2026 AHME INSTITUTE

AHME 70 YEARS

Designated by AHME for 13.75 AMA PRA Category 1 Credit(s)™

ACCME ACCREDITED

The Venue... Grand Sierra Resort

FREE in meeting space

https://www.grandsierraresort.com/

Reno is a new destination for the AHME Institute, and the Grand Sierra Resort is ready to welcome us in "grand" style! Learning, luxury, fun, and relaxation are all part of the Grand Sierra experience.

The already-ample meeting space can be configured to accommodate the growth in our registration numbers we have seen in the past few years. In addition, there are plenty of sleeping rooms for everyone (and at amazing rates!).

The hotel has the reputation of being a cruise ship on land - it boasts award-winning restaurants, multiple on-property activities and shows for all ages, a spa, and poolside oasis. Outside the doors, Reno lives up to its nickname of the "The Biggest Little City in the World" with its urban attractions and small-town charm. For nature enthusiasts wanting to extend their stay in the area, the Sierra Nevada Mountains and Lake Tahoe beckon you to explore.

Recognized as an AAA Four Diamond property and bestowed as the winner of 22 "Best of Sierra Nevada" awards, the Grand Sierra Resort is an ideal spot for learning and networking with peers at the 2026 AHME Institute.

Transportation

Air Travel – The Grand Sierra Resort is less than two miles away from the Reno-Tahoe International Airport.

https://www.renoairport.com/

Ground Transportation – Complimentary shuttles operate between the Grand Sierra and the airport from 4:30 AM to 12:15 AM every day. For more information, please visit:

https://www.grandsierraresort.com/hotel/amenities

Back for 2026! 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 Annual Business Meeting Luncheon at 11:30 a.m. on Friday 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. The poster exhibit has been renamed the "AHME Poster Symposium 2026" and has been revamped to include an on-line submission process. The link can be found in the list with the other Institute information on the AHME website.

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 plenty of non-competing exhibitor time to connect with vendors whose products and services are offered to assist you in your medical education work and whose support makes the AHME Institute possible.

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2026, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the sessions beginning on Thursday morning; entrance to CTYPD educational sessions and the plenary on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Lunch on Friday.
NOTE: Please see Page 18 for pricing information on the full Institute as well as the discounted rate for attending only the CTYPD track.

2026 Conference Program

Pricing and payment information can be found on page 18. All times are listed as local Reno time.

Plenary | Concurrent Session | Event | GME Leader Track | Coordinator Track | Transitional Year Track | CME/CPD Track

The codes above indicate the AHME Council responsible for selecting each session topic in the program. However, all registrants are welcome to attend any session of interest.

Wednesday, April 29

7:00-8:30AM **Council & Region Mixer Breakfast**

8:30-9:20AM

WE1 The Knowledge in My Inbox: Mining Inbox Gold with AI Magic

COPAC

Cassandra Kent
Program Specialist
Indiana University School of Medicine

Jana Gusich
Compliance & Credentialing Specialist
Indiana University School of Medicine

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

- Identify appropriate strategies for exporting targeted data from an email inbox into usable file formats for downstream applications
- Demonstrate how to structure and format exported inbox data to optimize compatibility with AI tools
- Apply effective prompt engineering techniques to guide AI in filtering, categorizing, and summarizing relevant data
- Develop reusable resources from inbox-derived content to streamline workflows and reduce redundancy
- Evaluate the impact of AI-assisted resource creation on efficiency, accuracy, and time savings in and beyond graduate medical education administration

MODERATOR
Sadhvi Khanna, MHA, MPH

8:30-9:20AM

WE2 National trends in physician well-being and how a large multi-state system invests in their physician workforce

COIL

Gregory Guldner, MD, MS
Vice President of Academic Affairs
HCA Healthcare

James Gilligan
Vice President, Health Systems and Group Partnerships
American Medical Association

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

- Understand the top drivers of burnout and well-being based on 2024 national comparison data
- Glean insights on how two psychological theories—Job Demands-Resources Theory and Self-Determination Theory—can be applied tactically within an academic health care organization to promote physician well-being
- Learn strategies for how to garner leadership buy-in, and how a well-being model like this has fostered collaboration at a leadership level
- Come away with realistic, scalable strategies for improving physician well-being to implement at your own academic organization

MODERATOR
Christine Flores, MPH

8:30-
9:20AM

WE3 CPFD **Harnessing AI in GME: Meeting Programmatic Requirements and Exploring Future Possibilities**

Helen Memoli, MBA
Associate Director of Accreditation
USF Health Morsani College of Medicine

Candice Mateja, DO, FACP
Professor of Medicine, Vice Chair of Education, Internal Medicine, APD
USF Health Morsani College of Medicine

Elimarys Perez Colon, MD
Associate Program Director, Medicine and Pediatrics
USF Health Morsani College of Medicine

Brittany Burrell
Assistant Director
USF Health Morsani College of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand and apply AI for administrative and programmatic efficiency, such as automating note-taking for PEC meetings and data collection for ACGME surveys
- Enhance decision-making and individualized learning with AI-driven analytics by exploring the use of AI in data analytics to inform decision-making and create individualized learning plans to support struggling learners
- Investigate emerging AI trends and innovative uses, and gain hands-on experience to create a strategic plan for integrating AI technologies into your educational program

MODERATOR
Renee Connolly, PhD

9:30 -
10:30AM

WE4 COPAC **Bootcamp 1: Welcome to GME, now what? A Guide for Thriving as a new PA**

Jennifer Nandlal, BBA, C-TAGME
Administrative Manager
UTHealth Houston

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify the key hidden challenges that impact new PAs in GME settings
- Describe the cognitive and organizational demands that contribute to burnout and turnover
- Apply strategies such as muscle memory, coaching, and apprenticeship to mitigate these challenges
- Navigate the hidden curriculum and political landscape of your institutions more effectively
- Develop a personal action plan to build r esilience and institutional knowledge

MODERATOR
Kimberly Ranagan, C-TAGME

9:30-
10:30AM

WE5 COIL **Drama-Free GME: Coaching with Ego States, the Triangle, and the Four-Square Dynamic**

Jeff Settle, MHA
GME Supervisor
Baylor University Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify common dysfunctional communication patterns in GME using the Drama Triangle roles of rescuer, victim, and persecutor
- Recognize your own default Ego State (Parent, Adult, or Child) and apply strategies to shift into Adult-mode communication
- Apply the Four-Square Coaching Framework to structure reflective, growth-oriented conversations
- Demonstrate how to reframe reactive team interactions into productive coaching moments using all three frameworks
- Utilize practical coaching tools to promote clarity, accountability, and psychological safety in daily GME communication

MODERATOR
Krista Lombardo-Klefos

9:30-
10:30AM

WE6 CPFD **Building Resident Certification Pathways: A Framework for Individualized Learning and Professional Growth**

Nicole Brenner, MD, FACP
Transitional Year Program Director
HCA Florida Osceola Hospital

Rachel Evans, MS
Senior Education Coordinator, Graduate Medical Education
HCA Healthcare

Tim Connelly, MD, MBA, PA, FACP, CHCQM-PHYADV
Associate Program Director, IM Residency
Memorial Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the structure and goals of a Resident Experience Certification Program
- Identify strategies for aligning certification content with ACGME competencies and milestones
- Design a customizable framework for implementing certification programs at your home institution

MODERATOR
Ashley Falk

10:30-
10:45AM

Refreshment Break with Exhibitors (Exhibit Hall)

10:45-
11:50AM

PL1 **ACGME Update**

Elisa Crouse, MD
Senior VP For Institutional & Program Accreditation
ACGME

Cheryl Gross, MA, CAE
Executive Director, Anesthesiology, Radiation Oncology, and Transitional Year Review Committees
ACGME

Brandon Beard
Associate Executive Director, 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
Julie McCausland, MD, MS

12:00
1:10PM

E1 **Exhibit Hall Lunch**

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 Newcomers' Lunch. After registration is received, your registration will be flagged so that "Newcomer" will be printed on your badge when you check in on-site. That is your ticket to attend!

1:15-
2:05PM

WE7 **Clicks to Clarity: Unlocking Microsoft Forms for GME Efficiency**

COPAC

Jeffrey Denhof, ABA
Program Coordinator
Corewell Health Grand Rapids Hospitals - Michigan State University

Andrea Prins, AS
Program Coordinator
Corewell Health Grand Rapids Hospitals - Michigan State University

Benjamin Powell, MBA
Manager of GME
Corewell Health Grand Rapids Hospitals - Michigan State University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify key Microsoft Forms features applicable to GME workflows, including question types, branching logic, and secure sharing settings
- Design and build a basic, fully functional form to support common GME tasks
- Demonstrate how to collect, export, and analyze form responses
- Incorporate Microsoft Forms into day-to-day GME processes to improve workflow efficiency and data collection accuracy
- Apply best practices for using Microsoft Forms

MODERATOR
Benjamin Powell, MBA

1:15-
2:05PM

WE8 **How to Maintain Leadership Relevance in the Age of AI and Other Disruptions**

COIL

Erin Reis, EdD, MBA, FACHE, C-TAGME
Associate Chief Academic Officer
McLaren Health Care

Anatol Tolchinsky, PhD, LP
Associate DIO
McLaren Greater Lansing

Andrew Champine, PsyD, LP, MSHM
Associate DIO
McLaren Macomb

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify the key disruptions—especially AI that are reshaping leadership roles and expectations across the continuum of medical education
- Evaluate the competencies and mindsets required to remain relevant and effective in a rapidly evolving digital landscape
- Develop a personal action plan to future-proof your leadership brand and influence
- Apply adaptive leadership strategies to navigate uncertainty and lead through technological change

MODERATOR
Bethany Figg, DEdT, MBA, MLIS, C-TAGME

1:15-
2:05PM

WE9 **Forming an Interspecialty Faculty Development Fellowship in Medicine**

CPFD

Jessica Seaman, EdD,MEd
Assistant Dean for Faculty Development
Creighton University School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Embrace promotion of excellence through four competency clusters - teaching, administration, scholarship, humanism
- Explore writing a Faculty Development Fellowship proposal for your institution or specialty
- Utilize backwards design to share curriculum plans and content for longitudinal fellowships
- Examine fellowship programs based on alignment to the ACGME/AAMC/AACOM Clinician Educator Milestones and Subcompetencies

MODERATOR
Timothy Graham, MD

2:15-3:05PM

WE10 COPAC

Say It, Hear It, Do It: Building a Culture of Clear and Timely Responsiveness in GME

Yana Hooker, BAS
Program Manager - Transitional Year Residency Program
St. Joseph's Hospital

Mabel Melo, AA
Program Manager, Emergency Medicine Residency Program
St. Joseph's Hospital

Judy Aquino, BS, C-TAGME
Morton Plant North Bay Hospital

Trevor Vrona, MHA
Program Manager, Internal Medicine Residency Program
St. Anthony's Hospital

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

- Identify common communication challenges that impact timely responses and disrupt coordination among GME teams, including faculty, residents, and administrative staff
- Learn practical strategies to improve message clarity, set clear expectations for response times, and establish respectful communication boundaries
- Build useful tools and routines that help everyone follow through, stay accountable, and work better as a team

MODERATOR
Susan Tovar

2:15-3:05PM

WE11 COIL

GME at the Crossroads: Planning for expansion, reduction and/or sustainability

Erin Reis, EdD, MBA, FACHE, C-TAGME
Associate Chief Academic Officer
McLaren Health Care

John Ballentine, MBA
Assistant Dean, Finance & Administration
Medical University of South Carolina

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

- Analyze both internal and external factors currently shaping the Graduate Medical ducation (GME) landscape
- Apply strategic tools and frameworks to support decision-making around GME program expansion
- Identify opportunities to lead institutional conversations around GME sustainability, growth, or reduction
- Engage as proactive thought leaders in navigating the evolving GME environment

MODERATOR
Renee Connolly, PhD

2:15-3:05PM

WE12 CPFD

A Team of Two: Transforming GME Programs Through the Dyad Leadership Model (DLM)

Jennifer Nandlal, BBA, C-TAGME
Administrative Manager
UTHealth Houston

Vineeth John, MD, MBA
Vice Chair of Education
UTHealth Houston

Emma Ferguson, MD
Program Director, Vice Chair for Education
UTHealth Houston Diagnostic Radiology Residency

Stephen Jones, MS, PCC, C-TAGME
Assistand Director, Educational Programs
UTHealth Houston Department of Diagnostic and Interventional Imaging

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

- Describe the basic tenets and advantages of the Dyad Leadership Model (DLM)
- Explore how DLM could be adapted to a GME setting and the potential complications of such changes
- Link dyad leadership competencies to ACGME core requirements, including Interpersonal & Communication Skills, Systems-Based Practice, and Professionalism
- Examine DLM adoption using a SWOT lens for program-specific adaptation

MODERATOR
Timothy Graham, MD

3:05-3:35PM

Refreshment Break with Exhibitors
(Exhibit Hall)

3:35-4:25PM

WE13 COPAC

Caps, Slots, and Salary Pots: A Coordinator's Guide to GME Funding

Melody Alijani, MS
Director of Graduate Medical Education
University of Nevada, Reno

Philip Clark, DHA
Associate Chief Academic Officer, Renown Health
Senior/ Associate Dean, Administration and Finance
University of Nevada, Reno

Jorge Pulido-Rubio, C-TAGME
GME Operations Manager
University of Nevada, Reno

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

- Describe the primary sources of GME funding—including Medicare DGME/IME, Medicaid, VA, and institutional dollars—and explain how caps and slots impact financial decision-making
- Understand how coordinators support financial accuracy and compliance through budgeting, tracking expenses, managing reimbursements, and contributing to program sustainability
- Apply practical tools and strategies for interpreting program budgets, collaborating with finance offices, and advocating for program resources with clarity and confidence

MODERATOR
Sadhvi Khanna, MBA, MPH

3:35-4:25PM

WE14 COIL **System-Level Solutions: How Two Institutions Manage GME Operations Amidst Program Growth**

Sarah Longenbach, C-TAGME
Lead GME Specialist
UNC Health

Rachel Tutterow, MBA
Manager, Graduate Medical Education
ECU Health Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe system-level strategies that support sustainable workload management, staff role clarity, and interdepartmental collaboration
- Identify key operational challenges faced by GME offices during periods of institutional and programmatic growth
- Apply practical tools and frameworks—such as workflows, intake systems, and compliance dashboards—to improve GME operational efficiency
- Evaluate the impact of collaborative initiatives on service delivery, regulatory compliance, and staff well-being in a growing GME environment
- Develop a customized action plan to address at least one operational challenge at your home institution using strategies shared during the session

MODERATOR
Kelley Whitehurst, MAEd

3:35-4:25PM

WE15 CPFD **Empowering Leadership Across All Medical Education Professionals**

Andrea Williams, MS
Senior Medical Education Instructional Design and Leadership Consultant
Henry Ford Health

Laurie Rolland, MD
Director of Medical Simulation, Senior Staff, Emergency Medicine
Henry Ford Health

Jennifer Newman, EdS
Manager, Medical Education Instructional Design and Learning Systems & Resources
Henry Ford Health

Odaliz Abreu-Lanfranco, MD
IM Program Director/ID Senior Staff
Henry Ford Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand four actionable leadership approaches you can use right away
- Apply powerful leadership strategies that inspire personal development and build high-performing teams
- Assess others' needs and adapt your leadership approach to bring out their best

MODERATOR
Timothy Graham, MD

4:30-5:30PM

COPAC **Council of Program Administrators and Coordinators (COPAC) Business Meeting**

4:30-5:30PM

CPFD **Council on Professional and Faculty Development (CPFD) Business Meeting**

5:30-6:30PM

E2 **Welcome Reception with Exhibitors**

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 token when you check-in on site (cash bar will be available after use of your token).

Also during this time is the Exhibit Hall Walkabout as part of the events for the AHME Poster Symposium 2026. Poster authors will be at their posters for you to visit and ask questions about the work they are presenting.

Thursday, April 30

6:45-8:00AM

Continental Breakfast with Exhibitors
(Exhibit Hall)

8:00-8:50AM

TH1 COPAC **What, Like It's Hard? Embracing Your Brilliance as a Program Coordinator**

Sam Weisend, BA, C-TAGME
Program Coordinator
Summa Health System

Jessi Repko, MA, C-TAGME
Program Coordinator
Summa Health System

Samantha Lingenfelter, MPH, C-TAGME
Director, Medical Education
Summa Health System

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Define the leadership role of the program coordinator within the structure of a GME program
- Identify how coordinators can contribute to innovation and program improvement by leaning into their unique strengths, skills, and creativity
- Discuss case-based examples of collaboration and limitations

MODERATOR
Kristine Marks, C-TAGME

8:00-
8:50AM

TH2 COIL

Code Blue for GME: Resuscitating Struggling Training Programs with Strategy and Grit

Sharon Ezzo, C-TAGME
Director, GME
Cleveland Clinic

Kassie Fedor, MBA
Program Coordinator
Cleveland Clinic

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

- Recognize at least three early warning signs that indicate a GME program may be at risk for failure or institutional oversight
- Describe the key components of an effective recovery framework for struggling training programs, including leadership onboarding, stakeholder engagement, and documentation strategies
- Evaluate the impact of leadership transitions on program culture and identify one strategy to ensure operational continuity during times of change

MODERATOR
John Ballentine, MBA

8:00-
8:50AM

TH3 CPFD CTYPD

Starting a Microcredential Program

Meghan Bratkovich, PhD, EdM, MA
Faculty Development Specialist
Northeast Georgia Health System

Callie Smith, MSNEd, RN, CMSRN
Clinical Learning Specialist
Northeast Georgia Health System

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

- Describe the rationale for creating a competency-based microcredential program, including benefits for faculty, institutions, and residents
- Identify core components and essential steps in building a microcredential program, including competencies, scaffolding, assessments, and recognition mechanisms
- Apply a planning framework to begin designing a microcredential program that aligns with local needs, institutional priorities, and ACGME expectations for clinician educators
- Anticipate and problem-solve common implementation challenges such as variable faculty engagement, infrastructure limitations, and resource constraints
- Differentiate microcredentialing from traditional faculty development models, highlighting its emphasis on asynchronous learning, outcome-based progression, and cross-specialty applicability

MODERATOR
Karen Jamison, MD, FACP

9:00-
10:00AM

TH4 COPAC

Building a Stronger GME Community: Enhancing the GME experience for Program Coordinators, Managers and Administrators through sustained Education, Community Engagement and Professional Development

Odinae Sullivan, BS
GME Program Coordinator
Emory University School of Medicine

Taiwana Daniels, MBA
Associate Director and ACGME Institutional Coordinator
Emory University School of Medicine

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

- Recognize the evolving role and challenges faced by GME program coordinators and understand the critical impact they have on program success
- Identify the key components and benefits of establishing a professional development community for program coordinators, including shared learning, peer support, and improved job satisfactions
- Evaluate how professional development communities can enhance institutional outcomes such as coordinator retention, program quality, and cost-effective training
- Explore practical strategies for launching and sustaining a coordinator-focused professional development community within your institution
- Commit to actionable next steps toward implementing or advocating for a GME coordinator development initiative tailored to your organizational context

MODERATOR
Jianli Zhao, PhD

9:00-
10:00AM

TH5 COIL

A La Carte Experience: Crafting an Effective Longitudinal Orientation for New Program Leadership at Your Institution

Haylee Shacklock, MHA
Director of Operations, Service Excellence
University of Pittsburgh Medical Center

Samantha Cascone, MPA
Vice President
University of Pittsburgh Medical Center

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

- Understand the basic building blocks of an institutional longitudinal program leadership orientation
- Utilize tools and resources provided to identify what you already have in place and what short term and long-term goals could be for implementation
- Build a roadmap for implementing your own longitudinal program leadership orientation

MODERATOR
Melissa Hildebrand, BS

9:00-
10:00AM

TH6 CPFD CTYPD

Bridging Differences Through Skilled Mentorship

Courtney Judd, MD, MPH, MHPE
Associate Professor, Pediatrics
Uniformed Services University

Ashley Maranich, MD, MHPE
Associate Dean, Student Affairs
Uniformed Services University

Jessica Bunin, MD, MHPE – Professor of Medicine and Health Professions Education, Uniformed Services University

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

- Define and describe the principles of culturally responsive mentorship
- Recognize how identity and "minority taxes" impact mentees underrepresented in medicine (URiM)
- Apply mentorship tools such as the Social Identity Profile, Cultural Autobiography, and First Meeting Framework to build trust and connection
- Develop strategies to mitigate disparities and promote equity in academic mentorship practices

MODERATOR
Karen Jamison, MD, FACP

10:00-10:30AM **Refreshment Break with Exhibitors**
(Exhibit Hall)

10:30-
11:20AM

TH7 COPAC

From Abstract to PowerPoint: A Presentation Tutorial for Success

Kino Williams, PsyD
Department Administrator, Psychiatry
SUNY Downstate Health Sciences University

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

- Effectively write a session abstract for presentation at local, regional and national educational meetings
- Learn the keys, tips and best practices which will result in a well-received presentation
- Learn interpersonal and communication skills needed to successfully present at scholarly meetings

MODERATOR
Elizabeth Madaio

10:30-
11:20AM

TH8 COIL

What Makes Them 'Special'?: Three Methods for Conducting Effective and Impactful Special Reviews

Sarah Gan, C-TAGME
GME Director for Accreditation
University of Kentucky

Leslie Pfeiffer, MHA, C-TAGME
Accreditation Director
Henry Ford Health

Bret Stevens, EdD, MBA, C-TAGME
Associate DIO
McLaren Health Care

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

- Understand the ACGME Institutional Requirements related to Special Reviews
- Identify potential rationales for chartering a Special Review
- Explain methodology and process for completing a Special Review as well as identify logical follow up cadences
- Implement policies and techniques for Special Review oversight at home institution

MODERATOR
Taylor Stanley, MBA

10:30-
11:20AM

TH9 CTYPD

Annual TYRC Review by ACGME

Cheryl Gross, MA, CAE
Executive Director, Anesthesiology, Radiation Oncology, and Transitional Year Review Committees
ACGME

Mary D. Warden, MD
Associate Professor
WVU School of Medicine

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

- Summarize the work of the TYRC this past year
- Describe TYRC program requirements and policies
- Provide insight related to annual data review and citation resolution
- Provide information on other ACGME initiatives

MODERATOR
Ashley Maranich, MD, MHPE

11:30AM-
12:40PM

E3

Oral Presentations by Winning Poster Authors

As part of the AHME Poster Symposium 2026, this dedicated time is an exclusive showcase in which the winning poster authors will give oral presentations on their material. And... you can listen while you eat a box lunch that AHME provides! You can hear from the top authors themselves about their work and scholarly activity (and maybe get a few ideas for your home office). All posters will be on display for viewing throughout the Institute. Be sure to vote for your favorite for the Viewer's Choice Awards.

12:45-
1:35PM

TH10 COPAC

Bootcamp 2: Coordinating Success: Mastering CCC, PEC, and APE Processes with Tools, Templates, and Compliance

Leslie Pfeiffer, MHA, C-TAGME
Accreditation Manager
Henry Ford Health

Deshira Davis
Program Coordinator
Henry Ford Health

Jeree Figgins
Program Coordinator
Henry Ford Health

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

- Understand the roles and responsibilities that an Institutional Coordinator and Program Coordinator have in the CCC, PEC, and APE process, while maintaining compliance with the ACGME Program Requirements
- Discuss and identify key areas essential for a successful CCC, PEC, and APE
- Illustrate ways to streamline these processes with standardized templates
- Identify resources that can be modified to use at the home Sponsoring Institution

MODERATOR
Jessica W. Seaman, EdD, MEd

12:45-
1:35PM

TH11 COIL

Strategic Teams, Sustainable Change: A Continuous Improvement Model for Institutional Oversight

Krista Lombardo-Klefos, MBA
Senior Director, Enterprise Graduate Medical Education
Cleveland Clinic

Jennifer Burich, MA
GME Institutional Coordinator
Cleveland Clinic

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

- Identify how the GME institutional office, in partnership with Program Leadership Teams, must oversee the ACGME institutional requirements
- Understand the importance of project planning and identifying a team to manage the requirements
- Have the knowledge to create a strategic plan for your institutional office to redesign how you oversee the institutional requirements

MODERATOR
Michelle Valdez, MA

12:45-1:35PM

TH12 CTYPD **2025 TYPD Bootcamp: Thriving (and Surviving) as a TY Program Director**

Mary Warden, MD
Associate Professor/Department of Medicine
WVU

Julie McCausland, MD, MS
Associate Professor, Department of Emergency Medicine
University of Pittsburgh Medical Center

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand Transitional Year (TY) program-specific requirements to thrive as a TY Program Director
- Become aware of unique TY program-specific challenges and opportunities for ACGME accreditation success
- Learn to develop your TY leadership team, including CCC, PEC and TY faculty members
- Know available resources to enrich your TY residency program and enhance your professional development

MODERATOR
Nicole Brenner

1:45-2:35PM

TH13 COPAC **Site Visit Prep: A Realistic Timeline to Achieve Continued Accreditation Goals**

Erica Calderon, MSML, C-TAGME
Director, Graduate Medical Education
HCA Florida Citrus Hospital

Amy Allen, MBA-HM, MS, RHIA
Director of Graduate Medical Education
HCA Florida Trinity Hospital

Catherine M. Eckart, MBA – Assistant Vice President, GME Accreditation, HCA Healthcare GME

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the procedural workflow from initial receipt of the ACGME Letter of Notification to the final submission of updates and d ocumentation via WebADS
- Develop a comprehensive and feasible timeline to effectively prepare for an upcoming ACGME site visit in support of continued program accreditation
- Identify and evaluate institutional and program-level resources to optimize readiness of program leadership, faculty, trainees, and GME personnel for an ACGME site visit

MODERATOR
Susan Tovar

1:45-2:35PM

TH14 COIL **Embracing Your Worth: Confronting Impostor Phenomenon in Medical Education**

Jessica W. Seaman, EdD, MEd – Assistant Dean for Faculty Development, Creighton University School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify signs and symptoms of impostor phenomenon in learners, colleagues, and themselves
- Analyze the impact of impostor phenomenon on healthcare delivery and educational outcomes
- Apply the Three C's Model - Clarify, Choose, Create - for practical intervention strategies
- Create supportive, inclusive environments that reduce impostor phenomenon triggers
- Develop institutional action plans for sustainable impostor phenomenon prevention and support at their own institution

MODERATOR
Jessica W. Seaman, EdD, MEd

1:45-2:35PM

TH15 CTYPD **The Hero's Journey: Writing a Better Story for Professional Identity Formation in GME**

Diane Homeyer, MD
Physician, Former Transitional Year Residency Program Director
Brooke Army Medical Center (SAUSHEC)

Jeanne Krick, MD, MA
Physician, Neonatology Program Director
Brooke Army Medical Center (SAUSHEC)

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Develop an understanding of Professional Identity Formation for physiciansn
- Identify and apply elements of "The Hero's Journey" in physician development
- Utilize existing materials to customize a PIF session for the learner's own training program

MODERATOR
Lori Weber, MD

2:35-3:05PM **Refreshment Break with Exhibitors**
(Exhibit Hall)

3:05-
3:55PM

TH16 COPAC **A Mindset Reboot: Moving from Horses & Buggies to Spaceships with AI-Chatbot Assistants**

Karla Passalacqua, PhD
Manager-Medical Education and Medical Writing
Henry Ford Health

Omonse Talton, PhD
Senior Medical Writer
Henry Ford Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand how chatbots fundamentally differ from traditional computer software and how those differences affect the utility of chatbots for specific tasks
- Appreciate the importance of institutional AI-use policies for any administrative workflow
- Develop a wise working relationship with AI-based tools that prioritizes augmentation and not replacement of key tasks
- Identify and mitigate 5 key risks of chatbot use
- Implement the "Alert & Suspicious Mindset" algorithm for safe and ethical chatbot use to avoid errors and maintain work quality

MODERATOR
Barbara Gohre, BSHA, TAGME, CHPM, CLSSBB

3:05-
3:55PM

TH17 COIL **Just Checking In! An Innovative Approach for Program Compliance and Site Visit ReadinessE**

Leslie Pfeiffer, MHA, C-TAGME
Accreditation Manager
Henry Ford Health

Taylor Stanley, MBA
Accreditation Coordinator
Henry Ford Health

Kimberly Baker-Genaw, MD, FACP
DIO
Henry Ford Health

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Understand Sponsoring Institution oversight for program compliance and constant site visit readiness
- Think innovatively to establish program touchpoints to maintain program compliance
- Discuss resources that can be modified to use at the home Sponsoring Institution

MODERATOR
Krista Lombardo-Klefos, MBA

3:05-
3:55PM

TH18 CTYPD **Cultivating a Culture of Psychological Safety for Trainees**

Christine Ford, EdD
Senior Curriculum Developer
Houston Methodist

Kamilla Guinn, PhD
Senior Curriculum Developer
Houston Methodist

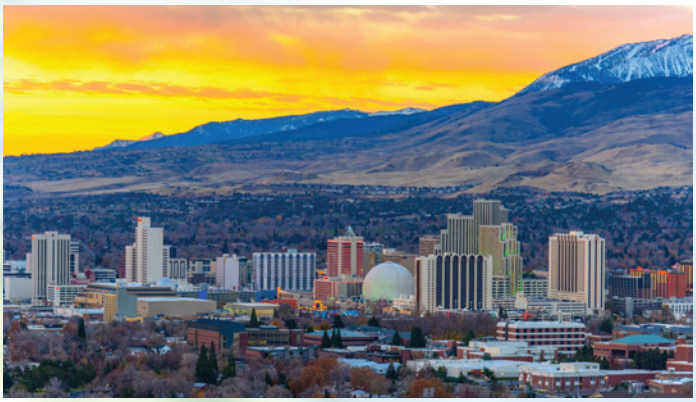
OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Discuss the beginnings of psychological safety
- Explain the benefits of improved psychological safety in the clinical learning environment
- Demonstrate ways to improve psychological safety at organizational, team, and individual levels

MODERATOR
Rebecca Daniel MD, FACP

4:00-
5:00PM

COIL **Council of Institutional Leaders (COIL) Business Meeting**

CTYPD **Council of Transitional Year Program Directors (CTYPD) Business Meeting**



Friday, May 1

6:45-8:00AM **Continental Breakfast with Exhibitors**
(Exhibit Hall)

8:00 - 8:50AM

FR1 COPAC **What Do Gen Z Residents Want? – Understanding Generation Gaps**

Amanda Auer-Porch, BS
Academic Manager
University of Pittsburgh Medical Center

Sara Brown, M.Ed
Project Manager, Allied Health Programs
University of Pittsburgh Medical Center

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

- Describe key characteristics and values of Generation Z as they relate to clinical training and the healthcare workplace
- Compare and contrast generational perspectives on feedback, work-life balance, hierarchy, communication, and technology
- Identify specific program challenges and misunderstandings between Gen Z resident trainees and other generations in clinical settings
- Apply evidence-based strategies to improve cross-generational communication, mentorship, team dynamics and educational outcomes in residency programs
- Highlight the actionable steps multi-generational programs can take now to support technology and wellness priorities for Gen Z trainees to create a high functioning workplace culture

MODERATOR
Mary Populo, MEd

8:00- 8:50AM

FR2 COIL **Learning from Each Other: A Comparative Review of Due Process for Residents and Fellows at Riverside Methodist Hospital (Ohio) and Northwell Health (New York)**

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

Nicole Qualls, JD, MPH
Director, Medical Education
Riverside Methodist Hospital

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

- Compare and contrast the due process policies and procedures for residents and fellows at Northwell Health and Riverside Methodist Hospital, citing specific examples from each institution's documentation
- Critically evaluate the strengths and weaknesses of each institution's due process approach, considering factors such as efficiency, transparency, and resident representation, and providing justification for their assessments
- Evaluate the mechanisms in place to ensure impartiality within the decision-making bodies involved in due process at both institutions, discussing potential biases and suggesting strategies for mitigating them
- Develop specific recommendations for improving the due process systems at both institutions, focusing on at least two actionable steps each institution could take to enhance fairness, efficiency, and transparency
- Identify potential strategies for inter-institutional collaboration and resource sharing related to improving due process, including specific examples of how institutions will work together to improve their respective systems

MODERATOR
Tara Zahtila, DO

8:00-
8:50AM

FR3 CTYPD **Unlocking ERAS Residency Applications: Leveraging Tools and Data for Holistic Recruitment**

Richard Peng
ERAS Outreach and Engagement Manager
AAMC

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

- Master essential processes to utilize the ERAS system and its complementary platforms
- Connect holistic review principles and core framework to residency selection in the ERAS application (e.g. program signals, geographic preferences, and applicant experiences)
- Interpret and apply ERAS data to better understand trends, and the broader residency application ecosystem
- Stay abreast of recent AAMC efforts to support ERAS specialty-specific customizations, provide transparent program and application data, and evolve the approach to capturing applicants' scholarly research in the MyERAS application

MODERATOR
Joanne Zhu, MD, FACP, FHM

9:00-
10:00AM

FR4 COPAC **Crafting Your Way to a More Fulfilling Job : The Art of Shaping Work from Within**

Marie Hugley, BA
Assistant Director
UCLA

Tanya Martinez, C-TAGME
California Regional GME Director
CommonSpirit Health

Natsha Brocks, MHA, C-TAGME
Director
HCA - Florida Palms West Hospital, JFK North Hospital

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

- Understand and implement principles of job crafting within the evolving roles of GME administrative professionals at ACGME-Accredited institutions
- Adopt the three primary domains of job crafting - task, relational, and cognitive crafting to enhance and tailor administrative and leadership roles to the individual
- Pinpoint your top character strengths to discover opportunities for alignment in your role or long-term career aspirations
- Develop a strategy to personalize your current role so that it reflects who you are, fulfillment, and maximizes your current job dutiess
- Assess the impact that individual job crafting can have on program quality, collaborative relationships, and alignment with institutional performance

MODERATOR Alexis Smith

9:00-
10:00AM

FR5 COIL **Landing and Leading: Applying the First 90 Days Framework to Success in Graduate Medical Education**

Michelle Valdez, MA
Director of Accreditation, Compliance and Quality Improvement
University of Texas Health Science Center San Antonio (UTHSCSA)

Krista Lombardo-Klefos, MBA
Senior Director, Enterprise Graduate Medical Education
Cleveland Clinic

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

- Describe the unique challenges associated with GME institutional leadership transitions due to mergers/consolidations
- Identify potential pitfalls and proactively develop strategies to mitigate risks during GME transitions
- Develop a preliminary strategic plan for a your GME leadership role
- Describe the importance of stakeholder analysis in transitions

MODERATOR
Jamie Shomette, BA, C-TAGME

9:00-
10:00AM

FR6 CTYPD **An AI Curriculum for Residents - The Stanford Immersive Experience and Hands-On Approach**

Poonam Hosamani, MD
Stanford University Hospitalist and Associate Program Director for Internal Medicine Residency
Stanford University

Kevin Keet, MD
Stanford University Hospitalist and Associate Program Director for Internal Medicine Residency
Stanford University

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

- Understand and replicate key elements of tanford's AI curriculum for resident education
- Plan sessions on foundational knowledge about how LLMs function and identify common pitfalls
- Develop practical skills in teaching tool selection and prompt engineering to solve clinical problems
- Teach common failure modes of LLMs in clinical practice
- Integrate these LLM skills effectively into residency training programs

MODERATOR
Christopher Stephen, MD

10:00-
10:30AM

Refreshment Break with Exhibitors
(Exhibit Hall)

10:30-
11:20AM

PL2 **Intealth Update: International Medical Graduates in U.S. GME**

Christine Shiffer, MBA, MSL
Director, Regulatory Services
Intealth

Michelle Fisher
Supervisor, EVSP, ECFMG
Intealth

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe the current requirements for international medical graduates (IMGs) to enter U.S. GME
- Explain how Intealth works with host institutions and other organizations in the House of Medicine to support the timely entry of IMGs into their training programs
- Discuss new developments and trends related to IMG participation in US GME

MODERATOR
Trevor Burt, EdD, MS

11:30AM-
12:50PM

E4 **AHME Annual Business Meeting and Luncheon**

All registered attendees are invited to attend this annual business meeting and luncheon: part leadership report, part celebration, all delicious and fun. No pre-registration is required... AHME will provide lunch for all and you can choose to listen while you eat. Ribbons for Poster Committee winners and the Viewer' Choice Poster winners will be granted as well.

1:00-
1:50PM

FR7 COPAC **Coordinators as Catalysts: Strengthening Trainee Professionalism and Communication Skills**

Elaine Danyew, C-TAGME
Senior Program Coordinator
Dartmouth Health/Dartmouth Hitchcock Medical Center

Sadhvi Khanna, MBA, MPH
Assistant Director, Medical Education
Yale School of Medicine

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Define critical non-clinical competencies based on ACGME guidelines relevant to graduate medical education and explain their importance in physician development
- Describe the coordinator's unique perspective and influence in supporting the development of these competencies
- Apply practical strategies to reinforce professionalism and communication skills in daily interactions with residents and fellows
- Develop an action plan to integrate non-clinical competency education into a training program curriculum

MODERATOR
Kimberly Ranagan, C-TAGME

1:00-
1:50PM

FR8 COIL **The COWS Chronicles: Uniting GME Leaders Through Trust and Transformation**

Jeanna Reusink, BS
GME Administrator
Creighton University

Tara Latschar, BS
GME Institutional Manager, Accreditation
Creighton University

Stef Keator
GME Institutional Manager, Program Manager Development
Creighton University

Wendy Greenwood
GME Institutional Manager, Housestaff Operations
Creighton University

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Describe strategies for uniting newly formed GME teams with diverse temperaments
- Identify tools and communication models that foster psychological safety, shared ownership, and collaboration
- Apply practical approaches to build cohesion and improve efficiency during team transitions or reorganizations

MODERATOR
Kayla Hayley

1:00-
1:50PM

FR9 CTYPD **Yes, And...Building Teamwork, Empathy, and Communication Skills with Medical Improv**

Caroline Diez, MBA, C-TAGME
Director, Graduate Medical Education
JPS Health Network

Vinod Nambudiri, MD, MBA, MPH, EdM
Program Director, Harvard Dermatology Residency Program
Brigham and Women's Hospital

OBJECTIVES
At the conclusion of this session, the learner should be able to:
- Identify and explain the core ground rules needed to establish a psychologically safe space for engaging in medical improv activities
- Discuss the impact of improv on clinical outcomes, including its role in improving team communication, enhancing information transfer, and boosting patient satisfaction
- Select and adapt improv exercises that align with specific educational or clinical goals and outline key discussion points to facilitate effective group reflection and debrief

MODERATOR
Jocelyn Zee, DO

2:00-
2:50PM

FR10 COPAC **From Request to Rotation: Effective Management, Oversight, and Reporting of Visiting Residents**

Martha Anderson, C-TAGME
Associate Director of GME
UMass Chan - Baystate

Tara Rivest, C-TAGME
Administrative Manager of GME
UMass Chan - Baystate

Carmen Santiago
GME Administrator Coordinator
UMass Chan - Baystate

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

- Identify common challenges institutions face when accepting visiting residents, including communication, scheduling, and documentation issues
- Recognize compliance challenges and risks related to accreditation, licensure, and other regulatory protocols
- Develop and apply optimal practices to create a streamlined, standardized, and collaborative workflow that supports educational quality and institutional integrity

MODERATOR
Elaine Danyew, C-TAGME

2:00-
2:50PM

FR11 COIL **Aligning Expectations as a Pathway to Success**

Jill Herrin, MBA, C-TAGME
Executive Director Graduate Medical Education
University of Texas Health Science Center at Houston

Pamela Promecene, MD
Senior Associate Dean for GME/DIO
University of Texas Health Science Center at Houston

Abbey Bachmann, PhD, MEd
Assistant Professor, Educational Programs
University of Texas Health Science Center at Houston

Elizabeth Nugent, MD – Associate Professor, Director of TTR, Univ of Texas Health Science Center at Houston

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

- Understand generational differences in medical education
- Examine important factors and considerations for the UME to GME transition
- Foster professional identify formation among new physicians
- Define Meets vs. Exceeds expectations

MODERATOR
Michelle Valdez, MA

2:00-
2:50PM

FR12 CTYPD **UME to GME: Support our Learners During the Time of Transition**

Bradley Minter, MD
Program Director, Transitional Year
Northwell Health

Lori Weber, MD
Transitional Year Residency Program Director
Gundersen Health System

Jocelyn Zee, DO
Transitional Year Program Director, Critical Care Physician
JPS Health Network/Acclaim Health

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

- Understand the complexity of the time of Transition to Residency
- Identify areas where learners in your program may need more support
- Consider evidence-based options that can be added to your program to support leaners during the time of transition

MODERATOR
Ekaterina Vypritskaya, MD, FACP

3:00-
3:50PM

E5 **Final Networking Celebration**

We celebrate YOU in this last event of the 2026 Institute. We will mix and mingle together then send you off on your home journey.

General Conference Information

Who Should Attend

The 2026 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 13.75 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

AHME Institute Health & Safety

AHME members look forward to gathering in person for the annual Institute. They do so recognizing that travel to and attendance at a large gathering includes the possibility of being exposed to communicable diseases.

Vaccination against several viruses has been encouraged/required by hospitals and health care systems. We anticipate that attendees have taken appropriate precautionary measures and will not be requesting verification.

We ask that you not attend the Institute if you are not feeling well and that you self-isolate if any type of symptoms develop during the conference.

Mask usage will be at individual discretion. Attendees will need to determine their level of comfort with this during meals and sessions, as well as in public spaces at the venue and in the city.

The health and safety of AHME members and those attending the Institute is our first priority. As such, these policies are subject to modification depending on recommendations from the Center for Disease Control and Prevention (CDC) and federal, state, and local health authorities at the time of the meeting.

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 by email at info@ahme.org.

Hotel Reservations

The sleeping room reservation link for the Grand Sierra Resort will be provided in the confirmation that you receive when you register for the 2026 AHME Institute.

Attendees will enjoy a discounted group rate of $79 per night Sunday through Thursday, and $179 per night on Friday and Saturday for a single-double occupancy plus ($125.17 total per night Monday-Thursday/$238.17 total per night Friday/Saturday including taxes and fees and Resort Fee of $30.00 per room per night). Advance reservations must be made on or before the reservation cut-off date of March 28, 2026 to qualify for the group rate. Check-in is at 3:00 p.m. and check-out is by 11:00 a.m.

Scammers sometimes target the registration process for the events offered by professional organizations. Please be advised that registrations for the AHME Institute can only be completed through our registration portal, which can be accessed on the AHME website.

The Association does not subcontract our marketing or registration activities to any other organizations. Registrations made through other sites cannot be honored and AHME is unable to refund fees mistakenly paid through any other registration sites.

Please report any unauthorized solicitations for registrations to info@ahme.org.

Registration Information

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/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.

Online Educational Materials

For 2026, 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 to the conference app. Each attendee will have access to the app and is asked not to share the log-in information with others. 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 15, 2026 – $100 cancellation fee

Cancellation from March 16, 2026 to on or before April 13, 2026 – 35% cancellation fee

Cancellation on or after April 13, 2026 – No refund

If a registered participant is not able to attend the Institute, the registration may be transferred to a colleague without penalty. This change must be made by written request to the AHME Staff Accountant (tricia@ahme.org).

No refunds will be provided for any circumstances that may prevent travel to the conference due to weather delays or transportation cancellations.

Paid registrants will receive a full refund of the registration fee but no travel expenses in the event that AHME needs to cancel the Institute. Notification of such cancellation will be made via email to all registered attendees.

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

Registration Category	AHME Member*	AHME Non-Member
On or Before Jan. 4	$900	$1,050
Jan. 5 – Feb. 1	$950	$1,100
Feb 2 – Apr. 19	$1,000	$1,150
On or After Apr. 20	$1,050	$1,200

The full conference registration fee for the 2026 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; the reception on Wednesday; the box lunch on Thursday; and the Annual Business Meeting Lunch on Friday.

Individuals who register for the full conference are welcome to attend the CTYPD track as well as any other sessions of interest over the three days. Individuals with specific interest in Transitional Year can pay a reduced rate for the two days of the Institute pertaining to that track. The following fees are not surcharges, but the cost for attending only the specified track.

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; CME credit; the box lunch on Thursday; entrance to CTYPD educational sessions on Thursday and Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Lunch on Friday.

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

Registration Category	CTYPD Program
AHME Member*	**$600**
AHME Non-Member	**$700**

** 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 listed on the membership roster in the AHME database, you must register at the non-member rate.*