

2017 AHME Institute

New Orleans, LA

 **New Orleans, Louisiana**
May 10-12, 2017

Astor Crowne Plaza New Orleans

739 Canal Street & Bourbon Street New Orleans, LA 70130

Phone (general information): 504-962-0500

Phone (room reservations): 877-408-9661

<http://www.astorneworleans.com>

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

 **AHME** | ASSOCIATION FOR
HOSPITAL MEDICAL
EDUCATION

Designated by AHME for 18.5
AMA PRA Category 1 Credit(s)[™]



Image Courtesy of Steve Parsons Photography.

The Venue... Astor Crowne Plaza New Orleans

Image Courtesy of New Orleans CVB



Image Courtesy of Steve Parsons Photography

<http://www.astorneworleans.com/>

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

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

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

Transportation

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

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

Taxi Service

Taxicab booths are located on the first level of the Terminal outside of Baggage Claim Belts 1 and 14.

Cost: May vary depending on provider, but is estimated to be \$36.00 (one way for up to two passengers)

Airport Shuttle

Passengers can purchase tickets at Airport Shuttle ticket booths located on the first level throughout the Baggage Claim area. Pre-reservations are strongly encouraged, particularly for groups.

Cost: \$24.00/person (one way); \$44.00/person (roundtrip)

Phone: 1-866-596-2699; Website: www.airportshuttleneworleans.com

For more information on getting around in New Orleans:

<http://www.neworleanscvb.com/visit/travel-planning/>

Back for 2017! Viewer's Choice Award for Top Three Posters

This year's poster session will allow attendees to cast their vote for their top three choices. Awards will be announced during the Exhibitor Reception on Thursday and will include first, second and third place awards from the Poster Session Committee, as well as first, second and third place for the Viewer's Choice Awards.

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

Exhibit Hall – Meet the Exhibitors!

All continental breakfasts, the Exhibitor Reception, as well as morning and afternoon breaks will be hosted in the Exhibit Hall, offering attendees over six hours of non-competing exhibitor time to connect with vendors whose products and services are offered to assist you in your medical education work and whose support makes the AHME Institute possible. See www.AHME.org for information.

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2017, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the plenary sessions beginning on Thursday morning; the Annual Business Meeting and Luncheon on Thursday; entrance to CTYPD educational sessions on Thursday and Friday; and continental breakfast and breaks.

NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday morning.



Image Courtesy of Steve Parsons Photography



Image Courtesy of Steve Parsons Photography

2017 Conference Program

● Plenary ● Concurrent Session ● Event
● COIL ● COPAC ● CTYPD ● CCME
GME Leader Track **Coordinator Track** **Transitional Year Track** **CME Track**

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

Tuesday, May 9

AHME DIVISION & BOARD MEETINGS

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



Wednesday, May 10

9-10AM **W1 Validation of New Residency Programs through Value Analysis**
● COIL *Katherine G. Stephens, PhD, MBA*
Vice President for Medical Education/DIO
Palmetto Health
John Ballentine, MBA
Director of GME Administration and Finance
Palmetto Health

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

- Create a value-based process for development of new GME programs
- Develop a method to identify academic, clinical, financial, marketing and other factors that will be impacted by new GME programs
- Quantify the value of new ME programs
- Address cultural barriers as they relate to adding new GME programs

MODERATOR
 Dia Cato

9-10AM **W2 Creating a Professional Development Series for Your GME Community**
● COIL *Kelley E. Whitehurst, MAEd*
Program Manager for Graduate Medical Education & Medical Affairs Education
● COPAC *Vidant Medical Center*

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

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

- Describe the process for identifying educational needs within his/her GME community
- Develop objectives for a professional development series
- Create an instructional plan for a professional development series
- Judge the effectiveness of a professional development session and/or series using evaluation strategies

MODERATOR
 Ann Ronayne, C-TAGME

9-10AM

W3 Unification: A Fast Facts Guide to Improving Accreditation Compliance

COIL *Kerrie J. Jordan, MS, C-TAGME
DIO/Administrative Director*

COPAC *Kansas City University of Medicine & Biosciences*

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

OBJECTIVES

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

- Identify and discuss the AIR, APE, CCC, and CLER requirements
- Identify and assess opportunities for program improvement through innovations
- Discuss the potential challenges of the Single Accreditation System as it relates to continuous program improvement

MODERATOR

Tonya VanOrder, MBA

10-11AM

W4 Imprinting Safety and Quality Practices in Residents and Fellows

COIL *Gregory M. Bump, MD
Associate Medical Director for GME Quality and Safety*

University of Pittsburgh Medical Center

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

OBJECTIVES

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

- Understand that imprinting is a time-sensitive learning opportunity
- Using imprinting as a paradigm, foster behaviors and interventions which link safety and quality education with the experience of implementing safer, higher quality care
- Describe the benefits of team-based safety and quality experience
- Develop team-based experiences that are meaningful to trainees

MODERATOR

Kristin Lasher, JD

10-11AM

W5 Your Rookie Year: The New Program Coordinator

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

OBJECTIVES

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

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

MODERATOR

Michelle Kammerer Jerome

10-11AM

W6 Adult Learning: Putting Theory into Practice

CCME *Donna Ray, MD
Director, Faculty Development
Continuous Professional Development & Strategic Affairs
USC School of Medicine – Palmetto Health
CME Organization*

OBJECTIVES

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

- Describe key principles of adult learning theory
- Apply adult learning principles in the development of CME objectives
- Apply adult learning principles in the design of CME activities

MODERATOR

JeriSue Petrie, MA

11-11:15AM

Break

11:15AM - 12:15PM

W7 AAMC Update
*Alison Whelan, MD
Chief Medical Education Officer
AAMC*

OBJECTIVES

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

- Understand the current changes/challenges in academic medicine
- Develop a framework for adapting to changes in academic medicine

MODERATOR

Marilane Bond, EdD, MEd, MBA

12:15-
1:30PM

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 AHM first-time attendees. 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.

**CLOSED - REACHED
MAXIMUM CAPACITY**

12 - 3PM

Exhibitor Setup and Poster Session Setup

1:30-
2:30PM

W8 Interprofessional Education and Practice Utilizing the PACER Model

CCME Donna Ray, MD
Director, Faculty Development
USC School of Medicine – Palmetto Health
CME Organization

Renee Connolly, PhD
Director of Education Development
Palmetto Health

OBJECTIVES

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

- Describe the core competencies for interprofessional collaborative practice
- Develop a strategy for designing learning activities which incorporate the competencies of interprofessional collaborative practice and/or the PACER model

MODERATOR
JeriSue Petrie, MA

1:30-
2:30PM

W9 ACGME Institutional Review Update

COIL Paul F. Johnson, MFA
Executive Director, IRC
ACGME

OBJECTIVES

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

- Identify components of the Next Accreditation System as they apply to Sponsoring Institutions
- Apply knowledge of new accreditation processes to GME oversight
- Summarize initial findings of the ACGME's Sponsoring Institution 2025 initiative

MODERATOR
Venice VanHuse, MPA

1:30-
2:30PM

W10 Effective Presentation Skills - An Essential Tool in Career Advancement

COPAC Jeffrey Pettit, PhD
Associate Professor, Family Medicine
University of Iowa Carver College of Medicine

OBJECTIVES

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

- Identify common mistakes associated with using presentation software such as PowerPoint and Prezi
- Comprehend how verbal and non-verbal communication skills impact professional appearance
- Differentiate between effective and ineffective stage presence
- Explain the connection between presentation skills and career opportunities

MODERATOR
Quinn Turner, MS, C-TAGME

2:30-
3:30PM

W11 Tested Scholarly Activity Strategies for Community-Based GME Program Leaders

COIL William Corser, PhD, RN, NEA-BC
Research Specialist
Statewide Campus System, MSU College of Osteopathic Medicine

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

OBJECTIVES

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

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

MODERATOR
Tonya VanOrder, MBA

2:30-
3:30PM

W12 AMA Presents: Understanding the Resident Experience and Professional Tools to Support

COIL

*James Gilligan
Director, Resident Engagement
American Medical Association*

*Kristen Tinney
VP, Market Segments
American Medical Association*

OBJECTIVES

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

- Understand the major professional challenges residents face as trainees
- Reflect on current trends impacting residents and physicians
- Identify resource gaps based on resident and physician needs and potential solutions to address them
- Understand work being done at a national level through the AMA's efforts to address the need for resident resources

MODERATOR

Wilhelmine Wiese-Rometsch, MD, FACP

2:30-
3:30PM

W13 Streamlining Your GME Office: Effective Management and Retention of Program and Resident Information

COPAC

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

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

OBJECTIVES

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

- Perform an audit of current housestaff files, identifying strengths and opportunities for the program's current retention policies
- Identify what policies apply to your program as well as accreditation requirements from the ACGME and various certifying boards regarding file retention
- Discuss legal and hospital requirements to be taken into consideration when creating a policy or procedure for resident files

MODERATOR

Jianli Zhao, PhD

3:30-4PM

Refreshment Break with Exhibitors – Exhibit Hall

4-5PM

W14 Fellowships: The Platypus of the GME Animal Kingdom

COIL

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

OBJECTIVES

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

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

MODERATOR

Lilia Wilson, MBA, MPH

4-5PM

W15 Nationwide Best Practices: Self-Study, APE, Special Reviews, Resident Forum

COIL

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

OBJECTIVES

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

- Consider evolving requirements for these activities as proscribed by the ACGME and further necessitated by local and individual circumstances
- Examine for usefulness a national compendium of best practices around new and traditional ACGME-required activities
- Depart the Institute with a take-home strategy for development or modification of functional and high-yield practices and policies

MODERATOR

Julie B. McCausland, MD, MS, FACEP

4-5PM

W16 How an IRAT (Institutional Requirements Administrative Team) Could Help You

COIL

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

OBJECTIVES

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

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

MODERATOR

Diana Niño, MPH

5-6PM

Council of Osteopathic Educators Meeting

Thursday, May 11

REGISTRATION OPENS AT 6:45 AM

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

7-8 AM **COIL Breakfast Meeting**

7-8 AM **COPAC Breakfast Meeting**

8-9 AM **T1 Faculty Development: It Takes a Village**

Joan C. Faro, MD, FACP, MBA

COIL *Chief Medical Officer and Site DIO
John T. Mather Hospital*

OBJECTIVES

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

- Describe history of faculty development efforts in a community hospital and a growing GME network
- Assess the benefits of a large regional effort to provide faculty development across GME programs in many hospitals
- Return to home institution with regional or system-wide faculty development approaches, topics and materials to enable progress on these initiatives

MODERATOR
Diane Ramirez

8-9 AM **T2 AAMC Update On Its Transition to Residency Efforts**

COIL *B. Renee Overton, MBA
Senior Director, Residency & Fellowship Program Solutions
AAMC*

OBJECTIVES

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

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

MODERATOR
Jianli Zhao, PhD

8-9 AM

T3 Let's Talk! Successful Communication Strategies for the GME Coordinator

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

*Sarah M. Brooks, MPH
Neuro-Oncology Fellowship Coordinator
The University of Texas MD Anderson Cancer Center*

OBJECTIVES

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

- Critically evaluate current communication methodologies
- Identify areas of daily work life that can be improved through more effective communication techniques
- Utilize discussed strategies to successfully improve communication with stakeholders

MODERATOR

Michelle Kammerer Jerome

9-10 AM

T4 An Update on the AMA's Accelerating Change in Medical Education Initiative: Addressing and Assessing the Emerging Third Science in UME - Health Systems Science

COIL *Richard Hawkins, MD
Vice President, Medical Education Outcomes
American Medical Association*

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

*Kimberly D. Lomis, MD
Associate Dean for Undergraduate Medical Education & Professor of Surgery
Vanderbilt University School of Medicine*

*Joy H. Lewis, DO, PhD
Chair, SOMA Department of Public Health & Professor of Medicine and Public Health
A.T. Still University, School of Osteopathic Medicine in Arizona*

OBJECTIVES

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

- Identify the 6 domains of Health Systems Science being integrated into UME curricula
- Describe the related development of competency-based assessments in these curricular areas
- Understand how instructional methods and clinical experiences are addressing these domains of Health Systems Science
- Recognize how self-assessment and external assessment approaches are gauging student and program performance in Health Systems Science

MODERATOR

Mellie Villahermosa Pouwels, MA

9-10AM

T5 Transition to Residency: From EPAs for Entering Residents to Orientation

COIL *Frederick M. Schiavone, MD, FACEP
DIO & Vice President, GME, West Florida
Division
Hospital Corporation of America (HCA)*

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

OBJECTIVES

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

- Explore the new demands placed on GME professionals as we recruit and onboard the “digital generation” to our programs and institutions
- Establish mechanisms to assess the baseline needs and performance competence of the entering class of residents in 2017 and beyond
- Design appropriate and adequate programming at home institution to ensure a solid foundation for new resident success

MODERATOR

Tia O. Drake

9-10AM

T6 ECFMG Update

COIL *Eleanor M. Fitzpatrick, MA
Director, Exchange Visitor Sponsorship
Program
ECFMG*

COPAC *Tracy Wallowicz
Compliance and Special Projects Manager,
Exchange Visitor Sponsorship Program
ECFMG*

OBJECTIVES

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

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

MODERATOR

Karen Navarra

10-10:30AM

Refreshment Break with Exhibitors – Exhibit Hall

10:30-11:30AM

T7 Preventing Tragedies and Promoting Resilience: Well-Being Programs with Promise

*Wilhelmine Wiese-Rometsch, MD, FACP
Program Director, Internal Medicine
Florida State University/Sarasota Memorial
Hospital*

*Pamela Royston, PhD
Director Medical Education/DIO
Henry Ford Allegiance Health*

*Donna Schwabe, PhD
Clinical Psychologist
San Antonio Military Medical Center/
Department of Behavioral Medicine*

OBJECTIVES

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

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

MODERATOR

Quinn Turner, MS, C-TAGME

11:30AM-1PM

E2 AHME Annual Business Meeting & Luncheon

Pre-registration is required for this lunch.

Ticket no on with meeting, but a lunch will not be guaranteed. **CLOSED - REACHED MAXIMUM CAPACITY** and Anyone ess

1-2PM

T8 CLER: Lessons Learned and Future Directions

*Robin Wagner, RN, MHSA
Vice President, Clinical Learning Environment
Review
ACGME*

*Kevin B. Weiss, MD
Senior Vice President, Institutional Accreditation
ACGME*

OBJECTIVES

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

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

MODERATOR

Steven Craig, MD, MACP

2-2:30 PM

Refreshment Break with Exhibitors –
Exhibit Hall

2:30-
3:30 PM

T9 Mock Clinical Competency Committee (CCC) Meeting

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

OBJECTIVES

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

- Review current and evolving ACGME requirements and expectations for high functioning CCC teams
- Participate in a mock CCC meeting that allows for data-driven longitudinal assessment of all aspects of resident performance on a biannual basis
- Return to home institution with tools to guide program CCCs in high reliability formative/summative assessment of all residents and fellows

MODERATOR
Marie Padilla

2:30-
3:30 PM

T10 GME Finance Update

COIL Tim Johnson, MS, MA
Senior Vice President
Greater New York Hospital Association

OBJECTIVES

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

- Understand the overarching goals informing national policy discussions regarding GME financing
- Discuss the most recent changes to Medicare GME payment policies
- Understand Medicare GME reimbursement and audit policies that have an impact on the work of the GME Office

MODERATOR
Trish Craft, MS, PHR



Image Courtesy of Steve Parsons Photography.

2:30-
3:30 PM

T11 Resident Leadership Development: Experiences from Two Health Systems

CTYPD Jeffrey E. Pettit, PhD
Associate Professor, Department of Family
Medicine
CCME Carver College of Medicine, University of Iowa
Renee H. Connolly, PhD
Director of Educational Development
Palmetto Health

OBJECTIVES

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

- Describe different methods for adopting a leadership program for residents
- Examine issues that need to be addressed when creating resident leadership programs
- Contrast the differences between a long established program and a relatively new start-up program
- Comprehend how the two programs partnered and learned from one another
- Share audience experiences in developing or trying to develop leadership programs

MODERATOR
Jeffrey Pickard, MD, FACP

3:30-
4:30 PM

T12 “First, Do No Harm”: Increasing Patient Safety Improvement Projects in Community-Immersed Clinical Settings

COIL Saroj Misra, DO
Associate Program Director
St. John Health Systems
Brandy Church, MA
Director of Faculty Development
Statewide Campus System, MSU College of
Osteopathic Medicine

OBJECTIVES

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

- Identify methods and tools to increase resident education and engagement in quality improvement and patient safety initiatives
- Identify opportunities to enhance institutional training to promote resident research in quality improvement and patient safety

MODERATOR
Lilia Wilson, MBA, MPH

3:30-
4:30PM

T13 Recruitment 101: Back to the Basics

Caroline Diez, BA
Program Coordinator, Transitional Year
Residency Program
Grand Strand Medical Center

COPAC

Terri Hayes, C-TAGME
Program Coordinator, Rheumatology
Fellowship Program
Medical University of South Carolina

OBJECTIVES

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

- Understand the importance of the ‘first impression’ during the recruitment cycle
- Be familiar with the on-line databases used in recruitment (ERAS and NRMP)
- Understand how to effectively make his/her program stand out among others to prospective applicants in a manner which enhances recruitment
- Learn how to facilitate a successful interview day experience for prospective program candidates
- Grasp the impact, importance, and boundaries of post-interview follow up

MODERATOR
Sharon Sullivan

3:30-
4:30PM

T14 Diversity Initiatives: Real Progress and Outcomes

Malika Fair, MD, MPH
Director of Public Health Initiatives
AAMC

COIL

Melvin Blanchard, MD, FACP
Executive Director of Graduate Medical
Education
Washington University School of Medicine

OBJECTIVES

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

- Understand all initiatives underway at the AAMC to inform the approaches that institutions are taking to improve the overall experience of underrepresented minorities
- Sample institutional approaches to local/regional diversity and disparity initiatives that address community needs
- Implement change in home institution that makes a true impact in this important arena

MODERATOR
Frederick M. Schiavone, MD, FACEP

4:30-6PM

E3 Meet the Exhibitors Reception & Poster Session Winners

All conference registrants and guests are invited to attend this reception to network, meet exhibitors, and socialize. The winners of the Poster Session awards will be announced, too!

4:30-6PM

TYRC Individual Consultations

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

Friday, May 12

REGISTRATION OPENS AT 6:45 AM

6:45-8AM

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 Breakfast Meeting

7-8AM

CCME Breakfast Meeting

8-9AM

F1 Enabling Systematic Improvement in GME through Milestones

Stanley J. Hamstra, PhD
Vice President, Milestones Research
and Evaluation
COPAC
ACGME

COIL

COPAC

OBJECTIVES

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

- Identify new resident assessment methods and best practices that can be used by programs in judging Milestone attainment by residents
- Understand the ACGME’s expectations regarding Milestone measurement and reporting
- Gain a better understanding of the role of the coordinator/administrator in this process

MODERATOR
Marko Jachtowycz, MD, FACOG, FACS

8-9AM

F2 Breathing Air into the AIR Process

Amy Lefkovic, MHA
Manager, GME and Academic Affairs
Staten Island University Hospital,
Northwell Health

COIL

Venice VanHuse, MPA
Director, Graduate Medical Education
Northwell Health

OBJECTIVES

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

- Recognize the importance of the Annual Institutional Review (AIR)
- Encourage participation of GMEC members with their responsibility to provide institutional oversight
- Understand current processes in use for fulfilling the AIR ACGME requirement
- Identify ways the process can be used to meet the needs of your own institution

MODERATOR
Tamra Coker

8-9AM

F3 CME for Learning from Teaching
Alejandro Aparicio, MD, FACP
 Director, Medical Education Programs
 American Medical Association

CCME

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

OBJECTIVES

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

- Describe how to provide CME credit for learning while preparing to teach
- Discuss the AMA and ACCME guidelines for providing CME credit for Learning from Teaching
- List some of the potential pitfalls associated with providing CME credit for Learning from Teaching

MODERATOR
 David Pieper, PhD

9-10AM

F4 FQHC and Hospital Partnerships - Business Models and Strategies for Optimal GME Program Development
Kiki Nocella, PhD, MHA
 Partner and Lead Consultant
 Education Health Center Initiative (EHCI)

COIL

Roger Sharma, MBA
 CFO
 Citrus Valley Health Partners

OBJECTIVES

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

- Critically understand best practices and different business models for GME program development, with particular emphasis on optimal relationships between hospitals and FQHCs
- Gain a deeper understanding of the GME landscape, including key national policy and payment issues and changes
- Understand relevant legal issues, and state and federal policy as related to FQHCs

MODERATOR
 Susan Greenwood-Clark, MBA, RN, FACHE

9-10AM

F5 TYRC Update
Susan Guralnick, MD
 Chair, ACGME Transitional Year Review
 Committee
 Winthrop University Hospital

CTYPD

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

OBJECTIVES

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

- Summarize the work of the TYRC this past year
- Describe recent changes in ACGME program requirements and policies
- Describe data elements reviewed by the TYRC

MODERATOR
 Mary Warden, MD

9-10AM

F6 Making an Impact with CME
Graham McMahon, MD, MMSc
 President and Chief Executive Officer
 ACCME

CCME

OBJECTIVES

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

- Review the evolved commendation criteria
- Learn to facilitate a transition between GME and CME
- Select strategies to leverage the strategic power of education to facilitate and create change
- Determine how to form and maintain collaborative teams

MODERATOR
 David Pieper, PhD

10-10:30AM

Refreshment Break with Exhibitors – Exhibit Hall

10:30-11:30AM

F7 ACGME Update
Thomas J. Nasca, MD, MACP
 Chief Executive Officer
 ACGME

F7

OBJECTIVES

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

- Describe the vision and strategies of the ACGME to improve healthcare by assessing and advancing the quality of resident physicians' education through accreditation

MODERATOR
 Marko Jachtowycz, MD, FACOG, FACS



Image Courtesy of Steve Parsons Photography.

11:30AM-
1PM

E4 Medical Education Leadership Luncheon
“GME and CME: Collaborating to Ensure that Physicians Develop and Maintain the Knowledge, Skills, and Attributes Required to Thrive Throughout Their Careers”

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

*Graham McMahon, MD, MMSc
President and Chief Executive Officer
ACCMCE*

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

OBJECTIVES

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

- Achieve a clearer understanding of the trends in healthcare and medical education
- Recognize the threats and opportunities inherent in this transformation
- Prepare his/her institution to more effectively respond to these changes

MODERATOR

Marko Jachtorowycz, MD, FACOG, FACS

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

1-2PM

F8 The Benefits of Dyad Leadership in GME
*Susan Greenwood-Clark, MBA, RN, FACHE
Assistant DIO/Director, Medical Education
St. Mary Mercy Hospital Livonia*

COIL

OBJECTIVES

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

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

MODERATOR

Kimberly Baker-Genaw, MD

1-2PM

F9 New Faculty Development - Turning Yesterday’s Resident Into Today’s Teacher

CTYPD

*Michelle Valdez, MA
GME Department Head*

COIL

Naval Medical Center San Diego

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

OBJECTIVES

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

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

MODERATOR

Trevor Burt, EdD, MS

1-2PM

F10 Education: An Essential Strategy on an Organization’s Quality Journey

CCME

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

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

OBJECTIVES

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

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

MODERATOR

JeriSue Petrie, MA



Image Courtesy of Steve Parsons Photography.

2-3PM

F11 YOU'RE FIRED! If Only It Was as Easy in Real Life as It Is on *The Apprentice*...

COIL

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

OBJECTIVES

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

- Understand and produce a GME policy in communication with his/her Institutional General Counsel's Office on Adverse Actions and Procedures
- Comprehend and apply the difference between an academic deficiency and an act of misconduct
- Understand and apply the concept of "Notice and An Opportunity to Cure"
- Develop a standardized protocol for handling an Appeal of Adverse Action, including an appeal hearing
- Recognize common mistakes made in the application and appeal of an adverse action, and lessen all parties' concerns for processing an adverse appeal action

MODERATOR

Sheri Clarke, PhD, C-TAGME

2-3PM

F12 Being Mindful About Wellness: Successful Strategies to Implement Transitional Year Wellness Initiatives

CTYPD

*Rebecca Daniel, MD, FACP
Transitional Year Program Director and Director of CME
St. Joseph Mercy Hospital*

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

OBJECTIVES

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

- Design a new Wellness Curriculum or vary an existing one
- Access and share wellness resources critical for residents in their training program
- Recognize resident opportunities to encourage as well as participate in behaviors that can change the wellness culture of a program, department, and/or institution

MODERATOR

David Stagliano, MD, FAAP

2-3PM

F13 Hot Topics for GME Leaders

COIL

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

OBJECTIVES

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

- Employ new strategies for successful leadership in terms of collaboration, communication, and effectiveness in future DIO and Central GME Office activities
- Reflect on experiences and current climate in home institution as barometers of personal accomplishment
- Identify GME leadership challenges and strategies from several leaders across the country
- Discuss timely topics identified by the group assembled for the session

MODERATOR

Catherine Eckart, MBA

3-3:30PM

Refreshment Break with Exhibitors –
Exhibit Hall

Last break with Exhibitors

Exhibit Hall Pass Winner drawn

3:30-5:30PM

F14 Success for All: Identification and Remediation of Underperforming Learners

*Jeannette Guerrasio, MD
Director, Resident and Medical Student Remediation
University of Colorado*

OBJECTIVES

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

- Describe a process for identifying the underperforming learner
- Outline a logical framework for diagnosing specific learner difficulties
- Employ a methodical approach for remediation of learner deficiencies
- Adapt instructional methods for Generation Y learners

MODERATOR

Ashley M. Maranich, MD

6-8PM

AHME Board Meeting Wrap-Up

General Conference Information



Who Should Attend

The 2017 AHME Institute is designed for allopathic and osteopathic Directors and Administrators of Medical Education; Program Directors; Chiefs of Departments; Medical Directors; Directors and Administrators of Undergraduate, Graduate and Continuing Medical Education; Chief Academic Officers; Designated Institutional Officials; Coordinators of Medical Education; and all others who by virtue of their position and orientation are involved in medical education.

Exhibitor Attendees

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

ACCME Accreditation Statement

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

AMA Credit Designation Statement

The Association for Hospital Medical Education designates this live activity for a maximum of 18.5 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Tax Considerations

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

Special Note for the Disabled

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

Hotel Reservations

Attendees of the AHME 2017 Institute staying at the **Astor Crowne Plaza New Orleans** will enjoy a discounted group rate of **\$199 single-double** occupancy plus applicable taxes and fees. Advance reservations must be made by the reservation cut-off date of **April 7, 2017** to qualify for the group rate. Reservations can be made by **calling 1-877-408-9661** but the best way is by visiting the hotel link at www.AHME.org. If reserving online, check to see that the group listed is AHME and the group rate is correct. Be sure to say you are with the **A-H-M-E group** when requesting the group rate. Check-in is at 4:00 p.m. and check-out is by 11:00 a.m. Call the hotel for early or late check-in/check-out.



General Conference Information



Guest Registration Fees

The guest registration fee for the AHME Institute includes continental breakfasts on Thursday and Friday morning; refreshment breaks on Wednesday, Thursday, and Friday; and the reception on Thursday evening. Guest registrants are also welcome to attend the Annual Business Meeting & Luncheon on Thursday. Advance registration is required to receive a ticket for this meal and no on-site registrations will be accepted.

Payment

AHME's online registration accepts pay-by-check as well as credit card payments. The registration form can be accessed on the Events tab at www.AHME.org. You will receive an invoice for pay-by-check requests and a receipt for credit card payments.

If you are unable to complete your registration online, please contact the AHME office at (724) 864-7321.

Confirmation of Registration

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

Photos

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



Image Courtesy of Steve Parsons Photography

Online Educational Materials

For 2017, paid registrants will have access to a conference app for downloading presentations. The app will also have the capability for making notes and take-away points. A few days before the conference, all available presentations will be posted in a non-public URL on www.AHME.org. Each attendee will receive this URL and is asked not to share the URL with others. After the conference, all final presentations will be available through the same URL.

Cancellation Policy

Cancellations must be by written request to the AHME Staff Accountant (tricia@ahme.org). Reimbursements for cancellations will be made according to the following schedule regardless of when your registration was received.

Cancellation on or before March 26, 2017 – \$100 cancellation fee

Cancellation from March 27, 2017 to on or before April 23, 2017 – 35% cancellation fee

Cancellation on or after April 24, 2017 – No refund

Information

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



Image Courtesy of Steve Parsons Photography

Registration Information

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

AHME Institute Registration Fees

Registration Category	AHME Member*	AHME Non-Member
On or Before Jan. 15	\$725	\$875
Jan. 16 - Feb. 12	\$775	\$925
Feb. 13 - April 30	\$825	\$975
On or After May 1	\$875	\$1,025
Leadership Luncheon	\$65	\$65
Non-Attendee Guest	\$150	\$150

* In order to qualify for registration at the member rate, you must have a current Individual membership with AHME or be designated as a current representative on an Institutional membership. If you are an employee of a member institution but your specific name is not in the AHME database, you must register at the non-member rate.

The full conference registration fee for the 2017 AHME Institute includes access to the mobile app with materials; online access to handouts; entrance to educational sessions; CME credit; continental breakfasts on Thursday and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the reception on Thursday.

AHME Institute registrants are welcome to attend the Annual Business Meeting & Luncheon on Thursday. All bona fide first-time registrants may also attend the Welcome Lunch on Wednesday. Advance registration is required to receive a ticket for each of these meals and no on-site registrations will be accepted. Welcome Lunch registrants will be notified if they are eligible to attend.

CTYPD Program Registration Fee

TY Program Directors are able to select a registration option that includes online access to handouts; entrance to the plenary sessions beginning on Thursday morning; the Annual Business Meeting & Luncheon on Thursday; the reception on Thursday; entrance to CTYPD educational sessions on Friday; and continental breakfast and breaks on Friday.

NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.

Registration Category	CTYPD Program	Leadership Luncheon	Non-Attendee Guest
AHME Member*	\$500	\$65	\$150
AHME Non-Member	\$600	\$65	\$150

* 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.

