2021 AHME INSTITUTE GOES VIRTUAL!

MAY 12-14 2021

EXPERT SPEAKERS

BEST PRACTICE PRESENTERS

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MULTIPLE EDUCATIONAL TRACKS

INFORMATION ON THE LATEST NEWS, INNOVATIONS & DEVELOPMENTS
WEDNESDAY, MAY 12

9:00AM  Virtual Exhibit Hall
Connect with vendors whose products and services are offered to assist you in your medical education work and whose support helps to make the AHME Institute possible.

10:45AM  Welcome for the Day and Orientation
Frederick M. Schiavone, MD, FACEP - AHME Immediate Past President/ALPD Chair

11:00AM-12:00PM  ACGME Update
Thomas J. Nasca, MD, MACP
President and 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
Frederick M. Schiavone, MD, FACEP

12:00-12:45PM  Teaching to Lead: An Institutional Approach to Leadership Development
Alyson Riddick, MHA, C-TAGME
Director of GME
Vidant Medical Center
Kelley Whitehurst, MAEd
Program Manager, GME Education
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 local GME community
• Design an institutional leadership development curriculum targeting the needs of program directors, program coordinators, teaching faculty and chief residents
• Judge the effectiveness of a leadership development curriculum using evaluation strategies

MODERATOR
Anne Hartford, MBA
**W2 GME 101: Boot Camp for the New Program Administrator/Coordinator**
Karen Ellis
Administrative Coordinator, Graduate Medical Education
JPS Health Network
Ann Ronayne, C-TAGME
Institutional Coordinator, Graduate Medical Education
Medical University of South Carolina
Katie Axiotis, MEd, C-TAGME
Residency and Fellowship Coordinator, Internal Medicine Residency Program
Sarasota Memorial Hospital - Florida State University
Susan Tovar, C-TAGME
GME Manager and Fellowship Coordinator
Largo Medical Center - HCA West Florida Division
Shannon Papazian, C-TAGME
Program Coordinator, Emergency Medicine Residency Program
Grand Strand Medical Center - HCA South Atlantic Division

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Realize the impact of the Program Administrator/Coordinator on a residency fellowship program
- Understand the acronyms that make up the “Alphabet Soup” of Graduate Medical Education
- Recognize the significance of strong time management skills and develop skills to help improve them
- Comprehend the importance of a well-developed timeline
- Learn about the importance of accurate reporting in WebADS and obtain skills to make the process easier
- Understand the local, regional, and national resources available to Program Administrator/Coordinator

**MODERATOR**
Caroline Diez, BA, C-TAGME

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**W3 Practical Ways to Improve Your Clinical Teaching - Part I**
Donna Ray, MD
Director, Faculty Development, OCPDS & Director of Student Coaching
Palmetto Health: University of South Carolina School of Medicine Columbia
Renee Connolly, PhD
Director of Medical Education
Prisma Health - Midlands

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Better address the special circumstances of clinical teaching in working with learners and patient care in the Clinical Learning Environment
- Develop at least one new strategy for providing clinical teaching

**MODERATOR**
G. Robert D’Antuono, MHA

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**W4 The Annual Program Evaluation Is Not Just Another Checkbox: How To Support Meaningful Change**
David C. Weigle, PhD, MPH, MEd
Assistant Dean for GME/DIO
UT Southwestern
Shannon A. Scielzo, PhD, MS
Associate Director, Education/Strategic Planning Consultant
UT Southwestern

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Describe the importance of conducting relevant and meaningful Annual Program Evaluations and Action Plans
- Describe how the Annual Program Evaluations, Action Plans, and SWOT analysis conducted every year will be crucial to the success of the 10-Year Self-Study
- Recognize whether programs view the Annual Program Evaluation as important or as another checkbox required to maintain accreditation
- Recognize the new ACGME requirements as related to completing the Annual Program Evaluation and the role of the Program Evaluation Committee

**MODERATOR**
Elizabeth Madaio
1:00-1:45PM
Osteopathic Recognition: Requirement Updates and Best Practices
Natasha Bray, DO, MSeD, FACOI, FACP
Osteopathic Principles Committee, Chair
ACGME

Tiffany Moss, MBA
Executive Director, Osteopathic Accreditation
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the new Osteopathic Recognition Requirements
• Identify the new Osteopathic Recognition FAQs
• Apply best practices for programs applying for or with Osteopathic Recognition

MODERATOR
Kerrie Jordan, DHSc, C-TAGME

1:00-1:45PM
Integrating Evidence Based Medicine into Clinical Practice
David R. Haburchak, MD
Clerkship Director and Core Faculty
Wellstar Kennestone Regional Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Define, describe the importance, and outline the history of Evidence Based Medicine (EBM)
• Describe the relationship between various learning theories and application methods of EBM
• Determine which core principle of EBM (Bayesian analysis, source of evidence, quality of evidence, applicability) fits best to methods or means of teaching (Journal Club, PICO in the Clinic, topical review, ward rounds, mini-course, coaching)
• Apply a method of EBM to a specific clinical topic based on the student audience (students, residents, nursing, faculty)

MODERATOR
Joanne Zhu, MD, MSc, FACP, FHM

1:00-1:45PM
Put Your Oxygen Mask on First: Best Practices for Coordinating Coordinator Well-Being
Shannon A. Scielzo, PhD, MS
Associate Director, Education/Strategic Planning Consultant
University of Texas Southwestern
Melissa Perry, MEd, C-TAGME
GME Program Improvement Specialist
University of Texas Southwestern

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Communicate well-being related concerns to leadership in a professional manner
• Implement new strategies to optimize work flows and better manage administrative/management tasks
• Apply goal setting best practices to identify priority items and better optimize time
• Network with other coordinators and team members to collectively advocate for, and to implement, change

MODERATOR
Shannon Papazian, C-TAGME

1:45-2:30PM
Annual Institutional Review: A Look Back and the Journey Ahead
Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare Graduate Medical Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Brainstorm the best content to be included in the AIR as a reflection of the year just ended
• Construct the Annual Institutional Review in a format that is compliant with requirements while communicating important findings
• Include a SWOT analysis to better plan for the year(s) ahead and to engender governing body support for GME

MODERATOR
Fran DeYoung

1:45-2:30PM
Put Your Oxygen Mask on First: Best Practices for Coordinating Coordinator Well-Being
Shannon A. Scielzo, PhD, MS
Associate Director, Education/Strategic Planning Consultant
University of Texas Southwestern
Melissa Perry, MEd, C-TAGME
GME Program Improvement Specialist
University of Texas Southwestern

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Communicate well-being related concerns to leadership in a professional manner
• Implement new strategies to optimize work flows and better manage administrative/management tasks
• Apply goal setting best practices to identify priority items and better optimize time
• Network with other coordinators and team members to collectively advocate for, and to implement, change

MODERATOR
Shannon Papazian, C-TAGME
Delivering Effective Formative Feedback
Timothy Graham, MD
Program Director, Family Medicine
Mount Carmel Health System
Cathleen E. Morrow, MD
Chair and Associate Professor of Community and Family Medicine
Dartmouth Geisel School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss the difference between formative and summative feedback
• Recognize the importance of regular feedback for trainees as a part of their overall professional development
• Identify and apply effective techniques and methods to deliver more effective formative feedback as a part of a longitudinal, competency-based assessment process
• Conduct more objective formative feedback sessions that better inform residents about their strengths and areas in need of improvement

MOTERATOR
Rebecca Daniel, MD, FACP

Break

Motivating Educators
Brandy Church, MA
Director of Education
HCA Healthcare Graduate Medical Education

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify barriers to overcome related to motivating faculty
• Articulate strategies that have been successful in other institutions and programs
• Implement solutions in home institution to better motivate faculty

MOTERATOR
Nicole Brandon, MBA

Diverse Physician Workforces Can Create Vibrant Communities: Intentional Recruitment to Get There
Wilhelmine Wiese-Rometsch, MD
Founding Program Director/Professor of Clinical Medicine
Florida State University/Sarasota Memorial Hospital
Johanna Martinez, MD
Director, GME Diversity & Health Equity
Northwell Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize the updated ACGME common program requirements that relate to diversity
• Apply holistic review in his/her recruitment, selection and rank process
• Identify resources to assist in creating a diverse GME pipeline
• Identify barriers and potential solutions for implementing a GME focused diversity recruitment strategy for his/her program or institution

MOTERATOR
Pasqual Burdo

Teaching Diagnostic Accuracy
Andrew Olson FACP, FAAP
Teaching Diagnostic Accuracy
University of Minnesota Medical School

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the stages of development of medical decision making
• Discuss common controversies in the science of diagnostic reasoning
• Discuss implementable strategies for improving diagnostic education

MOTERATOR
Robert Martin, MBA, CHCP, CPHIMS
Adaptive Change in GME: Coping with High Impact Course Correction

Kyla P. Terhune, MD, MBA, FACS
Vice President for Educational Affairs, ACGME/NRMP Designated Institutional Officer
Vanderbilt University Medical Center

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

• Understand the decision-making processes of organizational leaders in academic health systems
• Describe how organization-wide decisions are made within the context of a rapidly changing environment and uncertain future
• Understand and be able to articulate staffing models to align with ACGME guidelines in the context of a current ask in your organizational environment

MODERATOR
Marilane Bond, EdD, MEd, MBA

Creating a Professional Development Curriculum for Program Coordinators

Alyson Riddick, MHA,C-TAGME
Director of GME
Vidant Medical Center
Kelley Whitehurst, MAEd
Program Manager, GME Education
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 program coordinator community
• Design a professional development curriculum for his/her local program coordinator communities
• Judge the effectiveness of a professional development session and/or series using evaluation strategies

MODERATOR
Ann Baker

Virtual Exhibit Hall
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Welcome for the Day and Recognition of the Presidents’ Award and John C. Leonard Award Recipients
Susan Greenwood-Clark, MBA, RN, FACHE - AHME President

CLER 2021 Update
Kevin Weiss, MD, FACS
Chief Sponsoring Institution and Clinical Learning Environment Officer
ACGME
Robin Wagner, RN, MHSA
Senior Vice President, Clinical Learning Environment Review Program
ACGME

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

• Analyze his/her 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
Susan Greenwood-Clark, MBA, RN, FACHE
A "CLER Day" for High Value Care
Neera Agrwal, MD
Assistant Professor of Medicine/Consultant Medallion Program
Mayo Clinic College of Medicine and Science/ Mayo Clinic Scottsdale
Mary Hedges, MD
Assistant Professor of Medicine/Consultant Community Internal Medicine/Associate Program Director Internal Medicine Residency Mayo Clinic Florida

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss a one-day curriculum to further CLER initiatives for GME learners, Program Leadership and Faculty
• Analyze CLER focused curricula at his/her own site to identify existing content strengths and potential gaps
• Propose 1-2 steps to further CLER focused curricula at his/her own institution

MODERATOR
Steven Craig, MD

Seeking Joy Through the Chaos: Personal and Professional Coordinator Well-Being
Caroline Diez, BA, C-TAGME
GME Manager
JPS Health Network
Glenda Mutinda, PhD
Director of Interprofessional Well-Being JPS Health Network
Diana Singer, MSN, RN, CCRN-K, CNE, C-TAGME
Executive Director - Academic Affairs JPS Health Network

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the importance of well-being in personal and professional development as a GME professional
• Explore strategies for developing resilience and healthy stress management techniques
• Create an individualized personal and professional well-being plan that complements the academic year

MODERATOR
Shannon Papazian, C-TAGME

Ensuring a Respectful and Harassment-Free Learning Environment
Natalie Gittus, JD
Manager, Graduate Medical Education
Baylor University Medical Center – Dallas

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Know what behaviors are considered harassment
• Know how to respond to reports of harassment
• Gain an understanding of how and why training programs should address inappropriate behavior that does not rise to the level of harassment
• Know how to create a culture where trainees feel safe reporting concerns
• Have tools and resources to update grievance procedures and implement strategies to create a harassment-free training program

MODERATOR
Kelli DaSilva, C-TAGME

Transforming the Clinical Learning Environment: Teamwork and Collaborative Care
Frederick Schiavone, MD, FACEP
Division Vice President, GME and DIO HCA Healthcare West Florida
Salman Muddassir, MD
Program Director, Internal Medicine HCA Healthcare/Oak Hill Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Align with the principles of NCICLE.org, an organization committed to improving the Clinical Learning Environment
• Simultaneously demonstrate improvement in quality of learning and patient care
• Replicate some successful outcomes from an institution fully committed to improvements in teamwork and collaborative care

MODERATOR
Willie Braziel, BSc. HA
Recent Updates in Licensure Assessment: What PDs and Coordinators Need to Know in 2021

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the COMLEX-USA licensure examination program, program updates, validity evidence and how to contextualize COMLEX-USA scores
• Understand impact of COVID-19 on COMLEX-USA
• Understand resources for program directors and coordinators for residency applications
• Participate in the COMLEX-USA Level 3 attestation process
• Briefly describe NBOME’s clinical COMAT examinations and other relevant assessments and initiatives

MODERATOR
Kerrie Jordan, MS, DHSc, C-TAGME

TY Boot Camp

Ashley Maranich, MD
Assistant Dean for Clinical Sciences/Associate Professor of Pediatrics
F. Edward Herbert School of Medicine, The Uniformed Services University for Health Sciences

Mary Warden, MD, FACP
Associate Professor of Internal Medicine/Transitional Year Program Director
West Virginia University

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

MODERATOR
Joanne Zhu, MD, MSc, FACP, FHM

Improving Accreditation Outcomes with Educational Quality Improvement

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

Regina Makdissi, MD, FACP, SFHM
Program Director, Internal Medicine/Clinical Assistant Professor
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:
• Apply Quality Improvement principles and techniques to address the root causes of common ACGME citations
• Identify key outcome and process measures for citation interventions
• Demonstrate successful educational Quality Improvement in the ACGME ADS Annual Program Update

MODERATOR
Jenay Hicks, MS, NCC

Using Emotional Intelligence Skills to Develop Resilience and Reduce Burnout

Ramzan Shahid, MD
Vice Chair of Education, Department of Pediatrics
Loyola University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the concept of emotional intelligence (EI) and recognize how EI skills can promote resilience
• Use self-awareness skills to identify activities that exhaust and activities that restore
• Build his/her own Individual Energy Profile (IEP) by utilizing the EI skills of self-awareness and self-management

MODERATOR
Osborne Hall
**OBJECTIVES**
At the conclusion of this session, the learner should be able to:

- Identify GME topics appropriate for podcasts
- Demonstrate the creation of a podcast script on a GME topic
- Understand user-friendly technology strategies for creating a GME podcast with minimal expense
- Discuss common barriers to podcast production and ways to overcome them

**MODERATOR**
David Dojcsak, MBA

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**Break**

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**2:45-3:30PM**

**T10** Using Quality Improvement (QI) Tools for Continuous Program Improvement in Accreditation

Cuc Mai, MD, FACP
DIO/Senior Associate Dean, GME
University of South Florida Morsani College of Medicine

Maya Balakrishnan, MD, CSSBB
GME Director of Quality
University of South Florida Morsani College of Medicine

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

- Identify common QI tools that can be used in continuous program improvement
- Explain how to use these QI tools to enhance program’s continuous program improvement, in annual accreditation and the 10 year self-study
- Demonstrate use of QI tools in the program’s continuous program improvement, in annual accreditation and the 10 year self-study
- Critique program’s continuous program improvement using QI tools in annual accreditation and the 10 year self-study

**MODERATOR**
Tia O. Drake

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**T12** Evidence-Based Wellness Curriculum

Nauman Ashraf, MD
Psychiatry Residency Program Director
KCU-GME Consortium/Ozark Center

Jeffrey Bradley, MD
Psychiatry Residency Faculty
KCU-GME Consortium/Ozark Center

Holly Stewart, BSW, MSOL
Director of Resident Wellness
Northeast Georgia Medical Center

John Delzell, MD, MSPH
Vice President for Medical Education/Designated Institutional Official
Northeast Georgia Medical Center

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

- Understand the successes, challenges, and effectiveness of a year-long, evidence-based resident wellness curriculum in a new ACGME sponsoring institution
- Understand the specific tools, resources, and initiatives that were encompassed in a well-being program
- Understand how having an established wellness program in place helped to manage the unexpected stressors caused by residency and COVID-19

**MODERATOR**
Kerrie Jordan, MS, DHSc, C-TAGME
**T15** 3:30-4:15PM

**War Stories in Professionalism and Lessons Learned... Profound Losses and Inspiring Gains**

Tara Zahtila, DO
Associate DIO, Eastern Region/Program Director, Transitional Year
Northwell Health

Venice VanHuse, MPA
Assistant Vice President, Office of Academic Affairs/Assistant Vice President, Graduate Medical Education
Northwell Health

**OBJECTIVES**

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

- Identify the professionalism challenges commonly encountered in graduate medical education
- Develop assessment and management strategies designed to effectively address lapses in professionalism
- Establish a framework for faculty and resident development programs that promote professionalism in the learning and working environment

**MODERATOR**

Susan Greenwood-Clark, MBA, RN, FACHE

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**T14** 3:30-4:15PM

**ECFMG in 2021: Examining Factors Impacting International Medical Graduates (IMGs)**

Tracy L. Wallowicz, MLS
Assistant Vice President, US Graduate Medical Education Services
ECFMG

Christine D. Shiffer, MBA
Regulatory Affairs Manager
ECFMG

**OBJECTIVES**

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

- Understand ECFMG’s role and various services
- Describe various factors impacting the pipeline of IMGs into US GME
- Better understand how emerging trends and changing regulatory and immigration policies are impacting and/or have the potential to impact IMGs
- Identify issues that are unique to US citizen and foreign national IMGs in his/her training programs
- Understand the impact of COVID-19 on the process

**MODERATOR**

Jeri Garrison

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**T13** 3:30-4:15PM

**After Action Review: How to Maintain Momentum after a CLER Site Visit**

Renée Matos, MD, MPH
Assistant Dean, Quality Improvement & Patient Safety
SAUSHEC

Michelle Valdez, MA
GME Executive Manager
SAUSHEC

**OBJECTIVES**

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

- Describe the After Action Review (AAR) process
- Identify key participants in the AAR process
- Understand how to utilize the after action review process for the CLER site visit
- Practice developing action plans and follow up timelines based on examples provided

**MODERATOR**

Jeri Garrison

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**T16** 4:30PM

**Poster Awards and Winner Presentations**

Back this year is an exclusive session in which poster authors will give a presentation on their material. What’s different is that it’s virtual! In addition to the posters being on display for viewing and your being able to vote for your favorite, you can hear from the award-winning authors themselves about their work and scholarly activity (and maybe get a few ideas for your home office).
Virtual Exhibit Hall
Connect with vendors whose products and services are offered to assist you in your medical education work and whose support helps to make the AHME Institute possible.

Welcome for the Day and Expressions of Gratitude
Wilhelmine Wiese-Rometsch, MD, FACP - AHME President Elect

Medical Education in the Information Age: Engaging learners and creating change across the continuum
Graham McMahon, MD
President & CEO
ACCME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss innovative effective education practices
• Define metrics/surrogate markers to assess retention and behavior change
• Describe practice setting where learning translation to behavior can/should/does occur

MODERATOR
Wilhelmine Wiese-Rometsch, MD, FACP

Easy as 1-2-3: Perfecting the Art of Program Accreditation
Leslie Pfeiffer, MHA
Accreditation Coordinator – GME
Henry Ford Hospital - Detroit
Molly Hepke, MA
Accreditation Coordinator – GME
Henry Ford Hospital - Detroit

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Establish a working knowledge of foundational ACGME requirements
• Discuss two of the large accreditation data collections: Accreditation Data System (ADS) Annual Update and ACGME Resident and Faculty Surveys – defining scope and responsibilities
• Be able to create and utilize a program report card to identify potential areas for improvement
• Share best practices across programs and institutions

MODERATOR
Pam Demers

Talent is Everything: Creating a Culture of Excellence by Optimizing Your Coordinators Council
Jenay Hicks, MS, NCC
Assistant Director of Counseling Services
Morehouse School of Medicine
Colleen Stevens, MBA
Associate Director, Graduate Medical Education
Morehouse School of Medicine
Tammy Samuels, MPA
Executive Director, Office of Academic Programs and Affiliations
Morehouse School of Medicine
Krista Lombardo-Klefos, MBA
Accreditation Administrator, GME
Cleveland Clinic

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discover tools and tips to creating a structured program coordinators council
• Explore areas of improvement for communication within the GME Community
• Develop a program coordinator centered wellness plan to identify drivers for burnout and high professional fulfillment
• Create a plan for increased collaboration between the GME Office and program coordinators for growth while navigating a virtual landscape

MODERATOR
Karen Ellis

Transitional Year Review Committee Update
Nikhil Goyal, MD
Chair, TY Review Committee of the ACGME/DIO, Henry Ford Wyandotte Hospital
Henry Ford Health System
Cheryl Gross, MA, CAE
Executive Director, Anesthesiology, Radiation Oncology and Transitional Year Review Committees
ACGME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe recent changes in ACGME TY 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
Marko Jachtorowycz, MD

Break
1:00-1:45PM
GME Evaluation-[Creating an Annual Program Evaluation Action Plan Monitoring System for Institutional Oversight of Program Requirements]
Gina McNamara, C-TAGME
Administrative Director of Graduate Medical Education
HCA Healthcare Memorial Health University Medical Center
Jean B. Wiggins, BSPH
HCA Healthcare Memorial Health University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Develop a systematic review of program action plans to provide support and guidance to the GMEC/Accreditation Committee on improvements and compliance
• Create an action plan template using SMART goals to make necessary and/or required program improvements
• Implement a tracking tool to methodically monitor program action plan items and improve residency/fellowship program compliance to ACGME requirements

MODERATOR
Lori McMann, MS

1:00-1:45PM
Lessons Learned: Recommendations and Best Practices from Experienced Program Coordinators
Karen Ellis
Administrative Coordinator, Graduate Medical Education
JPS Health Network
Ann Ronayne, C-TAGME
Institutional Coordinator, Graduate Medical Education
Medical University of South Carolina
Shannon Papazian, C-TAGME
Program Coordinator, Emergency Medicine Residency Program
Grand Strand Medical Center - HCA South Atlantic Division
Susan Tovar, C-TAGME
GME Manager and Fellowship Coordinator
Largo Medical Center - HCA West Florida Division
Katie Axiotis, MEd, C-TAGME
Residency and Fellowship Coordinator, Internal Medicine Residency Program
Sarasota Memorial Hospital - Florida State University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify common challenges experienced by Program Administrators and Coordinators
• Learn about solutions based on their personal experiences
• Develop a personal toolkit with tools and resources used to troubleshoot these common challenges
• Discuss topics identified by group assembled for the session

MODERATOR
Caroline Diez, BA, C-TAGME
1:00-1:45 PM

**TY Milestones 2.0 - Program Director Panel Discussion**

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

Panel Members:
- Dan Steigelman, MD – TY Program Director, Allergy and Immunology at SAUSHEC
- Anjali Kunz, MD – TY Program Director, Pediatrics ID at Madigan Army Medical Center
- Julie B. McCausland, MD, MS, FACEP – TY Program Director, UPMC Medical Education

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Demonstrate familiarity with the Transitional Year Milestones 2.0
- Describe challenges and solutions to Milestones Assessments using the new TY Milestones
- Assess for TY Milestones-based outcomes

**MODERATOR**
Julie B. McCausland, MD, MS

1:45-2:30 PM

**How Redesigning the Process of Evaluating Faculty Can Both Improve Individual Performance and Enhance the Clinical Learning Environment**

*Alicia Vazquez, MD*
Director, Family Medicine Residency
Amita Health Saints Mary and Elizabeth Medical Center

*Michael H. Friedman, MD*
Designated Institutional Official
Amita Health Saints Mary and Elizabeth Medical Center

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Review commonly used methods of faculty evaluation and identify barriers to their effectiveness
- Design and implement strategies to improve confidentiality and resident ownership of the evaluation process
- Discuss the impact of modifying faculty evaluation methods on resident trust and faculty performance

**MODERATOR**
Marie Hugley

1:45-2:30 PM

**Introduction to Scholarly Activity: How to Showcase Your Work**

*Jessica Wells*
Assistant Vice President, GME Education and Research
HCA Healthcare Graduate Medical Education

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Develop presentation materials to deliver the desired message
- Build a presentation from his/her scholarly work
- Determine how to communicate why the work done is important and why it should be shared

**MODERATOR**
Nicole Qualls, JD, MPH

1:45-2:30 PM

**“Oh No! My TY resident didn’t match or won’t progress to Advanced GME Training!” - Counseling, Mentoring and ILPs for TY residencies**

*Anjali N. Kunz, MD*
Director, Transitional Year Residency Program
Madigan Army Medical Center

*Lori Weber, MD*
Director, Transitional Year Residency Program
Gundersen Lutheran Medical Foundation

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- List the unique aspects of mentorship/counseling for TY residents during the 12-month training experience
- Understand how to best assist TY residents who are unmatched for advanced GME training or require remediation/probation
- Provide frameworks for mentorship/counseling of TY residents and the development of an Independent Learning Plan (ILP)
- Develop a foundational curriculum to help develop ILPs to assist TY resident progression/completion of a TY residency
- Sketch out a tentative curriculum to develop focused counseling/mentorship in his/her own TY program

**MODERATOR**
Julie B. McCausland, MD, MS

2:30-2:45 PM

**Break**
**More on the Struggling Medical Learner**

**Jeannette Guerrasio, MD**

*Internal Medicine Concierge Primary Care*
*Colorado Center of Medical Excellence*

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:
- Outline a logical framework for diagnosing specific learner difficulties
- Employ a methodical approach for remediation of professionalism deficiencies
- Compare what programs from around the country are doing with individual struggling learners

**MODERATOR**

Brandy Church, MA

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**Scholarly Activity Project Novice**

**Experiences: 23 Common “Traps” to Avoid**

**Samuel Wisniewski, MS**

*Epidemiologist/Biostatistician*
*Michigan State University College of Osteopathic Medicine Statewide Campus System*

**William Corser, RN, PhD**

*Director of Research*
*Michigan State University College of Osteopathic Medicine Statewide Campus System*

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:
- Identify methodological “traps” that can occur and how to avoid them during the preliminary project design and write-up stage
- Appreciate attitudinal “traps” that can occur and how to avoid them during the preliminary project design and write-up stage
- Evaluate institutional review board “traps” that can occur and how to avoid them during the IRB application project stage
- Analyze data collection/analysis “traps” that can occur and how to avoid them during the data project management and data preparation/cleaning/analyses stage
- Recognize dissemination and dissemination preparation “traps” that can occur and how to avoid them during the project write-up and reporting of findings stage

**MODERATOR**

Julianne Purcell, EdD

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**Remediation - A Toolkit for Success in Addressing Resident Disciplinary Matters**

**Dale Johnson II, MSEd, CAS**

*Director, Medical Education*
*Guthrie Robert Packer Hospital*

**Angel Smith, JD**

*Group Director, American Group*
*HCA Healthcare Graduate Medical Education*

**OBJECTIVES**

At the conclusion of this session, the learner should be able to:
- Benefit from the experience of multiple institutions participating in remediation of residents
- Develop a remediation plan around the six core ACGME competencies, which includes SMART goals, action plans, and metrics for success
- Outline the various levels of remedial support available to a struggling learner
- Identify how successful remediation is measured and demonstrated
- Determine when to involve Human Resources for best resolution

**MODERATOR**

Trevor Burt, EdD, MS
Conducting a Baseline Competency Assessment of Telehealth Encounters: Using Simulation to Drive Telehealth Evaluation and Faculty Development

Amy Bunger, PhD
Designated Institutional Official
University Hospitals Osteopathic Consortium

Paul Wojciechowski, MD, FASA
Program Director, Anesthesia
University of Cincinnati, College of Medicine

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

• Articulate the need for investment in robust assessment and faculty development in telehealth to internal stakeholders and C-Suite
• Understand how to reproduce simulation to generate baseline competency assessment of residents in a telehealth encounter
• Describe how baseline competency assessment of telehealth can assist Program Directors and Clinical Competency Committees in forging individualized learning plans, inform milestone levels, and determine progression
• Prepare faculty to meaningfully precept telehealth encounters
• Identify and measure performance on HCAHPS relevant skills of professionalism and interpersonal communication in a virtual setting

MODERATOR
TBD

Advancing Research, Quality Improvement and Patient Safety through a GME Scholarly Activity Curriculum

Oliwier Dziadkowiec, PhD
Regional Director of Research and Faculty Member
HCA Physician Services Group – Continental, Mountain and MidAmerica Divisions

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

• Identify the elements of a Scholarly Activity curriculum that promote evidence base medicine, research, and quality improvement/patient safety projects
• Access resources available to augment a research curriculum
• Detail the similarities and differences between implementing a research project and a quality improvement/patient safety project in a hospital setting
• Describe Mentorship and oversight roles of research leaders and faculty participants in supporting residents/fellows in scholarly activity

MODERATOR
Diane Ramirez
Who Should Attend
The 2021 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.

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

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

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

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 of the AHME website 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.

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

AHME Institute Registration Fees

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<th>Registration Category</th>
<th>AHME Member*</th>
<th>AHME Non-Member</th>
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<tr>
<td>On or Before Jan. 31, 2021</td>
<td>$250</td>
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<tr>
<td>On or After Feb. 1, 2021</td>
<td>$300</td>
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* 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.

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 14, 2021 – $50 cancellation fee
Cancellation from March 15, 2021 to on or before May 2, 2021 – $100 cancellation fee
Cancellation on or after May 3, 2021 – No refund

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

Viewer’s Choice Award for Top Three Posters
Even though it’s virtual, this year’s poster session will allow attendees to cast their vote for their top three choices. Awards will be announced during the Poster Showcase at 4:30 p.m. on Thursday and will include placement announcements from the Poster Session Committee, as well as first, second and third place for the Viewer’s Choice Awards. Award ribbons will be mailed following the Institute to all those who place.

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. The guidelines on submitting a poster abstract for consideration can be downloaded from the Events tab of the AHME website at www.AHME.org.

Virtual Exhibit Hall – Meet the Exhibitors!
Each morning of the conference we will open the on-line Exhibit Hall so you have plenty of non-competing 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.