



2018 ACGME ANNUAL  
EDUCATIONAL CONFERENCE

March 1-4 | Orlando, Florida  
Rosen Shingle Creek

ENGAGING EACH OTHER:

**TRANSFORMATION  
THROUGH  
COLLABORATION**



ACGME

Accreditation Council for  
Graduate Medical Education



# WELCOME!

I'd like to invite you to join us for the 2018 ACGME Annual Educational Conference at the Rosen Shingle Creek Resort in Orlando, Florida from March 1-4, 2018. This year's conference theme is *Engaging Each Other: Transformation through Collaboration*, and through it we will celebrate the connections we make and the positive impact that has on graduate medical education overall. The ACGME Annual Educational Conference is one of the largest gatherings of graduate medical educators in the world, and engages designated institutional officials (DIOs), faculty members, program directors, program coordinators, residents, and others in GME who are passionate about education and collaboration.

As in previous years, we will showcase many current ACGME initiatives, including Physician Well-Being, the full implementation of the Next Accreditation System, Milestones, and the Clinical Learning Environment Review (CLER) Program. We will also continue to offer specialty-specific sessions and consultations for the Accreditation Data System (ADS), ACGME International, and Milestones.

As we continue to transition to a single GME accreditation system, we are pleased to offer educational opportunities for DIOs, program directors, faculty members, and program coordinators in osteopathic programs applying for ACGME accreditation. Once again, we are conducting an osteopathic pre-conference in collaboration with the Association of Osteopathic Directors and Medical Educators (AODME). Other pre-conferences include an introductory course for new program directors, a two-part DIO course for new and experienced DIOs, and the Annual Coordinator Forum.

This year's sessions, selected from submissions from the GME community across the world, will focus on topics that improve the quality of residency and fellowship programs and encourage engagement and collaboration. Some of the highlights include Milestones and assessment, feedback techniques, resident remediation, the continued incorporation of quality improvement into graduate medical education, osteopathic-focused topics, physician well-being, and many others.

For the fifth consecutive year, we are pleased to host exhibitors as part of our conference. Additionally, we are again offering the Career Corner where participants have the opportunity to network and explore new professional opportunities. Our Poster Session will feature tracks focusing on the clinical learning environment and physician well-being, as well as innovations in other areas in the field.

We are excited to host our conference once again at the Rosen Shingle Creek Resort. This spectacular Orlando resort is just minutes from world famous attractions, and offers visitors everything one might look for in a conference destination, including fine dining and casual restaurants, a pool, spa, fitness center, and golf course.

Join us as we continue to build a strong community of learning filled with collaboration and compassion.

Sincerely,

Timothy P. Brigham, MDiv, PhD  
Chief of Staff  
Senior Vice President, Education  
Accreditation Council for Graduate Medical Education

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## 2018 ACGME Annual Educational Conference

# CONFERENCE OVERVIEW

This year's ACGME Annual Educational Conference will be held at Rosen Shingle Creek in Orlando, Florida. A reception to welcome attendees to kick-off the opening of the Exhibit Hall and Poster Session will be held Thursday, March 1 at 5:30 p.m. The conference runs until Sunday, March 4.

Conference registration opens in early November. Only online registration is available; faxed or mail-in registrations are not accepted. Registration for sessions is done on a first-come, first-served basis, so be sure to register early!

On-site registration will be available for both the Thursday Pre-Conference courses and the Annual Educational Conference. Early Bird registration gives attendees a special reduced rate, and that ends **January 5, 2018**. The registration deadline is **February 2, 2018**.



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## CONFERENCE HIGHLIGHTS

- **Introductory Course for New Program Directors**
- **DIO 101: The Basics of Institutional Accreditation**
- **DIO 102: Innovation in the Working and Learning Environment**
- **ACGME/AODME Pre-Conference for Osteopathic Programs and Institutions**
- **Coordinator Forum: Inner Dimensions of the Program Coordinator**
- **ACGME Initiatives: Focused Sessions**
- **Exhibit Hall & Career Corner**
- **Focused Mini-Courses**

## CME INFORMATION

The Accreditation Council for Graduate Medical Education (ACGME) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The ACGME designates the "2018 ACGME Annual Educational Conference: Engaging Each Other: Transformation through Collaboration," as a live educational activity. *AMA PRA Category 1 Credits™* will be included on the conference mobile app. Physicians should claim only the credits commensurate with the extent of their participation in the activity.

## AMERICAN ACADEMY OF FAMILY PHYSICIANS (AAFP) PRESCRIBED CREDIT INFORMATION

Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending.

# AGENDA

## WEDNESDAY, FEBRUARY 28

5:30 p.m. – 8:00 p.m. Conference Registration

## THURSDAY, MARCH 1 PRE-CONFERENCE

6:30 a.m. – 8:30 a.m. Continental Breakfast

6:30 a.m. – 8:00 p.m. Conference Registration

8:00 a.m. – 5:00 p.m. **PC001** *Introductory Course for New Program Directors*

7:30 a.m. – 4:30 p.m. **PC002** *ACGME/AODME Pre-Conference for Osteopathic Programs and Institutions*

8:00 a.m. – 12:00 p.m. **PC003** *DIO 101: The Basics of Institutional Accreditation*

12:15 p.m. – 5:30 p.m. **PC004** *DIO 102: Innovation in the Working and Learning Environment*

8:30 a.m. – 5:15 p.m. **PC005** *Coordinator Forum: Inner Dimensions of the Program Coordinator\**

5:30 p.m. – 8:30 p.m. Welcoming Poster Reception and Exhibitor & Career Corner Kick-off

## FRIDAY, MARCH 2

6:30 a.m. – 7:45 a.m. Continental Breakfast

6:30 a.m. – 5:00 p.m. Conference Registration

7:30 a.m. – 8:15 a.m. Welcome and Opening Remarks, Presentation of ACGME Awards

8:15 a.m. – 9:45 a.m. CEO Address

9:45 a.m. – 5:00 p.m. Walk-in Technical Support Sessions for ACGME Data Collection Systems\*

9:45 a.m. – 10:30 a.m. Break

10:30 a.m. – 12:00 p.m. **SES001** *Professional Identity Formation in Graduate Medical Education: Helping Residents to 'Think, Act, and Feel Like a Physician'*

**SES002** *Achieving Health Equity: Tools for a National Campaign against Racism*

**SES003** *GME and the Patient Care Dream Team*

12:00 p.m. – 1:30 p.m. Collaborate: Lunch in the Exhibit Hall

1:30 p.m. – 2:15 p.m. **SES004** *Institutional Accreditation Update*

1:30 p.m. – 3:00 p.m. **SES005** *Specialty Update: Internal Medicine*

**SES006** *Specialty Update: Pediatrics*

**SES007** *Specialty Update: Emergency Medicine*

**SES008** *Specialty Update: Allergy and Immunology*

**SES009** *Specialty Update: Surgery*

\*This session does not qualify for CME.

# AGENDA

## FRIDAY, MARCH 2

<b>1:30 p.m. – 3:00 p.m.</b>	<b>SES010</b> <i>Specialty Update: Neurological Surgery</i>
	<b>SES011</b> <i>Specialty Update: Osteopathic Neuromusculoskeletal Medicine</i>
	<b>SES012</b> <i>Specialty Update: Radiation Oncology</i>
	<b>SES013</b> <i>Specialty Update: Ophthalmology</i>
	<b>SES014</b> <i>Specialty Update: Family Medicine</i>
	<b>SES015</b> <i>Clinical Competency Committees: An Essential Component of Outcomes-based Education</i>
	<b>SES016</b> <i>Developing Scholarly Activity in a Community Hospital Setting: A Multi-disciplinary Approach</i>
	<b>SES017</b> <i>Distance Learning Makeover: Optimizing Educational Materials for Delivery Beyond the Classroom (limited to 200 participants)</i>
	<b>SES018</b> <i>Improving Resident Resilience and Wellness (limited to 200 participants)</i>
	<b>SES019</b> <i>Zero Degrees of Separation: Resident Engagement Cultivates Well-Being (limited to 200 participants)</i>
	<b>SES020</b> <i>Interprofessional Collaborative Care: Integrating Nurses into the Culture of Academic Medicine Using Live Simulation Experiences with Resident Physicians (limited to 200 participants)</i>
	<b>SES021</b> <i>Professional Development for the 21st Century: Mindset, Grit, and Self-Compassion (limited to 200 participants)</i>
	<b>SES022</b> <i>Opting In: Leveraging Non-Consensus Solutions to Reduce Application Inflation (limited to 200 participants)</i>
	<b>SES023</b> <i>Not Your Grandma's Feedback Sandwich: A Novel, Evidence-based Framework for Activating Your Learners and Providing Meaningful, Learner-centered Feedback (limited to 200 participants)</i>
	<b>SES024</b> <i>From Paper to Practical: Translating Evidence-based Mentorship Strategies into Programs that Accelerate Professional Growth (limited to 200 participants)</i>
	<b>SES025</b> <i>The Humanism Project: An Integrated Curriculum on Communication and Self-Care for Residents (limited to 200 participants)</i>
	<b>SES026</b> <i>Is there a Paper in Your Poster or Abstract? Getting to the Paper After a Poster (limited to 200 participants)</i>
	<b>SES027</b> <i>The Resident with a Problem or the Problem Resident? Does it Matter?</i>
<b>2:15 p.m. – 3:00 p.m.</b>	<b>SES028</b> <i>CLER Program Updates</i>
<b>3:00 p.m. – 3:30 p.m.</b>	<b>Break</b>
<b>3:30 p.m. – 5:00 p.m.</b>	<b>SES029</b> <i>Specialty Update: Physical Medicine and Rehabilitation</i>
	<b>SES030</b> <i>Specialty Update: Radiology</i>
	<b>SES031</b> <i>Specialty Update: Neurology</i>

# AGENDA

## FRIDAY, MARCH 2

**3:30 p.m. – 5:00 p.m.**

- SES032** *Specialty Update: Plastic Surgery*
- SES033** *Specialty Update: Orthopaedic Surgery*
- SES034** *Specialty Update: Urology*
- SES035** *Specialty Update: Anesthesiology*
- SES036** *Specialty Update: Transitional Year*
- SES037** *Specialty Update: Dermatology*
- SES038** *Specialty Update: Preventive Medicine*
- SES039** *ABMS: Innovations in Professional Development and Assessment*
- SES040** *Transition to GME: A Smooth Path or Rocky Road?*
- SES041** *What JGME Editors are Reading Now*
- SES042** *Sponsoring Institution 2025*
- SES043** *A Multimodal Approach to Physician Well-being (limited to 200 participants)*
- SES044** *International Clinical Competency Committees: Assessment Tools and Group Decision Making*
- SES045** *Integrating Leadership Experiences into Residency Training (limited to 200 participants)*
- SES046** *Focusing on the WHOLE: Wellness and Humanistic Optimization Led through Education (limited to 200 participants)*
- SES047** *Using Change Management and Competitive Analytic Tools to Build Resilient Residency Programs (limited to 200 participants)*
- SES048** *Promoting Excellence and Collaboration Across the Continuum of Medical Education (limited to 200 participants)*
- SES049** *Recruitment Mentoring: Guiding Underrepresented Medicine Students into Your Residency Program (limited to 200 participants)*
- SES050** *Calling your S.W.O.T. Team: Getting Ready for the Self-Study Visit – Lessons from the Field (limited to 200 participants)*
- SES051** *Using Principles of Self-determination Theory to Foster Intrinsic Motivation in Residents Across Clinical Settings (limited to 200 participants)*
- SES052** *I Suspect Physician Impairment, What Should I Do? (limited to 200 participants)*
- SES053** *Applied Strategic Planning for Residency/Fellowship Programs: Your GPS to the Next Level (limited to 200 participants)*

**5:15 p.m. – 6:45 p.m.**  
**Sunset Session**

**Common Program Requirements: A Review of the Proposed Sections I-V**

# AGENDA

## SATURDAY, MARCH 3

6:30 a.m. – 8:00 a.m.	Continental Breakfast	
6:30 a.m. – 3:00 p.m.	Conference Registration	
8:00 a.m. – 5:00 p.m.	Walk-in Technical Support Sessions for ACGME Data Collection Systems*	
7:00 a.m. – 10:00 a.m. Mini-Courses (limited to 100 participants)	SES054 <i>Integrating Technology into Teaching: From the Big Auditorium to the Bedside</i>	
	SES055 <i>Maximizing the Value of the ACGME Self-Study Process for Your Program: No Need to be Afraid!</i>	
	SES056 <i>Part 1: Building a Program of Assessment in the Era of Competencies, Milestones, and EPAs (Using Change Management Strategies to turn Theory into Action)</i>	
	SES057 <i>Remediation, Probation, and Dismissal from Residency Training: Managing Crucial Conversations with Residents Using a Systematic Method and Live Simulation</i>	
	8:00 a.m. – 9:30 a.m.	SES058 <i>Coordinator Plenary: Mapping your Five-Year Career Plan: Lessons from Three GME Leaders and Former Administrators*</i>
	SES059 <i>International Review Committee Update</i>	
	SES060 <i>Site Visit Confidential: An In-depth Look at the ACGME Accreditation Site Visit, Including the 10-Year Site Visit Following the Self-Study</i>	
	SES061 <i>Preparing GME for the Highly Uncertain Future of Medicine</i>	
	SES062 <i>Town Hall – Surgical Accreditation</i>	
	SES063 <i>The Role of International Medical Graduates in the US Health Care System: Past, Present, and Future</i>	
SES064 <i>Getting Started with Resident Well-being Research: Effective Survey Design (limited to 200 participants)</i>		
SES065 <i>Peer-to-Peer Pearls: Improving Trainee Wellness through Shared Experiences (limited to 200 participants)</i>		
SES066 <i>An Innovative Approach to Improving GME Programs: The Institutional Annual Program Evaluation Review (limited to 200 participants)</i>		
SES067 <i>Develop your Coaching Competency: Cultivating Self-directed Lifelong Learners (limited to 200 participants)</i>		
SES068 <i>Enhancing Communication and Collaboration to Build the Education/Quality/Patient Experience Trifecta in a New GME Program (limited to 200 participants)</i>		
SES069 <i>Value-based Program Evaluation in Graduate Medical Education (limited to 200 participants)</i>		
SES070 <i>Earning Trust: Will the AAMC Core EPAs for Entering Residency National Pilot Lead to Better and More Honest Hand-offs into GME Programs? (limited to 200 participants)</i>		

\*This session does not qualify for CME.



# AGENDA

SATURDAY, MARCH 3	
	<b>SES071</b> <i>Developing and Assessing an Intensive PSQI Seminar for Fellows (limited to 200 participants)</i>
	<b>SES072</b> <i>Comprehensive Approach to the GME Learner in Need of Remediation: Assessment, Coaching, and Triaging Decisions (limited to 200 participants)</i>
	<b>SES073</b> <i>CLER Ideas Exchange (limited to 200 participants)</i>
<b>9:30 a.m. – 10:00 a.m.</b>	<b>Break</b>
<b>10:30 a.m. – 12:00 p.m.</b>	<b>SES074</b> <i>Marvin R. Dunn Keynote Address: Looking at the Road Ahead through the Rearview Mirror</i>
<b>12:00 p.m. – 1:30 p.m.</b>	<b>Collaborate: Lunch in the Exhibit Hall</b>
<b>1:30 p.m. – 4:30 p.m.</b> <b>Mini-Courses</b> <i>(limited to 100 participants)</i>	<b>SES075</b> <i>Optimizing Feedback and Coaching: Using the R2C2 (Relationship, Reaction, Content, Coaching) and Doctor Coach Models to Facilitate Performance Improvement</i>
	<b>SES076</b> <i>Leadership for Transformative Change: Creating a Culture of Well-being in Medical Education</i>
	<b>SES077</b> <i>Part 2: Building a Program of Assessment in the Era of Competencies, Milestones, and EPAs (Using Change Management Strategies to Turn Theory into Action)</i>
<b>1:30 p.m. – 2:15 p.m.</b>	<b>SES078</b> <i>Planning for Your First CLER Experience (limited to 200 participants)</i>
<b>1:30 p.m. – 3:00 p.m.</b>	<b>SES079</b> <i>For He/She's a Jolly Good Fellow: International Physicians and Training in US Accredited Programs</i>
	<b>SES080</b> <i>Session Cancelled</i>
	<b>SES081</b> <i>Use of COMLEX-USA Examination Program in ACGME Programs</i>
	<b>SES082</b> <i>Self-Study Improvement Priorities and Solutions from a National Sample of Programs</i>
	<b>SES083</b> <i>Well-being Programs: Troubleshooting Roadblocks (limited to 200 participants)</i>
	<b>SES084</b> <i>Milestone Evaluations: Discovery of Some Thought-provoking Rating Trends (limited to 200 participants)</i>
	<b>SES085</b> <i>Communities of Learning for Promotion and Dissemination of Innovation (limited to 200 participants)</i>
	<b>SES086</b> <i>Creating a Professional Development Series Targeting GME Program Personnel and Faculty (limited to 200 participants)</i>
	<b>SES087</b> <i>CCCs and Competency-based Assessment in the Milestones Era (limited to 200 participants)</i>
	<b>SES088</b> <i>Demonstrating Value in Graduate Medical Education: Critical Conversations with the C-Suite (limited to 200 participants)</i>
	<b>SES089</b> <i>Developing Sustainable Engaged Accountable Learners (SEALs) in Medicine Using a Taxonomy of Significant Learning (limited to 200 participants)</i>
	<b>SES090</b> <i>Practical Solutions to Teaching Population Health for Institutions and Programs (limited to 200 participants)</i>

# AGENDA

## SATURDAY, MARCH 3

	<b>SES091</b> <i>Making the Business Case for Faculty Development to Improve Clinical Care and Resident Learning (limited to 200 participants)</i>
	<b>SES092</b> <i>Finding Local Solutions to Promote Resident Well-being (limited to 200 participants)</i>
	<b>SES093</b> <i>Specialty Update: Nuclear Medicine</i>
	<b>SES094</b> <i>Specialty Update: Colon and Rectal Surgery</i>
	<b>SES095</b> <i>Specialty Update: Obstetrics and Gynecology</i>
	<b>SES096</b> <i>Specialty Update: Thoracic Surgery</i>
	<b>SES097</b> <i>Specialty Update: Medical Genetics and Genomics</i>
	<b>SES098</b> <i>Specialty Update: Pathology</i>
<b>2:15 p.m. – 3:00 p.m.</b>	<b>SES099</b> <i>The CLER Site Visit: Insights for GME Coordinators (limited to 200 participants)</i>
<b>3:00 p.m. – 3:30 p.m.</b>	<b>Break</b>
<b>3:30 p.m. – 5:00 p.m.</b>	<b>SES100</b> <i>Osteopathic Recognition</i>
	<b>SES101</b> <i>Specialty Update: Psychiatry</i>
	<b>SES102</b> <i>Specialty Update: Otolaryngology</i>
	<b>SES103</b> <i>Town Hall – Institutional</i>
	<b>SES104</b> <i>ACGME International Milestones – or is it Kilometerstones? Purpose and Pragmatics</i>
	<b>SES105</b> <i>Evaluating The Integration Of GME: A Quantitative Analysis of AOA-Approved Internal Medicine Program Experiences</i>
	<b>SES106</b> <i>From Adverse Action to Sustained Improvement</i>
	<b>SES107</b> <i>Stress Reduction and Mindfulness Techniques for Residents and Faculty</i>
	<b>SES108</b> <i>Using the Program Evaluation Process for Program Differentiation and Improvement (limited to 200 participants)</i>
	<b>SES109</b> <i>Suicide Prevention on a Shoestring: Optimizing the Resources You Already Have to Get Timely Help to Distressed Residents (limited to 200 participants)</i>
	<b>SES110</b> <i>Using Geospatial Analysis to Teach Social Determinants of Health (limited to 200 participants)</i>
	<b>SES111</b> <i>Gender-specific Challenges in Burnout</i>
	<b>SES112</b> <i>The Foundation for Assessment: Writing Measurable Performance Objectives (limited to 200 participants)</i>
	<b>SES113</b> <i>Keep Calm and Carry On: How to Effectively Manage a Crisis (limited to 200 participants)</i>

# AGENDA

## SATURDAY, MARCH 3

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|--|--|
|  | <b>SES114</b> <i>Increasing Diversity Within GME Training Programs (limited to 200 participants)</i>                                     |
|  | <b>SES115</b> <i>Tackling Professionalism Issues in Residency Training (limited to 200 participants)</i>                                 |
|  | <b>SES116</b> <i>Initiating a GMEC Quality and Patient Safety (QPS) Subcommittee: Utility and Benefits (limited to 200 participants)</i> |
|  | <b>SES117</b> <i>Safety Event Analysis: Training Faculty to Train Residents (limited to 200 participants)</i>                            |

## SUNDAY, MARCH 4

- |                                |  |
|--------------------------------|--|
| <b>7:00 a.m. – 8:15 a.m.</b>   | <b>Continental Breakfast</b>   |
| <b>8:30 a.m. – 10:00 a.m.</b>  | <b>SES118</b> <i>Milestones Five Years On: Lessons Learned and Practical Approaches to Improve Value</i> |
| <b>10:00 a.m. – 11:00 a.m.</b> | <b>SES119</b> <i>The 21st-Century Physician: What SI2025 and CLER are Teaching Us</i>                    |

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**8:00 a.m. – 5:00 p.m. PC001: Introductory Course for New Program Directors**

– Mary Lieh-Lai, MD; Louis Ling, MD; Rebecca Miller, MS; John Potts, MD;  
Jessica Bienstock, MD, MPH; Christian Cable, MD, MHPE; Stacy Potts, MD, MEd

This course is designed for program directors new to the accreditation process. Sessions will include information about the ACGME and the Review Committees, ACGME data collection systems, and an overview of the review process. Unwritten as well as written jobs of the program director will be covered. There will also be discussion about how to approach challenging issues that arise with programs and residents in administrative and educational roles. The course will include didactic presentations and small-group exercises with time for questions and perspectives from Review Committee Chairs who are current or former program directors. There will be a session at the end for individuals who are applying for initial ACGME accreditation of domestic programs.

*Target Audience: Program Directors*

**8:00 a.m. Introduction to the ACGME** – Mary Lieh-Lai, MD; Louis Ling, MD

**8:40 a.m. Small-Group Discussions: “Challenging Program Issues” – Six Cases**  
– Jessica Bienstock, MD, MPH; Christian Cable, MD, MHPE; Mary Lieh-Lai, MD;  
Louis Ling, MD; John Potts, MD; Stacy Potts, MD, MEd

**10:00 a.m. Break**

**10:10 a.m. Written Jobs of the Program Director: New Common Program Requirements I-VI**  
– Louis Ling, MD; John Potts, MD

**11:00 a.m. Accreditation Data Systems** – Rebecca Miller, MS

**12:00 p.m. Lunch**

**12:15 p.m. Financial Aspects of Graduate Medical Education** – Louis Ling, MD

**1:00 p.m. Milestones, the Clinical Competency Committee (CCC), and Resident Evaluations**  
– Jessica Bienstock, MD, MPH

**1:40 p.m. Scholarly Activities** – Mary Lieh-Lai, MD

**1:55 p.m. Break**

**2:05 p.m. Program Evaluation, the Annual Program Evaluation, and the Self-Study**  
– Christian Cable, MD, MHPE

**2:45 p.m. Small Group Discussion: “Challenging Resident Issues” – Six Cases**  
– Jessica Bienstock, MD, MPH; Christian Cable, MD, MHPE; Mary Lieh-Lai, MD;  
Louis Ling, MD; John Potts, MD; Stacy Potts, MD, MEd

**4:00 p.m. Unwritten Jobs of the Program Director** – Mary Lieh-Lai, MD

**4:30 p.m. Application for a New Program (DOMESTIC)** – John Potts, MD

**5:00 p.m. Adjourn**

**5:30 p.m. Welcoming Poster Reception and Exhibitor & Career Corner Kick-off**

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

### **7:30 a.m. – 4:30 p.m. PC002: ACGME/AODME Pre-Conference for Osteopathic Programs and Institutions**

This course is intended for AOA-approved programs and institutions that wish to learn more about ACGME accreditation and Osteopathic Recognition. The ACGME is delighted to partner again with the Association of Osteopathic Directors and Medical Educators (AODME) in delivering this course and offering focused sessions designed to appeal to the broad group of osteopathic educators and leaders in various stages of transitioning to ACGME accreditation. The course is highly interactive with didactic presentations and concurrent breakout sessions. There will be ample time for questions.

*Target Audience: Osteopathic Program Directors, Directors of Medical Education (DMEs)/Designated Institutional Officials (DIOs), Chief Academic Officers, Faculty Members, OPTI Staff Members, Program Coordinators, and GME Office Personnel*

**7:30 a.m. Introduction to the Day's Activities** – Timothy Brigham, MDiv, PhD; Lorenzo Pence, DO, FACOFF; Joanne Baker, DO, FACOI, FAODME, FHM; Donna Lamb, DHSc, MBA, BSN

### **7:45 a.m. Overview of the ACGME, the Review Committee Structure, Role of the ACGME Staff, and Update on the Transition to a Single GME Accreditation System**

– Lorenzo Pence, DO, FACOFF

This session will provide an overview of the ACGME structure and the roles of ACGME staff. An update will be provided on the progress of the transition to a single GME accreditation system.

### **8:15 a.m. Breakout Sessions**

#### **OBR01: Introduction to the Program Application**

– Lorenzo Pence, DO, FACOFF

This session will review the components of the ACGME's program application and provide guidance for those programs preparing to transition to ACGME accreditation.

#### **OBR02: Overview of Pre-Accreditation and Continued Pre-Accreditation: What's Next?**

– John Potts, MD; Pamela Derstine, PhD, MHPE

This session will focus on assisting programs that are preparing to submit, have already submitted, or are preparing to resubmit, their application for ACGME accreditation, and are preparing for an accreditation site visit.

#### **OBR03: I'm Accredited, What Do I Do Now?**

– Donna Lamb, DHSc, MBA, BSN; Anne Gravel Sullivan, PhD

This session will help programs that have achieved Initial Accreditation become familiar with the ACGME's annual program update process and provide an introduction to the annual program review cycle, including the process of addressing citations and areas for improvement.

#### **9:05 a.m. What Do I Need to Know About Site Visits?**

– Ingrid Philibert, PhD, MBA; Laura Hempstead, DO

This session will provide program directors, DIOs, and faculty members with an overview of the accreditation site visit for institutions and programs in various stages of the accreditation process.

#### **9:40 a.m. Scholarly Activity for Residents and Faculty Members: Requirements and Resources**

– John Potts, MD; Ingrid Philibert, PhD, MBA

This session will provide an overview of scholarly activity relative to ACGME accreditation, including resources available for engaging in scholarly activity.

### **10:15 a.m. Break**

#### **10:30 a.m. A Year in the Life of a Program**

– Joanne Baker, DO, FACOI, FAODME, FHM; Denise King

This session will provide program directors, DIOs, and coordinators with an overview of the seasonal activities and responsibilities involved in operating an ACGME-accredited program.

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

### **11:00 a.m. Transitioning to Transitional Year**

– Cheryl Gross, MA, CAE

This session will provide an overview of the Transitional Year program, the application process, and the specialties that utilize the transitional year as a preliminary year.

### **11:30 a.m. Overview of the Milestones and the Clinical Competency Committee (CCC)**

– Laura Edgar, EdD, CAE

This session will provide an overview of the Milestones, their basic function, how the assessment process informs Milestones reporting, and the function of the CCC. This session will focus on both specialty and Osteopathic Recognition Milestones.

### **12:00 p.m. Lunch**

### **12:30 p.m. Osteopathic Recognition Update**

– Robert Cain, DO, FACOI; Tiffany Moss, MBA

This session will provide updates related to Osteopathic Recognition.

### **1:15 p.m. Realizing the Promise of Outcomes-Based Education and the Role of Faculty Development**

– Eric Holmboe, MD, MACP, FRCP

This session will provide an overview of the role of faculty development in implementing outcomes-based education using the Competencies and the Milestones. New concepts in assessment methods and curricular integration will be shared, along with ACGME resources available to both accredited programs and programs currently in the accreditation process.

### **1:45 p.m. Clinical Learning Environment Review (CLER) Program**

– Robin Wagner, RN, MHSA

This session will provide an introduction and overview of the CLER Program.

### **2:15 p.m. Break**

### **2:30 p.m. Breakout Sessions**

#### **OBR04: Osteopathic Recognition: Preparing for an Osteopathic Recognition Site Visit**

– Tiffany Moss, MBA; Sarah James, DO; Mark Robinson, DO

This session will provide an overview of the Osteopathic Recognition site visit, and how a program can prepare.

#### **OBR05: Understanding the ACGME's Annual Program Review Cycle**

– Felicia Davis, MHA; Lorraine Lewis, EdD

This session will provide an overview of the ACGME's annual program review process, including the timeline and collection of data.

### **3:00 p.m. Breakout Sessions**

#### **OBR06: Institutional Accreditation**

– Paul Foster Johnson, MFA

This session will provide an overview of institutional accreditation under a single GME accreditation system.

#### **OBR07: Osteopathic Recognition: How to Use the Osteopathic Recognition Milestones**

– Sarah James, DO; Mark Robinson, DO

This session will provide an overview of the eligibility requirements for AOA Board certification, and implications for residents as AOA-approved programs transition to ACGME accreditation. The session will provide an update on the 2018 Match and rules for the 2019 AOA National Matching Service (NMS) match.

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

**3:30 p.m. AOA Board Certification: Today and Going Forward — An Overview of the AOA Match 2019: What Are the Rules?** – *Stephen Scheinthal, DO, DFACN, DFAPA ; Jim Swartwout, MA*

This session will provide an overview of the Transitional Year program, the application process, and the specialties that utilize the transitional year as a preliminary year.

**4:00 p.m. Panel and Wrap-up**

*Moderator – Lorenzo Pence, DO, FACOFP*

*Panel – Robert Cain, DO, FACOI; Donna Lamb, DHSc, MBA, BSN; Tiffany Moss, MBA; Ingrid Philibert, PhD, MBA; John Potts, MD; Stephen Scheinthal, DO, DFACN, DFAPA ; Jim Swartwout, MA*

**5:30 p.m. Welcoming Poster Reception and Exhibitor & Career Corner Kick-off**

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

### **8:00 a.m. – 12:00 p.m. PC003: DIO 101: The Basics of Institutional Accreditation**

*Moderators:*

*Ronald G. Amedee, MD  
Paul Foster Johnson, MFA*

This pre-conference course is intended for new designated institutional officials (DIOs). Didactic and interactive learning activities will focus on the roles and responsibilities of the DIO, especially as they relate to overseeing ACGME-accredited programs and ensuring compliance with ACGME requirements.

*Target Audience: New DIOs*

### **8:00 a.m. Welcome: The ACGME and the Institutional Review Committee**

– *Susan E. Kirk, MD; Kevin B. Weiss, MD, MPH; Paul Foster Johnson, MFA*

### **8:15 a.m. Institutional Accreditation Overview**

– *Susan E. Kirk, MD; Paul Foster Johnson, MFA*

### **9:15 a.m. Characteristics of an Effective Graduate Medical Education Committee**

– *Ronald G. Amedee, MD, FACS*

### **10:00 a.m. Break**

### **10:15 a.m. Clinical Learning Environment Review (CLER) Program**

– *Robin Wagner, RN, MHSA*

### **10:45 a.m. Building Community around the Sponsoring Institution**

– *Rich LaBaere, DO*

### **11:45 a.m. Break**

### **12:00 p.m. Ask the Institutional Review Committee (Over Lunch)**



# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**12:15 p.m. – 5:30 p.m. PC004: DIO 102: Innovation in the Working and Learning Environment**

This pre-conference course, intended for both new and experienced designated institutional officials (DIOs), will emphasize the professional development of the DIO as a health systems leader. In this half-day course, DIOs will learn to lead the transformation of their Sponsoring Institution into a “learning organization” that fosters continuous improvement through strategic planning and structured educational activities, and encourages the integration of graduate medical education (GME) and the clinical learning environment.

*Target Audience: DIOs*

**12:15 p.m. Ask the Institutional Review Committee (Over Lunch)**

**(DIO 102 Attendees are Invited to Join the DIO 101 Lunch Session)**

*Moderators – Susan E. Kirk, MD; Kevin B. Weiss, MD, MPH*

**1:00 p.m. Continuous Quality Improvement in Institutional Accreditation**

*– Joseph Jaeger, DrPH; Paul Foster Johnson, MFA*

**1:45 p.m. Integrating GME and the Clinical Learning Environment**

*– Diane M. Hartmann, MD*

**2:30 p.m. Break**

**2:45 p.m. Team Collaboration in the Context of GME**

*– Baretta R. Casey, MD, MPH; Robin C. Newton, MD; Paul Uhlig, MD*

**3:30 p.m. Managing Up and Managing Change: The DIO in the C-Suite and on the Front Lines**

*– Rita M. Patel, MD*

**4:15 p.m. Break**

**4:30 p.m. Social Networking and Peer-to-Peer Consultation**

*– Susan E. Kirk, MD*

This session will use participant contributions as the basis for group learning exercises.

**5:00 p.m. The DIO as Health Systems Leader**

*– Kevin B. Weiss, MD, MPH*

**5:30 p.m. Welcoming Poster Reception and Exhibitor & Career Corner Kick-off**

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

**8:30 a.m. – 5:15 p.m.**

*Facilitator: Debra Dooley*

### **PC005: Coordinator Forum: Inner Dimensions of the Program Coordinator\***

This year's Coordinator Forum, Inner Dimensions of the Program Coordinator, will feature a day-long series of sessions designed for new and experienced coordinators to gain knowledge and network with their colleagues. The Forum will offer three plenary sessions for coordinators at all levels. There will also be three breakout sessions with multiple topic choices that have been selected to enhance coordinator education.

*Target Audience: All Coordinators*

**8:30 a.m. Welcome** – *Debra Dooley*

### **Plenary Session 1**

*All Coordinators  
Need to Attend*

### **8:45 a.m. CP001: Speak Up! A Coordinator's Survival Guide for Effective Public Speaking**

– *Jason Homme, MD*

Great public speakers aren't born...they're made! The skills critical to effective public speaking can be learned, and practice results in improvement. Interpersonal and communication skills are among the ACGME Core Competencies. Everyone involved in graduate medical education will be called upon to give formal presentations, but few receive specific training to aid improvement. Effective public speaking addresses the needs of the audience, has defined learning objectives, is organized around those objectives, and engages the audience. A well-crafted and skillfully delivered presentation can improve the retention of information and result in improved knowledge, skills, attitudes, and behaviors. This interactive session is aimed at helping participants improve their public speaking skills and learn ways to help others improve. Group activities focus on developing a personal toolkit, including exercises on writing captivating titles, formatting presentations, and key presentation tips. Participants will receive resources to use as part of their ongoing efforts to resuscitate the art of effective public speaking.

*Target Audience: All Coordinators*

**10:15 a.m. Break**

**10:45 a.m. Breakout Sessions**

### **BR01: Burnout: It Doesn't Just Affect Faculty, Residents, and Students** – *Tabitha Fineberg, MHA*

Over the last few years, a major focus in health care has been burnout. We know that physicians, trainees, and medical students experience burnout. The role of the program coordinator is a vital one to running programs, but what happens when the program coordinators show signs of stress and fatigue; is it just stress or is it burnout? This session will focus on the signs and symptoms of burnout in program coordinators and the impact it can have on our training programs.

*Target Audience: All Coordinators*

### **BR02: From Residency to Fellowship: Effective Coordinating of Advanced Learners**

– *Stephanie Brown, C-TAGME; Nancie Stover-Nicholson, MPH*

The program coordinator plays a major role in the education, planning, scheduling, and administration of residency and fellowship programs. Many coordinators feel moving from a residency to a fellowship is a "step up," but the duties are the same. In our experience we have found this is NOT the case. Let's look at the differences in administering both types of programs, and explore best practices for the coordinator moving from one to the other.

*Target Audience: All Coordinators*

*\*This session does not qualify for CME.*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR03: Branding Your Program: Social Media and Marketing for Residency and Fellowship Programs**  
– Kathryn Parker

How can you draw interest to your program and make your program shine to candidates? What impression does your program leave in the minds of candidates? In this session you will learn how to effectively market your residency or fellowship program to attract more candidates and create a "brand" for your program. These days, everything is focused on social media and electronic marketing. Bring your program up to date and create the best representation out there for your program! Learn how to create a full-circle marketing plan and keep your candidates engaged throughout recruitment season.

*Target Audience: All Coordinators*

**BR04: Leveraging Data Across Multiple Requirements to Streamline Coordinator Efforts and Align with the Academic Year** – Ann Dohn, MA; Nancy Piro, PhD

In this session, participants will have the opportunity to discuss their new role as coordinators and discuss how the coordinator role is critical to the success of residency programs. The presenters will share and demonstrate the use of a new template that aligns programmatic data with the academic year requirements. The participants will learn how to apply and maximize ever increasing amounts of data to streamline required work elements. Attendees will also gain an understanding of the importance of a programmatic strategy to improve the quality of their residencies and advance toward meeting Program AIMS. Participants will be provided a toolkit to take home that will organize the data elements and synchronize with the academic year timeline.

*Target Audience: Beginner Coordinators*

**BR05: GME Educators Customizing, Standardizing, and Facilitating the ACGME Self-Study Process**  
– Heather Newton, EdD; Marleen Viola

The newness of the ACGME program Self-Study has left residency programs uncertain how to meet the new 10-year review requirements. Due to this uncertainty, a methodical and standardized process for facilitating the ACGME program Self-Study process was developed and implemented at Eastern Virginia Medical School (EVMS). The EVMS Office of Graduate Medical Education was able to use the skill sets of doctoral-level educators to create an effective process, which includes facilitation of the meetings for the residency program director. Once the program is notified by the ACGME of their upcoming Self-Study, the GME educator creates a timeline of events, an agenda with specific topics for each meeting, and templates required for completion before the scheduled meeting. The GME educator attends all meetings and guides the program through deliberate discussions and documentation of the Self-Study.

*Target Audience: All Coordinators*

**BR06: The Show Must Go On: Program Coordinator Back-Up Team** – Lisa Miller, C-TAGME; Dawne Vowler

The prolonged absence of a program coordinator, whether from a leave of absence, or a transition in the position, leaves a significant deficiency within a program. For many programs, these situations are dealt with by asking administrative assistants with no graduate medical education experience to provide coverage. The development of a back-up coordinator team allows for trained professionals to step in and fill these gaps when they occur. Many tasks can be accomplished by other coordinators, if they are provided with key information and access to program data. The presenters will explain the process their institution went through to create a back-up team to support internal medicine programs during an extended absence of their coordinator. The presenters will discuss successes, lessons learned and how they overcame challenges along the way.

*Target Audience: All Coordinators*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR07: The Fine Art of an Effective Action Plan: How to Master the "How To's" of a Formalized Action Plan**  
– Diana Morris; Cristin Owens, MEd

Having an action plan allows you to not only plan transitions, prepare for the Self-Study, and document your program's continuous improvement, but also provides a road map of expectations for your program. If you are going to do it, you should do it right. A good action plan has several key elements, as well as a clear communication plan. During this session, you will receive the tools to effectively plan and construct your action plan, learning how to narrow your issues and create a clear communication plan to ensure your work is executed perfectly. Mastering the basics is just the beginning!

*Target Audience: All Coordinators*

**BR08: All Aboard! A Coordinator's Role in the Onboarding/Credentialing Process**

– Karen Granquist, JD, C-TAGME; Nicole Stalker

The importance of a coordinator's role and knowledge in the administrative processes impacting a residency or fellowship program is often overlooked. After the interview season and Match conclude, a trainee's first formal interaction with the program occurs during the credentialing and onboarding process. This process can be a coordinator's opportunity to establish the foundation for the future coordinator/trainee relationship. However, without much formal guidance offered by the Joint Commission or the ACGME, there are few coordinator resources available. Our session will address a coordinator's understanding of the credentialing process, from both the trainee's and the coordinator's perspectives, coordinator strategies for learning their institution's specific requirements, and the coordinator's development of resources and tracking systems.

*Target Audience: All Coordinators*

**BR09: Program Coordinator Development: Strategies to Improve the Learning Environment through Increased Job Satisfaction, Engagement, and Well-Being**

– Rhea Fortune; Cheryl Stetson

Having a healthy, resilient, professionally developed, and engaged program coordinator contributes to the health, wellness, and resilience of a training program, its trainees, and the learning environment. As the position of the program coordinator has evolved, the impact that she/he has on the learning environment has also grown. The professional development needs being met by monthly meetings and mentoring programs are just a starting point in engaging and promoting a culture of value and well-being in coordinators. We are working to make the program coordinator a better resource by increasing their engagement with each other, but most importantly, nurturing a connection to the larger graduate medical education community and the demands facing our trainees. One of our 2017 pilot programs includes program coordinators shadowing a trainee in hopes of gaining a better understanding of how program coordinators can better support trainees. In this session we will share some of the challenges we're facing in engaging our own coordinators, how we have chosen to approach these challenges, how we are combating program coordinator burnout, and how the results of new coordinator programs and opportunities has increased engagement, empathy, and job satisfaction, and how, in turn, it has impacted an important piece of the overall learning environment.

*Target Audience: All Coordinators*

**12:00 p.m. Lunch**

**1:00 p.m. Breakout Sessions**

**BR10: Rescue Me: Lifeline for the New Program Coordinator**

– Caroline Diez, C-TAGME

You are a new program coordinator...now what? This session will supply the critical information you need to be successful in your new position. What you need to know about "Alphabet Soup," developing an organized and thorough timeline, the basics of residency recruitment, and your role in the Clinical Competency Committee and the Annual Program Evaluation.

*Target Audience: Beginner Coordinators*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR11: Enhancing the Quality of Resident Didactic Lectures by Improving Faculty Attendance and Participation** – *Marlene Folino; Pamela Quinones*

We developed a “win/win” resolution in response to a concern raised through the ACGME’s annual Resident Survey. Our residents expressed a need to improve faculty member attendance and participation in their educational activities. We accomplished this by making monthly resident didactic lectures both CME- and SAM-eligible. Didactic lectures prepared and presented by the residents are a significant component of resident education. SAM credit, integrated with resident education, provides a way for faculty members to comply with one of the Maintenance of Certification (MOC) requirements during work hours while simultaneously contributing to resident education by participating in these didactic lectures. We are delighted to show you how to make the CME application less daunting, but to also create a far less intimidating approval process when submitting to a medical board. Offering CME and SAM credit at resident lectures increases faculty member attendance, improves the quality of the residents’ presentations, and creates an MOC cost-savings opportunity.

*Target Audience: All Coordinators*

**BR12: Increasing Program Diversity: Recruiting to Make a Difference**

– *Kelly Spielmann, MS, C-TAGME; Johanna Martinez, MD, MS*

A diverse residency/fellowship program is essential, given a diverse physician workforce contributes to improved patient outcomes, increases access to care for underserved communities, enriches the learning environment and ensures a more comprehensive and inclusive research agenda for an institution, all factors that foster institutional excellence. Since residency programs serve as part of the physician pipeline, they should be at the forefront of creating structured processes that address diversity in their selection process, or at a minimum, establish selection best practices that are consistent, valid, and fair, and that mitigate bias. This session will focus on the meaning, benefits, and importance of diversity. The presenters will provide strategies that can be implemented to increase residency/fellowship program diversity.

*Target Audience: All Coordinators*

**BR13: It's a Bird! It's a Plane! It's a... Super Coordinator?! The Art of Managing Multiple Programs**

– *Marianne Custer, C-TAGME; Lindsay Haythorn; Amanda Ross*

The role of the multi-program coordinator can be especially challenging for many reasons: varying program requirements, additional committee meetings, continuous and conflicting recruitment seasons, multiple program directors... So who can possibly do it all and be it all, you ask? Super Coordinators, of course! This interactive session will provide Super Coordinators with the superpowers to efficiently manage multiple residency and/or fellowship programs. Okay, maybe not with superpowers, but Super Coordinators will certainly learn how to combat common challenges by effectively assessing the needs of their programs, identifying opportunities for standardization, and implementing efficient processes to monitor and track program requirements with the tools and techniques in this session. Super Coordinators will also learn how to utilize a DMS (daily management system) board and facilitate weekly huddles for improved program coordination. A portfolio of tools will be offered to assist in the assessment, streamlining, and tracking of program processes for Super Coordinators.

*Target Audience: All Coordinators*

**BR14: Checking in With Residents: How Coordinators Can Help Plan a Resident Well-Being Plan**

– *Patricia Chapman, MBA; Pravash Mukherjee*

This workshop is intended for coordinators of all experience levels who wish to see how other programs have progressed in their resident well-being plans while learning what they can do to help frame the plan. Using Turning Point Technologies Audience Response System, which allows for real-time polling data, will provide a discussion baseline – “a jumping off point” – for workshop attendees; moreover, it will aid in discussing challenges, as well as successes that have already been implemented.

*Target Audience: All Coordinators*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR15: I'm a Great Coordinator! How Can I Share My Ideas?** – *Martha Wilkie, C-TAGME; Melissa Demetro*

I'm a great coordinator! How can I share my ideas? How do I get started as a new coordinator? What do I need to know? Program coordinators are often expected to "hit the ground running," and in many cases, graduate medical education (GME) is a new experience for them. The GME office and experienced coordinators are a tremendous resource to coordinators who are new or not so new. Discussion topics will include information sharing between programs and institutions, discussion boards, GME office new coordinator training, coordinator development meetings, one on one mentorship programs between a seasoned coordinator and a new coordinator, Graduate Medical Education Committee participation, and resident/fellow wellness. Presenters will provide templates to share with the group.

*Target Audience: All Coordinators*

**BR16: Blending In or Standing Out: The Interview Experiences of Women Applying for Predominantly Male Residency Programs** – *Cameron Davis; Sarah Pierrie, MD*

This interactive session will provide an overview of the challenges faced by women applying to male-dominated specialties. Coordinators will understand the importance of the letter of recommendation in the application process and learn to identify gender bias within letters. Additionally, the interview experiences of female applicants applying to male-dominated specialties will be explored and common themes will be highlighted. This session will provide an opportunity to collaborate with other coordinators across many specialties to cultivate approaches that enhance the interview experience of female applicants. Coordinators will recognize the importance of their role in this process and will be equipped with strategies that can be implemented during their next interview season.

*Target Audience: All Coordinators*

**BR17: What is your EQ? Why Emotional Intelligence is Crucial for Program Coordinator Success!**

– *Charlene Rotandi, C-TAGME; Pamela Carpenter, MEd, C-TAGME*

Emotional Intelligence (EI) is the ability to manage one's emotions and the emotions of others. This is a vital key to guiding communication and professional relationships. As program coordinators, our role can be seriously complicated by managing emotional relationships with our peers, leadership, and trainees. Skills in assessing not only our response to interpersonal obstacles, but in coaching others to similarly react, are invaluable.

*Target Audience: All Coordinators*

**BR18: Making the Most of Your Mentorship**

– *Jennifer Duane, EdM; Karen Bruynell, MM; Cynthia O'Donnell, MHA*

Mentorship is a great opportunity for professional development and can be modeled to serve the various needs of a mentee at any moment in his or her career. This workshop is designed for anyone who is or wishes to become a mentor/mentee and needs some ideas for making the most out of a mentoring relationship. Facilitators will provide suggestions for starting the mentoring conversations and keeping the relationship going, as well as guidelines for setting expectations for a professional mentoring relationship. Facilitators will share stories from their own experiences as mentors/mentees and describe a model for creating a professional mentorship program that can be implemented in other institutions or professional associations.

*Target Audience: All Coordinators*

**BR19: Program and Institutional Responsibilities Associated with the Recruitment and Training of J-1 Physicians** – *Eleanor Fitzpatrick, MA; Tracy Wallowicz; Maria DeOliveira, MEd; Jory Eaton, MBA, C-TAGME*

Two experienced administrative managers will join the Educational Commission for Foreign Medical Graduates (ECFMG) to discuss the program and institutional responsibilities associated with the training of J-1 physicians. In addition to reviewing the current credential and immigration requirements for J-1 physicians for Academic Year 2018-2019, the session will delve into the best practices for effective internal coordination of international medical graduate (IMG) recruitment, orientation, evaluation, and successful training.

*Target Audience: All Coordinators*

# SESSION DESCRIPTIONS

## THURSDAY, MARCH 1

### Plenary Session 2

All Coordinators  
Need to Attend

#### 2:15 p.m. CP002: Emotional Intelligence: A Critical Component of Medical Education

– Bryan L. Martin, DO, MMAS, DFACAAI, FAAAAI, FACOI, FACP

There are many who feel that emotional intelligence (EI) is fixed; some are born with a great deal of it, some with very little. Those people say things like “that’s just how I am,” or “I always react that way.” This may provide an excuse for not facing one’s own insecurities and moving forward. The basic concepts of EI are easy to understand, but are often poorly executed. The four prime concepts are: self-awareness; self-management; social awareness; and social or relationship management. The interactions among faculty members, staff members, trainees at all levels, and patients demand a carefully choreographed emotional balance; a give and take between individuals. It is our behavior, as much as our education, knowledge, experience, and intelligence, that people will remember. This session is designed to help attendees appreciate the importance of EI and EI skills in all aspects of our lives, and to introduce a vocabulary to allow better understanding of EI and how it can drive behaviors.

*Target Audience: All Coordinators*

#### 3:15 p.m. Break

#### 3:30 p.m. Breakout Sessions

#### BR20: Program Coordinators- If You Don’t, Who Will? Be Your Own Self-Advocate

– Michelle Denney; Adriana Garcia

Do you feel like no one understands the role you play? Do you find yourself downplaying the difference you make in medical education or do others lessen your role because they don’t understand what you do? Do you have work goals and aspirations that seem impossible to achieve? The presenters want to remind you of the impact you have on both resident and attending physicians, your program, and your department, and show you how to become your own best advocate. They will teach you how to turn your job into a career you love by utilizing your own skills and talents and accessing the support of the program coordinator community.

*Target Audience: All Coordinators*

#### BR21: Five Steps to Establishing Professional Growth in the Program Coordinator Role

– Cynthia O’Donnell, MHA; Laura Woods, MPH

How does a program coordinator grow his or her career? This interactive session is designed for both seasoned and novice program coordinators to answer this question. The presenters will share their experiences by identifying the five points that helped advance their respective careers. Participants will also have the opportunity to share their personal experiences and their ideas on how to promote self growth. This session will encourage participants to learn more about program coordinator growth and to network with their peers in the room.

*Target Audience: All Coordinators*

#### BR22: Perfecting the Art of Accreditation Reporting – Bret Stevens, MBA

Does your program or institution struggle with collecting and reporting data for accreditation purposes? Have you always wanted to find some tools to make this more streamlined? Do you wonder what other programs and institutions are doing to navigate this process and what is being done with the data? From Case Logs to ACGME Surveys to Annual Updates and everything in between, navigating accreditation reporting can be a daunting task. Accurate reporting is vital for maintaining accreditation compliance and allows for programs to share their strengths and opportunities. By sharing some common struggles, tools for success, and best practices, program coordinators can be better prepared to tackle the next round of data collection and reporting.

*Target Audience: Beginner Coordinators*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR23: Mastering the Annual Program Evaluation – One Chapter at a Time**

– Donna Guidroz, C-TAGME; Melody Alijani, MS

The presenters have designed a series of useful tools that provide a step-by-step guide for program coordinators to navigate the Annual Program Evaluation process. This session will provide information to create simple tools to visualize the process with a manageable timeline, making the outcome more meaningful for you and the program director. The end result will ultimately prepare your program for completing the Self-Study review document. You will leave this session with sample tools to create your own program evaluation timeline.

*Target Audience: All Coordinators*

**BR24: Coordinator Competencies: What Are They and Why Do We Need Them?**

– Tanya Keenan, MA, C-TAGME; Jean Ashley, MSBC, C-TAGME

Essential to graduate medical education is the ACGME leadership, designated institutional officials (DIOs), program directors, faculty members, chief residents, and program coordinators. This body of people is charged with administering and overseeing graduate medical education (GME), starting with oversight of the Core Competencies. The six Core Competencies are the foundation on which graduate medical education programs are built. The clinical and educational activities of a program are designed to address these Competencies and are measured by the residents' attainment of milestones to demonstrate acquisition of knowledge and skills of each Competency. Similar to an intern, a new coordinator faces the challenge of mastering the core competencies needed for the administration and management of successful GME programs. Competencies of the coordinator include, but are not limited to, knowledge, interpersonal and communication skills, information management, program improvement, professionalism, and servant leadership.

*Target Audience: Beginner Coordinators*

**BR25: Navigating the Training Verification Process: Efficiency, Standardization, and Answering the Tough Questions**

– Erin Snow, C-TAGME; Vicki Hamm, C-TAGME

The training verification process has evolved in recent years to be challenging and time consuming for program directors and coordinators. Responses to training verification forms have the potential to negatively impact a trainee's future and cause legal issues for the program. Due to challenges related to training verification paperwork, many programs now charge for the completion of forms, and the ACGME recently endorsed a standardized form to ease the burden. When the standard form is not accepted, it is oftentimes difficult to understand and appropriately respond to some questions. Examples of complicated questions include: "Were any negative reports for behavioral reasons ever filed by instructors?" "Did this practitioner have any health problems (emotional or mental illness...)" "Were any disciplinary actions taken or considered?" Survey results will be presented regarding appropriate procedures and answers to challenging questions, charging fees, and successfully using the ACGME-endorsed standardized form. Expectations from state medical boards will be discussed, and case studies will facilitate group discussion. The session will conclude with best practices. While this session focuses on the training verification process, topics covered (remediation, professionalism, mental health) go far beyond training verifications alone, and are topics in which coordinators should be well versed.

*Target Audience: All Coordinators*



# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR26: Resources for Program Coordinators for Understanding and Using COMLEX-USA**

– John Gimpel, DO, MEd; Sandra Waters, MEM

The COMLEX-USA examination program provides a number of resources for residency program coordinators, program directors, and faculty members in graduate medical education programs. While the NBOME advocates for holistic processes for residency applications, and cautions against the sole use or overuse of licensure examinations in the residency application process, these tools can assist in the residency and fellowship application processes, attestation of achievement of the ACGME Milestones, continuous professional development, and medical licensure. The presentation will describe the COMLEX-USA examination, focusing on resources for interpreting COMLEX-USA scores. In addition, the presentation will highlight further changes to the COMLEX-USA Level 3 examination, taken by residents and required for licensure, including resources for program directors to attest to good academic and professional standing, and to help DO residents to prepare for this examination.

*Target Audience: All Coordinators*

**BR27: Graduate Medical Education Program Advisory Council (GME-PAC): Collaborate and Communicate**

– Krista Lombardo-Klefos, MBA; Lori Smith, MBA

What do you do when you have 85 program coordinators with varying skill sets who need to ensure their programs are all meeting the same requirements? Collaboration! For years the Cleveland Clinic GME Office would develop and make available training sessions for program coordinators with little input from them. In 2016, we changed our approach and created the Graduate Medical Education Program Advisory Council (GME-PAC). We invited seven program coordinator representatives from our largest institutes to design training, develop opportunities, and identify best practices to be shared among all program coordinators. The GME-PAC is co-lead by the GME Administrative Director and a program coordinator representative. Our monthly meetings have yielded a defined Mission Statement, responsibilities, goals and objectives, and a project tracker to make sure we stay on target. We have accomplished more in the past two years than historically due to collaboration between the GME office and the program coordinators. Our GME-PAC is the driving force for continuous improvement and solidifying of relationships within our learning environment. You can do the same at your institution, and we will show you how!

*Target Audience: All Coordinators*

**BR28: Navigating Changing Waters: Obtaining Approval for Non-Standard Advanced Training Pathways for International Fellows**

– Pamela Neville; Susan Izatt, MD, MEd

Due to ongoing changes in governmental regulation, the successful approval of a non-standard advanced training program for an international fellow requires careful orchestration of the requirements of national and institutional entities. It has taken our neonatal-perinatal division at Duke University nearly 18 months to gain approval for a foreign medical graduate to train in a non-standard pediatric advanced training pathway. It is hoped that the lessons learned about the documentation and information required by several government and institutional entities, including the American Board of Pediatrics (ABP), the Educational Commission for Foreign Medical Graduates (ECFMG), the Institutional Visa Hub, and the Institutional Committee for Graduate Medical Education (ICGME), may be used by other programs developing a non-standard advanced training pathway for international fellows. Participants will develop an understanding of the orchestration of the documentation required by the ABP, the ECFMG, the Institutional Visa Hub, and the ICGME for a foreign medical graduate to train in a new ICGME program in a non-standard advanced pathway.

*Target Audience: All Coordinators*

# SESSION DESCRIPTIONS

THURSDAY, MARCH 1

**BR29: Embracing Inclusion: An Essential Element to Wellness in the Work Environment**

– Amy Bourgeois, MEd

What does exclusion look like in the work environment? Have you ever felt excluded in the workplace? Been part of or left out of a clique in the workplace? Ever wonder if you have ever unintentionally played a role as an excluder? Do your co-workers and residents ever feel excluded or play the role of an excluder? Exclusion can be intentional, or a benignly unintentional act that erodes an individual's wellness and impacts programs, departments, and organizations. The nature of residency programs is already a stressful learning environment for residents, which can take a toll on a resident's wellness. For residents who may not have the support of family and friends, feelings of exclusion and loneliness can be harmful. Program coordinators/administrators have a similar situation in that they often work for multiple departments and/or programs and can be dispersed throughout an organization. They can feel isolated in their roles within a department, and are sometimes excluded, or feel excluded, as they do not fit in with the administrative staff, clinical/health care workers, or physicians. In this session, participants will learn how to recognize and understand the harm and impact of exclusion, and ways they can promote an inclusive work environment.

*Target Audience: All Coordinators*

**Plenary Session 3**

*All Coordinators  
Need to Attend*

**4:45 p.m. CP003: Inspiring Minds - Cultivating Academic Success**

– Juanita Braxton, MBA, EdS, PhD

Program coordinators are not just a Program Coordinator or a Program Administrator! Finding both professional and personal fulfillment is a challenge, but it CAN BE DONE! What if you got a second chance to improve on or change your trajectory in life, or better yet, sharpen your aim to target both? We know that we can leverage any situation or circumstance to further our journey. This session will focus on inspiring others to committing to a plan of action for reaching their professional and personal goals.

*Target Audience: All Coordinators*

**5:15 p.m. Adjourn**

**5:30 p.m. Welcoming Poster Reception and Exhibitor & Career Corner Kick-off**

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**6:30 a.m. – 7:45 a.m. Continental Breakfast**

**6:30 a.m. – 5:00 p.m. Conference Registration**

**7:30 a.m. – 8:15 a.m. Welcome and Opening Remarks, Presentation of ACGME Awards**

**8:15 a.m. – 9:45 a.m. CEO Address**

**9:45 a.m. – 5:00 p.m. Walk-in Technical Support Sessions for ACGME Data Collections Systems\***

**9:45 a.m. – 10:30 a.m. Break**

**10:30 a.m. – 12:00 p.m. SES001: Professional Identity Formation in Graduate Medical Education: Helping Residents to Think, Act, and Feel like a Physician**

– Richard Cruess, MD; Sylvia Cruess, MD

The aim of medical education is to provide learners with the knowledge and skills necessary for practice and to support them in the journey from layperson professional, supporting them as they develop their unique professional identity and come to “think act and feel like a physician.” Upon graduation from medical school, learners have acquired the generic identity of a physician. Postgraduate training in a specialty exerts a powerful force, adding a discipline-specific identity to each individual’s multiple identities. The process of socialization that leads to the development of a professional identity will be discussed, emphasizing the social nature of learning and the impact of joining the community of practice that is medicine. Attendees will be encouraged to examine their own identities and to reflect on the factors that impacted their own journeys.

*Target Audience: All*

**10:30 a.m. – 12:00 p.m. SES002: Achieving Health Equity: Tools for a National Campaign against Racism**

– Camara Jones, MD, MPH, PhD

Dr. Jones presents a Cliff Analogy for understanding three dimensions of health intervention: providing health services; addressing the social determinants of health, including poverty and adverse neighborhood conditions; and addressing the social determinants of equity, including racism and other systems of structured inequity. She then turns her focus to a discussion of racism as a social determinant of equity and a root cause of race-associated differences in health outcomes.

Dr. Jones defines racism as “a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources.” She identifies three levels of racism (institutionalized, personally-mediated, and internalized) and illustrates these three levels with her Gardener’s Tale allegory. She then generalizes her discussion of racism to encompass other systems of structured inequity.

Defining health equity as assurance of the conditions for optimal health for all people, Dr. Jones posits that achieving health equity requires valuing all individuals and populations equally, recognizing and rectifying historical injustices, and providing resources according to need. She closes by describing the International Convention on the Elimination of all Forms of Racial Discrimination and other specific tools to equip attendees to name racism, ask “How is racism operating here?” and organize and strategize to act.

*Target Audience: All*

*\*This session does not qualify for CME.*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

10:30 a.m. –  
12:00 p.m.

## SES003: GME and the Patient Care Dream Team

– Kevin Weiss, MD, MPH; Marjorie S. Wiggins, DNP, RN, NEA-BC, FAAN; Catherine Kuhn, MD; Lakshmana Swamy, MD, MBA; John Duval, MBA

Having a highly functioning clinical care team is essential for the best patient experiences and clinical outcomes. The practice of the same people working together as a team is rapidly giving way to the practice of dynamic grouping of different health care professionals around the goals unique to each patient in what has been called “teaming.” Based on findings from Clinical Learning Environment Review (CLER) Program, there are substantial opportunities to improve the quality of how residents and fellows engage in teaming in their patient care experiences. This has led the ACGME Board of Directors to establish ‘Teaming’ as one of its six Focus Areas. This session will explore the concept of teaming through the lenses of several different members of the clinical care team. It will then consider how the GME community can enhance its educational programming around teaming for residents and fellows.

*Target Audience: All*

12:00 p.m. – 1:30 p.m.

## Collaborate: Lunch in the Exhibit Hall

1:30 p.m. – 2:15 p.m.

## SES004: Institutional Accreditation Update

– Susan Kirk, MD; Ronald Amedee, MD; Kevin Weiss, MD, MPH; Paul Foster Johnson, MFA

This session will offer detailed information about the Institutional Review Committee’s recent and upcoming work, including its annual accreditation review of Sponsoring Institutions and its focused revision to the ACGME Institutional Requirements.

*Target Audience: DIOs, GME Educators, Administrators*

## SPECIALTY UPDATES



These sessions include an update on recent Review Committee and ACGME activities, and will provide information as it relates to the individual specialty’s adaptation to the Next Accreditation System. There will be ample time for Q&A.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

1:30 p.m. – 3:00 p.m.

## SES005: Specialty Update: Internal Medicine

– Christian Cable, MD, MHPE; Jerry Vasiliadis, PhD

1:30 p.m. – 3:00 p.m.

## SES006: Specialty Update: Pediatrics

– Susie Buchter, MD; Caroline Fischer, MBA

1:30 p.m. – 3:00 p.m.

## SES007: Specialty Update: Emergency Medicine

– Steven Bowman, MD, FACEP; Felicia Davis, MHA

1:30 p.m. – 3:00 p.m.

## SES008: Specialty Update: Allergy and Immunology

– Rohit Katial, MD; Louise Castile, MS

1:30 p.m. – 3:00 p.m.

## SES009: Specialty Update: Surgery

– Jeffrey Matthews, MD; Donna Lamb, DHSc, MBA, BSN

1:30 p.m. – 3:00 p.m.

## SES010: Specialty Update: Neurological Surgery

– Nicholas Barbaro, MD; Pamela Derstine, PhD, MHPE

1:30 p.m. – 3:00 p.m.

## SES011: Specialty Update: Osteopathic Neuromusculoskeletal Medicine

– Eric Hunter Sharp, DO; Tiffany Moss, MBA

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**1:30 p.m. – 3:00 p.m. SES012: Specialty Update: Radiation Oncology**

– Ann Spangler, MD, MS; Cheryl Gross, MA, CAE

**1:30 p.m. – 3:00 p.m. SES013: Specialty Update: Ophthalmology**

– Andreas Lauer, MD; Kathleen Quinn-Leering, PhD

**1:30 p.m. – 3:00 p.m. SES014: Specialty Update: Family Medicine**

– Stacy Potts, MD, MEd; Eileen Anthony, MJ

**1:30 p.m. – 3:00 p.m. SES015: Clinical Competency Committees: An Essential Component of Outcomes-based Education**

– Eric Holmboe, MD, MACP, FRCP; Laura Edgar, EdD, CAE; Andem Ekpenyong, MD

This session will discuss the rationale and importance of Clinical Competency Committees (CCCs) in an outcomes-based educational system. Research has demonstrated that effective group process can lead to better judgments about learner development and feedback for both learners and programs. We are five years into the new accreditation model with all specialties incorporating CCCs into their assessment programs. Now is an opportune moment to review and discuss the impact and evolution of CCCs in graduate medical education (GME).

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Residents/Fellows*

**1:30 p.m. – 3:00 p.m. SES016: Developing Scholarly Activity in a Community Hospital Setting: A Multi-disciplinary Approach**

– Catherine Caronia, MD

With the transition to a single accreditation system came about an increased requirement for scholarly activity that many of the community-based osteopathic programs did not have the infrastructure to support. The ability to support resident and faculty research and training led to the development of a committee resource that encompasses faculty members and residents from all of the residency programs, as well as other members of the staff and leadership coming together to evaluate, review, and provide direction and strengthening of projects developed.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty*

**1:30 p.m. – 3:00 p.m. SES017: Distance Learning Makeover: Optimizing Educational Materials for Delivery Beyond the Classroom**

– Anne Gravel Sullivan, PhD; Andrew Hoffman, MFA; Darkus Beasley

This course will assist participants in transforming educational materials from an in-person (i.e., classroom) environment to a distance learning (i.e., online) environment. Whether working on a webcast or developing an on-demand video presentation, participants will leave with a greater understanding of the priorities they need to bring to the design of distance education, as well as of some key strategies for helping them achieve their goals. We will review the unique characteristics of adult learning and discuss how they impact the selection of a media format, as well as discuss the principles of good instructional design and what factors to take into consideration when planning a distance activity. We will also demonstrate strategies for achieving presentation clarity, continuity, and cohesion in distance presentations to maximize the power and effectiveness of the design. Finally, we will explore the impact of contextual factors on distance learning, how to create interactivity with an online audience, and how to use scripts and storyboards as development tools. We will incorporate several small-group exercises to synthesize the lecture materials and enable participants to apply the ideas and principles to their own work.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**1:30 p.m. – 3:00 p.m. SES018: Improving Resident Resilience and Wellness**

– *Andre Kumar, MD; Neera Ahuja, MD*

Resident wellness is an important component of residency training. Program directors must do more to provide support for their housestaff. Approximately 70 percent of residents report symptoms consistent with burnout, while 30 percent report symptoms consistent with clinical depression at least once during their training. The ACGME tracks resident wellness via its annual Resident/Fellow Survey, but there are no formal standards to support/improve resident well-being. In this interactive session, we will briefly highlight the current state of resident wellness at a national level, then discuss the importance of building resilience as a predecessor to wellness and share strategies that have been implemented at our institution. Participants will then be given tools to identify areas of improvement for wellness at their institution, develop an action plan or wellness curriculum to address these issues, and identify methods to measure the effectiveness of their plan. The final portion of this workshop will be devoted to an interactive session where members of the audience will share experiences that have been effective at their institution.

*Target Audience: DIOs, Program Directors, Coordinators*

**1:30 p.m. – 3:00 p.m. SES019: Zero Degrees of Separation: Resident Engagement Cultivates Well-Being**

– *Raquel Hernandez, MD, MPH; Jamie Tidwell, MHA, C-TAGME*

Physician well-being has quickly come to the forefront as burnout, depression, and suicide become more prevalent among resident physicians. Resident well-being is known to lead to a higher frequency of medical errors, and to diminished clinical reasoning and adherence to best practices. Though promoting resident well-being remains a central training goal, little is known about what aspects of training lead to burnout or how to mitigate these issues. Studies have shown that employee engagement boosts employee morale, increases productivity and overall well-being, and leads to improved organizational performance. Therefore, enhancing resident engagement in training programs has the potential to mitigate burnout and lead to increased overall well-being. Within our program, annual engagement scores reflect that greater than 80 percent of our residents feel “very engaged” providing an opportunity for us to reflect on how we can use engagement as a strategy to cultivate well-being. This interactive session will focus on strategies for resident engagement and will provide practical suggestions for initiating and maintaining engagement. Our engagement strategies include making residents a part of the decision-making team, including for day-to-day residency operations. We will outline strategies related to collecting and implementing resident feedback, offering visibility, and building trust with residents by making them a part of the decision-making team.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators, Associate Program Directors*

**1:30 p.m. – 3:00 p.m. SES020: Interprofessional Collaborative Care: Integrating Nurses into the Culture of Academic Medicine Using Live-Simulation Experiences with Resident Physicians**

– *Agatha Parks-Savage, EdD, RN, LPC; Keshia Blakeney, MSN, RN-BC, CCNS, CCRN; Amelia Wallace, MHPE*

Eastern Virginia Medical School (EVMS) is a community-based institution that affiliates with local and regional hospitals. EVMS and its major affiliated teaching hospital, Sentara Norfolk General Hospital (SNGH), participated as a CLER alpha test site in 2012. Participation resulted in the awareness that residents, fellows, and the SNGH nursing staff had little awareness of each other’s roles as they relate to academic medicine. We will discuss our challenges and accomplishments during this longitudinal progression over the past five years between EVMS and SNGH to better integrate the residents, fellows, and SNGH nursing staff into the culture of academic medicine and the clinical learning environment. Audience members will also have an opportunity to take part in the highly interactive standardized simulation scenarios that were authored with our EVMS residents and SNGH clinical nurse specialists, reflecting how to manage crucial communication challenges between physicians and nurses related to patient safety and quality improvement opportunities.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

1:30 p.m. – 3:00 p.m.

## **SES021: Professional Development for the 21st Century: Mindset, Grit, and Self-Compassion**

– Julie Nyquist, PhD; Franz Smith, MD, MACM

As graduate medicine education professionals, it is very challenging to change our work environment, but we can start by changing our perspective and build skills to succeed and thrive. Through discussion and activities, this workshop will explore three core concepts to aid professional development in the 21st Century: Growth Mindset, Grit, and Self-Compassion. All three concepts can enhance lifelong development as a practitioner, educator, administrator, and/or leader. Participants will be able to identify new ways to look at themselves, their work, and their lives, using assessment instruments to evaluate their Mindset and Grit (passion + perseverance). Extensive research on each of these modalities demonstrates improvement in productivity and well-being; they are tools to help each of us grow to meet the challenges we face in our work settings and throughout our lives. In the workshop, participants will also have the opportunity to discuss how to provide affirming, stretching, and corrective feedback to others in a way that supports and encourages the growth mindset. The concepts from this workshop can also be utilized within well-being programs for any group of professionals at any point in their careers.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

1:30 p.m. – 3:00 p.m.

## **SES022: Opting-In: Leveraging Non-Consensus Solutions to Reduce Application Inflation**

– Anne Pereira, MD; Steve Angus, MD

This session will review the national data on rising numbers of residency applications per applicant, National Residency Match Program Match results, and recent resident survey data that challenge common assumptions about drivers of application inflation – the phenomenon describing the rapid rise of residency applications. Among other findings, students' reliance on peer advice, as opposed to advisors', was until recently an unidentified barrier. We will also review the variability of application trends across specialties and highlight the policy responses of certain specialties. Senior medical students and first-year residents will share their reflections on and experiences with application inflation. Facilitators will share proposed solutions resulting from various engagements with national and interdisciplinary audiences within the last two years. Using an opt-in approach – change through gradual adoption when broad consensus is unfeasible – breakout groups will assess the strengths, weaknesses, opportunities, and threats (SWOT) of pursuing solution(s) at their home institutions.

*Target Audience: Program Directors, GME Educators, Faculty*

1:30 p.m. – 3:00 p.m.

## **SES023: Not your Grandma's Feedback Sandwich: A Novel, Evidence-based Framework for Activating your Learners and Providing Meaningful, Learner-centered Feedback**

– Adelaide McClintock, MD; Kristen Patton, MD

Giving feedback to trainees has long been, and continues to be, a challenging skill for educators to master. ACGME surveys demonstrate that while educators believe they give adequate feedback, learners remain unsatisfied with the frequency and quality of feedback they receive. Currently, feedback is commonly driven by the teacher, when evidence from business and education literature suggests that learner-driven feedback leads to more sustained improvements and progress. Learner mindsets and goal orientations underlie many of the challenges to learner-driven feedback in medical education. The goal of this workshop is to give educators tools to “flip the conversation” and encourage learners to seek feedback and drive the feedback process, while also fine-tuning educators' skillsets to provide specific, actionable, and meaningful feedback. Participants will examine the unique barriers to learner-driven feedback in medical education, generate solutions to overcome these, and practice using a novel, evidence-based feedback model that encourages learner proactivity: “Prepare to ADAPT.” This model is simple, straightforward, widely generalizable across educational settings and specialties, and gaining national recognition. Following the workshop, educators will have enhanced skills to teach and train excellent physicians, though the use of innovative tools that encourage learner-driven, goal-oriented feedback to support trainee growth and engagement.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**1:30 p.m. – 3:00 p.m.**     **SES024: From Paper to Practical – Translating Evidence-based Mentorship Strategies into Programs that Accelerate Professional Growth**

– Thomas Caruso, MD, MEd; Caroline Rassbach, MD

In this interactive session, participants will have the opportunity to explore challenges to mentorship programs. Participants will explore common systematic missteps that lead to failed mentorship relationships. As a group, we will explore evidence-based guidelines for developing programs within individual training programs, as well as strategies that can be deployed on an institutional level to optimize mentorship efficacy. We will share recent evidence to support the strategies described. In closing, we will discuss tools that can be immediately implemented in the training program(s) represented by the participants. This session will include a blended curriculum, providing both small- and large-group discussions.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty*

**1:30 p.m. – 3:00 p.m.**     **SES025: The Humanism Project: An Integrated Curriculum on Communication and Self-care for Residents**

– Jennifer Breznay, MD, MPH; Lawrence Wolf, MD, FACP

All residents benefit from mentoring around communication skills, the patient-physician relationship, and wellness. But how do we formally structure and integrate this curriculum? This session will present a longitudinal three year-course. "The Humanism Project" is nested within the ambulatory week of a 4+1 residency matrix at a large community hospital. Every five weeks, residents rotate through a modular learning experience, and a process group discussion. Over the lifetime of their training, the project ensures a comprehensive exposure to these topics. Each module brings together discussions and exercises to address diverse topics, including communication skills (Ask-Tell-Ask, SPIKES, NURSE), bioethical dilemmas (judging capacity, discussing non-beneficial care), the culture of medicine (unconscious bias, conflict resolution, professionalism), and methods of self-care. First, presenters will review the project's structure and objectives, and then review their collection of materials, including video clips, bibliography, case scripts, use of standardized patients, faculty notes, and homework assignments. We will highlight many obstacles met while creating this curriculum. Finally, participants will be encouraged to share the challenges they have met in developing an approach to these curricular objectives. Presenters will support participants to brainstorm about new approaches using the project's model.

*Target Audience: Program Directors, GME Educators, Faculty*

**1:30 p.m. – 3:00 p.m.**     **SES026: Is There a Paper in Your Poster or Abstract? Getting to the Paper After a Poster**

– Gail Sullivan, MD, MPH; Jeffrey Berger, MD; Deborah Simpson, PhD; Ingrid Philibert, PhD, MBA

Faculty members and trainees often present new curriculum, assessments, faculty development, and other innovative projects as posters or abstracts at local and national meetings. Few of these presentations are subsequently submitted to journals or MedEdPortal (an online repository of educational materials) for publication. This may be due to educators' busy schedules or procrastination. Some abstracts do not progress to papers because authors are unsure about the quality and value of the work. Do you have sufficient numbers of participants? Is your survey response adequate? Are your outcomes meaningful? To which journal should you submit and in what category? This workshop will provide potential answers, as well as tips for successful writing strategies.

*Target Audience: Coordinators, GME Educators, Faculty, Residents/Fellows*



# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**1:30 p.m. – 3:00 p.m. SES027: The Resident with a Problem or the Problem Resident? Does it Matter?**

– William Iobst, MD

In competency, or outcomes-based medical education, the timeline for demonstrating competent performance can be variable. Programs must have effective ways to recognize, categorize, and intervene, as well as assess the effectiveness of interventions when dealing with learners who deviate from expected developmental trajectories. This workshop will provide a framework for competency-based progression, will review a systematic approach to learners requiring program intervention, and will review case law regarding such learners.

*Target Audience: Program Directors, Faculty, GME Educators, Coordinators*

**2:15 p.m. – 3:00 p.m. SES028: CLER Program Updates**

– Robin Wagner, RN, MHSA; John Patrick T. Co, MD, MPH; Robin Newton, MD

This session will provide updates on the CLER Program, including progress to date on the site visit process for both larger and smaller Sponsoring Institutions, early experience in exploring the new Focus Area of well-being, and information about sub-protocol activities exploring operative and procedural areas.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

**3:00 p.m. – 3:30 p.m. Break**

**SPECIALTY  
UPDATES**



These sessions include an update on recent Review Committee and ACGME activities, and will provide information as it relates to the individual specialty's adaptation to the Next Accreditation System. There will be ample time for Q&A.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

**3:30 p.m. – 5:00 p.m. SES029: Specialty Update: Physical Medicine and Rehabilitation**

– David Pruitt, MD; Caroline Fisher, MBA

**3:30 p.m. – 5:00 p.m. SES030: Specialty Update: Radiology**

– James Anderson, MD; Felicia Davis, MHA

**3:30 p.m. – 5:00 p.m. SES031: Specialty Update: Neurology**

– Laurie Gutmann, MD; Louise Castile, MS

**3:30 p.m. – 5:00 p.m. SES032: Specialty Update: Plastic Surgery**

– Robert Weber Jr., MD; Donna Lamb, DHSc, MBA, BSN

**3:30 p.m. – 5:00 p.m. SES033: Specialty Update: Orthopaedic Surgery**

– Theodore Parsons III, MD; Pamela Derstine, PhD, MHPE

**3:30 p.m. – 5:00 p.m. SES034: Specialty Update: Urology**

– Chad Ritenour, MD; Kathleen Quinn-Leering, PhD

**3:30 p.m. – 5:00 p.m. SES035: Specialty Update: Anesthesiology**

– Robert Gaiser, MD, MEd; Anne Gravel Sullivan, PhD

**3:30 p.m. – 5:00 p.m. SES036: Specialty Update: Transitional Year**

– Susan Guralnick, MD; Cheryl Gross, MA, CAE

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**3:30 p.m. – 5:00 p.m. SES037: Specialty Update: Dermatology**

– Erik Stratman, MD; Eileen Anthony, MJ

**3:30 p.m. – 5:00 p.m. SES038: Specialty Update: Preventive Medicine**

– Denece Kesler, MD, MPH; Lorraine Lewis, EdD

**3:30 p.m. – 5:00 p.m. SES039: ABMS: Innovations in Professional Development and Assessment**

– Mira Irons, MD

This interactive education session will update and advance the graduate medical education community's knowledge and application of the role of the American Board of Medical Specialties (ABMS) in sustaining the professional self-regulation of the medical profession by setting professional standards for lifelong certification (initial certification and continuing certification) in partnership with the ABMS member boards. In addition to providing updates to the requirements for board certification, this session will highlight the major evolution of the boards' community in embracing a career-long relationship with their diplomates through innovations and advancements in the assessments of the ABMS/ACGME Core Competencies across all 24 specialties.

*Target Audience: Program Directors, Coordinators, Faculty*

**3:30 p.m. – 5:00 p.m. SES040: Transition to GME: A Smooth Path or Rocky Road?**

– Lisa Howley, PhD, MEd; Keith Horvath, MD; Alison Whelan, MD

The path to residency is highly variable and filled with many challenges and opportunities. Transition to residency encompasses all things that influence students in career choice during the period after a student enters undergraduate medical education (MS1) and continues through the first year of their residency program (PGY-1). This session invites attendees to share their experiences and lessons learned in optimizing this transition. The Association of American Medical Colleges (AAMC) is working collaboratively to improve the transition to residency process, and seeks feedback from GME educators on this and future endeavors. This session includes a brief summary of several efforts, including the new version of the Medical Student Performance Evaluation (MSPE) and the CoreEPAs (core entrustable professional activities for entering residency). Attendees will participate in a design thinking activity, in which they will ideate and prioritize solutions for a smooth path to GME.

*Target Audience: All*

**3:30 p.m. – 5:00 p.m. SES041: What JGME Editors are Reading Now**

– Gail Sullivan, MD; Deborah Simpson, PhD; Anthony Artino, Jr, PhD

In addition to reading the literature of one's clinical specialty, educators need to keep up with new developments in the medical education research literature. This is challenging, to say the least. In this session, the Journal of Graduate Medical Education (JGME) deputy editors and editor-in-chief will discuss papers from the past year that have modified some aspect of their education approaches to graduate medical education. In addition, the editors and session attendees will discuss new ways to keep up to date in this era of information overload. Attendees should come prepared to share their own techniques for staying current with the literature.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**3:30 p.m. – 5:00 p.m. SES042: Sponsoring Institution 2025**

– Lawrence Opas, MD; John Duval, MBA; Kevin Weiss, MD, MPH; Paul Foster Johnson, MFA

Sponsoring Institution 2025 (SI2025) is an ACGME initiative that is redefining the structure and function of the accredited institutional sponsor of future-oriented graduate medical education (GME) programs. The co-chairs of the SI2025 Task Force will discuss the task force's report on its findings, as well as its recommendations for ACGME actions to address the forces driving transformation in health care and GME. ACGME staff members will describe how the work of the task force will guide anticipatory changes to ACGME accreditation.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators, Residents/Fellows*

**3:30 p.m. – 5:00 p.m. SES043: A Multimodal Approach to Physician Wellness**

– David Turner, MD; Katherine McDaniel, PhD, MSW

Many institutions are challenged to promote a culture that promotes trainee and faculty member well-being. The new Common Program Requirements Section VI and the growing need for protecting the physician workforce from burnout emphasize the importance of this work. This workshop will take advantage of the shared wisdom of the participants and their institutional approaches to physician wellness. The presenters have attempted to address many of the challenges common to many programs through a variety of methods intended to enhance the learning environment. During the workshop, experiences and challenges working through these issues will be shared, as well as several categories of initiatives that were initiated, which include those focused on (1) behavioral health, (2) general wellness, (3) leadership training and engagement, and (4) faculty development and education on the topic. This multi-faceted approach built structures that support wellness through the establishment of new collaborative initiatives across the health system. Participants will have the opportunity to discuss a variety of strategies and adapt these approaches to their own specific settings and graduate medical education needs.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Administrators*

**3:30 p.m. – 5:00 p.m. SES044: International Clinical Competency Committees – Assessment Tools and Group Decision Making**

– Raghdah Al-Bualy, MHA, MHPE; Rayhanah Al-Mjeni, PhD

The international move towards competency-based medical education has raised the importance of Clinical Competency Committees (CCCs) in making resident performance and progression decisions. Due to the importance of the decisions made by CCCs, it is crucial to understand how committee members arrive at their decisions. This understanding can help determine whether CCCs are making the best decisions, and if not, how to improve them. Within the Oman Medical Specialty Board, 18 training programs conduct quarterly CCC meetings to determine resident performance. The decisions are made in groups and utilizing various assessment tools, some unique to specific programs. The session will highlight these tools and provide the audience with some insight on their unique features. How these tools are utilized within the CCCs will be discussed. Furthermore, the session will shed light on how the various and diverse committees make their decisions. Data on CCC composition and decision-making will be shared. This will include quantitative and qualitative observational data. Decision-making orientations of the various CCCs will be discussed and lessons learned will be shared.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators, International Audience*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**3:30 p.m. – 5:00 p.m. SES045: Integrating Leadership Experiences into Residency Training**

– Leonard Stallings, MD; Angelique Berens, MD; Jessica Deslauriers, MD; Dustin Hipp, MD, MBA; Rose Barham, MD; Binita Patel, MD; Herb Garrison, MD, MPH

Physicians are asked to practice medicine within multidisciplinary teams. The need for physician leadership continues to expand, yet residents rarely receive explicit training in developing and demonstrating leadership skills. Current opportunities for growth vary greatly and generally are not coordinated among programs within the same institution. We propose leadership training should start much earlier, similar to standard practice in other high-reliability industries. In many programs, leadership skills training is limited to chief residents or residents involved in organized medicine. We need to cultivate leadership skills earlier in the residency process for trainees across specialties. The graduate medical education community is currently working on updating its chief resident leadership curriculum to include elements applicable to residents at all levels of training with varying amounts of available, focused education time. The ACGME Council of Review Committee Residents (CRCR), a 29-member, multispecialty group of residents and fellows, conducted an appreciative inquiry exercise to (1) identify existing leadership resources; (2) envision the ideal leadership learning environment and which elements are important for developing resident leaders; and, (3) develop a leadership curriculum that is flexible for residents with varying time allowances and levels of experience. The information was aggregated to identify consensus themes from group discussion.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

**3:30 p.m. – 5:00 p.m. SES046: Focusing on the WHOLE: Wellness and Humanistic Optimization Led through Education**

– Perry Lin, MD; Binay Eapen, MD

Burnout, suicide, and depression are all popular topics that have been large issues in residency programs. Through our experience, we are shifting the paradigm from burnout to lifelong wellness. There has been a focus to decrease burnout by identifying the problem and developing resiliency training. Our program focuses on giving residents the tools to persist in the high stress environment for their whole careers. Instead of just focusing on resiliency, the residency program at Mount Carmel West in Columbus, Ohio took a more humanistic approach. Residents are trained in mindfulness, focus on the nine points of wellness, and are provided monthly educational lectures that are chosen to create well-rounded residents (financial, legal, job search, mental health, etc.), guided quarterly group counseling sessions divided by class, and healthy cooking classes. Foundational to this change is a cultural change within the program faculty and administration. This approach helps to create well-rounded individuals. We aim to teach residents the skills to find meaning and joy in everyday life. Our residents learn to approach life with intention. We hope to ultimately change the conversation surrounding burnout.

*Target Audience: DIOs, GME Educators, Faculty*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

3:30 p.m. – 5:00 p.m.

## **SES047: Using Change Management and Competitive Analytic Tools to Build Resilient Residency Programs**

– Nancy Piro, PhD; Ann Dohn, MA

This session will focus on the application of competitive analytic tools to evaluating both the external and internal factors impacting the resiliency of graduate medical education (GME) and training programs and their ability to meet their program aims together with the application of change management tools. The use of a protocol will be demonstrated to assist programs in identifying strengths and weaknesses (e.g. new hospitals and facilities; new health care systems with payors integrated with providers; hospital Boards of Directors engaging with GME to jointly solve issues impacting resident recruitment and well-being as well as threats and opportunities, such as high cost of living in many areas, need for more primary care, GME funding, and macro-level changes in the accreditation system). We will also demonstrate the use of organizational competitive analysis to determine resiliency and the application of organizational change management tools, such as Force Field analysis and the Equation for Successful Change, to identify the resistance, as well as the facilitating forces needed to build more resilient programs.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES048: Promoting Excellence and Collaboration Across the Continuum of Medical Education**

– Susan Hathaway, PhD; Denise Bratcher, DO

Medicine is moving more and more towards a team sport, but disparate parts of the educational system are not all playing with the same game book. This workshop will outline the evolution, current structure, and future goals for a centralized hospital model that spans the continuum of medical education from undergraduate medical education to graduate medical education to continuing medical education and faculty development/Maintenance of Certification. The resulting advantages are tangible and contribute to a culture of educational excellence. Beyond this institution's model, the workshop will focus on strategies that most institutions can use to strengthen the relationships between points along the continuum, as well as further embed medical education into the clinical environment. Designed as a discussion-based workshop, audience members will learn from peers as well as presenters.

*Target Audience: DIOs, Program Directors, GME Educators, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES049: Recruitment Mentoring: Guiding Underrepresented in Medicine Students into Your Residency Program**

– Nanette Lacuesta, MD; Doug Knutson, MD

Addressing racial disparities in health care has been identified as a key initiative in medical education and in national medical advocacy groups. A key recommendation by the Association of American Medical Colleges to address this initiative is to increase the racial and ethnic diversity of the US physician workforce. This interactive seminar will help you identify the needs of your residency program for recruiting underrepresented in medicine (URM) students, identify metrics for success, and create strategies to use mentoring as a tool to meet your goals. Participants will learn about a unique recruitment mentoring program created by a hospital system with independent academic medical centers in response to a need to increase the diversity of the medical staff, in partnership with affiliated medical schools. The mentoring program provides personal support, a longitudinal curriculum for professional development, an annual stipend for travel and other professional development, and opportunities for loan repayment if the student successfully matches into a residency program within the hospital system. At the end of the session, participants will have a guided session to craft a proposal for implementing program-specific initiatives in mentoring for recruitment of URM students into their residency programs.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators, Chief Diversity Officer*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

3:30 p.m. – 5:00 p.m.

## **SES050: Calling Your S.W.O.T. Team: Getting Ready for the Self-Study Visit – Lessons from the Field**

– Rani Gereige, MD, MPH; Beatriz Cunill-De Sautu, MD

Are you scheduled for a Self-Study Visit? This session will focus on the Self-Study Visit preparation using the experience of a single institution, one of its core programs, and its associated subspecialties that participated in a Self-Study pilot, as well as a real Self-Study and 10-year accreditation visit. You will acquire a better understanding of the Self-Study goal, and will have the opportunity to hear from the designated institutional official (DIO), the core program director, and one of the fellowship directors. The session will include a brief didactic highlighting the Self-Study core elements and process. Small-group guided exercises will allow you to brainstorm in your groups on various necessary processes related to the Self-Study, including the SWOT analysis, the Self-Study team, the potential data sources, and the Self-Study Visit format and plans. The workshop faculty, who participated in a Self-Study pilot, as well as the real Self-Study, will share “lessons learned” from the field. You will also be guided through available resources both on the web and within your institution.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Residents/Fellows, Coordinators*

3:30 p.m. – 5:00 p.m.

## **SES051: Using Principles of Self-Determination Theory to Foster Intrinsic Motivation in Residents Across Clinical Settings**

– Daniel Sklansky, MD; Daniel Schumacher, MD; John Frohna, MD, MPH

Residents and faculty members across medical specialties have lamented a perceived decrease in resident autonomy, with concern that residents will not be prepared for unsupervised practice. Although autonomy is important to the success of clinical learners, it is only one necessary component. This session introduces Self-Determination Theory (SDT) as a means to foster intrinsic motivation in learners, using the core tenets of autonomy, competence, and relatedness. With increasing attending supervision, attention to performance measures, use of the electronic medical record, compartmentalization of medical care teams, and a millennial background, residents' intrinsic motivation may wither without a deliberate effort to nurture it. This session introduces the concepts and evidence behind SDT, discusses ways to overcome potential barriers, and provides participants with exercises using SDT tenets in varied clinical settings to foster an environment that will encourage resident intrinsic motivation to grow.

*Target Audience: Program Directors, Faculty*

# SESSION DESCRIPTIONS

FRIDAY, MARCH 2, 2018

**3:30 p.m. – 5:00 p.m. SES052: I Suspect Physician Impairment, What Should I Do?**

– *Elxis McBee, DO, MPH; Paulette Cazares, MD, MPH; Lynn Byars, MD, MPH, FACP*

When a resident or staff physician is suspected of having a substance use disorder, the implications can be far reaching, both for patient safety and provider well-being. This can be particularly challenging during residency, when high training demands increase fatigue and stress. Distinguishing between illness—whether it is mental illness, physical illness, or substance use disorders—and impairment is important. However, even if illness has progressed to impairment, data for physicians supports that treatment usually results in remission and safe return to patient care. Most but not all states have adopted provider health programs that work to provide monitoring after treatment and while in recovery. This workshop will compare and contrast physician illness with physician impairment, discuss the signs and symptoms of substance use disorders in physicians, lay out a strategy for how to intervene when physician impairment is suspected, and use case studies to examine best practices for physician monitoring and how programs or institutions can work to establish their own guideline-based provider health programs.

*Target Audience: Program Directors, GME Educators, Faculty*

**3:30 p.m. – 5:00 p.m. SES053: Applied Strategic Planning for Residency/Fellowship Programs: Your GPS to the Next Level**

– *Kimo Stine, MD; Carol Thrush, EdD*

Strategic planning can help take your program to the next level, but how often do we teach program directors to lead such efforts? This session will demonstrate strategic planning for residency/fellowship programs, focusing on practical strategies that can be implemented once back at your home institution. Ideally, strategic planning for GME programs allows for productive, two-way dialogue between residents/fellows and program directors to identify the primary mission of the residency/fellowship, and its goals and objectives, reflecting on strengths and weaknesses, as well as identifying potential threats to the program. This outline fits nicely with the ACGME Self-Study process and is a well-described tool used in non-profit organizations, as well as businesses. Through interactive discussion and activities, participants will become adept at developing and implementing a strategic planning session and working through ways to encourage dialogue without the session becoming a non-productive 'gripe session.' Participants will leave with a template that can help guide their strategic planning activities and dovetail with preparation for their Self-Study Visit.

*Target Audience: Program Directors, GME Educators, Faculty*

**5:15 p.m. – 6:45 p.m. Common Program Requirements: A Review of the Proposed Sections I-V**

**Sunset Session**

*George Keepers, MD; Stanley Ashley, MD*

This session will provide an update on the work of the Common Program Requirements Phase 2 Task Force, including an update on the status of proposed revisions to Sections I-V of the ACGME Common Program Requirements and the new fellowship version of the requirements proposed by the Task Force.

*Target Audience: All*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**6:30 a.m. – 8:00 a.m. Continental Breakfast**

**6:30 a.m. – 3:00 p.m. Conference Registration**

**8:00 a.m. – 5:00 p.m. Walk-in Technical Support Sessions for ACGME Data Collections Systems\***

**7:00 a.m. – 10:00 a.m. SES054: Integrating Technology into Teaching: From the Big Auditorium to the Bedside**

– Malford Pillow, MD, MEd; Jared Howell, MS, CPO, FAAOP

Technology is expanding at an exponential rate and completely changing the educational landscape. Digital natives now integrate technology into every facet of their lives. In 2007, the AAMC called for integration of technology in teaching with its publication, *Effective Use of Educational Technology in Medical Education*. Since then, several other publications have echoed the call for "disruptive innovations" and integrating technology. We know that we must adopt these new paradigms to meet the demands of our learners. Unfortunately, the mind is willing, but the tech skills are weak. Many educators fall short in translating the principles of active learning and educational technologies into actual teaching. Our learners have called for a revolution. We must meet them at the point of learning in new ways, directly integrating educational technologies, to meet this call. The purpose of this mini-workshop will be to discuss core educational technologies and principles and become familiar with these tools in both large group presentation and bedside teaching. Participants will begin to practice the tech skills that will help them meet the disruptive call for change.

*Target Audience: GME Educators, Faculty*

**7:00 a.m. – 10:00 a.m. SES055: Maximizing the Value of the ACGME Self-Study Process for Your Program: No Need to Be Afraid!**

– John Frohna, MD, MPH; Alex Rakowsky, DO; Kimberly Gifford, MD; Susan Guralnick, MD

Two key components of the Next Accreditation System process are the Self-Study and the 10-Year Accreditation Site Visit. The ACGME began to pilot the program Self-Study and 10-Year Accreditation Site Visit, along with optional formative Self-Study site visits three years ago, yet for many programs these processes remain a mystery. The primary goal of this workshop is to enable participants to see the Self-Study process not as a chore, but as a valuable opportunity to evaluate and improve their programs on an ongoing basis. The session will start with a brief overview of the rationale for the Self-Study and the basics of the Self-Study, and 10-Year Accreditation Site Visit processes. Participants will engage in highly interactive small- and large-group discussions and activities to explore and practice utilizing helpful tools developed by the presenters. The large group will share their experiences, and brainstorm anticipated barriers and solutions. Presenters will share lessons learned from experiences at their diverse institutions and across disciplines. The session will wrap up with a discussion of the broader impact of the Self-Study process; how it can be used as a tool to engage community and institutional stakeholders and for continuous quality improvements in our educational programs.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

*\*This session does not qualify for CME.*



# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**7:00 a.m. – 10:00 a.m. SES056: Part 1: Building a Program of Assessment in the Era of Competencies, Milestones, and EPAs (Using Change Management Strategies to Turn Theory into Action)**

– Eric Holmboe, MD, MACP, FRCP; Eric Warm, MD; Dana Sall, MD, MEd; Benjamin Kinnear, MD; Matthew Kelleher, MD

You have heard all about competencies, Milestones, and EPAs. You have even tried to make it work and convince others to follow. However, it never seems to go as planned. Would it be great if you could get expert advice on how to turn theory into action? If so, then this two-part mini-course is for you. In Part 1, you will review the rationale for competency-based assessment, Milestones, and EPAs, and explore your own attitudes regarding assessment. Why should you care about this? What is the prevailing sentiment among your faculty and non-faculty assessors? How does attitude affect outcome? You will then review the elements of a program of assessment, and identify which elements your current assessment system has, and which it does not. Part 1 of the mini-course will conclude as you learn about eight principles of change management, and then practice these to influence others to follow your lead. In Part 2, you will learn about the science behind implementation of complex interventions. For the remainder of the workshop you will create a blueprint to build a high value program of assessment at your institution, supported by change management strategies to maximize your success in this work. A mature program of assessment will be shared with you all along the way to get you started in your thinking. After the mini-course, we will invite you to create/join a community of practice connected by a listserv to share ideas, failures, and successes in our shared work in improving competency-based assessment.

*Please note that registration for Parts 1 and 2 is separate; registering for one does not guarantee admission to the other. It is suggested that you register for both sessions, as the second is a continuation of the first.*

*Target Audience: DIOs, Program Directors, Coordinators*

**7:00 a.m. – 10:00 a.m. SES057: Remediation, Probation, and Dismissal from Residency Training: Managing Crucial Conversations with Residents Using a Systematic Method and Live Simulation**

– Agatha Parks-Savage, EdD, RN, LPC; Amelia Wallace, MHPE

Crucial conversations consist of three primary elements: they have opposing opinions, can evoke strong emotions, and are considered high stakes. One of the most stressful and challenging discussions with which program directors are faced is related to a resident's sub-par performance. Even more stressful and time consuming is placing a resident on remediation or probation and/or dismissing a resident from the program. When the need for these crucial conversations arises, most program directors do not feel equipped to manage them in a systematic way. They often defer to strategies they have "picked-up" along the way in their own training experience, which may not be ideal. In this highly interactive session, a systematic approach utilizing small-group and live, standardized, simulation experiences will be used to help program directors facilitate crucial conversation with three types of challenging resident scenarios: the depressed/excessively apologetic resident; the passive-aggressive resident; and the verbally aggressive resident.

*Target Audience: DIOs, Program Directors, Faculty, Administrators*

*\*This session does not qualify for CME.*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**8:00 a.m. – 9:30 a.m. SES058: Coordinator Plenary: Mapping Your Five-Year Career Plan: Lessons from Three GME Leaders and Former Administrators\***

– Christopher Williams; Diane Farineau; Nowoka Joy Hilton

Having spent at least 10 years each in medical education, three colleagues share their personal graduate medical education journeys from program coordinators to national leaders in medical education. They share pearls of wisdom on advancing one's medical education career, as well as survey results on career development options for coordinators. They will also present a practical career development map that spans the first five years of medical education administration, to include resources on becoming high performers – skills-building, networking, and expertise. Recognizing that program administration is not a long-term career option for most, this workshop will promote activities that advantage administrators' career trajectory, with emphasis on medical education career options.

*Target Audience: Coordinators*

**8:00 a.m. – 9:30 a.m. SES059: International Review Committee Update**

– Lorraine Lewis, EdD; Kenneth Simons, MD; Sophia Archuleta, MD

Update on 2017 activities of the Review Committee-International, including overview of common citations issued in 2017, review of changes in Program Requirements, and discussion of new ACGME-I initiatives. Two members of the Review Committee-International will also present information on how the committee conducts program reviews and offer their perspectives on how programs can best meet ACGME-I requirements.

*Target Audience: DIOs, Program Directors, Coordinators, Faculty, International Attendees*

**8:00 a.m. – 9:30 a.m. SES060: Site Visit Confidential: An In-depth Look at the ACGME Accreditation Site Visit, Including the 10-Year Site Visit Following the Self-Study**

– William Robertson, MD, MBA; John Musich, MD, MBA; Ingrid Philibert, PhD, MBA

Using mini-lectures, quizzes, and polls via a mobile-based audience response system, this session will address different types of site visits and their objectives, general preparedness for the site visit, the ramp-up immediately before the site visit, the activities on the day of the visit, inside information on what happens after the visit, and insights into accreditation field staff professional development efforts. A brief town hall-style discussion at the conclusion of the session will offer the audience opportunities to provide input into ongoing efforts to improve the accreditation site visit process.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Administrators*

**8:00 a.m. – 9:30 a.m. SES061: Preparing GME for the Highly Uncertain Future of Medicine**

– Thomas J. Nasca, MD, MACP; Charles Thomas, MA, MPhil

Today's residents will be practicing medicine in 2050. At the pace and magnitude of changes already on the horizon – artificial intelligence, embedded sensors, 3-D printing, multiple impacts from climate change, shifting public policy priorities, economic pressures, etc. – the future will only slightly resemble 2017. What demands and constraints will be placed on physicians and other providers? What will delivery of care look like? We cannot forecast that future, but we can manage the uncertainties we will face using scenario planning. The ACGME has already embarked on one scenario planning project, and is about to start another. This session will introduce participants briefly to scenario planning, describe how it has been implemented already by the ACGME, and share some future plans.

*Target Audience: All*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**8:00 a.m. – 9:30 a.m. SES062: Town Hall – Surgical Accreditation**

– John Potts, MD

This session will provide an open forum for attendees to receive updated information regarding the latest accreditation news in their specialties, and give them the opportunity to ask accreditation-related questions. Led by the ACGME Senior Vice President, Surgical Accreditation, with all of the ACGME surgical specialty Review Committee Executive Directors present, the session will be highly interactive and geared to the needs of the audience.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

**8:00 a.m. – 9:30 a.m. SES063: The Role of International Medical Graduates in the US Health Care System: Past, Present, and Future**

– William Pinsky, MD; Andrew Filak, MD; Andrew Yacht, MD

The Educational Commission for Foreign Medical Graduates (ECFMG) will present an overview of key data on international medical graduates (IMGs), highlighting the contributions of IMGs to the United States health care system. In addition to reviewing past and current trends related to IMGs seeking ECFMG certification, applying to the Match, and entering US graduate medical education, the session will offer an opportunity to discuss national and global factors that will impact educational training and practice opportunities for IMGs, now and in the future.

*Target Audience: DIO, GME Directors, Program Directors*

**8:00 a.m. – 9:30 a.m. SES064: Getting Started with Resident Well-being Research: Effective Survey Design**

– Lotte Dyrbye, MD, MHPE; Deborah Simpson, PhD

Survey research is commonly used to measure resident well-being and evaluate effectiveness of interventions. Presenters will briefly provide a conceptual framework of drivers and consequences of burnout. Then they will share practical approaches for conducting survey research, including steps in survey planning and strategies to optimally design a survey, formulate questions, and improve response rate. There will be time allotted for attendees to discuss potential research questions that could be answered using a survey methodology. Attendees will also have opportunity to apply material learned through a small-group exercise. There will be ample time for attendees to discuss challenges and novel ways of overcoming barriers to research in the field of resident well-being.

*Target Audience: Program Directors, GME Educators, Faculty*

**8:00 a.m. – 9:30 a.m. SES065: Peer-to-Peer Pearls: Improving Trainee Wellness through Shared Experiences**

– Stacey Rose, MD, FACP; Meroe Morse, MD; Christine Bui, MD; Cecilia Cai, MD

It is well-recognized that the demanding schedule and emotional stressors of residency training have negative impacts upon the physical and mental health of trainees. Data suggests that debriefing and peer coaching may improve physician well-being. As part of a wellness curriculum in our large, multi-hospital residency program, we have implemented several resident-initiated programs that provide trainees with opportunities to share and reflect upon significant experiences, and communicate solutions to promote a healthy lifestyle during training. In this session, participants will learn about the development and implementation of three such programs: 1) Let's Get Physical: residents assess their self-care and share tips for optimizing physical health during training; 2) Patient Memorials: residents debrief and discuss the impact of patient deaths; 3) "Firsts" Series: residents share and reflect upon on significant "first" experiences (e.g., first call, first code, first family meeting). Presenters will detail the development and implementation of each program, including data on resident feedback and how the programs were modified accordingly. In small groups, session participants will deepen their familiarity with the programs and receive facilitator guides/checklists to aid in the implementation of similar programs in their home institutions.

*Target Audience: Program Directors, GME Educators, Faculty*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

8:00 a.m. – 9:30 a.m.

## **SES066: An Innovative Approach to Improving GME Programs: The Institutional Annual Program Evaluation Review**

– Diane Steinberg, PhD; Ann Dohn, MA

How can an institution synthesize the action plan items from all of its programs' Annual Program Evaluations to facilitate positive change? This session will present an innovative institutional approach to improving graduate medical education (GME) programs called an Institutional Annual Program Evaluation Review (IAR), which analyzes aggregated Annual Program Evaluation action plans across programs over time. The IAR process identifies common themes that are most frequently addressed in Annual Program Evaluation action plans throughout an institution, and thus provides general institutional trends that reflect program improvement priorities. The IAR also allows the institution to monitor Annual Program Evaluation action plan progress. This session will introduce the Institutional Annual Program Evaluation Review, share results from Stanford's IAR, and demonstrate how to replicate it for use at your institution. Session participants will have the opportunity to discuss and share how they would use an IAR case study to improve GME programs in a hypothetical institution. A guide will be provided that clearly describes how to complete an Institutional Annual Program Evaluation Review.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty*

8:00 a.m. – 9:30 a.m.

## **SES067: Develop your Coaching Competency: Cultivating Self-Directed Lifelong Learners**

– Amy Miller Juve, MEd, EdD; Amy Westcott, MD, MHPE

Although present in other domains, such as undergraduate (college) education, business, and nursing, academic coaching is an emerging technique in medical education. Distinct from advising and mentoring, coaching can be an effective tool to support competency-based education and Milestones achievement. When done well, coaching gives learners increasing autonomy in the learning improvement cycle by helping them develop self-assessment and academic goal-setting skills. Pushing learners toward achieving their full potential, while avoiding the pitfalls of being overly proscriptive or supportive, competent coaches help learners develop skills for lifelong learning, an ACGME Common Program Requirement. Nationally, academic coaching programs have existed in undergraduate (college) education and are being introduced in undergraduate medical education; however, few programs exist in graduate medical education. This session will differentiate advising and mentoring from coaching, and provide participants with an understanding of the constructs and benefits of academic coaching. Participants will be able to practice their coaching skills and leave the session with tools to use at their home institution.

*Target Audience: GME Educators, Faculty*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

8:00 a.m. – 9:30 a.m.

## **SES068: Enhancing Communication and Collaboration to Build the Education/Quality/Patient Experience Trifecta in a New GME Program**

– Karen Hamad, MD; Wilhelmine Wiese-Rometsch, MD

Becoming a teaching medical center requires intentionality and system wide collaboration and communication. Identifying and overcoming barriers, such as disorganized departmental structures, poor intradepartmental communication systems, and fragmented inpatient care are crucial to restructuring hospital work flow to accommodate residency programs. Hospital and program leadership engaged key stakeholders across multi-disciplinary lines to ensure that our residency program could meet the high standards of our health care system. The Center for Medicare and Medicaid Services awarded SMH 5-star ratings for the last three consecutive periods. One opportunity identified was transitions of care between the emergency room physicians and the hospitalists leading to a cross departmental I-PASS pilot. Both groups reported perceived improvement in communication and patient care. The desire for geographic rounding resulted in the implementation of SIBR and development of ACUs. The six-month pilot results demonstrate decreased length of stay, improved physician/hospital staff satisfaction, and increasing HCAHPS scores from 1/11 domains to 7/11 domains meeting or exceeding national benchmarks. By working collaboratively with SMH C-suite, university leadership, and MEC, we created a graduate medical education program that adds value to our hospital in quality, patient satisfaction, and efficiency by incorporating these measures into the teaching curriculum and practical experiences of our residents.

*Target Audience: DIOs, GME Educators, Faculty, Administrators*

8:00 a.m. – 9:30 a.m.

## **SES069: Value-Based Program Evaluation in Graduate Medical Education**

– Kadriye Lewis, EdD; Cheryl Albold, PhD

"Value" is the root word of e-VALU-ation and it involves making value judgments in any educational program. However, due to many factors, most program evaluations may be biased or superficially conducted, which makes the utilization of the results challenging. It is important to document what we do and evaluate how well it is done. Program evaluation provides a comprehensive view of the effectiveness of a program and offers accountability. It can also provide data that leads to educational innovations. Program evaluation mostly uses inquiry and judgment methods, including (1) determining standards for judging quality and deciding whether those standards should be relative or absolute, (2) collecting relevant information, and (3) applying the standards to determine value, quality, utility, effectiveness, or significance. Using multiple assessment methods/instruments, program evaluation should include both qualitative and quantitative data that can be obtained from teaching conferences, rotations, and annual program surveys employed throughout the training or educational period. Utilizing a participatory approach and group activities, this workshop will present three types of evaluation strategies (process, impact, expertise-oriented), including how to identify values of each type, and collecting reliable and valid data to design a value-based program evaluation. Challenges and barriers will also be discussed.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

8:00 a.m. – 9:30 a.m.

## **SES070: Earning Trust: Will the AAMC Core EPAs for Entering Residency National Pilot Lead to Better and More Honest Hand-offs into GME Programs?**

– *George Mejicano, MD, MS; Patrick Cocks, MD*

This session will feature the collective work of 10 schools working together on an AAMC-sponsored pilot program to implement the 13 Core Entrustable Professional Activities (EPAs) for Entering Residency. This dynamic and interactive session will (a) review the goals of the pilot, (b) provide an update on progress made to date, (c) explore the process by which schools determine that a student is entrustable, and (d) investigate how and when student performance data might best be shared with graduate medical education (GME) programs. In 2014, the AAMC published a Curriculum Developers Guide, as well as a Learner's Guide, to introduce the Core EPAs to medical educators and learners. One year later, the AAMC selected 10 institutions to explore the feasibility of implementing the EPA construct in undergraduate medical education – with the explicit goal of fostering the rapid spread of the pilot's work across the nation. Importantly, this included a mandate to engage residency program directors to help build and gain the trust of the GME community regarding the decisions being made by the medical schools. Thus, it is imperative that the pilot schools obtain feedback from persons working in GME before the schools graduate their first student cohorts under the Core EPA paradigm in 2019.

*Target Audience: Program Directors*

8:00 a.m. – 9:30 a.m.

## **SES071: Developing and Assessing an Intensive PSQI Seminar for Fellows**

– *Thomas Ciesielski, MD; Emily Fondahn, MD*

The ACGME Common Program Requirements require patient safety and quality improvement (PSQI) education across the medical education spectrum. Much of the published research in PSQI education and curriculum development involves residents as learners and less attention is paid to PSQI training for fellows. As fellows transition from resident to attending, their PSQI educational needs focus on practical skills for independent practice and the safety and quality issues unique to their specialty. This session will detail the creation, evaluation, and outcomes of an interdisciplinary seminar for fellows designed to provide an intensive review of safety and quality, with an emphasis on clinical application and institutional safety and quality goals. During the session, participants will brainstorm how to develop PSQI training for fellows and review the interactive, multidisciplinary case developed for the seminar. The materials developed for fellow training could be customized to training other interdisciplinary groups.

*Target Audience: Program Directors, GME Educators, Faculty*

8:00 a.m. – 9:30 a.m.

## **SES072: Comprehensive Approach to the GME Learner in Need of Remediation: Assessment, Coaching, and Triaging Decisions**

– *Karen Warburton, MD; Jeannette Guerrasio, MD*

The majority of program directors across a wide variety of specialties within graduate medical education (GME) report struggling learners; however, remediation is often an uncomfortable topic. To effectively help these learners, we must embrace a culture in which it is accepted that a certain proportion of our trainees will struggle to the point of needing remedial teaching. Struggles may include poor clinical reasoning, time management and organization, professionalism or underlying mental well-being. This workshop will offer attendees an approach to identifying and coaching GME learners who struggle across a wide variety of domains of clinical performance. The presenters will share frameworks and tools they have helped to develop. Attendees will work in small groups to review cases and work together to assess, and develop a coaching and learning plan for, learners with a variety of deficits. The presenters will share their experiences in the development of remediation programs at two academic institutions. The audience will then have the opportunity to brainstorm strategies for implementing similar programs at their own institutions. Ample time will be available for discussion and questions of both audience participants and the facilitators.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**8:00 a.m. – 9:30 a.m. SES073: CLER Ideas Exchange**

– John Hopper, MD; Marian Damewood, MD

Draw on the knowledge and expertise of your peers in this fast-paced, multi-input session. Participants will share ideas in a peer consult format helping colleagues refine current or planned projects while gaining ideas for their own institutions. Discussions will be anchored in the CLER Focus Areas and moderated by CLER Field Staff to ensure optimal learning. A significant portion of the discussion time will be devoted to the newest Focus Area, well-being.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

**9:30 a.m. – 10:00 a.m. Break**

**10:30 a.m. – 12:00 p.m. SES074: Marvin R. Dunn Keynote Address: Looking at the Road Ahead through the Rearview Mirror**

– Jordan J. Cohen, MD, MACP

This presentation will review the dramatic changes in GME over the past 100+ years as a prelude to envisioning the challenges on the horizon and to considering the reforms needed to meet public expectations.

**12:00 p.m. – 1:30 p.m. Collaborate: Lunch in the Exhibit Hall**

**1:30 p.m. - 4:30 p.m. SES075: Optimizing Feedback and Coaching: Using the R2C2 (Relationship, Reaction, Content, Coaching) and Doctor Coach Models to Facilitate Performance Improvement**

– Marygrace Zetkovic, MD; Kimberly Gifford, MD

During this workshop, participants will examine and practice feedback at the intersection of two complimentary models: R2C2 and Doctor Coach. The R2C2 model is a four-phase, iterative approach for engaging in feedback and coaching based on existing synthesized performance data. The four phases include building a relationship, exploring reactions to the data, focusing on the content of the data, and coaching the trainee for change using a learning change/action plan. Doctor Coach is a deliberate practice approach to teaching and learning clinical skills. Coaching serves as the instructional method in both models that helps learners to understand their performance data and enables them to co-develop a plan for change while recognizing the contextual and organizational factors that will facilitate or hinder the necessary changes. Based on implementation studies across six institutions demonstrating feasibility and utility, mastering these coaching approaches will improve faculty feedback and empower your learners. Through interactive activities, participants will develop coaching strategies to define the content for coaching, prepare to respond to learner reactions, identify questions to ask the learner, strengthen learning plans, and monitor learners' progress. Participants will leave with a plan to cultivate a culture of feedback and coaching in their own institutions.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

1:30 p.m. - 4:30 p.m.

## **SES076: Leadership for Transformative Change: Creating a Culture of Well-being in Medical Education**

– *Herdley Paolini, PhD; Mukta Panda, MD, MACP*

High rates of burnout are threatening our medical education system and health care in general. Our current system is burdened by overwhelming pressures that continue to push our internal and external resources to their limits. Presently, our medical students, residents, and fellows experience lowered emotional wellness at the end of their education as compared to when they started, and as compared to their peers in other fields. In addition, the newest research tells us that faculty members and administrative leadership have a crucial impact on the health of students, residents, and fellows and on creating a healthy culture. In this experiential mini-course, we will look at the reasons for the above, hold the tension of the realities that we are facing at this time of unprecedented change in health care, while providing a research-based interactive process that focuses on growing the "who" of leadership and integrating the personal with the professional. This experiential forum will help deepen our knowledge and provide opportunities to practice tools for growing a courageous transformative inner leadership that intentionally nurtures a culture of wellness from the inside out.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

1:30 p.m. - 4:30 p.m.

## **SES077: Part 2: Building a Program of Assessment in the Era of Competencies, Milestones, and EPAs (Using Change Management Strategies to Turn Theory into Action)**

– *Eric Holmboe, MD, MACP, FRCP; Eric Warm, MD; Dana Sall, MD, MEd; Benjamin Kinnear, MD; Matthew Kelleher, MD*

You have heard all about competencies, Milestones, and EPAs. You have even tried to make it work and convince others to follow. However, it never seems to go as planned. Would it be great if you could get expert advice on how to turn theory into action? If so, then this two-part mini-course is for you. In Part 1, you will review the rationale for competency-based assessment, Milestones, and EPAs, and explore your own attitudes regarding assessment. Why should you care about this? What is the prevailing sentiment among your faculty and non-faculty assessors? How does attitude affect outcome? You will then review the elements of a program of assessment, and identify which elements your current assessment system has, and which it does not. Part 1 of the mini-course will conclude as you learn about eight principles of change management, and then practice these to influence others to follow your lead. In Part 2, you will learn about the science behind implementation of complex interventions. For the remainder of the workshop you will create a blueprint to build a high value program of assessment at your institution, supported by change management strategies to maximize your success in this work. A mature program of assessment will be shared with you all along the way to get you started in your thinking. After the mini-course, we will invite you to create/join a community of practice connected by a listserv to share ideas, failures, and successes in our shared work in improving competency-based assessment.

*Please note that registration for Parts 1 and 2 is separate; registering for one does not guarantee admission to the other. It is suggested that you register for both sessions, as the second is a continuation of the first.*

*Target Audience: DIOs, Program Directors, Coordinators*

1:30 p.m. – 2:15 p.m.

## **SES078: Planning for your First CLER Experience**

– *Jose Zayas, DO; Jennifer Buescher, MD, MSPH; Marie Trontell, MD; James Zaidan, MD, MBA; Sharhabeel Jwayyed, MD*

Each year, new Sponsoring Institutions come off Initial Accreditation and are eligible for their first CLER visit. In addition, leadership roles change and new graduate medical education leaders may not have experienced a CLER visit. ACGME CLER Field Representatives will describe the history of the Clinical Learning Environment Review (CLER) Program, the goals of CLER visits, and the format of a site visit, and answer questions from participants. They will also share resources for educating local leaders about the six CLER Focus Areas. Participants will be encouraged to share ideas about how their Sponsoring Institution is approaching the integration of residents and fellows into institutional patient safety and quality improvement initiatives.

*Target Audience: DIOs*



# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**1:30 p.m. – 3:00 p.m. SES079: For He/She's a Jolly Good Fellow: International Physicians and Training in US Accredited Programs**

– Susan Day, MD; Lorraine Lewis, EdD; Pierre Bou Khalil, MD

Internationally-trained physicians who seek training in the US are faced with difficult questions, including: (1) What is different about the training I would receive in the US? Is ACGME International training identical? (2) What are the eligibility requirements? Does training in an ACGME International-accredited program further qualify me? Will I be able to practice in the US? (3) What are the cultural surprises in the US? Will I be treated like others? This session will address answers to those questions and more.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators, International Attendees*

**1:30 p.m. – 3:00 p.m. SES080: Session Cancelled**

**1:30 p.m. – 3:00 p.m. SES081: Use of COMLEX-USA Examination Program in ACGME Programs**

– John Gimpel, DO, MEd; Dana Shaffer, DO

Residency program directors increasingly report use of licensure examination scores (i.e., USMLE and COMLEX-USA) for screening purposes, principally in deciding which applicants to interview. Program directors want assurance that applicants can demonstrate the requisite knowledge and other competencies to succeed in their program, and also to pass board certification examinations. The transition to a single accreditation system will likely add to the expanded applicant pool and the need to understand and interpret exam scores such as COMLEX-USA and USMLE. Additionally, ACGME Milestones frequently cite COMLEX-USA in the knowledge competency. The National Board of Medical Examiners (NBOME) advocates for holistic processes for residency applications, and cautions against the sole use or overuse of licensure examinations in the residency application process. To assist program directors with understanding COMLEX-USA and its scores, the NBOME has provided a number of resources, accessible on the NBOME website and via an iPhone app. This presentation will describe the COMLEX-USA examination, focusing on resources for program directors and coordinators in interpreting COMLEX-USA scores. In addition, the presentation will highlight further changes to the COMLEX-USA Level 3 examination, taken by residents and required for licensure, including resources for program directors to attest to good academic and professional standing, and to help DO residents to prepare for this examination.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**1:30 p.m. – 3:00 p.m. SES082: Self-Study Improvement Priorities and Solutions from a National Sample of Programs**

– Ingrid Philibert, PhD, MBA; Joseph Gilhooly, MD; Theodore Sanford, MD

The ACGME conducted a national Self-Study Visit pilot program between June 2015 and the fall of 2017, in which ACGME accreditation Field Representatives visited programs and collected information on program aims, strengths, improvement priorities and external opportunities and threats. In an interactive session with audience polling, we will discuss how a national group of programs in medical, surgical, and hospital-based specialties approached the Self-Study, and used it to facilitate program improvement, and the learning and relevance of this to other programs. The session will discuss successful interventions and initiatives to address areas for improvement, and offer practical advice for programs on how the Self-Study can promote program improvement, and discuss the attributes of an effective Self-Study process.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

**1:30 p.m. – 3:00 p.m. SES083: Well-being Programs: Troubleshooting Roadblocks**

– Amanda Pannu, MD; Krishna Patel, MD; Dana Lin, MD; Woodson Jones, MD; Stacy Potts, MD, MEd; Carol Bernstein, MD

Burnout is one of the most prevalent challenges facing physicians today, affecting more than half of physicians. We now find ourselves in the middle of a national dialogue about this problem, but may be unsure of the next step. Our goal will be to help attendees overcome any roadblocks they may have encountered on their journey to well-being. The ACGME Council of Review Committee Residents (CRCR) is a 29-member multi-specialty group of residents and fellows. In March 2017, members of that group presented a well-attended workshop at the ACGME Annual Educational Conference, the goal of which was to foster a discussion on ways to improve well-being in individual programs. Participants left that discussion with many ideas to use at their own programs. The goal for this workshop is to build on the work that attendees are already doing in their home programs. This year, our session will focus on the follow-up: What have we done since then? What problems have we encountered? What potential solutions can we come up with? We hope to foster an environment in which innovations and problem solving can encourage attendees to continue to improve physician well-being in their own programs.

*Target Audience: Program Directors, Coordinators, Faculty, Administrators*

**1:30 p.m. – 3:00 p.m. SES084: Milestone Evaluations: Discovery of Some Thought Provoking Rating Trends**

– Nancy Piro, PhD; Ann Dohn, MA; Martin Keil, MA

Programs devote significant resources to the evaluation of residents/fellows on the Milestones competencies. We analyzed patterns of ratings across the Milestones to determine if trainees consistently grow in competencies across rotations. We also investigated the degree of variation among evaluators. We piloted this study with six programs: four procedural and two non-procedural residencies. Our preliminary findings indicate: (1) Residents improve as their PGY increases (stronger predictor than time); (2) Specialties have significantly different levels of variation; (3) Milestones scoring and variation vary across specialties, but similar trends stand out; (4) Although individual residents have similar average Milestones scores, they experience inconsistent and likely perplexing scoring on a rotational basis; (5) The greatest contributor to this variation is the evaluator assigned to the resident (far larger than the individual student, competencies, or rotation); and, (6) Beyond evaluator, the next best predictor for Milestone score is a resident's PGY in the program, not the time during the year. We will discuss the impact of these findings with respect to faculty development and other potential initiatives within graduate medical education.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**1:30 p.m. – 3:00 p.m.    SES085: Communities of Learning for Promotion and Dissemination of Innovation**

– Donald Brady, MD; George Mejicano, MD, MS

Successful innovation within the clinical learning environment benefits patients, learners, and systems; however, such innovation requires creativity, intense effort, perseverance, and buy-in. Whether within an institution or across institutions, collaboration across systems or across programs through communities of learning aims to accelerate innovation and its dissemination. This interactive session will describe processes for developing communities of learning in order to celebrate, share, and learn from all members of the communities, and will afford attendees ample opportunity to discuss the benefits/opportunities/barriers to forming communities of learning. Lessons learned from the pilot experience will be strongly emphasized. Participants in this session also can apply principles learned during this session to create other inter-institutional communities of learning or intra-institutional communities of learning across programs.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty*

**1:30 p.m. – 3:00 p.m.    SES086: Creating a Professional Development Series Targeting GME Program Personnel and Faculty**

– Kelley Whitehurst, MAEd; Herbert Garrison, MD, MPH

With the changes brought about by the Next Accreditation System, institutions recognize that their program directors, coordinators, and teaching faculty members need and desire professional development opportunities. However, institutions often feel ill-equipped to create and deliver educational programming specific to their graduate medical education (GME) communities. This session focuses on the fundamentals of developing a professional development series targeting GME program personnel and teaching faculty members, such as determining areas of educational need, developing instructional plans, and evaluating effectiveness, with presenters sharing practical ways in which they have implemented a GME Professional Development Series as a means for providing ongoing education for their local GME community.

*Target Audience: DIOs, GME Educators, Administrators*

**1:30 p.m. – 3:00 p.m.    SES087: CCCs and Competency-based Assessment in the Milestones Era**

– Colleen Colbert, PhD; Judith French, PhD

Meetings of Clinical Competency Committees (CCCs) provide a forum for the synthesis and interpretation of graduate medical education trainee assessment evidence, which occurs with the help of committee member input and professional judgment. Committee members need to be firmly grounded in competency-based assessment to carry out their roles. CCC members can be helped by viewing assessment as a system, rather than independent assessment events. Taking a holistic view of assessment can ensure that feedback to parts of the assessment system occurs on a continuous basis. While programs now use CCCs to determine resident attainment of key milestones, challenges may exist across programs when carrying out these roles. During Milestone reviews, CCC members must struggle with synthesizing trainee assessment evidence in order to make recommendations to program leadership. Open discussions, where all voices are encouraged and heard, are key to making defensible recommendations. This highly interactive session will explore the roles within CCCs and barriers/best practices in carrying out assessment of resident performance in relation to the competency-based Milestones. Large- and small-group discussions will allow participants to examine barriers to meaningful Milestones assessments, and share best practices with program directors and associate program directors from other programs.

*Target Audience: Program Directors, Coordinators, Faculty, Administrators, CCC Members and Chairs*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

1:30 p.m. – 3:00 p.m.

## **SES088: Demonstrating Value in Graduate Medical Education: Critical Conversations with the C-Suite**

– Cheryll Albold, PhD; Steven Rose, MD

Institutional leaders (C-Suite) routinely consider cost and value as key factors in approving and/or growing graduate medical education (GME) programs. However, articulating and demonstrating the value GME programs provide to the institution can be challenging. As a consequence, Sponsoring Institutions frequently make decisions about program initiation and growth on inaccurate assumptions. Multiple efforts to create an equation that predicts the net financial impact of GME have been unsuccessful; even if doing so is possible, the equation would have only temporary value due to frequent revision of regulatory, compensation, and billing requirements. In contrast, a deeper understanding of how to convey the importance, contributions, and effectiveness of GME programs supports better decisions and strengthens the business credibility of GME leaders. GME leaders who can articulate the importance, contributions, and effectiveness of GME gain competence and credibility. They are better able to advise institutional leaders on the longitudinal value implications of GME-based decisions.

*Target Audience: DIOs, GME Educators, Administrators*

1:30 p.m. – 3:00 p.m.

## **SES089: Developing Sustainable Engaged Accountable Learners (SEALs) in Medicine Using a Taxonomy of Significant Learning**

– Jeremy Branzetti, MD; Linda Regan, MD; Michael Gisondi, MD; Laura Hopson, MD

Multiple learning models are proposed to describe how learning occurs in the graduate medical education environment. However, little attention is given to the development of the actual learner – specifically, how do we prepare learners for the learner-initiated, patient-centered, and service-oriented learning environment of residency (and beyond)? This session will describe the novel concept of the SEAL and how it was derived from L. Dee Fink's Taxonomy of Significant Learning for higher education. Once familiarized to the concept, attendees will break into small groups and collaboratively create best practices for how training programs can develop SEALs. Groups will share their work, and all participants will benefit from the collective effort.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty*

1:30 p.m. – 3:00 p.m.

## **SES090: Practical Solutions to Teaching Population Health for Institutions and Programs**

– Kathryn Andolsek, MD, MPH; Don Bradley, MD, MHS

Residents live and work in two communities: (1) the community of their Sponsoring Institution; and (2) the geographic community of their patients. Ideally, both communities have the same understanding of health and health care. Knowing the perspectives of both communities frames each clinical encounter and facilitates a more comprehensive care plan for a population of patients. Every resident (and every clinician) should understand the context in which the patient he or she is treating "lives" and how this impacts the clinical outcomes the resident and patient are trying to attain. This improves the patient experience, clinical outcomes, and increasingly reimbursement. Not-for-profit Sponsoring Institutions are required to conduct a community health needs assessment. Medical school Sponsoring Institutions are commonly aligned with a hospital/health system. Public health departments develop county tools, such as state of county health reports, or the community health assessment. The ACGME's emphasis on population health is found in the Core Competency of Systems-based Practice and in the CLER Focus Area of health care quality. The aim of this workshop is to develop realistic strategies to teach residents (and faculty members) about population health, why they should care, and how they can feasibly impact care beyond the individual patient.

*Target Audience: DIOs, Program Directors, Faculty, Residents*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**1:30 p.m. – 3:00 p.m. SES091: Making the Business Case for Faculty Development to Improve Clinical Care and Resident Learning**

– Robert B. Baron, MD; Sarah Peyre, EdD; Brett Robbins, MD; Bob Bing-You, MD; Laurinda Calongne, EdD; Maureen Banigan, MD; Elias Traboulsi, MD, MEd; Ajanta Patel, MD; Jonathan MacClements, MD

Draw on the knowledge and expertise of your peers and colleagues in the ACGME's Pursuing Excellence in Clinical Learning Environments initiative in this interactive session. Learn about the Collaborative's journey in re-framing faculty development in patient safety and health care quality to better align with the needs of hospital and medical centers that serve as clinical learning environments. Learn about Pursuing Excellence's progress to date in conceptualizing and developing a business case for faculty development. Participate in discussions and exercises that will start you on your own journey to making the business case for faculty development. Examples of concepts to be discussed include speaking the language of the C-Suite, leveraging organizational infrastructure, and cultivating interprofessional practice.

*Target Audience: DIOs, Program Directors, Administrators*

**1:30 p.m. – 3:00 p.m. SES092: Finding Local Solutions to Promote Resident Well-being**

– Lotte Dyrbye, MD, MHPE; Lyuba Konopasek, MD

Burnout and depression among residents is prevalent and increases the risk of medical errors, suboptimal professionalism, poor performance on in-training examinations, suicidal ideation, and motor vehicle crashes and near misses. A recent systematic review on interventions for physician burnout identified a broad range of modestly effective, individual-focused and structural interventions. Intervention research, however, is relatively scarce and many questions remain. The origins of burnout are rooted in the local work environment. As such, solutions need to be structural and organizational, rather than solely individual-focused (stress reduction). Some drivers of burnout are within the control of program directors, while others are not. During this workshop facilitators will use highly interactive methods from Liberating Structures (<http://www.liberatingstructures.com/>) to demonstrate how program directors can involve residents in identifying drivers of burnout within their sphere of influence and generate action plans to drive results. The attendees will actively participate and learn new strategies for soliciting ideas and generating action plans that can be used across a variety of settings. At the end of the session, brief comments will be made about available validated instruments to measure resident well-being that can be used by programs interested in learning the impact of their actions.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty*

**SPECIALTY  
UPDATES**



These sessions include an update on recent Review Committee and ACGME activities, and will provide information as it relates to the individual specialty's adaptation to the Next Accreditation System. There will be ample time for Q&A.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

**1:30 p.m. – 3:00 p.m. SES093: Specialty Update: Nuclear Medicine**

– Jon Baldwin, DO; Felicia Davis, MHA

**1:30 p.m. – 3:00 p.m. SES094: Specialty Update: Colon and Rectal Surgery**

– Anthony Senagore MD, MS; Pamela Derstine, PhD, MHPE

**1:30 p.m. – 3:00 p.m. SES095: Specialty Update: Obstetrics and Gynecology**

– Jessica Bienstock, MD, MPH; Kathleen Quinn-Leering, PhD

**1:30 p.m. – 3:00 p.m. SES096: Specialty Update: Thoracic Surgery**

– Ara Vaporciyan, MD; Donna Lamb, DHSc, MBA, BSN

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**1:30 p.m. – 3:00 p.m. SES097: Specialty Update: Medical Genetics and Genomics**

– Laurie Demmer, MD, MA; Laura Edgar, EdD, CAE; Kate Hatlak, MEd

**1:30 p.m. – 3:00 p.m. SES098: Specialty Update: Pathology**

– James Stubbs, MD; Cheryl Gross, MA, CAE

**2:15 p.m. – 3:00 p.m. SES99: The CLER Site Visit: Insights for GME Coordinators**

– Baretta Casey, MD, MPH; Rhea Fortune

Graduate medical education coordinators across the country are engaged in managing the logistics of setting up and hosting a CLER site visit. This session will provide participants with a deeper understanding of why the CLER visit is constructed to follow a particular format, and the importance of each aspect of the visit.

The session will provide an opportunity to draw upon the knowledge and expertise of members of the CLER Program team, as well as the coordinator community. Through small-group discussions and report outs, participants will build a collective picture of the essentials needed for a productive, engaging CLER visit.

*Target Audience: Coordinators, GME Educators, Administrators*

**3:00 p.m. – 3:30 p.m. Break**

**3:30 p.m. – 5:00 p.m. SES100: Osteopathic Recognition**

– Robert Cain, DO; Tiffany Moss, MBA

**SPECIALTY  
UPDATES**



These sessions include an update on recent Review Committee and ACGME activities, and will provide information as it relates to the individual specialty's adaptation to the Next Accreditation System. There will be ample time for Q&A.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators*

**3:30 p.m. – 5:00 p.m. SES101: Specialty Update: Psychiatry**

– Andrea Stolar, MD; Louise Castile, MS

**3:30 p.m. – 5:00 p.m. SES102: Specialty Update: Otolaryngology**

– John Rhee MD, MPH; Pamela Derstine, PhD, MHPE

**3:30 p.m. – 5:00 p.m. SES103: Town Hall – Institutional**

– Kevin Weiss, MD, MPH; Robin Wagner, RN, MHSA; Paul Foster Johnson, MFA; Susan Kirk, MD; Ronald Amedee, MD; John Patrick T. Co, MD, MPH

This session will provide an open forum for attendees to ask questions related to the ACGME's Institutional Section, which includes Institutional Accreditation and the Clinical Learning Environment Review (CLER) Program. The discussion will be highly interactive, with an open microphone for questions and comments from participants.

*Target Audience: DIOs, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

3:30 p.m. – 5:00 p.m.

## **SES104: ACGME International Milestones-or is it Kilometerstones? Purpose and Pragmatics**

– Susan Day, MD; Laura Edgar, EdD, CAE; Lorraine Lewis, EdD; Salwa Abu Yaqoub, MD; Shirley Ooi, MD, FRCEd (A&E), MHPE

Intended for representatives of programs and institutions with ACGME International accreditation, this panel discussion will address the following: (1) What is the purpose of the Milestones? (2) Why are they being changed, and how were the new ones developed? and, (3) What do international educators need to do in this conversion process. The international perspectives of designated institutional officials, program directors, and coordinators will be considered.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Residents/Fellows, International Attendees*

3:30 p.m. – 5:00 p.m.

## **SES105: Evaluating the Integration Of GME: A Quantitative Analysis of AOA-Approved Internal Medicine Program Experiences**

– Donald Nelinson, PhD; Jerry Vasiliadis, PhD

The integration of AOA-approved programs through the transition to a single accreditation system has had impact on the structure, function, and philosophical orientation of these programs. This session will present data from a study of internal medicine residencies related to decision-making, perceived and actual changes in staffing and curricula, and institutional benefits and challenges. Implications for ongoing program decision-making and evolving accreditation scenarios will be addressed.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES106: From Adverse Action to Sustained Improvement**

– Greg Ozark, MD; Anne Hartford, MBA; Anand Germanwalla, MD

A program being placed on Probationary Accreditation is a serious event for an organization. It deeply affects trainees, as well as program and institutional leadership. Resolving the issues that lead to probationary status demands careful relationship building across multiple layers of an organization, with each member understanding his or her unique role and responsibilities in implementing change. This session will include an overview of the events that can lead to a probationary status, as well as a panel discussion of the experience and responsibilities accepted by the program director, designated institutional official, and institutional leadership to bring about the changes required to remove probationary status.

*Target Audience: DIOs, Program Directors, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES107: Stress Reduction and Mindfulness Techniques for Residents and Faculty**

– Benjamin Doolittle, MD, MDiv; Ronald Williams, MD

Stress occurs on a daily basis and physician burnout is on the rise. Incorporating stress reduction techniques into our daily practice shows promise to help. In this session, you will learn the signs and symptoms of stress and its effects. Several stress reduction techniques will be described, including meditation, progressive relaxation, and imagery. This will be an interactive session, and participants will have the opportunity to experience several relaxation techniques. They will also learn some clinical applications of these techniques.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES108: Using the Program Evaluation Process for Program Differentiation and Improvement**

– Ingrid Philibert, PhD, MBA; Cathy Nace, MD; Linda Andrews, MD

The goals of the workshop are to offer practical, hands-on guidance on program improvement, using a simulated program, or information on real programs that attendees are encouraged to bring to the session.

*Target Audience: Program Directors, Coordinators, GME Educators, Residents/Fellows*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

3:30 p.m. – 5:00 p.m.

## **SES109: Suicide Prevention on a Shoestring: Optimizing the Resources You Already Have to Get Timely Help to Distressed Residents**

– Sandra Rackley, MD, MAEdHD; Cosima Swintak, MD

As the importance of physician well-being is better understood, strategies for enhancing resident resilience and preventing burnout have been widely discussed and disseminated. Less commonly discussed are effective strategies to identify and intervene with residents who need more than these “primary prevention” approaches to regain well-being once a perturbation has occurred. Several model programs around the country offer extensive dedicated resources for trainee mental health and well-being, but implementing such a program locally may be out of reach for many residency programs and Sponsoring Institutions. In these more common settings, program directors and designated institutional officials can use “low-tech” strategies to identify their current resources, advocate for resources to fill important “gaps,” equip their front-line faculty members to identify and support struggling residents, and connect those trainees to appropriate and timely interventions.

*Target Audience: DIOs, Program Directors*

3:30 p.m. – 5:00 p.m.

## **SES110: Using Geospatial Analysis to Teach Social Determinants of Health**

– Deborah Clements, MD; Paul Ravenna, MD; Elizabeth Ryan, EdD; Katherine Wright, PhD

Excellent clinical care includes serious consideration of each patient's life experience and the impact of the patient's psychological state and social surroundings. Social and environmental factors account for more than 50 percent of all health outcomes. Education of family physicians requires a curriculum that supports early, robust continuity experience across a diverse spectrum of patient populations. Additionally, training primary care physicians to use tools that can personalize care by assessing patients' environment and barriers to healthy living can shape counseling options and care plan discussions. To prepare primary care physicians for future practice, graduate medical education curricula must integrate information about both the prevention and treatment of disease and the impact of the community of the patient as early as possible in training. Through a unique partnership with the Robert Graham Center and Health Landscape, the Northwestern Family Medicine Residency Program at Lake Forest is utilizing state-of-the-art geospatial analysis technology to improve care to the community. In this session, we present emerging best practices for teaching social determinants of health through use of geospatial data tools. Results highlighting the educational impact of our pilot curriculum are also presented.

*Target Audience: Program Directors, Coordinators, GME Educators, Faculty, Administrators*

3:30 p.m. – 5:00 p.m.

## **SES0111: Gender-Specific Challenges in Burnout**

– Kimberly Templeton, MD; Carol Bernstein, MD

Burnout has been described among trainees at all levels, and can impact education and the likelihood that a trainee will remain in medicine. Other factors impacted by burnout include patient care and safety; empathy and communication skills; and the development of trainee depression, substance abuse, and suicidal ideation. More recent studies have indicated that women are more likely than men in many specialties to suffer from burnout. Burnout may have different manifestations between the genders, with men more likely to exhibit personalization, while women more likely to exhibit emotional exhaustion. Although male and female residents share many stressors, potential factors leading to increased risk among women include gendered expectations of women outside of work, multi-tasking, unconscious bias, issues with professional identity development, and the “impostor syndrome,” self-blame, and the lack of female mentors. Female surgical residents, in particular, may be more likely to experience the challenges of stereotype perception. This session will explore various factors contributing to the risk of burnout as they differentially affect men and women. It will also provide an opportunity to discuss what gender-specific data is needed and opportunities to promote wellness at both personal and institutional levels.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty*



# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**3:30 p.m. – 5:00 p.m.    SES112: The Foundation for Assessment: Writing Measurable Performance Objectives**

– Kadriye Lewis, EdD; Phil Byrne, EdD

Learning objectives (often called performance objectives or competencies) are brief, clear, specific statements that describe what the learner is expected to achieve as a result of training or formal instruction. Clearly written objectives provide a useful framework for structuring learning, type of assessment to be conducted, and making program activities more effective, unified, and coherent. However, writing measurable and appropriate objectives is not an easy task, and many educators/presenters either confuse or overlook the importance of this step in the preparation of educational encounters. In fact, the effectiveness of any teaching and learning is based on the time invested in creating clear and effectual objectives. Determining what skills are important for our learners to master is a major responsibility of us as educators. Objectives should imply that there will be an assessment specifically designed to determine whether the learners have actually learned what was intended. Using Bloom's Taxonomy, this workshop will provide hands-on experience on how to write objectives in the three domains (cognitive, affective, psychomotor), including the difference between objectives and goals. The four parts of the ABCD Model (Audience, Behavior, Condition, Degree) and the SMART Framework (Specific, Measurable, Achievable, Realistic, Time-framed) will be illustrated through practicing real examples.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

**3:30 p.m. – 5:00 p.m.    SES113: Keep Calm and Carry On: How to Effectively Manage a Crisis**

– Cristin Owens, MEd; Lisa Dixon, MD

Historically, response to crisis has been reactionary, with little forethought going into notification protocols, preparing for the emotional fall-out, dealing with the media, or managing rumors and speculation. This session will facilitate discussion with leadership and management during a crisis, as well as supply a framework for an Emergency Response Flip-Chart that participants can take and personalize for their institutions. We will tackle crisis at all levels; such as notifying next of kin, protecting residents' and families' rights to privacy, as well as more complex issues such as dealing with social media fallout, informing peers, clinical staff, and institutional announcements.

*Target Audience: DIOs, Program Directors, Coordinators, GME Educators, Faculty, Administrators*

**3:30 p.m. – 5:00 p.m.    SES114: Increasing Diversity within GME Training Programs**

– Catherine Kuhn, MD; Kenyon Railey, MD

Diversity recruitment at both the faculty and trainee levels is an important way to foster the development of a high quality learning environment. Despite a variety of ongoing efforts, levels of underrepresented minorities have remained stable/flat nationally. A holistic approach to recruitment and retention is imperative for efforts to be successful. Through this workshop, participants will review a variety of approaches to enhance recruitment of underrepresented minorities such as: Second Look Weekend; Building the Next Generation of Academic Physicians (BNGAP) initiative; AAMC data analysis; and opportunities for faculty development enhancing awareness of unconscious bias. Data from a variety of sources will be reviewed and discussed.

*Target Audience: DIOs, Program Directors, Faculty, Administrators*

# SESSION DESCRIPTIONS

SATURDAY, MARCH 3, 2018

**3:30 p.m. – 5:00 p.m. SES115: Tackling Professionalism Issues in Residency Training**

– Patricia Pepper, MD, MSc; Mark Tschanz, DO, MACM

Dealing with professionalism lapses in residents is one of the most difficult challenges program directors face. Although certain violations of the professionalism Core Competency are so egregious that disciplinary issues are handled by the state medical board, remediation of the vast majority of lapses must be handled internally within the program. This is often a complex process with scant evidence to provide direction. We review the use of a professionalism contract as a means to outline the expectations of a program and to serve as a remediation guide in dealing with deficiencies in this Core Competency. Strategies and methods to remediate professionalism, including formal counseling documentation, will be reviewed. An example of a professionalism contract will be presented, with discussion on how to maximize impact.

*Target Audience: Program Directors, Coordinators, GME Educators*

**3:30 p.m. – 5:00 p.m. SES116: Initiating a GMEC Quality and Patient Safety (QPS) Subcommittee: Utility and Benefits**

– Steven Campbell, MD, PhD; Aaron Hamilton, MD, MBA

Quality and safety is clearly front and center as we shape the future of health care. With the growing emphasis on quality and safety in graduate medical education (GME), organizations must have effective strategies to engage trainees and faculty members and equip them with essential tools for success. A critical part of that strategy ties back to the governance structure that supports this work. In this highly interactive session, learners will learn how to establish an effective and sustainable quality and safety subcommittee within GME. We will address and discuss common pitfalls and successes along our journey, as well as equip you to lead a similar effort in your GME community. The focus will be on small-group practical work, including charter formation for your committee and how to measure success.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Administrators*

**3:30 p.m. – 5:00 p.m. SES117: Safety Event Analysis: Training Faculty to Train Residents**

– Wendy Miller, MD; Scott Allen, MD; Steven Angus, MD

Residents and faculty members are expected to participate in patient safety event reporting and analysis. We implemented a curriculum that addresses safety event reporting and teaches safety event analysis through the use of Apparent Cause Analysis (ACA) (HPI™), a mini root cause analysis. Discipline-specific patient safety event scenarios were created to be utilized during a simulated ACA session. The curriculum was first utilized to train program directors and core faculty members in our core residency programs and residents from our resident patient safety and quality council as part of a train-the-trainers initiative. During our graduate medical education orientation, we presented the curriculum to the incoming interns who then participated in a simulated ACA session specific to their discipline, facilitated by the program director, core faculty members, and residents. Interns completed a pre and post self-assessment regarding their knowledge of safety event reporting and analysis. Workshop attendees will be given an overview of the safety event analysis curriculum and will be trained to conduct an ACA. Attendees will then participate in a simulated ACA session, thus acquiring the knowledge and skills to conduct similar exercises at their home institutions.

*Target Audience: DIOs, Program Directors, GME Educators, Faculty, Administrators*

# SESSION DESCRIPTIONS

SUNDAY, MARCH 4, 2018

**7:00 a.m. – 8:15 a.m.**    **Continental Breakfast**

**8:30 a.m. – 10:00 a.m.**    **SES118: Milestones Five Years On: Lessons Learned and Practical Approaches to Improve Value**

– *Eric Holmboe, MD, MACP, FRCP; Stanley Hamstra, PhD; Laura Edgar, EdD, CAE*

This session will explore lessons learned from the first five years of the Milestones initiative. Specifically, this session will provide practical approaches and tips for getting the most value from the Milestones, building on a growing body of qualitative and quantitative research. This session will also discuss new approaches to analyzing Milestones data to provide better feedback to residents and fellows, programs, and specialties. We will also discuss plans and progress to date on Milestones 2.0, and the growing portfolio of educational resources available to programs, faculty members, and residents and fellows. The session will include how the ACGME Milestones team will co-produce and collaborate with the community to refine and revise the Milestones and assessment approaches moving forward.

*Target Audience: All*

**10:00 a.m. –  
11:00 a.m.**

**SES119: The 21st-Century Physician: What SI2025 and CLER are Teaching Us**

– *Kevin Weiss, MD, MPH; Robin Wagner, RN, MHSA; Diane Hartmann, MD; James Bagian, MD; Lawrence Opas, MD; Anai Kothari, MD, MS*

Over the past few years, the ACGME's Clinical Learning Environment Review (CLER) Program, and more recently Sponsoring Institution 2025 (SI2025), have provided substantial insights as to how the ACGME is viewing optimal clinical learning environments and how Sponsoring Institutions may serve patient care and the GME community into the future. These efforts have resulted in new learning on how the practice of medicine is changing, and how graduate medical education may need to evolve, in particular to prepare residents and fellows for practice well into the 21st century.

*Target Audience: All*

## 2018 ACGME Annual Educational Conference

# CONFERENCE LOCATION



### About Rosen Shingle Creek

The 2018 ACGME Annual Educational Conference will be held at the Rosen Shingle Creek. The Rosen Shingle Creek is conveniently located on Universal Boulevard just off of the Beachline Expressway (SR 528, Exit #2) and a half-mile east of the Orange County Convention Center. This ideal location is also minutes away from Orlando's world-famous attractions, like Universal Orlando®, Aquatica, Sea World Orlando®, and others.

The ACGME has secured discounted room rates at three hotels: The Rosen Shingle Creek Resort; Rosen Plaza; and Rosen Centre. All three hotels are within a 15-minute drive from the Orlando International Airport (MCO) and provide a choice of airport transportation services for a cost of approximately \$30 round-trip.

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### Hotel Reservations

The ACGME has secured the following discounted rates:

#### Rosen Shingle Creek Resort

\$245.00 single/double currently subject to a 12.5% daily tax rate. There is a \$20 charge per each additional guest.

#### Rosen Plaza

\$225.00 single/double currently subject to a 13.63% daily tax rate. There is a \$20 charge per each additional guest.

#### Rosen Centre

\$225.00 single/double currently subject to a 13.63% daily tax rate. There is a \$20 charge per each additional guest.

## HOTEL INFORMATION

### Rosen Shingle Creek (Conference Location)

9939 Universal Boulevard  
Orlando, Florida 32819  
[rosenshinglecreek.com](http://rosenshinglecreek.com)

### Rosen Plaza

9700 International Drive  
Orlando, Florida 32819  
[rosenplaza.com](http://rosenplaza.com)

### Rosen Centre

9840 International Drive  
Orlando, Florida 32819  
[rosencentre.com](http://rosencentre.com)

### Airport Transportation to and from the Orlando International Airport

Mears Shuttle: \$33 Round Trip  
To book a reservation call: 407.423.5566

Super Shuttle: \$32 Round Trip

**Click here** for more information and to book a reservation online.

All meetings will be held at the Rosen Shingle Creek Resort. Rosen Plaza and Rosen Centre are approximately two-and-a-half miles from the Rosen Shingle Creek Resort. **Complimentary shuttle service will run between Rosen Shingle Creek, Rosen Plaza, and Rosen Centre throughout the conference.**

These rates are available until 5:00 p.m. Eastern on Friday, January 26, 2018 **or until the room blocks have been filled, whichever comes first.** After January 26, 2018, or if the room blocks become filled, the ACGME can no longer guarantee rates and availability. We advise you to make room reservations as soon as possible to ensure availability and secure the discounted rates.

### How to Make Your Hotel Reservation

To make your reservation online at any one of the three official Rosen properties, **click here** or call **866.996.6338**, and mention "ACGME" to receive the conference rate.



### Reservation Cancellation Policy

**A one-night non-refundable deposit will be required to confirm your reservation.** Your credit card will be charged one night's room and tax at the time of the booking. If you cancel your reservation, this non-refundable deposit will not be returned, but all subsequent nights will be released. If you wish to pay the deposit by check, please contact the Annual Educational Conference Housing Office using the information below.

### Why Book at the ACGME 2018 Hotels?

The ACGME works hard to make sure that the conference rate is competitive, and monitors the hotels' other rates to make sure that our attendees receive the best deal. Your stay helps the ACGME meet its obligation to the hotel, allowing us to keep registration rates low. Without your hotel stay, the ACGME may be assessed a financial penalty which would jeopardize our ability to provide quality conference opportunities in the future.

### Reservation Questions

If you require additional assistance with your reservation, please contact the Annual Educational Conference Housing Office. Live help is available Monday-Friday from 9:00 a.m. - 5:00 p.m. Eastern.

**E-mail: [acgmehousing@gomeeting.com](mailto:acgmehousing@gomeeting.com)**

**Phone: 410.224.3963**

# REGISTRATION OPTIONS

There are seven registration options available to online-registered conference attendees:

- 1 Pre-Conference *and* Educational Conference Attendee**  
This is our most popular registration option, and includes both the Pre-Conference on Thursday (choice of: Introductory Course for New Program Directors; ACGME/AODME Pre-Conference for Osteopathic Programs and Institutions; or Coordinator Forum: Inner Dimensions of the Program Coordinator) and the Educational Conference on Friday, Saturday, and Sunday. Breakfast and lunch are included in the registration fee.
- 2 DIO 101 *or* 102 Pre-Conference Course and Educational Conference Attendee**  
This registration option includes either the DIO 101 *or* DIO 102 Pre-Conference course on Thursday, and the Educational Conference on Friday, Saturday, and Sunday. Breakfast and lunch are included in the registration fee.
- 3 DIO 101 *and* 102 Pre-Conference Course and Educational Conference Attendee**  
This registration option includes both the DIO 101 *and* DIO 102 Pre-Conference courses on Thursday, and the Educational Conference on Friday, Saturday, and Sunday. Breakfast and lunch are included in the registration fee.
- 4 Educational Conference Attendee**  
This registration option includes only the Educational Conference on Friday, Saturday, and Sunday. Breakfast and lunch are included in the registration fee.
- 5 Pre-Conference Only Attendee**  
This registration option includes only the Pre-Conference courses on Thursday: Introductory Course for New Program Directors; ACGME/AODME Pre-Conference for Osteopathic Programs and Institutions; and the Coordinator Forum: Inner Dimensions of the Program Coordinator. Breakfast and lunch are included in the registration fee.
- 6 DIO 101 *or* 102 Pre-Conference Course Only**  
This registration option includes only the DIO 101 *or* the DIO 102 Pre-Conference course on Thursday. Breakfast and lunch are included in the registration fee.
- 7 DIO 101 *and* 102 Pre-Conference Course Only**  
This registration includes both the DIO 101 *and* DIO 102 Pre-Conference courses on Thursday only. Breakfast and lunch are included in the registration fee.

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## Conference Sessions

All conference attendees must choose sessions to attend at the time of online registration. It is very important that attendees carefully select and review their selections to ensure registration for desired sessions. There will be no waitlists for full sessions; once a session has reached capacity, no more attendees will be able to register for it. **Attendees' selected sessions will be listed on their name badges.**

## Designated Institutional Officials (DIOs)

The ACGME will offer two half-day DIO Pre-Conference Courses on Thursday, March 1, 2018. DIO 101: The Basics of Institutional Accreditation is intended specifically for new DIOs. DIO 102: Innovation in the Learning and Working Environment is designed for both new and experienced DIOs.

## Program Coordinators

It is recommended that program coordinators attend the Pre-Conference Coordinator Forum course on Thursday, March 1, 2018. Inner Dimensions of the Program Coordinator is a full-day course that consists of break-out sessions and three plenaries. At the time of online registration, coordinators must select three break-out sessions and the three plenaries they want to attend during the Inner Dimensions of the Program Coordinator. Carefully review the break-out sessions listed in the Inner Dimensions of the Program Coordinator agenda before making selections. Most program coordinators also attend the Educational Conference on Friday, Saturday, and Sunday in addition to the Pre-Conference Coordinator Forum.

Online Registration will be available through Friday, February 2, 2018.

## REGISTRATION FEES

### Early Bird registration fees are available until January 5, 2018

Pre-Conference and Educational Conference	<b>\$995</b>
DIO 101 OR 102 Pre-Conference Course and Educational Conference Attendee	<b>\$895</b>
DIO 101 AND 102 Pre-Conference Course and Educational Conference Attendee	<b>\$995</b>
Educational Conference	<b>\$845</b>
Pre-Conference Only	<b>\$345</b>
DIO 101 OR 102 Pre-Conference Course Only	<b>\$175</b>
DIO 101 AND 102 Pre-Conference Course Only	<b>\$350</b>

### Standard registration fees apply after January 5, 2018

Pre-Conference and Educational Conference	<b>\$1195</b>
DIO 101 OR 102 Pre-Conference Course and Educational Conference Attendee	<b>\$1095</b>
DIO 101 AND 102 Pre-Conference Course and Educational Conference Attendee	<b>\$1195</b>
Educational Conference	<b>\$995</b>
Pre-Conference Only	<b>\$395</b>
DIO 101 OR 102 Pre-Conference Course Only	<b>\$200</b>
DIO 101 AND 102 Pre-Conference Course Only	<b>\$400</b>

### On-site Registration

Conference attendees who are not able to register online will be able to register on-site in the Conference Registration Area. On-site registration will be available for both the Thursday Pre-Conference and the Educational Conference. Breakfast and lunch are included in the on-site registration prices.

### On-site registration fees

Pre-Conference and Educational Conference	<b>\$1395</b>
DIO 101 OR 102 Pre-Conference Course and Educational Conference Attendee	<b>\$1295</b>
DIO 101 AND 102 Pre-Conference Course and Educational Conference Attendee	<b>\$1395</b>
Educational Conference	<b>\$1095</b>
Pre-Conference Only	<b>\$495</b>
DIO 101 AND 102 Pre-Conference Course Only	<b>\$495</b>

## REGISTRATION FEES

### Methods of Payment

Credit card payments are preferred and will ensure your registration is secure. We accept Visa, MasterCard, American Express, and Discover. Once registration payment is made, we are unable to transfer the registration fee to another method of payment.

We now offer an eCheck option for registration payments. On the registration payment page, select "eCheck" and enter the required bank information in the fields indicated.

### If Paying by Paper Check

Select the check payment option while registering online (**See Unpaid Registration/Pending Registration Policy below**). Make checks payable to "ACGME" and mail to the attention of:

*Andrea Rio, Registration Manager*  
ACGME  
401 North Michigan Avenue, Suite 2000  
Chicago, IL 60611

### Cancellation and Refund Policy

Attendees who need to cancel their registration must do so in writing by e-mailing [ario@acgme.org](mailto:ario@acgme.org). A full refund will be given through Monday, December 18, 2017. For cancellations made between December 19, 2017-February 12, 2018, an administrative fee of \$125 will be charged. No refunds will be given after February 12, 2018. **Refunds will be made in the same form as the original payment.**

*Note: If an attendee does not cancel in writing and does not attend the conference, he/she is still responsible for payment.*

### Unpaid Registration (Pending Registration) Policy

All unpaid registrations are considered pending registrations until the registration fee is paid. Pending registrations need to be paid with either a credit card, eCheck, or paper check within 30 days from the date of registration. If a registration fee is unpaid after 30 days from the date of registration, the registration will be cancelled. **If you register after January 2, 2018, it is unlikely that your check will arrive before February 2, 2018. Therefore, you must pay the registration fee with a credit card at the time of online registration.**

No checks will be accepted after **Friday, February 2, 2018**.

### Registration Substitutions

Registered attendees can transfer their registration to another attendee before the close of registration on Friday, February 2, 2018.

### Name Badges

Registered attendees will print their name badges at the Already Registered Self-Check-In kiosks located at Registration. Attendees' pre-selected sessions and room names will print on the name badges.



# SUNRISE YOGA AND MEDITATION

6:00 AM TO 6:30 AM FRIDAY AND SATURDAY\*

Take advantage of this opportunity to engage other conference participants outside of the learning space by participating in Sunrise Yoga and Meditation. Enhance your personal well-being by taking a mental break, stretch, exercise, and enjoy the outdoors. Beginners are welcome!

*\*Weather permitting, space is limited*

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SAVE THE DATE

MARCH 7-10, 2019  
ROSEN SHINGLE CREEK

