

2020 AHME INSTITUTE



Expert Speakers

Best Practice Presenters

Networking with Colleagues

Multiple Educational Tracks

Information on the Latest News,
Innovations & Developments

Fort Lauderdale, FL

May 13-15, 2020 (Wednesday–Friday)

Marriott Harbor Beach

3030 Holiday Drive

Fort Lauderdale, FL 33316

Phone (general information): 1-954-525-4000

Phone (room reservations): 1-800-222-6543

<https://book.passkey.com/e/50000923>



ASSOCIATION FOR
HOSPITAL MEDICAL
EDUCATION

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The Venue... Marriott Harbor Beach



<https://www.marriott.com/hotels/travel/flhfb-fort-lauderdale-marriott-harbor-beach-resort-and-spa/>

The Marriott Harbor Beach 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.

With its recently upgraded sleeping rooms, the Marriott Harbor Beach 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 2020 AHME Institute.

Transportation

Air Travel – The Marriott Harbor Beach 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 fare to the Marriott Harbor Beach is approximately \$20 one way.

Back for 2020! 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, and 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.

Faculty Essential Skills Curriculum (FESC)

AHME's Council for Professional and Faculty Development (CPFD) has developed a curriculum to meet the ACGME's competency-based medical education process and expectations for a robust clinical learning environment. We are offering a registration option that includes online access to handouts before and after the conference; entrance to the FESC sessions beginning on Wednesday morning (including the plenary by Dr. Tom Nasca); the afternoon break and evening reception on Wednesday; continental breakfast and the morning break on Thursday; and entrance to the FESC educational sessions through Thursday morning. The full FESC schedule is available on the last page of the brochure and is designated by shading and a special icon throughout.

CTYPD Program

TY Program Directors are encouraged to attend the AHME Institute. Again in 2020, we are offering a registration option that includes online access to handouts before and after the conference; entrance to the plenary session on Thursday morning; entrance to CTYPD educational sessions on Thursday and Friday; continental breakfast and breaks on Friday; and the Annual Business Meeting & Luncheon on Friday. The full CTYPD schedule is highlighted with blue shading and a special icon throughout the brochure.

NOTE: Please see Page 20 for pricing information on the full Institute as well as the discounted rate for attending only the FESC and CTYPD tracks on their specified days within the program.

2020 Conference Program

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

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

Tuesday, May 12

AHME DIVISION & BOARD MEETINGS

11AM-12PM	Communications & Collaborations
12-1PM	Member Services
1-2PM	Finance Division
2-3PM	Academic Leadership & Professional Development (ALPD)
3-5PM	Board Meeting
5:30PM	Pre-Conference Event AHME has booked a fun adventure for Tuesday evening aboard the Jungle Queen Riverboat! Self-pay tickets are \$55 each, which includes a narrated sight-seeing cruise on the Fort Lauderdale waterways to a private island, an all-you-can-eat dinner served tableside, and a variety show or your own exploration of the island's lush landscape and exotic animals as entertainment. The dock is located within walking distance of the Marriott Harbor Beach so you can stroll to the boat and have a wonderfully relaxing evening. Advance purchase is required using the link on the Events tab of the AHME website.



Wednesday, May 13

7AM

Registration Opens
Continental breakfast will be available

8:30-9:25AM

W1 **Boot Camp for the New Program Coordinator (Part I): Coordinator Impact, Alphabet Soup, Annual Calendar, Time Management, and Documentation**

COPAC

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

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

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

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

OBJECTIVES

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

- Realize the impact of the Program Coordinator on the residency program
- Understand the acronyms that make up the "Alphabet Soup" of Graduate Medical Education
- Comprehend the importance of a well-developed timeline
- Recognize the significance of strong time management skills and develop skills to help improve them
- Know the importance of documentation and data collection

MODERATOR

Caroline Diez, BA, C-TAGME

8:30-
9:25AM

W2 Teaching to Lead: An Institutional Approach to Leadership Development

COIL

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

COPAC

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

OBJECTIVES

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

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

MODERATOR

Anne Hartford, MBA

8:30-
9:25AM

W3 Establishing a Positive Learning Climate in Clinical Teaching Interactions

COIL

Kelley Skeff, MD, PhD
Professor of Medicine
Stanford University

COE

Georgette Stratos, PhD
Senior Research Scholar
Stanford University

CPFD

OBJECTIVES

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

- Describe specific teaching behaviors that can be used to establish a positive learning climate
- Apply this knowledge to the analysis of a video re-enactment of clinical teaching
- Create personal goals for establishing a positive learning climate in his/her teaching interactions

MODERATOR

Rob Martin, MBA, CHCP, CPHIMS

9:30-
10:25AM

W4 Boot Camp for the New Program Coordinator (Part II): CCC, PEC, WebADS, and Resources

COPAC

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

Sandra Palma
Program Coordinator, Radiology Residency
Program
Brigham Health - Brigham & Women's
Hospital

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

OBJECTIVES

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

- Recognize the importance of the Program Coordinator to the Clinical Competency Committee (CCC)
- Appreciate the role of the Program Coordinator in regards to the Program Evaluation Committee (PEC) and creation of the Annual Program Evaluation (APE)
- Learn about the importance of accurate reporting in WebADS and obtain skills to make the process easier
- Understand the local, regional, and national resources available to Program Coordinators

MODERATOR

Caroline Diez, BA, C-TAGME



9:30-
10:25AM

W5 Diverse Physician Workforces Can Create Vibrant Communities, Intentional Recruitment to Get There

COIL

COE

COPAC

Wilhelmine Wiese-Rometsch, MD
Founding Program Director/Professor of Clinical Medicine
Florida State University/Sarasota Memorial Hospital

Johanna Martinez, MD
Director, GME Diversity & Health Equity
Northwell Health

OBJECTIVES

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

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

MODERATOR
Pasqual Burdo

9:30-
10:25AM

W6 Promoting Understanding and Retention in Clinical Teaching Interactions

CPFD

FESC

Kelley Skeff, MD, PhD
Professor of Medicine
Stanford University

Georgette Stratos, PhD
Senior Research Scholar
Stanford University

OBJECTIVES

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

- Describe specific teaching behaviors that can be used to promote learners' understanding and retention
- Apply this knowledge to the analysis of a video re-enactment of clinical teaching
- Create personal goals for promoting understanding and retention in his/her teaching interactions

MODERATOR
G. Robert D'Antuono, MHA

10:30-10:45AM

Break

10:45-
11:55AM

FESC

W7 ACGME Update

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

OBJECTIVES

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

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

MODERATOR

Frederick Schiavone, MD, FACEP

12-1:10PM

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.

12-3PM

Exhibitor Setup and Poster Session Setup

1:15-
2:10PM

W8

COPAC

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

Jenay Hicks, BA
Associate Director of GME
Morehouse School of Medicine

Tammy Samuels, MPA
Assistant Dean and Director, Graduate Medical Education
Morehouse School of Medicine

Colleen Stevens, MBA
Institutional Program Manager, Graduate Medical Education
Morehouse School of Medicine

OBJECTIVES

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

- Develop a structured PC Council to create administrative goals and action plans tied to GME annual workflow
- Improve workplace communication and professional development opportunities by sharing PC Best Practices
- Align PC Council Performance to the Annual Program Document Review
- Identify the drivers for burnout and high professional fulfillment
- Develop a PC-centered wellness plan to help create meaningful awareness around natural strengths and abilities
- Apply what he/she has learned: How can you continue to grow and strengthen your PC Council?

MODERATOR

Karen Ellis

1:15-
2:10PM

W9

COE Hot Topics

Lorenzo Pence, DO

COE

*Senior Vice President, Osteopathic Accreditation
ACGME*

*Beth E. Rosemergy, DO, FAAFP
Program Director/Associate Professor/Vice
Chair, Community and Family Medicine
UMKC Family Medicine Residency/TMC
Lakewood*

*Kenneth Heiles, DO, FACOFP dist
Associate Dean, Graduate Medical Education
Kansas City University of Medicine and
Biosciences*

OBJECTIVES

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

- Know the Status of programs transitioning through Single Accreditation
- Understand why some programs are closing due to Single Accreditation
- Understand why hospitals closed and the displacement of residents
- Know more about Osteopathic Education topics discussed as a result of audience questions

MODERATOR

Keirie Jordan, MS, C-TAGME

1:15-
2:10PM

FESC

W10

Evaluating Learners Effectively in Clinical Teaching Interactions

CPFD

*Kelley Skeff, MD, PhD
Professor of Medicine
Stanford University*

*Georgette Stratos, PhD
Senior Research Scholar
Stanford University*

OBJECTIVES

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

- Describe specific teaching behaviors that can be used to effectively evaluate his/her learners' performance
- Apply this knowledge to the analysis of a video re-enactment of clinical teaching
- Create personal goals for effective evaluation of learners in his/her teaching interactions

MODERATOR

Wilhelmine Wiese-Rometsch, MD, FACP

2:15-
3:10PM

W11

Recruitment Roundtable: Kick-Starting Your Residency Recruitment Process

COPAC

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

COE

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

OBJECTIVES

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

- Appreciate the challenges of interview season, including the logistical components
- Introduce coordinators with the database used for recruitment
- Develop ways to innovate and improve processes for a successful recruitment cycle
- Learn the impact and boundaries of post-interview follow-up

MODERATOR

Susan Tovar, C-TAGME

2:15-
3:10PM

W12

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

COIL

*Leslie Pfeiffer, MHA
Accreditation Coordinator – GME
Henry Ford Hospital - Detroit*

COE

*Molly Hepke, MA
Accreditation Coordinator – GME
Henry Ford Hospital - Detroit*

OBJECTIVES

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

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

MODERATOR

Pam Demers

2:15-
3:10PM

FESC

W13 Providing Effective Feedback in Clinical Teaching Interactions

CPFD
Kelley Skeff, MD, PhD
Professor of Medicine
Stanford University

Georgette Stratos, PhD
Senior Research Scholar
Stanford University

OBJECTIVES

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

- Describe specific teaching behaviors that can be used to provide effective feedback to his/her learners
- Apply this knowledge to the analysis of a personal teaching challenge
- Create personal goals for providing effective feedback in his/her teaching interactions

MODERATOR

Wilhelmine Wiese-Rometsch, MD, FACP

3:45-
4:40PM

W15 Improving Accreditation Outcomes with Educational Quality Improvement

COIL
Katherine R. Cich, MM, CLP
Director of GME Accreditation/Assistant DIO

COE
Jacobs School of Medicine and Biomedical Sciences of the University at Buffalo

Regina Makdissi, MD, FACP, SFHM
Program Director, Internal Medicine/Clinical Assistant Professor

Jacobs School of Medicine and Biomedical Sciences of the University at Buffalo

OBJECTIVES

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

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

MODERATOR

Dia Cato

3:15-3:45PM

Refreshment Break with Exhibitors – Exhibit Hall

3:45-
4:40PM

W14 Put Your Oxygen Mask on First: Best Practices for Coordinating Coordinator Well-Being

COPAC
Shannon A. Scielzo, PhD, MS
Associate Director, Education/Strategic Planning Consultant
University of Texas Southwestern

Melissa Perry, MEd, C-TAGME
GME Manager
University of Texas Southwestern

OBJECTIVES

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

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

MODERATOR

Sharon M. Sullivan

3:45-
4:40PM

FESC

W16 Practical Tools for Clinical Teaching

Donna Ray, MD
Director of Faculty Development
Prisma Health Midlands/University of South Carolina School of Medicine CME Organization

Renee Connolly, PhD
Director, GME Education Development
Prisma Health – Midlands

OBJECTIVES

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

- Better address the special circumstances of clinical teaching in working with learners and patient care in the Clinical Learning Environment
- Apply at least one new method/tool for teaching in the clinical learning environment, such as the One-Minute Preceptor, Best Case of the Day, Learning Issues Board, Chart-assisted Recall, and more
- Develop at least one new strategy for providing clinical teaching

MODERATOR

Marko Jachtowycz, MD

4:45-
6:00PM

E2 Meet the Exhibitors Reception*

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).

* Those familiar with the AHME Institute will note that this reception has moved from Thursday to Wednesday.

Thursday, May 14

REGISTRATION OPENS AT 6:45 AM

- 6:45-8 AM **Continental Breakfast with Exhibitors**
(Exhibit Hall)
- 7-8 AM **Council of Osteopathic Educators (COE) Breakfast Meeting**
- Council of Program Administrators and Coordinators (COPAC) Breakfast Meeting**
- Council on Professional and Faculty Development (CPFD) Breakfast Meeting**

8-8:55AM **T1 Developing Program Directors: Who's on first, what's on second?**

COIL Michelle Valdez, MA
GME Executive Manager

COPAC SAUSHEC

COE Steve Brown, MBA
Director of GME Academic Programs
Long School of Medicine

OBJECTIVES

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

- Define succession planning
- Develop succession planning goals and institutional/program strategy
- Identify potential future leaders and develop a mentoring structure
- Increase ways to mentor, engage and involve junior faculty and Associate PDs
- Standardize Program Director turnover processes to facilitate turnover

MODERATOR

Jennifer Peel, PhD

8-8:55AM

T2 The Annual Program Evaluation Is Not Just Another Checkbox: How To Support Meaningful Change

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

COPAC

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

OBJECTIVES

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

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

MODERATOR

Elizabeth Madaio

8-8:55AM

FESC

T3 Helping Residents Create Durable Learning - What Works and What Doesn't

CPFD Jack Contessa, PhD
Medical Educator
Yale New Haven Hospital

OBJECTIVES

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

- Separate myths from truths about creating durable learning
- Describe reading strategies that promote learning and retention
- Define massed/blocked practice
- Know how the following contribute to durable learning: Retrieval practice; Spacing; Interleaving; Variety
- Know how the above apply to the clinical setting
- Distinguish storage strength from retrieval strength and discuss the role forgetting plays in learning

MODERATOR

Jane Mikosz



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9-9:55AM

T4 Motivating Educators

*Brandy Church, MA
Director of Education
HCA Healthcare*

COE

COIL

OBJECTIVES

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

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

MODERATOR

Nicole Brandon, MBA

9-9:55AM

T5 Using Quality Improvement (QI) Tools for Continuous Program Improvement in Accreditation

*Cuc Mai, MD, FACP
DIO/Senior Associate Dean, GME
University of South Florida Morsani College of Medicine*

COE

COIL

COPAC

*Maya Balakrishnan, MD, CSSBB
GME Director of Quality
University of South Florida Morsani College of Medicine*

OBJECTIVES

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

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

MODERATOR

Quinn Turner, MS, C-TAGME

9-9:55AM

FESC

T6 Integrating Evidence Based Medicine into Clinical Practice

*David R. Haburchak, MD
Core Faculty
Wellstar Kennestone Regional Medical Center*

CPFD

OBJECTIVES

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

- Define, describe the importance of, and outline the history of Evidence Based Practice (EBP)
- Describe the relationship between various learning theories and application methods of EBP training
- Determine what theories and methods would be best used in different practice settings
- Describe the relationship between EBP, Practice-based Learning, Systems-based Practice, and Quality Improvement
- Apply EBP methodology to a specific clinical scenario

MODERATOR

Joanne Zhu, MD, MSc, FACP, FHM

10-10:30AM

Refreshment Break with Exhibitors –
Exhibit Hall

10:30-
11:25AM

TY

T7 Introduction to Scholarly Activity: How to Showcase Your Work

*Jessica Wells
AVP, Education and Research, Graduate
Medical Education
HCA Healthcare*

COPAC

CTYPD

COE

OBJECTIVES

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

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

MODERATOR

Nicole Qualls, JD, MPH



10:30-
11:25AM

T8 **How Redesigning the Process of Evaluating Faculty Can Both Improve Individual Performance and Enhance the Clinical Learning Environment**

COIL

COE

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

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

OBJECTIVES

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

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

MODERATOR

Marie Hugley

10:30-
11:25AM

T9 **Delivering Effective Formative Feedback**

CPFD

FESC

*Timothy Graham, MD
Program Director, Family Medicine
Mount Carmel Health System*

*Cathleen E. Morrow, MD
Chair and Associate Professor of Community
and Family Medicine
Dartmouth Geisel School of Medicine*

OBJECTIVES

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

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

MODERATOR

G. Robert D'Antuono, MHA

11:30AM-
12:40PM

Complimentary Boxed Lunch

AHME will provide the boxed lunch... you get to choose where to go with it!!

E3

Ask the Experts

This lunch features the popular "Ask the Experts" format from 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.

E4

Poster Showcase

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

12:45-
1:55PM

TY

T10

CLER

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

*Robin Wagner, RN, MHSA
Senior Vice President, CLER
ACGME*

OBJECTIVES

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

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

MODERATOR

Frederick Schiavone, MD, FACEP



2-2:55PM

T11

Creating a Professional Development Curriculum for Program Coordinators

COPAC

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

CPFD

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

OBJECTIVES

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

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

MODERATOR

Ann Baker

2-2:55PM

T12

Using Emotional Intelligence Skills to Develop Resilience and Reduce Burnout

COE

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

COIL

COPAC

OBJECTIVES

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

CPFD

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

MODERATOR

Osborne Hall

2-2:55PM

TY

T13

A "CLER Day" for High Value Care

CTYPD

Neera Agrwal, MD
Assistant Professor of Medicine/Consultant
Hospital Internal Medicine/TY Program
Director

COE

Mayo Clinic College of Medicine and Science/
Mayo Clinic Scottsdale

COIL

Mary Hedges, MD

COPAC

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

OBJECTIVES

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

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

MODERATOR

Steven Craig, MD

3-3:30PM

Refreshment Break with Exhibitors – Exhibit Hall

3:30-4:25PM

T14

COPAC Hot Topics

COPAC

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

Sharon Sullivan
Director, Graduate Medical Education
Operations and Project Management
University at Buffalo - Jacobs School of
Medicine and Biomedical Science

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

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

Caroline Diez, BA, C-TAGME



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3:30-
4:25PM

T15 After Action Review: How to Maintain Momentum after a CLER Site Visit

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

Michelle Valdez, MA
GME Executive Manager
SAUSHEC

OBJECTIVES

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

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

MODERATOR
Jeri Garrison

4:30-
5:25PM

T17 COIL Hot Topics

COIL Frederick Schiavone, MD, FACEP
Division Vice President, GME/DIO
HCA Healthcare West Florida

Anne Hartford, MBA
GME Administrative Director/DIO
Loyola University Medical Center/MacNeal Hospital

OBJECTIVES

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

- Identify the top issues currently affecting GME leaders
- Collaborate with peers regarding most important priorities
- Troubleshoot with other COIL leaders the solutions and strategies to deal with the biggest challenges

MODERATOR
Anne Hartford, MBA

3:30-
4:25PM

T16 TY Boot Camp

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

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

OBJECTIVES

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

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

MODERATOR
Joanne Zhu, MD, MSc, FACP, FHM

4:30-
5:25PM

T18 War Stories in Professionalism and Lessons Learned... Profound Losses and Inspiring Gains

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

COPAC Venice VanHuse, MPA
Assistant Vice President, Office of Academic
Affairs/Assistant Vice President, Graduate
CPFD Medical Education
Northwell Health

OBJECTIVES

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

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

MODERATOR
Vinod Nambudiri, MD, MBA

4:30-6PM

TYRC Individual Consultations

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

4:30-6PM

ECFMG Individual Consultations

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

Friday, May 15

REGISTRATION OPENS AT 6:45 AM

- 6:45-8 AM **Continental Breakfast with Exhibitors**
(Exhibit Hall)
- 7-8 AM **Council of Institutional Leaders (COIL) Breakfast Meeting**
Council of Transitional Year Program Directors (CTYPD) Breakfast Meeting
- 8-8:55 AM **F1 Annual Institutional Review: A Look Back and the Journey Ahead**
COIL Catherine M. Eckart, MBA
Assistant Vice President, GME Accreditation
COE HCA Healthcare
OBJECTIVES
At the conclusion of this session, the learner should be able to:
 - Brainstorm the best content to be included in the AIR as a reflection of the year just ended
 - Construct the Annual Institutional Review in a format that is compliant with requirements while communicating important findings
 - Include a SWOT analysis to better plan for the year(s) ahead and to engender governing body support for GME**MODERATOR**
Fran DeYoung
- 8-8:55 AM **F2 Evidence-Based Wellness Curriculum**
COIL Nauman Ashraf, MD
Psychiatry Residency Program Director
Ozark Center
COE Jeffrey Bradley, MD
Psychiatry Residency Faculty
COPAC Ozark Center
CPFD Barinder Singh, DO
Psychiatry Resident
Ozark Center
OBJECTIVES
At the conclusion of this session, the learner should be able to:
 - Become familiar with strategies for self-regulation, relaxation, and mindfulness
 - Understand the root cause of burnout and strategies for its remediation
 - Utilize accessible resources for individual, group, and resident wellness
 - Become familiar with a consortium wellness curriculum that can be utilized in his/her programs**MODERATOR**
Kerrie Jordan, MS, C-TAGME

8-8:55 AM

TY

- F3 Transitional Year Review Committee Update**
Nikhil Goyal, MD
COE Chair, TY Review Committee of the ACGME/DIO, Henry Ford Wyandotte Hospital
Henry Ford Health System
COPAC Cheryl Gross, MA, CAE
CTYPD Executive Director, Review Committee for Transitional Year ACGME
OBJECTIVES
At the conclusion of this session, the learner should be able to:
 - Describe recent changes in ACGME TY program requirements
 - Describe data elements reviewed by the TYRC
 - Summarize the areas of emphasis of the TYRC's work over the past year**MODERATOR**
Marko Jachtorowycz, MD

9-9:55 AM

- F4 How to Keep Loving Your Job (and Your Residents)**
COE Jory Eaton, MBA, C-TAGME
GME Manager of Operations
Loyola University Medical Center
COPAC
OBJECTIVES
At the conclusion of this session, the learner should be able to:
 - Recognize the challenges in managing a residency program and continue to find joy and honor the importance of his/her role
 - Develop a personal strategy to meet these challenges
 - Recognize and appreciate the importance of wellness in personal professional development and increase awareness of stress reduction strategies and their importance**MODERATOR**
Shannon Papazian, C-TAGME



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9-9:55AM

F5 ECFMG in 2020: Examining Factors Impacting International Medical Graduates (IMGs)

COIL

Tracy L. Wallowicz, MLS
Director, EVSP & Compliance
ECFMG

COE

COPAC

Christine D. Shiffer, MBA
Regulatory Affairs Manager
ECFMG

CTYPD

OBJECTIVES

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

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

MODERATOR

Susan Greenwood-Clark, MBA, RN, FACHE

10-10:30AM

Refreshment Break with Exhibitors –

Exhibit Hall

Last break with Exhibitors

Exhibit Hall Pass Winner drawn

10:30-
11:25AM

TY

F7 Medical Education in the Information Age: Engaging learners and creating change across the continuum

Graham McMahon, MD
President & CEO
ACCME

OBJECTIVES

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

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

MODERATOR

Rebecca Daniel, MD, FACP

11:30AM-
12:55PM

E5 AHME Annual Business Meeting & Luncheon

All registered attendees are invited to attend this annual business meeting and luncheon: part leadership report, part celebration, all delicious and fun. The Poster Session winners will be announced, too!

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.

9-9:55AM

TY

F6 TY Milestones 2.0 - Program Director Panel Discussion

CPFD

Laura Edgar, EdD, CAE
Vice President, Milestones Development
ACGME

COE

COPAC

Panel Members:
Daniel Steigelman, MD – TY Program Director,
Peds/Allergy at SAUSHEC

CTYPD

Lori Weber, MD – TY Program Director
at Gundersen Health System

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

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

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

OBJECTIVES

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

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

MODERATOR

Ashley M. Maranich, MD, FAAP, FIDS, ALTC,
MC, USA



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1-1:55PM

F8 It Takes Two to Tango: Tackling the Constantly Changing Team Dynamics

COIL Kristin A. Johnson, MS, C-TAGME
Program Manager
COPAC Maine Medical Center

COE Carrie Racsumberger, MS
GME Administrator
Roswell Park Comprehensive Cancer Center

OBJECTIVES

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

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

MODERATOR
Sheri Clarke, PhD

1-1:55PM

F9 Ensuring a Respectful and Harassment Free Learning Environment

COIL Natalie Gittus, JD
Manager, Graduate Medical Education
COPAC Baylor University Medical Center

OBJECTIVES

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

- CPFD**
- Know what behaviors are considered sexual harassment
 - Know how to respond to reports of sexual harassment
 - Gain an understanding of how and why training programs should address inappropriate behavior that does not rise to the level of sexual harassment
 - Know how to create a culture where trainees feel safe reporting concerns without fear of intimidation and retaliation
 - Have tools and resources to update grievance procedures and implement strategies to create a harassment free, zero tolerance, training program

MODERATOR
Ann Ronayne, C-TAGME

1-1:55PM

TY

F10 CTYPD Town Hall

Julie B. McCausland, MD, MS, FACEP
Director, Transitional Year Program
University of Pittsburgh Medical Center
COPAC Medical Education

COE Neville Alberto, MBBS, MD, FACP
Director, Transitional Year Residency Program/
Associate Director, Internal Medicine Residency Program
University of North Dakota & Sanford Health

OBJECTIVES

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

- Explore new and upcoming accreditation and other developments in Transitional Year Programs nationally
- Discuss common challenges to Transitional Year Programs and peer solutions gathered in a group format
- Discover and connect with Transitional Year Program leaders and members from across the nation

MODERATOR
Julie B. McCausland, MD, MS, FACEP

2-2:55PM

F11 Osteopathic Recognition: Best Practice, Evaluation, and Compliance

COE Tiffany Moss, MBA
Executive Director, Osteopathic Accreditation
ACGME

Eileen Hug, DO, FAAP, FACOP
Osteopathic Principles Committee, Executive Committee Member
ACGME

OBJECTIVES

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

- Know the core Osteopathic Recognition Requirements
- Understand the common Osteopathic Recognition citations
- Apply best practices for programs applying for or with Osteopathic Recognition

MODERATOR
Amanda Walls, C-TAGME



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2-2:55PM

F12 The ResQIPS framework – An interprofessional curriculum in research, quality improvement, and patient safety

COIL

Debra Schneider, MEd, MLIS

COPAC

*Network Manager, Libraries and CME
Honor Health*

COE

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

CPFD

Honor Health

OBJECTIVES

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

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

MODERATOR

Diane Ramirez

2-2:55PM

TY

F13 “Oh No! My TY resident didn’t match or won’t progress to Advanced GME Training!” - Counseling, Mentoring and ILPs for TY residencies

CTYPD

*Anjali N. Kunz, MD
TY Program Director
Madigan Army Medical Center*

*Lori Weber, MD
TY Program Director
Gundersen Health System*

OBJECTIVES

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

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

MODERATOR

John Harvey, MD

3-3:15PM

Refreshment Break (no exhibitors)

3:15-
4:10PM

F14

Adaptive Change in GME: You’re cutting my budget again? Arm wrestling and managing the CAP? Staff turnover...and there’s a new DIO in town?!”

COIL

COPAC

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

OBJECTIVES

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

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

MODERATOR

Marilane Bond, EdD, MEd, MBA

3:15-
4:10PM

F15

Transforming the Clinical Learning Environment: Teamwork and Collaborative Care

COIL

*Frederick Schiavone, MD, FACEP
Division Vice President, GME and DIO
HCA Healthcare West Florida Division*

*Salman Muddassir, MD
Program Director, Internal Medicine
HCA Healthcare/Oak Hill Hospital*

OBJECTIVES

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

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

MODERATOR

Willie Braziel, BSc. HA



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3:15-
4:10PM

TY

F16 **The Who, What, When, Where, Why, and How of Developing Meaningful Practice Habits Data for PGY-1 Trainees**

CTYPD

*Daphne Norwood, MD, MPH, FACP
Director, Transitional Year Residency
Program/Associate Program Director, Internal
Medicine Residency
University of Tennessee - Knoxville Campus/
University of Tennessee Health Science
Center*

*Rebecca Daniel, MD
Program Director, Transitional Year
Residency/Associate Program Director,
Internal Medicine Residency
St. Joseph Mercy Hospital*

OBJECTIVES

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

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

MODERATOR
Lori Weber, MD

4:15-
5:10PM

TY

F17 **Remediation - A Toolkit for Success**

*Dale Johnson, MEd, CAS
Director, Medical Education
Guthrie Robert Packer Hospital*

*Cathryn J. Rolfe, JD
Vice President and COO, Graduate Medical
Education
HCA Healthcare*

OBJECTIVES

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

- Effectively manage and document resident remediation and disciplinary matters, with respect to the process, ensuring policies are consistently referenced and utilized
- Develop a remediation plan around the six core ACGME competencies, which includes SMART goals, action plans, and metrics for success
- Outline the various levels of remedial support available to a struggling learner
- Identify how successful remediation is measured and demonstrated

MODERATOR
Trevor Burt, EdD, MS

5:30-7:30PM

AHME Board Meeting



General Conference Information



Who Should Attend

The 2020 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 20.5 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Tax Considerations

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

Special Note for the Disabled

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

Hotel Reservations

Attendees of the AHME 2020 Institute staying at the **Marriott Harbor Beach** will enjoy a discounted group rate of **\$239 single-double occupancy** plus applicable taxes and fees (currently 12%). Advance reservations must be made on or before the **reservation cut-off date of April 10, 2020** to qualify for the group rate. Reservations can be made by calling **1-954-525-4000** or **1-800-222-6543**, 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 early or late check-in/check-out.



General Conference 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

Photos may be taken during the AHME Institute. By registering, you agree to having any photos 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 2020, 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 29, 2020 –
\$100 cancellation fee*

Cancellation from March 30, 2020 to on or before April 26, 2020 – 35% cancellation fee

Cancellation on or after April 27, 2020 – No refund

Information

For general information regarding registration, contact AHME Headquarters:

phone: 724-864-7321

fax: 724-864-6153,

email: info@ahme.org



Registration Information

All payment options (including pay by check) are available on-line. Attendees are strongly encouraged to register electronically at www.ahme.org. If that is not possible, please contact the AHME office at (724) 864-7321.

AHME Institute Registration Fees

Registration Category	AHME Member*	AHME Non-Member
On or Before Jan. 19	\$750	\$900
Jan. 20 - Feb. 16	\$800	\$950
Feb. 17 - May 3	\$850	\$1,000
On or After May 4	\$900	\$1,050

* 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.

The full conference registration fee for the 2020 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.

AHME Institute registrants are welcome to attend the Annual Business Meeting & Luncheon on Friday. All bona fide first-time registrants may also attend the Welcome Lunch on Wednesday. Advance registration is required to receive a ticket for each of these meals and no on-site registrations will be accepted. Welcome Lunch registrants will be notified if they are eligible to attend.



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Individuals who register for the full conference are welcome to attend both the FESC track and CTYPD track as well as any other sessions of interest over the three days. Individuals with specific interest in Faculty Development or Transitional Year can pay a reduced rate for the day and a half of the Institute pertaining to those tracks. The following fees are not surcharges, but the cost for attending only the specified track.

Faculty Essential Skills Curriculum (FESC) Registration Fee

Participants selecting the Faculty Essential Skills Curriculum track are able to select a registration option that includes access to the mobile app with materials; online access to handouts; entrance to the Institute sessions beginning on Wednesday morning; CME credit; the reception on Wednesday; entrance to the Faculty Essential Skills sessions on Thursday morning; the box lunch on Thursday; continental breakfast and breaks on Wednesday and Thursday.

NOTE: Faculty Essential Skills Curriculum registrants will be eligible to check in and attend sessions beginning Wednesday at 7:00 a.m. The final session is on Thursday from 10:30 to 11:25 a.m. See the last page of this brochure for further details and the full schedule.

Registration Category	Faculty Scholars
AHME Member*	\$525
AHME Non-Member	\$625

* 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.

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 10:00 a.m.

Registration Category	CTYPD Program
AHME Member*	\$525
AHME Non-Member	\$625

* 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.

AHME Faculty Essential Skills Curriculum (FESC)

Practical Teaching & Assessment Tools for Clinician-Educators

during the 2020 AHME Institute, May 13-14, 2020 | Marriott Harbor Beach – Fort Lauderdale, Florida

Join us for this valuable faculty development opportunity!

OVERVIEW

AHME's Council for Professional and Faculty Development (CPFD) has developed a curriculum to meet the ACGME's competency-based medical education process and expectations for a robust clinical learning environment. This year, our curriculum occurs as a 1.5-day track within the 3-day AHME Institute, giving participants the choice to register for either a half-conference or full-conference option. This course will deliver practical teaching tools and feedback skills that will be of immediate use when participants return home. Institutional groups are encouraged to attend.

For our inaugural FESC year, we have engaged **Kelley Skeff, MD and Georgette Stratos, PhD**, co-directors of the **Stanford Faculty Development Center for Medical Teachers**, to present a 4-hour block of teaching and assessment skills. This team offers a national "gold standard" in faculty development: a non-prescriptive behavioral approach for selecting effective teaching strategies that optimize learning variables such as content, learners, and instructional settings.

Goals of the Faculty Essential Skills Curriculum

- A personalized, self-reflective experience of applying adult-learning techniques to teaching practice
- A robust series of topics to meet current teaching faculty challenges and learner expectations
- Training in teaching and assessment competencies which align with LCME, ACGME and ACCME accreditation requirements and best practices
- An improved level of faculty skill in teaching and assessment for increased teacher/trainee satisfaction.

Faculty time is limited, and medical educators today must take time out to develop their teaching and assessment skills that will achieve the expectations of your institution and your learners and ACGME's new requirements. So plan to join us in Ft. Lauderdale in May!

TARGET AUDIENCE

Clinical teaching faculty at all levels: novice, junior, experienced UME and GME core faculty, and course directors.

CME CREDIT

9.25 hours of *AMA PRA Category 1™ Credit*. This program addresses Faculty Development Criteria 2.B.2.g.1 and 2.B.2.g.4 of the ACGME 2019 Common Program Requirements for Residency.

AGENDA

MAY 13 – WEDNESDAY

- | | |
|---------------|---|
| 8:30-9:25AM | Establishing a Positive Learning Climate in Clinical Teaching Interactions–
<i>Kelley Skeff, MD and Georgette Stratos, PhD (Stanford)</i> |
| 9:30-10:25AM | Promoting Understanding and Retention in Clinical Teaching Interactions– <i>Dr. Skeff and Dr. Stratos (Stanford)</i> |
| 10:30-10:45AM | Refreshment Break |
| 10:45-11:55AM | AHME Plenary Session: Annual ACGME Update– <i>Thomas Nasca, MD, MACP, President and CEO, ACGME</i> |
| 12-1:10PM | Lunch Break <i>(1st-Time AHME Attendees are invited to a Welcome Luncheon)</i> |
| 1:15-2:10PM | Evaluating Learners Effectively in Clinical Teaching Interactions– <i>Dr. Skeff and Dr. Stratos (Stanford)</i> |
| 2:15-3:10PM | Providing Effective Feedback in Clinical Teaching Interactions– <i>Dr. Skeff and Dr. Stratos (Stanford)</i> |
| 3:15-3:45PM | Refreshment Break |
| 3:45-4:40PM | Practical Tools for Clinical Teaching–
<i>Donna Ray, MD (University of South Carolina) and Renee Connolly, PhD (Prisma Health Midlands)</i> |
| 4:45PM | Welcome Reception with Exhibitors |

MAY 14 – THURSDAY

- | | |
|---------------|---|
| 6:45-8AM | Continental Breakfast with Exhibitors |
| 8-8:55AM | Helping Residents Create Durable Learning: What Works & What Doesn't– <i>Jack Contessa, PhD (Yale University)</i> |
| 9-9:55AM | Integrating Evidence-based Medicine into Clinical Practice– <i>David R. Haburchak, MD, (Wellstar Kennestone Regional Medical Center)</i> |
| 10:30-11:25AM | Delivering Effective Formative Feedback–
<i>Timothy Graham, MD (Mt. Carmel) and Cathleen Morrow, MD (Geisel/Dartmouth)</i> |
| 11:25-11:30AM | Wrap-up & Adjourn– <i>CPFD Chair Elect Rebecca Daniels, MD (St. Joseph Mercy)</i> |

For detailed descriptions of all sessions, please refer to listings in the brochure.