

# 2021 AHME INSTITUTE GOES VIRTUAL!

MAY 12-14 2021

EXPERT SPEAKERS

BEST PRACTICE PRESENTERS

NETWORKING WITH COLLEAGUES

MULTIPLE EDUCATIONAL TRACKS

INFORMATION ON THE LATEST NEWS,  
INNOVATIONS & DEVELOPMENTS



ASSOCIATION FOR  
HOSPITAL MEDICAL  
EDUCATION

Designated by AHME for 14.25  
AMA PRA Category 1 Credit(s)™



# 2021 CONFERENCE PROGRAM

Pricing and payment information can be found on page 16.  
(all times are listed as Eastern)



**Plenary**



**Concurrent Session**



**Event**



**Osteopathic Track**



**GME Leader Track**



**Coordinator Track**



**Transitional Year Track**



**CME/CPD Track**

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

## WEDNESDAY, MAY 12

9:00AM

### Virtual Exhibit Hall

Connect with vendors whose products and services are offered to assist you in your medical education work and whose support helps to make the AHME Institute possible.

10:45AM

### Welcome for the Day and Orientation

*Frederick M. Schiavone, MD, FACEP - AHME Immediate Past President/ALPD Chair*

11:00AM-12:00PM

**P1**

### ACGME Update

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

#### OBJECTIVES

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

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

#### MODERATOR

*Frederick M. Schiavone, MD, FACEP*

12:00-12:45PM

**W1**

### Teaching to Lead: An Institutional Approach to Leadership Development

**COE**

*Alyson Riddick, MHA, C-TAGME  
Director, Graduate Medical Education and  
Medical Staff Support  
Vidant Medical Center*

**COIL**

**COPAC**

*Kelley Whitehurst, MAEd  
Program Manager, GME Education  
Vidant Medical Center*

#### OBJECTIVES

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

- Describe the process for identifying educational needs within his/her local GME community
- Design an institutional leadership development curriculum targeting the needs of program directors, program coordinators, teaching faculty and chief residents
- Judge the effectiveness of a leadership development curriculum using evaluation strategies

#### MODERATOR

*Anne Hartford, MBA*



12:00-  
12:45PM

W2

## GME 101: Boot Camp for the New Program Administrator/Coordinator

COPAC

*Karen Ellis  
Administrative Coordinator, Graduate Medical Education  
JPS Health Network*

*Ann Ronayne, C-TAGME  
Institutional Coordinator, Graduate Medical Education  
Medical University of South Carolina*

*Katie Axiotis, MEd, C-TAGME  
Residency and Fellowship Coordinator,  
Internal Medicine Residency Program  
Sarasota Memorial Hospital - Florida State University*

*Susan Tovar, C-TAGME  
GME Manager and Fellowship Coordinator  
Largo Medical Center - HCA West Florida Division*

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

### OBJECTIVES

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

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

### MODERATOR

Caroline Diez, BA, C-TAGME



12:00-  
12:45PM

W3

## Practical Ways to Improve Your Clinical Teaching - Part I

CPFD

*Donna Ray, MD  
Director, Faculty Development, OCPDSA &  
Director of Student Coaching  
Palmetto Health: University of South Carolina  
School of Medicine Columbia*

*Renee Connolly, PhD  
Director of Medical Education  
Prisma Health - Midlands*

### OBJECTIVES

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

- Better address the special circumstances of clinical teaching in working with learners and patient care in the Clinical Learning Environment
- Develop at least one new strategy for providing clinical teaching

### MODERATOR

G. Robert D'Antuono, MHA

12:45-1:00PM

### Break

1:00 -  
1:45PM

W4

## The Annual Program Evaluation Is Not Just Another Checkbox: How To Support Meaningful Change

COE

*David C. Weigle, PhD, MPH, MEd  
Assistant Dean for GME/DIO  
UT Southwestern*

COIL

COPAC

*Shannon A. Scielzo, PhD, MS  
Associate Director, Education/Strategic Planning Consultant  
UT Southwestern*

### OBJECTIVES

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

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

### MODERATOR

Elizabeth Madaio

1:00-  
1:45PM

**W5 Osteopathic Recognition: Updates, Best Practices, and Evaluation**  
**COE** *Natasha Bray, DO, MEd, FACO, FACP*  
*Osteopathic Principles Committee, Executive Committee Member*  
*ACGME*

*Tiffany Moss, MBA*  
*Executive Director, Osteopathic Accreditation*  
*ACGME*

#### OBJECTIVES

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

- Identify the new Osteopathic Recognition Requirements
- Apply best practices for programs applying for or with Osteopathic Recognition
- Understand the osteopathic evaluation system requirements

#### MODERATOR

Kerrie Jordan, DHSc, C-TAGME

1:00-  
1:45PM

**W6 Integrating Evidence Based Medicine into Clinical Practice**  
**CPFD** *David R. Haburchak, MD*  
*Clerkship Director and Core Faculty*  
*Wellstar Kennestone Regional Medical Center*

#### OBJECTIVES

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

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

#### MODERATOR

Joanne Zhu, MD, MSc, FACP, FHM

1:45-  
2:30PM

**W7 Annual Institutional Review: A Look Back and the Journey Ahead**  
**COE** *Catherine M. Eckart, MBA*  
*Assistant Vice President, GME Accreditation*  
**COIL** *HCA Healthcare Graduate Medical Education*

#### OBJECTIVES

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

- Brainstorm the best content to be included in the AIR as a reflection of the year just ended
- Construct the Annual Institutional Review in a format that is compliant with requirements while communicating important findings
- Include a SWOT analysis to better plan for the year(s) ahead and to engender governing body support for GME

#### MODERATOR

Fran DeYoung

1:45-  
2:30PM

**W8 Put Your Oxygen Mask on First: Best Practices for Coordinating Coordinator Well-Being**  
**COPAC** *Shannon A. Scielzo, PhD, MS*  
*Associate Professor and Associate Director of Education/Strategic Planning Consultant*  
*University of Texas Southwestern Medical Center*

*Melissa Perry, MEd, C-TAGME*  
*Program Improvement Specialist*  
*University of Texas Southwestern Medical Center*

#### OBJECTIVES

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

- Communicate well-being related concerns to leadership in a professional manner
- Implement new strategies to optimize work flows and better manage administrative/management tasks
- Apply goal setting best practices to identify priority items and better optimize time
- Network with other coordinators and team members to collectively advocate for, and to implement, change

#### MODERATOR

Shannon Papazian, C-TAGME

1:45-  
2:30PM

W9

### **Delivering Effective Formative Feedback**

*Timothy Graham, MD*

CPFD

*Program Director, Family Medicine  
Mount Carmel Health System*

*Cathleen E. Morrow, MD*

*Chair and Associate Professor of Community  
and Family Medicine*

*Dartmouth Geisel School of Medicine*

#### **OBJECTIVES**

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

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

#### **MODERATOR**

Rebecca Daniel, MD, FACP

2:45-  
3:30PM

W11

### **Diverse Physician Workforces Can Create Vibrant Communities: Intentional Recruitment to Get There**

*Wilhelmine Wiese-Rometsch, MD*

COE

COIL

*Founding Program Director/Professor of  
Clinical Medicine*

COPAC

*Florida State University/Sarasota Memorial  
Hospital*

*Johanna Martinez, MD*

*Director, GME Diversity & Health Equity  
Northwell Health*

#### **OBJECTIVES**

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

- Summarize the updated ACGME common program requirements that relate to diversity
- Apply holistic review in his/her recruitment, selection and rank process
- Identify resources to assist in creating a diverse GME pipeline
- Identify barriers and potential solutions for implementing a GME focused diversity recruitment strategy for his/her program or institution

#### **MODERATOR**

Pasqual Burdo

2:30-2:45PM

#### **Break**

2:45-  
3:30PM

W10

### **Motivating Educators**

*Brandy Church, MA*

COE

*Director of Education*

COIL

*HCA Healthcare Graduate Medical Education*

COIL

#### **OBJECTIVES**

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

COPAC

CTYPD

CPFD

- Identify barriers to overcome related to motivating faculty
- Articulate strategies that have been successful in other institutions and programs
- Implement solutions in home institution to better motivate faculty

#### **MODERATOR**

Nicole Brandon, MBA

2:45-  
3:30PM

W12

### **Teaching Diagnostic Accuracy**

*Andrew Olson FACP, FAAP*

CPFD

*Teaching Diagnostic Accuracy*

*University of Minnesota Medical School*

#### **OBJECTIVES**

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

- Describe the stages of development of medical decision making
- Discuss common controversies in the science of diagnostic reasoning
- Discuss implementable strategies for improving diagnostic education

#### **MODERATOR**

Robert Martin, MBA, CHCP, CPHIMS



3:30-  
4:15PM

W13

### **Adaptive Change in GME: Coping with High Impact Course Correction**

COE

*Anna Roman, PhD, MPA  
Vice President, UPMC Medical Education  
University of Pittsburgh Medical Center*

COIL

COPAC

CTYPD

#### **OBJECTIVES**

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

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

#### **MODERATOR**

*Marilane Bond, EdD, MEd, MBA*

3:30-  
4:15PM

W14

### **Creating a Professional Development Curriculum for Program Coordinators**

COE

*Alyson Riddick, MHA, C-TAGME  
Director, Graduate Medical Education and  
Medical Staff Support  
Vidant Medical Center*

COIL

COPAC

CPFD

*Kelley Whitehurst, MAEd  
Program Manager, GME Education  
Vidant Medical Center*

#### **OBJECTIVES**

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

- Describe the process for identifying educational needs within his/her program coordinator community
- Design a professional development curriculum for his/her local program coordinator communities
- Judge the effectiveness of a professional development session and/or series using evaluation strategies

#### **MODERATOR**

*Ann Baker*



3:30-  
4:15PM

W15

### **Practical Ways to Improve Your Clinical Teaching - Part II**

CPFD

*Donna Ray, MD  
Director, Faculty Development, OCPDSA &  
Director of Student Coaching  
Palmetto Health: University of South Carolina  
School of Medicine Columbia*

*Renee Connolly, PhD  
Director of Medical Education  
Prisma Health - Midlands*

#### **OBJECTIVES**

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

- Better address the special circumstances of clinical teaching in working with learners and patient care in the Clinical Learning Environment
- Develop at least one new strategy for providing clinical teaching

#### **MODERATOR**

*G. Robert D'Antuono, MHA*

4:15-4:30PM

#### **Break**

4:30PM

#### **Exhibit Hall**

## **THURSDAY, MAY 13**

9:00AM

#### **Virtual Exhibit Hall**

Connect with vendors whose products and services are offered to assist you in your medical education work and whose support helps to make the AHME Institute possible.

10:45AM

#### **Welcome for the Day and Recognition of the Presidents' Award and John C. Leonard Award Recipients**

*Susan Greenwood-Clark, MBA, RN, FACHE -  
AHME President*

11:00-  
12:00PM

P2

#### **CLER 2021 Update**

*Kevin Weiss, MD, FACS  
Chief Sponsoring Institution and Clinical  
Learning Environment Officer  
ACGME*

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

#### **OBJECTIVES**

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

- Analyze his/her own institutional priorities and progress in addressing the CLER initiatives
- Demonstrate a greater understanding of the CLER process as new priorities and initiatives are articulated
- Ensure each clinical learning environment is integrating residents appropriately into all critical processes and pathways

#### **MODERATOR**

*Susan Greenwood-Clark, MBA, RN, FACHE*

12:00-  
12:45PM

**T1**

### **A “CLER Day” for High Value Care**

*Neera Agrwal, MD*

**COE**

*Assistant Professor of Medicine/Consultant  
Medallion Program*

**COIL**

*Mayo Clinic College of Medicine and Science/  
Mayo Clinic Scottsdale*

*Mary Hedges, MD*

*Assistant Professor of Medicine/Consultant  
Community Internal Medicine/Associate  
Program Director Internal Medicine Residency  
Mayo Clinic Florida*

#### **OBJECTIVES**

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

- Discuss a one-day curriculum to further CLER initiatives for GME learners, Program Leadership and Faculty
- Analyze CLER focused curricula at his/her own site to identify existing content strengths and potential gaps
- Propose 1-2 steps to further CLER focused curricula at his/her own institution

#### **MODERATOR**

Steven Craig, MD

12:00-  
12:45PM

**T2**

### **Seeking Joy Through the Chaos: Personal and Professional Coordinator Well-Being**

**COE**

*Caroline Diez, BA, C-TAGME  
GME Manager*

**COIL**

*JPS Health Network*

**COPAC**

*Glenda Mutinda, PhD  
Director of Interprofessional Well-Being  
JPS Health Network*

*Diana Singer, MSN, RN, CCRN-K, CNE,  
C-TAGME*

*Executive Director - Academic Affairs  
JPS Health Network*

#### **OBJECTIVES**

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

- Identify the importance of well-being in personal and professional development as a GME professional
- Explore strategies for developing resilience and healthy stress management techniques
- Create an individualized personal and professional well-being plan that complements the academic year

#### **MODERATOR**

Shannon Papazian, C-TAGME

12:00-  
12:45PM

**T3**

### **Ensuring a Respectful and Harassment-Free Learning Environment**

**COE**

*Natalie Gittus, JD  
Manager, Graduate Medical Education*

**COIL**

*Baylor University Medical Center – Dallas*

#### **OBJECTIVES**

**COPAC**

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

**CTYPD**

- Know what behaviors are considered harassment

**CPFD**

- Know how to respond to reports of harassment
- Gain an understanding of how and why training programs should address inappropriate behavior that does not rise to the level of harassment
- Know how to create a culture where trainees feel safe reporting concerns
- Have tools and resources to update grievance procedures and implement strategies to create a harassment-free training program

#### **MODERATOR**

Kelli DaSilva, C-TAGME

12:45- 1:00 PM

#### **Break**

1:00-  
1:45PM

**T4**

### **Transforming the Clinical Learning Environment: Teamwork and Collaborative Care**

**COE**

*Frederick Schiavone, MD, FACEP*

**COIL**

*Division Vice President, GME and DIO  
HCA Healthcare West Florida*

**COPAC**

*Salman Muddassir, MD  
Program Director, Internal Medicine*

**CTYPD**

*HCA Healthcare/Oak Hill Hospital*

**CPFD**

#### **OBJECTIVES**

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

- Align with the principles of NCICLE.org, an organization committed to improving the Clinical Learning Environment
- Simultaneously demonstrate improvement in quality of learning and patient care
- Replicate some successful outcomes from an institution fully committed to improvements in teamwork and collaborative care

#### **MODERATOR**

Willie Brazier, BSc. HA

1:00-  
1:45PM

**T5 Finding Applicants that Best Fit Your Program: Effectively Evaluating Osteopathic Applicants**

COE

COPAC

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

**OBJECTIVES**

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

- Describe the COMLEX-USA licensure examination program and evidence for predictive validity and putting COMLEX-USA scores into context
- Be able to access and employ resources for program directors and coordinators
- Interpret COMLEX-USA scores, performance profiles, and tools to use in screening and interviewing residency applicants, and for resident formative feedback on areas of successful performance and aspects for improvement
- Understand the need for insight into the uses of COMLEX-USA and how COMLEX-USA scores can be an asset in holistic resident screening and selection processes
- Briefly describe NBOME's clinical COMAT examinations and other relevant assessments and initiatives

**MODERATOR**

*Kerrie Jordan, MS, DHSc, C-TAGME*

1:00-  
1:45PM

**T6 TY Boot Camp**

CTYPD

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

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

**OBJECTIVES**

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

- Delineate the duties of a Transitional Year Program Director
- Understand the role and function of both the TY Program Evaluation Committee and the Clinical Competency Committee
- Fluently discuss accreditation and compliance issues related to curriculum development and documentation for a Transitional Year Program
- Be familiar with the TY milestones and requirements for reporting thereof

**MODERATOR**

*Joanne Zhu, MD, MSc, FACP, FHM*

1:45-  
2:30PM

**T7 Improving Accreditation Outcomes with Educational Quality Improvement**

COE

COIL

COPAC

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

*Regina Makdissi, MD, FACP, SFHM  
Program Director, Internal Medicine/Clinical  
Assistant Professor  
Jacobs School of Medicine and Biomedical  
Sciences of the University at Buffalo*

**OBJECTIVES**

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

- Apply Quality Improvement principles and techniques to address the root causes of common ACGME citations
- Identify key outcome and process measures for citation interventions
- Demonstrate successful educational Quality Improvement in the ACGME ADS Annual Program Update

**MODERATOR**

*Jenay Hicks, BA*

1:45-  
2:30PM

**T8 Using Emotional Intelligence Skills to Develop Resilience and Reduce Burnout**

COE

COIL

COPAC

CTYPD

CPFD

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

**OBJECTIVES**

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

- Understand the concept of emotional intelligence (EI) and recognize how EI skills can promote resilience
- Use self-awareness skills to identify activities that exhaust and activities that restore
- Build his/her own Individual Energy Profile (IEP) by utilizing the EI skills of self-awareness and self-management

**MODERATOR**

*Osborne Hall*

1:45-  
2:30PM

**T9 GMEcast: 15 minutes to Educating Your GME Community**  
**COE** Melinda Hamilton, MD  
Associate Professor of Critical Care Medicine & Pediatrics  
UPMC Children's Hospital of Pittsburgh  
**COPAC** Tony Tarchichi, MD  
Associate Professor, Department of Pediatrics  
UPMC Children's Hospital of Pittsburgh  
**CTYPD**  
**CPFD** **OBJECTIVES**  
At the conclusion of this session, the learner should be able to:

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

**MODERATOR**  
David Dojcsak, MBA

2:30-2:45PM **Break**

2:45-  
3:30PM

**T10 Using Quality Improvement (QI) Tools for Continuous Program Improvement in Accreditation**  
**COE** Cuc Mai, MD, FACP  
DIO/Senior Associate Dean, GME  
University of South Florida Morsani College of Medicine  
**COIL**  
**COPAC** Maya Balakrishnan, MD, CSSBB  
GME Director of Quality  
University of South Florida Morsani College of Medicine  
**OBJECTIVES**  
At the conclusion of this session, the learner should be able to:

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

**MODERATOR**  
Tia O. Drake

2:45-  
3:30PM

**T11 It Takes Two to Tango: Tackling the Constantly Changing Team Dynamics**  
**COIL** Kristin A. Johnson, MS, C-TAGME  
Program Manager  
Maine Medical Center  
**COPAC** Carrie Racsummerger, MS  
GME Administrator  
Roswell Park Comprehensive Cancer Center  
**COE** **OBJECTIVES**  
At the conclusion of this session, the learner should be able to:

- Know what generational theory is
- Understand the personality traits of each generation
- Identify strategies to work alongside different generations
- Communicate better with different generational teams

**MODERATOR**  
Sheri Clarke, PhD

2:45-  
3:30PM

**T12 Evidence-Based Wellness Curriculum**  
**COE** Nauman Ashraf, MD  
Psychiatry Residency Program Director  
KCU-GME Consortium/Ozark Center  
**COIL** Jeffrey Bradley, MD  
Psychiatry Residency Faculty  
KCU-GME Consortium/Ozark Center  
**COPAC** Holly Stewart, BSW, MSOL  
Director of Resident Wellness  
Northeast Georgia Medical Center  
**CTYPD** John Delzell, MD, MSPH  
Vice President for Medical Education/  
Designated Institutional Official  
Northeast Georgia Medical Center  
**CPFD** **OBJECTIVES**  
At the conclusion of this session, the learner should be able to:

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

**MODERATOR**  
Kerrie Jordan, MS, DHSc, C-TAGME

3:30-  
4:15PM

**T13 After Action Review: How to Maintain Momentum after a CLER Site Visit**

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

*Michelle Valdez, MA*  
*GME Executive Manager*  
*SAUSHEC*

**OBJECTIVES**

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

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

**MODERATOR**

Jeri Garrison

3:30  
4:15PM

**T14 ECFMG in 2021: Examining Factors Impacting International Medical Graduates (IMGs)**

**COE** *Tracy L. Wallowicz, MLS*  
*Director, EVSP & Compliance*  
**COIL** *ECFMG*

**COPAC** *Christine D. Shiffer, MBA*  
*Regulatory Affairs Manager*  
**CTYPD** *ECFMG*

**OBJECTIVES**

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

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

**MODERATOR**

Susan Greenwood-Clark, MBA, RN, FACHE

3:30-  
4:15PM

**T15 War Stories in Professionalism and Lessons Learned... Profound Losses and Inspiring Gains**

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

**COPAC** *Venice VanHuse, MPA*

**CTYPD** *Assistant Vice President, Office of Academic Affairs/Assistant Vice President, Graduate*

**CPFD** *Medical Education*  
*Northwell Health*

**OBJECTIVES**

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

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

**MODERATOR**

Vinod Nambudiri, MD, MBA

4:15-4:30PM

**Break**

4:30

**T16 Virtual Poster Showcase and Awards**

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

**CPFD**



9:00AM

### Virtual Exhibit Hall

Connect with vendors whose products and services are offered to assist you in your medical education work and whose support helps to make the AHME Institute possible.

10:45AM

### Welcome for the Day and Expressions of Gratitude

Wilhelmine Wiese-Rometsch, MD, FACP - AHME President Elect

11:00-12:00PM

### P3 Medical Education in the Information Age: Engaging learners and creating change across the continuum

Graham McMahon, MD  
President & CEO  
ACCME

#### OBJECTIVES

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

- Discuss innovative effective education practices
- Define metrics/surrogate markers to assess retention and behavior change
- Describe practice setting where learning translation to behavior can/should/does occur

#### MODERATOR

Wilhelmine Wiese-Rometsch, MD, FACP

12:00-12:45PM

### F1 Easy as 1-2-3: Perfecting the Art of Program Accreditation

Leslie Pfeiffer, MHA  
Accreditation Coordinator – GME  
Henry Ford Hospital - Detroit  
Molly Hepke, MA  
Accreditation Coordinator – GME  
Henry Ford Hospital - Detroit

#### OBJECTIVES

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

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

#### MODERATOR

Pam Demers

12:00-12:45PM

### F2 Talent is Everything: Creating a Culture of Excellence by Optimizing Your Coordinators Council

Jenay Hicks, BA  
Associate Director, Graduate Medical Education  
Morehouse School of Medicine  
Colleen Stevens, MBA, C-TAGME  
Institutional Program Manager  
Morehouse School of Medicine  
Tammy Samuels, MPA  
Director and Assistant Dean, Graduate Medical Education  
Morehouse School of Medicine

Krista Lombardo-Klefos, MBA  
Accreditation Administrator, GME  
Cleveland Clinic

#### OBJECTIVES

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

- Discover tools and tips to creating a structured program coordinators council
- Explore areas of improvement for communication within the GME Community
- Develop a program coordinator centered wellness plan to identify drivers for burnout and high professional fulfillment
- Create a plan for increased collaboration between the GME Office and program coordinators for growth while navigating a virtual landscape

#### MODERATOR

Karen Ellis

12:00-12:45PM

### F3 Transitional Year Review Committee Update

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

#### OBJECTIVES

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

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

#### MODERATOR

Marko Jachtowycz, MD

12:45-1:00PM

### Break

1:00-  
1:45PM

**F4 GME Evaluation-[Creating an Annual Program Evaluation Action Plan Monitoring System for Institutional Oversight of Program Requirements]**

COE

COIL

COPAC

*Gina McNamara, C-TAGME  
Administrative Director of Graduate Medical Education  
HCA Healthcare Memorial Health University Medical Center*

*Jean B. Wiggins, BSPH  
Sr. Administrator - GME/CME  
HCA Healthcare Memorial Health University Medical Center*

**OBJECTIVES**

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

- Develop a systematic review of program action plans to provide support and guidance to the GMEC/Accreditation Committee on improvements and compliance
- Create an action plan template using SMART goals to make necessary and/or required program improvements
- Implement a tracking tool to methodically monitor program action plan items and improve residency/fellowship program compliance to ACGME requirements

**MODERATOR**

Lori McMann, MS

1:00-  
1:45PM

**F5 Lessons Learned: Recommendations and Best Practices from Experienced Program Coordinators**

COE

COPAC

*Karen Ellis  
Administrative Coordinator, Graduate Medical Education  
JPS Health Network*

*Ann Ronayne, C-TAGME  
Institutional Coordinator, Graduate Medical Education  
Medical University of South Carolina*

*Shannon Papazian, C-TAGME  
Program Coordinator, Emergency Medicine Residency Program  
Grand Strand Medical Center - HCA South Atlantic Division*

*Susan Tovar, C-TAGME  
GME Manager and Fellowship Coordinator  
Largo Medical Center - HCA West Florida Division*

*Katie Axiotis, MEd, C-TAGME  
Residency and Fellowship Coordinator,  
Internal Medicine Residency Program  
Sarasota Memorial Hospital - Florida State University*

**OBJECTIVES**

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

- Identify common challenges experienced by Program Administrators and Coordinators
- Learn about solutions based on their personal experiences
- Develop a personal toolkit with tools and resources used to troubleshoot these common challenges
- Discuss topics identified by group assembled for the session

**MODERATOR**

Caroline Diez, BA, C-TAGME



1:00-  
1:45PM

**F6 TY Milestones 2.0 - Program Director Panel Discussion**

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

**Panel Members:**

*Dan Steigelman, MD – TY*  
*Program Director, Allergy and Immunology*  
*at SAUSHEC*

*Lori Weber, MD – TY Program Director,*  
*Pediatrics at Gunderson Health*

*Lynn Campbell, MD – TY Program Director,*  
*Pediatrics at UT Austin Dell Medical School*

*Anjali Kunz, MD – TY Program Director,*  
*Pediatrics ID at Madigan Army Medical Center*

*Joanne Zhu, MD, MSc, FACP, FHM – TY*  
*Program Director, IM/Hospitalist at WellStar*  
*Kennestone Regional Medical Center*

**OBJECTIVES**

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

- Demonstrate familiarity with the Transitional Year Milestones 2.0
- Describe challenges and solutions to Milestones Assessments using the new TY Milestones
- Assess for TY Milestones-based outcomes

**MODERATOR**

*Julie B. McCausland, MD, MS*

1:45-  
2:30PM

**F7 How Redesigning the Process of Evaluating Faculty Can Both Improve Individual Performance and Enhance the Clinical Learning Environment**

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

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

**OBJECTIVES**

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

- Review commonly used methods of faculty evaluation and identify barriers to their effectiveness
- Design and implement strategies to improve confidentiality and resident ownership of the evaluation process
- Discuss the impact of modifying faculty evaluation methods on resident trust and faculty performance

**MODERATOR**

*Marie Hugley*

1:45-  
2:30PM

**F8 Introduction to Scholarly Activity: How to Showcase Your Work**

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

**COPAC** **OBJECTIVES**

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

- Develop presentation materials to deliver the desired message
- Build a presentation from his/her scholarly work
- Determine how to communicate why the work done is important and why it should be shared

**MODERATOR**

*Nicole Qualls, JD, MPH*

1:45-  
2:30PM

**F9 “Oh No! My TY resident didn’t match or won’t progress to Advanced GME Training!” - Counseling, Mentoring and ILPs for TY residencies**

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

*Lori Weber, MD*

*Director, Transitional Year Residency Program*  
*Gundersen Lutheran Medical Foundation*

**OBJECTIVES**

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

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

**MODERATOR**

*Julie B. McCausland, MD, MS*

2:30-2:45PM

**Break**

2:45-  
3:30PM

- F10 The Struggling Medical Learner**  
*Jeannette Guerrasio, MD*  
*Internal Medicine Concierge Primary Care*  
*Colorado Center of Medical Excellence*
- COE**
- COIL** OBJECTIVES
- At the conclusion of this session, the learner should be able to:
- Describe a process for identifying the underperforming learner
  - Outline a logical framework for diagnosing specific learner difficulties
  - Employ a methodical approach for remediation of professionalism deficiencies
  - Adapt instructional methods for Generation Y learners

MODERATOR  
Brandy Church, MA

2:45-  
3:30PM

- F11 Scholarly Activity Project Novices in Graduate Medical Education: 27 Common "Traps" to Avoid**  
*William Corser, RN, PhD*  
*Director of Research*  
*Michigan State University*
- COE**
- COPAC**
- CPFD** *Samuel Wisniewski, MS*  
*Epidemiologist/Biostatistician*  
*Michigan State University*

OBJECTIVES

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

- Identify methodological "traps" that can occur and how to avoid them during the preliminary project design and write-up stage
- Appreciate attitudinal "traps" that can occur and how to avoid them during the preliminary project design and write-up stage
- Evaluate institutional review board "traps" that can occur and how to avoid them during the IRB application project stage
- Analyze data collection/analysis "traps" that can occur and how to avoid them during the data project management and data preparation/cleaning/analyses stage
- Recognize dissemination and dissemination preparation "traps" that can occur and how to avoid them during the project write-up and reporting of findings stage

MODERATOR  
Julianne Purcell, MTD

2:45-  
3:30PM

- F12 The Who, What, When, Where, Why, and How of Developing Meaningful Practice Habits Data for PGY-1 Trainees**  
*Daphne Norwood, MD, MPH, FACP*  
*Director, Transitional Year Residency Program/Associate Program Director, Internal Medicine Residency*  
*University of Tennessee - Knoxville Campus/ University of Tennessee Health Science Center*
- CTYPD**
- Rebecca Daniel, MD, FACP*  
*Transitional Year Residency Program Director/Director of CME*  
*St. Joseph Mercy Hospital*

OBJECTIVES

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

- Describe trends in ACGME resident survey data about practice habits for Transitional Year and other PGY-1 residents
- Recognize characteristics of practice habits data that have the best likelihood of being meaningful to PGY-1 trainees
- Review data from TY program directors and first year residents concerning solutions for practice habit curriculum and feedback
- Understand how an individual TY program is evaluating first year outcomes data

MODERATOR  
Lori Weber, MD

3:30-  
4:15PM

- F13 Remediation - A Toolkit for Success in Addressing Resident Disciplinary Matters**  
*Dale Johnson II, MEd, CAS*  
*Director, Medical Education*  
*Guthrie Robert Packer Hospital*
- COE**
- COPAC**
- CPFD** *Angel Smith, JD*  
*Group Director, American Group*  
*HCA Healthcare Graduate Medical Education*

OBJECTIVES

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

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

MODERATOR  
Trevor Burt, EdD, MS

3:30-  
4:15PM

**F14 Conducting a Baseline Competency Assessment of Telehealth Encounters: Using Simulation to Drive Telehealth Evaluation and Faculty Development**

COE

COIL

COPAC

*Amy Bunger, PhD  
Designated Institutional Official  
University Hospital Osteopathic Consortium  
Paul Wojciechowski, MD, FASA  
Program Director, Anesthesia  
University of Cincinnati, College of Medicine*

**OBJECTIVES**

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

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

**MODERATOR**

TBD

3:30-  
4:15PM

**F15 The ResQIPS Framework - An Interprofessional Curriculum in Research, Quality Improvement, and Patient Safety**

COE

COIL

COPAC

CTYPD

CPFD

*Debra Schneider, MEd, MLIS  
Network Manager, Libraries and CME  
Honor Health*

*Alison Essary, DHSc, MHPE, PA-C  
Scrivner Family Director of the ResQIPS  
Program  
Honor Health*

**OBJECTIVES**

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

- Describe the barriers to implementing research quality improvement and patient safety curricula in GME or CME programs
- Collaborate with other AHME members to identify possible strategies to overcome barriers
- Define ResQIPS and how the ResQIPS curriculum supports continued advancement of research and scholarly activity
- Explain how ResQIPS creates and fosters an interprofessional learning environment

**MODERATOR**

Diane Ramirez

**THANK YOU!  
SEE YOU  
IN 2022...**



# GENERAL CONFERENCE & REGISTRATION INFORMATION

## Who Should Attend

The 2021 AHME Institute is designed for allopathic and osteopathic Directors and Administrators of Medical Education; Program Directors; Chiefs of Departments; Medical Directors; Directors and Administrators of Undergraduate, Graduate and Continuing Medical Education; Chief Academic Officers; Designated Institutional Officials; Coordinators of Medical Education; and all others who by virtue of their position and orientation are involved in medical education.

## ACCME Accreditation Statement

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

## AMA Credit Designation Statement

The Association for Hospital Medical Education designates this live activity for a maximum of 14.25 AMA PRA Category 1 Credit(s)<sup>TM</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

## Tax Considerations

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

## Special Note for the Disabled

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

## Payment

AHME's online registration accepts pay-by-check as well as credit card payments. The registration form can be accessed on the Events tab at [www.AHME.org](http://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](mailto:info@ahme.org)

## AHME Institute Registration Fees

| Registration Category      | AHME Member* | AHME Non-Member |
|----------------------------|--------------|-----------------|
| On or Before Jan. 31, 2021 | \$250        | \$350           |
| On or After Feb. 1, 2021   | \$300        | \$400           |

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

## Cancellation Policy

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

*Cancellation on or before March 14, 2021 – \$50 cancellation fee*

*Cancellation from March 15, 2021 to on or before May 2, 2021 – \$100 cancellation fee*

*Cancellation on or after May 3, 2021 – No refund*

## Photos/Video Recordings

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

## Viewer's Choice Award for Top Three Posters

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

The poster exhibit is held each year and features new concepts and practical approaches to medical education. It is designed to provide medical educators with ideas they can use to advance their programs. The AHME Poster Committee selects the posters that are presented at the exhibit. The posters will stay on display after voting to extend the learning. The guidelines on submitting a poster abstract for consideration can be downloaded from the Events tab of the AHME website at [www.AHME.org](http://www.AHME.org).

## Virtual Exhibit Hall—Meet the Exhibitors!

Each morning of the conference we will open the on-line Exhibit Hall so you have plenty of non-competing time to connect with vendors whose products and services are offered to assist you in your medical education work and whose support makes the AHME Institute possible.