AHME Institute
San Diego
May 13-15, 2015

Expert Speakers
Best Practice Presenters
Networking with Colleagues
Information on the Latest News, Innovations & Developments
Multiple Educational Tracks

Wyndham San Diego Bayside
1355 North Harbor Drive
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Southern California has a vibe all its own and the Wyndham San Diego Bayside offers access to it in abundance. Each room of this waterfront property has a balcony and spectacular views of the bay or the San Diego skyline.

The Wyndham Bayside provides modern amenities with sophisticated style and easy access to all that this beautiful seaport town has to offer. Perhaps you prefer to stroll along the bay, enjoy a sunset, sit still by the pool, or treat yourself to a relaxing evening in your room. Or, you can take advantage of the free shuttle to the local attractions where even more adventures await.

San Diego has the distinction of being the birthplace of California and being the second largest city in the state. It is rich in sunshine and beaches; fine dining and attractions; and diverse culture and communities. Add to that the comfortable style of the Wyndham Bayside, and you’ve got it all for great learning and networking with your colleagues and peers.

**Transportation**

**Air Travel** – The Wyndham San Diego Bayside is located just 2.5 miles from the San Diego International Airport (SAN) – [http://www.san.org/](http://www.san.org/)

**Ground Transportation** – After arrival, there are several options for ground transportation:

- **Shuttle Service** – Cost: Complimentary to and from the Wyndham San Diego Bayside
  Cost: Varies depending on traffic conditions, but is estimated to be less than $15.00 (one way)
- **Car Rental** – [http://www.san.org/sdia/transportation/car_rental.aspx](http://www.san.org/sdia/transportation/car_rental.aspx)  
  Several national rental companies have offices at the San Diego International Airport.  
  Cost: Varies depending on provider.

**Back for 2015! 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 at the reception on Thursday evening 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.

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

**Exhibit Hall – Meet the Exhibitors!**

All continental breakfasts, the Welcome Reception, as well as morning and afternoon breaks will be hosted in the Exhibit Hall, offering attendees over six hours of non-competing exhibitor time to connect with vendors whose products and services are offered to assist you in your medical education work. See [www.AHME.org](http://www.AHME.org) for information.

**CTYPD Program**

TY Program Directors are encouraged to attend the AHME Institute. Again in 2015, we are offering a registration option that includes online access to handouts before and after the conference; entrance to sessions beginning on Thursday morning; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.

**NOTE:** CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 8:00 a.m.

**CCME Program**

Back for 2015 is a registration option for CME professionals that includes online access to handouts before and after the conference; entrance to CCME educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.

**NOTE:** CCME program-only registrants will be eligible to register and attend sessions beginning Thursday at 3:30 p.m.
Tuesday, May 12

AHME Division & Board Meetings

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

Wednesday, May 13

10 - 11 AM  NAS in a Community Hospital: Best Practices with Limited Resources
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:
• Identify key areas where traditional structures could be changed to more efficiently meet oversight requirements necessary for institutional accreditation
• Learn strategies for simplifying processes to meet the standards
• Identify opportunities where innovation could be used to redeploy resources to "high value" activities
• Describe ways to partner with program leadership to meet new requirements (i.e., milestone evaluations)

MODERATOR
Richard Boggs, MSA
Integrating AOA Programs into ACGME: Pre-Accreditation and Beyond

John R. Potts, MD
Senior Vice President, Surgical Accreditation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the progress made to date in having programs apply for "pre-accreditation" status
• Discuss the future of the integrated accreditation system and a timeline of major changes
• Identify successes and challenges to date as osteopathic institutions and programs move forward with accreditation

MODERATOR
Tamra McLuen

Facilitating Change in the Patient Safety Culture of the Clinical Learning Environment

Andrew R. Buchert, MD
Co-Chair, Patient Safety and Quality Improvement Sub-Committee of the GMEC
University of Pittsburgh Medical Center

Gregory M. Bump, MD
Co-Chair, Patient Safety and Quality Improvement Sub-Committee of the GMEC
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe ways to assess patient safety culture
• Demonstrate the interpretation of results from a survey of patient safety culture
• Summarize ways that data can be used to facilitate patient safety culture change

MODERATOR
Willie R. Braziel, BSc. HA

The Innovative Coordinator/Administrator: How to Be a Pioneer in GME

Michelle Kammerer Jerome, BA
Manager, Division of Academic Affairs
Atlantic Health System - Morristown Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify opportunities for innovation or improvement within the coordinator/administrator role
• Identify the relevant parties to include when developing an improvement plan
• Plan the steps to utilizing an improvement plan within home GME program
• Recognize the existing barriers to successful change in home program

MODERATOR
Anne M. Hartford, MBA

Welcome Lunch for First-Time Attendees

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

Exhibitor Setup
Breaking Silos to Improve Patient Safety: Effective Alignment and Collaboration from the C-Suite Down to GME
Captain Richard Green, MD
DIO
Naval Medical Center San Diego
Michelle Valdez, MA
GME Department Head
Naval Medical Center San Diego

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Assist his/her hospital in utilizing GME Leaders in developing and aligning quality and safety focus areas that improve the clinical learning environment
• Assess hospital executive committees for integrated membership that aligns CLER Focus strategy
• Assess the value of establishing interdisciplinary GME CLER Focus Area subcommittees
• Create a CLER dashboard to be utilized collaboratively by key hospital executive committees
• Consider hospital committees for increased housestaff council participation to improve patient safety and quality at an institutional level

MODERATOR
Richard Boggs, MSA

Resident and Faculty Involvement in Reducing Health Care Disparities: The University of Oklahoma-Tulsa Approach
F. Daniel Duffy, MD, MACP
Steven Landgarten Professor of Medical Leadership
University of Oklahoma School of Community Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand ACGME CLER Requirements in the area of Healthcare Quality that require resident and faculty education and engagement in reducing health care disparities
• Define health care disparities and how to identify and quantify disparities within a defined community or specific patient population
• Identify ways to involve faculty, residents, and medical students in system responses to reduce health care disparities
• List measures that can be used to identify success in reducing disparities

MODERATOR
Steven R. Craig, MD

Anatomy of the Training Program Administrator Job Description: Steps to Facilitate Its Creation or Revision
Sharon M. Sullivan, BS
GME Data Integration Manager & Training Program Administrator Liaison
University at Buffalo

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Develop a timeline and plan to revise or create a training program administrator’s job description
• Understand the steps used to facilitate achievement of this goal
• Identify gaps in knowledge and training for current program administrators
• Implement a plan for professional development in desired areas for improvement

MODERATOR
Quinn T. Turner, MS
2:30 - 3:30 PM  | B10  | Resident Education in Systems-Based Practice and Quality Improvement Using Interdisciplinary Workgroups
Jacob R. Gillen, MD
General Surgery Resident
University of Virginia Health System

Diane W. Farineau
Director of Graduate Medical Education
University of Virginia Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize the value of practical, interdisciplinary experiences in Systems-Based Practice
• Understand the elements and infrastructure necessary to organize successful interdisciplinary Quality Improvement workshops
• Facilitate the growth and development of effective healthcare teams and collaborative practice
• Establish a framework to educate trainees on Systems-Based Practice and Quality Improvement

MODERATOR
Alyson P. Riddick, C-TAGME

2:30 - 3:30 PM  | B11  | Opportunities for Innovation in NAS: Program and Institutional Oversight
Frederick M. Schiavone, MD
Vice Dean, GME and DIO
Stony Brook Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Conduct thorough and meaningful Annual Program Evaluations for all programs in home institution
• Conduct Annual Institutional Review that addresses all program-specific and systemic issues
• Prepare summary data of these reviews for best oversight of new accreditation standards
• Conduct more comprehensive annual program evaluations to ensure quality across the institution

MODERATOR
Diane Ramirez

3:30 - 4 PM  | B12  | COPAC Roundtable
Anne Hartford, MBA
Administrative Director & DIO
Loyola University Medical Center

Quinn Turner, MS
Manager, Medical Education Administration
Iowa Methodist Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify new strategies in residency program coordination and GME office administration
• Understand some of the challenges affecting colleagues in GME with similar positions
• Promote discussion of best practices in residency program management

MODERATOR
Jenny Skolfield

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

4 - 5 PM  | B13  | Giving Faculty Development a “Shot in the Arm” at University and Community Teaching Hospitals
Steven R. Craig, MD
Executive Director, Des Moines Medical Education Consortium & Assistant Dean
University of Iowa Carver College of Medicine

Jeffrey E. Pettit, PhD
Education Consultant
University of Iowa Carver College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the benefits of establishing a Teaching Scholars Program to help produce local faculty development leaders
• Identify resources that can be accessed to help build better faculty development programming
• Discuss incentives used to encourage University and Community-Based teaching faculty to participate in faculty development programs
• List topics that commonly need to be addressed in basic faculty development programs

MODERATOR
Tia O. Drake
The New World of Program Review: Self-Study Visits
Richard Green, MD
DIO
San Diego Naval Medical Center

Maureen Farrell, MD
OB-GYN Program Director
San Diego Naval Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand the new ACGME paradigm of continuous accreditation as self study replaces traditional site visits
- Discuss oversight provided by the GME Office to enable quality outcomes of program self study
- Provide a framework for constant data collection and analysis for all programs embarking on self studies

MODERATOR
Catherine M. Eckart, MBA

Part A: Building an Effective Graduate Medical Education Community
Jean Ashley, MSBC, C-TAGME
Manager, Pediatric Medical Education
University of Louisville/Kosair Children’s Hospital

Tanya Keenan, MA, C-TAGME
Program Manager in Family Medicine
University of Louisville

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Create effective working relationships with the GME Office
- Share information and resources more effectively
- Work across specialties and share best practices

Part B: Centralized GME - What Can Your GME Office Do for You?
Jaclyn Goodfellow
Director, Accreditation & Compliance GME
Grand Rapids Medical Education Partners

Kathryn MacRae
GME Coordinator Manager
Grand Rapids Medical Education Partners

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand how to identify centralization needs
- Identify how centralization in the GME office has created efficiencies
- Leave with ideas for centralized tasks that can be implemented at his/her institution

MODERATOR
Alyson P. Riddick, C-TAGME

Thursday, May 14

REGISTRATION OPENS AT 6:45 A.M.

6:45 - 8 AM
Continental Breakfast with Exhibitors

7 - 8 AM
CADME Breakfast Meeting

7 - 8 AM
COPAC Breakfast Meeting

8 - 10 AM
Poster Session Setup

8 - 9 AM
Winning at QI and Safety Through GME: Show Your Value!
Steven E. Minnick, MD, MBA
Director of Medical Education/DIO
St. John Hospital and Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Provide a brief overview of these CMS initiatives: Hospital Engagement Networks (HEN), Leading Edge Advanced Practice Topics (LEAPT) organizations, The Hospital Consumer Assessment of Healthcare Providers and Systems Hospital (HCAHPS) program
- Demonstrate how the safety and quality goals of these initiatives are used to determine "at risk" payments to hospitals
- Illustrate how GME can use select goals from these initiatives to inform Milestone evaluations for specific residencies and also use them for CLER purposes
- Discuss how to develop stronger partnerships with our patient safety and quality departments while improving our compliance with the ACGME’s NAS
**OBJECTIVES**

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

- Understand what “July Effect” is in graduate medical education and how it impacts patients
- Know about the intern based simulation boot camp at Broward Health and the outcomes of implementing this program in that hospital system
- Discuss how this or a similar boot camp style intern program could benefit his/her current institution and increase patient safety
- Discuss potential barriers to implementation of such a program at his/her institution
- Identify resources (people/materials) to help develop and implement a program at his/her institution

**MODERATOR**

Jonathan Rohrer, PhD, DMin

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**My Next CLER Visit**

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

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

**OBJECTIVES**

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

- Formulate strategy to help institutions address comments from first CLER visit report
- Use two institutions’ experience with progress made on six CLER focus areas and resident engagement
- Share best practices regarding initiatives around patient safety, quality improvement, professionalism, transfers of care, supervision, and fatigue mitigation

**MODERATOR**

Frederick M. Schiavone, MD

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**The Transition from AOA to ACGME Accreditation: Does the OPTI Have a Role?**

Pamela Royston, PhD
DIO/Administrative Director of GME
Allegiance Health

Jonathan Rohrer, PhD, DMin
Associate Dean, Statewide Campus System
Michigan State University College of Osteopathic Medicine

**OBJECTIVES**

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

- Explain the strengths of an OPTI under AOA accreditation that can be applied to educational consortia
- Identify the value of an educational consortium
- Evaluate the value activities of a consortium to GME

**MODERATOR**

Gerri Navarre, MSW
9:00 - 10:00 AM  B21 Developing a Successful Multidisciplinary Development Series at a Community Hospital
Laurel Fick, MD, FACP
Program Director - Transitional Year
St. Vincent Hospital - Indianapolis

Lannie Cation, MD, FACP
Program Director - Internal Medicine
St. Vincent Hospital - Indianapolis

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Better understand medical education literature about faculty development
• Recognize barriers in his/her institution to implementation of a faculty development program
• Select strategies to promote successful faculty development in terms of topic selection, attendance, and resources
• Collaborate with colleagues on sharing tools for multidisciplinary and interprofessional faculty education

MODERATOR
Neville Alberto, MD

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

10:30 - 11:30 AM  The Role of Hospitals in Physician Development and Lifelong Learning
John R. Combes, MD
Senior Vice President
American Hospital Association

OBJECTIVES
• Identify the six ACGME/ABMS competencies that all physicians should meet at the completion of residency
• Understand the four greatest gaps in the competencies as reported by hospital and health system leaders
• Describe the skills required for physicians to lead the next generation of health care delivery
• Describe the value of GME and CME to hospitals and health systems as a strategic resource and ways to close the gaps that exist between educational programs and organizational management
• Understand the need and importance of hospitals in providing the environment to develop physician leadership that embraces all the competencies

MODERATOR
Marilyn Bond, EdD, MBA

11:30 AM - 1 PM  E2 CAO/DIO Luncheon
Hospitals, Healthcare, and Medical Education: Synergies and Stumbling Blocks in the Quest for Quality

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

John R. Combes, MD
Senior Vice President
American Hospital Association

Murray Kopelow, MD, MS(Comm), FRCPC
President and Chief Executive Officer
ACCM E

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Achieve a clearer understanding of the trends in healthcare and medical education
• Recognize the threats and opportunities inherent in this transformation
• Prepare his/her institution to more effectively respond to these changes

MODERATOR
Steven R. Craig, MD

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

1 - 2 PM  P2 ACGME Update
Thomas J. Nasca, MD, MACP
Chief Executive Officer
ACGME

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

MODERATOR
Steven R. Craig, MD
Understanding and Developing Your Leadership Style
Timothy P. Brigham, MD, Div, PhD
Chief of Staff and Senior Vice President,
Department of Education
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Gain insight into personal leadership style and how it affects leadership performance
• Recognize and appreciate differences in others, thus reducing conflicts, enabling change and enhancing team interaction
• Acquire a framework for enhanced communication both within their own team and in their organization
• Recognize and enhance creativity within their team through understanding and appreciating individual differences and diversity

MODERATOR
Catherine M. Eckart, MBA

4 - 4:30 PM
Refreshment Break with Exhibitors

4:30 - 5:30 PM
Milestone Mapping: Leveraging Assessment Results to Inform Clinical Competency Committees
Jerry Larrabee, MD
Pediatric Residency Program Director
Vermont Children’s Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe best practices for collecting and organizing competency based assessment data
• Apply field-tested mapping strategies on competency based assessment results to fully inform Clinical Competency Committees on resident performance
• Strategize how best to organize and map assessment responses to demonstrate milestone progression so that CCC members will receive an optimal picture of each resident’s performance

MODERATOR
Eric Anderson, MEd

4:30 - 5:30 PM
Navigating and Negotiating the Cap: Rightsizing and Reallocating
Catherine M. Eckart, MBA
Associate DIO and Executive Director, GME Stony Brook Medicine
Frederick M. Schiavone, MD
Vice Dean, GME and DIO
Stony Brook Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss rightsizing in his/her own institution
• Evaluate institutional priorities as they govern and relate to numbers of residents/fellows by specialty
• Assess opportunities to develop new residency and fellowship programs even with diminishing resources

MODERATOR
Venice VanHuse, MPA

4:30 - 5:30 PM
TY Bootcamp for Program Directors and Coordinators
Major Ashley Maranich, MD, FAAP
Transitional Year Program Director
San Antonio Military Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Delineate the duties of the TY Program Director
• Be familiar with the TY milestones and requirements for reporting
• Understand the role and function of the TY Program Evaluation Committee and Clinical Competency Committee
• Fluently discuss accreditation and compliance issues related to curriculum development and documentation for a TY residency program

MODERATOR
Marko Jachtorowycz, MD

4:30 - 5:30 PM
CCME Meeting

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.
Friday, May 15

REGISTRATION OPENS AT 6:45 A.M.

6:45 - 8 AM
Continental Breakfast with Exhibitors

7 - 8 AM
CTYPD Breakfast Meeting

7 - 8 AM
COIL Breakfast Meeting

8 - 9 AM
Focus on Quality: The Rest Will Follow
Donald A. Goldmann, MD
Chief Medical and Scientific Officer
Institute for Healthcare Improvement

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Determine what impact GME leadership can have on advancing institutional quality
• Align GME with national and institutional quality initiatives
• Integrate quality and patient safety personnel, principles and data into residency education
• Understand how to catalyze interprofessional learning at the point of care

MODERATOR
Frederick M. Schiavone, MD

8 - 9 AM
TYRC Update
Julie B. McCausland, MD, MS
Vice Chair, ACGME Transitional Year
Residency Review Committee
University of Pittsburgh School of Medicine

Anne Gravel Sullivan, PhD
Executive Director, ACGME Review Committees for Anesthesiology and Transitional Year
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify key components of the ACGME Transitional Year Program Requirements, especially those that were updated 7/1/2014
• Identify anticipated changes in the Common Program Requirements that come into effect in 2016
• Understand the role of the CCC and PEC in resident and program evaluation and the milestone reporting process
• Develop an organized approach to annual updates and self-study visits
• Be aware of the possible ACGME Next Accreditation System (NAS) accreditation decisions for programs

MODERATOR
Daphne M. Norwood, MD, MPH, FACP

8 - 9 AM
CME Basics
Sue Ann Capizzi, MBA
Secretary, Council on Medical Education
American Medical Association

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the link between CME and patient care
• Name and describe the organizational infrastructure for accreditation and certification of CME activities
• Describe requirements for PRA, including types of CME activities
• Identify education principles for physician learning
• Identify the role of the CME Coordinator/Facilitator in planning CME activities

MODERATOR
JeriSue Petrie, MA

9 - 10 AM
Building Bridges: DIO C-Suite Engagement
Robert B. Baron, MD, MS
Associate Dean for GME and CME/DIO
University of California San Francisco

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the role of the DIO and CEO’s relationship in the rapidly changing GME environment
• Discuss cases that explore ways for the GME Office to work with the C-Suite to build bridges to effect institutional change

MODERATOR
Marilane B. Bond, EdD, MBA
The State of the Transitional Year: Present and Future
Part A: CTYPD Leadership Forum and Survey Results
Daphne Norwood, MD, MPH, FACP
Transitional Year Program Director
University of Tennessee Graduate School of Medicine

Marko J. Jachtorowycz, MD
DIO
Presence Saint Francis Hospital

Katherine Tynus, MD, FACP
Northwestern Memorial Hospital

Major Ashley Maranich, MD, FAAP
Transitional Year Program Director
San Antonio Military Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the present state and range of activities/composition of Transitional Year residency programs in the United States
• Review CTYPD survey results identifying threats and opportunities for Transitional Year residency programs
• Be aware of regulatory and legislative changes that may impact Transitional Year residencies
• Understand how to become involved in leadership advocacy roles with the Council of Transitional Year Program Directors

Part B: Beginning a New Transitional Year Residency Program - Funding GME Lessons
Joan C. Faro, MD, FACP, MBA
Chief Medical Officer
John T. Mather Memorial Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand how to transform a dynamic community hospital with a commitment to residency education into a teaching hospital
• Describe a successful mechanism by which new TY residency programs are starting in the United States
• Review the organizational strategies employed to address ACGME regulations and GME funding in starting a new 13-resident Transitional Year program

MODERATOR
Steven R. Craig, MD

The Future of Accredited CME: The Forces for Change... and some thoughts about their consequences
Murray Kopelow, MD, MS(Comm), FRCP
President and Chief Executive Officer
ACMCE

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Explore a re-framing of the future of CME and its relationship to lifelong learning

MODERATOR
Sandy Norris, MBA

Refreshment Break with Exhibitors – Exhibit Hall
Close of Poster Session Viewer’s Choice Voting

IRC Update
Kevin Weiss, MD, MPH
Senior Vice President, Institutional Accreditation
ACMGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the impact that NAS has had on institutions as they meet institutional requirements
• Understand that CLER reviews and institutional self study reviews will substantially change the role of the institutional GME Office
• Strategize as to the next steps as the New Accreditation System moves on to maturity

MODERATOR
Catherine M. Eckart, MBA
10:30 - 11:30 AM  
**Entrustability: What’s Up With the Core Entrustable Professional Activities for Entering Residency?**  
Mark C. Wilson, MD, MPH  
Director, Graduate Medical Education/DIO  
University of Iowa Hospitals and Clinics  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Understand Core Entrustable Professional Activities for Entering Residency (CEPAER) and how these relate to the general competencies and the milestones  
• Describe how the use of CEPAER will allow for spiraling of curricular content and assessment across the continuum of undergraduate and graduate medical education  
• Discuss the impact of CEPAER on institutional decisions about proper intern supervision  
• Discuss potential applications of CEPAER at your institution  

**MODERATOR**  
Ashley Maranich, MD, FAAP  

10:30 - 11:30 AM  
**Using Hospital Quality Improvement to Align GME, CME and MOC**  
David Price, MD, FAAFP, FACEHP  
Director, ABMS Multi-Specialty Maintenance of Certification Portfolio Program  
ABMS  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Describe alignments between quality improvement, CME, Maintenance of Certification, and GME Milestones  
• Identify organizational quality improvement efforts that help residents, faculty, and practicing physicians meaningfully engage in quality improvement activities  
• Describe the potential advantages to home institution of becoming part of the ABMS Multi-sPECIALty Portfolio Program  

**MODERATOR**  
David Pieper, PhD  

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

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

1 - 2 PM  
**ECFMG Update**  
Eleanor M. Fitzpatrick, MA  
Director, Exchange Visitor Sponsorship Program  
ECFMG  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Summarize current issues related to foreign national physicians/IMGs in US GME  
• Provide internal leadership/policy makers with information and recommendations on procedures and best practices regarding IMG compliance  
• Share information on growing trends in international partnerships and clinical training  

**MODERATOR**  
Marlene Cooper
What's a Competent Intern? Assessing Milestone Progression from Beginning to End of Intern Year
William Iobst, MD, FACP
Vice President for Academic and Clinical Affairs and Vice Dean
The Commonwealth Medical College

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify best practices for milestone evaluation systems to assess intern competencies
• Understand the role of a Clinical Competency Committee in the determination of competence
• Apply these practices to provide a robust assessment of when an intern is ready for a higher level of responsibility, such as state licensure or graduating to a more supervisory role
• Provide appropriate and useful feedback to medical schools about intern readiness and performance

MODERATOR
Jeffrey Pickard, MD

Partnering with Medical Education and Communication Companies for CME Activities
David Pieper, PhD
Assistant Dean for CME
Wayne State University School of Medicine

Lawrence Sherman, FACEHP, CCMEP
Senior Vice President, Educational Strategy
Prova Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the nature of Medical Education and Communication Companies
• Know how to jointly provide CME activities with Medical Education and Communication Companies
• Know the advantages of jointly providing CME activities with Medical Education and Communication Companies
• Know the potential pitfalls of jointly providing CME activities with Medical Education and Communication Companies
• Articulate some examples of mutually beneficial CME endeavors jointly provided by a hospital CME program and a MECC

MODERATOR
David Pieper, PhD

Providing Oversight of Underperforming Programs Through Special Reviews
Tia O. Drake
Executive Director, Graduate Medical Education
Washington University School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Gain an understanding of the need to go beyond Annual Program Reviews (APRs) to assure ongoing compliance
• Identify useful data and other resources to determine deficiencies
• Develop remediation plans and timelines for programs to document improvements in APES/APRs
• Understand the strengths and weaknesses of institutional dashboards when providing institutional oversight

MODERATOR
Tia O. Drake

Milestone Best Practice: Integrating the Health Care Matrix Into Your Transitional Year Quality and Safety Curriculum
Julie B. McCausland, MD, MS
Transitional Year Program Director
University of Pittsburgh School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Review the Transitional Year milestones concerning quality improvement
• Understand the benefits of involving first year trainees in quality improvement curriculum that is feasible and sustainable
• Provide faculty development in using a root cause analysis tool that links the Institute of Medicine (IOM) aims for improvement and the six ACGME Core Competencies – the Health Care Matrix
• Demonstrate analyzing real cases using the Health Care Matrix in an interactive format

MODERATOR
Mary Warden, MD
Integration of QI, CME and GME

Steven Minnick, MD, MBA
DIO
St. John Hospital & Medical Center

Susan Szpunar, PhD
Senior Medical Researcher
St. John Hospital & Medical Center

David Price, MD
Director, ABMS Multi-Specialty Maintenance of Certification Portfolio Program
ABMS

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand ACCME and ACGME Quality Improvement Guidelines
• Reiterate examples on how other institutions have implemented QI projects which include CME and GME
• Implement a Quality or Performance Improvement CME initiative that might also include residents

MODERATOR
David Pieper, PhD

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

3:30 - 4:30PM

Milestone Best Practice: Assessing Resident Transitions of Care Using a Standardized Patient Encounter Curriculum

MAJ Jason Sapp, MD, FACP
Director, Central GME Curriculum
Madigan Army Medical Center

LTC Matthew Short, MD
Director, Transitional Year Program
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 simulated patient encounters as a tool to assess transitions of care
• Demonstrate the use of a validated assessment form for transitions of care using a videotaped encounter
• Apply this assessment tool to his/her training program to assess trainee attainment of transitions of care competency

MODERATOR
Rebecca Daniel, MD

Getting Social in Medical Education

Lawrence Sherman, FACEHP, CCMEP
Senior Vice President, Educational Strategy
Prova Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Outline the various time points in the medical education continuum in which social media can be integrated
• List a minimum of three social media platforms that can be used to enhance medical education

MODERATOR
JeriSue Petrie, MA
4:30 - 5:30 PM

**Lessons Learned from GME Leadership**

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

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Characterize three unique situations that actually arose in GME programs…and how they were resolved (or not!)
- Apply general principles of human resources, good business practices, and risk avoidance in GME administration
- Share experiences across institutions to develop professionalism skills from case studies

**MODERATOR**
Frederick M. Schiavone, MD

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**Milestone Best Practice: Using E-Learning Resources Available to All Programs to Enhance Clinical Education**

**Part A: Promoting Physical Exam Skills in Medical Students and Residents**

*Charles Goldberg, MD*
*Associate Program Director, Internal Medicine*
*University of California San Diego*

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Promote clinical education about physical exam skills using resources available on the internet (specifically “A Practical Guide to Clinical Medicine,” a website developed by faculty at UCSD)
- Understand methods of using this information to support clinical teaching
- Review how to prioritize physical exam training in medical students and residents

**Part B: Using E-Learning Tools to Educate**

*Daphne Norwood, MD, MPH, FACP*
*Transitional Year Program Director*
*University of Tennessee Graduate School of Medicine*

*Nikhil Goyal, MD*
*Transitional Year Program Director*
*Henry Ford Health System*

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Have an increased awareness of educational resources that are available either through apps or on the internet that can be used to support educational efforts with respect to milestones
- Understand how to guide faculty and residents to quality e-learning tools
- Implement quality, free resources to enhance education about disparities in health care, cultural competency, medical knowledge and patient care
- Network with other attendees to share quality resources

**MODERATOR**
Nikhil Goyal, MD

6 - 8:00 PM

**AHME Board Meeting**
Who Should Attend
The 2015 AHME Institute is designed for allopathic and osteopathic Directors and Administrators of Medical Education; Program Directors; Chiefs of Departments; Medical Directors; Directors and Administrators of Undergraduate, Graduate and Continuing Medical Education; Chief Academic Officers; Designated Institutional Officials; Coordinators of Medical Education; and all others who by virtue of their position and orientation are involved in medical education.

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

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

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

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

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

Hotel Reservations
Attendees of the AHME 2015 Institute staying at the Wyndham San Diego Bayside will enjoy a discounted group rate of $189 single-double occupancy plus applicable tax. Advance reservations must be made by the reservation cut-off date of April 10, 2015 to qualify for the group rate. Reservations can be made by calling 1-800-996-3426 but the best way is by visiting the hotel link at www.AHME.org. When 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 3:00 p.m. and check-out is by 12:00 p.m. Call the hotel for early or late check-in/check-out.
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 2015 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 & 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; 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 8:00 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; 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 an attend sessions beginning Thursday at 3:30 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 the same URL.

Payment
Payment for online registrations
AHME’s online registration now accepts pay-by-check as well as credit card payments. We encourage you to use this new online option at www.AHME.org. You will receive an invoice for pay-by-check requests.

Payment for registrations not completed online
If you are unable to complete your registration online, complete the paper registration form. In order to pay with a credit card, please send to karen@ahme.org or fax to (724) 864-6153. Checks may be made payable to AHME and must include a copy of the registration when mailed to: Association for Hospital Medical Education, PO Box 725, Indiana, PA 15701.

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

Cancellations on or before March 29, 2015 – $100 cancellation fee
Cancellations from March 30, 2015 to on or before April 26, 2015 – 35% cancellation fee
Cancellations on or after April 27, 2015 – No refund

Information
For general information regarding registration, contact AHME Headquarters, phone 724-864-7321, fax 724-864-6153, email info@ahme.org.
# 2015 AHME Institute Registration Form

**May 13-15, 2015 – San Diego, CA**

All payment options (including pay by check) are available on-line. Attendees are strongly encouraged to register electronically at [www.AHME.org](http://www.AHME.org).

If that is not possible, please proceed with completing this form.

## Registration Details

<table>
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<tr>
<th>REGISTRATION CATEGORY</th>
<th>BEFORE Jan. 18</th>
<th>Jan. 19 - Feb. 15</th>
<th>Feb. 16 - May 3</th>
<th>AFTER May 4</th>
<th>CAO/ DIO Luncheon</th>
<th>CTYPD Program</th>
<th>CCME Program</th>
<th>Spouse/ Guest Package</th>
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<td>☐ $400</td>
<td>☐ $150</td>
</tr>
</tbody>
</table>

* 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.

**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 Attendee:

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

### Wednesday
- 10 - 11 AM Session B1
- 10 - 11 AM Session B2
- 10 - 11 AM Session B3
- 11 AM - 12 PM Session B4
- 11 AM - 12 PM Session B5
- 11 AM - 12 PM Session B6
- 12 - 1:30 PM Welcome Lunch for First-Time Attendees: E1
- 1:30 - 2:30 PM Session B7
- 1:30 - 2:30 PM Session B8
- 1:30 - 2:30 PM Session B9
- 2:30 - 3:30 PM Session B10
- 2:30 - 3:30 PM Session B11
- 2:30 - 3:30 PM Session B12
- 4 - 5 PM Session B13
- 4 - 5 PM Session B14
- 4 - 5 PM Session B15

### Thursday
- 8 - 9 AM Session B16
- 8 - 9 AM Session B17
- 8 - 9 AM Session B18
- 9 - 10 AM Session B19
- 9 - 10 AM Session B20
- 9 - 10 AM Session B21
- 10:30 - 11:30 AM Session P1
- 11:30 AM - 1:00 PM CAO/DIO Lunch: E2
- 1:00 - 2:00 PM Session P2
- 2:00 - 3:45 PM Session P3
- 4:15 - 5:15 PM Session B22
- 4:15 - 5:15 PM Session B23
- 4:15 - 5:15 PM Session B24
- 5:30 - 7 PM Reception: E3

### Friday
- 8 - 9 AM Session B25
- 8 - 9 AM Session B26
- 8 - 9 AM Session B27
- 9 - 10 AM Session B28
- 9 - 10 AM Session B29
- 9 - 10 AM Session B30
- 10:30 - 11:30 AM Session B31
- 10:30 - 11:30 AM Session B32
- 10:30 - 11:30 AM Session B33
- 11:30 AM - 1 PM Business Meeting: E4*  
  - 1 - 2 PM Session B34
  - 1 - 2 PM Session B35
  - 2 - 3 PM Session B36
  - 2 - 3 PM Session B37
  - 2 - 3 PM Session B38
  - 2 - 3 PM Session B39
  - 3:30 - 4:30 PM Session B40
  - 3:30 - 4:30 PM Session B41
  - 3:30 - 4:30 PM Session B42
  - 4:30 - 5:30 PM Session B43
  - 4:30 - 5:30 PM Session B44

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

CTYPD Program registrants should enroll in sessions: B21, P1, P2, P3, B24, E3, B26, B29, B32, E4, B35, B38, B41, and B44.

CCME Program registrants should enroll in sessions: E3, B27, B30, B33, E4, B36, B39, and B42.

### Payment Information

- **TOTAL DUE:** $  
  - Check No. (payable to AHME)
  - CREDIT CARD #:  
  - EXP Date  
  - SIGNATURE:

**RETURN COMPLETED REGISTRATION FORM AND PAYMENT TO:**

AHME • PO Box 725 • Indiana, PA 15701

Ph: 724.864.7321 • Fax: 724.864.6153 • www.ahme.org