### PC005: Coordinator Forum: Sparking Innovation*

This year’s Coordinator Forum will feature a day-long series of sessions designed for new and experienced coordinators to gain knowledge and network with their colleagues. The forum will offer a panel discussion on Innovation: Coordinator Style and two plenary sessions for coordinators at all levels. There will be three breakout sessions with plenty of topic choices that have been selected from the GME community to enhance coordinator education.

**Target Audience:** Program Coordinators

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td><strong>Welcome</strong> — Debra Dooley</td>
</tr>
</tbody>
</table>
| 8:45 a.m. | **Panel Discussion: Innovation: Coordinator Style**  
Beth Blackwell; Kelli Corning; Beth Payne |
| 9:30 a.m. | **Showcasing Innovation**                                               |
| 10:00 a.m. | **Break**                                                               |
| 10:30 a.m. | **Breakouts**                                                           |

---

### BR01: Collaboration Drives Innovation: Why Teamwork is Critical in the New Era of the Next Accreditation System (NAS)

Charlene Rotandi; Megan Christofferson

Many programs are struggling to understand and implement all the new requirements of the NAS. Program coordinators have an opportunity to collaborate with their programs on innovative ways to meet these needs. In fact, innovation is a critical part of the NAS, as programs that report high-quality outcomes are given freedom to innovate beyond standard processes. The workshop will provide background on the NAS and its impact on programs, and help program coordinators identify opportunities for collaboration to drive innovation in their own programs.

### BR02: Mastering GME Responsibilities: Easy as Baking a Cake

Heather Peters, ME, PhD; Shannon Papazian, C-TAGME

This active workshop will provide foundational knowledge about the role of the GMEC, the responsibilities of the GMEC for oversight of the educational quality of the programs, and how the program coordinator is part of the GMEC oversight structure via Annual Program Evaluation activities and special program review activities. Participants will engage in learning that is fun and enduring as it is built on adult learning principles of 1) immediate application of knowledge, 2) building on prior knowledge/experience, and, 3) providing situational context for new learning.

### BR03: Using Data Strategically to Streamline Coordinator Work Products and Maximize Program Outcomes

Ann Dohn, MA; Nancy Piro, PhD

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

---

*This session does not qualify for CME.*
IGNITING INNOVATION

2017 ACGME ANNUAL EDUCATIONAL CONFERENCE

SESSION DESCRIPTIONS

THURSDAY, MARCH 9

**BR04: New Program Coordinator Training: Two Perspectives** — David Ausejo, MBA; Brittany Arrowsmith, MPA

The role of the education program coordinator is critical to any training program. It is a complex and nuanced one, and has evolved with Next Accreditation System (NAS) and Clinical Learning Environment Review (CLER) Program requirements. The program coordinator plays a wide range of roles: supervisor, manager, scheduler, data collector, rule enforcer, etc. Training the program coordinator can be challenging due to the nature of the irregularity of specific tasks across the academic year, and is complex due to specific requirements unique to each training program. This session will focus on ways to train new coordinators to help overcome the learning curve. We will share ideas and instruction on creating academic year timelines and toolkits, setting the stage for meaningful collaboration with colleagues, and how to structure an effective training plan for new coordinators. This session will provide insights from two perspectives: an academic institution and a community hospital.

**BR05: Using the Framework of Appreciative Inquiry to Lead a Culture Change** — Changing Culture: See No Evil, Hear No Evil — SuAnn White; Ruth McCollough, MHR

Residency coordinators must manage different personalities and multiple tasks on a daily basis. Appreciative inquiry can aid in the way a residency coordinator approaches obstacles and issues. Discover — to learn and appreciate the best of “what is” through realizing personal and organizational high-point stories and experiences, highlighting strengths, assets, and successes. Dream — to co-create a desired future for the organization from the collective, imaginative, and innovative capacity of the group based on past successes, current strengths, and future possibilities. Design — to choose the elements that will support and develop the organizational, social, technological, and fiscal infrastructure, systems, policies, processes, roles, technologies, relations, leadership, brand, and reputation — both operational and strategic, depending on the expertise of participants. Deliver — to sustain momentum in the organization so members build the capacity to keep doing it for themselves with an appreciative eye.

**BR06: Organizing a Clinical Competency Committee (CCC) Meeting through the Coordinator Role** — Barbara Olheiser

As the program coordinator, it is important to create processes that help move the program along. This session will showcase a way to use data already available through the residency management systems with office software to create a PowerPoint that will decrease the length of time each resident/fellow takes to be reviewed by the CCC. Participants will be able to prepare their overview beforehand to allow for a much more efficient use of time during the actual session.

**BR07: Mobile Application for Assessment and Evaluation** — Improving Residents’ and Program Coordinators’ Experience — Selvia Kosim; Robert Gunawan

Residency training requires residents to fulfill various logging, assessment, and evaluation requirements, with different numbers to meet, done at various points in training, involving different faculty members, etc. Residency programs have used various ways to ensure these logs, assessments, and evaluations are done in a timely manner. Residency Management Suites are often used. These, however, often have pre-set workflows and are not as flexible and intuitive to facilitate completion of requirements. Program coordinators and residents experienced a lot of frustrations as a result. Program coordinators spend considerable amounts of time sending e-mail and phone call reminders to residents. Residents and faculty members feel the administrative burden, and dislike being “hounded” constantly. Such processes have also taken away residents’ sense of responsibility for their own training. How might a mobile application solve these issues? Can it really increase program coordinators’ job satisfaction, and put the personal responsibility of training back in the hands of residents and improve their training experience? Come hear NHG residency’s experience and have a go at the mobile application to see for yourself what it can do.
BR08: Forget Mentorship, Find Sponsorship — Ambrosia Amlong; Raven-Olivia Kellum, MA
Who’s pulling for you? Who’s got your back? Odds are this person is not a mentor but a sponsor. Mentors can help build your self-esteem and provide a sounding board, but they’re not your ticket to the top. If you’re interested in fast-tracking your career, you need a sponsor—a senior-level champion who believes in your potential and is willing to advocate for you as you pursue that next raise or promotion. Sponsors are a proven link to success. Sponsorship is a “two-way street” creating a strong and mutually beneficial alliance. This session will lay out a seven-step map to chart your course toward your greatest goals. This session will mix solid data with real-life narratives.

11:30 a.m.  Lunch

12:30 p.m.  Breakouts

BR09: Lessons Learned from the Self-Study Experience: What Would We Do Differently? — Jennifer Cardone; Sheik Amin
This interactive session will provide coordinators with knowledge and understanding of the ACGME self-study process. This session will help coordinators understand their role in the process and offer suggestions for staying organized and on track to meet their self-study deadline. Best practices and tools will be shared so coordinators can be better prepared to take on the self-study with their program director and Self-Study Committee. Participants will be exposed to successes and challenges faced by a program that underwent a 2016 self-study and be able to share ideas and concerns amongst their peers.

BR10: Program Coordinator Wellness: Combating Burnout and Promoting Career Satisfaction — Charlene Rotandi; Megan Stawitcke
Program coordinators are essential to a program’s overall success. Though there is a national effort by the ACGME to address physician well-being, these efforts do not explicitly extend to program coordinators, though they do address the clinical learning environment. Burnout is also an issue for coordinators, as their positions seem to have a high turn-over rate that can be disruptive to programs. A review of pediatric residency and subspecialty programs at a single institution over a five-year period reveals a turn-over rate of 24 total program coordinators, with some programs experiencing as many as three changes in that role. We believe that an increased focus on coordinator wellness could decrease feelings of burnout and increase program coordinator retention. The workshop will provide coordinators with simple daily activities and effective work-life balance strategies to help increase overall career satisfaction. In the end, coordinators can acknowledge their own stressors and institute a variety of strategies to optimize personal wellness and model wellness within their programs.

BR11: Program Coordinator Training Program – Build Your Knowledge and Flex Your Muscles! Session 1: The Coordinator Timeline, Recruitment Logistics, and the CCC — Mandy Velligan; Marleen Viola
Being a program coordinator is challenging if you are not equipped with the proper knowledge and resources to succeed. We have designed a two-part training session to give coordinators an overview of what it really means to be a program coordinator. So let’s get to the gym! In this session, we have designed three 20-minute segments that break down the yearly timeline of a program coordinator. The first 20 minutes will focus on preparing for the Annual Program Evaluation, graduation, and orientation. Guidance will also be offered in organizing the new academic year: yearly clinical rotation and conference schedules; reviewing and updating the educational goals and objectives; and encouraging compliance with completion of the ACGME Annual Faculty and Resident/Fellow Surveys, as well as how to interpret and use their outcomes. The second 20 minutes will deal specifically with recruitment and the logistics of the interview season. The last 20 minutes will be devoted to preparing and conducting successful Clinical Competency Committee (CCC) meetings, as well as documenting the Milestones requirements. The session will end with an interactive group exercise in which attendees will address common pitfalls among coordinators.
**BR12: A Toolkit for your Self-Study: The GME Model Canvas and Strategic Alternatives Matrix**

- *Sherry Huang, MPA*

In the context of the self-study, this session will introduce a novel tool for programs to use to think about GME as a business, utilizing the business model canvas. With some modification of the canvas, programs will be able to tap into key pieces of a business model, and apply the concept to the GME program. This tool allows you to describe, design, challenge, invent, and pivot your GME program model. After painting the bigger picture, programs will be able to structure thinking around strengths, weaknesses, opportunities, and threats. Finally, take a step forward by using the TOWS framework to develop a couple of strategic action plans to improve the program beyond compliance.

**BR13: Put Me in Coach! The Program Coordinator’s Role in Coaching Trainees to Study for the Boards**

- *Jami Simpson, MS; Ian Todaro, MS*

A program coordinator does not have medical knowledge to assist his/her trainees in understanding topics on the board certification exams. However, a coordinator’s strengths in identifying weaknesses, being organized, and maintaining deadlines make him/her an excellent assistant coach. These administrative strengths are often weaknesses of the trainee and play a major role in determining if the trainee passes his/her board exam. This session will identify steps a coordinator can take to coach his/her trainees when preparing for their boards. The session will teach coordinators how to assist trainees in designing a personalized study plan by creating an inventory of study materials, using their in-training exam scores and respective board blueprint, and setting up mechanisms for accountability by scheduling follow-up meetings. We will also discuss sharing test-taking tips with trainees to assist with test anxiety and time management.

**BR14: Active Communication and Listening Techniques: Tips for Successful Collaboration**

- *Kelly Laurent, MS; Veronica Byers*

The coordinator’s role is vital to the development of a residency or fellowship program. The coordinator has the task of keeping the lines of communication open with all the stakeholders in the organization. Developing a good working relationship with others can lead to the success of any program. In order to form these necessary bonds, communicating and listening are essential tools a coordinator must use daily. To gain a full understanding of how relationships work, a person’s communication and listening style must be examined. In this session, we will examine how communication and listening intersect.

**BR15: Creating Your Professional Portfolio – Collect, Reflect, Select, and Complete!**

- *Amy Bourgeois, MEd*

Your residents and fellows have portfolios, but do you? In this session, participants will learn what a professional portfolio is, its purpose, and why it is important to a program administrator/coordinator to have one. In addition, participants will learn how to use a portfolio for their annual performance review, advancement, professional growth, and development, and as a motivational and learning tool. Together we will look at the process involved in creating a pathway to completing a portfolio, which will include hands-on activities. Participants will learn what to collect and select for their portfolios, as well as how to write a reflection and a self-assessment, and create a variety of self-directed learning plans. Participants will leave this session with an understanding of the portfolio process, a plan for creating their own portfolio, and take-home materials for creating a professional portfolio themselves. In addition, participants will gain knowledge and resources to assist others (e.g., residents, fellows) in creating their portfolios.

**BR16: Evolution of the APE**

- *Kendra Engels; Andrea Vogelman*

The purpose of this session is to offer information about how one institution’s Annual Program Evaluation (APE) document has progressed, its importance in the Next Accreditation System (NAS) as it relates to self-study visits, tips for creating an efficient document, and the benefits of a standardized form. The presentation will include a sample Annual Program Evaluation document template.
# SESSION DESCRIPTIONS

## THURSDAY, MARCH 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:45 p.m.</td>
<td><strong>Plenary:</strong> Building an All-Star Administrative Team by Maximizing Performance, Mentorship, and Engagement — Nowoka Joy Hilton</td>
</tr>
<tr>
<td>2:45 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Breakouts</td>
</tr>
</tbody>
</table>

**BR17: Electronically Archiving Program Files: How We Got Rid of the Filing Cabinets**  
— Gina Lee, MLS; Jennifer Cardone

This interactive session will introduce coordinators to the idea of an electronic file system to archive program records. Coordinators will learn how a large, multi-program department electronically archived training and program records from 1939-2013, as well as how the electronic archival process is maintained with the turnover of each academic year. Best practices will be shared, including organizational tips for building a hyperlinked training record database to increase efficiency with processing verifications and other requests for data. Coordinators will be able to share ideas, successes, and challenges with their own file system structures.

**BR18: Thinking Outside the Box: Creative Approaches to Milestone Evaluation**  
— Julie LaBare; Elissa Hall, MA

As we continue down the path of Milestones in graduate medical education, we learn more with each reporting period. Assessment of burnout in faculty members is a valid concern, and yet programs often rely on faculty evaluations as the primary tool to gauge resident progress. With the help of the coordinator, meaningful information can be harvested from other sources. This session will have coordinators think outside the box about resident evaluations, and how they can play a role in easing the burden of assessment burnout.

**BR19: Best Practices for Management of Multiple Priorities for New Program Coordinators in Graduate Medical Education**  
— Tanya Keenan, MA, C-TAGME; Jean Ashley, MSBC, C-TAGME

The role of the residency coordinator continues to evolve as this individual is now recognized as a member of the program leadership team. Today’s coordinators must manage numerous deadlines, manage educational and all administrative aspects of the training program, oversee many projects, and understand the importance of communicating with a clear vision, including demonstrating innovation in graduate medical education. Coordinators must equip themselves to successfully track and maintain impeccable records and documentation for all trainees, as well as with a clear understanding of institutional and program requirements and compliance. Coordinators must understand the accreditation standards and be proactive and diligent in adhering to the standards and requirements of the ACGME. Information mastery of the Milestones, Clinical Competency Committees (CCC), and Program Evaluation Committees (PEC) are all elements that the ACGME has introduced into the mix of requirements for training programs. This puts program coordinators at the leading edge to manage program information and maintain program accreditation through the Annual Program Evaluation and self-study processes.
**BR20: Flex Your PECs — Kelly Laurent, MS, C-TAGME; Kerrie Jordan, MS, C-TAGME**

This activity-focused presentation will engage the audience with learning the ACGME requirements on program review and improvement. As programs and Sponsoring Institutions analyze resident performance, faculty development, graduate performance, and program quality, one structure with common processes, policies, will help to identify ongoing improvement needs in the profession. Presenters will engage the audience in adopting a best practice for their program to determine areas for improvement and strength, and summarizing the Resident and Faculty Survey results. Participants will learn how to prepare a written plan of action to document initiatives to improve performance in the area of deficiency identified during an annual program review and what role the Program Evaluation Committee (PEC) plays in program development.

**BR21: Quality Improvement: No More “Brick and Mortar”... Hello Technology — Donna Williams, MA**

Program coordinators are crucial players in reviewing and updating the educational curriculum for the program. They are involved with every step in the entire process, and as a result, can identify opportunities to ease the burden for all those involved. The key focus areas where coordinators have immediate impact are resident learning, data collection, and faculty development. By addressing these areas, coordinators reduce the number of issues, leading to fewer meetings and provision of a more meaningful education experience for residents. This session will illustrate how transitioning to a learning management system (LMS) will allow new and experienced coordinators to become leaders in identifying curriculum issues and refining processes, thus feeling comfortable knowing that trainees are receiving a meaningful educational experience. Additionally, this process creates opportunities for faculty development and buy-in, and an improved tracking system, and enables coordinators to gain a better understanding of how to help trainees in their professional development.

**BR22: Oh the Things You Can DO that are Good for You by Taming the Wildness — Melodie Allison; Susan Quintana**

As a program coordinator, has anyone asked what your level of wellness is? Has anyone reached out to you regarding applying mindfulness in order to establish your wellness? Do you find yourself stressed and burned out to the max because of overwhelming tasks that never seem to be completed? What can exploring workplace stressors reveal, or do you feel that program leadership barely recognizes the need you have for wellness? Exploring these questions and more will permit each program coordinator to focus on finding the answers during this session. Overlooking coordinator wellness and burnout is never effective. Wellness benefits the entire medical education team, not just the physician members. Turning a blind eye to coordinator wellness and burnout will only allow the wildness to multiply. Taming the wildness by exploring effective techniques, styles, and strategies through discussion groups and a “take home wellness tool box” will enhance the program’s success, for the coordinator, trainees, and program director.
SESSION DESCRIPTIONS

THURSDAY, MARCH 9

BR23: My Big Fat Post-Match Analysis
- Kelly Spielman, MS, C-TAGME; John Raimo, MD; Karen Friedman, MD

We will discuss methods and metrics used to analyze match success, including: 1) assessing the quality of your applicant pool; 2) increasing the number of under-represented minorities in your program; 3) improving the diversity of medical schools that populate your program; and, 4) assessing why highly ranked applicants chose another program. We will go over strategies for improvement and discuss how to use post-match surveys to target specific recruitment problems. Specifically, we will teach how to design, implement, and interpret post-match surveys and which applicants to target. These results are used to discover gaps in our recruitment process and eludicate solutions. We have identified aspects of the program which applicants believe needed improvement, implemented focused changes, and adjusted the interview day to better highlight our strengths. This effort has been largely undertaken by program coordinators who have helped with design, distribution, and analysis. We have used this process as a constant tool for change and improvement. We will discuss how to highlight your institutional strengths to benefit your program's recruitment. Additionally we will discuss how we have changed to a web-based interview scheduling system which has given our applicants more flexibility.

BR24: Program Coordinator Training Program – Build your Knowledge and Flex your Muscles!
Session 2: Resources, Working with Your Program Director, Problem-Solving
- Sylvia Zavatchen; Amy Romadine, C-TAGME

IMPORTANT: Bring your fully-charged laptop/netbook/iPad to this session for online activities!

Being a program coordinator is challenging if you are not equipped with the proper knowledge and resources to succeed. We have designed a two-part training session to give coordinators an overview of what it really means to be a program coordinator. So let's get to the gym! In this session, you will first learn what organizational and educational electronic resources are available to help you understand the accreditation requirements. You will create a portfolio of websites fundamental to efficient and accurate execution of your responsibilities. Then, experienced coordinators will review the role of the coordinator within the framework of the six Core Competencies, and explore the director-coordinator relationship, offering guidance on how to make this relationship productive and effective. Finally, in small groups you will have the opportunity to discuss and solve some common problems affecting programs and coordinators suggested by participants during Session 1. With the basics of coordinator knowledge and resources to practice self-efficacy back at your program, you will have a solid foundation upon which to build your career.

4:15 p.m.  Update: Coordinator Advisory Group – Louis Ling, MD
Facilitator: Timothy P. Brigham, MDiv, PhD

5:00 p.m.  Adjourn

5:30 p.m.  Poster and Welcoming Reception