH, MPH, MEd
DIO/Executive Director of AHEC and Medical Education
Cone Heatlh

Jean Wiggins
CME Coordinator
Memorial University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Demonstrate a basic understanding of the Six Sigma Performance Improvement (PI) process and methodology
- Describe the benefits of GME, CME and Quality and Patient Safety working together under the continuum of medical education
- Describe strategies on integrating GME and CME related to PI
- Replicate a PI CME Initiative within his/her own institution based on strategies, tools, and lessons learned from a comprehensive case study with a community-based academic medical center

MODERATOR
Thomas Drabek, MPA

11:30 - 1PM **E4** **AHME Annual Business Meeting and 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.

11:30AM **- 1:30**PM **CTYPD** **TYRC Individual Consultations**

15-minute time slots will be assigned on a first-come, first-served basis.

1 - 2PM **B24** **Creating a Resident Incentive Program Linked to Institutional Patient Safety & Quality Goals**

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand how financial alignment of resident incentives with institutional goals influences greater resident engagement in affecting institutional outcomes
• Understand how financial alignment of resident incentives with institutional goals prepares residents for future practice
• Understand how to use resources already available within his/her healthcare systems to create such programs
• Develop a plan to create a resident incentive program at his/her institution

MODERATOR
Tia O. Drake

1 - 2PM **B25** **Faculty Development Around the Milestones**

CTYPD Eric J. Warm, MD, FACP
Professor of Medicine, Program Director, Internal Medicine
University of Cincinnati College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the content that faculty development programs must address, including review of the milestones, EPAs, and new assessment tools developed for the new ACGME Milestones Project
• Understand the critical role faculty will play in documenting resident achievement of expected competency milestones
• List incentives that can be developed to assure faculty participation in engagement in this critical new area of faculty skills development

MODERATOR
Matthew Short, MD

1 - 2PM **B26** **AHME-Pfizer Grant Project Reports: Improving Pain Management at AHME Teaching Hospitals - Innovative Training Approaches**

CCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Plan and implement inter-professional performance improvement education in acute and chronic pain management
• Describe successful educational interventions that may improve pain management at their home institutions
• Discuss issues related to providing culturally competent pain management care

MODERATOR
Scott Hershman, MD, CCMEP

2 - 3PM **B27 A Creative Approach to Assessing Your Clinical Learning Environment**

David Sarkany, MD
Radiology Program Director
Staten Island University Hospital, Member of North Shore LIJ Health System

Lorraine Fugazzi, MBA
Associate Vice President
Staten Island University Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify CLER six areas of focus
• Demonstrate a creative approach to assess whether our resources are aligned to meet each of the CLER six areas of focus
• Participate in an active learning session to reinforce utilization of creative approach
• Share results with attendees post conference

MODERATOR
Tia O. Drake

2 - 2:30PM **B28a "My Mistake": A PBLI Project**

CTYPD

Maureen Petersen, MD, LTC, MC, USA
Department of Medicine Allergy, Immunology, and Immunizations Service
National Capital Consortium Transitional Internship Program Director
Walter Reed National Military Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify a novel way for transitional interns to work towards competence in practice-based learning and improvement
• Discuss an idea to fulfill a quality improvement project requirement
• Become familiar with a method to evaluate transitional interns as resident educators

MODERATOR
Mary Warden, MD

2:30 - 3PM **B28b Topic-Based TY Discussion: Issues and Concerns of Current TY Program Directors**

CTYPD

Katherine Tynus, MD
Co-Chair, Council of Transitional Year Program Directors
AHME

Daphne Norwood, MD, MPH
TY Program Director
University of Tennessee Graduate School of Medicine

Lori Winston, MD
TY Program Director
Kaweah Delta Health Care District

Maureen Petersen, MD, LTC, MC, USA
Department of Medicine Allergy, Immunology, and Immunizations Service
National Capital Consortium Transitional Internship Program Director
Walter Reed National Military Center

Marko Jachtorowycz, MD
DIO
St. Francis Hospital

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
Mary Warden, MD

2 - 3PM   **B29**   **The Next Accreditation System: Needed GME-CME Collaborations**

CCME

Steven R. Craig, MD, FACP
Assistant Dean
University of Iowa College of Medicine

Charles Daschbach, MD, MPH
Director of Academic Affairs/DIO
St. Joseph's Hospital & Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss the ACGME's Next Accreditation System and Clinical Learning Environment Review Program and the challenges that teaching institutions face in developing faculty skills in the areas of resident competency assessment and hospital patient safety and quality improvement methods
• Describe available methods and best CME practices to teach faculty necessary skills in resident assessment using the milestones and entrustable professional activities (EPAs)
• Utilize resources and best CME practices available to teach the basic patient safety and quality improvement processes to practicing physicians, including residency program teaching faculty

MODERATOR
Lois Colburn

3:00 - 3:30PM   **Refreshment Break with Exhibitors – Exhibit Hall**

Last break with Exhibitors
Exhibit Hall Pass Winner drawn

3:30 - 4:30PM   **B30**   **Dual Accreditation**

Bruce Deighton, PhD
Vice President Academic Affairs/DIO
Detroit Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the rationale for dual or parallel ACGME/AOA accreditation and to determine whether it makes sense for his/her organization or program to seek dual accreditation
• Outline the general process for application for dual accreditation
• Define the differences between ACGME and AOA accreditation
• List additional resources and information needed if they decide to make application for dual accreditation

MODERATOR
William Anderson, DO

3:30 - 4:00PM   **B31a**   **TY Best Practice #1: Unique Program Curricula to Establish and Attain Training Goals in a Fluid Educational Environment**

CTYPD

Michael Hilliard, MD
TY Program Director
San Antonio Uniformed Services Health Education Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Know how to establish expectations immediately and discuss ways to incentivize that performance
• Determine who are primary and secondary end users
• Know how and why scheduling to meet intern needs is critical to individual and program success
• Determine if the program discussed or another initiative can improve the education his/her program provides

MODERATOR
Daphne Norwood, MD, MPH

4:00 - 4:30PM   **B31b**   **TY Best Practice #2: Helping Your Trainee Develop as an Individual and as a Team Member**

CTYPD

Michael Hilliard, MD
TY Program Director
San Antonio Uniformed Services Health Education Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Find and utilize new/different ideas to develop each intern personally and professionally
• Be able to incorporate the intern's growth as a person into his/her growth as a physician and health care team member
• Create a more balanced health care provider who can grow as a professional seeing beyond his/her individual, immediate goals and recognize short- and long-term and organizational goals as well

MODERATOR
Daphne Norwood, MD, MPH

3:30 - 4:30PM

B32 **CCME**

Collaborations with Medical Education Groups: How They Can Help Create Impactful Educational Projects to Meet the Evolving Needs of the Clinician Learners

Theodore Bruno, MD
Chief Medical Officer
The France Foundation

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the evolving educational needs of multidisciplinary learners
- Discuss the different roles and responsibilities that medical education groups can provide to your program to meet learner needs
- Describe where to find medical education groups to assess for possible collaborations

MODERATOR
Sue Ann Capizzi, MBA

4:30 - 5:30PM

B33

Tales from the Educational Crypt

Charles Daschbach, MD, MPH
Director of Academic Affairs/DIO
St. Joseph's Hospital & Medical Center

Bruce Deighton, PhD
Vice President Academic Affairs/DIO
Detroit Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Recognize some very interesting, and sometimes frightening, situations we experience as medical educators
- Critique the approach to problem solving described by the experts on the panel
- Reflect on similar situations in your own experience and critique your response to the situation

MODERATOR
Charles Daschbach, MD, MPH

4:30 - 5:30PM

B34 **CTYPD**

Bootcamp for New TY Program Directors

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 TYPD
- Discuss ways a PD can manage and lead a TY Program
- Prepare better for a site visit

MODERATOR
Cathy Nace, MD

Who Should Attend

The 2013 AHME Institute is designed for 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 19.25 *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 2013 AHME Institute staying at the **The Rio All-Suite Hotel & Casino** will enjoy a discounted group rate of **$115 single-double** occupancy plus applicable tax. Advance reservations must be made by the reservation cut-off date **April 12, 2013** to qualify for the group rate. Reservations can be made by **calling 1-888-746-6955 or visiting the hotel link** at www.AHME.org. If reserving online, check to see that the group listed is AHME and the group rate is correct. Be sure to say you are with the **A-H-M-E group** when requesting the group rate. Check-in is at 4:00 p.m. and check-out is by 11:00 a.m. Call the hotel for early or late check-in/check-out.
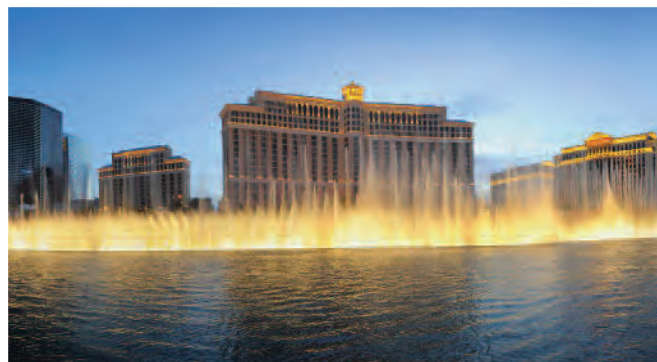
Registration Information

WiFi™ FREE in meeting space

AHME Institute Registration Fees

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 conference registration fee for the 2013 AHME Institute includes the action-learning binder with materials; online access to handouts before and after the conference; entrance to educational sessions; CME credit; continental breakfasts on Thursday and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the reception on Thursday.

AHME Institute registrants are welcome to attend the Annual Business Meeting and 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.

Guest Registration Fees

The guest registration fee for the AHME Institute includes continental breakfasts on Thursday and Friday morning; refreshment breaks on Wednesday, Thursday, and Friday; and the reception on Thursday evening. Guest registrants are also welcome to attend the Annual Business Meeting & Luncheon on 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 plenary sessions beginning on Thursday morning; reception on Thursday evening; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. *NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.*

CCME Program Registration Fee

CME professionals are able to select a registration option that includes online access to handouts before and after the conference; reception on Thursday evening; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.
NOTE: CCME program-only registrants will be eligible to register and attend events and sessions beginning Thursday at 5:00 p.m.

Online Educational Materials

Paid registrants will receive an action-learning binder for notes and take-away points. A few days before the conference, all available presentations will be 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 www.AHME.org.

Payment

Payment must accompany registration. If payment will be made by check at a later date, an internal check request must accompany your registration. If we do not receive an employer or personal check within 30 days of receiving your paperwork, your registration will be cancelled.

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.** If you register and plan to send a check later as noted above, please be sure to provide a copy of your registration form or list your institution and all attendee names on the check so it may be matched to the correct registration.

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 to the AHME Staff Accountant (darlene@ahme.org). Reimbursements for cancellations will be made according to the following schedule regardless of when your registration was received.

Cancellation on or before 3/30/13 – $100 cancellation fee
Cancellation from 3/31/13 to 4/27/13 – 35% cancellation fee
Cancellation on or after 4/28/13 – No refund

Information

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

2013 AHME Institute Registration Form

REGISTRATION CATEGORY	BEFORE Jan. 19	Jan. 20 - Feb. 16	Feb. 17 - May 4	AFTER May 5	CAO/ DIO Luncheon	CTYPD Program	CCME Program	Spouse/ Guest Package
AHME Member*	☐ $675	☐ $725	☐ $775	☐ $825	☐ $65	☐ $450	☐ $300	☐ $150
Non-Member	☐ $800	☐ $850	☐ $900	☐ $950	☐ $65	☐ $550	☐ $400	☐ $150

* AHME Member is defined as an individual who: 1) has a current Individual membership with AHME; or 2) is designated as a current representative on an Institutional membership. (See "AHME Institute Registration Fees" on page 16)

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

Is this your first time attending? ☐ Yes ☐ No
If YES, will you be attending the: ☐ AHME Welcome Lunch
Are you a TY Program Director? ☐ Yes ☐ No

Full Conference Attendees:

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

WEDNESDAY
- ☐ 10 - 11AM Session B1
- ☐ 10 - 11AM Session B2
- ☐ 11AM - 12PM Session B3
- ☐ 11AM - 12PM Session B4
- ☐ 12 - 1:30PM Welcome Lunch for First-Time Attendees: E1
- ☐ 1:30 - 2:30PM Session P1
- ☐ 2:30 - 3:30PM Session B5
- ☐ 2:30 - 3:30PM Session B6
- ☐ 4 - 5PM Session B7
- ☐ 4 - 5PM Session B8

THURSDAY
- ☐ 8 - 9AM Session B9
- ☐ 8 - 9AM Session B10
- ☐ 9 - 10AM Session B11
- ☐ 9 - 10AM Session B12
- ☐ 10:30 - 11:45AM Session P2

- ☐ 11:45AM - 1PM AHME CAO/DIO Lunch: E2
- ☐ 1 - 2:15PM Session P3
- ☐ 2:15 - 3:30PM Session P4
- ☐ 4 - 5PM Session B13
- ☐ 4 - 5PM Session B14
- ☐ 5:30 - 7PM Reception: E3

FRIDAY
- ☐ 8 - 9AM Session B15
- ☐ 8 - 9AM Session B16
- ☐ 8 - 9AM Session B17
- ☐ 9 - 10AM Session B18
- ☐ 9 - 10AM Session B19
- ☐ 9 - 10AM Session B20
- ☐ 10:30 - 11:30AM Session B21
- ☐ 10:30 - 11:30AM Session B22
- ☐ 10:30 - 11:30AM Session B23
- ☐ 11:30 - 1PM AHME Business Meeting: E4*
- ☐ 1 - 2PM Session B24

- ☐ 1 - 2PM Session B25
- ☐ 1 - 2PM Session B26
- ☐ 2 - 3PM Session B27
- ☐ 2 - 3PM Session B28
- ☐ 2 - 3PM Session B29
- ☐ 3:30 - 4:30PM Session B30
- ☐ 3:30 - 4:30PM Session B31
- ☐ 3:30 - 4:30PM Session B32
- ☐ 4:30 - 5:30PM Session B33
- ☐ 4:30 - 5:30PM Session B34

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

CTYPD Program registrants will automatically be enrolled in sessions: P2, P3, P4, B13 or B14, E3, B16, B19, B22, E4, B25, B28, B31, and B34.
CCME Program registrants will automatically be enrolled in sessions: E3, B17, B20, B23, E4, B26, B29, and B32.

FULL NAME: _____ BADGE NAME: _____

INSTITUTION: _____

JOB TITLE: _____ GUEST NAME(S): _____

ADDRESS: _____

CITY, STATE, ZIP: _____

EMAIL: _____ PHONE: _____ FAX: _____

EMERGENCY CONTACT NAME: _____ EMERG. CONTACT PHONE: _____

Payment Information

☐ Visa
☐ MC
CREDIT CARD #: _____

TOTAL DUE: $ _____ Check No. _____ (payable to AHME)

EXP Date _____

SIGNATURE: _____

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