2022 AHME INSTITUTE

GOES VIRTUAL
MAY 10–13 2022

Expert Speakers
Best Practice Presenters
Networking with Colleagues

Multiple Educational Tracks
Information on the Latest News, Innovations & Developments

Designated by AHME for 15.00 AMA PRA Category 1 Credit(s)™
The Association for Hospital Medical Education has put together an outstanding program for its 2022 AHME Institute! The virtual sessions include topics that are current, relevant, and important to medical education professionals. The presenters feature some new faces as well as popular, seasoned conference speakers. All will be providing critical medical education updates.

The virtual format of the 2022 Institute will offer the same learning that you’ve come to expect from AHME, but you don’t have to leave your home or office. We have added an additional day of concurrent sessions to the schedule this year and are providing longer breaks for meals and rest.

In addition to the large number and wide variety of educational sessions to give you information and tools you can use right away, we have added optional “Ask the Experts” time for networking with your colleagues and peers while gleaning more educational nuggets from the session speakers.

Be sure to block your calendar for the 4-day Institute so you can enjoy uninterrupted learning… a little oasis of time just for you!

**New! Ask the Experts Networking Breaks**

We know you miss the live interaction that an in-person conference provides. To give you that experience virtually, AHME has added Ask the Experts Networking Breaks during each day.

These scheduled breaks give you the opportunity to converse with the Institute speakers and your fellow Institute attendees. The presenters from the two time blocks immediately prior to the break will be on-hand for you to ask questions about their presentations, work, or other medical education topics of interest. We know this will spark conversation and give you face-to-face exposure with your peers! You can participate in just one in each time slot, come and go between them all, or give yourself a break during the half hour to grab a bite and take a rest.

**Viewer’s Choice Award for Top Three Posters**

The poster exhibit is held each year and features new concepts and practical approaches to medical education. It is designed to provide you, as medical educators, with ideas you can use to advance your programs. The AHME Poster Committee selects the posters that are presented at the exhibit and will judge all submissions in advance of the Institute. The posters will be on display in the virtual platform as another opportunity for attendee learning.

Awards from the AHME Poster Committee will be made public during the Poster Showcase at 2:15 p.m. on Tuesday. You can also vote for your top three favorites using the rating method feature on each poster. The three top-rated projects will receive first, second, and third place Viewer’s Choice Awards. These will be tallied and announced following the Institute, and award ribbons will be mailed to all those who place.

The guidelines on submitting a poster abstract for consideration can be downloaded from the Events tab of the AHME website at [www.AHME.org](http://www.AHME.org).
TUESDAY, MAY 10

9:00AM
Poster Gallery Open

11:45AM - 12:10PM
Welcome to the Institute and to AHME
TBD

12:15 - 12:55PM
Navigating Motivation and Change in Medical Education
Erin Reis, EdD, MBA, FACHE, C-TAGME
Associate DIO
McLaren Bay, Flint & Northern
Bret Stevens, MBA, C-TAGME
Associate DIO
McLaren Oakland & St. Luke’s

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize signs of motivation deprivation within your organization
• Apply the foundations of Maslow’s Hierarchy of Needs in motivation identification
• Develop an understanding of self-determination learning and its application to motivation
• Connect theory to departmental and organizational changes within medical education

12:15 - 12:55PM
Breaking the Glass Ceiling: Becoming DIO as a NonPhysician
Susan Greenwood-Clark, MBA, RN, FACHE
Director, Medical Education/DIO
St. Mary Mercy Hospital
Tia O. Drake
Executive Director and DIO
Washington University School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the role and competencies of the DIO and how this may differ between MD vs. non-MD
• Identify specific leadership skills necessary when managing other GME leaders and senior hospital leadership in both large academic centers as well as smaller teaching hospitals
• Effectively share the burden of oversight with GMEC and other hospital/university leaders
• Identify and foster dyad relationships to succeed at the DIO role based on personal strengths
**OBJECTIVES**

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

- Describe the health disparities and training disparities found in resource-challenged territorial islands of the US.
- Relate the essential components of a workforce improvement program that impacts house staff Quality Improvement training.
- Discuss logistical challenges inherent in launching an ECHO series to span geographic, parsimony and cultural frontiers.
- Assess the population health improvement efforts of an ECHO program based on an identified disease scope and patient cohort.
- Outline a proposed ECHO program in their local institution using limited resources to address a documented health disparity, and relate next steps for replicating an ECHO at their institution.

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**OBJECTIVES**

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

- Provide program and GME department administrators with action items and tools to conduct corporate and/or program orientation for newly matched resident physicians.
- Determine the content required, the content desired, and planning activities that will be provided during orientation and how they vary depending on institution type and stakeholders.
- Obtain practical advice on coordinating and implementing the schedule of events, determining adequate timing and time needed for planned activities, and considerations for follow-up sessions at later dates to reinforce or reintroduce some topics.
- Identify how the barriers to improvement and resources can be reduced for a more seamless and productive orientation.
- Determine if there is satisfaction from the new hires with their orientation and onboarding processes.
Institutional Office Approach to Implementation of Milestones v2.0
Krista Lombardo-Klefos, MBA
GME Accreditation Administrator
Cleveland Clinic

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the importance of Milestones v2.0 to a program
• Develop a plan of implementing Milestones v2.0 in their program
• Think of ways to collaborate with GME institutional offices on future projects

Teaching Quality Improvement and Patient Safety (QIPS): A Review of Three Learner Experiential Projects from the Fall 2021 Te4Q Academy
TBD

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss the teaching competencies in quality improvement and patient safety (QIPS) for all clinician-educators and how they are applied in various learner settings
• Describe 3 successful teaching projects which utilize the QIPS competencies and their impact on learner outcomes
• Develop a knowledge of how to implement a QIPS teaching project at their home institutions

Ask the Experts Networking Break

2:15-2:55PM
TU7

Poster Showcase & Awards
Back this year is an exclusive virtual session in which poster winners 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 in the platform, 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).

Council Mixer (20 mins)
The Association for Hospital Medical Education currently supports four Councils. The Councils represent interest groups for individuals with a similar professional role that involves a substantial portion of the membership of the Association. Membership in AHME is required to join any of the Councils, but you can attend their Council Mixer to see what they’re about.

Region Mixer (20 mins)
AHME is made up of six geographic regions across the United States. Each region is represented by an AHME member from that area. You can join the mixer specific for your location at this time to meet your Region Rep and get answers to any questions you might have about AHME.

Welcome for the Day and Orientation
Susan Greenwood-Clark, MBA, RN, FACHE

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
Susan Greenwood-Clark, MBA, RN, FACHE
COPAC Boot Camp I: Starting with the Basics (Coordinator Impact, Alphabet Soup, Time Management, Academic Year Calendar, and Documentation)

Ann Ronayne, C-TAGME
Institutional Coordinator, Graduate Medical Education
Medical University of South Carolina
Karen Ellis
Administrative Coordinator, Graduate Medical Education
JPS Health Network
Katie Axiotis, MEd, C-TAGME
Residency and Fellowship Coordinator, Internal Medicine Residency Program
Sarasota Memorial Hospital - Florida State University
Kelli DaSilva, C-TAGME
GME Data Administrator
Prisma Health - Upstate

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Realize the impact of the Program Administrator/Coordinator on the residency or fellowship programs
• 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 personal time management
• Comprehend the importance of a well-developed academic year calendar/timeline
• Know the importance of trainee/program data collection and documentation

Preparing Program Stakeholders for an ACGME Site Visit - Lessons on Doing a Mock Site Visit

Cuc Mai, MD, FACP
Senior Associate Dean GME & ACGME DIO
University of South Florida
DeLaura D. Shorter, MS
Assistant Director
University of South Florida

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the purpose and process of ACGME site visits
• Identify documents and common key elements required in documents reviewed during an ACGME site visit
• Understand the purpose of interviews during ACGME site visits
• Apply tools from our institution’s experience with preparing programs for a visit

Building and Sustaining Faculty Scholarship: Creating an Infrastructure at Your Institution

Louise Jones, PhD, MEd
Director of GME Research & Scholarly Activity
Northeast Georgia Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify strategies and internal resources to build an infrastructure at his/her institution to support faculty scholarship to address internal and accreditation needs
• Identify ways to sustain and enhance an infrastructure that incrementally changes culture and participation in scholarly activity
• Collaborate with interdisciplinary and interprofessional team members as an active, participatory team member in scholarly work across the institution and community

New Coordinator Boot Camp II: Building the Foundation (Program Evaluation Committee, Annual Program Evaluation, Clinical Competency Committee, Milestones, and WebAds)

Katie Axiotis, MEd, C-TAGME
Residency and Fellowship Coordinator, Internal Medicine Residency Program
Sarasota Memorial Hospital - Florida State University
Kelli DaSilva, C-TAGME
GME Data Administrator
Prisma Health - Upstate
Susan Tovar
Manager, Graduate Medical Education
BayCare Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Appreciate the role of the Program Administrator/Coordinator in regards to the Program Evaluation Committee (PEC) and gather best practices to make preparation easier
• Understand how the Annual Program Evaluation (APE) comes together and acquire best practices to make the reporting process easier
• Recognize the importance of the Program Administrator/Coordinator to the Clinical Competency Committee (CCC) and discover best practices to make preparation easier
• Define what the ACGME Core Competencies and Milestones are and identify how to operationalize
• Learn about the importance of accurate reporting in WebADS and learn best practices to make the submission process easier

Ask the Experts Networking Break
12:15-12:55PM  
**Hospital Closure, Mergers and GME Program Consequences**  
Anne Hartford, MBA  
DIO  
Loyola University Medical Center  
Greg Ozark, MD  
Vice President and Assistant Dean Graduate Medical Education  
Loyola Medical and Stritch School of Medicine  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Review how hospital and institutional mergers and closure affect GME programs  
- Understand the competing factors affecting GME in hospital closure  
- Gain insight in how to assist trainees involved in a closing program  
- Learn how to communicate with and leverage accrediting bodies during hospital closure  
- Understand the process behind the temporary transfer of CMS training funds

1:00-1:40PM  
**New Coordinator Boot Camp III: Bringing It All Together (GME Office Collaboration, Expert Roundtables, and Resources)**  
Ann Ronayne, C-TAGME  
Institutional Coordinator, Graduate Medical Education  
Medical University of South Carolina  
Karen Ellis  
Administrative Coordinator, Graduate Medical Education  
JPS Health Network  
Susan Tovar  
Manager, Graduate Medical Education  
BayCare Health System  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Discuss the benefits of GME Office collaboration and identify ways to ensure this collaboration is successful  
- Review and elaborate all topics discussed during the three boot camp sessions and discuss particular areas of personal interest  
- Recognize the local, regional, and national resources available to Program Administrators/Coordinators

12:15-12:55PM  
**From Abstract to Poster: A Quick “How-To”**  
Sarah Perloff, DO  
Associate Chair, Department of Medicine/ID Fellowship Program Director/IM Residency Associate Program Director  
Einstein Healthcare Network  
Lynne H. Unikel, PhD  
Behavior Science and Residency Development  
St. Luke’s Health Network  
Elizabeth Nover, MA  
Senior Instructional Designer  
Einstein Healthcare Network  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
- Provide formatting guidelines for effective presentations in poster format  
- Identify best practices in poster development  
- Effectively employ charts and graphs to convey information in poster format
1:00-1:40PM

**WE8** Bottom-Up and Top-Down: Getting from Plan to Action in Diversity, Equity, and Inclusion
Wilhelmine Wiese-Rometsch, MD
Founding Program Director and Professor of Clinical Sciences
Florida State University Internal Medicine Residency Program at Sarasota Memorial Health Care System
Stephanie Williams, MD
Internal Medicine Resident Physician
Florida State University Internal Medicine Residency Program at Sarasota Memorial Health Care System
Elier Rodriguez, MD
Internal Medicine Resident Physician
Florida State University Internal Medicine Residency Program at Sarasota Memorial Health Care System
Ian Motie, MD
Internal Medicine Resident Physician
Florida State University Internal Medicine Residency Program at Sarasota Memorial Health Care System

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Review how a GME program/institution developed a vision to address Diversity, Equity and Inclusion (DEI)
- Identify gaps in Diversity, Equity and Inclusion in their GME Institution or Program
- Understand what matters to trainees as it pertains to DEI

1:40-2:10PM

Ask the Experts Networking Break

2:15-2:55PM

**WE10** Diffusing Threats to Accreditation: Using a System-Wide Accreditation Team (SWATeam) Approach
Catherine Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare GME

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Analyze accreditation data as it compares with ACGME requirements
- Improve program and institutional accreditation documentation to best represent compliance
- Educate faculty, residents, C-Suite and others regarding ACGME requirements
- Identify gaps in compliance in order to improve quality of GME programs

2:15-2:55PM

**WE11** Capitalizing on the Crosswalk: Synergistic GMEC Oversight of APEs and ADS
Kimberly Baker-Genaw, MD
Director of Medical Education/DIO
Henry Ford Hospital
Katherine McKinney, MD
DIO/Senior Associate Dean, GME
University of Kentucky College of Medicine
Elisa Crouse, MD, MS
DIO/Associate Dean for GME
University of Oklahoma College of Medicine

**OBJECTIVES**
At the conclusion of this session, the learner should be able to:
- Highlight similarities between a program’s APE process and the ACGME annual data update
- Discuss strategies used to streamline GMEC APE and ADS oversight workload
- Describe methods for adapting GME office processes to improve APE and ADS data review
- Describe methods for improving the quality of their GMEC’s APE and ADS data oversight while taking into account GME office and program workload concerns
2:15-2:55PM  Smart Mentoring for Busy Faculty: A 7-Step Approach to Mentor Early-Career Physician-Researchers (without losing your mind or all your free time)
Louise Jones, PhD, MEd
Director of GME Research & Scholarly Activity
Northeast Georgia Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify and describe the role (and the limits) of the faculty-research-mentor and resident-mentee throughout the 7-step lifecycle of a resident research project
• Develop a personal mentor/mentee statement of expectations
• Leverage the Group Mentor model to maintain momentum across multiple projects

3:00-3:40PM  The Power is Yours: Using Milestones for Program Coordinator Development
LaToya Wright, BBA, C-TAGME
GME Institutional Administrator
UT Southwestern Medical Center
Cat Bailey, AB
GME Program Coordinator II
UT Southwestern Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe the methodology and steps utilized to develop program coordinator milestones
• Utilize the tools provided to assess their own gaps in knowledge and skills to facilitate their own personal and professional development
• Describe techniques to address potential and/or perceived barriers to developing and initiating program coordinator milestones
• Associate the role of a GME Program Coordinator with the success of a GME program and the need for professional development opportunities
• Recognize the importance of establishing standard behaviors from which a Program Coordinator can grow

3:00-3:40PM  Utilizing Annual Graduate Medical Education Research Week Activities to Foster a “Community of Practice”
Kelley Whitehurst, MAEd
Program Manager, Graduate Medical Education
Vidant Medical Center
Alyson Riddick, MHA, C-TAGME
Director, Graduate Medical Education
Vidant Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Outline the importance of fostering a “community of practice” across the continuum of medical education
• Detail the benefits scholarly events can provide beyond scholarship, such as supporting lifelong learning
• Optimize current scholarly events utilizing provided resources and a “lessons learned” approach at their individual site or institution

3:00-3:40PM  Integrating Media into Faculty Development
Miriam E. Bar-on, MD
Assistant Vice President for Graduate Medical Education/DIO
Einstein Healthcare Network
Aditi Singh, MD
Program Director
UNLV School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss concepts that would be enhanced by incorporating media examples
• Identify specific media to use to illustrate complex concepts or trigger group discussion
• Design faculty development modules that include media

3:40- 4:10PM  Ask the Experts Networking Break
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<td>9:45-9:55 AM</td>
<td>Welcome for the Day and Recognition of the Presidents’ Award and John C. Leonard Award Recipients</td>
<td>Wilhelmine Wiese-Rometsch, MD, FACP</td>
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| 10:00-10:55 AM | CLER Update 2022                                 | Kevin Weiss, MD, FACS<br>Robin Wagner, RN, MHSA | Chief Sponsoring Institution and Clinical Learning Environment Officer<br>Senior Vice President, Clinical Learning Environment Review Program | ACGME<br>ACGME<br>OBJECTIVES: At the conclusion of this session, the learner should be able to:  
- Analyze his/her own organizational priorities and progress in addressing the CLER initiative  
- 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 <br>Moderator: Wilhelmine Wiese-Rometsch, MD, FACP |
| 11:00-11:40 AM | ECFMG Update                                     | Tracy Wallowicz<br>Christine Shiffer | Chief of Staff and AVP, US Graduate Medical Education Services<br>Manager, Regulatory Affairs and Governance | ECFMG<br>OBJECTIVES: At the conclusion of this session, the learner should be able to:  
- Better understand ECFMG’s mission and services  
- Discuss the valuable role of IMGs in U.S. and global healthcare  
- Recognize the unique well-being challenges faced by non-U.S. citizen IMGs |
| 11:00-11:40 AM | ACGME Session: TYRC Update                       | Nikhil Goyal, MD<br>Cheryl Gross, MA, CAE | Chair, TY Review Committee of the ACGME<br>Executive Director, Anesthesiology, Radiation Oncology, and Transitional Year Review Committees | Henry Ford Health System<br>ACGME<br>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 |
12:15-12:55PM Changes in Licensure Assessment for MD and DO Students and Residents
Jeanne Sandella, DO
Associate Vice President for Research & Communications
NBOME
Michael Jodoin, PhD
Vice President, USMLE
NBME
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand critical changes to the COMLEX-USA and USMLE Examination series and the impact of those changes to future residency applicants
• Learn about using COMLEX-USA and USMLE scores in context as part of a holistic GME applicant review and score reports to assist residents in continuous professional development
• Understand the alternate pathway for clinical skills verification recommendations and comprehensive review of both USMLE and COMLEX-USA examination program

12:15-12:55PM Developing an Emotional Intelligence & Resilience Curriculum to Promote Well-Being
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:
• Discuss an educational curriculum that teaches Emotional Intelligence (EI) skills & Resilience strategies in an effort to promote well-being of learners
• Describe the experience of designing and implementing an EI-Resilience curriculum
• Explain the initial outcomes related to the feasibility, utility, and effectiveness of an EI-Resilience curriculum
• Review the successes and challenges of creating an EI-Resilience curriculum

12:15-12:55PM Common ACGME Citations for TY Programs and How to Avoid or Rectify
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:
• Identify common areas in which Transitional Year programs receive citations
• Share ideas to remain in compliance with ACGME expectations and improve the learning environment

1:00-1:40PM Are You Ready to “Tweet?” Social Media Strategies for Graduate Medical Education: Launch, Best Practices, and How to Avoid Social Media #Fails
Caroline Diez, BA, C-TAGME
Manager, Graduate Medical Education
JPS Health Network
Brook Amen, MSIS, AHIP
Manager, Clinical Library
JPS Health Network
Diana Singer, MSN, RN, CCRN-K, CNE, C-TAGME
Executive Director, Academic Affairs
JPS Health Network
Tricia Elliott, MD, FAAFP
Senior Vice President, Academic and Research Affairs/CAO/DIO
JPS Health Network
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Recognize the importance in establishing and coordinating social media accounts
• Ensure buy-in and support from key institutional players, as well as identification of social media “champions”
• Appreciate the significance of coordinated social media cross-posting, while learning about targeted content creation and establishing a posting schedule
• Identify best practices when it comes to social media, as well as learn about common pitfalls to avoid
• Understand tools that can be used to analyze social media platforms to pinpoint specific, measurable impacts
1:00-1:40PM  
**TH8** Annual Program Evaluation: Improvement Process Rather than Accreditation Event  
Pamela A. Promecene, MD  
DIO/Associate Dean for GME  
University of Texas Health Science Center at Houston  
Jill A Herrin, MBA  
Director, Graduate Medical Education  
University of Texas Health Science Center at Houston  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Identify the current Annual Program Evaluation Processes for your programs/institution  
• Determine if there is useful information in the ACGME Annual Program Evaluation requirements  
• Determine if your programs are satisfied with the current Annual Program Evaluation practices  
• Identify ways to make the Annual Program Evaluation process more user-friendly for programs and the GME office  
• Identify if there are ways to better use the APE for both program and institutional improvement

1:40-2:10PM  
**Ask the Experts Networking Break**

2:15-2:55PM  
**TH10** Fierce Self-Compassion for the Program Coordinator  
Glenda Mutinda, PhD  
Director, Interprofessional Wellbeing  
JPS Health Network  
Holly Stewart, BSW, MSOL  
Director, GME Wellness  
Northeast Georgia Medical Center  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Uncover the personal and professional challenges Program Coordinators have faced during the COVID-19 pandemic  
• Describe the components of self-compassion and its related research  
• Engage Program Coordinators in applying these concepts in their daily lives

2:15-2:55PM  
**TH11** Help, I'm New! Make Transition Easy with the New Program Director Review  
Leslie Pfeiffer, MHA  
Senior Accreditation Coordinator  
Henry Ford Hospital – Detroit  
Molly Hepke, MA  
Senior Accreditation Coordinator  
Henry Ford Hospital – Detroit  
Kimberly Baker-Genaw, MD  
Director of Medical Education/DIO  
Henry Ford Hospital – Detroit  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Outline the New Program Director Review timeline and process  
• Discuss and identify key areas essential to a successful Program Director transition  
• Be able to modify and utilize the New Program Director Review framework to meet individual institutional needs  
• Share best practices across programs and institutions

1:00-1:40PM  
**TH9** Increasing Engagement with Evaluations through the Implementation of Milestones 2.0  
Jenna LaVoie, AS  
Senior Learning Systems Analyst  
Dartmouth-Hitchcock Medical Center  
Katherine Silvius, MPH  
Learning & Professional Development Consultant  
Dartmouth-Hitchcock Medical Center  
Elizabeth Ticehurst, C-TAGME  
Accreditation Specialist  
Dartmouth-Hitchcock Medical Center  

**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:  
• Share methods and tools for successfully transitioning programs to Milestones 2.0  
• Identify opportunities to increase overall evaluation satisfaction and value for our learners, programs, and evaluators  
• Utilize strategies for sustaining programmatic engagement with evaluations
OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe ACGME advanced specialty requirements for PGY-1’s training in a Transitional Year Residency program
• Share the ACGME resource for who needs to do what depending on specialty
• Formulate programmatic strategies to ensure compliance through clinical education, inter-program communication, curriculum design and additional means
• Articulate the means to meet the requirements at your individual institution site; communication with the advanced program, advanced PDs integration into TY as CCC/PEC members, etc.
• Contrast program-centric approaches to the preparation of TY residents for the skills needed for PGY-2 destination programs

Career Trajectories for Program Administrators and Coordinators: Discovering Your Personal Career Path
Michelle R. Armstrong, MAEd, MA, C-TAGME
Associate Executive Director, Plastic Surgery, Surgery, Thoracic Surgery Review Committees
ACGME
Mary Beth Titsworth
Director of Client Services
MedHub LLC
Shannon Papazian, C-TAGME
GME Customer Success Specialist
ThalamusGME
Ruth H. Nawotniak, MS
Retired

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discover the variety of career paths available to Program Administrators/Coordinators
• Discuss the skill-sets that will set you up for success
• Describe the multitude of resources available for Program Administrators/Coordinators to facilitate professional development

Measuring, Maximizing, and Communicating the Value Proposition of GME: Lessons Learned
Chuck Carter, MD, FAAFP
Midlands GME Executive and DIO, Prisma Health & Associate Dean for Graduate Medical Education, University of South Carolina School of Medicine Columbia
John K. Ballentine, MBA
Executive Director for Academics Finance Administration
Prisma Health
Russ Kolarik, MD, FAAP, FACP
Upstate GME Executive and DIO, Prisma Health & Associate Dean for Graduate Medical Education, University of South Carolina School of Medicine Greenville

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe effective communication tactics when interacting with the upper level leadership in their institution related to GME value
• Employ best practices in instituting this process
• Share any activity they have undertaken, thereby increasing the knowledge of the group
Improving Resiliency through the Integration of Lifestyle Medicine Strategies in Medical Education: Beyond the Bougie
Rebecca Daniel, MD, FACP, DipABLM
Transitional Year Residency Program Director/Director of CME
St. Joseph Mercy Health System

Alexandra Babcock, MPH, RDN, DipACLM
Lifestyle and Culinary Medicine Coordinator
St. Joseph Mercy Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Articulate the 6 pillars of Lifestyle Medicine (LSM) and its applicability to UME, GME and CME
• Extrapolate the base resources and structure to initiate LSM programs within your institution/residencies/medical schools
• Recognize the value of aligning with your institutional mission and Community Benefit and addressing disparities of care within your community
• Discuss sustainable sources of funding

Ask the Experts Networking Break

TYRC Individual Consultations

FRIDAY, MAY 13

Welcome for the Day, Recognition of Poster Winners, and Expressions of Gratitude
Venice VanHuse, MPA

Milestones for the Clinician Educator: What is Your Professional Developmental Trajectory?
Laura Edgar, EdD, CAE
Vice President, Milestone Development
ACGME

Rebecca Daniel, MD, FACP, DipABLM
Transitional Year Program Director/Director of CME
St. Joseph Mercy Health System

Lisa D. Howley, PhD
Senior Director of Strategic Initiatives and Partnerships
AAMC

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Summarize the Clinician Educator Milestones
• Discuss how the Clinician Educator Milestones can be used as professional development
• Create a learning plan to develop competence as a clinician educator

MODERATOR
Venice VanHuse, MPA

More than a Feeling: Compassion as a Way to Heal and Connect
Cheryl W. O’Malley, MD
Associate Dean, Graduate Medical Education
University of Arizona College of Medicine - Phoenix

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the current evidence around how compassion impacts patient outcomes and physician well-being
• Discuss the principle of common humanity and the opportunities for connection
• Apply strategies to increase compassion as an individual
• Describe one hospital’s Compassion Center as a place to enhance the compassion of any employee or staff member
We Can All Do Better: Helping to Improve Executive Function Skills
Lynne Unikel, PhD
Behavior Science and Residency Development
St. Luke's Health Network

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Restate and define eleven executive function skills
• Think about how EF skills map onto specific tasks to develop areas for improvement
• Develop EFS intervention ideas related to specific tasks

Holistic Application Review: Barriers and Solutions
Naudia I. Jonassaint, MD
Associate Dean of Clinical Affairs & Vice Chair of Diversity, Equity, and Inclusion
University of Pittsburgh School of Medicine/University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify the key elements of a holistic application review
• Identify the barriers in your program process that make holistic review challenging or undesirable
• Identify the programmatic and institutional benefits of the holistic review process

Creating and Maintaining an Effective House Staff Council
Logan J. Hostetter, MD
Chief Resident of Internal Medicine
University of Texas Health Science Center at Houston

Jill A. Herrin, MBA
Director, Graduate Medical Education
University of Texas Health Science Center at Houston

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify ACGME requirements for resident involvement in subcommittees
• Identify the structure, participants, and roles of a house staff association executive council
• Identify barriers to an effective house staff executive council
• Create an open dialog between house staff members and GME training programs
• Utilize trainee input to improve the training environment and reduce burnout

GME Funding and Financing: Nuts and Bolts
Douglas McGee, DO, FACEP
Chief Academic Officer
Einstein Healthcare Network

Mary Jo Wagner, MD, FACEP
Chief Academic Officer and ACGME DIO
Central Michigan University College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Describe Medicare GME funding including Direct Graduate Medical Education and Indirect Medical Education streams and how this impacts on a hospital’s GME funding “cap”
• Define the “per resident amount,” “initial residency period,” and “funding issues related to transfer residents”
• Compare and contrast the hospital’s “cap,” the program’s approved complement, other ways the residents are counted on budgets and Medicare Cost reports
• Name the rotations that may be claimed on the Medicare cost report and those rotations that may not be claimed
• List two ways to control residency program expenses and two ways to increase residency program funding

When Life Gives Your Trainees Lemons…
Miriam E. Bar-on, MD
Assistant Vice President for Graduate Medical Education/DIO
Einstein Healthcare Network

Oriaku Kas-Osoka, MD, MEd
Pediatrics Program Director
Kirk Kekorian School of Medicine at UNLV

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Identify uncommon emergencies and how to best deal with them
• Share standardized approaches to identify resources available and resources needed in one’s institution
• Design creative solutions to help residents/fellows reach their potential
Leaders Are Readers: Book Club for Medical Education Administrators

Diana Singer, MSN, RN, CCRN-K, CNE, C-TAGME
Executive Director, Academic Affairs
JPS Health Network

Caroline Diez, BA, C-TAGME
Manager, Graduate Medical Education
JPS Health Network

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Discuss the journey at our institution and how Book Club originated
• Review shared challenges faced by GME leaders and the need for innovative, effective, yet efficient leadership development
• Explain refinements of Book Club as it has evolved: expansion to entire team, other leadership teams, and hospital as a whole
• Review outcomes from Book Club, including both quantitative and qualitative data
• Learn how to earn buy in from stakeholders and participants

1:40PM
Ask the Experts Networking Break

Big or Small, GMEC Oversees It All

Bret Stevens, MBA, C-TAGME
Associate DIO
McLaren Oakland & St. Luke’s

Leslie Pfeiffer, MHA
Senior Accreditation Coordinator
Henry Ford Hospital – Detroit

Molly Hepke, MA
Senior Accreditation Coordinator
Henry Ford Hospital – Detroit

OBJECTIVES
At the conclusion of this session, the learner should be able to:
• Understand the responsibilities of the Graduate Medical Education Committee (GMEC)
• Recognize opportunities for enhanced engagement and oversight by the GMEC
• Identify differences in approaches to GMEC oversight and utilization

COPAC Hot Topics

Caroline Diez, BA, C-TAGME
Manager, Graduate Medical Education
JPS Health Network

Susan Tovar
Manager, Graduate Medical Education
BayCare Health System

Brooke Moore, MBA, C-TAGME
Manager, Education Programs
Houston Methodist

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

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe at least two take-home methods to improve the likelihood that trainees would seek supportive services when they need it
- Be familiar with a needs assessment methodology to determine systems-level contributors to burnout within your training community
- Choose specific educational resources within the WELL Toolkit to help meet the new ACGME Core Program Requirements on physician well-being more meaningfully

Thank You!
See you in 2023...
Who Should Attend
The 2022 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.

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The Association for Hospital Medical Education designates this live activity for a maximum of 15.00 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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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.

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>AHME Non-Member</th>
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