



ACGME

Accreditation Council for Graduate Medical Education

# New Horizons

The 2013 ACGME  
Annual Educational Conference

**February 28–March 3, 2013**

Swan and Dolphin  
Orlando, Florida

Register online at [www.acgme.org](http://www.acgme.org) by February 1, 2013.

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## Conference Overview

The ACGME is pleased to invite you to the 2013 Annual Educational Conference which will be held in Orlando, Florida at the Swan and Dolphin. The theme of this year's conference, *New Horizons*, will provide an opportunity for participants to expand their thinking and share strategies to improve residency program quality.

The 2013 conference will begin on Thursday, February 28th with three full-day courses. The popular Introductory Course for New Program Directors has been revamped and will provide pertinent information on accreditation for new program directors as well as the "other" duties and responsibilities of the program director. This year's Coordinator Forum titled *Moving Forward* will provide both plenary and workshop sessions designed for both new and experienced program and institutional coordinators. A new addition to this year's Thursday agenda is a course for new designated institutional officials titled *DIO 101: Building Basics and Beyond*.

This year's conference will offer more than one hundred sessions for program directors, coordinators, designated institutional officials, and other GME educators. A highly competitive call for workshops and didactic sessions yielded strong input from the community, with more than fifty sessions accepted from the graduate medical education arena. As we look forward, this year's conference will include sessions on the various aspects of the Next Accreditation System, including the teaching and assessment of milestones; the Clinical Learning Environment Review (CLER); faculty development; engaging faculty and residents in patient safety and quality improvement; and resident well-being. Additionally, the ACGME technology sessions include informal technology open houses on Friday, March 1st and Saturday, March 2nd, as well as an Accreditation Data Systems update on Saturday morning. The Marvin R. Dunn Poster Session is scheduled for Friday, March 1st, from 5:30 pm – 7:30 pm, and will highlight innovative approaches in GME, both nationally and internationally.

The ACGME will hold its annual awards luncheon on Friday, March 1st, to recognize the 2013 recipients of its prestigious awards: the Parker J. Palmer Courage to Teach and Courage to Lead Awards; the David C. Leach Award; the GME Program Coordinator Excellence Award; and the GME Institutional Coordinator Excellence Award.

Conference registration opens in early November. To register for the conference, go to [www.acgme.org](http://www.acgme.org) and click on "2013 ACGME Annual Educational Conference." Only online registration is available; faxed or mail-in registrations will not be 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 the Annual Educational Conference only; **pre-registration is required to attend the Introductory Course for New Program Directors, *DIO 101: Building Basics and Beyond*, or the Coordinator Forum.** The registration deadline is February 1, 2013.

### Conference Highlights:

- Introductory Course for New Program Directors
- *DIO 101: Building Basics and Beyond*
- Coordinator Forum: *Moving Forward*
- Focused Mini-Courses
- Hospital-Based, Institutional, Medical, and Surgical Accreditation Town Halls
- Sessions relating to the Next Accreditation System (NAS), Clinical Learning Environment Review (CLER), Faculty Development, Teaching and Assessing the Milestones, Patient Safety and Quality Improvement, Resident Well-Being, and other relevant topics
- ACGME Awards Luncheon
- Marvin R. Dunn Poster Session and Reception

## Agenda

### Wednesday, February 27

6:00 pm – 8:30 pm	Conference Registration
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### Thursday, February 28

6:30 am – 9:00 am	Conference Registration
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7:00 am – 8:30 am	<b>Continental Breakfast</b>
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8:00 am – 5:00 pm	PC001 Introductory Course for New Program Directors
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8:30 am – 5:00 pm	PC002 Coordinator Forum: <i>Moving Forward*</i>
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8:00 am – 5:30 pm	PC003 <i>DIO 101: Building Basics and Beyond</i>
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5:30 pm – 8:30 pm	<b>Conference Registration and Welcoming Reception</b>
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### Friday, March 1

7:00 am – 7:45 am	<b>Continental Breakfast</b>
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7:00 am – 5:00 pm	Conference Registration
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8:00 am – 8:20 am	Welcome and Opening Remarks / Presentation of Nathan K. Blank Fellowship Award
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8:20 am – 9:30 am	CEO Introductory Address
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9:30 am – 5:00 pm	Walk-in Technical Support Sessions for ACGME Data Collection Systems*
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9:30 am – 10:00 am	<b>Break</b>
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10:00 am – 11:30 am	SES001 Accreditation Site Visit
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	SES002 Coordinator Plenary – The Universal Job Description for Coordinators*
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	SES003 Institutional Oversight – Aligning the Next System and Revised Requirements
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	SES004 Social Media: Friend or Foe
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	SES005 Assessing Resident Milestones Using a Comprehensive Assessment of a Simulated Patient Encounter (CASPE)
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	SES006 Enhancing Your Presentations – Using Software and Cloud Technology to Increase Interactivity
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	SES007 Patient Safety/Quality Improvement: Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice
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	SES008 Resident Health and Wellness: Thinking beyond Time Off <i>(Limited to 100 participants)</i>
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	SES009 Supervising Residents at Different Stages of the Learning Cycle: From Beginner to Expert <i>(Limited to 100 participants)</i>
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	SES010 Creating the Path: Developing an Introductory and Continuing Faculty Development Program <i>(Limited to 100 participants)</i>
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	SES011 A Solution to Milestone Mania: A How-to Course in the Use of Simulation for Milestone Measurement <i>(Limited to 100 participants)</i>
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	SES012 Reflective Exercises as a Tool to Teach Professionalism during Residency Training <i>(Limited to 100 participants)</i>
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<b>Friday, March 1</b>	
<b>11:30 am – 1:15 pm</b>	<b>ACGME Awards Luncheon</b>
1:30 pm – 3:00 pm	SES013 Specialty Update – Internal Medicine
	SES014 Specialty Update – Pediatrics
	SES015 Specialty Update – Emergency Medicine
	SES016 Specialty Update – Psychiatry
	SES017 Specialty Update – Surgery
	SES018 Specialty Update – Neurological Surgery
	SES019 Specialty Update – Medical Genetics
	SES020 Specialty Update – Transitional Year
	SES021 Specialty Update – Pathology
	SES022 Specialty Update – Family Medicine
	SES023 Institutional Oversight – The Revised ACGME Policies and Procedures: A Primer for DIOs
	SES024 Oral Poster Presentations I*
	SES025 A Small Program's Implementation of Milestones – A Work in Progress
	SES026 Creating a Culture of Wellness
	SES027 From Ashes to Glory: How to Survive a Failure in ACGME Accreditation
	SES028 Implementing and Evaluating a Structured, EMR-Integrated, Resident-to-Resident Hand-off Process
	SES029 Integrating Residents into Unit-Based Accountable Care Teams
	SES030 Simulation in Medical Education: Boon or Boondoggle?
	SES031 Improving the Quality of Narrative Evaluations in Subspecialty Fellowship Training <i>(Limited to 100 participants)</i>
	SES032 A Different PDCA: Plan-Do-Coach-Accelerate. The Importance of Project Coaches in Learning Quality Improvement and Accelerating Care Improvement <i>(Limited to 100 participants)</i>
<b>3:00 pm – 3:30 pm</b>	<b>Break</b>
3:30 pm – 5:00 pm	SES033 Specialty Update – Internal Medicine Subspecialties
	SES034 Specialty Update – Physical Medicine and Rehabilitation
	SES035 Specialty Update – Diagnostic Radiology
	SES036 Specialty Update – Neurology
	SES037 Specialty Update – Plastic Surgery
	SES038 Specialty Update – Orthopaedic Surgery
	SES039 Specialty Update – Urology
	SES040 Specialty Update – Anesthesiology
	SES041 Specialty Update – Radiation Oncology

<b>Friday, March 1</b>	
3:30 pm – 5:00 pm	SES042 Specialty Update – Dermatology
	SES043 Oral Poster Presentations II*
	SES044 Town Hall – Institutional Accreditation
	SES045 Creating a Sea of Stories: Enhancing Residents' Appreciation of Professionalism through an Online Repository of Reflective Narratives by Faculty Members
	SES046 Building Bridges between Silos: An Example of How to Build a Program of Intraprofessional Training among Pediatric Fellows
	SES047 Core Faculty Development: Motivating for Success
	SES048 A Framework of Learner Centered Milestone Achievement (LCMA)
	SES049 Conflict Resolution within Your GME Household
	SES050 Changing the Culture of GME – Moving toward Lean GME Processes to Contain Costs and Improve Efficiencies ( <i>Limited to 100 participants</i> )
	SES051 Times I Felt like Crying – Group Intervention in a Singaporean Residency Program ( <i>Limited to 100 participants</i> )
5:30 pm – 7:30 pm	<b>Marvin R. Dunn Poster Session and Reception</b>
<b>Saturday, March 2</b>	
6:30 am – 8:00 am	<b>Continental Breakfast</b>
7:00 am – 5:00 pm	Conference Registration
8:30 am – 5:00 pm	Walk-in Technical Support Sessions for ACGME Data Collection Systems*
7:15 am – 10:15 am Mini-Courses ( <i>Limited to 60 participants</i> )	SES052 The Use of Chart Stimulated Recall (CSR) and Direct Observation of Procedural Skills (DOPs) in the Assessment of Residents
	SES053 Breaches of Professionalism: What Will You Do?
	SES054 Patient Safety/Quality Improvement: GME Engagement with Effective Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice
	SES055 Advanced Communication Life Support (ACLS): Breathing Life Back into Your Public Speaking Skills
	SES056 Making Your Hospital Safer: Simple Strategies to Better Systems
	SES057 The Personal Trainer Approach to Writing for Education Journals: Ready, Set, Go!
	SES058 Teaching Quality Improvement: A Primer
	SES059 The I-PASS Hand-off Process: Teaching and Evaluating Standardized Approaches to Transitions of Care
8:30 am – 10:00 am	SES060 Accreditation Data Systems
	SES061 Town Hall – Hospital-Based Accreditation
	SES062 The ACGME CLER Program: Support for a Shared Vision
	SES063 Using Specially Trained Actors in Facilitated Simulation Experience (FSE) to Achieve Milestones

Saturday, March 2	
8:30 am – 10:00 am	SES064 The Internal Medicine and Pediatric Milestones: Lessons Learned from Two Approaches to Development and Implementation
	SES065 Improving Educational Outcomes and Patient Care with Competency-Based Training in an International Residency Program – The Challenges and Rewards
	SES066 Improving Patient Care through Medical Education: The AIAMC National Initiative
	SES067 Beyond Work Hour Restrictions: Other Strategies to Combat Sleepiness and Fatigue in Residents
	SES068 Curricular Innovations to Improve Residents' Understanding of the Impact of Culture on Health of Diverse Communities <i>(Limited to 100 participants)</i>
	SES069 Going APE over NAS: Strategies for Organizing a Meaningful Program Review in the Next Accreditation System <i>(Limited to 100 participants)</i>
	SES070 The Next Assessment System – Implementing Milestones into Your Educational Process <i>(Limited to 100 participants)</i>
	SES071 Problem-Based Learning Approach to Teaching Professionalism to Residents <i>(Limited to 100 participants)</i>
	SES072 Educating the Next Generation of Physicians to Help Combat Fraud, Waste, and Abuse <i>(Limited to 100 participants)</i>
	SES073 Teaching with Emotional Intelligence: Engaging Learners, Developing Competencies <i>(Limited to 100 participants)</i>
	SES074 Specialty Update – Colon and Rectal Surgery
	SES075 Specialty Update – Ophthalmology
	SES076 Specialty Update – Thoracic Surgery
	SES077 Specialty Update – Allergy and Immunology
SES078 Specialty Update – Obstetrics and Gynecology	
<b>10:00 am – 10:30 am</b>	<b>Break</b>
10:30 am – 12:00 pm	SES079 Marvin R. Dunn Keynote Address – The Future of Assessment: The Arc from the Individual to the Program
<b>12:00 pm – 1:30 pm</b>	<b>Lunch</b>
1:30 pm – 4:30 pm Mini-Courses <i>(Limited to 60 participants)</i>	SES080 Multisource 360° Assessment and Portfolios for Making Promotion Decisions for Residents
	SES081 Breaches of Professionalism: What Will You Do?
	SES082 Patient Safety/Quality Improvement: GME Engagement with Effective Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice
	SES083 Advanced Communication Life Support (ACLS): Breathing Life Back into Your Public Speaking Skills
	SES084 Making Your Hospital Safer: Simple Strategies to Better Systems
	SES085 Realizing the Promise of Competency-Based Medical Education
	SES086 Teaching Quality Improvement: A Primer
	SES087 The I-PASS Hand-off Process: Teaching and Evaluating Standardized Approaches to Transitions of Care



Saturday, March 2	
1:30 pm – 3:00 pm	SES088 Coordinator Plenary – Three's Company: Sharing Leadership at the Program Level*
	SES089 Ask the Site Visitor
	SES090 Town Hall – Medical Accreditation
	SES091 The ACGME CLER Program: Update from the Program Office and the Trenches
	SES092 Protecting the Confidentiality of GME Documents
	SES093 Using a Comprehensive Intern OSCE for the Initial Assessment of NAS Milestones
	SES094 New Curriculum, New Roles, New Alignments: Integrating Quality Improvement, Patient Safety, and GME under the ACGME NAS
	SES095 Train the Trainer: Empowering Program Directors to Encourage Faculty Development
	SES096 Clinical Competency Committees: What Are They and How Can They Enhance Resident Education? <i>(Limited to 100 participants)</i>
	SES097 Addressing Diversity in Graduate Medical Education: Challenges and Perspectives <i>(Limited to 100 participants)</i>
	SES098 Build a Better Doctor: Using the Milestones to Enhance Performance through Remediation and Enrichment <i>(Limited to 100 participants)</i>
	SES099 A New System for Evaluating Trainees: Competencies and Milestones Mapped to Entrustable Professional Activities <i>(Limited to 100 participants)</i>
	SES100 Practical Methods for Improving Performance Ratings <i>(Limited to 100 participants)</i>
	SES101 Designing Instruction around the Competencies: Leveraging Technology to Enhance Your Teaching <i>(Limited to 100 participants)</i>
3:00 pm – 3:30 pm	SES102 Specialty Update – Nuclear Medicine
	SES103 Specialty Update – Preventive Medicine
	SES104 Specialty Update – Otolaryngology
	<b>Break</b>
3:30 pm – 5:00 pm	SES105 Town Hall – Surgical Accreditation
	SES106 ACGME Milestones Update
	SES107 Teaching Evidence-Based Medicine and Assessing Competence in the Era of Milestones
	SES108 Using Multimedia in Faculty Development on Multicultural Education
	SES109 Saying the Word “Dead”: An Exploration of the Ethical and Pedagogical Challenges to Teaching and Assessing Death Disclosure Skills Using High Fidelity Simulation
	SES110 Basic and Advanced Communication: A Model for Universal Milestones That Are Adaptable across Programs and across Disciplines <i>(Limited to 100 participants)</i>
	SES111 Snippets – Effective, Efficient Faculty Development to Meet New Challenges <i>(Limited to 100 participants)</i>



**Saturday, March 2**

3:30 pm – 5:00 pm	SES112 Developing Clinical Teachers: Lessons Learned from the Trenches <i>(Limited to 100 participants)</i>
	SES113 The “How-to” of Faculty Development: Educating Core Residency Faculty on Developing and Applying Milestones to GME Training <i>(Limited to 100 participants)</i>
	SES114 Moving Residency Programs from Novice to Expert: Systems Milestones for Program Director Development <i>(Limited to 100 participants)</i>
	SES115 Defining, Teaching, and Assessing Professionalism <i>(Limited to 100 participants)</i>
	SES116 The Abu Dhabi Story

**Sunday, March 3**

7:00 am – 8:15 am	<b>Continental Breakfast</b>
8:30 am – 10:00 am	SES117 The ACGME CLER Program: Opportunity for Faculty Development
10:00 am – 10:30 am	<b>Break</b>
10:30 am – 12:00 pm	SES118 The Next Accreditation System: Putting It All Together

## Session Descriptions

### Thursday, February 28

<p><b>PC001 8:00 am – 5:00 pm</b>  <i>Mary Lieh-Lai, MD;</i>  <i>Louis Ling, MD;</i>  <i>John Potts, MD;</i>  <i>Rebecca Miller, MS</i></p>	<p><b>Introductory Course for New Program Directors</b>  This introductory course is designed to orient new program directors to the ACGME and the review committees, the Next Accreditation System (NAS), ACGME data collection systems, and an overview of the review process. This course will feature the senior vice presidents for medical accreditation, surgical accreditation, hospital-based accreditation, and applications and data analysis as speakers.  <i>Target Audience: Residency and Fellowship Program Directors (fewer than two years of experience)</i></p>
8:30 am	<p><b>Introduction</b>  <i>Mary Lieh-Lai, MD</i></p>
8:50 am	<p><b>History and Structure of the ACGME</b>  <i>Louis Ling, MD</i></p> <p><b>Small Group Case Discussions: “Program Issues”</b></p>
9:20 am	<p><b>Introduction to Program Issues Discussions</b>  <i>John Potts, MD</i></p>
9:25 am	<p><b>Table Discussion</b></p>
9:45 am	<p><b>Table Report Out</b>  <i>John Potts, MD; Louis Ling, MD; Mary Lieh-Lai, MD</i></p>
10:35 am	<p><b>Break</b></p>
10:50 am	<p><b>Wrap-up of Case Discussion “Program Issues”</b>  <i>John Potts, MD</i></p>
11:00 am	<p><b>Accreditation Data Systems</b>  <i>Rebecca Miller, MS</i></p>
11:30 am	<p><b>Networking Lunch</b></p>
11:50 am	<p><b>Financial Aspects of GME</b>  <i>Louis Ling, MD</i></p>
12:05 pm	<p><b>Written Jobs of the PD: The Common Program Requirements</b>  <i>John Potts, MD; Louis Ling, MD; Mary Lieh-Lai, MD</i></p>
1:05 pm	<p><b>ACGME Competencies</b>  <i>Mary Lieh-Lai, MD</i></p> <p><b>Small Group Case Discussions: “Resident Issues”</b></p>
1:35 pm	<p><b>Introduction to Resident Issues Discussions</b>  <i>John Potts, MD</i></p>
1:40 pm	<p><b>Table Discussion</b></p>
2:00 pm	<p><b>Table Report Out</b>  <i>John Potts, MD; Louis Ling, MD; Mary Lieh-Lai, MD</i></p>
3:00 pm	<p><b>Break</b></p>
3:15 pm	<p><b>Wrap-up of Case Discussion “Resident Issues”</b>  <i>John Potts, MD</i></p>
3:25 pm	<p><b>Unwritten Jobs of the PD</b>  <i>John Potts, MD; Louis Ling, MD; Mary Lieh-Lai, MD</i></p>
4:00 pm	<p><b>Wrap-up and Other Resources</b>  <i>John Potts, MD</i></p>

**Thursday, February 28**

**PC002 8:30 am - 5:00 pm**  
*Debra Dooley, Moderator*

**Coordinator Forum: *Moving Forward*\***

The ACGME selected *Moving Forward* as the title for this year's Coordinator Forum to convey the exciting changes on the GME horizon. The forum will showcase the improvements being made to both the accreditation process and in the GME community at large. Forum plenary sessions will focus on the influence of generational differences in residency programs, ACGME data collection for the Next Accreditation System and the impact this will have on coordinators, and an open session with the CEO of the ACGME. Submissions were solicited from the GME community to develop sessions on topics of interest specifically for coordinators, such as collaboration, team building, assessment of milestones, professional development for coordinators, the use of technology and social media to improve quality and efficiency, and managing compliance.

*Target Audience: Institutional and Program Coordinators*

8:30 am **Welcome and ACGME Update**

*Debra Dooley*

8:45 am **Generational Synchronicity: Improving the Medical Teaching Environment**

*Joseph Gilhooly, MD*

9:45 am **Break**

10:00 am **BR01 I'm a New Coordinator – Now What?**

*Vanessa Goodwin; Jennifer Wilson*

You're a new coordinator and now what? What do you need to know? What do you not know that you should? This session will provide the crucial information that you want and need to know, what you should be involved with, identify your support system, as well as basic musts for recruiting. Learn some tips and tricks on how to get and stay organized. The presenters will also provide a personal reflection at five and ten years into the position.

**BR02 Job Advancement within the Coordinator Role**

*Kim Lanham; Lori Brownlee*

This session will examine the process that the presenters recently undertook to successfully encourage the human resources department at their institution to reclassify the coordinator role from one that was categorized with various secretarial-based positions, to one that is now classified as a professional job in the management-based category. The session will explore the data used to substantiate their request to have the job description re-evaluated to meet the duties of the position that have evolved in the role in the past decade.

**BR03 From Paper to Vapor: Bringing Your Program into the 21st Century**

*Julie Dill*

With increased ACGME requirements and tracking, the typical process to document and store resident training records is becoming more cumbersome and ineffective. The need to move away from the current tracking model is imperative to maintain compliance with ACGME and medical specialty board standards and requirements. At the presenters' institution, the goal of electronic storage is to allow residents, program directors, advisors, and other faculty real-time access to resident information at any time and location. Additional advantages to a mostly electronic platform are the environmental, cost, space, and resource utilization benefits. In this session, the speakers will present their institution's utilization of different technology tools and processes. In the small group setting, the participants will have a chance to analyze these tools and gauge relativity to their programs. At the end of the session, the participants will have a chance to network and share their ideas.

**Thursday, February 28**

10:00 am

**BR04 The World outside of Your Silo: Building an Engaged, Collaborative Community of Coordinators within an Institution***Gail Wall, C-TAGME; Martha Anderson*

What opportunities exist for a coordinator to routinely engage and collaborate with peers outside of their program, but within their institution? Creating a structure and methods to promote these principles among program coordinators within an institution is essential for individual and collective career development and advancement. In this session, the presenters will highlight scenarios and will propose and elicit solutions to create and sustain this community. Attendees will leave this session with a framework to engage peers in their institution and ideas for professional development and promotion.

**BR05 Strategies for Resuscitation of Distressed Residency Programs***Jack Wilberger, MD; Debra Caplan, MPA*

Every sponsoring institution will at some time have a program with significant problems not identified at an internal review but subsequently brought to light through resident complaints, the annual ACGME resident surveys, or an RRC action of probation (or in the Next Accreditation System, significant improvement). This workshop provides a practical framework for “resuscitating” such programs to a state of providing vibrant educational experiences. This framework will be developed by the workshop panel in close collaboration with the workshop participants.

**BR06 The Key to Surviving the Next Accreditation System: A Residency Management System That Connects the GME Community***Tammy Tuck; Chrystal Stancil*

An institution-wide database can be a coordinator’s new best friend. As coordinators prepare for the Next Accreditation System, participants will share what their institutions are currently doing – what works and what doesn’t. Presenters will then share the history of one institution’s experience with Resident Management Systems (RMS) to the present. This presentation will explore how to deploy an RMS across an institution, considering steps taken, examining, and reviewing what went well and what could be done differently. This session will demonstrate how using an RMS can create transparency, improve communication, allow for more accurate record keeping and reporting, and foster creativity. Come discover how to use technology to improve and connect the GME community.

**BR07 Web 2.0: Virtual Environment Applications for Program Coordinators***Rachel Umoren, MD, MS; Jill Helphinstine, MD*

It is essential that program coordinators be familiar with new technologies and social media that have the potential to transform the landscape of graduate medical education. This workshop is designed to help senior program coordinators develop an understanding of how immersive online 3D simulations may be used in their programs for education, collaboration, and information sharing.

**Thursday, February 28**

- 10:00 am **BR08 Keeping the Medical Education Team Afloat in Stormy Seas: How to Meet the Challenges of ACGME Accreditation**  
*Nowoka Hilton*
- In an environment of diminished funding, hiring and retaining quality education administrators and support staff is increasingly more difficult. Consequently, departments are frequently faced with excessive turnover of education managers and coordinators who seek other positions as a means of acquiring pay raises. In contrast to financial cutbacks, there are growing demands to recruit, motivate, and retain highly proficient staff who can meet the challenges set forth by the ACGME's Next Accreditation System and the newly mandated competency-based education milestones model, effective 2013. Recurrent turnover can generate a less productive work environment for program directors, managers, administrators, and the education team, and ultimately burdens the department with time consuming and costly rehiring and training demands. This workshop will equip managers and administrators with explicit strategies to deal with expected and unexpected staff changes based on cross training and departmental centralization, and the development of a defined education coordinator career path which emphasizes team mentoring and skill mastery achievements. Workshop participants will review and discuss various performance management methodologies and will be introduced to specific exercises which help identify and advance both manager and employee strengths and innate talents, provide alternative incentive plans supported by behavioral motivation and positive psychology theories, and boost employee engagement. Participants will be provided with detailed references and resources to achieve these objectives.
- 11:15 am **BR09 "Come Together": Developing a Subspecialty Coordinator Coalition within a Core Program**  
*Pamela Carpenter; Jaime Bruse, C-TAGME; Stefanie Grundy*
- Apart from coordinating their program, core residency program coordinators are often burdened with providing support, training, filling in for, or providing oversight for their subspecialty counterparts, fellowship coordinators. This can include coordinator and program director training, assuming coordinator responsibilities for fellowship programs without support, or providing coordinator oversight. During this workshop, all participants will explore the successes and challenges of developing a fellowship coalition. The benefits of a coalition will be explored, including sharing resources for subspecialty fellowships using technology, supporting new fellowship coordinators, assisting programs without support that are seeking new accreditation, and providing similar required educational experiences for all subspecialty fellows within a core program. In addition, fellowship coordinators will explore leadership opportunities available in setting up a coalition within their departments.
- BR10 Coordinator Island**  
*Melodie Allison, C-TAGME; June Dailey, C-TAGME*
- Coordinators face challenges within their programs and institutions that require quick decisions and immediate results. As the "go-to" person in a program, coordinators are expected to find solutions for many challenging issues. These issues can range from budget constraints to dealing with difficult residents while maintaining a calm and professional demeanor. A trip to Coordinator Island will assist the coordinator in developing the knowledge and skills to resolve program challenges. The presenters look forward to your visit and welcoming you to Coordinator Island.

**Thursday, February 28**

11:15 am

**BR11 New Regulations – New Challenges or New Opportunities?***Jeri Whitten, C-TAGME; Rosemary Munson, C-TAGME*

The Next Accreditation System and the milestones are major changes in the way programs will train future physicians. Public scrutiny and pressures from other outside sources were part of the driving force behind these new requirements. These new requirements include leeway and encouragement for innovative thinking, allowing residents and fellows to have more input into their career paths. Less emphasis on process and cookie-cutter training, and more emphasis on outcomes, gives programs more flexibility to achieve optimum results. Innovative and well-designed programs can look forward to longer accreditation cycles with less paperwork. All this must be done while programs are facing budget cuts and reduced funding. In this session, the presenters will provide background information on the extrinsic pressures driving these changes, and how innovation in program design will be used to increase patient safety and train physicians to meet patient needs in the future. The presenters will also allow time for audience participation in sharing ideas for maintaining program excellence with reduced funding.

**BR12 The Program Coordinator Job Description and Its Ever-Changing Responsibilities: A Success Story***Vanessa Goodwin; Jennifer Wilson*

This session will have a brief focus on the history of the program coordinator position, and the process the presenters used to rewrite the job description so that it is a realistic reflection of the current expectations of the position. The presenters will share useful tips and tricks of what they learned and how they worked together to successfully achieve their goal.

**BR13 Building and Developing Interprofessional Team Skills through Program Coordinator Committees – If You Build It, They Will Come***Elizabeth Payne, MAEd, C-TAGME; Theresa Hill, C-TAGME*

The role of administrators and coordinators in graduate medical education (GME), although varied by specialty, embodies that of a community of leaders and learners. In an effort to build a cohesive interprofessional team to support GME-sponsored programs, a Program Coordinator Committee (PCC) should be created. Though the group is deemed a "PCC", it involves all of the major players inside of an academic environment including, but not limited to, hospital administration, dean's office personnel, accrediting and overseeing entities, GME offices, and individual program coordinators. The PCC should be established as an educational initiative to promote the sharing of ideas, offer a venue for professional development and networking, foster team building skills, model professionalism, and enhance effective oversight of programs among PCC members. Each individual member brings a rich background of knowledge and experience to contribute to the group as a whole. The PCC is two-fold; first, members will be able to create and share ideas and opportunities to develop innovative learning environments through shared experiences for career growth and advancement, and self-development through scholarly activity outlets. Second, the members of the PCC will learn the interworkings of the medical world and how to effectively collaborate with each individual facet. The primary function and goal of the PCC is to facilitate communication inside of the complex universe that is GME as well as to set a standard of professional excellence for all members of the PCC by way of providing personal development opportunities.

**Thursday, February 28**

**BR14 Leading with Aloha—The Power of “We”**

*Natalie Talamoa, MBA; Marlene Keawe, MBA*

Basic leadership/teamwork principles will be addressed, focusing on stages that produce a win-win situation (based on concepts shared in tribal leadership), using the Hawaiian concept of the Ahapua’a as it relates to horizontal leadership. Participants will be able to share in group work to identify challenges and best practices in differing organizational structures. As a leader, values play a critical role in mentorship. Participants will engage in group discussions to develop personal commitment statements, using identified values with a “taste of aloha” that they can also use to mentor their own administrative staff or others with whom they work closely.

**BR15 Atlas is Trying Not to Shrug: Supporting Compliance**

*Sharon Gonzales, C-TAGME; Susan Izatt, MD*

The ongoing changes led by the Accreditation Council for Graduate Medical Education have brought significant improvements in medical education that are coupled with snowballing requirements in the documentation of compliance. This weighty burden of documentation falls squarely on the increasingly shaky shoulders of each individual graduate medical education training program. This workshop will focus on easing the burden of compliance documentation by addressing what must be documented, what should be documented, and what will help the program if documented. Creative strategies to meet the requirements of the Next Accreditation System will be intertwined into the discussion as it will become even more important to have compliance documented in a timely fashion. The workshop will be centered on practical solutions that more evenly distribute the weight of the requirements while enhancing the growth of the program. Active audience participation will enhance the workshop, including a pre-conference survey identifying areas of compliance challenge, and the use of real-time electronic survey during the presentation.

**BR16 Social Media – Friend or Foe**

*Laurie Ashenbrenner, C-TAGME; Cynthia Ferrell, MD, MSED*

Today’s residents (and many faculty) are well aware of the vast opportunity to network via social media and are quite versed in its use. Program coordinators are becoming more aware of the opportunity that social media provides for breaches in professionalism, but may be relatively unfamiliar with how to approach issues related to the concept of online professionalism. The presenters will review online professionalism including national policies regarding appropriate physician use. There will be ample opportunity, through electronic audience responses and group discussion, to explore the concept of online professionalism through the use of real cases which demonstrate possible breaches of online professionalism. This session will serve as a model for program coordinators to return to their institutions and help develop relevant policies, and educate their learners about professional behavior online.

12:15 pm **Networking Lunch**

1:00 pm **ACGME Data Collection: How Does NAS Impact You?**

*Rebecca Miller, MS*



Thursday, February 28

2:15 pm

**BR17 Transitioning to a Milestones Measurement Tracking System**

*Kim Lanham; Lori Brownlee*

This session will examine the process for transitioning to a milestone-based data collection system in a residency or fellowship program. It will outline how to 1) identify requirements for successful mastery of each milestone; 2) determine measurement methods and tools to be used for each requirement; and 3) utilize electronic storage methods for data showing the achievement level for each requirement. The session will also explore how to collate data by milestone, for easy review of resident progress, and how to identify a reporting system to track progress by milestone.

**BR18 Moving Forward: A Look at Changes to the Program Requirements and ACGME Policies and Procedures**

*Tami Walters; Caroline Fischer, MBA*

This session will provide a closer look at the revisions made to the common program requirements in preparation for the implementation of the Next Accreditation System, as well as a review of the pertinent changes in ACGME policies and procedures and the effect they will have on residency programs.

**BR19 “You’re Not Alone!” Using Collaboration as a Tool to Problem Solve, Identify Resources, and Become a Leader in Your Field**

*Tammy Tuck; Rhea Fortune*

Program Coordinators are in a role that few of our friends or colleagues can fully understand. Being successful lies within our ability to collaborate, problem solve, and identify resources. During this workshop, you will take home valuable and helpful information, such as 1) understanding what your resources are and how to find them; 2) the top ten items that all program coordinators need to know; and 3) how to encourage coordinator development. With the Next Accreditation System, we know change is inevitable; will you be a leader of change or a victim? Find out how to work together in your institution, your specialty, and globally. Discover how much support is really out there. Find out how we know we’re doing it “right”, and who really cares? Together we can meet our challenges, learn, problem solve, enthusiastically succeed, and become leaders in our field.

**BR20 Dealing with Difficult Residents: Making Sure the Minority of Residents Don’t Take up the Majority of Our Time**

*Sarah Kidd-Romero; Stephen Kavic, MD, FACS*

During this workshop, the presenters will discuss the strategies that the program coordinator and the program itself can institute to help resolve and prevent possible resident issues. This workshop will explore different scenarios that could arise in dealing with a resident population that may have personal, academic, or professional issues that cause problems within the program overall.

**BR21 Mentoring is a Two-Way Street: Get on Board**

*Jean Ashley, MSBC, C-TAGME; Lori Ratanapool*

This workshop will offer an introduction and mentoring strategy to raise the awareness and importance of mentoring in graduate medical education, particularly to new residency, fellowship, and institutional coordinators. Participants will gain an understanding of how mentors are vital to their success and understand their role as a mentee. The presenters will share mentoring tips and discuss how mentors can help decrease job turnover, build confidence, and offer clarity and understanding of the many changes in graduate medical education (GME). Group discussions will include 1) understanding the changing role of the coordinator and how mentors are paramount in GME; 2) identifying ways to create an atmosphere of camaraderie and support among program coordinators; and 3) recognize opportunities for professional growth and the sharing of best practices.

**Thursday, February 28****BR22 One Vision, One Team: Centralization of Program Coordinators***Hollynn Larrabee, MD; Lorrie Hardy*

The session will describe a novel process for centralization of GME coordinators. In 2012, West Virginia University's GME Office undertook the radical task of centralization of all program coordinators for their fifty GME programs. Previously, program coordinators were the responsibility of the individual departments within the institution. This fragmented system led to large variation in skill sets and responsibilities of the coordinators as well as a lack of unified vision or expectations of working together as a GME team. The presenters will describe in detail each step of the process to build a three-tier system for program coordinators with an emphasis on creating a unified job description and the opportunity for professional advancement along defined pathways. In addition, the presenters will examine the barriers and solutions to centralization of program coordinators as well as the positive impact this had on program coordinator morale, development of specialized skill sets, and synergy between departments due to increased effectiveness of the program coordinators.

**BR23 Your Professional Development: Resumes and Professional Portfolios***James Orlando, EdD; Marlene Whalen*

Thriving in a world of permanent change is an ongoing challenge for GME professionals, whether that change is health care reform, the Next Accreditation System, or working with several generations of learners. As professionals, GME coordinators have a unique role in this milieu, yet rarely take the opportunity to assess and reflect on their contributions to further their own professional development and the programs they support and/or manage. In this workshop, participants will have several opportunities to assess and categorize their contributions and accomplishments into resume and portfolio templates. Participants will also review and discuss a framework to help them navigate their careers and increase their professional resiliency in a world of permanent change.

**BR24 GME...Is There an App for That?***Nyadia Griffith; Beth Bogedain*

In this workshop, the GME team from Nationwide Children's Hospital will teach attendees to efficiently and effectively take advantage of today's technology. By using this technology, program coordinators will stay up-to-date with the most current information and guidelines. Moreover, program coordinators will learn to utilize technology to effectively communicate with the GME office and get answers to their questions quickly. Emphasis will be placed on the technical aspects of technology such as internet presence, document collection, and discussion boards. The purpose of the presentation is not to learn how to use the technology, but to learn how to make technology work for you.

3:15 pm **Break**3:30 pm **Ask the CEO!***Thomas J. Nasca, MD, MACP**Facilitator: Timothy Brigham, MDiv, PhD*4:45 pm **Wrap-up***Debra Dooley*5:00 pm **Adjourn**5:30 pm **Welcoming Reception**

**Thursday, February 28**

<p><b>PC003</b> 8:00 am – 5:00 pm  <i>Kevin Weiss, MD;</i>  <i>Linda Andrews, MD;</i>  <i>Patricia Surdyk, PhD;</i>  <i>Mark Wilson, MD;</i>  <i>Robin Wagner, RN, MHSA;</i>  <i>Peter Nalin, MD</i></p>	<p><b><i>DIO 101: Building Basics and Beyond</i></b>                  This course will offer training to new DIOs in facets of the accreditation process which will help them to succeed in their new positions. A key focus will be on the Next Accreditation System (NAS) and the Clinical Learning Environment Review (CLER) program. There will be didactic and small-group learning activities which focus on the institutional roles of the DIO.  <i>Target Audience: New DIOs (fewer than two years of experience)</i></p>
<p>8:00 am</p>	<p><b>Introduction</b>  <i>Kevin Weiss, MD; Linda Andrews, MD</i></p>
<p>8:30 am</p>	<p><b>Pre Test (Activity)</b></p>
<p>8:45 am</p>	<p><b>Blueprints: Institutional Accreditation Basics</b>  <i>Patricia Surdyk, PhD</i></p>
<p>9:45 am</p>	<p><b>Post Test (Activity)</b></p>
<p>10:00 am</p>	<p><b>Break</b></p>
<p>10:15 am</p>	<p><b>Bricks and Mortar: GME Operations</b>  <i>Mark Wilson, MD</i></p>
<p>11:15 am</p>	<p><b>Making a List, and Checking it Twice (Activity)</b></p>
<p>11:30 am</p>	<p><b>Lunch</b></p>
<p>12:15 pm</p>	<p><b>Building Relationships: The Political Realities</b>  <i>Linda Andrews, MD</i></p>
<p>1:00 pm</p>	<p><b>Small Group (by type of institution)</b></p>
<p>2:00 pm</p>	<p><b>Attention to the Environment: The CLER Program</b>  <i>Robin Wagner, RN, MHSA</i></p>
<p>2:45 pm</p>	<p><b>Break</b></p>
<p>3:00 pm</p>	<p><b>Building Community: Tapping Resources</b>  <i>Peter Nalin, MD</i></p>
<p>3:30 pm</p>	<p><b>Becoming the Master Builder: The DIO as Educational Leader</b>  <i>Kevin Weiss, MD</i></p>
<p>4:00 pm</p>	<p><b>Wrap up</b>  <i>All Speakers as Panel</i></p>
<p>4:30 pm</p>	<p><b>Adjourn</b></p>

<b>Friday, March 1</b>	
<p><b>8:00 am – 8:20 am</b>  <i>Timothy Brigham, MDiv, PhD;</i>  <i>Baretta Casey, MD, MPH</i></p>	<p><b>Welcome and Opening Remarks</b>  <b>Presentation of Nathan K. Blank Fellowship Award</b>  <i>Target Audience: All</i></p>
<p><b>8:20 am – 9:30 am</b>  <i>Thomas J. Nasca, MD, MACP</i></p>	<p><b>CEO Introductory Address</b>  <i>Target Audience: All</i></p>
<p><b>9:30 am – 5:00 pm</b>  <i>ACGME Staff</i></p>	<p><b>Walk-in Technical Support for ACGME Data Collection Systems:*</b>                      Conference attendees are encouraged to stop by for one-on-one help to access and use ACGME software programs, including the Accreditation Data System (ADS), Resident Case Log System, and Surveys. ACGME staff will assist users in effectively navigating these applications and the ACGME website, answer questions, and receive feedback.  <i>Target Audience: All</i></p>
<p><b>SES001 10:00 am – 11:30 am</b>  <i>Ingrid Philibert, PhD, MBA;</i>  <i>John Coyle, MD;</i>  <i>Donna Caniano, MD</i></p>	<p><b>The Accreditation Site Visit</b>                      This session provides an overview of the ACGME accreditation site visit, focusing on preparation for the review, activities on the day of the visit, and review of the documentation by the Residency Review Committee (RRC). Specific topics include the role of the ACGME site visitor, how to access ACGME resources in preparing for the visit, use of the ACGME Resident Survey and other data sources, and key changes in the site visit process expected for 2013 for programs in the Next Accreditation System.  <i>Target Audience: DIOs, Program Directors, and Coordinators</i></p>
<p><b>SES002 10:00 am – 11:30 am</b>  <i>Jeri Whitten, C-TAGME;</i>  <i>Beth Bogedain</i></p>	<p><b>Coordinator Plenary - The Universal Job Description for Coordinators*</b>                      GME, residency, and fellowship coordinators are in a unique situation where the knowledge, skills, and abilities required for the day-to-day management of a training program are continually expanding and changing. The coordinator, whether new or experienced, needs to have a job description that accurately reflects these skills and the requirements necessary for appropriate classification within their institution's human resources system. The goal of creating a universal job description will be one that utilizes input from the various specialties and subspecialties of the participating audience as part of this interactive and working session. Data from the session will be compiled, and a universal job description will be available after the conference.  <i>Target Audience: Coordinators</i></p>
<p><b>SES003 10:00 am – 11:30 am</b>  <i>Linda Andrews, MD;</i>  <i>Peter Nalin, MD;</i>  <i>Lawrence Opas, MD;</i>  <i>Patricia Surdyk, PhD;</i>  <i>Facilitator: Kevin Weiss, MD</i></p>	<p><b>Institutional Oversight: Aligning the Next System and Revised Requirements</b>                      Roll-out of the Next Accreditation System (NAS) for sponsoring institutions and implementation of a major revision to the Institutional Requirements will make 2013 a challenging year for DIOs. While the revised requirements include few substantive changes to the policies with which DIOs are already familiar, expectations for maintaining effective oversight will differ in the NAS. IRC leadership will provide insight into the expectations and challenges precipitated by these two critical events, and offer some suggestions for how to use the IRC's "construction period" wisely in planning to address them with the GMEC and in the GME office.  <i>Target Audience: DIOs, Institutional Coordinators, and GME Staff</i></p>

**Friday, March 1****SES004** 10:00 am – 11:30 am

*Cynthia Ferrell, MD, MEd;*  
*Joseph Gilhooly, MD*

**Social Media – Friend or Foe?**

Today's residents (and many faculty) are well aware of the vast opportunity to network via social media and are quite versed in its use. Program directors are becoming more aware of the opportunity that social media provides for breaches in professionalism, but may be relatively unfamiliar with how to approach issues related to the concept of "online professionalism". The presenters will review the literature regarding online professionalism, including national policies regarding appropriate physician use. There will be ample opportunity, through electronic audience response and group discussion, to explore the concept of online professionalism through the use of real cases which demonstrate possible breaches of online professionalism. This session will serve as a model for program directors and DIOs to return to their institutions, develop relevant policies, and educate their faculty and learners about professional behavior online.  
*Target Audience: DIOs, Program Directors, Coordinators, Residents, and Fellows*

**SES005** 10:00 am – 11:30 am

*Jason Sapp, MD;*  
*Matthew Short, MD*

**Assessing Resident Milestones Using a Comprehensive Assessment of a Simulated Patient Encounter (CASPE)**

Assessing attainment of milestones is an essential task in assigning graded and progressive responsibility to trainees as they develop the skills, knowledge, and attitudes to provide safe and effective patient care. This session will educate attendees on an innovative assessment tool known as a Comprehensive Assessment of a Simulated Patient Encounter (CASPE). This evaluation method moves above and beyond a traditional Objective Structured Clinical Examination by both focusing on resident milestones and assessing all aspects of a trainee/patient encounter to include patient interaction, history and physical exam, patient presentation, and encounter documentation. This session will highlight how the CASPE was developed and present data from this project. Participants will become familiar with the case scenarios and use evaluation forms to assess a videotaped encounter. Valuable resources will be provided so attendees can use this validated assessment tool to meet individual program needs.  
*Target Audience: DIOs, Program Directors, Associate Program Directors, and GME Faculty*

**SES006** 10:00 am – 11:30 am

*Malford Pillow, MD, MEd*

**Enhancing Your Presentations – Using Software and Cloud Technology to Increase Interactivity**

Interactivity is one of the keys to creating an impactful, effective presentation. One of the ways to accomplish maximal interactivity and learner participation is to incorporate technology into your presentations as much as possible. This session will highlight five of the newest technologies to keep your presentations fresh and create new ways to interact directly with your audience.  
*Target Audience: Educators who routinely use presentation software*

**Friday, March 1****SES007** 10:00 am – 11:30 am*James Buchanan, MD***Patient Safety/Quality Improvement: Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice**

The ACGME has increasing focus on patient safety and quality improvement. Multiple successful and effective take-home tools will be provided to teach, guide, and document residents achieving NAS Level 5 general milestone in systems-based practice. The GMEC and residents are to be engaged in their institution's patient safety initiatives, detection and reporting of error, and mitigation/prevention thereof. Human error, adverse events, and lack of quality are problems of human abilities, cognitive psychology, and engineering. The errors which most frequently occur are breakdowns in systems. This session will focus on the fundamentals and practical use of systems-based/reliability science and human factors in the identification, reporting, prevention, mitigation, and correction of errors leading to adverse events or near misses. Residents systematically dissect/cause analyze a medical error, apply human factors and systems-based science, and determine which ACGME competencies and IOM aims were breached via a failure analysis tool. A culpability decision tree algorithm is utilized and teaches residents just culture and culture of safety principles. A hierarchy of action tool is applied to the proposed corrective action to determine the strength of the corrective action and the likelihood of it working. A tool includes the format to report to an institution's quality department or PSO, and de-identified information for GMEC monitoring of patient safety and residency program engagement with the institution in patient safety/quality improvement. This activity additionally provides a tool for a system-based M&M along with an evaluation and documentation tool of resident as teacher and resident as leader.

*Target Audience: DIOs, Program Directors, and Faculty***SES008** 10:00 am – 11:30 am*Donald Brady, MD;**Mary Yarbrough, MD***Resident Health and Wellness: Thinking beyond Time Off**

Without personal well-being, a resident cannot function at his or her best for their patient. Resident well-being is more than having one day off in seven; just as for any person, there are social, physical, and mental components, to name a few. Amid varying schedules and pressures not experienced by most of their non-physician peers, residents still have to deal with the "real world" – maintaining their own physical health, managing relationships, and handling emotional/psychological stress. This workshop will explore various ways to promote individual, as well as community, health, and wellness among house staff at one's institution or in ones' program. Participants will explore different concepts/components of a healthy workplace model through small group case scenarios and through examining what one institution's experiences have been in encouraging health and wellness among its residents. These discussions will focus on the four components of the World Health Organization's framework for a healthy workplace: 1) health and safety of the physical environment; 2) health, safety, and well-being of the psychosocial environment; 3) personal health resources in the workplace; and 4) community participation. Participants will then be encouraged to brainstorm some innovative plans to promote residents' health and wellness at their own institutions, leading toward a programmatic or institutional healthy workplace framework or model (a "wellness portfolio"). Workshop facilitators will guide the group toward creating plans that include both low-budget and resource-intensive solutions and promote further culture shift toward health and wellness at participants' institutions.

*Target Audience: DIOs, Program Directors, and Coordinators*

**Friday, March 1****SES009** 10:00 am – 11:30 am*Jennifer Peel, PhD;  
Robert Nolan, Jr., MD***Supervising Residents at Different Stages of the Learning Cycle: From Beginner to Expert**

In the new Common Program Requirements, the ACGME places a significantly higher emphasis on the supervision of residents. There is very little relevant literature on supervising learners in academic medicine. Many program leaders have expressed concern and frustration at attempts to construct a conceptual model for supervision in the context of progressive responsibility. The presenters will introduce several models of learning and skill development: the Situational Leadership model, the Stages of Learning model, the RIME model, and the Dreyfus model. These models may provide a useful framework for conceptualizing supervision of learners at various stages in their development which parallel the ACGME concept of progressive responsibility. The intent is that participants will be able to design a supervision structure for their programs that both describes learners at each level of supervision and operationalizes that supervision for faculty.

*Target Audience: DIOs, Program Directors, Coordinators, and Faculty***SES010** 10:00 am – 11:30 am*Randall Schell, MD, MACM;  
Amy DiLorenzo, MA***Creating the Path: Developing an Introductory and Continuing Faculty Development Program**

Professional development is essential both for new and seasoned faculty. When faculty engage in professional development, they personally walk the path of lifelong learning – a trait that faculty strive to instill in resident learners. This interactive workshop will provide participants with an overview of the literature on best-practices in faculty development; examples of successful faculty development programs for all levels of faculty; and a practical tool to work through the creation, implementation, and evaluation process of a faculty development program. Each participant will create an individual action plan to begin or build upon departmental or institutional faculty development programs.

*Target Audience: DIOs, Program Directors, Coordinators, Faculty, and Educational Specialists***SES011** 10:00 am – 11:30 am*Danielle Hart, MD;  
Sharon Griswold-Theodorson, MD***A Solution to Milestone Mania: A How-to Course in the Use of Simulation for Milestone Measurement**

The ACGME has developed milestones for each specialty that define behaviors in each competency domain along a continuum. By design, the milestones are measurable resident behaviors that lack specificity. This presents an opportunity for the simulation community to develop scenarios that can assess residents in terms of milestone marker placement. The speakers' course presents a technique for mapping simulation scenario objectives to milestone markers, creating a viable milestone assessment mechanism useful to residency programs. Learning activities include mapping specific specialty milestone markers to simulation goal objectives and actions.

*Target Audience: DIOs, Program Directors, and Simulation Directors*



**Friday, March 1****SES012 10:00 am – 11:30 am**

*Priscilla Slanetz, MD, MPH;  
Justin Kung, MD*

**Reflective Exercises as a Tool to Teach Professionalism during Residency Training**

Unprofessional behavior during medical school and residency training has been linked to subsequent disciplinary action by medical boards. Hence, educational initiatives fostering professionalism are essential for residency training in order to promote high quality patient care and to meet the ACGME competency. These approaches can vary from role modeling, role play, formal didactic and case-based presentations, teaching communication skills, writing narratives, and mentoring. The presenters recently introduced case-based sessions into their residency program using reflection as a means to promote professional behavior. Topics have included patient-centered care, mentor/mentee relationships, clinically incompetent or impaired physicians, unprofessional behavior within and across disciplines, digital professionalism, and managing the poor or unexpected outcome. In this session, participants will learn about the varied methods to teach professionalism, experience the presenters' reflective approach, and have opportunities to share their approach to teaching this ACGME competency.

*Target Audience: Program Directors, GME Educators, Residents, and Fellows*

**Specialty Updates**

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

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

**SES013 1:30 pm – 3:00 pm**

*James Arrighi, MD;  
Jerry Vasiliadis, PhD*

**Specialty Update – Internal Medicine****SES014 1:30 pm – 3:00 pm**

*Joseph Gilhooly, MD;  
Caroline Fischer, MBA*

**Specialty Update – Pediatrics****SES015 1:30 pm – 3:00 pm**

*Wallace Carter, MD;  
Lynne Meyer, PhD, MPH*

**Specialty Update – Emergency Medicine****SES016 1:30 pm – 3:00 pm**

*Christopher Thomas, MD;  
Louise King, MS*

**Specialty Update – Psychiatry****SES017 1:30 pm – 3:00 pm**

*James Hebert, MD;  
Peggy Simpson, EdD*

**Specialty Update – Surgery**

**Friday, March 1****SES018** 1:30 pm – 3:00 pmHunt Batjer, MD;  
Pamela Derstine, PhD**Specialty Update – Neurological Surgery****SES019** 1:30 pm – 3:00 pmMira Irons, MD;  
Linda Thorsen, MA**Specialty Update – Medical Genetics****SES020** 1:30 pm – 3:00 pmBrian Aboff, MD;  
Lorraine Lewis, EdD, RD**Specialty Update – Transitional Year****SES021** 1:30 pm – 3:00 pmJulia Iezzoni, MD;  
Linda Thorsen, MA**Specialty Update – Pathology****SES022** 1:30 pm – 3:00 pmPeter Carek, MD;  
Eileen Anthony, MJ**Specialty Update – Family Medicine****SES023** 1:30 pm – 3:00 pmLinda Andrews, MD;  
Tami Walters;  
Facilitator: Patricia Surdyk, PhD**Institutional Oversight – The Revised ACGME Policies and Procedures:  
A Primer for DIOs**

The ACGME has revised its Policies and Procedures for the transition to the Next Accreditation System (NAS). From her perspective as both DIO of a major academic medical center and Chair of the Institutional Review Committee (IRC), Dr. Andrews will engage in conversation with Tami Walters, Director of ACGME Governance, Appeals, Policies, and Procedures to highlight and explain those areas of the revised document that have most relevance for DIOs, GME coordinators, and other institutional officials.

*Target Audience: DIOs, Institutional Coordinators, and GME Staff*

**SES024** 1:30 pm – 3:00 pm**Oral Poster Presentation I\***

This session highlights posters judged as outstanding based on the submitted abstracts. It provides the opportunity for professionals who share similar interests to meet and network through discussion of each presentation.

*Target Audience: All*

**SES025** 1:30 pm – 3:00 pmRosemary Munson, C-TAGME;  
Brian Youth, MD**A Small Program's Implementation of Milestones – A Work in Progress**

Milestones will become effective for many specialties July 1, 2013. Programs will need to include the milestones in their curriculum and adapt their evaluation process to reflect acquisition of specialty-specific milestones. This session will give program leadership insight on how one program accomplished this in pediatrics. This presentation will include tips and steps used by the presenters' Milestones Subcommittee, including how to engage faculty, how to identify existing activities that can be used for milestone assessment, and how to develop robust evaluation tools to assess milestones in resident learners.

*Target Audience: Program Directors and Coordinators of small training programs (four to eight residents per year)*

**SES026** 1:30 pm – 3:00 pmJodie Eckleberry-Hunt, PhD;  
Heather Kirkpatrick, PhD**Creating a Culture of Wellness**

This interactive workshop will assist attendees in creating a culture of wellness within their residency program with a particular emphasis on the role of mindfulness and intentionality in keeping physicians well. The speakers will present and discuss emerging evidence that defines physician wellness as much more than physician burnout and why this distinction is important. They will discuss the importance of wellness integration into the academic medicine environment and the necessity of a culture change. Finally, the speakers will present examples of wellness curricula and discuss the many factors in academic medicine that impede and facilitate successful culture change. Participants will be empowered with the knowledge and skills to begin a culture change in their own programs.

*Target Audience: Residency Faculty and Residents*

**Friday, March 1****SES027 1:30 pm – 3:00 pm**

*Boon Yeow Tan, MBBS, MMed;*  
*Shridhar Ganpathi Iyer, MBBS, MS,*  
*FRCS, FAMS*

**From Ashes to Glory: How to Survive a Failure in ACGME Accreditation**

The session will explore the impact of an unsuccessful ACGME-I accreditation in the first attempt. It will also provide practical steps to regain confidence and to refocus on addressing the shortfalls in the program. Special references will be made on contextualizing the ACGME-I requirements to local culture and mobilizing support from the various stakeholders (which includes residents, faculty, and senior management). Specific examples will be drawn from the National University Health System General Surgery and Family Medicine Residency Programs to highlight learning points.

*Target Audience: DIOs, Program Directors, Coordinators, and Faculty*

**SES028 1:30 pm – 3:00 pm**

*Bardia Behravesh, EdD;*  
*Lori Roop, MBA;*  
*Aroop Pal, MD;*  
*Katie Murray, DO*

**Implementing and Evaluating a Structured, EMR-Integrated, Resident-to-Resident Hand-off Process**

To ensure patient safety and also meet ACGME program requirements concerning transitions of care, the University of Kansas Medical Center Resident Council, in collaboration with the institution's interprofessional Subcommittee on Resident Education for Quality and Patient Safety, recently committed to 1) developing a structured resident-to-resident hand-off process and providing education to residents regarding that process; 2) developing a tool integrated within their primary institution's electronic medical record system to support the hand-off process; and 3) developing competency/milestone-aligned tools to evaluate the quality of resident-to-resident hand-offs. This session will describe the presenters' project from start to current status, highlighting the successes and challenges they faced along the way, how they overcame some of the challenges, and where they can continue to improve.

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

**SES029 1:30 pm – 3:00 pm**

*Susan Coull, MBA;*  
*John Krouse, MD, PhD*

**Integrating Residents into Unit-Based Accountable Care Teams**

This session will focus on the structuring of inpatient care into multidisciplinary, team-based, Accountable Care Units (ACUs) and the integration of residents into these unit-based teams. ACUs offer the hospital environment an opportunity to improve the quality of patient care through increased communication and interdisciplinary coordination. They also can improve efficiency and decrease variability of care. In academic medical centers, resident physicians represent an integral component of patient care and are a major stakeholder in the care delivery process. This session will present the speakers' experience with the establishment of ACUs at Temple University Hospital, and will examine physical, cultural, geographic, and political issues that arise in moving inpatient care toward this model. It will also focus on how resident roles and the organization of resident service delivery need to be modified to align with the ACU model. The presenters will review barriers to implementation, as well as solutions that they found successful in integrating residents into these systems. They will also discuss how the integrated ACU model facilitates resident experiences with quality improvement and patient safety. The session will present not only an overall perspective of ACUs and their development, but will also focus on lessons learned around specific problems and solutions that the speakers encountered during their development of ACUs. There will be ample time for questions and discussion of the principles and issues raised in this presentation.

*Target Audience: DIOs, Program Directors, Associate Deans, and Faculty Physicians*

**Friday, March 1****SES030** 1:30 pm – 3:00 pm

*Amanda Burden, MD;  
Edwin Bowe, MD*

**Simulation in Medical Education: Boon or Boondoggle?**

Simulation-based medical education emerged from efforts to improve patient safety. Interest in this technology and method of education has expanded as evidenced by its adoption into many medical disciplines and health care professions and by the ACGME requirements to include more simulation in residency curricula. It is a popular and interactive teaching method allowing students to learn from errors without harming patients. The question remains: What evidence justifies the dramatic increase in simulation in medical education? Considering costs of facilities, equipment, and personnel required to run a simulation program, there are those who believe that simulation-based training should be mandated only when there is definitive proof that its use leads to improved patient outcomes or decreased costs for care. The presenters propose a Point/Counterpoint presentation to discuss the evidence for simulation-based education.

*Target Audience: GME Faculty*

**SES031** 1:30 pm – 3:00 pm

*Michael Cullen, MD;  
Kyle Klarich, MD*

**Improving the Quality of Narrative Evaluations in Subspecialty Fellowship Training**

Qualitative and quantitative evaluations hold a vital role in the assessment of both learners and faculty involved in graduate medical education. Obtaining adequate narrative evaluations from faculty for use by both training programs and trainees can prove a difficult task for educational leaders. Nowhere is this more true than in subspecialties of internal medicine where teachers with a relatively focused clinical practice or multiple research obligations may neglect to comprehensively evaluate the fellows with whom they work and train. This session will address barriers to obtaining adequate narrative evaluations at the level of subspecialty fellowships, discuss methods for overcoming those barriers, and review implementation plans that may have been successful at other institutions. At the end of this session, participants will increase the “tools” at their disposal for encouraging their teaching faculty and departmental leadership to cultivate a “culture of evaluation”, thus improving the overall education environment at their respective institutions and programs.

*Target Audience: Program Directors, Coordinators, and Teaching and Clinical Faculty*

**Friday, March 1****SES032** 1:30 pm – 3:00 pmSamar Aboulsoud, MD, MSc, MEd;  
Nirav Vakharia, MD**A Different PDCA: Plan-Do-Coach-Accelerate. The Importance of Project Coaches in Learning Quality Improvement and Accelerating Care Improvement**

Few GME programs have had sustainable and scalable success in meaningfully engaging residents in real-life improvement projects. Research shows that residents are good at identifying quality problems, but generally are not able to take on sustained and complex quality improvement (QI) projects. There are many reasons why, and one that stands out is the lack of sufficient project mentors who can guide learners in applying classroom learning to projects that will lead to care improvement. Few faculty physicians have formal training in QI concepts, or experience applying them to improvement work. This is akin to surgical residents needing to learn a new surgical method with which none of their attending surgeons are familiar. A possibility for overcoming this shortcoming is the inclusion of dedicated project coaching in QI curricula. Much like a coach for a sports team, a project coach is not a “player” in the project, but advises from the sidelines. Furthermore, he or she can serve as the critical link in helping learners convert theory (i.e., classroom learning) into action (i.e., real-life project work). The presenters’ experience has shown that a pool of project coaches can be developed in a short period of time. Since each can coach multiple projects without significant impact on his/her other duties, a small pool of dedicated project coaches can serve as force multipliers both for QI training and for accelerating care improvement as a result of learners’ project work. In this session, the presenters will explore various approaches to embedding QI curricula in GME, focusing on how to engage and develop project coaches (both faculty and residents), and explore practical strategies for effective project coaching.

*Target Audience: DIOs, Program Directors, Coordinators, and Faculty*

**Specialty Updates**

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

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

**SES033** 3:30 pm – 5:00 pmJames Arrighi, MD;  
Jerry Vasiliadis, PhD**Specialty Update – Internal Medicine Subspecialties****SES034** 3:30 pm – 5:00 pmTeresa Massagli, MD;  
Caroline Fischer, MBA**Specialty Update – Physical Medicine and Rehabilitation****SES035** 3:30 pm – 5:00 pmLawrence Davis, MD;  
Lynne Meyer, PhD, MPH**Specialty Update – Diagnostic Radiology****SES036** 3:30 pm – 5:00 pmPatricia Crumrine, MD;  
Louise King, MS**Specialty Update – Neurology****SES037** 3:30 pm – 5:00 pmRod Rohrich, MD;  
Peggy Simpson, EdD**Specialty Update – Plastic Surgery****SES038** 3:30 pm – 5:00 pmLisa Taitsman, MD;  
Pamela Derstine, PhD**Specialty Update – Orthopaedic Surgery****SES039** 3:30 pm – 5:00 pmMichael Coburn, MD;  
Patricia Levenberg, PhD**Specialty Update – Urology**

**Friday, March 1****SES040** 3:30 pm – 5:00 pmMargaret Wood, MD;  
Lorraine Lewis, EdD, RD**SES041** 3:30 pm – 5:00 pmW. Robert Lee, MD;  
Linda Thorsen, MA**SES042** 3:30 pm – 5:00 pmNicole Owens, MD;  
Eileen Anthony, MJ**SES043** 3:30 pm – 5:00 pm**SES044** 3:30 pm – 5:00 pmKevin Weiss, MD;  
Patricia Surdyk, PhD;  
Robin Wagner, RN, MHSA**SES045** 3:30 pm – 5:00 pmSee-Meng Khoo, MBBS, MMed;  
Serene Wong, MBBS**Specialty Update – Anesthesiology****Specialty Update – Radiation Oncology****Specialty Update – Dermatology****Oral Poster Presentations II\***

This session highlights posters judged as outstanding based on the submitted abstracts. It provides the opportunity for professionals who share similar interests to meet and network through discussion of each presentation.

*Target Audience: All*

**Town Hall – Institutional Accreditation**

This session will provide an open forum for attendees to receive updated information regarding the Institutional Review Committee (IRC) and latest institutional accreditation news, offering attendees the opportunity to ask accreditation-related questions. Discussion will be led by Kevin Weiss, MD and Patricia Surdyk, PhD with IRC leadership and several members also present. The session will be highly interactive and geared to the needs of the audience.

*Target Audience: DIOs, GME Coordinators, and GME Educators*

**Creating a Sea of Stories: Enhancing Residents' Appreciation of Professionalism through an Online Repository of Reflective Narratives by Faculty Members**

Professionalism is a collection of values, attitudes, behaviors, and relationships that forms the foundation of the health profession's contract with society. In residency, effective learning of professionalism rarely takes place in the official curriculum but often happens in the realm of the "hidden curriculum", the subtle and unofficial education activities and environment. Faculty members' reflective narratives of their experience are a rich source of real world illustrations of professional values. An online forum named "Letters to Residents", which periodically features letters from the program director (PD) and faculty members, was created at the presenters' program. Over a two-year period, the PD and faculty members constructed a repository of thought-provoking narratives from the reflection of their personal experience. The narratives touched on a broad range of issues related to professionalism: altruism, humanism, excellence, and accountability. Residents explored their own values and reaction to the narratives, and offered their reflections to the narratives. This online interactive forum has triggered insightful discussion about professionalism, reinforced professional values, and deepened residents' relationship with faculty members. The end result: an evolving forum that reflects the learning journey of its members; a sea of stories that enhances the residents' appreciation of professionalism. In this session, the presenters will share their experience in constructing an interactive online forum that consists of faculty members' reflective narratives and residents' reaction to the narratives, the challenges encountered, and feedback from faculty and residents. The presenters will discuss their perspectives regarding the impact of this initiative on the teaching and learning of professionalism. The participants will have the opportunity to read the narratives and discuss their own reaction to them.

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

**Friday, March 1****SES046 3:30 pm – 5:00 pm**

Judith Campbell, MD;  
Teri Turner, MD, MPH, MEd

### **Building Bridges between Silos: An Example of How to Build a Program of Intraprofessional Training among Pediatric Fellows**

Subspecialty education includes a variety of curricular requirements for the development of an academic subspecialist. As an example, the American Board of Pediatrics requires training in research, education, administration, evidence-based medicine, patient safety, quality improvement, and work-life blend. These core curricular elements are common to most subspecialty training programs and not unique to pediatrics. How can program directors possibly do all of this? How can DIOs facilitate cross-discipline training? Even within a single department, fellowship programs take a variable approach to meeting these curricular requirements, mostly through didactic lectures. Some program directors and DIOs have limited resources and experience to successfully fulfill these requirements and more importantly to equip fellows with essential skills. The goal of this session is to help DIOs and program directors build bridges between subspecialty silos and between disciplines/departments in fellowship training. The session will use the principles outlined in “Good to Great and the Social Sectors” by Jim Collins. Participants will be challenged to shift their thinking from process to outcomes, legislative leadership instead of executive-style leadership, the concept of the “hedgehog principle” to attain piercing clarity about how to produce the best long-term results, and building momentum by building the brand. Participants will have time for individual reflection, discussion, and questioning to develop a plan to translate ideas gleaned from this session to their home institutions.

*Target Audience: DIOs and Fellowship Program Directors*

**SES047 3:30 pm – 5:00 pm**

Jeffrey Love, MD, MS;  
Jonathan Davis, MD

### **Core Faculty Development: Motivating for Success**

Given all of the clinical, educational, and administrative responsibilities inherent to graduate medical educators, satisfying the requirements for faculty scholarly productivity can be daunting. This presentation will discuss key components essential to success as a clinician-teacher and in scholarly endeavors, including finding a niche and learning to effectively “parlay” one’s efforts. This session is geared toward faculty members spanning the gamut from recent residency graduates to full professors who are actively engaged in medical education. The presenters will highlight key pearls, as well as avoidable pitfalls, on the road to success as a clinician-academician.

*Target Audience: Faculty and Residents interested in pursuing a core faculty career pathway*

**SES048 3:30 pm – 5:00 pm**

EunMi Park, EdD, MAEd;  
Howard Francis, MD, MBA

### **A Framework of Learner Centered Milestone Achievement (LCMA)**

The Johns Hopkins Learner Centered Milestone Achievement (LCMA) model provides a strategic framework for advancing intentional milestone achievement through systematic interactions that are supported by measuring, monitoring, and reporting of performance-related outcomes. The presenters will share three strategic principles drawn from bodies of work in adult learning, human performance, and medical and surgical education. This activity will also share the strategic model by which the Johns Hopkins Research and Advancement in Surgical Education team will incorporate LCMA principles into its plans for compliance with the NAS requirements. The audience will receive a copy of the LCMA framework and will participate in discussions that will benefit the advancement of these strategies for the benefit of any residency program or institution.

*Target Audience: Surgical Residency Program Stakeholders and GME Educators*



**Friday, March 1****SES049** 3:30 pm – 5:00 pm*Michael Tankersley, MD***Conflict Resolution within Your GME Household**

The GME environment provides abundant opportunities for the generation of conflict which can dampen and impair the effectiveness of a training program. The failure to resolve conflict or the incorrect handling of conflict can also jeopardize careers and waste a significant amount of time, resources, and energy that could otherwise be channeled into the GME program and the people who make up the GME family. This session will provide definitive steps for both the avoidance and resolution of GME conflicts in order to maximize the quality of every GME program. Sample case scenarios exemplifying real-life situations which may be encountered will also be utilized to demonstrate the correct and incorrect handling of conflict.

*Target Audience: DIOs, Program Directors, Coordinators, GME Faculty, Division Chiefs, Education Specialists, and Residents*

**SES050** 3:30 pm – 5:00 pm*Ann Dohn, MA;**Nancy Piro, PhD***Changing the Culture of GME – Moving toward Lean GME Processes to Contain Costs and Improve Efficiencies**

The Department of GME at Stanford has adopted “lean” philosophies, processes, and practices to decrease costs, improve quality, and streamline program administration for many key areas including policy development, duty hours reporting/monitoring, licensing, reimbursements, orientation, program evaluations, and required training. This session will delineate the differential application of lean in an academic/health care setting from the corporate world, and align lean process thinking with cost-containment and cost effectiveness relative to the core competency of systems-based practice.

The presenters will also describe the barriers encountered in going counter-culture, the difficulty of changing the institutional culture and getting beyond institutional arrogance, the apprentice model, and how difficult it is to break down the walls of fiefdoms in order to constantly improve and do more with less in this period of rapid change. Attendees will work on a GME process during the session to streamline and improve it by eliminating waste and redundancies. Attendees will be able to take with them some simple, easy-to-use tools to spearhead improvements in their own institutions.

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

**SES051** 3:30 pm – 5:00 pm*Nicholas Chew, MMed, MBBS***Times I Felt like Crying – Group Intervention in a Singaporean Residency Program**

Singapore has recently transitioned into a residency education system. This has resulted in major shifts in the pressures faced by medical students and PGY-1 physicians as they struggle to adapt with a new working environment and responsibilities. While working conditions have improved with the introduction of ACGME duty hour standards, specific incidents involving PGY-1 physicians have led to concerns over their well-being. A survey of burnout in PGY-1 physicians also demonstrated a significant percentage of residents suffering from burnout. The presenters will describe a group intervention that created a safe environment for residents to recount, reflect, and acknowledge the feelings faced in critical incidences as well as memorable moments in their PGY-1 year. The themes that emerged from these sessions will be presented. Participants will have the opportunity to experience the simple group process described above in a role play.

*Target Audience: Program Directors and Faculty*

**Saturday, March 2****8:30 am – 5:00 pm***ACGME Staff***Walk-in Technical Support for ACGME Data Collection Systems:\***

Conference attendees are encouraged to stop by for one-on-one help to access and use ACGME software programs, including the Accreditation Data System (ADS), Resident Case Log System, and Surveys. ACGME staff will assist users in effectively navigating these applications and the ACGME website, answer questions, and receive feedback.

*Target Audience: All*

**SES052 7:15 am – 10:15 am***John Norcini, PhD;**Ara Tekian, PhD, MHPE***Mini-Course****The Use of Chart Stimulated Recall (CSR) and Direct Observation of Procedural Skills (DOPs) in the Assessment of Residents**

This mini-course is designed to teach participants how to use Chart Stimulated Recall (CSR) and Direct Observation of Procedural Skills (DOPs) with their residents. The goals are to 1) describe CSR and DOPs; 2) understand which aspects of competence can be assessed with the methods; 3) briefly review the research supporting the use of these methods; 4) develop an understanding of how to create local/specialty-specific evaluation forms; and 5) present a model for faculty development. Active participation will be encouraged throughout and small group activities will focus on developing a faculty consensus on assessment methods and standards.

*Target Audience: Program Directors, Associate Program Directors, and Faculty responsible for teaching or supervising residents*

**SES053 7:15 am – 10:15 am***Woodson Jones, MD;**Lois Bready, MD;**Robert Nolan, Jr., MD;**Mary Ottolini, MD, MPH;**Dewesh Agrawal, MD, FAAP, FACEP***Mini-Course****Breaches of Professionalism: What Will You Do?**

Significant progress has been made in defining and devising evaluation processes for the core competency of professionalism. However, mid- and senior-level educators are often faced with making challenging value-based decisions on what actions to take after a trainee has demonstrated unprofessional conduct. This workshop will present cases of unprofessional conduct by residents and utilize a four-domain framework (PACC Framework: Person-Act-Circumstances-Consequences) for decision making in each case of unprofessional behavior. The workshop attendees will then vote anonymously using an audience response system to determine which academic action is most appropriate for the lapse in professionalism presented. Each case will be followed by a facilitated discussion regarding why members voted as they did. Finally, members will reflect upon new insights gained from the case discussions.

*Target Audience: DIOs, Program Directors, Associate Program Directors, and Faculty*

**Saturday, March 2****SES054** 7:15 am – 10:15 am*James Buchanan, MD***Mini-Course****Patient Safety/Quality Improvement: GME Engagement with Effective Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice**

The ACGME has increasing focus on patient safety and quality improvement. Multiple successful and effective take-home tools will be provided to teach, guide, and document residents achieving NAS level 5 general milestone in systems-based practice. The GMEC and residents are to be engaged in their institution's patient safety initiatives, detection and reporting of error, and mitigation/prevention thereof. Human error, adverse events, and lack of quality are problems of human abilities, cognitive psychology, and engineering. The errors which most frequently occur are breakdowns in systems. This session will focus on the fundamentals and practical use of systems-based/reliability science and human factors in the identification, reporting, prevention, mitigation, and correction of errors leading to adverse events or near misses. Residents systematically dissect/cause analyze a medical error, apply human factors and systems-based science, and determine which ACGME competencies and IOM aims were breached via a failure analysis tool. A culpability decision tree algorithm is utilized and teaches residents just culture and culture of safety principles. A hierarchy of action tool is applied to the proposed corrective action to determine the strength of the corrective action and the likelihood of it working. A tool includes the format to report to an institution's quality department or PSO, and de-identified information for GMEC monitoring of patient safety and residency program engagement with the institution in patient safety/quality improvement. This activity additionally provides a tool for a system-based M&M along with an evaluation and documentation tool of resident as teacher and resident as leader.

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

**SES055** 7:15 am – 10:15 am*Jason (Jay) Homme, MD;**Kevin Dufendach, MD***Mini-Course****Advanced Communication Life Support (ACLS): Breathing Life Back into Your Public Speaking Skills**

Great public speakers aren't born...they're made! The skills that are critical to effective public speaking can be learned, and practice results in improvement. Interpersonal and communication skills are core ACGME competencies. Everyone involved in graduate medical education will be called upon to give formal presentations, but few receive specific training to aid in 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 mini-course is aimed at helping participants resuscitate their public speaking skills and learn ways to help others improve. Small and large group activities will focus on developing a personal toolkit which will include exercises on writing learning objectives, formatting presentations (including options beyond PowerPoint), developing captivating titles, key presentation tips, and providing (and receiving) feedback. Participants will view video clips and slide examples, apply feedback, and some participants may have the option of presenting in front of the group in order to receive constructive feedback. All participants will receive resources to use as part of their ongoing efforts to resuscitate the art of effective public speaking.

*Target Audience: DIOs, Program Directors, Coordinators, Teaching Faculty, Residents, and Fellows*

**Saturday, March 2****SES056** 7:15 am – 10:15 am*Susan Moffatt-Bruce, MD, PhD***Mini-Course****Making Your Hospital Safer: Simple Strategies to Better Systems**

Strategies to make hospitals safer include crew resource training, resident-led safety conferences, and quality electives. A modified team training using the best from the aviation world will be offered to the attendees. Using a hard-wired safety tool designed at the Ohio State University Medical Center, attendees will be able to develop the methodology to their own institution to design and use safety tools that allow health care providers to have open lines of communication and truly share the same mental model. These tools for improved communication would be applicable to all levels including medical students, staff, and faculty. Using the Healthcare Matrix (Bingham, 2005), orthopaedic surgery residents have developed a patient safety conference as an alternative to the traditional M&M. This matrix combines ACGME core competencies with IOM aims for safe care. This conference is multidisciplinary, consisting of small group discussions around system-based improvements. Attendees of this session will participate in a “live” patient safety conference involving a resident hand-off communication failure case. Using the IHI Open School Curriculum, the development of a year-long, integrated elective will be shared. Techniques to teach Lean Six Sigma methodology will be presented so residents can use these tools in their process improvement project.

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

**SES057** 7:15 am – 10:15 am*Gail Sullivan, MD, MPH, FACP;**Facilitators:**Ingrid Philibert, PhD, MBA;**Monica Lypson, MD, MHPE;**Byron Joyner, MD, MPA;**Lawrence Opas, MD***Mini-Course****The Personal Trainer Approach to Writing for Education Journals: Ready, Set, Go**

This workshop will provide a structured opportunity for participants to examine publications in the planning phase or in progress, with the aim of advancing these works toward journal submission. Participants will work in small, facilitated groups to review a brief education research paper, discuss the works in progress (idea, rough draft, previously submitted, rejected paper), and with the help of the facilitator will outline an action plan that uses key steps to successful writing.

*Target Audience: Junior Faculty, GME Educators, Residents, and Fellows interested or engaged in education research, who wish to enhance their skills to write and submit for publication*

**SES058** 7:15 am – 10:15 am*Julia Shelburne, MD;**Allison Ownby, PhD, MEd***Mini-Course****Teaching Quality Improvement: A Primer**

The ACGME requires that trainees learn principles of quality improvement (QI) and be integrated within multidisciplinary clinical QI projects. However, few program directors and faculty have formal training in QI. This interactive workshop will review the fundamentals of QI and the specific ACGME requirements. Participants will work in small groups to design a clinical QI project using specific hands-on QI tools and then identify opportunities for meaningful resident participation. Available resources for teaching QI to residents and faculty will be reviewed. Participants will develop an action plan for incorporating QI activities within their own curriculum/program.

*Target Audience: Program Directors and Faculty*

**Saturday, March 2****SES059 7:15 am – 10:15 am**

Theodore Sectish, MD;  
 Nancy Spector, MD;  
 Amy Starmer, MD, MPH;  
 Jennifer O'Toole, MD;  
 Clifton Yu, MD;  
 Daniel West, MD;  
 Jennifer Hepps, MD;  
 Glenn Rosenbluth, MD;  
 Shilpa Patel, MD;  
 Christopher Landrigan, MD, MPH

**SES060 8:30 am – 10:00 am**

Rebecca Miller, MS

**SES061 8:30 am – 10:00 am**

Louis Ling, MD

**SES062 8:30 am – 10:00 am**

Robin Wagner, RN, MHSA;  
 Facilitator: Kevin Weiss, MD

**Mini-Course:****The I-PASS Hand-off Process: Teaching and Evaluating Standardized Approaches to Transitions of Care**

The new ACGME common program requirements require that all training programs ensure and monitor effective structured patient hand-off processes to facilitate both continuity of care and patient safety, yet most programs lack the curricula and assessment tools to meet this requirement. In this interactive mini-course, participants will learn an evidence-based, consensus-driven, standardized approach to teaching and evaluating resident hand-offs based on the work of the I-PASS Study Group. This group includes educators, hospitalists, and health services researchers from nine pediatric residency programs across North America. The group designed an educational intervention based on data from a pilot study that demonstrated a 40% reduction in medical errors following the implementation of a resident hand-off bundle (team training, use of a verbal mnemonic, and a template for a written hand-off document). Participants will spend time in small group discussion, self-reflection, and planning for how they will design an approach to standardizing hand-offs within their own programs. Participants will leave with a plan to implement and maintain a hand-off curriculum. The I-PASS Study Group will make references, resources, curricular materials, and validated tools available.

*Target Audience: DIOs, Program Directors, Hospitalists, Intensivists, Specialists, and Patient Safety Officers*

**Accreditation Data Systems**

This session will present an update on the major ACGME data acquisition tools and their use in accreditation. These systems include ADS, Case Logs, the Resident Survey, the Faculty Survey, and the Resident Competency Evaluations. Redesigned features will be discussed and newly implemented tools will be explained. Future data acquisition will also be discussed. Participants should have basic knowledge of and experience using the current ACGME systems to benefit from the discussion. Time is allotted to address specific questions from the audience.

*Target Audience: DIOs, Program Directors, and Coordinators*

**Town Hall – Hospital-Based Accreditation**

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

*Target Audience: DIOs, Program Directors, Coordinators, and GME Educators in the specialties of Anesthesiology, Diagnostic Radiology, Emergency Medicine, Medical Genetics, Nuclear Medicine, Pathology, Preventive Medicine, Radiation Oncology, and Transitional Year*

**The ACGME CLER Program: Support for a Shared Vision**

The ACGME Clinical Learning Environment Review (CLER) will provide the profession and the public with a broad view of sponsoring institutions' initiatives to enhance the safety of the learning environment and to determine how residents are engaged in patient safety and quality improvement activities. Every sponsoring institution shares this vision and also shares accountability for making it real. The CLER site visit has been designed to help sponsoring institutions gain insight into how they are achieving this goal. The presenter will discuss the background and structure of the CLER program, describe the CLER site visit process, examine the role of the CLER Evaluation Committee, and address logistical questions that have arisen during the alpha and beta phases of CLER.

*Target Audience: All*

**Saturday, March 2****SES063 8:30 am – 10:00 am**

*Susan Rosenthal, MS, MD;  
Amy Eisenberg, MMH*

**Using Specially Trained Actors in Facilitated Simulation Experience (FSE) to Achieve Milestones**

Institutions and program directors will be held accountable under the NAS for assessing developmental milestones of residents. Professionalism and interpersonal communication skills are among the most difficult to both teach and measure, and remediation of residents in these domains is challenging. This workshop will introduce participants to a novel technique, facilitated simulation experience (FSE), through which facilitators with background in medical humanities and theater, and specially trained actors, make simulation “real.” Actors who portray patients are specifically trained in nuanced behavior and are strategically selected for their ability to articulate a human experience (critical for effective feedback). Learners who are “in the moment” with these actors can be coached on the development of nuanced communication style and professionalism through feedback from facilitators, peers, actors, and self-reflection. Attendees will be presented with a sampling of training materials, learn how the actors are trained, and take part in simulation exercises with the actor and then in small groups. There will be time at the end for questions and discussion.

*Target Audience: Program Directors, Residents, and GME Researchers*

**SES064 8:30 am – 10:00 am**

*Kelly Caverzagie, MD, FACP;  
Robert Englander, MD, MPH*

**The Internal Medicine and Pediatric Milestones: Lessons Learned from Two Approaches to Development and Implementation**

Graduate medical education is in the midst of a paradigm shift towards competency-based medical education and the demonstration of learner outcomes regarding competence. For this transition, each discipline is responsible for creating milestones of competency development for trainees. Internal medicine and pediatrics were among the first disciplines to articulate and begin implementing milestones within their respective communities. The presenters of this session have been active participants in the development and implementation of milestones for these two disciplines from their inception and will compare and contrast the process of milestones development for internal medicine and pediatrics respectively. Session attendees should expect to apply the lessons learned from this session towards the milestones activities in other physician disciplines.

*Target Audience: GME Educators*

**SES065 8:30 am – 10:00 am**

*Hossam Al Tatari, MD;  
Halah Ibrahim, MD*

**Improving Educational Outcomes and Patient Care with Competency-Based Training in an International Residency Program—The Challenges and Rewards**

The pediatric residency program at Tawam Hospital began in 1997. Due to different reasons, the program was near collapse in 2010. Board pass rates were low, residents were transferring to other centers, and the program suffered a recruitment season without a single applicant. With the hiring of a US-trained program director and complete restructuring of the training based on an ACGME-style, competency-based residency, the focus changed from an apprenticeship-style of medical education to a learner-centered model. Team-based learning with graded responsibility was introduced, along with regular didactic sessions and monthly evaluations. In just two years, the program became one of the most popular in the country with almost two hundred applicants in the last recruitment season. Board pass rates are now the highest in the nation. In addition to the educational outcomes, the Department of Pediatrics at Tawam has also seen great improvements. Length of stay has decreased, medication errors and adverse events have decreased, and patient satisfaction has improved. This session will describe the steps taken to institute competency-based education, the challenges faced, and the rewards gained for both the residents and the hospital.

*Target Audience: DIOs, Program Directors, and Core Faculty*



**Saturday, March 2****SES066** 8:30 am – 10:00 am

Kevin Hinchey, MD, FACP;  
Douglas Dorner, MD, FACS

**Improving Patient Care through Medical Education: The AIAMC National Initiative**

This session will provide an overview of the AIAMC National Initiative (NI), and NI III, specifically, including sustainable outcomes, best practices, and lessons learned, with a particular emphasis on faculty development using a train-the-trainer approach. Participants will be equipped with the tools necessary to fully integrate similar GME- and CME-driven quality initiatives at their home institutions. Structurally, NI III is engaging faculty members, program directors, residents, continuing education specialists, and quality improvement leaders in a cohort model of learning. Building and sustaining these high performance leadership teams includes training in the following areas, which will be addressed in the session: 1) team leadership and team skills (leadership development); 2) purpose and process (teaching content); 3) team relationships and communication (teaching, mentoring); and 4) measures and outcomes (show results).

*Target Audience: DIOs, Program Directors, and GME Leaders*

**SES067** 8:30 am – 10:00 am

Raman Malhotra, MD

**Beyond Work Hour Restrictions: Other Strategies to Combat Sleepiness and Fatigue in Residents**

This session will outline strategies to help improve alertness and wakefulness in residents by focusing on methods of improving quality of sleep, and not only quantity of sleep, which is what the current work hour restrictions are attempting to address. Residents commonly suffer from underlying sleep disorders, such as sleep apnea, insomnia, and shift work disorder, which when undiagnosed affect cognitive functioning and patient safety, even if the resident is getting adequate amounts of sleep at night. These sleep disorders, when left untreated, also lead to long-term health consequences such as heart disease, hypertension, depression, and stroke. Identifying these underlying sleep disorders and treating them have been shown to help improve other high consequence industries such as the airline industry and military, and in both of these groups guidelines and screening methods are in place to help improve safety. In addition to standard therapies for conditions such as sleep apnea and insomnia, strategies such as napping, light therapy, melatonin therapy, and use of alerting medications will be discussed.

*Target Audience: DIOs, Program Directors, and Coordinators*

**SES068** 8:30 am – 10:00 am

Carl Patow, MD, MPH;  
Adetolu Oyewo, MD

**Curricular Innovations to Improve Residents' Understanding of the Impact of Culture on Health of Diverse Communities**

Residents often provide care for members of diverse communities without knowledge of the surrounding ethnic populations, their historical and cultural roots, and the social determinants of health for those communities. To improve health outcomes and promote equitable care, a variety of experiential curricular innovations have been developed to enhance resident understanding of the communities they serve and the impact of culture on health. Examples include fieldtrips, culturally-specific films, resident participation in community health organizations, cultural theater experiences, and equitable health collaboratives. In this workshop, participants will develop an understanding of the importance of resident engagement with communities, learn techniques for including interactive experiences for residents and faculty members into the curriculum, and design experiential activities that are appropriate for their home institutions.

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



**Saturday, March 2****SES069 8:30 am – 10:00 am**

*Kathryn Andolsek, MD, MPH;  
Diana McNeill, MD*

### **Going APE over NAS: Strategies for Organizing a Meaningful Program Review in the Next Accreditation System**

Developing a structured annual program evaluation process will be essential to the success of institutional oversight and continuous educational quality improvement in the Next Accreditation System. The annual program evaluation (APE) is an opportunity for comprehensive program self-assessment. It should include, at a minimum, metrics on resident performance, faculty development, program quality (as measured by graduate success and board passage rate), patient safety, and other aggregate outcome measures. Development of an organized APE process will be one tool essential for institutional oversight. This will be especially important because internal reviews, at least as they are known currently, are no longer required. Institutions can use the APE documentation to design an institutional scorecard of best practices, disseminate innovations, identify areas for program improvement and faculty development, and prepare for CLER visits. This workshop will discuss strategies for developing an annual program evaluation process with oversight by the GMEC.

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

**SES070 8:30 am – 10:00 am**

*Susan Guralnick, MD;  
Robyn Blair, MD*

### **The Next Assessment System – Implementing Milestones into Your Educational Process**

Milestones are here and programs are now expected to implement the use of milestones into their programs as a part of the Next Accreditation System. Program directors, DIOs, and other medical educators are faced with this exciting and daunting mission, which is a complex one. This session will provide an opportunity to share ideas and experiences, and begin to develop multi-institutional milestone implementation projects. Winthrop University Hospital and Stony Brook Medicine are now using milestones in their programs. These two institutions will share their experience with selection of “pilot” milestones to introduce this approach into their programs, faculty development successes and failures, and resident preparation. Workshop participants will share their home experiences or plans for milestone implementation. Specialty-based small groups will then design milestone implementation projects. Participants will define milestones to be used in resident assessment, design a faculty development process, and plan for a resident orientation to milestones-based education. Participants will be asked to design and commit to a six-month follow-up survey of their implementation, successes, failures, barriers, and lessons learned.

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

**SES071 8:30 am – 10:00 am**

*James Rawson, MD;  
Janet Munroe, MD*

### **Problem-Based Learning Approach to Teaching Professionalism to Residents**

Problem-based learning (PBL) is commonly used in medical student education, yet seldom is used in residency education. PBL has the advantage of being a technique known to most residents as well as being low cost and a very efficient use of time. By using PBL cases, the residents identify issues in professionalism, research the issues, and then present the material to their peers. This peer-to-peer teaching is a powerful method for teaching professionalism, which could be deployed widely without a significant increase in duty hours.

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

**Saturday, March 2****SES072 8:30 am – 10:00 am**

*Julie Taitzman, MD, JD;  
Shantanu Agrawal, MD, MPhil*

**Educating the Next Generation of Physicians to Help Combat Fraud, Waste, and Abuse**

Fraud, waste, and abuse drain billions of dollars from the health care system each year. Educating physicians how to avoid fraud, waste, and abuse helps keep that money in the system, where it can pay for care patients need. In this session, representatives from the U.S. Department of Health and Human Services, the agency that operates the Medicare and Medicaid programs, will offer instruction on how to teach program integrity to residents and fellows. The session will offer tips on how to comply with the Anti-Kickback Statute, the False Claims Act, and the Stark Law, both in current medical practice and, with continued implementation of health care reform, with anticipated transitions to integrated and accountable care models. Additional topics will include managing relationships with industry, how to educate patients about medical identity theft, and steps physicians can take to avoid falling prey to medical identity theft. The goal of this session is to provide attendees with all the tools they need to conduct a program integrity educational session back at their home institutions. The session will include specific suggestions for how educators can tailor the material to make it most meaningful for their own residents and fellows, such as by discussing laws particular to their home state or common coding confusions particular to their specialty.

*Target Audience: DIOs, Program Directors, Coordinators, and Faculty*

**SES073 8:30 am – 10:00 am**

*Margot Savoy, MD, MPH;  
Pete Yunyongying, MD*

**Teaching with Emotional Intelligence: Engaging Learners, Developing Competencies**

Emotional intelligence refers to a person's ability to recognize and understand their emotions and those of others, and to use this awareness to manage their behavior and relationships. Developing self-awareness as a medical educator provides opportunities to improve one's own maladaptive communication styles producing more effective teaching and learning interactions. Pairing teaching strategies to learners' preferred styles using a multimodal curriculum can maximize student engagement and minimize learner difficulties. Teaching students to use emotional intelligence in their interactions with patients and colleagues encourages continuous development in the competencies of patient care, practice-based learning and improvement, interpersonal and communication skills, and professionalism. Session participants will complete a series of interactive discussions and small group exercises designed to help them: 1) define emotional intelligence and name at least two specific tools for self-assessment; 2) identify specific strategies for engaging learners in large and small group settings; and 3) identify potential challenges when their communication styles do not match those of their learners.

*Target Audience: GME Faculty*

**Specialty Updates**

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

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

**SES074 8:30 am – 10:00 am**

*Bruce Orkin, MD;  
Pamela Derstine, PhD*

**Specialty Update – Colon and Rectal Surgery****SES075 8:30 am – 10:00 am**

*Anthony Arnold, MD;  
Patricia Levenberg, PhD*

**Specialty Update – Ophthalmology****SES076 8:30 am – 10:00 am**

*Carolyn Reed, MD;  
Peggy Simpson, EdD*

**Specialty Update – Thoracic Surgery**

**Saturday, March 2****SES077** 8:30 am – 10:00 am

David Peden, MD, MS;

Louise King, MS

**Specialty Update – Allergy and Immunology****SES078** 8:30 am – 10:00 am

Diane Hartmann, MD;

Mary Joyce Johnston-Turner,

RHIA, MJ

**Specialty Update – Obstetrics and Gynecology****SES079** 10:30 am – 12:00 pm**Marvin R. Dunn Keynote Address – The Future of Assessment: The Arc from the Individual to the Program***Target Audience: All***SES080** 1:30 pm – 4:30 pm

Ara Tekian, PhD, MHPE;

John Norcini, PhD

**Mini-Course****Multisource 360° Assessment and Portfolios for Making Promotion Decisions for Residents**

This mini-course is designed to teach participants to use 360° assessment with their trainees. Furthermore, it will familiarize faculty with ways of making promotion decisions based on data consisting of workplace-based methods (e.g., observations of clinical encounters, observations of procedures, 360° assessments, and chart stimulated recall), summative assessments (e.g., medical knowledge tests and OSCEs), and other information relevant to their performance (e.g., attendance and complaints). The multisource assessment will address the issues of 1) defining the domain; 2) determining who should complete the form; 3) deciding on content for the questionnaire; and 4) determining the scale and scoring procedures. Revision of portfolios will provide hands-on experience on how to make promotion decisions. This mini-course will be highly interactive utilizing actual data and real portfolios of residents.

*Target Audience: Program Directors, Associate Program Directors, and Faculty responsible for teaching or supervising residents*

**SES081** 1:30 pm – 4:30 pm

Woodson Jones, MD;

Lois Bready, MD;

Robert Nolan Jr., MD;

Mary Ottolini, MD, MPH;

Dewesh Agrawal, MD, FAAP,

FACEP

**Mini-Course****Breaches of Professionalism: What Will You Do?**

Significant progress has been made in defining and devising evaluation processes for the core competency of professionalism. However, mid- and senior-level educators are often faced with making challenging value-based decisions on what actions to take after a trainee has demonstrated unprofessional conduct. This workshop will present cases of unprofessional conduct by residents and utilize a four-domain framework (PACC Framework: Person-Act-Circumstances-Consequences) for decision making in each case of unprofessional behavior. The workshop attendees will then vote anonymously using an audience response system to determine which academic action is most appropriate for the lapse in professionalism presented. Each case will be followed by a facilitated discussion regarding why members voted as they did. Finally, members will reflect upon new insights gained from the case discussions.

*Target Audience: DIOs, Program Directors, Associate Program Directors, and Faculty*

**Saturday, March 2****SES082** 1:30 pm – 4:30 pm*James Buchanan, MD***Mini-Course****Patient Safety/Quality Improvement: GME Engagement with Effective Tools to Achieve NAS Level 5 General Milestone in Systems-Based Practice**

The ACGME has increasing focus on patient safety and quality improvement. Multiple successful and effective take-home tools will be provided to teach, guide, and document residents achieving NAS level 5 general milestone in systems-based practice. The GMEC and residents are to be engaged in their institution's patient safety initiatives, detection and reporting of error, and mitigation/prevention thereof. Human error, adverse events, and lack of quality are problems of human abilities, cognitive psychology, and engineering. The errors which most frequently occur are breakdowns in systems. This session will focus on the fundamentals and practical use of systems-based/reliability science and human factors in the identification, reporting, prevention, mitigation, and correction of errors leading to adverse events or near misses. Residents systematically dissect a medical error, apply human factors and systems-based science, and determine which ACGME competencies and IOM aims were breached via a failure analysis tool. A culpability decision tree algorithm is utilized and teaches residents just culture and culture of safety principles. A hierarchy of action tool is applied to the proposed corrective action to determine the strength of the corrective action and the likelihood of it working. A tool includes the format to report to an institution's quality department or PSO, and de-identified information for GMEC monitoring of patient safety and residency program engagement with the institution in patient safety/quality improvement. This activity additionally provides a tool for a system-based M&M along with an evaluation and documentation tool of resident as teacher and resident as leader.

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

**SES083** 1:30 pm – 4:30 pm*Jason (Jay) Homme, MD;**Kevin Dufendach, MD***Mini-Course****Advanced Communication Life Support (ACLS): Breathing Life Back into Your Public Speaking Skills**

Great public speakers aren't born...they're made! The skills that are critical to effective public speaking can be learned, and practice results in improvement. Interpersonal and communication skills are core ACGME competencies. Everyone involved in graduate medical education will be called upon to give formal presentations, but few receive specific training to aid in 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 mini-course is aimed at helping participants resuscitate their public speaking skills and learn ways to help others improve. Small and large group activities will focus on developing a personal toolkit which will include exercises on writing learning objectives, formatting presentations (including options beyond PowerPoint), developing captivating titles, key presentation tips, and providing (and receiving) feedback. Participants will view video clips and slide examples, apply feedback, and some participants may have the option of presenting in front of the group in order to receive constructive feedback. All participants will receive resources to use as part of their ongoing efforts to resuscitate the art of effective public speaking.

*Target Audience: DIOs, Program Directors, Coordinators, Teaching Faculty, Residents, and Fellows*

**Saturday, March 2****SES084** 1:30 pm – 4:30 pm*Susan Moffatt-Bruce, MD, PhD***Mini-Course****Making Your Hospital Safer: Simple Strategies to Better Systems**

Strategies to make hospitals safer include crew resource training, resident-led safety conferences, and quality electives. A modified team training using the best from the aviation world will be offered to the attendees. Using a hard-wired safety tool designed at the Ohio State University Medical Center, attendees will be able to develop the methodology to their own institution to design and use safety tools that allow health care providers to have open lines of communication and truly share the same mental model. These tools for improved communication would be applicable to all levels including medical students, staff, and faculty. Using the Healthcare Matrix (Bingham, 2005), orthopaedic surgery residents have developed a Patient Safety Conference as an alternative to the traditional M&M. This matrix combines ACGME core competencies with IOM aims for safe care. This conference is multidisciplinary, consisting of small group discussions around system-based improvements. Attendees of this session will participate in a “live” Patient Safety Conference involving a resident hand-off communication failure case. Using the IHI Open School Curriculum, the development of a year-long, integrated elective will be shared. Techniques to teach Lean Six Sigma methodology will be presented so residents can use these tools in their process improvement project.

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

**SES085** 1:30 pm – 4:30 pm*Eric Holmboe, MD;**William Iobst, MD, FACP***Mini-Course****Realizing the Promise of Competency-Based Medical Education**

This course will provide practical suggestions for implementing outcomes-based medical education in the context of developmental milestones. After a brief review and group discussion of important concepts and principles of competency-based medical education (CBME), the course will review key assessment methods with a specific focus on direct observation and feedback as a core assessment activity in a CBME system. The course will then finish with a focus on the importance of an assessment system, including the need to involve multiple perspectives and the need for more self-directed assessment by the trainee, to ensure the success of CBME.

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

**SES086** 1:30 pm – 4:30 pm*Julia Shelburne, MD;**Allison Ownby, PhD, MEd***Mini-Course****Teaching Quality Improvement: A Primer**

The ACGME requires that trainees learn principles of quality improvement (QI) and be integrated within multidisciplinary clinical QI projects. However, few program directors and faculty have formal training in QI. This interactive workshop will review the fundamentals of quality improvement and the specific ACGME requirements. Participants will work in small groups to design a clinical quality improvement project using specific hands-on QI tools and they will identify opportunities for meaningful resident participation. Available resources for teaching QI to residents and faculty will be reviewed. Participants will develop an action plan for incorporating QI activities within their own curriculum/program.

*Target Audience: Program Directors and Faculty*

**Saturday, March 2****SES087 1:30 pm – 4:30 pm**

Theodore Sectish, MD;  
 Nancy Spector, MD;  
 Amy Starmer, MD, MPH;  
 Jennifer O'Toole, MD;  
 Clifton Yu, MD;  
 Daniel West, MD;  
 Jennifer Hepps, MD;  
 Glenn Rosenbluth, MD;  
 Shilpa Patel, MD;  
 Christopher Landrigan, MD, MPH

**SES088 1:30 pm – 3:00 pm**

Donald Bordley, MD;  
 Alice Gordon;  
 Timothy Brigham, MDiv, PhD;  
 Debra Dooley

**SES089 1:30 pm – 3:00 pm**

Barbara Bush, PhD;  
 Serge Martinez, MD;  
 William Robertson, Jr., MD, MBA

**SES090 1:30 pm – 3:00 pm**

Mary Lieh-Lai, MD

**SES091 1:30 pm – 3:00 pm**

Kevin Weiss, MD;  
 James Bagian, MD;  
 Facilitator: Robin Wagner, RN,  
 MHA

**Mini-Course****The I-PASS Hand-off Process: Teaching and Evaluating Standardized Approaches to Transitions of Care**

The new ACGME common program requirements require that all training programs ensure and monitor effective structured patient hand-off processes to facilitate both continuity of care and patient safety, yet most programs lack the curricula and assessment tools to meet this requirement. In this interactive mini-course, participants will learn an evidence-based, consensus-driven, standardized approach to teaching and evaluating resident hand-offs based on the work of the I-PASS Study Group. This group includes educators, hospitalists, and health services researchers from nine pediatric residency programs across North America. The group designed an educational intervention based on data from a pilot study that demonstrated a 40% reduction in medical errors following the implementation of a resident hand-off bundle (team training, use of a verbal mnemonic, and a template for a written hand-off document). Participants will spend time in small group discussion, self-reflection, and planning for how they will design an approach to standardizing hand-offs within their own programs. Participants will leave with a plan to implement and maintain a hand-off curriculum. The I-PASS Study Group will make references, resources, curricular materials, and validated tools available.

*Target Audience: DIOs, Program Directors, Hospitalists, Intensivists, Specialists, and Patient Safety Officers*

**Coordinator Plenary – Three's Company: Sharing Leadership at the Program Level\***

Within the complex arena of residency programs, the performance of three individuals has the most impact on the administration of the training program: the program director, coordinator, and chief resident. Their ability to work together as an effective team and recognize what each of them can contribute can be challenging at best. Building a strong working relationship between the program director and the coordinator is difficult enough, and often takes several years before it is achieved. The chief resident has a perspective about the program which may differ from other leadership and can contribute greatly to the program. However, the chief resident position changes every year. This session will have a panel consisting of a program director/coordinator/chief resident team providing their perspectives, and an interactive discussion with the audience on their experiences.

*Target Audience: Coordinators*

**Ask the Site Visitors**

This session offers concise presentations on common aspects of site visit preparation and the on-site phase. Speakers will share the knowledge and perspective of the ACGME accreditation field staff and key questions will be collected in advance. In addition, an open forum during the session will allow attendees to ask questions and obtain practical advice related to all aspects of the accreditation site visit.

*Target Audience: DIOs, Program Directors, and Coordinators*

**Town Hall – Medical Accreditation**

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

*Target Audience: DIOs, Program Directors, Coordinators, and GME Educators in the specialties of Allergy and Immunology, Dermatology, Family Medicine, Internal Medicine, Neurology, Pediatrics, Physical Medicine and Rehabilitation, and Psychiatry*

**The ACGME CLER Program: Update from the Program Office and the Trenches**

The alpha phase of the CLER site visit program was completed in September 2012; at least ten sponsoring institutions have participated in the beta phase. The panel will discuss their experiences as participants in the CLER inaugural visits, from their perspective as site visitors and Evaluation Committee members, and as DIOs whose sponsoring institutions have been among the first participants.

*Target Audience: DIOs, Program Directors, and Coordinators*



**Saturday, March 2**

**SES092** 1:30 pm – 3:00 pm  
*Douglas Carlson, JD, ACGME  
 Counsel*

**Protecting the Confidentiality of GME Documents**

Residency program personnel maintain as confidential documents submitted to and received from ACGME and resident evaluations. This session will examine various types of legal protection of such documents from subpoena and from requests under state public records acts.

*Target Audience: DIOs and Program Directors*

**SES093** 1:30 pm – 3:00 pm  
*Carolyn Stalvey, MD;  
 Erik Black, PhD*

**Using a Comprehensive Intern OSCE for the Initial Assessment of NAS Milestones**

The presenters will introduce session participants to an eleven-station Objective Structured Clinical Examination (OSCE) that has been used at the University of Florida for all incoming interns since 2011. Session leaders will discuss case and item development, rationale, item statistics, and the manner in which the items have been aligned with NAS milestones. Session attendees will leave the course with access to the cases and guidelines for their implementation. The session will allow sufficient time to discuss barriers and potential solutions to the implementation of a comprehensive OSCE, and other means by which institutions are assessing residents.

*Target Audience: DIOs, Program Directors, Associate Program Directors, and Faculty*

**SES094** 1:30 pm – 3:00 pm  
*Charles Daschbach, MD, MPH;  
 Robert Barron, MD, MS;  
 David Sklar, MD*

**New Curriculum, New Roles, New Alignments: Integrating Quality Improvement, Patient Safety, and GME under the ACGME NAS**

This session will address the challenge of integrating the GME enterprise with institutional quality improvement and patient safety under the Next Accreditation System. An overview of national efforts will be presented with the need for incorporating new terms and processes and practical faculty development strategies. A generic approach to creating or enhancing their GME integration with quality improvement/patient safety in home institutions will be presented.

*Target Audience: DIOs, Program Directors, Residency Coordinators, and GME Administrators*



**Saturday, March 2****SES095** 1:30 pm – 3:00 pm

Byron Joyner, MD, MPA;  
Amity Neumeister, MBA

**Train the Trainer: Empowering Program Directors to Encourage Faculty Development**

Succeeding in the role of program director has become increasingly difficult over the last ten years, especially given increasing competing academic and clinical priorities as well as the fact that most are not formally trained in adult learning, human resources, or other key elements of the position. The University of Washington (UW) School of Medicine has responded by identifying the educational needs of their program directors and developing a system of education to facilitate their education, success, and satisfaction as educational leaders at their institution. This system is designed to help program directors become experts in their roles so that they may disseminate their knowledge to other faculty, their residents. Ideally, they should be able to share best practices with other departments as well. The presenters' system includes a Program Director Development Series, a New Program Directors and Administrators Orientation, a Program Director Mentoring Program, GME Brown Bags, and an online Program Director Toolbox. Participants will have the opportunity to reflect on the process undertaken by UW and exchange ideas with other participants in order to develop a unique strategy to improve support for program directors that is in alignment with their institution's culture.

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

**SES096** 1:30 pm – 3:00 pm

Kathryn Andolsek, MD, MPH;  
Alisa Nagler, JD, EdD

**Clinical Competency Committees: What Are They and How Can They Enhance Resident Education?**

The Next Accreditation System will provide increasing opportunities to standardize meaningful and measureable assessments of resident performance through milestones and entrustable professional activities. Programs must identify individual resident performance across the entire residency and provide summative assessment that the resident is capable of transitioning to independent practice. A Clinical Competency Committee (CCC) can support the program director in these assessments, which may be required to be shared with the ACGME and some boards. Committee members and training opportunities may be critical to its success. The CCC can provide support to the individual program director, objectify the process of summative assessment, identify residents who might benefit from remediation, monitor individualized learning plans, and highlight program strengths and opportunities for improvement. The session will focus on an institutional approach to develop, enhance, and measure the effectiveness of CCCs.

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

**SES097** 1:30 pm – 3:00 pm

Donald Brady, MD;  
Andre Churchwell, MD

**Addressing Diversity in Graduate Medical Education: Challenges and Perspectives**

This highly interactive workshop will explore the benefits of and the challenges to increasing diversity in graduate medical education. Through small group discussion, participants will brainstorm potential solutions to challenges enumerated, then compare and contrast those solutions with the experiences of one institution's programmatic efforts over the past five years. The efforts have led to a dramatic increase both in the total number of underrepresented minorities in the GME programs and in the percentage of new residents matching in the GME programs each year at the institution. Finally, there will be a large group discussion on future directions in promoting more diversity with graduate medical education and next steps toward creating a more diverse physician workforce.

*Target Audience: DIOs, Program Directors, and Coordinators*

**Saturday, March 2****SES098** 1:30 pm – 3:00 pmMiriam Bar-on, MD;  
Franklin Trimm, MD**Build a Better Doctor: Using the Milestones to Enhance Performance through Remediation and Enrichment**

Milestones are in various stages of development specific to all disciplines and will be implemented to objectively identify resident performance across a continuum ranging from deficient to expert. This workshop provides the opportunity for participants to apply milestone assessment to real-life resident education settings through the use of video clips of residents' performances. Attendees will have the chance to agree, disagree, and discuss viewed residents milestone attainment at the "point of service". This will be followed by facilitated implementation of a process to design remediation, maintenance, or enrichment plans as indicated by the viewed performance. At the conclusion of the workshop, attendees will not only have implemented milestones identifying resident levels of performance, but also will have a process to develop necessary plans for their trainees. A template and a step-wise process will be products to take home for adaption at participants' own institutions.

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

**SES099** 1:30 pm – 3:00 pmJustin Held, MD;  
Eric Warm, MD**A New System for Evaluating Trainees: Competencies and Milestones Mapped to Entrustable Professional Activities**

The ACGME has announced plans to use milestone evaluation as part of the Next Accreditation System. Program directors have found milestones overly focused, and have turned to the Entrustable Professional Activity (EPA) as a more practical tool to measure performance. The presenters created an evaluation system, using the EPA as the basic unit, which they believe is translatable to any training program. This workshop will guide the learner through the process of creating both "content" and "process" EPAs. Content EPAs describe specific knowledge and skills that differ for each rotation depending on the discipline of medicine being learned. Process EPAs, such as communication skills and attitudes, are conserved across rotations. Workshop attendees will practice mapping their EPAs to milestones within the six general competencies. The presenters will share the best-practice strategies developed at their institution for each of these steps, and facilitate discussion regarding faculty development surrounding this process and potential barriers to implementation.

*Target Audience: Program Directors, Associate Program Directors, Chief Residents, and Faculty involved with trainee evaluation*

**SES100** 1:30 pm – 3:00 pm

Lisa Howley, PhD

**Practical Methods for Improving Performance Ratings**

The ACGME expects that all evaluators who use assessments for measuring the milestones be educated to use them appropriately and fairly. This workshop will focus on practical strategies for improving assessment methods based on evaluators' judgments or ratings. The workshop will include a brief didactic session on several types of rater errors and the research on the effects of these errors. Participants will engage in mock frame of reference training exercises which will highlight these effects and reinforce the need for training and calibration of raters.

*Target Audience: Program Directors and Core Teaching Faculty*

**Saturday, March 2****SES101** 1:30 pm - 3:00 pmLarry Hurtubise, MA;  
Bryan Martin, DO**Designing Instruction around the Competencies: Leveraging Technology to Enhance Your Teaching**

Backward design, a key instructional design concept, is labeled backward because it starts with the end in mind. However, it might also be called backward because it is counterintuitive. Instinctively, educators think about how they will teach before thinking about how they will assess trainees. They think of technology as cool before thinking of it as a way to conduct formative or summative assessment. This interactive session will introduce the key instructional design concept of “backward design”. Learners will participate in interactive exercises to develop learning objectives, choose assessment methods, and develop teaching strategies leveraging educational technologies.

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

**Specialty Updates**

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

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

**SES102** 1:30 pm – 3:00 pmChristopher Palestro, MD;  
Lynne Meyer, PhD, MPH**Specialty Update – Nuclear Medicine****SES103** 1:30 pm – 3:00 pmRobert Johnson, MD, MPH, MBA;  
Lorraine Lewis, EdD, RD**Specialty Update – Preventive Medicine****SES104** 1:30 pm – 3:00 pmSukgi Choi, MD;  
Pamela Derstine, PhD**Specialty Update – Otolaryngology****SES105** 3:30 pm – 5:00 pm

John Potts, MD

**Town Hall – Surgical Accreditation**

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

*Target Audience: DIOs, Program Directors, Coordinators, and GME Educators in the specialties of Colon and Rectal Surgery, Neurological Surgery, Obstetrics and Gynecology, Ophthalmology, Orthopaedic Surgery, Otolaryngology, Plastic Surgery, Surgery, Thoracic Surgery, and Urology*

**SES106** 3:30 pm – 5:00 pm

Susan Swing, PhD

**ACGME Milestones Update**

An update on the milestone project will be provided and selected issues will be addressed. Milestone development status, implementation timeline, assessment developments, and frequently asked implementation questions are likely discussion topics.

*Target Audience: All*

**Saturday, March 2****SES107 3:30 pm – 5:00 pm**

*Charles Scales, Jr., MD;*  
*Philipp Dahm, MD, MHSc*

**Teaching Evidence-Based Medicine and Assessing Competence in the Era of Milestones**

Evidence-based, medicine-related knowledge and skills are central to the core competency of practice-based learning and improvement. The purpose of this session is to prepare leaders in graduate medical education to teach and assess evidence-based medicine knowledge and skills within their specific clinical learning environment. The facilitators of this session will share their extensive experience with evidence-based medicine teaching with the group to provide background for an open dialogue on what works and what does not work when and where. The session will be designed for all specialties, but will place a particular emphasis on teaching methods and resources for specialties where emphasis on evidence-based clinical practice may be less common. The discussion of methods to assess these skills will place particular emphasis on requirements set forth by the ACGME milestones. The workshop will also provide relevant resources for curriculum development and faculty development as it relates to practice-based learning and improvement.

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

**SES108 3:30 pm – 5:00 pm**

*Monica Lypson, MD, MHPE;*  
*Paula Ross, MA*

**Using Multimedia in Faculty Development on Multicultural Education**

The presenters have designed a faculty development session using excerpts from the Academy Award-winning movie “Crash” to encourage reflection and discussion. The session involves semi-structured discussions around scenes from “Crash”, as well as small group activities that include paired and group discussions, role play, and a “fishbowl” exercise in which designated members of the group discuss a particular topic while the rest of the group listens.

*Target Audience: GME Educators*

**SES109 3:30 pm – 5:00 pm**

*David Salzman, MD;*  
*Michael Gisondi, MD*

**Saying the Word “Dead”: An Exploration of the Ethical and Pedagogical Challenges to Teaching and Assessing Death Disclosure Skills Using High Fidelity Simulation**

This session will explore the various aspects of creating an interactive method of teaching and assessing residents’ performance in the delivery of a death notification. This topic is relevant to every type of physician in training because at some point during their career they will be expected to deliver a death notification to a surviving family member. This high-stakes communication skill must be mastered and performed correctly every time to assure the appropriate delivery of necessary information in a compassionate manner to the survivors. The presenters will explore the various standards for the end-of-life and present a model for the delivery of a death notification. During this highly interactive session, the participants will learn the essential pedagogical principles of training using medical simulation and apply the techniques while viewing a simulated death disclosure. Additionally, the presenters will review the development of an innovative approach in the teaching and assessment of death notification skills using a combination of hybrid simulation, direct observation, and learner self-reflection. Participants will then have an opportunity to apply these concepts and rate a standardized death disclosure and discuss their experiences. Finally, the presenters will demonstrate how they have been able to use this innovative approach in teaching and assessment to establish a defensible minimal passing score for the delivery of a death notification.

*Target Audience: Physicians, Program Leaders, and GME Educators*

**Saturday, March 2****SES110** 3:30 pm – 5:00 pm*Michael Picchioni, MD;  
Rebecca Blanchard, PhD***Basic and Advanced Communication: A Model for Universal Milestones That Are Adaptable across Programs and across Disciplines**

Communication in health care is not fundamentally different than communication in general. Because of this, the presenters have borrowed from the broader literature on communication to develop their teaching and assessment methods for communication skills at both basic and advanced levels, which can be adapted across disciplines and institutions. While the basic elements of communication are universal, the content and context of communication vary, greatly influencing the degree of skill needed for competence. Working with a non-physician specialist in communication, the presenters organized the basic principles of communication and the three-function model of communication in health care into a set of basic communication milestones in accordance with the Dreyfus model of skill acquisition. With a core framework in basic communication, the presenters developed milestones that were easily adapted across disciplines at their institution, that may similarly be exported to other programs. Advanced communication can be approached in a similar way. In this workshop the presenters will share their milestones and their experience applying them across four departments (medicine, pediatrics, obstetrics and gynecology, and surgery) and help participants adapt them to their own unique context.

*Target Audience: Program Directors, Associate Program Directors, Faculty, and those interested in developing evaluation systems for competency-based training*

**SES111** 3:30 pm – 5:00 pm*Miriam Bar-on, MD;  
Lyuba Konopasek, MD***Snippets – Effective, Efficient Faculty Development to Meet New Challenges**

Models of faculty development have traditionally focused on sixty-minute grand rounds presentations and multiple-hour workshops. While these models have been shown to be effective, they may not be the best mode for delivering this material to faculty with multiple competing priorities (e.g., clinical care, administrative duties, and teaching). In addition, the Next Accreditation System and specialty-specific milestones require faculty to develop new skills in point of service assessment. To address these challenges, a shorter faculty development session – “the snippet” – has been created. Each twenty-minute snippet is designed to focus on a specific skill related to effective teaching or learner assessment. Snippets are a combination of didactic information and interactive activities. Snippets accommodate faculty’s need for efficient use of their time. They are, for the most part, not discipline specific and can be applied across the medical education continuum. Snippets do not replace traditional in-depth faculty development, but rather bring it to individuals who cannot routinely attend these types of sessions. The purpose of this workshop is to demonstrate the application of this innovative methodology to point of service assessment of residents and fellows. Participants will leave with the shared wisdom of the group and have a collection of snippets to implement at their own institutions.

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

**Saturday, March 2****SES112 3:30 pm – 5:00 pm**

*Andrea Cedfeldt, MD;*  
*Benjamin Hoffman, MD*

**Developing Clinical Teachers: Lessons Learned from the Trenches**

Academic physicians are under constant pressure to provide top quality patient care while working with learners effectively. They are well-trained for their clinical lives, but most receive little, if any, formal training on how to be an effective teacher. This workshop is designed to help attendees develop a road map and tools for establishing a robust teacher training program at their institution. Using examples of successful programs from two institutions, the presenters will work in small groups to identify specific and achievable goals in the development of teacher training programs, building coalitions, and road maps. The workshop will culminate in the development of a web-based Wiki site where attendees will be able to access and share curricular ideas and resources to facilitate ongoing collaboration.

*Target Audience: DIOs, Program Directors, Associate Program Directors, Coordinators, and Core Faculty*

**SES113 3:30 pm – 5:00 pm**

*Saima Chaudhry, MD;*  
*Alice Fornari, EdD*

**The “How-to” of Faculty Development: Educating Core Residency Faculty on Developing and Applying Milestones to GME Training**

Faculty development is needed to effectively apply milestones in competency-based assessment. This workshop will provide participants with hands-on experience in thinking about what milestones fit into each competency and the approximate timeframe for each. In addition, participants will obtain practice translating the milestones into commonly used assessment tools such as the MiniCEX, checklist, and global evaluation form. Suggestions for when to initiate remediation based on the milestones will be discussed. Participants will see how the distribution of assessment scores change when a program shifts to using the milestones for competency-based assessment.

*Target Audience: Program Directors, Associate Program Directors, Clinician Educators, and Chief Residents*

**SES114 3:30 pm – 5:00 pm**

*Felix Ankel, MD;*  
*Byron Joyner, MD, MPA;*  
*Mukta Panda, MD, FACP*

**Moving Residency Programs from Novice to Expert: Systems Milestones for Program Director Development**

The Next Accreditation System (NAS) is based on the Dreyfus model. Both systems are paradigms for adaptive systems improvement. A parallel development of residency system expertise can be created when program directors manage the domains of autonomy, coping with complexity, and perceiving context on a systems level. This session will allow participants to strategically design progressive systems of improvement in their residency program, eventually achieving expertise at a program level, using strategies learned from the Dreyfus model. Participants will have the opportunity to reflect on the Dreyfus model while working in small groups to develop a unique strategy that fits within their institution’s culture in order to improve their residency programs.

*Target Audience: DIOs and Program Directors*

**SES115 3:30 pm – 5:00 pm**

*Alisa Nagler, JD, EdD;*  
*David Musick, PhD*

**Defining, Teaching, and Assessing Professionalism**

Professionalism has been an important tenet of medical education since Hippocrates. In the last two decades the Liaison Committee on Medical Education, the Accreditation Council for Graduate Medical Education, and the American Board of Medical Specialties have required physician formation in professionalism, yet defining it has been a challenge. Subjective perceptions of professional behavior may vary by individual, specific demographic group, or generations, and may differ from those of the learners, teachers, or institutions. Understanding these differences should help institutions identify professionalism expectations and provide standards to evaluate resident behavior.

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



**Saturday, March 2****SES116 3:30 pm – 5:00 pm**

*Sawsan Abdel-Razig, MD, FACP;*  
*Hatem Al Ameri, MD, FRCPC,*  
*FCCP*

**The Abu Dhabi Story**

Boasting the world's most refined hospitality and tourism industry and achieving unparalleled advances in all fields of technology, the United Arab Emirates (UAE) is setting regional and international benchmarks in Eastern development. The UAE currently hosts the world's only seven star hotels, multiple manmade island communities (creating the world's most dynamic shoreline), the tallest building in the world, and soon-to-be the world's only city powered entirely by renewable energy. Not surprisingly, the average Emirati's disposition has leapfrogged from a harsh, nomadic desert existence to one that enjoys all the basic necessities of modern life. Having covered these basic population needs, the government of Abu Dhabi is now poised to take on more advanced challenges in the area of health systems development. More specifically, the often lackluster position of medical education policy in Western governments has recently been highlighted as an area of critical importance by the government of Abu Dhabi, an attestation to its progressive and forward thinking policies. It is with this historical (and economic) advantage that the government of Abu Dhabi has embarked on this formidable expedition. Before setting off, it was important to take a look at the map already chartered by Western colleagues. The obvious question which presents itself is what can Abu Dhabi learn from the experiences of the West when building its graduate medical education system?

*Target Audience: All*

**Sunday, March 3****SES117 8:30 am – 10:00 am**

*Robin Wagner, RN, MHSA;*  
*Donald Goldman, MD;*  
*Joseph Gilhooly, MD;*  
*Carol Aschenbrener, MD;*  
*Carrie Eckart, MBA, AHME;*  
*Kevin Hinchey, MD;*  
*Facilitator: Kevin Weiss, MD*

**The ACGME CLER Program: Opportunity for Faculty Development**

The CLER program presents the opportunity for creating a GME community-wide health care learning system within each and across all sponsoring institutions. Currently, many GME leadership organizations are independently involved in faculty development efforts in one or more of the CLER focus areas. The ACGME has engaged these leaders in a collaborative effort to foster alignments, address gaps, and design strategies to optimize the resources available to the GME community. This session will bring participants up-to-date on various faculty development efforts currently underway in each organization and offer early insights into the collective efforts to create alignments and build capacity.

*Target Audience: All*

**SES118 10:30 am – 12:00 pm**

*Thomas J. Nasca, MD, MACP*

**The Next Accreditation System: Putting It All Together**

*Target Audience: All*



## Conference Location

### About the Swan and Dolphin Resort

Leave the everyday behind and enter a world of wonder and enchantment at the Swan and Dolphin Resort. The Swan and Dolphin Resort provides a truly extraordinary backdrop for the ACGME Annual Educational Conference. Beautiful tropical landscaping, tranquil waterways, and classic art and architecture work together to create a stunning landmark in the midst of one of the most spectacular places on earth.

The Swan and Dolphin Resort is located approximately twenty minutes from the award-winning Orlando International Airport, and it is easy to arrange transportation to the resort. In addition to complimentary transportation within the resort, the Swan and Dolphin hosts a National and Alamo car rental desk right on-property to make car rentals convenient and easy.

### Reservation Method

Reservations can be made via the Internet at [www.swandolphin.com](http://www.swandolphin.com) or by phone at 1.800.227.1500. Please mention the ACGME Conference to receive the group rate.

The cut-off date for accepting hotel reservations is Wednesday, February 6, 2013. Reservation requests received after 5:00 p.m. (Eastern Time) on the cut-off date will be accepted at \$25 above the group rate, based on availability.

### 2013 Group Rate

The group rate is \$220 single/double. All room rates are quoted exclusive of applicable state and local taxes, which are currently 12.5%.

Extra person charge is \$25 per night. Children under eighteen (18) years of age may stay for free in their parents' room using existing bedding.

These special rates will be offered three (3) days prior and three (3) days after the conference dates subject to availability of rooms at the time of reservation.

### Resort Fee

The resort services package of \$14 (exclusive of tax) per room, per day includes unlimited local calls and 800-number calls up to sixty minutes (\$.10 per minute charge beyond), long distance access (credit card and collect calls), twenty minutes of domestic long distance per day, complimentary bottled water replenished daily, high-speed Internet access, and unlimited admission to the fitness center. This fee will be posted to the guestroom account.

### Early Departure Fee

An early departure fee of one night's room and tax will be charged to the guestroom account if the guest checks out prior to reserved check-out date. To avoid this fee, please advise hotel at or before check-in of any changes in the reservation.

### About ACGME

The ACGME is an independent, nonprofit organization that accredits more than 8,900 residency programs in the United States that educate 114,000 physicians in training. The ACGME accredits institutions and programs in 27 specialties (including transitional year programs) and their subspecialties.

The mission of the ACGME is to improve health care by assessing and advancing the quality of resident physicians' education through accreditation. Its vision is exemplary accreditation, and its values are accountability through processes and results that are open and transparent, responsive to the educational community and the health of the public, and reliable, valid, and consistent; excellence through accreditation that is efficient and effective, outcomes-based, improvement oriented, and innovative; and professionalism through actions that are respectful and collaborative, responsive, ethical and fair.

## Registration Fees

Registration deadline is 12:00 a.m. EST, February 1, 2013

<b>Educational Conference – March 1 – 3, 2013</b>	
Early Bird Fee – Until January 18, 2013	\$775 per person
Standard Fee – After January 18, 2013	\$925 per person
Discounted Group Fee (3 or more from the same institution)	\$750 per person (“Early Bird” only)
<b>Pre-conferences – February 28, 2013</b>	
Introductory Course for New Program Directors	
Early Bird Fee – Until January 18, 2013	\$275 per person
Standard Fee – After January 18, 2013	\$300 per person
Discounted Group Fee (3 or more from the same institution)	\$250 per person (“Early Bird” only)
Program Coordinator Forum: <i>Moving Forward</i>	
Early Bird Fee – Until January 18, 2013	\$275 per person
Standard Fee – After January 18, 2013	\$300 per person
Discounted Group Fee (3 or more from the same institution)	\$250 per person (“Early Bird” only)
<i>DIO 101: Building for Basics and Beyond</i>	
Early Bird Fee – Until January 18, 2013	\$275 per person
Standard Fee – After January 18, 2013	\$300 per person
Discounted Group Fee (3 or more from the same institution)	\$250 per person (“Early Bird” only)
<b>***Special Combined Pricing***</b>	
Educational Conference and Introductory Course “Early Bird”	\$925 per person
Educational Conference and Introductory Course “Standard”	\$1,100 per person
Educational Conference and Coordinator Forum “Early Bird”	\$925 per person
Educational Conference and Coordinator Forum “Standard”	\$1,100 per person
Educational Conference and <i>DIO 101</i> “Early Bird”	\$925 per person
Educational Conference and <i>DIO 101</i> “Standard”	\$1,100 per person
Discounted Group Fee (3 or more from the same institution)	\$900 per person (“Early Bird” only)
<b>On-Site Registration Fee</b> (Available for Educational Conference only)	\$995 per person

### Refunds

A full refund will be given through February 8, 2013, after which an administrative fee of \$125 will be charged.