

2024 AHME INSTITUTE

PHOENIX ARIZONA

May 8-10, 2024
(Wednesday through Friday)

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

Hilton Phoenix Tapatio Cliffs Resort
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ASSOCIATION FOR
HOSPITAL MEDIC
EDUCATION

*Designated by AHME for 13.0
AMA PRA Category 1 Credit(s)™*



The Venue... Hilton Phoenix Tapatio Cliffs Resort



<http://www.tapatiocliffshilton.com/>

The Hilton Phoenix Tapatio Cliffs Resort offers the best of the west. Everything that makes Phoenix so special is all in this one place, including desert charm and modern amenities.

Outside, nature beckons - from outdoor walkways, adjacent hiking/biking trails in the Phoenix Mountain Preserve, a world-class golf course, and multiple swimming pools in lush settings. Inside are classic meeting space, sleeping rooms that are all suites, Tocaloma Spa & Salon, and on-site dining. Just a short drive away is access to Phoenix, Scottsdale, and the Biltmore Fashion Park and Shopping Plaza – “an open-air, sprawling shopping destination.”

Built into the desert mountain landscape, the Hilton Phoenix Tapatio Cliffs Resort is perfectly situated for enjoying the Arizona outdoors. It is known for excellence in hosting meetings and conventions, which makes it an ideal spot for learning and networking with your peers at the 2024 AHME Institute while having a little fun along the way.

Transportation

Air Travel: The Hilton Phoenix Tapatio Cliffs Resort is located less than 20 miles from the Sky Harbor International Airport in Phoenix (<https://www.skyharbor.com>).

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:

<https://www.skyharbor.com/ground-transportation/>

Note: The estimated cab or ride share fare to the Hilton Phoenix Tapatio Cliffs Resort is between \$25 and \$50 one way.

Back for 2024! 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 2024, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the plenary sessions beginning on Thursday morning; entrance to CTYPD educational sessions on Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon 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.

2024 Conference Program

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

Tuesday, May 7

5:45-9:00PM

Pre-Conference Social Event

AHME has booked space at a local establishment for those wishing to relax, play some giant outdoor lawn games, and connect with other Institute attendees on Tuesday evening.

Self-pay tickets are \$65 each, which includes a dinner buffet and transportation both ways. Advance purchase is required using the link on the Events tab of the AHME website. Space is limited so book early and be sure to plan your travel accordingly.

Wednesday, May 8

7:00-8:30AM

Council & Region Mixer Breakfast

8:30-9:20AM



Boot Camp I - New Program Coordinators

Elaine, Danyew, C-TAGME



Senior Residency Coordinator
Dartmouth-Hitchcock

Ann Ronayne
Accreditation Manager
Medical University of South Carolina

Sadhvi Khanna, MBA, MPH
Medical Education Manager
Yale School of Medicine

OBJECTIVES

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

- Understand the acronyms in Graduate Medical Education
- Know the importance of time management skills and how to implement it in an academic year
- Effectively support your Program Director and institutional leaders
- Articulate the Program Coordinator's role in the Clinical Competency Committee (CCC), Program Evaluation Committee (PEC) and Annual Program Evaluation (APE)

MODERATOR

Brooke Moore, MBA, C-TAGME

8:30-9:20AM



Institutional Self-Study: Preparing for the ACGME 10-Year Accreditation Site Visit and Annual Institutional Review



Megan Ping, MFA-IA
GME Institutional Coordinator
UT Southwestern

Michael Green, MD
Assistant Dean and DIO
UT Southwestern

OBJECTIVES

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

- Understand the definitions of the Institutional Self-Study, aims, and mission statement and the Annual Institutional Review (AIR)
- Choose the Institutional Self-Study team, analyze data, and build aims from the institutional mission statement
- Use findings from the Institutional Self-Study for the Annual Institutional Review (AIR)
- Outline strategies to stay organized and meet deadlines
- Understand how to apply ACGME requirements to the process

MODERATOR

Michelle Valdez, MA



8:30-
9:20AM

**WE3 High Impact Education Endorsement:
A Curriculum for Enhancing Instructional
Practices in Graduate Medical Education**

CPFD

*Andrea Williams, MS
Instructional Design Consultant
Henry Ford Health*

*Mara Hoffert, PhD
Director of Medical Education Instructional Design
and Learning Systems & Resources
Henry Ford Health*

*Jennifer Newman, EdS
Manager, 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 key elements included in the High Impact Education Endorsement program that ensure focused development of research-based instructional methods and growth in subcompetencies assessed by the ACGME Clinician Educator Milestones
- Implement faculty development to aid physicians in providing optimal education, establishing an environment conducive to education, and enhancing their clinical and procedural instructional skills
- Identify strategies, tools, and resources that will support the implementation of High Impact Educational programming in your home institution

MODERATOR
Aida Markley, MEd

9:30 -
10:20AM

WE4 Boot Camp 2 – Professional Development

COPAC

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

*Natasha Brocks, C-TAGME
Emergency Medicine Program Coordinator
Abrazo Health*

OBJECTIVES

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

- Identify different professional development opportunities and resources for Program Coordinators
- Identify yourself as a GME leader
- Expand your interpersonal skills

MODERATOR
Kimberly Ranagan, C-TAGME

9:30-
10:20AM

**WE5 Guarding Your Galaxy through GMEC
Special Reviews**

COIL

*Kimberly Baker-Genaw, MD, FACP
DIO/Vice Chair, Department of Medicine
Henry Ford Health/Henry Ford Hospital & Medical
Group*

*Katherine McKinney, MD
Senior Associate Dean, GME
University of Kentucky College of Medicine*

*Elisa Crouse, MD
Associate Professor and Associate Dean for GME
University of Oklahoma College of Medicine*

OBJECTIVES

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

- Describe the role of Special Review as part of the GMEC oversight process
- Identify opportunities to improve Special Review efficiency and effectiveness
- Discuss strategies for Special Review action item development and monitoring
- Encourage and develop the Guardians of your GME Galaxy

MODERATOR
Heidi Kromrei, PhD

9:30-
10:20AM

**WE6 Building Capacity for Curriculum
Development and Educational Support
across the Medical Education Continuum:
Lessons Learned & Recommendations for
Academic Medical Centers**

CPFD

*Trevor Burt, EdD, MS
Vice President, Education Administration
Houston Methodist Academic Institute*

*Kamilla Guinn, MEd
Curriculum Developer
Houston Methodist Academic Institute*

*Ebun Ebunlomo, PhD, MPH, MCHES
Manager, Office of Curriculum and Educational
Development
Houston Methodist Academic Institute*

OBJECTIVES

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

- Identify effective tools and resources you can use to integrate curriculum development and educational support across the continuum of medical education at your institution
- Describe challenges to integrating curriculum development and support into the key areas of medical education in an academic medical center
- Discuss possible approaches to/recommendations for enhancing integration of curriculum development and support across key areas of medical education

MODERATOR
Renee Connolly, PhD

10:30-
10:45AM

Break

10:45-
11:50AM

PL1 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

Ashley Maranich, MD, FAAP, FIDSA

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, Welcome Lunch registrants will be notified if they are eligible to attend. A lunch ticket must be presented to be served and no on-site registrations will be available.

12:00-
3:00PM

Exhibitor Setup and Poster Session Setup

1:15-
2:05PM

WE7 Managing Things, Leading People – Using a Case-Based Approach to Leadership Development in Graduate Medical Education

*Mary Catherine Turner, MD, FACP, FAAP
Assistant Dean for GME/Residency Program
Director, Combined Internal Medicine-Pediatrics
ECU Health Medical Center*

*Herbert G. Garrison, MD, MPH
Associate Dean for GME/DIO
ECU Health Medical Center*

OBJECTIVES

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

- Identify leadership principles and skills applicable to difficult scenarios in medical education
- Create case scenarios that generate meaningful conversations about practically implementing leadership skills, attitudes, and behaviors in the GME environment
- Describe tangible strategies for facilitating a leadership workshop at your institution

MODERATOR

Rachel Tutterow, MBA

1:15-
2:05PM

WE8 ACGME Non-Standard Training Recognition – A Successful Launch

COIL
*Krista Lombardo-Klefos, MBA
GME Administrative Director
Cleveland Clinic*

OBJECTIVES

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

- Define and discuss ACGME Non-Standard Training Recognition
- Understand the processes to complete successful NST recognition
- Learn from the GME Community and continue next steps with non-standard program oversight
- Address ACGME Survey reported noncompliance in the Annual Program Evaluation report
- Effectively communicate your program's ACGME Survey related performance improvement plans to the ACGME via the ACGME Annual Update

MODERATOR

Susan Greenwood-Clark, MBA, RN, FACHE

1:15-
2:05PM

WE9 Applying ICE (Individualized Concepts for Evaluations) to Bruised Programs

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

Tania Silva, MS

*Director, GME Compliance and Institutional Certification
UPMC*

OBJECTIVES

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

- Have a set of questions to utilize in assessing your current evaluation process
- Identify short term and long term practical changes for your individual evaluation process
- Implement a plan to reengage faculty in the evaluation process to address the need for impactful and timely feedback

MODERATOR

Scott McKay, MD



2:15-
3:05PM

WE10

Pennies and Dimes: GME Finance Comes Down to Every Cent

COPAC

John Ballentine, MBA

*Executive Director, Academic Finance Administration
Prisma Health*

OBJECTIVES

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

- Posses a basic understanding of the key concepts that make up GME reimbursements
- Understand how different stakeholders view and speak about GME finances
- Identify a common language among GME stakeholders
- Understand the core concepts of program-level budgets to include concepts and terminology
- Develop your own program-level budget as a practical skill and management technique

MODERATOR

Trevor Burt, MS, EdD

2:15-
3:05PM

WE11

Even If You Build It, They Won't Come: Reducing Resident Stigma for Help-Seeking

COIL

Gregory Guldner, MD, MS

*Vice President of Academic Affairs
HCA Healthcare*

Jason Siegel, PhD

*Professor of Psychology & Director of HCA/CGU
Physician Wellness Research Lab
Claremont Graduate University*

OBJECTIVES

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

- Identify the typical barriers that residents and fellows face in obtaining mental health services
- Implement at your institution highly practical interventions found to reduce stigma and increase mental health services use
- Improve resident and fellow utilization of already-existing services for mental health at your institution

MODERATOR

Catherine Eckart, MBA

2:15-
3:05PM

WE12

Implementing an Institutional Professional Development Curriculum for Your GME Community

CPFD

Kelley Whitehurst, MAEd

*Program Manager, Graduate Medical Education
ECU Health Medical Center*

Alyson Riddick, MHA, C-TAGME

Associate DIO

ECU Health Medical Center

OBJECTIVES

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

- Describe the process for identifying educational needs within your GME community
- Utilize multiple instructional methods within an institutional professional development curriculum
- Identify strategies for implementing a professional development curriculum at your institution
- Judge the effectiveness of a professional development curriculum using evaluation strategies

MODERATOR

Diana Singer, PhD, RN, CCRN-K, CNE, C-TAGME

3:15-3:45PM

Refreshment Break with Exhibitors

(Exhibit Hall)

3:45-
4:35PM

WE13

Let's Talk Conflict - Understanding Your Conflict Management Style to Increase Professional and Personal Awareness

COPAC

Laura Solt, MA

*Psychiatry Residency Program Coordinator
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:

- Describe the five conflict management styles and provide examples of pros and cons for each style
- Identify your conflict management style and employ techniques on how your style interacts with other conflict management styles
- Develop a plan for how to manage conflict and interpret the verbal and non-verbal cues of all participants

MODERATOR

Kelli DaSilva



3:45-
4:35PM

WE14 The Annual Program Evaluation Lifecycle: Three Approaches to Effective GMEC Oversight

COIL

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

*Sarah Gan, C-TAGME
GME Manager
Corewell Health - Grand Rapids/MSU*

*SuAnn White
Accreditation Manager
University of Oklahoma College of Medicine*

OBJECTIVES

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

- Recognize the requirements of the Annual Program Evaluation and Program Evaluation Committee
- Draft plans for GMEC oversight of the Annual Program Evaluation process
- Facilitate collaboration and communication between Program Directors, Program Coordinators and GME leadership for longitudinal program improvement through the APE

MODERATOR

Bret Stevens, EdD, MBA, C-TAGME

3:45-
4:35PM

WE15 Feedback - Skills for Success

CPFD

*Darlene Moyer, MD
Associate Director, Current Geriatric Medicine Fellow
HonorHealth Family Medicine Residency Program*

*Javier Zayas-Bazan, MD
Hospitalist
CommonSpirit Health*

OBJECTIVES

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

- Define feedback and understand its importance
- Discuss characteristics of high-quality feedback
- Describe different models for feedback delivery
- Demonstrate feedback techniques

MODERATOR

Timothy P. Graham, MD, MHPE, FAFAP

4:45-
5:45PM

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

COPAC

4:45-
5:45PM

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

CPFD

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 ticket in your on-site registration packet (cash bar will be available after use of your ticket).

Thursday, May 9

6:45-8:00AM

Continental Breakfast with Exhibitors
(Exhibit Hall)

8:00-
8:50AM

TH1 The Importance of Taking the Time to "PAWS" (Program Administrator Wellness Subcommittee)

COPAC

*Wendy Hylton, C-TAGME
Accreditation Regulatory Consultant
University Of Arizona College of Medicine*

*Shanna Baker, C-TAGME
Surgery Residency Program Supervisor
University Of Arizona College of Medicine*

OBJECTIVES

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

- Understand the mission of a Program Administrator Wellness Subcommittee and be able to identify the timeline of PAWS implementation and maintenance
- Design a timeline for engagement activities and establish a budget for the academic year
- Identify tools and techniques to promote wellness and career development

MODERATOR

Sadhvi Khanna, MBA, MPH

8:00-
8:50AM

TH2 Leadership Development: How to create the leadership trifecta with the C-Suite, GME, and Finance

COIL

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

*Bret Stevens, EdD, MBA, C-TAGME
Associate DIO
McLaren Oakland*

OBJECTIVES

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

- Identify the leadership qualities needed to create an effective relationship with C-Suite and Finance Leaders
- Identify Communication Styles when working with leaders outside of GME
- Develop strategies to create a leadership trifecta with the C-Suite and Finance teams
- Understand how leadership growth will enhance the ACGME Annual Action Planning process

MODERATOR

Krista Lombardo-Klefos, MBA

8:00-
8:50AM

TH3 In my neighborhood... Educating residents about DEI

CPFD *Bethany Figg, DEdT, MBA, MLIS, AHIP, C-TAGME
Director of Graduate Medical Education
Central Michigan University College of Medicine*

CTYPD *Mary Jo Wagner, MD
DIO/CAO
Central Michigan University College of Medicine*

OBJECTIVES

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

- Assist residents with improved decision making to better represent health care that reflects the communities in which they are treating patients
- Assist residents with training and tools needed to understand, identify with, and increase the trust relationship with their patients
- Provide a practical hands-on approach to helping residents remove unintentional blind spots to bring awareness to implicit biases

MODERATOR
Lori Weber, MD

9:00-
9:50AM

TH4 Effective Assessment of a Program: From CCC to PECs

COPAC *Emily Caldarelli, EdD, MS
Director, GME Accreditation
Temple University Hospital*

*Liudmila Cruz
Associate Vice President for GME
Temple University Hospital*

OBJECTIVES

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

- Apply the tools provided to you in the preparation and management of your CCC and PEC meetings
- Utilize outcomes from CCC, PEC, and Improvement data, in development of the action plan and completion of the Annual Program Evaluation
- Construct a timeline for the creation, maintenance, and continuous progression of an action plan

MODERATOR
Melissa Molina-Trinidad, MBA, C-TAGME

9:00-
9:50AM

TH5 Program Director Development/Succession Planning

COIL *Susan Greenwood-Clark, MBA, RN, FACHE
Director, Medical Education/DIO
Trinity Health Livonia*

*Michelle Valdez, MA
GME Administrative Director
San Antonio Uniformed Services Health Education Consortium*

OBJECTIVES

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

- Define succession planning and the importance of developing faculty for future roles such as Program Director
- Begin development of succession planning goals and institutional/program strategy
- Identify potential leadership and development of a mentoring structure
- Increase ways to mentor, engage and involve junior faculty and Associate PDs

MODERATOR
Tara Zahtila, DO

9:00-
9:50AM

TH6 Six Strategies to Support Stressed Students

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

OBJECTIVES

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

- Understand what is good about stress, why our learners (including students and residents) need some stress in order to practice medicine
- Identify and differentiate the cause/origin and symptoms of stress, anxiety, and depression, specifically for medical learners and residents
- Address imposter syndrome that frequently increases stress in medical learners and physician residents
- Use any one (or all) of the six strategies to support students and residents in their classroom or clinic environment....tomorrow!
- Access multiple resources to extend your knowledge and expand your capacity with all learners – including students and residents

MODERATOR
Daniel Steigleleman, MD, FAAAAI, FAAP

10:00-10:30AM

Refreshment Break with Exhibitors
(Exhibit Hall)

10:30-
11:20AM

TH7

**Setting Boundaries Before Burnout Sets In:
The Benefits of Coordinators Establishing
Healthy Boundaries**

COPAC

Melissa Hildebrand, BS

Project Manager

UPMC

Lauren Petty, BS

Sr. Compliance Administrator

UPMC

Patti Fluhrer, MA

GME Academic Manager

UPMC

OBJECTIVES

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

- Define healthy boundaries and the positive effects of having boundaries at work
- Understand how having a lack of boundaries can lead to burnout, stress, and a lack of respect
- Identify areas where boundaries need to be established and/or existing boundaries need to be further developed
- Communicate your boundaries directly with stakeholders to clearly define mutual expectations

MODERATOR

Martha Wilkie, C-TAGME

10:30-
11:20PM

TH8

**Manifestations of Trainee Distress across
Specialties: A Framework for Recognizing,
Supporting, and Accommodating Trainees**

COIL

Emma Ferguson, MD

Professor and Program Director, Diagnostic

Radiology Residency

McGovern Medical School at UT Health Houston

Vineeth John, MD, MBA

Professor, Vice Chair for Education/Director,

Geriatric Psychiatry Section

McGovern Medical School at UT Health Houston

OBJECTIVES

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

- Identify the unique challenges and diverse manifestations of distress experienced by residents and fellows in different specialties within residency and fellowship training programs
- Recognize early signs of distress among trainees in various specialties and understand the importance of timely intervention to enhance trainees' performance, success, and well-being
- Implement proactive measures, accommodation strategies, and effective support systems tailored to specific specialties, aiming to mitigate distress and prevent crises

MODERATOR

Jill Herrin, MBA, C-TAGME

10:30-
11:20AM

TH9

Brave Leadership in a Me-First Society

Heather Kirkpatrick, PhD

CTVPD

Director of Clinical Health Psychology Fellowship

Ascension Genesys Hospital

Tonya VanOrder, PhD, MBA

DIO/Director of Medical Education

Ascension Genesys Hospital

OBJECTIVES

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

- Identify common conflicts seen between generational cohorts in the clinical learning environment
- Elucidate how your own generational cohort has shaped "truths" and perspectives and may be affecting your approach to conflicts in the clinical learning environment
- Implement ways to tolerate multiple truths in order to more successfully remediate conflict in the clinical learning environment, particularly those arising from generational cohort conflicts
- Implement ways to "lead from the middle" when groups or individuals have differing opinions or solutions to support good teaming and better well-being for all

MODERATOR

Ginger Sutliff

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

Intealth Update: IMGs in U.S. GME

Christine Shiffer, MBA, MSL

COPAC

Director, Regulatory Services

ECFMG/Intealth

COIL

Michelle Fisher

Supervisor, EVSP

ECFMG/Intealth

OBJECTIVES

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

- Describe the current path international medical graduates (IMGs) follow to enter U.S. GME
- Discuss how Intealth works with host institutions to support the entry of J-1 physicians into their training programs
- Explain key points and current trends regarding IMGs that are important for GME administrators to know
- Identify some of the unique contributions that IMGs make to U.S. health care

MODERATOR

Marie Hugley, BA

12:45-
1:35PM

TH11 Managing Dual-Track Systems: A Program Integration Roadmap (PIR) for ACGME and Non-ACGME Programs

COIL

*Barbara Gohre, BS, C-TAGME, CAPM
Senior GME Program Administrator
Phoenix Children's*

*Amy Bailey, MBA
Medical Education Program Administrator
Phoenix Children's*

OBJECTIVES

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

- Describe the different characteristics, compliance requirements, and oversight between ACGME and non-ACGME programs
- Learn a "Program Integration Roadmap" (PIR) to promote the harmonious integration and management of ACGME and non-ACGME programs within a single institution
- Develop strategies to implement the "Program Integration Roadmap" (PIR) at your home institution to promote a unified GME experience for staff and trainees
- Identify potential barriers to the integration of ACGME and non-ACGME programs within GME institutions and apply practical strategies to address them effectively
- Assess the benefits and challenges of integrating ACGME and non-ACGME programs within a single sponsoring institution and develop a plan to leverage the strengths and address the potential drawbacks for successful program integration

MODERATOR

Donna Navarro-Chappy

12:45-
1:35PM

TH12 Transitional Year Review Common Accreditation Concerns

CTYPD

*Ashley Maranich, MD, FAAP, FIDSA
Assistant Dean, Clinical Sciences/ACGME TYRC Chair
Uniformed Services University*

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

OBJECTIVES

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

- Identify common areas of concern in Program Applications and Annual Reviews
- Build an action plan for citations issued by the TYRC
- Write a citation response that is concise yet complete

MODERATOR

Mary Warden, MD

1:45-
2:35PM

TH13 Managing Up: Developing an Effective Partnership with Your Program Directors

COPAC

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

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

OBJECTIVES

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

- Define the characteristics and importance of building trust to establish strong working relationships
- Discuss specific strategies required to manage up successfully in the context of graduate medical education
- Identify barriers that may arise in running GME programs and establish guidelines for conflict resolution

MODERATOR

Diana Singer, PhD, RN, CCRN-K, CNE, C-TAGME

1:45-
2:35PM

TH14 Simplifying the Site Visit— Continued Readiness and Effective Preparation

COIL

*Tara Zahtila, DO
Deputy DIO & Vice President, Academic Affairs
Northwell Health*

*Kelly N. Conlon, MS, C-TAGME
Director, Medical Education, Eastern Region
Northwell Health*

OBJECTIVES

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

- Describe the importance of a team approach in ensuring optimal site visit preparation
- Identify opportunities to catalyze program improvement and support continued site visit readiness
- Utilize strategic planning and organizational skills to prepare effectively for a site visit

MODERATOR

Nicole Qualls, JD

1:45-
2:35PM

TH15 Improving Professionalism Through Emotional Intelligence Skills

CTYPD

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

OBJECTIVES

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

- Describe the specific components of Emotional Intelligence (EI) as they pertain to professionalism
- Understand how lapses in professionalism are related to lapses in EI
- Develop strategies to improve professionalism through EI skill training

MODERATOR

Joanne Zhu, MD, MSc, FACP, FHM

2:45-3:15PM

Refreshment Break with Exhibitors
(Exhibit Hall)

3:15-
4:05PM

TH16

Leading with Impact: Building Your Brand as a Program Coordinator and Leader

COPAC

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

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

Kristina Wertheimer
Medical Education Specialist, Academic Affairs
Staten Island University Hospital

OBJECTIVES

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

- Understand the importance of personal branding as a program coordinator and how it contributes to your professional growth and success and identify key elements of building a strong brand identity, including defining your unique value proposition, target audience, and messaging
- Gain insights into building and maintaining professional relationships to enhance your brand reputation and expand your network
- Learn effective strategies for leveraging digital platforms and social media to enhance your brand visibility and connect with relevant stakeholders
- Engage in interactive exercises and discussions to reflect on personal strengths, values, and areas for improvement in building your brand as a leader in program coordination and acquire practical tips for showcasing your expertise, accomplishments, and leadership qualities through various channels, such as public speaking, publications, and community involvement

MODERATOR
Kelli DaSilva



3:15-
4:05PM

TH17

Unionization in GME - DIO and Program Director Experience

COIL

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

Natalie Gittus, JD
Attorney and Director of Accreditation GME
Baylor University Medical Center

Melanie Cheng, MD
Associate Chief Academic Officer for GME
NYC H+H/Kings County and SUNY Downstate Health Sciences University

OBJECTIVES

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

- Identify systems and cultural and national forces that will lead to unionization
- Empower Trainees and Faculty on bringing about change without unionization
- Understand the challenges that Program Directors may face in a climate of unionization and strategies to overcome
- Explain the importance around unionization – communication channels and strategies

MODERATOR
Lilia G. Wilson, MBA, MPM

3:15-
4:05PM

TH18

Designing a Process that Engages Faculty, Gathers Formative Evaluation Data, Provides Meaningful and Timely Feedback to Trainees, and Facilitates an Effective Efficient Clinical Competency Committee

CTYPD

Marko Jachtorowycz, MD, FACOG, FACS
Director Obstetric and Gynecological Residency Program
Ascension Illinois Saint Alexius Medical Center

Amanda Gollaz, MSc
Program Academic Specialist OBGYN
Ascension Illinois Saint Alexius

OBJECTIVES

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

- Articulate the validity of accumulated trainee performance data and its value to the clinical competency committee mission
- Understand the differences and respective values of the granular entrustable professional activity (EPA)-based evaluation and the global rotation evaluation
- Effectively grasp the concept of milestone mapping and apply it to both global and granular (entrustable professional activity based) evaluation components
- Become proficient in bridging entrustable professional activities with milestones and designing evaluations based on this capability

MODERATOR
Neville Alberto, MD, FACP

4:15-
5:15PM

COIL Council of Institutional Leaders (COIL)
Business Meeting

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

Friday, May 10

6:45-8:00AM

Continental Breakfast with Exhibitors

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 Program Coordinator Well-being/Burnout:
Creating a Supportive and Enjoyable Career

COPAC Susan Tovar
Program Manager
BayCare Health System

Melissa Hildebrand, BS
Project Manager
UPMC

OBJECTIVES

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

- Define burnout, identify its causes, and learn ways to help cope and advocate for yourself
- Utilize tools to promote your personal well-being and improve your confidence
- Plan goals for lifelong well-being and stress reduction

MODERATOR

Ann Ronayne

8:00-
8:50AM

FR2 Navigating the Perils of GME Regulatory
Alphabet Soup: NLRB, OSHA, EEOC, ACGME,
and Title IX

COIL Andrew Champine, PsyD, LP, MSHM
Director of Medical Education/ADIO
McLaren Health Care

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

OBJECTIVES

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

- Provide a cursory review of the contemporary regulatory landscape related to GME
- Define relevant legal terms, regulatory entities, and their function relevant to medical education
- Through case-based learning, cultivate skills and abilities to identify possible regulatory threats and utilize proactive approaches to minimize litigation risk and exposure in GME
- Discuss solutions to hardwire a risk-conscious strategy into your GME operations via a policy and 'Just Culture'
- Be equipped with skills and resources for practical application to bring back to your institution

MODERATOR

Alyson Riddick, MHA, C-TAGME

8:00-
8:50AM

FR3 Evaluation beyond the Milestones: Is there a
role for Entrustable Professional Activities in
your Transitional Year Program?

CTYPD Kayla Jaeger, MD
Associate Director, Transitional Year Program
Madigan Army Medical Center

Jason Sapp, MD
Director, Transitional Year Program
Madigan Army Medical Center

OBJECTIVES

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

- Review the features of competency-based medical education with focus on Entrustable Professional Activities (EPAs)
- Describe the relationship between milestones and EPAs
- Discuss the process for EPA development within the framework of a Transitional Year curriculum
- Practice using a modified entrustment scale adapted to your curriculum
- Identify best practices of implementing EPAs in your program

MODERATOR

Daniel Steigleman, MD, FAAAAI, FAAP



9:00-
9:50AM

FR4

I'm a Mentor/Mentee - Now What?

Ann Ronayne

COPAC

*Accreditation Manager
Medical University of South Carolina
Medical College*

*Elaine Danyew, C-TAGME
Senior Residency Coordinator
Dartmouth-Hitchcock*

OBJECTIVES

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

- Create opportunities for mentoring at your institution
- Identify opportunities for self-improvement as an active listener
- Identify opportunities for self-improvement and professional development through mentoring
- Differentiate the roles that a mentor or mentee provide

MODERATOR

Susan Tovar

9:00-
9:50AM

FR5

The Nation's Trust: NCICLE Teaming to Ensure Excellence in Patient Care Outcomes

Wilhelmine Wiese-Rometsch, MD

COIL

*Chief Academic Officer/Professor of Clinical
Medicine/Associate DIO
Sarasota Memorial Health Care System, Florida
State University*

*Robin Wagner, RN, MHSA
Senior Vice President, Clinical Learning
Environment Review (CLER)
ACGME*

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:

- Describe expectations for clinical learning environments (CLE) to promote teaming as an essential part of interprofessional learning and development
- Demonstrate knowledge of high-performance teaming and how to engage patients in the efforts
- Identify system support for CLE high-performance teaming
- Provide professional development resources to ensure interprofessional learning and high-performance teaming includes learners and faculty

MODERATOR

Carrie Eckart, MBA

9:00-
9:50AM

FR6

Transitional Year Review Updates

Ashley Maranich, MD, FAAP, FIDSA

CTYPD

*Assistant Dean, Clinical Sciences/ACGME TYRC Chair
Uniformed Services University*

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:

- List key recent updates to the ACGME TY Program Requirements
- Understand how to communicate with the TYRC using ADS annual updates
- Develop action plans to avoid common citations given by the TYRC

MODERATOR

Mary Warden, MD

10:00-
10:30AM

Refreshment Break with Exhibitors

(Exhibit Hall)

10:30-
11:20AM

PL2

From Undergraduate to Graduate Medical Education: Collaborative Solutions to a Complex Ecosystem

Lisa Howley, PhD, MEd

*Senior Director, Transformation of Medical
Education*

Association of American Medical Colleges (AAMC)

OBJECTIVES

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

- Describe the current challenging landscape of transitioning to residency (TTR)
- Differentiate 9 themes and 4 priority areas for improving the UME-GME transition presented by the Coalition for Physician Accountability (CoPA) and its review committee for Undergraduate (UME) to Graduate Medical Education (GME)
- Identify tools and resources available to support local efforts to enhance TTR

MODERATOR

Trevor Burt, MS, EdD

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. Pre-registration is required for this lunch. Ticket must be presented to be served and no on-site registrations will be available. Anyone without a ticket may attend the business meeting, but a lunch will not be guaranteed.

1:00-
1:50PM

FR7 COPAC Hot Topics

*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:

- Better understand the tools and resources available to Program Administrators and Coordinators
- Develop a better grasp on Program Operations
- Discuss topics identified by group assembled for the session

MODERATOR

Brooke Moore, MBA, C-TAGME

1:00-
1:50PM

FR8 Leveraging technology to foster deliberately developmental organizations that improve physician well-being

*Kimberly Lomis, MD
Vice President, Medical Education Innovations
American Medical Association*

*Dan Pickhardt
Director, Product Development
American Medical Association*

OBJECTIVES

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

- Define a deliberately developmental organization and describe key elements needed to support that model
- Outline innovations in informatics and technology enabling the deliberately developmental organization
- Articulate strategies to support physician well-being by addressing the relationship between learning, health systems science, and organizational culture

MODERATOR

Venice VanHuse, MPA

1:00-
1:50PM

FR9 Combat the Forgetting Curve: Inject Adult Learning Theory Principles into Your Curriculum to Enhance Knowledge Retention

*Dana Sall, MD, MEd, FACP
Program Director - Internal Medicine Residency Program
HonorHealth*

*Chand Nandani, DO
Chief Resident
HonorHealth*

*Aaron Truong, MD
Chief Resident
HonorHealth*

*Cole Trotter, MD
Chief Resident
HonorHealth*

OBJECTIVES

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

- Describe the "Forgetting Curve" in conjunction with the illusion of explanatory depth
- Compare and contrast six strategies that promote long-term knowledge retention
- Apply two new strategies to your existing curricula to enhance learning

MODERATOR

Renee Connolly, PhD

2:00AM-
2:50PM

E5 Ask the Experts Break

This break features the popular "Ask the Experts" format used during lunch 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 The Era of Modern Succession Planning - COPAC

*Shirley Meade, C-TAGME
Operations Manager, Medical Education
Jefferson Abington Hospital*

*Paige McGhee, BS
GME Competency Specialist
Jefferson Abington Hospital*

OBJECTIVES

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

- Identify and assess gaps in GME responsibilities and activities for institution and program staff
- Create and plan a procedure to address gap analysis
- Differentiate and integrate streamlining processes to secure GME stability
- Demonstrate knowledge to evaluate and utilize resources and tools to produce successful outcomes

MODERATOR

Elaine Danyew, C-TAGME

3:00-
3:50PM

FR11

COIL Hot Topics

*Krista Lombardo-Klefos, MBA
GME Administrative Director
Cleveland Clinic*

OBJECTIVES

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

- Discuss timely topics identified by the group assembled for the session
- Reflect on experiences and current climate within home institution
- Engage, within the GME Community, on new strategies for successful leadership in regards to collaboration, communication, and effectiveness in central GME office activities

MODERATOR

Krista Lombardo-Klefos, MBA



3:00-
3:50PM

FR12

Ready for Residency: Ensuring the Clinical Skills Competency of Graduating Seniors

*Jeanne Sandella, DO
Vice President, Professional Development Initiatives & Communication
National Board of Osteopathic Medical Examiners (NBOME)*

OBJECTIVES

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

- Identify clinical skills being assessed by the core competency capstone for osteopathic medical students (C3DO)
- Compare and contrast single site and distributed models of clinical skills assessment
- Evaluate effectiveness and challenges of a distributed model of standardized clinical skills assessment
- Identify next steps in ensuring clinical skills competency

MODERATOR

Julie B. McCausland, MD, MS, FACEP



General Conference Information



Who Should Attend

The 2024 AHME Institute is designed for allopathic and osteopathic Directors and Administrators of Medical Education; Program Directors; Chiefs of Departments; Medical Directors; Directors and Administrators of Undergraduate, Graduate and Continuing Medical Education; Chief Academic Officers; Designated Institutional Officials; Coordinators of Medical Education; and all others who by virtue of their position and orientation are involved in medical education.

Exhibitor Attendees

Exhibitors receive two institute registrations with their exhibit fee and are encouraged to attend educational sessions to better understand the needs of the medical educational professional. Be aware that no direct selling or distribution of marketing materials may occur during educational sessions.

ACCME Accreditation Statement

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

AMA Credit Designation Statement

The Association for Hospital Medical Education designates this live activity for a maximum of 13.00 *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 COVID-19.

Vaccination has been encouraged/required by hospitals and health care systems. Thus, we anticipate that virtually all attendees will have taken this measure and will not be requesting verification.

We ask that registrants not attend the Institute if experiencing symptoms of COVID-19 and that attendees self-isolate if symptoms develop during the conference.

Masks will be encouraged but not required. 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.

Colored stickers will be provided that attendees can place on their badges to identify their level of comfort in interacting with colleagues. Attendees should respect the comfort level of others.

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 fax (724) 864-6153.

Hotel Reservations

Attendees of the AHME 2024 Institute staying at the **Hilton Phoenix Tapatio Cliffs Resort** will enjoy a discounted group rate of **\$227 single-double occupancy** plus applicable taxes and fees. This rate includes a Resort Fee of \$10.00 per room per night for various on-property discounts and amenities and an \$8 bell/house-keeping fee. Advance reservations must be made on or before the **reservation cut-off date of April 5, 2024** to qualify for the group rate. Reservations can be made by **calling 1-800-445-8667**, but the best way is by visiting the **hotel link at www.AHME.org**. If reserving online, check to see that the group listed is AHME and the group rate is correct. Be sure to say you are with the **A-H-M-E group** when requesting the group rate. Check-in is at 4:00 p.m. and check-out is by 11:00 a.m. Call the hotel for the terms of early or late check-in/check-out.

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 2024, 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 24, 2024 –
\$100 cancellation fee*

*Cancellation from March 25, 2024 to on or before
April 21, 2024 – 35% cancellation fee*

Cancellation on or after April 22, 2024 – No refund

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. 14	\$825	\$975
Jan. 15 - Feb. 11	\$875	\$1,025
Feb 12 - Apr. 28	\$925	\$1,075
On or After Apr. 29	\$975	\$1,125

The full conference registration fee for the 2024 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; and the box lunch on Thursday.

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; entrance to the plenary session on Thursday morning; 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 & Luncheon 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 in the AHME database, you must register at the non-member rate.