2019 AHME INSTITUTE

SAVANNAH, GA

May 15-17, 2019

(Wednesday through Friday)

Hyatt Regency Savannah

2 West Bay Street
Savannah, GA 31401
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Phone (room reservations): 1-800-233-1234
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AHME | ASSOCIATION FOR HOSPITAL MEDICAL EDUCATION

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ACCME ACCREDITED WITH COMMENDATION

The Venue... Hyatt Regency Savannah

FREE in meeting space

www.hyatt.com/en-US/hotel/georgia/hyatt-regency-savannah/savrs

Located directly on River Front Plaza in historic Savannah, the Hyatt Regency boasts stunning riverfront and city views. The venue is located just seventeen miles from the Savannah/Hilton Head International Airport and offers true southern hospitality in a plush setting. Guests will enjoy the many attractions that are within walking distance, including charming shops, a variety of eateries, riverboat cruises, nightlife to suit all ages, stunning architecture, and Savannah's famous squares.

The Hyatt Regency has recently undergone complete renovations of the lobby and meeting space to create an atmosphere of comfort and luxury. Savannah is both historical and contemporary, and the Hyatt Regency is in the heart of it all.

Transportation

Air Travel: The Hyatt Regency Savannah is located less than 20 miles from both the Savannah/Hilton Head International Airport https://savannahairport.com/).

Ground Transportation – After arrival, there are several options to consider for ground transportation. For the latest information on your preferred method and to schedule what you need, please visit:
https://savannahairport.com/airport/ground-transportation/

Note: The estimated cab fare to the Hyatt Regency Savannah is approximately $28 one way.

Back for 2019! 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 Poster Presentation session at 3:30 p.m. on Thursday and will include placement ribbons from the Poster Session Committee, as well as first, second and third place for the Viewer's Choice Awards.

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

Exhibit Hall – Meet the Exhibitors!

All continental breakfasts, the Welcome Reception, as well as morning and afternoon breaks will be hosted in the Exhibit Hall, offering attendees at least 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 affordable. See www.AHME.org for information.

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2019, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the plenary sessions beginning on Thursday morning; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday.
NOTE: CTYPD program-only registrants will be eligible to register and attend sessions beginning Thursday at 10:00 a.m.

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2019 Conference Program

Plenary
Concurrent Session
Event
COE Osteopathic Track
COIL GME Leader Track
COPAC Coordinator Track
CTYPD Transitional Year Track
CPFD CME/CPD Track

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

Tuesday, May 14

AHME DIVISION & BOARD MEETINGS

11AM-12PM **Communications & Collaborations**

12-1PM **Member Services**

1-2PM **Finance Division**

2-3PM **Academic Leadership & Professional Development (ALPD)**

3-5PM **Board Meeting**

5:30PM **Pre-Conference Event**
The river is one of Savannah's most iconic and scenic elements. To give you the opportunity to experience it to the fullest, AHME has booked a dinner cruise for Tuesday evening! Self-pay tickets are $75 each, which includes two hours of cruising, a buffet meal, and entertainment. The dock is located right outside the Hyatt Regency Savannah so you can walk to the boat and have a wonderfully relaxing evening. Advance purchase is required using the link on the Events tab of the AHME website.

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Wednesday, May 15

7AM **Registration Opens**
Continental breakfast will be available

8:30-9:25AM W1 COPAC **Bootcamp for the New Program Coordinator (Part I): Alphabet Soup, Annual Calendar, and Documentation**
Caroline Diez, BA, C-TAGME
Program Coordinator, Transitional Year Residency Program
Grand Strand Medical Center (HCA South Atlantic Division)

Diana Singer, MSN, RN, C-TAGME
Director, Academic Affairs
JPS Health Network

Karen Ellis
Administrative Coordinator, Graduate Medical Education
JPS Health Network

Elaine Danyew, C-TAGME
Program Coordinator, Dermatology Residency Program/Fellowship Coordinator, Sleep Medicine and Neonatology
Dartmouth-Hitchcock Medial Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand the acronyms that make up the "Alphabet Soup" of Graduate Medical Education
- Comprehend the importance of a well-developed timeline
- Know the importance of documentation and data collection

MODERATOR
Quinn Turner, MS, C-TAGME

8:30-
9:25AM

W2 COIL

GMEC Oversight: Annual Program Evaluations (APE) Peer Review Process

Venice M. VanHuse, MPA
Assistant Vice President, GME & Office of Academic Affairs
Northwell Health

Elizabeth Madaio, BS
Project Manager, GME Accreditation
Northwell Health

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

- Develop a process for the GMEC and GME Office to provide adequate oversight of training programs
- Implement a robust peer review process for program improvement
- Enhance faculty development opportunities that will benefit new and seasoned program directors
- Prepare programs for successful ACGME self study visits

MODERATOR
Frederick M. Schiavone, MD, FACEP

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8:30-
9:25AM

W3 COE

Advancing Osteopathic Recognition in the Single Accreditation System

Part A: Update on the Progress Toward a Single Accreditation System
Presenter: Lorenzo L. Pence, DO – Senior Vice President, Osteopathic Accreditation, ACGME

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

- Understand the timeline for the transition to a single accreditation system
- Summarize the key points of the transition to a single accreditation system

Part B: Introduction to Osteopathic Recognition
Presenter: Tiffany Moss, MBA – Executive Director, Osteopathic Accreditation, ACGME

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

- Discuss the benefits of Osteopathic Recognition
- Identify the key requirements needed to achieve Osteopathic Recognition
- Understand how to apply for Osteopathic Recognition
- Locate resources to learn more about Osteopathic Recognition and the application process

Part C: Case Study: ACGME-Accredited Program with Osteopathic Recognition
Presenter: Joanne K. Baker DO – Internal Medicine Program Director, Homer B. Stryker Medical School Western Michigan University

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

- Explain the relevance of Osteopathic Recognition for traditionally ACGME-accredited programs

MODERATOR
Tia O. Drake

9:30-10:25AM

W4 COPAC **Bootcamp for the New Program Coordinator (Part II): CCC, PEC, Onboarding, and Toolkits**

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

Shannon Papazian, C-TAGME
Program Coordinator, General Surgery Residency Program
Grand Strand Medical Center (HCA South Atlantic Division)

Jory Eaton, MBA, C-TAGME
Operations Manager, Graduate Medical Education
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand the importance of the Milestones
- Recognize the role of the Program Coordinator within the Clinical Competency Committee (CCC)
- Appreciate the role of the Program Coordinator in regards to the Program Evaluation Committee (PEC) and when creating the Annual Program Evaluation (APE)
- Develop a better grasp of the onboarding and orientation process

MODERATOR
Quinn Turner, MS, C-TAGME

9:30-10:25AM

W5 COIL **Value Added Measures for GME as a Service Line**

Pamela Royston, PhD
Director Medical Education
McLaren Macomb

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- List the areas of residency training that are undervalued by hospitals
- Discuss methods of introducing GME as a service line
- Use GME financial and dashboards to discuss GME as "service line"
- Incorporate financial language in presentations with hospital administration

MODERATOR
Tonya VanOrder, MBA

9:30-10:25AM

W6 COIL COE COPAC **Aligning ACGME CLER & Professional Accelerating Clinical and Educational Redesign (PACER)**

Donna D. Ray, MD
Director, Faculty Development, OCPDSA; Team Leader PH/USC PACER, Clinical Assistant Professor of Medicine
Palmetto Health & USC School of Medicine

Renee H. Connolly, PhD
Director of GME Education Development
Palmetto Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe connections between educational and clinical design changes made through PACER and the expectations of the ACGME Clinical Learning Environment Review process
- Consider at least one initiative for possible implementation at his/her own institution modeled on the basic principles of PACER, such as patient-centered care
- Apply the PACER concept of cross-disciplinary and inter-professional collaboration to begin a change process at his/her own institution to address at least one specific patient population need

MODERATOR
Eric M. Anderson, MEd

10:30-10:45AM **Break**

10:45-11:55AM

W7 **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
Tia O. Drake

12-1:10PM

E1 **Welcome Lunch for First-Time Attendees**

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

12-3PM **Exhibitor Setup and Poster Session Setup**

1:15-
2:10PM

W8 COPAC

LearnWELL – GME Certificate Residency Administrator/Coordinator Program

Eric M. Anderson, MEd
Associate DIO & Director - Graduate Medical Education
Atrium Health - Carolinas Medical Center

Khadija Spaulding
Corporate Residency Coordinator
Atrium Health - Carolinas Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Analyze the current culture of his/her organization and develop or identify a tool to detect the professional gaps of the program administrators/coordinators
- Create a framework of a certificate program curriculum to roll out at his/her institution
- Identify resources, including individuals, to serve as faculty and mentors in his/her own development program
- Explain and justify to C-Suite leaders the need to invest in the program administrators'/coordinators' professional career development
- Implement a career development curriculum at his/her institution and share success and findings with the larger GME community

MODERATOR
Lizz Nelson

1:15-
2:10

W9 COIL COE COPAC

Using Emotional Intelligence to Transform the Culture of the Clinical Learning Environment

Ramzan Shahid, MD
Pediatric Residency Director and Associate Professor of Pediatrics
Loyola University Medical Center

Anne Hartford, MBA
DIO & Administrative Director GME
Loyola University Medical Center and Loyola Medicine – MacNeal Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Explore specific components of Emotional Intelligence that have implications for improving the GME Clinical Learning Environment
- Describe how Emotional Intelligence relates to the specific ACGME CLER pathways of Well-Being and Professionalism
- Use the most constructive elements of Emotional Intelligence to build GME culture in new teaching hospitals and new residency programs

MODERATOR
Bethany Figg, MBA, MLIS, AHIP

1:15-
2:10PM

W10 COIL COE

GME Research 'Day' - Advancing Scholarly Activity Takes More Than a Day

Kelley E. Whitehurst, MAEd
Program Manager for Graduate Medical Education & Medical Affairs Education
Vidant Medical Center

Julie B. McCausland, MD, MS, FACEP
Associate Professor of Emergency Medicine and Medicine/Director, UPMC Medical Education Transitional Year Residency
University of Pittsburgh School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the current ACGME Institutional and Common Program Requirements for faculty, resident/fellow scholarly activity and professional development
- Develop GME-focused "Research Day" using provided resources and a "Lessons Learned" approach at his/her individual site or institution
- Further enhance existing scholarly activities or design GME-focused scholarly opportunities for faculty, residents/fellows and other GME specialists at his/her site

MODERATOR
Willie Braziel, BSc. HA

2:15-
3:10PM

W11 COPAC

Navigating Interview Season: Practical Tips for Residency and Fellowship

Jessica Burkhart, BS
Senior Program Coordinator, Anesthesiology Residency Program
Duke University Hospital

Susan Morris, BS, MSHROD
GME Program Coorindator, Anesthesiology Fellowship Programs
Duke University Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Reflect on and evaluate current logistical issues
- Restructure current processes for more effective and efficient operations
- Establish connections and communicate with other coordinators
- Appreciate the difficulties and complexities of interview season, no matter the size and type of program

MODERATOR
Kelli DaSilva, C-TAGME

2:15-3:10PM

W12 COIL

July 2019 - Everything Old is New Again: The ACGME Common Program Requirements

Frederick M.Schiavone, MD, FACEP
DIO and GME Vice President
HCA West Florida GME Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss elements of the new Common Program Requirements – for Residency and for Fellowship programs
- Cite examples of implementation from other institutions as we prepare for July 2019 implementation
- Transition home programs and institution to new accreditation requirement paradigm

MODERATOR
Diane Ramirez

2:15-3:10PM

W13 CPFD

Building QI Capability: The NYU Winthrop Hospital PI Science Academy

Maria Lyn Quintos-Alagheband, MD, FAAP
Director, PI Science Academy; Chief Quality & Safety Officer for Children's Services;
Associate Professor
NYU Winthrop Hospital

Ulka Kothari, MD, FAAP
Associate Director, PI Science Academy; Director of Quality, Pediatric Ambulatory Services; Diplomate, Clinical Informatics;
Assistant Professor, Pediatrics
NYU Winthrop Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Lead a collaborative process to establish a quality science academy for faculty
- Design a mixed pedigogical and experiential training curriculum in QI
- Identify resource needs for an ongoing, institution-wide quality academy
- Assess the effectiveness of the academy's graduates in terms of QI initiatives and in promoting system-wide quality priorities

MODERATOR
G. Robert D'Antuono, MHA

3:15-3:45PM

Refreshment Break with Exhibitors – Exhibit Hall

3:45-4:40PM

W14 COE

HRSA Teaching Centers and Small Community Programs: A Panel Discussion

Jeffrey J. LeBoeuf, CAE, MHA, MBA
Director of GME and Clinical Rotations
Lincoln Memorial Univiversity, DeBusk College of Osteopathic Medicine

John Sealey, DO
DIO
Detroit Wayne County Authority Health

James Lee Valantine, MS
Director of Medical Education
East Central Mississippi Health Net Rural

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Provide an overview of the history of the HRSA THC program
- Advocate for THC funding
- Understand the application procedures and timelines for THC grants
- Provide a basic budget for HRSA THC program
- Describe the current status and likely future of the HRSA THC program

MODERATOR
Arman Ahmadpour

3:45-4:40PM

W15 COIL

Cracking the Code: Responding to ACGME Annual Survey Results

Katherine R. Cich, MM
Director of GME Accreditation and Assistant DIO
Jacobs School of Medicine and Biomedical Sciences of the University at Buffalo

Emily J. Caldarelli, MS
GME Accreditation Manager and Institutional Coordinator
Jacobs School of Medicine and Biomedical Sciences of the University at Buffalo

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Analyze ACGME Annual Resident and Faculty survey results for substantial noncompliance
- Map relevant ACGME program and institutional requirements to the Annual Resident and Faculty surveys
- Create a template with writing prompts based on mapping of the relevant requirements
- Complete the template with program- and institutional-specific data to demonstrate substantial compliance with ACGME requirements

MODERATOR
Sheryl Bloom, MPH

3:45-4:40PM

W16 **Financing Your GME Mission**

Trevor M. Burt, MS, EdD
COIL *Vice President, Education Administration*
Houston Methodist Hospital

COPAC *Anne Hartford, MBA*
DIO & Administrative Director GME
Loyola University Medical Center and
Loyola Medicine – MacNeal Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe training program level impact on the annual institutional IRIS report
- Describe and appreciate the impact communication and program coordinators have on the financial health of a program or institution
- Describe common funding models for medical schools and teaching hospitals, along with novel ideas for additional support
- Provide participants with basic information regarding the importance of understanding GME funding at all levels of the organization

MODERATOR
Pasquale Burdo

4:45-5:40PM

W17 **Hot Topics for GME Leaders**

COIL *Frederick M. Schiavone, MD, FACEP*
DIO and GME Vice President
HCA West Florida GME Consortium

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Better understand July 2019 ACGME changes to program and institutional requirements
- Employ new strategies for successful leadership in terms of collaboration, communication, and effectiveness in future DIO and central GME office activities
- Reflect on experiences and current climate in home institution as barometers of personal accomplishment
- Discuss timely topics identified by the group assembled for the session

MODERATOR
Catherine M. Eckart, MBA

4:45-5:45PM **Council of Osteopathic Educators (COE) Meeting**

Thursday, May 16

REGISTRATION OPENS AT 6:45AM

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

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

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

8-8:55AM

T1 **Using Your EMR for Good: An Outcomes Attribution Model for Residents**

COIL *John Ballentine, MBA*
Director, GME Administration and Finance
Palmetto Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Utilize current systems to provide required outcomes data
- Discuss creative ways to marry EMR and web-based residency management system to collect resident data
- Give residents feedback on positive patient outcomes and identify areas for improvement

MODERATOR
Katherine G. Stephens, PhD, MBA, FACHE

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8 - 8:55AM

T2 Beyond Wellness: A Roadmap to Finding and Holding on to the Light in Medicine

COIL COPAC

Wilhelmine Wiese-Rometsch, MD, FACP
Founding Program Director & Professor of Clinical Sciences
Florida State University Internal Medicine Residency Program at Sarasota Memorial Hospital

Karen Hamad, MD, FAAP, FACP
Associate Program Director & Associate Professor of Clinical Sciences
Florida State University Internal Medicine Residency Program at Sarasota Memorial Hospital

Jill Scarpellini-Huber, PhD
Director of Wellness Program
Florida State University Internal Medicine Residency Program at Sarasota Memorial Hospital

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

- Define a vision for creating a culture that prioritizes wellness in his/her institution or program
- Provide participants curricular elements and suggestions for toolkit implementation at their own institutions and/or programs
- Identify resources needed to develop a wellness curriculum
- Identify opportunities to broaden the scope of wellness at his/her institution or program

MODERATOR
Jacklyn Fuller, PhD

8 - 8:55AM

T3 Preparing for an ACGME Site Visit 2019

COIL

Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare - West Florida

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

- Educate hospital administration, program directors and coordinators, and new faculty about initial ACGME accreditation
- Prepare individuals for the best representation of their program during a site visit
- Describe strategies that work and do not work during accreditation activities, including conversations during site visits

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MODERATOR
Sharon M. Sullivan

9 - 9:55AM

T4 COMLEX-USA Use by Program Directors as Part of a Comprehensive Assessment System

COE

John R. Gimpel, DO, MEd
President and CEO
National Board of Osteopathic Medical Examiners (NBOME)

Stephen P. Shannon, DO, MPH
President and CEO
American Association of Colleges of Osteopathic Medicine (AACOM)

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

- Describe the COMLEX-USA licensure examination program
- Interpret COMLEX-USA scores, performance profiles, cross-walks, and other tools for uses in screening and interviewing residency applicant
- Advise DO residents regarding resources designed to assist them with preparing to complete the COMLEX-USA Level 3 examination for state medical licensure
- Understand the process for program director attestations that residents are in good academic and professional standing to be eligible for taking COMLEX-USA Level 3

MODERATOR
Jonathan Rohrer, PhD, DMin

9 - 9:55AM

T5 Using Coordinator Engagement to Connect to the GME Community and Enhance Well-Being; How shadowing trainees has given PCs new appreciation and insight into the lives of their trainees

COPAC

Rhea L. Fortune
Manager & Institutional Coordinator, Graduate Medical Education
Duke University Hospital

Jessica Burkhart, BS
Senior Program Coordinator, Anesthesiology Residency Program
Duke University Hospital

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

- Assess the presence of job burnout in self and colleagues
- Appreciate the value in connecting with the larger GME community to increase job satisfaction and overall wellness
- Take away tools to implement in home institutions or program coordinator societies that can build a supportive community that collaborates to improve their GME programs

MODERATOR
Ann Ronayne, C-TAGME

9 - 9:55AM

T6 CPFD **The GME-CME Learner Dyad: Publishing Data on Resident Research Outcomes AND Faculty CME/CPD Outcomes**

Simon Kitto, PhD
Editor-in-Chief
Journal of Continuing Education in Health Professions

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the pragmatic relevance of the JCEHP journal as a source for CME-GME collaborative authorship
- Examine recent articles as examples of "dyadic" scholarly activity, i.e. those involving both Residents/Fellows and their supervising faculty as learners
- Recommend areas of scholarly inquiry in CPD/GME/CME domains that are under-studied, especially those where "dyadic" learning scenarios are available

MODERATOR
Rebecca Daniel, MD, FACP

10 - 10:30AM

Refreshment Break with Exhibitors – Exhibit Hall

10:30 - 11:55AM

T7 **CLER: Continuing the Conversation**

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

Robin Wagner, RN, MHSA
Vice President, Clinical Learning Environment Review (CLER) Program
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe in detail the findings published in the 2018 National Report of Findings
- Analyze one's own institutional priorities and progress in addressing the CLER initiatives
- Demonstrate a greater understanding of the CLER process as new priorities and initiatives are articulated
- Ensure each clinical learning environment is integrating residents appropriately into all critical processes and pathways

MODERATOR
Frederick M. Schiavone, MD, FACEP

12:00 - 12:55PM

E2 **Ask the Experts Lunch (complimentary boxed meal)**

This lunch features the popular "Ask the Experts" format from past years. Several speakers will be on-hand so that attendees may engage them with questions about their presentations, work, or other medical education topics of interest. AHME will provide the boxed lunch… you provide the questions!!

1 - 1:55PM

T8 COIL COPAC **Special Reviews: Helping Programs to Improve**

Alyson Riddick, MHA, C-TAGME
Director of GME
Vidant Medical Center

Tara Zahtila, DO
Associate DIO, Eastern Region
Northwell Health

Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare - West Florida

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Establish consistent criteria that trigger Special Reviews
- Discuss best practices that engage multiple stakeholders in the Special Review process
- Utilize a template to create a report and action plan immediately following the Special Review
- Define methods for follow up at frequent intervals to enable oversight and improvement

MODERATOR
Wilhelmine Wiese-Rometsch, MD

1-1:55PM

T9 COPAC

Professional Development for Program Administrators via a Journal Club: How to ready set go this opportunity!

Vanessa Goodwin, MHA
Manager, GME
University of Vermont Medical Center

Amy Bourgeois, MEd
Program Administrator, Pathology Residency Program
University of Vermont Medical Center

Timothy Burns, JD
Program Administrator, OBGYN Residency Program
University of Vermont Medical Center

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

- Form a journal club for program coordinators/administrators, including setting goals and objectives
- Implement a journal club using information provided about our model and process, including article selection and sharing
- Improve communication, team building, and knowledge of GME-related topics
- Discuss and implement ways to measure the efficacy of the journal club after each session, including post session survey for ongoing improvement
- Take home strategies to provide a journal club opportunity at his/her home institution and understand the benefits of doing so

MODERATOR
Caroline Diez, BA, C-TAGME

1-1:55PM

T10 COE COIL CTYPD

Creating a Community of Innovation Across the Continuum of Medical Education: An Update on AMA Accelerating Change Grants

Kimberly Lomis, MD
Vice President of Undergradate Medical Education Innovations
American Medical Association (AMA)

Saroj Misra, DO, FACOFP
Co-PI MSUCOM Accelerting Change in Med Ed Grand Project
MSUCOM

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

- Discuss the purpose and accomplishments of the AMA's Accelerating Change in Medical Education grant program and funded project
- Describe the future direction of the grant program
- Evaluate lessons learned from one community-based consortium project and how these lessons could impact initiatives at his/her institution

MODERATOR
Brandy Church, MA

2:00-2:55PM

T11 CTYPD CPFD

Objective Structured Teaching Exercise (OSTE) for Faculty Development

William C. Boyer, DHSc, MS, CHSE
Chief Academic Officer/DIO
Hahneman University Hospital ~ American Academic Health System

Antoinette Golden, MD
Director of Simulation, EM Residency Program and Core Faculty, EM Residency Program
Kendall Regional Medical Center

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

- Describe the objective structured teaching exercise (OSTE) as a tool for faculty assessment and development
- Illustrate how the tool may be implemented to evaluate faculty teaching performance using a low-tech, simulation-based clinical scenario
- Discuss the resource needs to begin using OSTE in various types of cognitive and procedural clinical scenarios

MODERATOR
Ashley M. Maranich, MD

2-2:55PM

T12 COIL COPAC

The Importance of Self-Leadership for Continuous Professional Development

Jessica Wells, MS
Assistant Vice President, Education and Research
HCA Healthcare - GME Corporate

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

- Articulate, assess and reflect upon a personal and organizational leadership philosophy
- Adapt fundamental leadership theory to personal leadership practice
- Apply principles of self-leadership to his or her role in GME
- Seek professional development opportunities that enhance self-leadership success

MODERATOR
Osborne Hall

2-2:55PM **T13** **Self-Study Process A Collaborative Approach, You Dont Have To Do It Alone!**
COE COIL
Krista Lombardo-Klefos, MBA
Accreditation Administrator, Graduate Medical Education
Cleveland Clinic

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand what the Self-Study and 10-Year Accreditation Site Visit are and their importance within program's ACGME accreditation
- Discover how the Cleveland Clinic implemented a collaborative approach with the GME office and programs
- Identify and develop a plan to determine how a GME Liaison can assist in the success of your program's Self-Study
- Learn how to utilize the tools made available to confidently create an interprofessional Self-Study Process at your home institution, regardless of your size or structure

MODERATOR
Yanick Joseph, MPA

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

3:30-4:25PM **T14** **Poster Showcase and Awards**
Poster Session Winners Announced

New this year is an exclusive showcase in which poster authors will give a presentation on their material. In addition to the posters being on display for viewing and your being able to vote for your favorite, you can hear from the authors themselves about their work and scholarly activity (and maybe get a few ideas for your home office).

Posters will be judged on Wednesday afternoon and Thursday morning with the awards given at the conclusion of this session. Everyone can then go on to the Exhibitor Reception to celebrate the hard work of all the poster presenters!

MODERATORS
Julie B. McCausland, MD, MS, FACEP
Frederick M. Schiavone, MD, FACEP

4:30-6PM **E3** **Meet the Exhibitors Reception**
All conference registrants are invited to attend this reception to network, meet exhibitors, and socialize. Appetizers will be served, and you will receive one complimentary beverage ticket in your on-site registration packet (cash bar will be available after use of your ticket).

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

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

Friday, May 17

REGISTRATION OPENS AT 6:45 AM

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

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

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

8-8:55AM **F1** **Open Forum with ECFMG Exchange Visitor Sponsorship Program (EVSP): What You Need to Know for 2019/2020**
COIL COPAC
Tracy Wallowicz
Director, EVSP and Compliance
ECFMG

Katie Powell, MA
Exchange Visitor Cultural & Educational Affairs Program Manager
ECFMG - Exchange Visitor Sponsorship Program

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand the general regulatory requirements for exchange visitor (J-1) physicians participating in U.S. programs of graduate medical education
- Understand the ECFMG application policies and procedures, including those for "non-standard" applications
- Recognize special cases requiring review and pre-approval by the U.S. Department of State
- Identify issues/situations involving exchange visitor (J-1) physicians that must be reported to ECFMG
- Access and utilize ECFMG resources

MODERATOR
Jory Eaton, MBA, C-TAGME

8-8:55AM

F2 Transitional Year Review Committee Update

CTYPD

Nikhil Goyal, MD
Chair, ACGME Transitional Year Review Committee
Henry Ford Health System

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:
- Describe recent changes in ACGME program requirements and policies
- Describe data elements reviewed by the TYRC
- Summarize the areas of emphasis of the TYRC's work over the past year

MODERATOR
Neera Agrwal, MD, PhD

8-8:55AM

F3 CME Unplugged: Designing Engaging Sessions

CPFD

Graham McMahon, MD
President and CEO
ACCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Appreciate the value of active learning techniques to facilitate engagement and self-awareness
- Design blended, small-group, and other activities that take advantage of the increased flexibility in CME
- Generate key steps faculty teachers can take to create participatory active learning experiences
- Implement outcome evaluation techniques that are simpler for planners and more meaningful for learners
- Use ACCME's commendation criteria as a roadmap for educational strategy

MODERATOR
Jane Mikosz, BS

9-9:55AM

F4 What's all the Twitter About? Social Media & the World of GME

COIL

Yara Núñez
Program Manager

COPAC

Brigham and Women's Hospital

Jane R. Maugeri, C-TAGME
Residency Education Coordinator
Thomas Jefferson University Hospitals

Kristin Johnson, MS, C-TAGME
Program Manager
Maine Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand how to use social media to promote wellness in your program
- Keep alumni feeling connected after graduation
- Describe some best practices for implementation and usage of social media in medical education

MODERATOR
Trevor M. Burt, MS, EdD

9-9:55AM

F5 Implementing Transitional Year Milestones 2.0

CTYPD

Laura Edgar, EdD, CAE
Vice President, Milestones Development
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify the differences for the new version of Milestones
- Incorporate the Supplemental Guide into your CCC processes
- Identify critical elements for a successful implementation

MODERATOR
Vinod Nambudiri, MD, MBA

9-9:55AM

F6 CPFD

It Takes a Village: Enhancing Physician Education Through the GME-CME Partnership

Kelley E. Whitehurst, MAEd
Program Manager for Graduate Medical Education & Medical Affairs Education
Vidant Medical Center

Mildred Carraway, MSN, RN
Director, Continuing Medical, Dental & Pharmacy Education
Eastern Area Health Education Center (Eastern AHEC) & the Brody School of Medicine at East Carolina University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the benefits of a GME-CME partnership and how it can enhance physician and resident education
- Promote the importance of GME-CME partnerships in terms of both ACGME and ACCME accreditation requirements
- Identify specific opportunities for the design and development of joint GME-CME learning activities that support the training needs of residents and physicians while positively impacting patient care

MODERATOR
G. Robert D'Antuono, MHA

10-10:30AM

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

10:30-11:25AM

F7

AAMC Update: The End of an Era, the Continuation of the Journey

Alison J. Whelan, MD
Chief Medical Education Officer
AAMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the major accomplishments of the AAMC over the last 13 years
- Describe the priorities guiding the AAMC's efforts going forward
- Identify impact on individual institutions as academic medicine continues to evolve

MODERATOR
Frederick M. Schiavone, MD, FACEP

10:30-11:25PM

F8 COPAC

COPAC Hot Topics

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

Sharon Sullivan
Director, Operations & Project Management
University at Buffalo Jacobs School of Medicine and Biomedical Sciences

Jory Eaton, MBA, C-TAGME
Operations Manager, Graduate Medical Education
Loyola University Medical Center

Brandy Freiger, C-TAGME
Supervisor and Education Administrator, Internal Medicine Residency and Fellowship Programs
University of Alabama at Birmingham

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Better understand the tools and resources available to Program Coordinators
- Develop a better grasp on program operations
- Discuss topics identified by group assembled for the session

MODERATOR
Kelli DaSilva, C-TAGME

11:30AM-12:55PM

E4

AHME Annual Business Meeting & Luncheon

All registered attendees are invited to attend this annual business meeting and luncheon: part leadership report, part celebration, all delicious and fun.

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

1-1:55PM

F9 Facilitating the Implementation of ACGME Scholarly Activity Requirements for Faculty and Residents

COIL

COPAC

Karen Lee Ruwoldt, MSW, LMSW
Administrative Director, Medical Education
Henry Ford Macomb Hospital

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

- Discuss and understand the ACGME requirements for faculty and residents
- Identify challenges to meeting ACGME scholarly activity requirements for faculty and residents
- Develop a plan for educating faculty and residents about scholarly activity opportunities within his/her institution

MODERATOR
Kelley Whitehurst, MAEd

1-1:55PM

F10 Teaching Empathic and Evidence-Based Management of Patients with Substance Use Disorder

CTYPD

Noam Fast, MD
Residency Training Director
Stony Brook Medicine/Mather Hospital

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

- Discuss how simulations ensure the safety of the trainee and patient in the course of clinical care
- Discuss how to give feedback about specific teachable moments that arise as part of the simulated patient encounter
- Discuss how to deal with patients with substance use problems by expanding the use of simulated patient encounters as part of a residency training program's didactic curriculum
- Maintain appropriate boundaries and best medication practices, including a risk and benefit analysis of potential treatment with substance using patients

MODERATOR
Joanne Zhu, MD

1-1:55PM

F11 Addressing the Americans with Disabilities Act in Graduate Medical Education

COIL

COPAC

Natalie Gittus, JD
Supervisor of Graduate Medical Education
Baylor University Medical Center

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

- Understand the types of situations that fall under the Americans with Disabilities Act (ADA)
- Recognize common ADA pitfalls during the recruiting process
- Recognize common ADA mistakes made during evaluations, verbal feedback sessions, in clinical competency committees, and when handling resident remediation
- Understand when and how to navigate a resident's request for a workplace accommodation based on the ADA
- Find tools and resources to aid in providing ADA accommodations for trainees

MODERATOR
Trevor M. Burt, MS, EdD

2-2:55PM

F12 The Struggling Learner and Remediation Plans

COIL

COPAC

Kerrie Jordan, MS, C-TAGME
DIO/Director, College of Osteopathic Medicine
Department of GME
Kansas City University of Medicine &
Biosciences-GME Consortium

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

- Discuss the need for remediation
- Define the types of competency deficits and the complications of emotional intelligence
- Explore formative feedback and coaching that enhances resident competency
- Describe and develop a remediation plan
- Explain the CCC's role in the remediation process

MODERATOR
Lilia Wilson, MBA, MPM

2-2:55

F13 CTYPD **Teaching Leadership in Health Professions Education**

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

Maureen Petersen, MD
Director of Medical Education
Walter Reed National Military Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Explain three potential benefits for a formal approach to teaching leadership in Graduate Medical Education
- Identify three barriers to implementing leadership education at his/her own institution
- Determine the most relevant leadership competencies for GME trainees
- Use our LEAD 2.0 model to develop a leadership curriculum at his/her own institution

MODERATOR
John Harvey, MD

2-2:55

F14 CPFD **Utilizing Formative Feedback in Instruction, Assessment Decisions and the Formation of Individual Education Plans**

Timothy Graham, MD
Program Director Family Medicine
Mount Carmel Health System

John Jonesco, DO
Associate Program Director/Director of Inpatient Medicine; Director of Osteopathic Education, Family Medicine
Mount Carmel Health System

Lowell Chambers, MD
Program Director, General Surgery
Mount Carmel Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the role of formative feedback in accurate learner assessment
- Describe methods of compiling information gathered from formative feedback to create a larger mosaic of learner performance (summative)
- Endorse the utilization of individual education plans that are formed from learner assessment and based on gaps identified with compiled formative feedback

MODERATOR
Rob Armstrong Martin, MBA, CHCP, CPHIMS

3-3:15PM **Refreshment Break (no exhibitors)**

3:15-4:10PM

F15 COIL COPAC **Mock PEC and APE Meeting**

Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare - West Florida

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Review current and evolving ACGME requirements and expectations for the development of exceptional PEC and APE teams
- Participate in mock PEC and APE meetings to simulate effective and ineffective practices in conducting these sessions with leadership, faculty, and staff
- Incorporate best practices gained from this session upon return to home institution to effectively structure PEC and APE teams

MODERATOR
Anne Hartford, MBA

3:15-4:10PM

F16 CTYPD **Oh, No! One Year for Scholarly Activity**

Sharon Rouse, DO
Physician
Henry Ford Allegiance Health

Laura Hilton, PhD
Doctor
Henry Ford Allegiance Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Know how to successfully submit Case Reports to various journals
- Develop program for Quality Improvement in his/her residency program
- Increase participation by faculty in Scholarly Activities

MODERATOR
Mary Warden, MD

3:15-
4:10PM

F17 **CPFD** **Addressing Health Care Disparities (HCD) through the Lens of Quality Improvement (QI) Across the Clinical Learning Environment (CLE)**

Baretta R. Casey, MD, MPH
Regional Vice President, ACGME CLER Program
ACGME

Wilhelmine Wiese-Rometsch, MD, FACP
Founding Internal Residency Program Director & Professor of Clinical Medicine
Florida State University at Sarasota Memorial Hospital

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

- Define "health care disparities"(HCD) from the perspective of the ACGME
- Describe how health care disparities became an area of attention within GME, and the intent of designating HCD as a component of the CLER focus area of Health Care Quality
- Using a case study, identify resources for benchmarking, selecting goals, developing strategies, or identifying local HCD and contributing systemic factors in the clinical learning environment (inpatient/outpatient)
- Identify at least one strategy or next step the learner will implement toward identifying or addressing HCD in the clinical learning environment (inpatient/outpatient)
- Articulate the process of setting measurable goals to minimize or eliminate HCD in the clinical learning environment (inpatient/outpatient)

MODERATOR
Rob Armstrong Martin, MBA, CHCP, CPHIMS

4:15-
5:10PM

F18 **Harassment and Medical Education: Zero Tolerance**

Lori K. Mihalich-Levin, JD
Partner
Dentons

Rosemarie L. Fisher, MD, MACP, FRCP
Title IX Deputy Coordinator and Director of Resident-Fellow Well-Being/Senior Advisor
Yale School of Medicine/Dentons

Linda M. Famiglio, MD, FAAP
Clinical Professor of Neurology/Senior Advisor
Lewis Katz School of Medicine at Temple University/Dentons

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

- Assess his/her local environment for risk of occurrence of sexual and other forms of harassment (i.e., micro-aggressions, hostile work environment)
- Gain an understanding of the current national (and prevailing state) regulations and requirements regarding harassment
- Plan for the prevention of and response to sexual and other forms of harassment within the GME environment

MODERATOR
Susan Greenwood-Clark, MBA, RN, FACHE

5:30-7:30PM **AHME Board Meeting**

General Conference Information

FREE in meeting space

Who Should Attend

The 2019 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

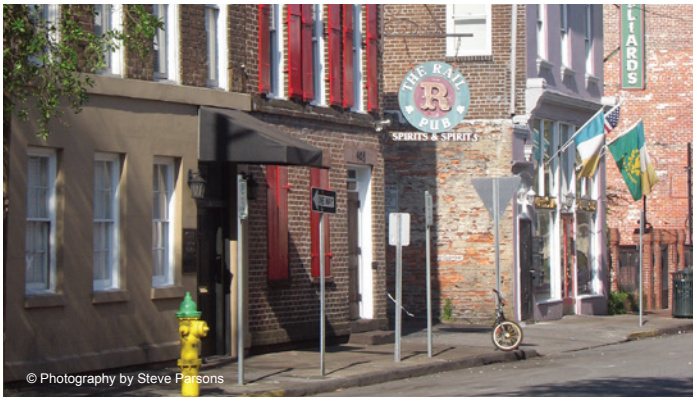
Exhibitors receive two institute registrations with their exhibit fee and are encouraged to attend educational sessions to better understand the needs of the medical educational professional. Be aware that no direct selling or distribution of marketing materials may occur during educational sessions.

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 19.75 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



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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 2019 Institute staying at the **Hyatt Regency Savannah** will enjoy a discounted group rate of **$209 single-double occupancy** plus applicable taxes and fees (currently 13% plus a S1.00 City of Savannah fee and a $5.00 Georgia Motel/Hotel tax). The hotel rate is available until 5:00 p.m. Eastern on **Monday, April 15, 2019** or until the room block has been filled, whichever comes first. After April 15, 2019, or if the room block becomes filled, AHME can no longer guarantee rates and availability. We advise attendees to make room reservations as soon as possible to ensure availability and secure the discounted rates.

Reservations can be made by **calling 1-800-233-1234,** 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

FREE in meeting space

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.

Online Educational Materials

For 2019, 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. Each attendee will receive this URL and is asked not to share the URL with others. After the conference, all final presentations will be available through both the app and the same URL. The app will also allow attendees to complete session/conference evaluations and to receive certificates of attendance or for CME credit.

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 31, 2019 – $100 cancellation fee

Cancellation from April 1, 2019 to on or before April 28, 2019 – 35% cancellation fee

Cancellation on or after April 29, 2019 – 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).

Registration Information

All payment options (including pay by check) are available on-line. Attendees are strongly encouraged to 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. 20	$725	$875
Jan. 21 - Feb. 17	$775	$925
Feb. 18 - May 5	$825	$975
On or After May 6	$875	$1,025

** 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 2019 AHME Institute includes access to the mobile app with materials; online access to handouts; entrance to educational sessions; CME credit; continental breakfasts on Wednesday, Thursday, and Friday mornings; refreshment breaks on Wednesday, Thursday, and Friday; and the Ask the Experts Lunch and reception on Thursday.

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

CTYPD Program Registration Fee

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

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

Registration Category	CTYPD Program
AHME Member*	$500
AHME Non-Member	$600

** 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.*