

2025 AHME INSTITUTE

FT. LAUDERDALE FLORIDA

APRIL 30 – MAY 2, 2025
Wednesday – Friday

Expert Speakers
Best Practice Presenters
Networking with Colleagues
Multiple Educational Tracks
Information on the Latest
News, Innovations & Developments

Marriott Harbor Beach Resort
3030 Holiday Drive
Fort Lauderdale, FL 33316

General Information: 954-525-4000

Room Reservations: See AHME website for information

<https://ahme.org/>



ASSOCIATION FOR
HOSPITAL MEDIC
EDUCATION

Designated by AHME for 16.25
AMA PRA Category 1 Credit(s)™



The Venue... Marriott Harbor Beach Resort



<https://www.marriott.com/en-us/hotels/flhbs-fort-lauderdale-marriott-harbor-beach-resort-and-spa/overview/>

The Marriott Harbor Beach Resort offers the best of Florida views and amenities. This beachside resort brings the tropical ambiance of Fort Lauderdale right to your doorstep.

Outside is the largest private beach in South Florida – white sand, warm sunshine, and on-the-water activities. There are also fire pits, cabanas, and an 8,000 square foot lagoon style pool. Inside are amazing views of the Atlantic Ocean, vast meeting space, and on-site dining. Also within walking distance is access to the Water Taxi that allows visitors to experience the miles of intracoastal inland waterways that have made Fort Lauderdale a popular vacation destination and a fan-favorite among Institute attendees.

With its recent upgrade, the Marriott Harbor Beach Resort is a shining jewel in South Florida. It is known for its exceptional service, lovely accommodations, and an excellent meeting environment. This seaside oasis is an ideal spot for learning and networking with peers at the 2025 AHME Institute.

Transportation

Air Travel – The Marriott Harbor Beach Resort is located just 5 miles from the Fort Lauderdale/ Hollywood International Airport.

<http://www.broward.org/airport/Pages/Default.aspx>

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

<http://www.broward.org/airport/Passengers/Transportation/Pages/default.aspx>

Note: The estimated cab or ride share fare to the Marriott Harbor Beach Resort is between \$15 and \$25 one way.

Back for 2025! 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 guidelines on submitting a poster abstract for consideration can be downloaded from the Events tab of the AHME website at www.AHME.org.

Exhibit Hall – Meet the Exhibitors!

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

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2025, 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 17 for pricing information on the full Institute as well as the discounted rate for attending only the CTYPD track.

2025 Conference Program

Pricing and payment information can be found on page 17. All times are listed as local Fort Lauderdale 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 30

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

8:30-9:20AM  **Integrating AI in Medical Education Administration: Work Smart, Not Hard**

 Kaytlyn Hope, MHA, C-TAGME
Program Manager
Boston Children's Hospital

Natasha Brooks, MHA, C-TAGME
Director of GME
Coffee Regional Medical Center

OBJECTIVES

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

- Identify and implement AI tools to streamline administrative tasks and improve data management in medical education administration
- Acquire skills to automate routine tasks, manage data efficiently, and support strategic planning using AI
- Use AI to develop and maintain a strong professional brand, ensuring you stand out as a leader in the medical education community

MODERATOR
Susan Tovar

8:30-9:20AM

 **When Residents Organize: The Evolving Role of the GME Office in a Unionized Environment**

 Lisa Payne
Director, Graduate Medical Education
David Geffen School of Medicine, UCLA

Anthony Sali, MPA
Director, Graduate Medical Education
UCSF - Fresno

Ryan Traynham, MBA
Director, Graduate Medical Education
University of California - Davis

Jennifer Vogt, MBA
Director of Graduate Medical Education
University of California San Francisco School of Medicine

OBJECTIVES

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

- Have an understanding of bargaining including pre-bargaining preparations
- Identify the current GME Office practices that will be impacted by the bargaining agreement
- Discuss change management implications of managing a represented population

MODERATOR
Venice VanHuse, MPA



8:30-
9:20AM

WE3 Leaders Can Have a Bad Day: Overcoming Perfectionism and Shame

CPFD Gayle Haischer-Rollo, MD
Assistant Dean, Faculty Development
Uniformed Services University

Jessica Bunin, MD, MHPE
Associate Dean, Community and Educational
Culture
Uniformed Services University

OBJECTIVES

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

- Explore personal and cultural influences of perfectionism in medicine
- Analyze the impact of leader perfectionism on both leaders and learners, including the role of shame
- Identify strategies to reduce the negative effects of perfectionism and shame in medical education

MODERATOR

Ashley Maranich, MD, MHPE

9:30 -
10:30AM

WE4 Boot Camp I*

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

Sadhvi Khanna, MBA, MPH
Medical Education Manager
Yale University

Ann Ronayne
Accreditation Manager, Graduate Medical
Education
Medical University of South Carolina

OBJECTIVES

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

- Demonstrate strong time management skills for a well-developed academic year calendar/timeline
- Understand program requirements and networking as a new PC
- Figure out Alphabet Soup and acronyms, tools, and resources

MODERATOR

Melissa Molina Trinidad, MBA, C-TAGME

* For Coordinators and Program Administrators with less than 2 years of experience.

9:30-
10:30AM

WE5 The Dynamic Duo – Team Development: The Relationship between the Institutional Coordinator & Program Coordinator

COIL Kristelle Grant Deterville, MSML
Program Manager and Institutional Coordinator
McGovern Medical School - The University of Texas
Health Science Center at Houston

Barbara Kieu, MHA
Residency/Fellowship Program Coordinator II
McGovern Medical School - The University of Texas
Health Science Center at Houston

Tanja Calixto, C-TAGME
Training Program Coordinator
The University of Texas - M.D. Anderson Cancer Center

OBJECTIVES

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

- Identify the needs and challenges that limit the role of a Program Coordinator (PC)
- Analyze the Program Coordinator (PC) and Institutional Coordinator (IC) dynamic and identify the areas for improving a team relationship
- Discuss systems and initiatives to support program success
- Develop an action plan to maintain Coordinator (IC & PC) relationships to help support programs through effective communication

MODERATOR

Krista Lombardo-Klefos, MBA & Melissa Molina Trinidad, MBA, C-TAGME

9:30-
10:30AM

WE6 Mastering Dialogue: Coaching as Communication for Leaders

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

Mara M. Hoffert, PhD
Director, 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:

- Explore the advantages of coaching in GME and understand its potential to enhance faculty communication, promote trainee success, and cultivate a positive program culture
- Apply key communication techniques to adopt a "Coach Approach" and foster a supportive and growth-oriented environment
- Learn and practice a practical framework for effective coaching conversations to integrate into daily interactions with trainees

MODERATOR

Timothy Graham, MD, MHPE, FAAFP



10:30-
10:45AM

Refreshment Break

10:45-
11:50AM

PL1 ACGME Update

Mary Klingensmith, MD, FACS
Chief Accreditation 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

Trevor M. Burt, EdD, MS

12:00-
1:10PM

E1 Welcome Lunch for First-Time Attendees

New to AHME's Institute? Let us welcome you! This luncheon is a great way to kick off the conference and meet fellow first-timers and AHME leaders. Only bona fide, first-time AHME Institute attendees may attend the Welcome Lunch. After registration is received, 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 Boot Camp II*

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

Sadhvi Khanna, MBA, MPH
Medical Education Manager
Yale University

Melissa Molina-Trinidad, MBA, C-TAGME
Senior Program Coordinator
Columbia University Irving Medical Center

OBJECTIVES

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

- Articulate the details and importance of recruitment preparation, technology, and execution and where/how to find tools and resources
- Build relationships with your Program Director, residents, and fellows
- Utilize effective communication skills that allow both extroverts and introverts to be successful
- Employ some "how to's" of multi-tasking

MODERATOR

Ann Ronayne

* For Coordinators and Program Administrators with 2 years of experience or more.

1:15-
2:05PM

WE8 Building Successful Relationships Across Medical Education: Developing Effective Communication & Navigating Conflicts with Ease

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

LaToya Wright, BBA, C-TAGME
Manager of Education Programs, Radiology
UT Southwestern Medical Center

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

OBJECTIVES

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

- Identify communication styles within yourself and others
- Understand methods for effective communication across communication styles
- Recognize the impact of organizational hierarchy in relationship development
- Develop skills to both prevent conflict and properly resolve if it does occur

MODERATOR

Bethany Figg, EdD, MBA, MLIS, C-TAGME, AHIP

1:15-
2:05PM

WE9 Collaborative Implementation of Individualized Learning Plans for Resident Success

Christine Ford, EdD
Curriculum Developer
Houston Methodist Hospital

Melina Awar, MD
Internal Medicine Residency Program Director
Houston Methodist Hospital

J. Marietta Clewing, MD
Assistant Dean Academic Affairs, Texas A&M COM/
Assistant Program Director Internal Medicine
Residency
Houston Methodist Hospital

OBJECTIVES

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

- Describe components of effective ILP development, implementation, and education
- Identify barriers and solutions related to ILP development, implementation, and education
- Discuss how the tools presented in the workshop could be used in participants' home institutions

MODERATOR

Trevor M. Burt, EdD, MS

2:15-3:05PM	WE10 It Takes Two to Tango: Fostering a Healthy TY PD/PC Relationship (panel discussion) COPAC Rosa Gomez, BS Residency Program Coordinator, Transitional Year Wellstar Kennestone Regional Medical Center Joanne Zhu, MD, MSc, FACP, FHM Program Director, Transitional Year Wellstar Kennestone Regional Medical Center Jim Shehy, C-TAGME Senior Instructional Designer Wellstar Kennestone Regional Medical Center Julie B. McCausland, MD, MS, FACEP Transitional Year Program Director UPMC Neville Alberto, MD, FACP Transitional Year Program Director University of North Dakota OBJECTIVES At the conclusion of this session, the learner should be able to: • Aim at enhancing the communications skills to effectively collaborate with your TY PD/PC, along with setting in place strategies that foster a healthy working relationship • Promote dynamic conflict resolution skills between the TY PD/PC to address and resolve issues in a more constructive manner • Have a better understanding on how to improve on defining the PD/PC roles and responsibilities, which will help improve collaborations to maximize efficiency MODERATOR Teena Wyatt	2:15-3:05PM	WE12 It Can't ALL Be Fun and Games... or Can It? Using Gamification to Spruce up Didactics CPFD Megan Stobart-Gallagher, DO Program Director Jefferson Einstein Montgomery Hospital OBJECTIVES At the conclusion of this session, the learner should be able to: • Understand game mechanics and their application to medical education theory • Review 12 tips for the best practice of incorporating gamification • Apply these tips and develop your own gamification strategy for your next talk MODERATOR Renee Connolly, PhD
		3:05-3:35PM	Refreshment Break with Exhibitors (Exhibit Hall)
2:15-3:05PM	WE11 Helping Programs to Create Meaningful Evaluations COIL Lori Smith, EdD, MSL, MBA Director, GME Bayhealth Medical Center Jennifer Burich, MA Program Manager Cleveland Clinic OBJECTIVES At the conclusion of this session, the learner should be able to: • Analyze evaluation questions to determine value in continuous improvement efforts • Compose meaningful questions which aid in continuous improvement efforts • Identify ways in which a "train the trainer" approach can be used to facilitate evaluation creation at your institution MODERATOR Lori Smith, EdD, MSL, MBA		3:35-4:25PM WE13 Quality Improvement Isn't Just for Clinicians: The Role of Coordinators in Process Improvement COPAC Kelley Whitehurst, MAEd Program Manager, GME Education ECU Health Medical Center Alyson Riddick, MHA, C-TAGME Associate Designated Institutional Official ECU Health Medical Center OBJECTIVES At the conclusion of this session, the learner should be able to: • Define the importance of Institutional and Program Coordinators recognizing and participating in quality improvement initiatives • Describe key quality improvement concepts and access quality improvement resources • Identify tangible ways Institutional and Program Coordinators can engage in quality improvement MODERATOR Rachel Tutterow, MBA



3:35-
4:25PM

WE14

The Beginning, Middle, End – Mitigating Remediation Through the Work of the CCC and Partnering with your HR and Legal Colleagues when the “R Word” is Needed

COIL

*Marko Jachtorowycz, MD
Director Obstetric and Gynecologic Residency Training Program
Ascension Illinois Saint Alexius Medical Center*

*Farheen Syeda
Manager Graduate Medical Education
Ascension Saint Francis Hospital and Saint Alexius Medical Center*

*Samantha Cascone, MPA
Vice President
UPMC*

OBJECTIVES

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

- Provide individualized feedback that is fact and observation based to help trainee understand the need
- Based on CCC observations and advice, provide the struggling trainee an expected list of behaviors, habits, and/or skill set which are lacking or need enhancement to make progress in proficiency in training milestones
- Establish a daily evaluation paradigm for the teaching faculty to focus on the list of behaviors, habits, and/or skill sets which are lacking or need enhancement to assist the trainee in reaching proficiency in training milestones while generating meaningful observation-based data for the program director and CCC
- Create a performance improvement/ remediation plan which is clear, identifies expectations, outlines areas for growth and improvement (specific habits, behaviors, and/or skill sets), and provides a detailed roadmap of resources and assessment being utilized to meet the expectation
- Modify provided templates pertaining to formalized remediation plans to ensure the discussions/documentation mitigates barriers to the trainees’ success but meets the documentation need if a trainee is unable to progress in the program

MODERATOR

Lauren Petty, BS, BA

3:35-
4:25PM

WE15

Ensuring Allyship for Learners: Creating a Faculty Allyship Curriculum

CPFD

*Jessica Bunin, MD, MHPE
Associate Dean, Community and Educational Culture
Uniformed Services University*

*Gayle Haischer-Rollo, MD
Assistant Dean, Faculty Development
Uniformed Services University*

OBJECTIVES

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

- Discuss the concept of using an allyship curriculum to signal safety
- Identify goals and objectives for a faculty development allyship curriculum
- Develop a plan for implementing and sustaining an allyship curriculum

MODERATOR

Neville Alberto, 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

5:45-6:45PM

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).



6:45-8:00AM

Continental Breakfast with Exhibitors (Exhibit Hall)

8:00-
8:50AM

TH1 Communication that Counts: How to Hear and Be Heard

COPAC Kimberly Ranagan, C-TAGME
Lead Medical Education Specialist
Northwell Health

Kristina Wertheimer
Medical Education Specialist
Northwell Health

OBJECTIVES

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

- Explore the four communication styles identified by Mark Murphy to be equipped with the knowledge to identify and recognize the characteristics associated with each style
- Gain insight into the importance of trust as the foundation of strong working relationships and its impact on collaboration, productivity, and job satisfaction
- Develop skills required to navigate challenging conversations and conflicts in a constructive and proactive manner

MODERATOR

Kelli DaSilva, C-TAGME

8:00-
8:50AM

TH2 A Year in the Life of an Institutional Coordinator: Tools for Organization & Prioritization

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

Sarah Gan, C-TAGME
GME Accreditation Administrator
UK HealthCare

Leslie Pfeiffer, MHA
Accreditation Manager
Henry Ford Health

OBJECTIVES

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

- Understand the role of the institutional coordinator and the many hats that may be worn at different institutions
- Gain insight into ACGME Institutional Requirements and tools provided by the ACGME and other organizations to help ensure successful compliance
- Develop and utilize professional skills, including organization and prioritization, in the role of an institutional coordinator

MODERATOR

Sydney VanSlembrouck

8:00-
8:50AM

TH3 Beyond the White Coat: Cultivating Physician Identity in Healthcare

CPFD Ashleigh Larkin, MA
Senior Instructional Designer
Henry Ford Health

CTYPD

Ann Woodward, MD
Vice Chair of Education for the Department of Surgery, Senior Staff Surgeon
Henry Ford Health

Mara M. Hoffert, PhD
Director, Graduate Medical Education Instructional Design and Learning Systems & Resources
Henry Ford Health

OBJECTIVES

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

- Recognize components of physician identity, factors that influence physician identity, and the unique challenges and opportunities presented during professional practice for encouraging identity growth
- Understand the interrelatedness of physician identity and relationships with patients, colleagues, communities, and oneself
- Identify strategies, tools, and resources that will support the implementation of a physician identity program in your home institution

MODERATOR

Harold Goss, EdD, MLS

9:00-
10:00AM

TH4 Advanced Administrative Strategies in Graduate Medical Education: Enhancing the Role of Program Administrators

COPAC Barbara Gohre, BSHA, TAGME, CHPM, CLSSBB
GME Accreditation Manager
Phoenix Children's

Pamela Furneaux, MHA
Education Program Coordinator/Instructor of Medical Education
Mayo Clinic School of Graduate Medical Education

OBJECTIVES

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

- Understand advanced administrative strategies
- Enhance process optimization skills
- Improve communication and collaboration
- Apply learned strategies in real-world scenarios
- Develop a continuous improvement mindset

MODERATOR

Tamra McLuen

9:00-
9:50AM

TH5 Inclusion Practices in Clinical Learning Environments

COIL *Morgan Passiment, MSJ
Director, Diversity Initiatives
ACGME*

OBJECTIVES

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

- Identify terminology describing how bias shows up in learning environments
- Describe examples of dominant cultural norms
- Apply inclusion and mitigation practices
- Describe resources available in the ACGME Equity Matters Program

MODERATOR

Carrie Eckart, MBA

9:00-
10:00AM

TH6 Building your PEC as a catalyst for a high-performance program

CPFD *Carmela Meyer, EdD
Clinical Assistant Professor/GME Consultant
Partners in Medical Education*

CTYPD

*Jackie Fuller, PhD
Associate DIO
Virginia Commonwealth University*

OBJECTIVES

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

- Prepare a practical framework to design a functional PEC that will improve motivation and engagement among members
- Develop strategies for addressing professionalism issues and leveraging the PEC to enhance program operations, ensuring faculty and residents/fellows benefit maximally
- Discuss a case study highlighting the implementation of a successful PEC

MODERATOR

Alexis C. Smith, MHA, CHPM

10:00-10:30AM

**Refreshment Break with Exhibitors
(Exhibit Hall)**



10:30-
11:20AM

TH7 Collaborative Approaches to Program Improvement

COPAC *Carrie Eckart, MBA
Assistant Vice President, GME Accreditation
HCA Healthcare Graduate Medical Education*

OBJECTIVES

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

- Utilize a collaborative approach to dealing with a variety of adverse accreditation actions
- Identify the roles and responsibilities of each GME leader – Program Administrator/Coordinator, Program Director, GME Director, DIO and others – involved in this team approach
- Develop strategies to address adverse accreditation status, ACGME allegations, citations, areas for improvement and disappointing ACGME Survey results
- Implement strategies to maintain continued program quality after this work has been successful

MODERATOR

Julie McCausland, MD, MS, FACEP

10:30-
11:20AM

TH8 Acute Management of the Trainee in Distress

COIL *Mark T. Warner, MD
Professor and Program Director, Pulmonary & Critical Care Medicine Fellowship
McGovern Medical School at UTHealth Houston*

*Vineeth John, MD
Professor, Vice Chair for Education, Director,
Geriatric Psychiatry Section
McGovern Medical School at UTHealth Houston*

OBJECTIVES

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

- Identify the unique challenges and diverse manifestations of distressed trainees with different pre-existing mental and physical health conditions
- Understand the complex interaction of previous socioeconomic challenges and training deficiencies and how that may impact future training in graduate medical education
- Develop a plan for acute interventions for the trainee in crisis
- Design a discourse to mediate the conflict between being an employer and a physician in graduate medical education training leadership
- Develop a plan to target resources prospectively at trainees that may have diverse challenges entering training

MODERATOR

Jill Herrin, MBA, C-TAGME

10:30-
11:20AM

**TH9 Resident Remediation Workshop:
Individualized Learning Plans**

CTYPD

*Suzanne Minor, MD
Assistant DIO
Memorial Healthcare System*
*Kerice Pinkney, MD
Pediatric Residency Program Director
Memorial Health System/Joe DiMaggio Children's
Hospital*

OBJECTIVES

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

- Identify strategies for supporting a struggling trainee
- Appraise an individualized learning plan

MODERATOR
Lori Weber, MD

11:30AM-
12:40PM

E3 Poster Showcase

Back this year is an exclusive showcase in which poster authors will give a presentation on their material. And... you can listen while you eat a box lunch that AHME provides! In addition to the posters being on display for viewing and your being able to vote for your favorite, you can hear from the top three authors themselves about their work and scholarly activity (and maybe get a few ideas for your home office).

12:45-
1:35PM

**TH10 Creating a Safe Space Starts with You:
Strategies for Fostering a Collaborative
Learning Environment**

COPAC

COIL

*Juliet Schaub, AS, C-TAGME
Medical Education Manager, McLaren Flint
McLaren Health Care*
*Laura Solt, MA
Program Coordinator, Psychiatry
Novant Health, New Hanover Regional Medical Center*
*Ryan Barclay, MS
Director of Graduate Medical Education
Novant Health, New Hanover Regional Medical Center*

OBJECTIVES

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

- Recognize and evaluate in ourselves and others emotional intelligence and microaggressions
- Understand how each individual emotional intelligence style interacts with others' personally and professionally
- Understand the concepts and techniques of relationship building
- Gain resources and tools to take back to your institution

MODERATOR
Bret Stevens, EdD, MBA, C-TAGME

12:45-
1:35PM

TH11 Continuous Site Visit Readiness

COIL

*Susan Greenwood-Clark, MBA, BSN, RN
Senior Specialist
Germane Solutions*
*Michelle Valdez, MA
GME Administrative Director
SAUSHEC*

OBJECTIVES

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

- Define continuous site visit readiness
- Review current ACGME site visit timelines and required documentation
- Describe methods to continuously assess institution and program compliance with accreditation requirements
- Develop an institutional strategy/approach to continuous site visit readiness
- Create a tool kit that can be employed during preparation for a site visit

MODERATOR
Lori Smith, EdD, MSL, MBA

12:45-
1:35PM

**TH12 Transitioning Residents from UME to GME—
what areas of clinical competency require
additional training**

CTYPD

*Karen Jamison, MD, FACP
Transitional Year Program Director
Scripps Mercy Hospital San Diego*
*John Christensen, MD
Transitional Year Program Director
Intermountain Medical Center*
*Bradley Minter, MD
Program Director, Transitional Year Residency/
Assistant Professor, Donal and Barbara Zucker
School of Medicine at Hofstra
Mather Hospital, Northwell*

OBJECTIVES

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

- Recognize the areas of competencies that our panel found residents required more training in
- Identify 1-3 areas of competencies that your residents may require additional training in
- Design a way to assess your own residents for competency upon matriculation
- Design ways to adjust curriculum to improve competency in those who require additional training

MODERATOR
Patrick Shaeffer, MD

1:45-
2:35PM

TH13 Onboarding: Tips and Tricks for a Successful Academic Year

COPAC Amy Bialas, EdD
Director of Medical Education
Primary Care Education Consortium

OBJECTIVES

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

- Identify effective tools and resources for program administrators' continuous on-boarding
- Implement accreditation topics, independent competence, and logistical oversight into a successful continuous on-boarding program
- Recognize that an effective continuous on-boarding program has impact beyond individual skills; it builds relationships, credibility and trust

MODERATOR

Melissa Molina-Trinidad, MBA, C-TAGME

1:45-
2:35PM

TH14 Helping GME Survive and Thrive in the Academic Health Ecosystem

COIL Eboni Martez, MBA, MSW, CMPE
Chief Operating Officer, Academics
Prisma Health

John Ballentine, MBA
Executive Director for Academics Finance
Administration
Prisma Health

OBJECTIVES

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

- Understand the role that GME plays in the larger area of academics in a health system
- Identify the elements that make up your own academic ecosystem
- Leave with knowledge of how to integrate GME to a greater extent into the larger academic system

MODERATOR

Susan Ratliff, MBA, C-TAGME



1:45-
2:35PM

TH15 ACGME AIRE: Unleashing Innovation in Your Program

CTYPD Jon Webb, MD
Professor and Program Director, Division of
Nephrology, Bone and Mineral Metabolism
University of Kentucky

Kate Hatlak, EdD
Director, Faculty Development and Special Projects
ACGME

OBJECTIVES

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

- Understand the goals of the Advancing Innovation in Residency Education (AIRE) program, including how they fit into competency-based medical education
- Recognize how to design and implement innovation at your program and/or institution through AIRE
- Know the process of submitting an AIRE proposal, including where to find more information and who to contact

MODERATOR

Julie McCausland, MD, MS, FACEP

2:35-3:05PM

**Refreshment Break with Exhibitors
(Exhibit Hall)**

3:05-
3:55PM

TH16 Empowering Efficiency through Automation: A Journey Worth Taking

COPAC Stephanie Jones, C-TAGME
Manager, Clinical Education Operations
Geisinger

Tracy McFadden, MBA
Education Specialist
Geisinger

OBJECTIVES

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

- Analyze workflows that would benefit from automation
- Identify technology and tools that can be utilized to assist with automation
- List common Graduate Medical Education tasks that can benefit from automation

MODERATOR

Melissa Molina-Trinidad, MBA, C-TAGME

3:05-
3:55PM

TH17 The IMG Journey to U.S. GME

Christine Shiffer, MBA, MSL
Director, Regulatory Services
Intealth

Danielle Tinder, MS
Director, Domestic Services
ECFMG - A Division of Intealth

Michelle Fisher
Supervisor, EVSP
Intealth

OBJECTIVES

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

- Describe the required steps for an international medical graduate (IMG) to enter U.S. graduate medical education (GME)
- Explain the latest policy developments and key trends as pertains to IMG trainees
- Discuss the various initiatives underway by Intealth and other organizations to support IMG well-being and transition to U.S. GME

MODERATOR

Lilia Wilson, MBA, MPM

3:05-
3:55PM

TH18 Thriving as a New Program Director

Miriam Bar-on, MD
AVP for Graduate Medical Education and DIO
Jefferson Health Medical Education

Lyuba Konopasek, MD
Executive Director
Foundation for Advancement of International Medical Education and Research

OBJECTIVES

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

- Identify six specific strategies for thriving as a new program director
- Describe resources for new program directors within your institution and beyond
- Use the collaborative wisdom of the small group to expand approaches to the six strategies

MODERATOR

Karen Jamison, MD

4:00-
5:00PM

COIL Council of Institutional Leaders (COIL) Business Meeting

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

Friday, May 2

6:45-8:00AM

Continental Breakfast with Exhibitors
(Exhibit Hall)

TYRC Individual Consultations

15-minute time slots will be assigned on a first-come, first-served basis.

ECFMG/Intealth Individual Consultations

15-minute time slots will be assigned on a first-come, first-served basis.

8:00 -
8:50AM

FR1 The Empowered GME Coordinator: A Framework to Grow, Thrive, and Succeed

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

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

OBJECTIVES

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

- Recognize the common challenges and ambiguity GME Coordinators face due to the variations in job titles, descriptions, and responsibilities
- Leverage resources, tools, and training opportunities to enhance collaboration, pursue professional development, and promote innovation
- Execute best practices to enhance your performance, efficiency, and effectiveness
- Demonstrate increased confidence to lead and innovate within your roles

MODERATOR

Sadhvi Khanna, MBA, MPH



8:00-
8:50AM

FR2 Resilient Leadership: Guiding Your Institution and Programs Through Difficult Times

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

Tonya VanOrder, PhD, MBA
DIO
Ascension Genesys Hospital

OBJECTIVES

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

- Define the critical role of leadership in times of crisis
- Develop practical strategies for leading with empathy and resilience
- Implement a comprehensive Recovery Plan

MODERATOR

John Ballentine, MBA

8:00-
8:50AM

FR3 Improve User Proficiency in ERAS and Thalamus Through Data Review and Analysis

CTYPD *Richard Peng*
ERAS Outreach and Engagement Manager
AAMC

Jason Reminick, MD, MBA, MS
CEO
Thalamus

OBJECTIVES

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

- Master essential skills and improve proficiency in utilizing ERAS and Thalamus
- Customize these platforms to satisfy program-specific needs to improve recruitment outcome
- Reduce redundancy of administrative tasks in candidates' selection and communication
- Perform data analysis to aid individual programs in better understanding the application pool and match outcome
- Best leverage signaling function to each program's specific needs

MODERATOR

Joanne Zhu, MD, MSc, FACP, FHM

9:00-
10:00AM

FR4 TEAMing Up for Success: A Pathway to Collaborative Program Leadership

COPAC *Lauren Petty, BSBA*
Senior Compliance Administrator
UPMC Medical Education

Melissa Hildebrand, BS
Project Manager
UPMC Medical Education

Sharon Ezzo, MA, C-TAGME
Administrator
Cleveland Clinic

OBJECTIVES

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

- Examine the key roles and responsibilities for both program coordinators and program directors and explore the successful effects of their dyadic leadership relationship
- Adopt the TEAM approach (Trust, Engage, Align and Mutual Respect) to integrate individual contributions necessary to achieve collective goals
- Identify your program director's leadership style and work habits and adapt your approach using managing up techniques to effectively complement their leadership
- Address common challenges faced by program leadership using these strategies to enhance team dynamics and overcome obstacles

MODERATOR

Beth Madaio

9:00-
10:00AM

FR5 Guarding Your GME Galaxy

COIL *Kimberly Baker-Genaw, MD*
DIO
Henry Ford Health

Katherine McKinney, MD
DIO
University of Kentucky

OBJECTIVES

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

- Describe the requirements for GMEC oversight of the programs in your Galaxy
- Identify opportunities to improve oversight including Special Review, AIR, and APE
- Discuss methods and tools that can improve GMEC oversight processes
- Develop strategies to engage the Guardians of your GME Galaxy

MODERATOR

Sharon Wilson, MS



9:00-
10:00AM

FR6 ACGME TYRC Update

Cheryl Gross, MA, CAE

CTYPD *Executive Director, Anesthesiology, Radiation
Oncology, and Transitional Year RCs
ACGME*

Ashley Maranich, MD, MHPE

*Associate Dean for Student Affairs and Professor of
Pediatrics/Chair of TYRC
Uniformed Services University of the Health Sciences*

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

Mary Warden, MD

10:00-
10:30AM

**Refreshment Break with Exhibitors
(Exhibit Hall)**

10:30-
11:20AM

**PL2 Targeted Clinical Reasoning Coaching for
Struggling Learners: A Faculty Development
Workshop for Medical Educators**

Andrew Parsons, MD, MPH

*Associate Professor of Medicine and Associate Dean
for Clinical Competency
University of Virginia School of Medicine*

Karen Warburton, MD

*Associate Professor of Medicine and Director of
GME Advancement
University of Virginia School of Medicine*

OBJECTIVES

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

- Utilize a microskill-based assessment to describe common clinical reasoning deficits observed in medical learners
- Utilize a phenotypic approach to describe how these clinical reasoning deficits manifest in the clinical environment
- Design individualized coaching plans using exercises targeted to specific clinical reasoning deficits

MODERATOR

Julie McCausland, MD, MS, FACEP

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.

1:00-
1:50PM

**FR7 Relationship Blueprint: Become an Architect
of Strong Professional Relationships**

COPAC *Elaine Danyew, C-TAGME*

*Senior Program Coordinator
Dartmouth-Hitchcock Medical Center*

*Sadhvi Khanna, MBA, MPH
Medical Education Manager
Yale University*

OBJECTIVES

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

- Develop a blueprint/plan for how to navigate difficult workplace situations including challenging conversations and conflict management
- Examine different communication styles and their impact on professional relationships
- Enhance workplace well-being by promoting a supportive environment

MODERATOR

Ann Ronayne

1:00-
1:50PM

**FR8 Breaking Barriers: Enhancing Inclusion and
Equity Through Centralized Remediation in
GME**

COIL

Melanie Cheng, MD

*Associate Chief Academic Officer for GME; Associate
Program Director, PHM Fellowship
NYCHHC/Kings County; SUNY Downstate Health
Sciences University*

Teresa Smith, MD, MEd, FACEP

*Interim Chair of Emergency Medicine; Associate
Dean of Graduate Medical Education
NYCHHC/Kings County; SUNY Downstate Health
Sciences University*

OBJECTIVES

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

- Understand the background of the "leaky pipeline" for diverse learners brought into unwelcoming clinical learning environments
- Identify barriers to inclusion in the clinical learning environment and describe how removing them impacts the individual learner, the remaining learners as well as patient care
- Identify three strategies to utilize centralized holistic remediation practices to optimize inclusion and equity in the clinical learning environment

MODERATOR

Alyson Riddick, MHA, C-TAGME

1:00-
1:50PM

**FR9 If I had known, I would have done it differently...
Proactively Navigating Trainee Leaves of
Absence**

CTYPD

*Samantha Cascone, MPA
Vice President, Medical Education
UPMC*

OBJECTIVES

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

- Understand the current FMLA/PLOA and Parental Leave practices required for learners in ACGME programs and potential impact to trainee progression
- Create a roadmap that is feasible within your organization to proactively discuss planned LOAs with trainees in advance, including applicable policies, communication strategies and implications as well as address those items after unplanned LOAs
- Discuss potential “pitfalls” in planning and/or discussing with trainee and how to mitigate confusion/frustration

MODERATOR

Melissa Hildebrand, BS

2:00-
2:50PM

E5 Ask the Experts Break

This break features the popular “Ask the Experts” format used in past years. Several speakers will be on-hand so that attendees may engage them with questions about their presentations, work, or other medical education topics of interest.

3:00-
3:50PM

FR10 COPAC Hot Topics

COPAC

*Melissa Molina-Trinidad, MBA, C-TAGME
Senior Program Coordinator
Columbia University Irving Medical Center*

*Kimberly Ranagan, C-TAGME
Lead Training Program Administrator
Northwell Health*

OBJECTIVES

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

- Understand the current salary ranges and different job titles
- Implement and support initiatives aimed at improving the well-being and mental health of our coordinators/administrators
- Navigate the integration of new technologies and digital tools to maximize our effective workflow

MODERATOR

Sadhvi Khanna, MBA, MPH

3:00-
3:50PM

**FR11 A Health Disparities and Structural/Social
Determinants of Health Workshop on Fulfilling
CLER HQ Pathway 6**

COIL

*Robert Flora, MD, MBA, MPH
Chief Academic Officer/VP of Academic Affairs
McLaren Health Care*

Aubin Whitmer, C-TAGME

GME Manager

McLaren Health Care/McLaren Oakland

OBJECTIVES

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

- Explain health, health disparities, healthcare vs health care, structural and social determinants of health, DE&I, and cultural competency and humility
- Describe how to integrate addressing health disparities into resident and faculty QI projects
- Identify specific community resources relating to an SDOH risk as identified on admission through a national network

MODERATOR

Trevor M. Burt, EdD, MS

3:00-
3:50PM

FR12 Practical Rotation Design

CTYPD

John Christensen, MD, FACP, FHM

Program Director

Intermountain Health

Mary Louise (Sydney)

LeGuyader, MD

Associate Program Director

Intermountain Health/Edwards Internal

Medicine Clinic

OBJECTIVES

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

- Draw on the resources of your health care facility or system to enhance resident education and deliver required educational components
- Identify ACGME-required resident education topics for your respective residency programs
- Understand how to innovate the design of your rotations within the ACGME Requirements to provide meaningful educational experiences

MODERATOR

Ginger Poulton, MD



General Conference Information



Who Should Attend

The 2025 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 16.25 *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

See AHME website for hotel reservation information (www.AHME.org). Click the events tab and scroll to the 2025 AHME Institute.

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 [here](#).

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 2025, 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 16, 2025 –
\$100 cancellation fee*

*Cancellation from March 17, 2025 to on or before
April 13, 2025 – 35% cancellation fee*

Cancellation on or after April 14, 2025 – 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. 5	\$875	\$1,025
Jan. 6 – Feb. 2	\$925	\$1,075
Feb 3 – Apr. 20	\$975	\$1,125
On or After Apr. 21	\$1,025	\$1,175

The full conference registration fee for the 2025 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*	\$575
AHME Non-Member	\$675

** 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.*