



Program

NATIONAL LEARNING
COMMUNITY OF SPONSORING
INSTITUTIONS MEETING

Building Connections, Leading Change

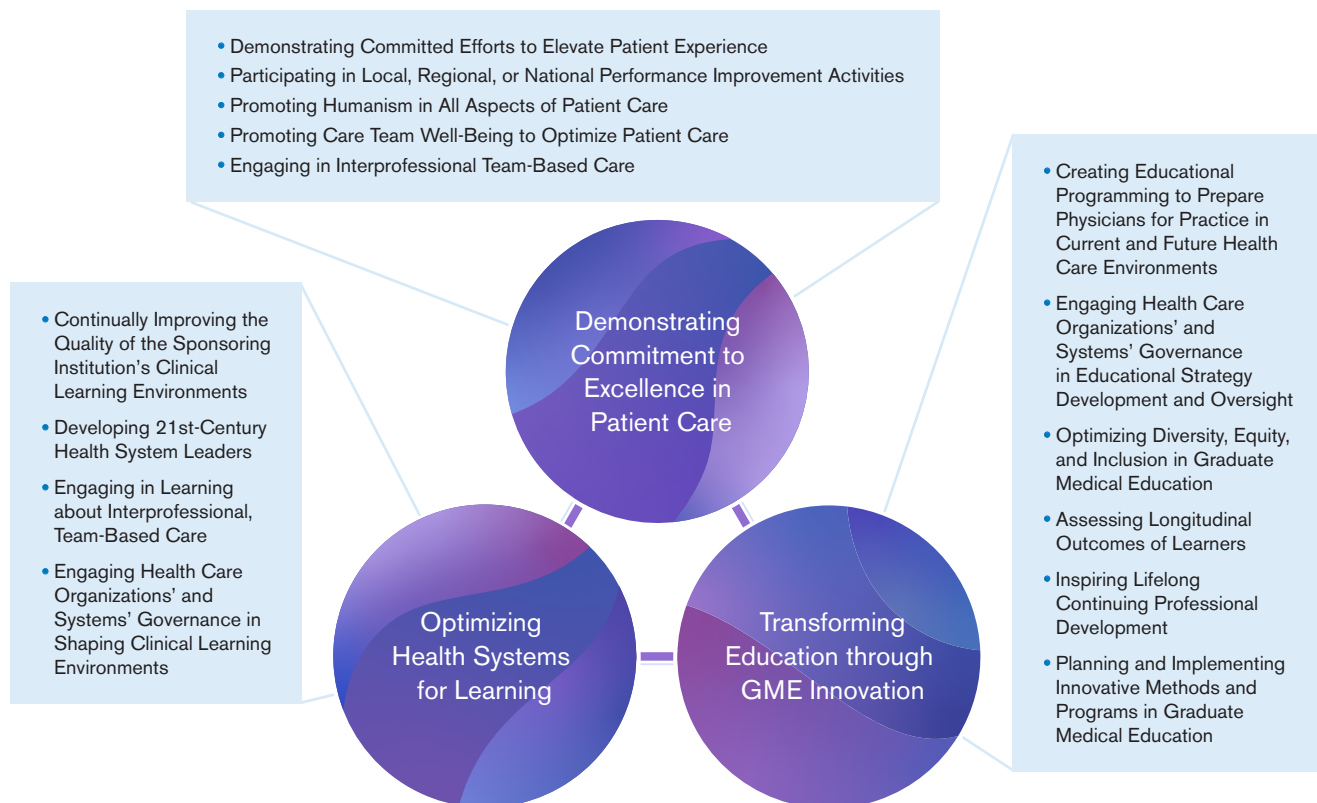
CHICAGO, ILLINOIS (IN-PERSON AND REMOTE)
SEPTEMBER 7-8, 2022

The ACGME welcomes you to the first meeting of the National Learning Community of Sponsoring Institutions: *Building Connections, Leading Change*. This meeting is designed for designated institutional officials (DIOs) and other institutional leaders to advance forward-looking improvements in Sponsoring Institutions and clinical learning environments.

Offering both in-person and remote opportunities for learning and connecting with other institutional leaders, with an emphasis on the objectives of the ACGME's *Sponsoring Institution 2025 (SI2025)* initiative, the National Learning Community of Sponsoring Institutions Meeting is structured to advance three pillars and associated domains. The pillars are:

- Transforming Education through GME Innovation
- Optimizing Health Systems for Learning
- Demonstrating Commitment to Excellence in Patient Care

Pillars and Domains for National Learning Community of Sponsoring Institutions Program Development



The pillars and domains originated with the *Report of the SI2025 Task Force*. The Task Force developed a future vision for accredited institutional sponsors of GME programs. An *SI2025 Work Group* advanced the Task Force's recommendations by developing this conceptual model for enhanced, systems-based educational support and integration of GME within clinical learning environments. The pillars and domains outline general areas and specific properties of GME performance improvement through innovation as a driver of excellence in patient care and the advancement of health care quality.

Over the course of the meeting, you will connect with DIOs and other institutional graduate medical education (GME) leaders, sharing educational experiences, exploring successful practices, and addressing challenges in advancing and optimizing GME. Thank you for joining the ACGME to learn about institutional improvement, and for your commitment to leading change in Sponsoring Institutions and clinical learning environments.

Practical Information

In-person meeting sessions will take place at the **ACGME Conference Center** (401 North Michigan Avenue, Suite 2000) and the **InterContinental Hotel** (505 North Michigan Avenue). Remote access is available through the Learn at ACGME online learning portal.

All attendees must check in with ACGME staff members at the **InterContinental Hotel**. COVID-19 vaccination and booster information must be confirmed prior to meeting participation.

In-person attendees will be advised of room assignments for all sessions in advance and on site.

Email SICollaboration@acgme.org with any questions or requests.

Schedule At-a-Glance

(Central Time Zone)

TUESDAY, SEPTEMBER 6, 2022

4:00 – 8:00 p.m. Early Check-in (In-Person at InterContinental Hotel)

DAY 1 - WEDNESDAY, SEPTEMBER 7, 2022

7:00 a.m. Check-In (In-Person at InterContinental Hotel)

7:30 – 8:30 a.m. Breakfast (In-Person at InterContinental Hotel)

8:30 – 9:00 a.m. Welcome and Opening Remarks (Remote and In-Person at InterContinental Hotel)

9:00 – 10:00 a.m. Plenary Session I: Demonstrating Commitment to Excellence in Patient Care (Remote and In-Person at InterContinental Hotel)

10:20 – 11:05 a.m. Concurrent Sessions (Remote and In-Person at ACGME Conference Center and InterContinental Hotel)

11:25 a.m. – 12:10 p.m. Concurrent Sessions (Remote and In-Person at ACGME Conference Center and InterContinental Hotel)

12:30 – 1:20 p.m. Lunch (In-Person at InterContinental Hotel)

1:40 – 2:40 p.m. Plenary Session II: Optimizing Health Systems for Learning (Remote and In-Person at InterContinental Hotel)

3:00 – 3:45 p.m. Concurrent Sessions (Remote and In-Person at ACGME Conference Center and InterContinental Hotel)

4:05 – 4:50 p.m. Concurrent Sessions (Remote and In-Person at ACGME Conference Center and InterContinental Hotel)

5:00 – 7:10 p.m. Connections Reception and Poster Presentations (In-Person at InterContinental Hotel; Remote Access to Digital Posters via Learn at ACGME)

DAY 2 - THURSDAY, SEPTEMBER 8, 2022

8:00 – 9:00 a.m. Continental Breakfast and Peer Support (In-Person at InterContinental Hotel)

9:20 – 10:05 a.m. Town Hall (Remote and In-Person at InterContinental Hotel)

10:25 – 11:10 a.m. Concurrent Sessions (Remote and In-Person at ACGME Conference Center and InterContinental Hotel)

11:30 a.m. – 12:30 p.m. Plenary Session III: Transforming Education through GME Innovation (Remote and In-Person at InterContinental Hotel)

12:30 p.m. Box Lunches Available (In-Person)

1:00 – 3:00 p.m. Health Care Administration, Leadership, and Management: Special Session (In-Person at ACGME Conference Center)

Meeting Agenda

(Central Time Zone)

TUESDAY, SEPTEMBER 6, 2022

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WEDNESDAY, SEPTEMBER 7, 2022

7:00 a.m. Check-In
InterContinental Hotel

7:30 – 8:30 a.m. Breakfast
InterContinental Hotel

8:30 – 9:00 a.m. Welcome and Opening Remarks (In-Person and Remote)
InterContinental Hotel

Karen Nichols, DO, MA, MACOI, FACP, CS-F
Chair, ACGME Board of Directors

Catherine M. Kuhn, MD
Co-Chair, ACGME Clinical Learning Environment Review
(CLER) Evaluation Committee

Steven H. Rose, MD
Chair, ACGME Institutional Review Committee

Paul Foster Johnson, MFA
ACGME Vice President, Sponsoring Institutions

9:00 – 10:00 a.m. Plenary Session I – Demonstrating Excellence in Patient Care

Janice Nevin, MD, MPH
President and CEO, ChristianaCare

Facilitator:
Kevin B. Weiss, MD, MPH
ACGME Chief Sponsoring Institutions and Clinical
Learning Environments Officer

10:20 – 11:05 a.m. Concurrent Sessions
ACGME Conference Center and InterContinental Hotel

Changing the Learning Environment versus Skills Training to Promote Care Team Well-Being

Gregory Guldner, MD, MS, Claremont Graduate University
Educational Pathway: Demonstrating Excellence in Patient Care

In-Person and Remote

Residents continue to experience high levels of workplace burnout and depression despite ice cream socials, massage chairs, and resiliency lectures. This presentation will provide Sponsoring Institutions with an exciting new toolbox of proven wellness

and well-being interventions shown by organizational psychologists to play a pivotal role in workplace well-being. Discussion will focus on the importance of meaningful work, the leader's role in identifying and enhancing meaning, and the role of autonomy in supportive leadership. Participants will review the compelling results of a three-year national resident well-being study with more than 1,200 responses from 60 teaching hospitals and 12 specialties, which provides impressive evidence of the role of these two leadership activities on resident well-being. The session will conclude with a discussion of the nuts and bolts of developing interventions around leadership to complement institutional- and individual-level well-being interventions.

Bridges across Silos: Linking GME with Institutional Departments

Martha S. Matthews, MD, Cooper University Hospital; Antoinette Spevetz, MD, Cooper University Hospital

Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

Involvement of residents and fellows in systems-based practice activities at an institutional level is challenging. Likewise, integration of GME into the broad functions of a Sponsoring Institution is a challenge. The first part of this session will describe how one Sponsoring Institution has optimized GME integration by extending its dyad leadership model to GME. The dyad model pairs a clinical leader (the DIO) with an administrative leader (the Vice President for Education and Research) who co-manage their area of responsibility. The role of the administrative leader will be demonstrated in ensuring that the GME department is aware of important hospital initiatives, and is able to build bridges to institutional silos. In the second part of the session, case examples will show how the departments of process improvement and safety have integrated GME learners into their educational programs and functions. The clinical learning environment is enriched by opportunities for exposure to the interprofessional and interdepartmental activities of the institutional departments. The institution benefits from resident and fellow involvement in projects and initiatives.

Innovative, System-Wide GME Approaches to Learning and Operations

Nicole Amrik, MHA, Einstein Healthcare Network; Jennifer Banas, MHA, Einstein Healthcare Network; Miriam Bar-on, MD, Einstein Healthcare Network; Donna Brown, PhD, Northeast Georgia Medical Center; Janeane Walker, PhD, Northeast Georgia Medical Center; Marlene Whalen, BA, Einstein Healthcare Network

Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

In this interactive session, participants will generate ideas based on two Sponsoring Institutions' systematic and centralized approaches to education and operations. At Northeast Georgia Medical Center, GME leaders have created an innovative office structure and a longitudinal curriculum called Cornerstones of Resident Education (CoRE), which provides a multidisciplinary and multimodal framework for integrating health systems science, resident well-being, patient safety and quality, research

methods, professionalism, and diversity in the training environment. GME leaders from Einstein Healthcare Network will describe innovative, institution-wide educational offerings for faculty members, coordinators, program directors, senior GME leadership, and residents, and centralized processes to enhance the efficiency of institutional systems. Participants will contribute to a discussion of system-wide enhancements of GME learning and operations. Ideas will be compiled and provided to attendees.

Development of an Enterprise-Wide Interprofessional Health Equity Curriculum

Theresa Green, PhD, MBA, Strong Memorial Hospital of the University of Rochester;

Diane M. Hartmann, MD, Strong Memorial Hospital of the University of Rochester;

Brett W. Robbins, MD, Strong Memorial Hospital of the University of Rochester

Educational Pathway: Optimizing Health Systems for Learning

In-Person and Remote

The ACGME has made health equity and health care disparities a priority. The presenters' Sponsoring Institution created an interprofessional health equity education task force to develop a common core curriculum to pilot with the health system's GME residents/fellows. They utilized the nationally available objectives from the ACGME's CLER Program, the Association of American Medical Colleges, and the nursing profession, with the intention of spreading this to all professions at a university medical center. This three-phase curriculum addresses foundational learning in health equity, disparities, and social determinants of health specific to their region; workplace learning applying these concepts and accessing data specific to ongoing clinical rotations and patients; and applied learning of a quality improvement project addressing the disparities learners find in their own patient population and clinical setting. This session outlines the development of this curriculum, as well as the curriculum framework itself, and the beginnings of their piloting of the curriculum in seven departments.

11:25 a.m. – 12:10 p.m. Concurrent Sessions

ACGME Conference Center and InterContinental Hotel

Participating in National Performance Initiatives: A Powerful Lever for Change

English Gonzales, MD, MPH, Ascension St. Vincent's East;

Jonathan MacClements, MD, University of Texas at Austin Dell Medical School

Educational Pathway: Demonstrating Excellence in Patient Care

In-Person and Remote

In this session, presenters will share their experiences participating in CLER *Pursuing Excellence in Clinical Learning Environments* Collaboratives with emphasis on how learning with and from other Sponsoring Institutions accelerated their efforts to lead change, improve learning, and further excellence in patient care within their own clinical learning environments.

GME Remediation Assessment and Design Committee

Melanie Cheng, MD, New York City Health and Hospitals Corporation, Kings County Hospital; Teresa Y. Smith, MD, MEd, SUNY Downstate Health Sciences University
Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

While efforts to increase diversity in the physician workforce have increased over the last 20 years, the number of underrepresented in medicine (UIM) learners matriculating into medical school has not translated equally to the number of UIM physicians successfully completing residency. Learners who are underrepresented make up a disproportionate amount of those placed on remediation or probation, and of those who are subsequently dismissed. Additionally, they are more likely to face serious repercussions, thus contributing to the widening racial gap with each stage of medical education/training and practice. Remediation in medical education/training is typically thought of with negative connotations and heavy repercussions for both the learner and the program. Stafford in 2020 found that a significant number of underlying issues leading to remediation are non-academic and related to confidence, well-being, response to stereotype threat, or external stressors, including harassment and discrimination; however, these issues were prematurely diagnosed as deficiencies in medical knowledge and clinical synthesis. The presenters aim to start a GME remediation committee composed of faculty members diverse in ethnicity and educational background. Using a root cause analysis approach, this committee would act as a support service to GME programs that identify residents who are not thriving.

Interprofessional Faculty Development and Hospital and Community Support in Rural GME

Joseph Chiovaro, MD, Veterans Health Administration, Portland VA Medical Center; Jodi Cisco, MD, Marshall Community Health Consortium; David A. Denning, MD, Marshall University Joan C. Edwards School of Medicine; Joel Schmidt, PhD, Department of Veterans Affairs; Rebecca Stout, PhD, Veterans Health Administration, St. Louis VA Medical Center; Paulette S. Wehner, MD, Marshall Community Health Consortium
Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

Presenters will share innovative projects to enhance GME in rural clinical learning environments. To encourage the development and expansion of rural health professions education (HPE) through targeted faculty development, the Veterans Health Administration Office of Academic Affiliations partnered with the Office of Rural Health to develop and launch the Rural Interprofessional Faculty Development Initiative. Presenters will review the challenges of implementing this initiative, providing an opportunity to better understand how to improve HPE in rural and underserved settings. This session will also include a look at how the Marshall University School of Medicine Department of Surgery structured an innovative academic and financial support system for a rural, university-affiliated outpatient surgery clinic to facilitate the training of rural surgeons. Presenters will examine how the Sponsoring Institution established rural community and hospital support systems for a rural surgery residency program.

Creating a Learning Environment that Supports Educational Development for All

Michael Essandoh, MD, The Ohio State University; Scott Holliday, MD, The Ohio State University

Educational Pathway: Optimizing Health Systems for Learning

In-Person and Remote

In this session, presenters will share their Sponsoring Institution's journey to better understand mistreatment occurring within the learning environment and the 10 recommendations they have started to undertake to eliminate mistreatment of learners. The presenters will share the impetus behind this work and walk attendees through processes from focus groups to discreet data collection and mitigation solutions, sharing some of the information obtained from GME learners along the way (even though that information is sometimes disappointing and difficult to hear as a leader). Interventions at various stages of planning or implementation will be discussed and available outcomes data will be shared. Dr. David Asch's study on obstetrics and gynecology program safety outcomes shows very clearly how formative a GME program and Sponsoring Institution is on the practice and learning environment habits of its learners. Other studies have supported the imprinting effect that GME has on learners, which can be positive or negative. It is also known that underrepresented in medicine residents (with regard to race, ethnicity, sexual orientation, gender identity) are more likely to experience microaggressions, biases, and racism. Deep dives into learning environments are necessary to build diversity within physician workforces.

Evaluating the Financial Performance of Your GME Programs

Douglas McGee, DO, Einstein Healthcare Network; Mary Jo Wagner, MD, CMU Medical Education Partners

Special Topics

In-Person and Remote

Institutional leaders will learn to maximize GME budgets with a review of expenses allocated to a program and "revenue" that can be attributed, including Centers for Medicare and Medicaid Services (CMS) funding, effects of physician assistants, nurse practitioners, and enhanced faculty productivity. Bring some of your program's block diagrams and the presenters will show you how to understand the cost and opportunities of the educational choices. Discussion topics will include: 1) CMS funding, personnel replacement costs when residents are added, and the impact residents have on faculty productivity; 2) effective budget methods, including budget scripting; and 3) specific ways to prioritize budget needs to fit GME finances. The goal of this session will be to provide attendees with more clarity in how their GME programs receive federal, state, and other funds so they can support the fiscal goals of the institution. This knowledge will allow them to be active partners with their program directors and financial department to expand funding where available for residency education and avoid costly funding errors due to unfamiliarity with the issues.

12:30 – 1:20 p.m.

Lunch
InterContinental Hotel

1:40 – 2:40 p.m.

**Plenary Session II – Optimizing Health Systems for Learning
(In-Person and Remote)**
InterContinental Hotel

Michael Apostelakos, MD
Chief Medical Officer, Strong Memorial Hospital of the
University of Rochester

Debra Albert, DNP, RN
Chief Nursing Officer, NYU Langone Health

Elizabeth Mort, MD, MPH
Senior Vice President, Quality & Safety and Chief Quality
Officer, Massachusetts General Hospital, Massachusetts
General Physicians Organization

Facilitator:
Robin C. Newton, MD
ACGME Vice President, CLER Field Operations

3:00 – 3:45 p.m.

Concurrent Sessions
ACGME Conference Center and InterContinental Hotel

Enhancing Patient Engagement in the Clinical Learning Environment

Gopi Astik, MD, MS, Northwestern Memorial HealthCare;
Cynthia Barnard, PhD, MBA, Northwestern Memorial HealthCare;
Kevin J. O'Leary, MD, MS, Northwestern Memorial HealthCare; Amber Watters, MD,
Northwestern Memorial HealthCare

Educational Pathway: Demonstrating Excellence in Patient Care

In-Person and Remote

Leading health organizations are increasing the involvement of patients in their own health care through a variety of efforts that include advisory councils, patient panels, innovative program design, and efforts to reduce health disparities. This session will provide an overview of patient engagement models, will describe a robust portfolio in one Sponsoring Institution, and provide participants with ideas for enhancing engagement in their own clinical learning environments.

Using Big Data and Analytics to Measure Educational Quality

Amit R. T. Joshi, MD, Cooper University Healthcare; I. Michael Leitman, MD, Icahn
School of Medicine at Mount Sinai; Paki Reid-Brossard, MS, MA, Icahn School of
Medicine at Mount Sinai; Kyla Terhune, MD, MBA, Vanderbilt University Medical
Center

Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

This session will introduce methods for leveraging a variety of data sources for monitoring and improving the quality of GME programs. Presenters will describe systems for integrating data to provide real-time insights that Sponsoring Institutions can use in program oversight. Strategies for creating interfaces between the ACGME's Accreditation Data System (ADS), the electronic medical record, residency management software systems, external residency application and matching sites, and web-based visual analytics platforms will be described. Presenters will also discuss a novel database, the Educational Quality Improvement Program, that can assist DIOs, program directors, and faculty members in measuring the impact of various surgery program resources and resident factors (e.g., curriculum, simulation, individual resident characteristics, test scores, program size, protected program director time) on educational outcomes (e.g., Board pass rates, clinical outcomes) with the goal of continuous program improvement. This interactive session will engage participants in considering options for generalizing big data and analytics approaches in various institutional and specialty contexts.

Fostering Engagement and Trust among Residents and Fellows

Ann M. Dohn, MA, Stanford Health Care; Pedro P. Tanaka, MD, PhD, MACM, Stanford University School of Medicine

Educational Pathway: Transforming Education through GME Innovation

In-Person Only

This session highlights the work of the GME Engagement Working Group in engaging residents, fellows, program directors, coordinators, chairs, and hospital leaders in identifying areas for improvement for the GME community and developing recommendations to enhance the GME experience across the Stanford enterprise and affiliate sites. Stanford Medicine is committed to fostering a safe and inclusive environment where all housestaff members can provide care and further their education and development as physicians. The ever-changing work demands on our practitioners during the COVID-19 pandemic have brought to light the need to enhance support for and engagement with housestaff members by addressing both situational and systemic considerations. We worked collaboratively with the School of Medicine and hospital operational leadership to: 1) intentionally design a collaborative infrastructure where housestaff member voices are heard and encouraged; (2) provide housestaff members with the tools they need to be successful clinical, administrative, and academic leaders; and (3) improve communications between the enterprise and housestaff members. This interactive session will include a short presentation followed by small group discussions, with reports back to all session participants. Participants will define the problem and analyze root causes by using a skeleton root cause analysis that has been developed to address educational excellence and the clinical learning environment in GME. In a second exercise, participants will prioritize the causes to address, define goals, and brainstorm solutions. Presenters will discuss group findings by adding their previous experience and implementation process at Stanford.

Idea Exchange I

Special Topics

In-Person Only

Idea exchange sessions will feature brief, informal descriptions of works-in-progress by facilitators as the basis for feedback and discussion among participants. The objective of the session is for participants to collaborate in generating responses that will enhance projects in early stages of planning or implementation.

Medically Underserved Areas/Populations: Enhancing GME Location Data

Laney McDougal, MS-HSM, ACGME

Special Topics

In-Person and Remote

In this workshop, participants will learn about ACGME efforts to improve the accessibility, accuracy, and reliability of GME location data as relates to resident and fellow experiences with medically underserved areas and populations (MUA/P). Attendees will discuss uses and possibilities for GME location data and provide input to a data enhancement project of the ACGME MUA/P and GME staff. This will include interactive discussion around the geolocation and classification of Sponsoring Institutions and participating sites in ADS.

4:05 – 4:50 p.m.

Concurrent Sessions

ACGME Conference Center and InterContinental Hotel

Mentoring 101: From Concepts to Implementation

Michael Witt, MD, MPH, Arnot Ogden Medical Center

Educational Pathway: Transforming Education through GME Innovation

In-Person Only

The literature is becoming increasingly clear that expanding the role of mentoring is critical for success at the learner, faculty member, and institutional levels. Addressing challenges in creating and implementing mentoring programs, this workshop will provide hands-on simulation of the experience to encourage successful efforts. Participants will discuss the background of mentoring in GME, receive instruction on different types of mentoring models, and work with colleagues on an exercise to create a model mentoring program. Participants will take away best practices and pitfalls for developing their own mentoring programs. Lessons learned from this session will result in the creation or refinement of mentoring programs within each participant's Sponsoring Institution.

Leading an Integrated Organizational Response to an Adverse Event: Systems-based Solutions in the Clinical Learning Environment

Jed D. Gonzalo, MD, MSc, Virginia Tech Carilion School of Medicine;

James B. Reilly, MD, MSc, Allegheny Health Network; Kyla Terhune, MD, MBA, Vanderbilt University Medical Center

Educational Pathway: Optimizing Health Systems for Learning

In-Person and Remote

This session will illustrate a systems-based approach to measuring and verifying resident competence while enhancing the safety and quality of patient care. Findings from the ACGME's CLER Program have pointed out challenges in systems-based practice when GME and health care organizations are not aligned. Presenters will introduce participants to a novel, multi-level ecological data model for evaluating the integration of health systems and resident education, and show how this model can translate to advancement in health care and GME performance. This session will explore the application of this model to a resident readiness application system designed to assess and verify resident readiness to perform bedside procedures across all GME programs at a large academic medical center. Participants will learn about measurement in the health system and the clinical learning environment, and consider ideas for using data and engaging members of interprofessional care teams.

Idea Exchange II

Special Topics

In-Person Only

Idea exchange sessions will feature brief, informal descriptions of works-in-progress by facilitators as the basis for feedback and discussion among participants. The objective of the session is for participants to collaborate in generating responses that will enhance projects in early stages of planning or implementation.

ACGME Equity Matters™

William A. McDade, MD, PhD, ACGME

Special Topics

In-Person and Remote

Consistent with its mission to improve diversity, equity, and inclusion (DEI) in medical education, the ACGME launched *ACGME Equity Matters*, a comprehensive program that supports a framework for continuous learning and process improvement in DEI and antiracism practices in GME learning environments. Its aim is to drive change within GME to increase physician workforce diversity through efforts to enhance pathway, recruitment, and retention efforts while building safe and inclusive learning spaces for the purpose of promoting health equity to mitigate racial disparities in health care and overall population health. In this session, the ACGME's Chief DEI Officer will provide an overview of the work, including materials available to Sponsoring Institutions, their programs, and the GME community. This presentation will also preview plans for the *ACGME Equity Matters* Resource Collection that will provide practical tips for

integrating current DEI strategies as described by GME peers to the community at-large with the goal of adapting them to other GME environments. All materials created for *ACGME Equity Matters* are available for use in educational programming for residents, fellows, and faculty members in ACGME-accredited programs.

Peer Interest Groups

Special Topics

In-Person Only

Small-group discussions will provide opportunities for participants to connect and collaborate on topics of common interest. Topics will be selected in advance from participant suggestions.

5:00 – 7:00 p.m.

Poster Session and Connections Reception – In-Person Only InterContinental Hotel

In-person poster presenters will display their work at the poster session and will be available for discussion during the reception. Digital posters may be viewed throughout the meeting in Learn at ACGME.

Posters – In-Person and Digital

Beginning with Intention: Early Curriculum to Support Institutional Values in Diversity, Equity, and Inclusion

Eric Anderson, Carolinas Medical Center (Atrium Health)

Suzette S. Caudle, MD, DIO, Carolinas Medical Center (Atrium Health)

Development and Implementation of an Educational Advisory Resource (EAR) Team

Amanda Cooper, MD, Penn State Hershey Medical Center

Beth K. Herman, DEd, Penn State Hershey Medical Center

Institutional Oversight Utilizing an Internal Review Process

Josh Goldstein MD, Northwestern University

James W. Schroeder Jr., MD, MBA, Northwestern University

Nancy Parlapiano, Northwestern University

Valerie Rodriguez, Northwestern University

Transforming the Culture of the Institutional Graduate Medical Education by Creating Innovative, Educational Pillars of Support for Program Leadership

Wendy Hylton, C-TAGME, University of Arizona College of Medicine – Phoenix

Tracy Nguyen, PhD, University of Arizona College of Medicine – Phoenix

Traveling through Orientation... A Safari Approach to Checking the Boxes

Bethany Figg, DEdT, MBA, MLIS, CMU Medical Education Partners

Mary Jo Wagner, MD, FACEP, CMU Medical Education Partners

Faculty and Resident Interactions

Nedd Brown, EdD, University of South Dakota School of Medicine

It's Ours to Do: DIO as Activist and Community Leader

Sumanta Chaudhuri, MD, KPC Health

Utilizing the Arts and Humanities as a Tool for Cultural Change and Interprofessional Medical Education: An Opportunity to Steal Shamelessly to Improve Your System

Kaitlin Knapp, MA, ATR-BC, LMHC, Ascension St. Vincent

Jeff Rothenberg, MD, MS, St. Vincent College for Health Professions

Posters – Digital Only

Where Shall We Bring the Heat?

Emily Bloom, Oregon Health & Science University

Christine Flores, MPH, Oregon Health & Science University

A Comprehensive GME Program Scorecard to Facilitate Institutional Oversight of Programs and the Learning Environment

Jennifer DiPace, MD, New York-Presbyterian Hospital

Sultana Mustafa, EdD, MA, New York-Presbyterian Hospital

An Innovative Simulation-based Education Approach to Prepare Fellows and Residents to Deliver Bad or Difficult News

Kevin Ching, MD, FAAP, Weill Cornell Medical College

Jennifer DiPace, MD, New York-Presbyterian Hospital

Cultural Competency Study

Shaza Aouthmany, MD, University of Toledo College of Medicine and Life Sciences

Allison Grim, BS, University of Toledo College of Medicine and Life Sciences

Victoria Soewarna, MS, University of Toledo College of Medicine and Life Sciences

The Pathfinder Program: Building and Supporting a Spirit of Inquiry in GME Programs

Kristin Brown, Providence Health & Services

Raina Tamakawa, MS, Providence Health & Services

Justin A. Frederick, MD, Providence St. Joseph Health

THURSDAY, SEPTEMBER 8, 2022

8:00 – 9:00 a.m.

Breakfast

InterContinental Hotel

Peer Support – In-Person Only

InterContinental Hotel

Meeting presenters will be available for informal discussions with participants to support and encourage efforts to lead change in Sponsoring Institutions.

9:20 – 10:05 a.m.

Town Hall – In-Person and Remote

InterContinental Hotel

Participants will engage in an open discussion with ACGME leaders on topics of relevance to Sponsoring Institutions and clinical learning environments.

10:25 – 11:10 a.m.

Concurrent Sessions

ACGME Conference Center and InterContinental Hotel

Unpacking and Evolving Systems-Based Practice for Educational Innovation

Somalee Banerjee, MD, MPH, Kaiser Permanente Oakland; James Bruce, DO, Allegheny Health Network; Jed D. Gonzalo, MD, MSc, Virginia Tech Carilion School of Medicine; James B. Reilly, MD, MSc, Allegheny Health Network

Educational Pathway: Transforming Education through GME Innovation

In-Person and Remote

In 1999, the ACGME made the prescient move of establishing systems-based practice as one of the six Core Competencies in GME. This competency requires “residents (fellows) to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.” However, the definition and implementation of successful systems-based practice curricula have been elusive since its emergence as a pillar in graduate medical education. This session will describe work funded by the American Medical Association’s Reimagining Residency initiative as the basis for participants to develop ideas for advancing systems-based practice in their own Sponsoring Institutions using principles of user-centered design thinking. Participants will learn about the historical context, origin, and evolution of systems-based practice; consider barriers and facilitators for systems-based practice; and study the potential of design thinking processes in planning GME learning experiences.

In My Neighborhood... Educating Residents about Diversity, Equity, and Inclusion

Mary Jo Wagner, MD, CMU Medical Education Partners;

Bethany Figg, DEdT, MBA, MLIS, Central Michigan University College of Medicine

Educational Pathway: Transforming Education through GME Innovation

In-Person Only

This session will present a structured process and training to ensure that residents have a better understanding of their local patient population and engage participants in developing local approaches for resident education and training in DEI. This session will provide educators, working in groups, with a practical approach to building residents’ skills in meeting the specific needs of patients in the communities served by graduate medical education participating sites. The session will provide a practical, hands-on approach to helping residents remove unintentional blind spots and bring awareness to implicit biases. The goal of this session will be to work with together to provide additional ideas for DEI training. A representative from each group will assist with a white paper or publication that can be produced after the meeting.

Engaging in Learning to Improve Interprofessional Team-Based Care

Elias I. Traboulsi, MD, MEd, The Cleveland Clinic Foundation;

Cecile Foshee, PhD, MEd, The Cleveland Clinic Foundation

Educational Pathway: Optimizing Health Systems for Learning

In-Person and Remote

In this session, presenters from the Cleveland Clinic's Office of Interprofessional Learning will highlight successful approaches to engaging in learning to improve interprofessional team-based care with a focus on lessons learned and practices that can be adapted to a wide range of clinical learning environment settings.

Promoting Care Team Well-Being in the Clinical Learning Environment

Timothy P. Brigham, MDiv, MA, PhD, ACGME; Anna Legreid Dopp, PharmD,

American Society of Health System Pharmacists;

Kiersten Henry, DNP, ACNP-BC, CCNS, CCRN-CMC, MedStar Montgomery

Medical Center; Jay Kaplan, MD, FACEP, Louisiana Children's Medical Center

Health

Special Topics

In-Person and Remote

This session will review successful practices from team-based approaches that support well-being in clinical learning environments, drawing upon a conceptual model developed by the National Academy of Medicine's Action Collaborative on Clinician Well-Being and Resilience. An experienced interprofessional panel will provide insights from their efforts to address the well-being of patient care team members, including an exploration of strategies to overcome barriers and to facilitate change.

Shaping GME: The Future of Specialty Program Requirements

Lynne M. Kirk, MD, ACGME; Kathy Malloy, ACGME

Special Topics

In-Person and Remote

The ACGME has begun the major revisions to Program Requirements for each specialty, a process that occurs every 10 years. The presenters will discuss the ACGME's new approach to the Program Requirement revision process, "Shaping GME," which uses strategic scenario planning to envision the social, environmental, and technological context for developing requirements to ensure that future physicians will be prepared to meet the needs of their patients. The ACGME Review Committees are working with strategic planning leaders to take a broad, future-thinking look at medicine in their respective specialties/subspecialties as a foundation for requirement revisions. The process also includes input from specialty organizations, patients, and health systems, and a review of evidence from the literature regarding the achievement of competence in the specialty. There are opportunities for participation and feedback from various stakeholders throughout the process, including the GME community and the public. The presenters will also briefly review ACGME efforts to-date on reducing burden and the frequency of Program Requirements changes.

11:30 a.m. – 12:30 p.m. Plenary Session III: Transforming Education through GME Innovation – In-Person and Remote at InterContinental Hotel

Joanna Cavalier, MD

Internal Medicine Resident Physician, Duke University Hospital

Pamela B. Edwards, EdD, MSN, RN

Assistant Vice President for Education, Practice and Research, Duke Health

Catherine M. Kuhn, MD

DIO, Associate Dean and Director of GME, Duke University Hospital

Thomas A. Owens, MD

President, Duke University Hospital, and Senior Vice President, Duke Health

Richard P. Shannon, MD

Chief Quality Officer, Duke Health

Facilitator:

Robin Wagner, RN, MHSA

ACGME Senior Vice President, Clinical Learning Environment Review (CLER)

12:30 p.m.

Boxed Lunch

1:00-3:00 p.m.

**Health Care Administration, Leadership, and Management: Special Session – In-Person Only
ACGME Conference Center**

After ACGME staff members review the development of accreditation for Sponsoring Institution-based fellowships in health care administration, leadership, and management, attendees will engage in a peer-to-peer discussion regarding efforts to establish fellowships within their Sponsoring Institutions. Discussion will include opportunities and challenges in fellowship development, and opportunities to collaborate with the ACGME in creating and sustaining a community of learning for the fellowship programs.

About the Plenary Speakers

Plenary Session I: Demonstrating Commitment to Excellence in Patient Care

A visionary and collaborative health care leader, **Janice E. Nevin, MD, MPH** has served as president and chief executive officer of ChristianaCare since 2014, leading a transformation from a health care system to a system that truly impacts health. She is nationally recognized as a pioneer and thought leader in value-based care and population health, and for her assertion that truly great health care is built on the values of love and excellence. These values are exemplified in her commitment to health equity and antiracism, and to improving health, making high-quality care more accessible, and lowering health care costs for everyone in the communities that ChristianaCare has the privilege to serve. Her leadership has also vaulted ChristianaCare to national recognition for its advancement of caregiver well-being through the work of the Center for WorkLife Wellbeing.



Under Dr. Nevin's leadership, ChristianaCare developed the unique data-driven care coordination platform CareVio™ to proactively address patients' social and behavioral health needs in addition to their medical needs. This program supports patients across the continuum of care and is demonstrating better health outcomes while reducing the cost of care. It earned the 2017 John M. Eisenberg Patient Safety and Quality Award, the nation's preeminent recognition for quality and safety in health care, and a 2017 Stand Up for Patient Safety Management Award from the National Patient Safety Foundation.

Dr. Nevin also led the development of eBrightHealth ACO, an accountable care organization to improve care coordination, clinical quality, and value in Delaware and the region.

Modern Healthcare selected Dr. Nevin as one of its 50 Most Influential Clinical Executives in both 2020 and 2021, in addition to naming her to the publication's Top 25 Women Leaders in 2019 and 2022. *The Philadelphia Business Journal* included her in its 2022 Power 100, a list of the region's most influential leaders. Dr. Nevin has been inducted into the Delaware Women's Hall of Fame and was recognized among 100 Great Healthcare Leaders to Know in 2018 by Becker's Hospital Review.

For her commitment to the community, she received the 2020 Citizen of the Year Award with the Del-Mar-Va Council Boy Scouts of America; the Humanitarian Award from the Limen House in 2018; and Delaware's Grassroots Champion Award from the American Hospital Association and the David G. Menser Award from the Wilmington Senior Center, both in 2017.

Dr. Nevin serves on the Board of Trustees of the American Hospital Association (AHA) and is a member of the AHA Committee on Health Strategy & Innovation. She is secretary of the Board of Directors of America's Essential Hospitals and a member of the organization's Executive Committee. Dr. Nevin also sits on the Boards for Cross Country Healthcare and the Delaware State Chamber of Commerce. She chairs the Delaware Business Roundtable Executive Committee and is a member of the United States of Care Founder's Council and the CEO Council for Growth of the Chamber of Commerce for Greater Philadelphia.

Dr. Nevin graduated from Harvard University and earned her medical degree with honors from Sidney Kimmel Medical College at Thomas Jefferson University. She completed her family medicine residency at Thomas Jefferson University Hospital and her Master of Public Health degree at the University of Pittsburgh. She joined ChristianaCare in 2002 as Chair of the Department of Family and Community Medicine. Dr. Nevin is a professor of family and community medicine at Sidney Kimmel Medical College at Thomas Jefferson University.

Plenary Session II: Optimizing Health Systems for Learning

Debra Albert, DNP, MBA, RN is a highly experienced nursing administrator and recognized leader in patient safety and outcomes and transformative systems leadership. Throughout her career, she has served world-renowned health care systems in the northeast and midwest, including at New York University (NYU) Langone Health, the Cleveland Clinic Health System, and the University of Chicago Medicine.

As chief nursing officer and senior vice president for Patient Care Services at NYU Langone in New York City, Dr. Albert sets the standard for the organization's more than 6,700 nurses. Overseeing nursing operations at the health system's four hospitals in the greater New York City area, as well as its hundreds of practice locations, she leads the planning, implementation, and evaluation of high-quality, safety-focused, and efficient nursing practice and patient care. Dr. Albert's consistent focus on staff education and development, fostering of inter-departmental partnerships, and implementation of strategic financial oversight has led to measurable gains in patient outcomes and safety.

Prior to NYU Langone, Dr. Albert was senior vice president, Patient Care Services and chief nursing officer at the University of Chicago Medicine, where she successfully guided the institution to Magnet designation and led organization-wide efforts to create a Level 1 Adult Trauma Service. During her tenure there, Dr. Albert was also responsible for a significant increase in revenue growth within the pharmacy and laboratory departments and co-founded the Interdisciplinary Clinical Education Committee at the Pritzker School of Medicine.

Dr. Albert received her Doctor of Nursing Practice degree in transformative leadership: systems from Rush University and also holds a Master of Science in nursing and a Bachelor of Science in nursing from the University of Akron, as well as a Master of Business Administration from Cleveland State University. She was a participant in the Wharton Fellows Program in management for nurse executives, sponsored by Johnson & Johnson, and is certified by the American Nurses Credentialing Center. She has published articles on many nursing topics and is a prolific national speaker and presenter.

Dr. Albert actively gives back to her profession through her participation on numerous boards and in philanthropic endeavors. She has served on the Board of the American Lung Association; as the Greater Chicago Chair of the Vizient Chief Nursing Officer Network Steering Council; as Co-Chair of The Leadership Institute; in the Clinical Bullpen of the AONL Foundation; on the System CNE Philanthropy Council. She also maintains active membership on the Rasmussen College Academic Council; the Beryl Institute Nurse Executive Council; the ACGME S/2025 Work Group; Sigma Theta Tau International; and the American Organization of Nurse Executives. She previously served on the Board of the Karen P. Nakon Foundation and was a member of the Board of Examiners for the Malcolm Baldrige National Quality Award and the Board of Examiners for the Partners in Excellence/Ohio Award for Excellence.

She began her career at the Cleveland Clinic Health System in Ohio, where she worked for almost 25 years. Starting as a staff nurse in internal medicine and geriatrics, she held positions of increasing responsibility, including nurse manager, vice president of Patient Care Services and Nursing, and chief nursing officer.

Becker's Hospital Review included Dr. Albert on its list of 66 Chief Nursing Officers of Hospitals and Health Systems to Know in 2022. She received the Golden Lamp Society Commitment to Clinical Excellence Award in 2019 for her academic achievement and community and professional service in 2019. Dr. Albert was also honored with the YMCA Women of Professional Excellence Award in 2010 for nursing leadership at the Cleveland Clinic Health System.

Michael J. Apostolakos, MD is board certified in pulmonary disease and critical care medicine. He is a professor of Medicine and Public Health Sciences and the Georgia and Thomas Gosnell Professor in Quality and Safety at the University of Rochester Medical Center. After 20 years as director of Adult Critical Care, he has been chief medical officer at the University of Rochester Medical Center since 2017.

Dr. Apostolakos has served as president of the New York State Thoracic Society, and as the New York State Chapter Representative to the American Thoracic Society. He is an active member of the Society of Critical Care Medicine and is course director for its Fundamentals of Critical Care Support Course. Dr. Apostolakos served as the program director for Strong Memorial Hospital of the University of Rochester's critical care medicine fellowship for over 20 years. He is a member of the Alpha Omega Alpha Honor Medical Society and has received numerous University of Rochester awards for physician excellence and for his teaching of medical students and residents.

Dr. Apostolakos received his MD from the State University of New York at Buffalo. He completed his internal medicine residency and pulmonary and critical care fellowship at the University of Rochester Medical Center. His academic interests include sepsis, the acute respiratory distress syndrome, and quality improvement.

Elizabeth Mort, MD, MPH is a practicing primary care general internist and serves as the senior vice president of Quality and Safety, and chief quality officer at the Massachusetts General Hospital (MGH) and the Massachusetts General Physicians Organization. She has broad expertise and extensive experience in advancing systems of care to improve the health outcome of all patients. Dr. Mort has extensive experience in health care quality measurement, quality and safety improvement, managed care medical management strategies, health care equity, and pay for performance. At MGH she oversees the Lawrence Center for Quality & Safety and is responsible for high stakes quality and safety measurement and improvement work across a broad range of initiatives that span the full continuum of care. At Mass General Brigham, she chaired the Chief Quality Officers Council from 2018-2022.

Dr. Mort is nationally recognized as an expert in quality and safety. She conducts research and presents nationally and internationally on her research and lessons learned from her leadership roles. She has held leadership roles on regional, state, and national committees. She was on the American Hospital Association (AHA) panel on Healthcare Acquired Conditions and co-chaired the Mass Medical Society's committee on the quality of medical practice. Dr. Mort has been a member of the Women's Health Measurement Advisory Panel of the National Committee for Quality Assurance and the National Quality Forum (NQF) Steering Committee for Additional Priorities for Acute Hospital Quality Measures among others. Dr. Mort also served on the NQF Expert Panel for Patient Reported Outcome Measures, was co-chair of the NQF Expert Panel on Measuring Affordability from the Patient's Perspective, and was a member of the NQF Person- and Family-Centered Care Steering Committee. She served on the Centers for Medicare & Medicaid Services Hospital Quality Stars Leadership Work Group. She is the co-chair of the Vizient Chief Quality Officers Steering Committee. Dr. Mort was appointed to the AHA Committee of Clinical Leadership effective January 2022 and has been listed in Becker's Hospital Review - 50 Experts Leading the Field of Patient Safety routinely since 2013.

Dr. Mort is an accomplished mentor and educator. She has mentored many fellows in the Harvard Medical School (HMS) Quality and Patient Safety program, some who are now on her faculty and others who have found leadership roles in excellent institutions. Dr. Mort is the course director for the Applied Quality and Safety in the new Master's degree program and she directed a very successful HMS Continuing Medical Education course launched last year, Quality and Safety in Clinical Operations, which will be offered again this spring. She is also an accomplished public speaker locally, regionally, nationally, and internationally.

Dr. Mort completed her residency in primary care internal medicine at MGH, followed by a fellowship at the HMS Department of Health Care Policy. She received a Master in Public Health degree from the University of Michigan in health planning and administration and population planning. Dr. Mort is an associate professor in the Departments of Medicine and Health Care Policy at HMS.

Plenary Session III: Transforming Education through GME Innovation

Joanna Cavalier, MD is a fourth-year internal medicine resident and part of the Management Leadership Pathway for Residents at Duke University. Through this program, she splits her education and training among clinical and administrative rotations spanning health system finance, operations, informational technology, and quality and safety. She has a background in health care consulting, having worked at the Advisory Board Company prior to her medical education and training. At Duke, she is part of, and served as co-chair of, the Graduate Medical Education Patient Safety and Quality Committee, a multidisciplinary group of learners and faculty members working on system-wide quality improvement initiatives. She also helps teach the Learning Health Systems Training Program, a year-long course for residents and fellows on how to use health data for research, clinical care, and quality and safety projects.

Pamela B. Edwards, EdD, MSN, RN holds a Bachelor of Science degree in nursing from Atlantic Christian College, an MSN in nursing education from Villanova University, and a doctoral degree in occupational and adult education from North Carolina State University.

A registered nurse for 44 years, Dr. Edwards has spent most of her career within practice settings, working to create environments that promote quality and safety for patients, families, and communities, by developing nurses and nurse-led interprofessional teams. She serves as the Assistant Vice President for Education, Practice and Research for the Duke University Health System and teaches part-time at Duke University School of Nursing. She is board-certified in nursing professional development, as a nurse educator, and as a nurse executive.

Dr. Edwards served four terms as an elected member of the North Carolina Board of Nursing. During those terms, she served as Chair of the Education and Practice Committee, Vice Chair of the Board, and Chair of the Board. She also served three terms as a member of the Johnston County Board of Health, past president of the North Carolina League for Nursing, and eight years on the Board of the Foundation for Nursing Excellence, the last four years as Secretary. She has been primary investigator on Duke Endowment and Health Resources and Services Administration grants totaling over \$2.3 million. She currently serves as member of the Objective Review Committee for Health Resources and Services Administration grants.

Catherine M. Kuhn, MD holds the rank of professor with tenure in the Department of Anesthesiology at Duke University Medical School. She is the designated institutional official, director of Graduate Medical Education (GME), and associate dean for GME for Duke University Hospital and Health System, where she has responsibility for approximately 160 residencies and fellowships, including 102 ACGME-accredited programs, comprising nearly 1,200 residents and fellows. In her GME leadership role, she has fostered increased collaboration of GME leaders and learners with health system quality and safety efforts, promotion of a healthy learning environment, and efforts promoting physician well-being.

Dr. Kuhn has held leadership positions in many national medical education organizations, including the Society for Education in Anesthesia, the Association of Anesthesiology Core Program Directors, and the Foundation for Anesthesia Education and Research. She received the ACGME's Parker J. Palmer Courage to Teach Award in 2004. Dr. Kuhn is the co-chair of the ACGME's CLER Evaluation Committee and has been a member of that committee since 2016. She serves as on the ACGME Board of Appeals for anesthesiology. She is a member of the American Society of Anesthesiologists' Committee on Physician Well-Being and co-chairs its Working Group on Mental Health/Suicide Prevention. She represents Duke in the Association of American Medical Colleges' Group on Resident Affairs and is a member of its Humanities & Arts Integration Committee.

Thomas A. Owens, MD is president of Duke University Hospital (DUH), senior vice president of Duke University Health System (DUHS), and an Associate Professor of Medicine and Pediatrics at the Duke University School of Medicine. Over the past decade, Dr. Owens has made important and varied contributions to the success of DUH and DUHS. He led the work to redesign, realign and in some cases reinvent the way we deliver care in many areas of clinical practice. This work has already resulted in significant improvement in care efficiency, outcomes, and enhanced patient experience. He also served in a critically important leadership role with clinical providers and leaders in the planning, preparation and implementation of Maestro Care, one of the most fundamental transformations across DUHS since its inception in 1998.

Dr. Owens' leadership in patient safety and quality management has resulted in marked quantifiable improvements across multiple clinical quality measures and CMS core measures. In addition, Dr. Owens has co-lead local and regional growth of clinical services for DUHS, and under his leadership, Duke Primary Care (DPC) has become the leading primary care network in the greater Triangle area while consistently exceeding quality, growth and financial targets. He has also played a pivotal role in shaping our approach to population health management, and implementing new clinical capabilities in population health improvement.

Dr. Owens received his MD with honors from the University at Buffalo School of Medicine & Biomedical Sciences in 1995. He completed an Internal Medicine and Pediatrics internship and residency at Duke in 1999, a General Internal Medicine fellowship in 2000, and served as Chief Resident in 2001. He has held a series of positions of increased responsibility in academic and clinical leadership at Duke over the years including Chief of the DUHS Hospital Medicine Program, Chief Medical Officer for DUH, and Chief Medical and Clinical Officer for DUHS. Tom has received numerous awards and honors including the Eugene A. Stead, Jr. Award for Outstanding Teaching Faculty (2004, 2008), Samuel L. Katz Faculty Award for Excellence in Teaching (2002) and the Duke University Presidential Award for Executive Leadership (2006).

Richard P. Shannon, MD serves as senior vice president and chief quality officer for Duke Health. He is responsible for the overall direction, leadership, and operational management of the quality and safety programs of Duke Health and provides leadership in strengthening a quality culture in which everyone is engaged and respected.

Prior to joining Duke Health, he served as executive vice president for health affairs at the University of Virginia (UVA), where he worked with faculty and staff members to transform the UVA Health System into the premier health care provider in Virginia. Dr. Shannon has also served as the Frank Wister Thomas Professor and Chair of the Department of Medicine at the University of Pennsylvania Perelman School of Medicine, and as Chair of the Department of Medicine at Allegheny General Hospital in Pittsburgh. He has received numerous teaching awards from Harvard Medical School, Drexel University College of Medicine, and the University of Pennsylvania School of Medicine.

Dr. Shannon received his BA from Princeton University and his MD from the University of Connecticut School of Medicine. He completed his residency in internal medicine at Beth Israel Hospital, his cardiovascular fellowship at Massachusetts General Hospital, and was the Francis Weld Peabody Fellow and Associate Professor of Medicine at Harvard Medical School before becoming the Claude R. Joyner Professor of Medicine at Drexel University College of Medicine.

Dr. Shannon's pioneering work in patient safety is chronicled in the chapter "First, Do No Harm" in Charles Kenney's *The Best Practice - How the New Quality Movement is Transforming Medicine*. His innovative work also has been featured in the *The Wall Street Journal* and *The New York Times*, on CNN and CNBC news segments and on ABC's "20/20," and was a centerpiece for the PBS report "Remaking American Medicine."

Dr. Shannon is an elected member of multiple honorary organizations, including the American Society for Clinical Investigation, and served as a senior fellow of the Leonard Davis Institute of Health Economics at the University of Pennsylvania. He currently is a teaching fellow for the Institute of Healthcare Improvement. Dr. Shannon serves as a Director of the National Institutes of Health, Clinical Center Research Hospital Board; and a member of the Boards of Directors of the Kaiser Foundation Hospitals and Kaiser Foundation Health Plan, Inc., where he chairs the Quality Health Improvement Committee.

About the Concurrent Session Presenters

Nicole Amrik, MHA has been involved in graduate medical education (GME) for many years. After starting as a program coordinator, she served as an administrator for internal medicine fellowships, became an institutional GME manager, and is now the assistant director for GME at Albert Einstein Healthcare Network. She has supported the start of new GME programs at a campus of the Sponsoring Institution. In her role as assistant director, she provides training and mentorship for program coordinators.

Jennifer Banas, MHA has spent multiple years in graduate medical education (GME), starting as a program coordinator and progressing to accreditation manager within the main GME Office of Einstein Healthcare Network. Within that role, she facilitated the applications of multiple new programs and applications for redistributed cap positions through the 5506 Program. Recently, she advanced to the role of assistant director for GME. In this role, she supervises, trains, and mentors program coordinators within the Einstein Network. She also co-directs the coordinators' curriculum with Nicole Amrik.

Somalee Banerjee, MD, MPH is a hospitalist and educator at Kaiser Permanente Oakland's internal medicine residency program, leading innovations in systems-based practice education. Dr. Banerjee is a clinical systems accelerator in an American Medical Association-funded study to define and improve systems-based practice education using design thinking. She utilizes her background as an artist with a Bachelor of Fine Arts degree and as a physician to teach about the intersection of visual art and public health at the University of California at Berkeley.

Miriam Bar-on, MD has been a medical educator for the past 30 years, and involved in graduate medical education (GME) in multiple roles, including as associate program director, program director, and designated institutional official (DIO). Presently, she is the assistant vice president for GME and the DIO at the Einstein Healthcare Network in Philadelphia. In this role, she works with the GME team to manage the accreditation of more than 40 programs and to launch new programs at a GME-naïve network facility. She brings innovative learning opportunities to residents and creates a learning climate that engages and motivates them to excel.

Cynthia Barnard, PhD, MBA is vice president, Quality for Northwestern Memorial HealthCare, an integrated academic health system anchored by Northwestern Memorial Hospital, the principal clinical affiliate of Northwestern University Feinberg School of Medicine. She is responsible for oversight of the clinical quality and patient safety, infection prevention and accreditation, and policy programs for the system, comprised of eleven hospitals and two large multi-specialty medical practice groups in the Chicago metropolitan area. Dr. Barnard has served on the faculty of the Northwestern University Master's program in Healthcare Quality and Patient Safety since its inception more than 15 years ago. She serves on the boards of The Boulevard (Chicago) and Project Patient Care, is an associate editor for the *Joint Commission Journal on Quality and Patient Safety* and has published books and articles in health care quality, patient safety, ethics, and policy.

Timothy P. Brigham, MDiv, MA, PhD is the chief of staff and chief education officer at the ACGME. His responsibilities as head of the Department of Education include the ACGME Annual Educational Conference and development of new educational programs for the ACGME and the graduate medical education community. Prior to joining the ACGME in 2008, he served since 1989 in several capacities at Jefferson Medical College, including as associate dean for Graduate Medical Education and Continuing Medical Education and, most recently, as senior associate dean for Organizational Development, chief of staff, and associate professor of medicine. Dr. Brigham has been involved in physician faculty development, resident/fellow education, and chief resident and program director development. He is widely sought after as a teacher, speaker, group facilitator, and consultant in a variety of areas, including resident stress and well-being; chief resident, program director, and chairperson leadership development; medical student, resident, and faculty member teaching development; and group and team organizational development.

Donna Brown, PhD, C-TAGME oversees the administrative responsibilities of the Office of Graduate Medical Education at Northeast Georgia Medical Center and works with the designated institutional official to support all accreditation and operational functions of the department. Dr. Brown has participated in building new residency programs in two different community programs and works with program leaders to support program coordinator training, resident onboarding and orientation, and program implementation practices across programs. Dr. Brown's research interests are the impact of residency education and training on patient safety culture in a new teaching hospital and educational supports for resident success in education and training.

James Bruce, DO is an academic hospitalist at Allegheny Health Network in Pittsburgh. He has interests in systems-based practice and practice transformation. As part of a group awarded one of the American Medical Association's Reimagining Residency grants, he functions as a clinical systems accelerator, working to improve systems-based practice education and implementation in graduate medical education programs using design thinking.

Melanie Cheng, MD is a pediatric hospitalist and assistant chief academic officer for graduate medical education (GME) at Kings County Hospital Center. She graduated from the pediatrics residency program at SUNY Downstate, where she also completed a concurrent fellowship in general academic pediatrics and GME leadership. She is passionate about improving diversity, equity, and inclusion in the clinical learning environment for medical learners. Her current efforts are focused on faculty development, mentorship, and advocacy.

Joseph Chiovaro, MD is currently the curriculum director for the Rural Interprofessional Faculty Development Initiative (RIFDI) project through the Office of Academic Affiliations for the Department of Veterans Affairs. In this role, he helps to develop and implement the curriculum for this two-year faculty development program.

He is also an associate professor of medicine at Oregon Health & Science University (OHSU). He has had several educational and clinical leadership roles, including as associate program director for OHSU's internal medicine residency program, and chief of hospital medicine at the Portland Veterans Affairs Medical Center, where he continues to work as a hospitalist. He has served on several national committees and was a deputy editor for the *Journal of General Internal Medicine*. Research interests include feedback and diagnostic closure among health care providers.

Jodi Cisco, MD is the associate program director for the Marshall University School of Medicine's rural surgery program. As a graduate of both Marshall University School of Medicine and its surgery residency program, she is responsible for the department's first and only rural surgery office. She provides the most requested rural surgery rotation for third-year medical students and, as such, has been recognized as the school's Outstanding Rural Clinician. Dr. Cisco has served as the Logan Regional Medical Center's Director of Trauma Services since 2004.

David A. Denning, MD has served as the chair of the Marshall University Joan C. Edwards School of Medicine Department of Surgery since 1992. Over the course of his tenure, Dr. Denning has nurtured the growth of his department to include its current faculty of general surgeons and subspecialists. In addition to chair, he has served as the residency program director during the past three years. Dr. Denning completed a general surgery residency at The Ohio State University after obtaining his MD degree from West Virginia University. Under his guidance and support, the Department started its first rural satellite office in Logan, West Virginia, more than 20 years ago to support the office of Dr. Jodi Cisco-Goff and staff. This office will be the epicenter of a rural surgery residency program.

Ann M. Dohn, MA is the designated institutional official, executive director of graduate medical education (GME), training program liaison for the Educational Commission for Foreign Medical Graduates, representative to the National Resident Matching Program, and medical school representative to the Medical Board of California for the Stanford University programs at Stanford Health Care. She has over 37 years of experience in medical education and oversees 125 ACGME-accredited programs with more than 1,500 residents/fellows. Ms. Dohn received the ACGME Courage to Lead Award (2013), and The Group on Resident Affairs/Association of American Medical Colleges' Outstanding Service Award (2019), and has twice been the recipient of the House Staff Appreciation Award from Stanford's residents. In 2012, a group of former Stanford residents founded the Ann M. Dohn Legacy, a fund to promote resident well-being. Ms. Dohn's passion is coaching emerging leaders in GME.

Anna Legreid Dopp, PharmD, is senior director, Clinical Guidelines & Quality Improvement at American Society of Health System Pharmacists (ASHP). In this role, she develops guidance documents and collaborates with the National Academy of Medicine, National Quality Forum, The Joint Commission, and the Pharmacy Quality Alliance on quality improvement initiatives. In 2008, she served as a Congressional Health Care Policy Fellow, where she worked on health and social policy in the office of Senator Joe Lieberman. Subsequent to the fellowship, she served in roles at the University of Wisconsin Hospital and Clinics as a medication use policy analyst and at the Pharmacy Society of Wisconsin as the vice president of Public Affairs and editor of the *Journal of the Pharmacy Society of Wisconsin*. Dr. Dopp completed her Doctor of Pharmacy degree in 2002 at the University of Minnesota College of Pharmacy in Minneapolis. She is a certified professional in health care quality.

Michael Essandoh, MD is professor of clinical anesthesiology, assistant dean for Graduate Medical Education, and assistant designated institutional official at The Ohio State University. He also serves as the associate director for anesthesiology clinical research.

Bethany Figg, DEdT, MBA, MLIS is currently the graduate medical education (GME) accreditation manager for Central Michigan University College of Medicine – CMU Medical Education Partners in Saginaw, Michigan. In her GME role, she uses her medical librarian training to research and pursue resources to provide publishing and scholarly activity opportunities for the institution. She is the past president of the Metropolitan Detroit Medical Library Group, a senior member of the Academy of Health Information Professionals, and column editor for a peer-reviewed health sciences library journal. Dr. Figg is an instructor of education, medical sciences discipline at Central Michigan University.

Cecile M. Foshee, PhD, MEd has been in the education field for the past 20 years and has devoted the last decade to medical education. She is associate professor of medicine at Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, and a member of the graduate faculty at Cleveland State University, where she directs the Cleveland Clinic – Cleveland State University Master of Education in Health Professions Education degree program. At Cleveland Clinic, she serves as director of graduate medical education (GME) learning innovation at the Education Institute. She also co-directs the certificate program for GME Leadership Teams and serves as chair of the Office of Interprofessional Learning. Her career focus is on fostering an interprofessional collaborative culture across the health system. She is the national chair for the GME Section of the Association of American Medical Colleges Group on Educational Affairs and serves as deputy editor for the *Teaching and Learning in Medicine* international journal.

Brian George, MD, MA is an associate professor of surgery, director of educational research of the Center for Health Outcomes and Policy, and director of the Center for Surgical Training and Research at the University of Michigan. He is a national leader in operative performance assessment and the executive director of the Society for Improving Medical Professional Learning, a multi-institutional, not-for-profit educational research consortium.

English Gonzalez, MD, MPH attended medical school and completed her Master of Public Health degree at the University of Alabama in Birmingham. She headed to Washington, DC to complete her residency in family medicine at Georgetown University, after which she moved back to “sweet home Alabama” to join the faculty of the St. Vincent’s East family medicine residency program. She completed a fellowship in academic family medicine at the University of North Carolina at Chapel Hill. Dr. Gonzalez is passionate about patient safety and physician leadership, scholarly activity, and curriculum innovation. She serves as a medical director for Enhabit Home Health and Hospice, is an item writer for the American Board of Family Medicine, and consults for various law firms and research entities.

Jed D. Gonzalo, MD, MSc is senior associate dean for medical education at the Virginia Tech Carilion School of Medicine. He is primary investigator on a multi-institutional collaborative through the American Medical Association’s Reimagining Residency program, aiming to re-engineer the systems-based practice competency and develop residents as systems citizens.

Theresa Green, PhD, MBA is the director of community health education and policy at the University of Rochester Medical Center’s Center for Community Health & Prevention (CCHP), where she also serves as

director of health equity education in the Clinical and Translational Science Institute and associate professor in public health sciences and the School of Nursing. Dr. Green's interests center on the intersection of health care delivery and non-medical determinants of health to create systems change for population health improvement, particularly for vulnerable groups. Focusing on community-engaged learning, Dr. Green examines and supports experiential practicums and service learning with community for medical, nursing, and graduate students.

Gregory Guldner, MD, MS is the vice president for academic affairs for HCA Healthcare graduate medical education (GME), which sponsors more than 300 GME programs in more than 60 teaching hospitals. He has an MD from Stanford and a Master's degree in clinical psychology from Purdue University. He has previously served as program director for two emergency medicine residency programs and as designated institutional official for a major teaching hospital. He studies well-being with the HCA/Claremont Graduate University Physician Well-Being Research Lab.

Diane M. Hartmann, MD is a professor of obstetrics and gynecology. She serves as the senior associate dean for graduate medical education and designated institutional official at the University of Rochester Medical Center.

Kiersten Henry, DNP, ACNP-BC, CCNS, CCRN-CMC is a critical care nurse practitioner and chief advanced practice provider at MedStar Montgomery Medical Center. She obtained her Bachelor of Nursing Science, her Acute Care Nurse Practitioner/Clinical Nurse Specialist in Trauma, Critical Care and Emergency Nursing, and her Doctor of Nursing Practice from the University of Maryland. Dr. Henry is a past director of the American Association of Critical Care Nurses, and currently serves as nurse advisor to the National Nurse Staffing Task Force. As a member of the National Task Force for Mass Critical Care, she has co-authored on topics including staffing and resilience during the COVID-19 pandemic. Dr. Henry is also a federal disaster responder on the Maryland-1 Disaster Medical Assistance Team and has been deployed for disaster relief, as well as hospital decompression during the COVID-19 pandemic.

Scott Holliday, MD has been involved in graduate medical education (GME) for most of his medical career as chief resident, residency director, ACGME staff member, and now associate dean for GME at The Ohio State University. In these roles, he has focused his efforts on ensuring that residents acquire the skills, knowledge, professionalism, and resilience for the anticipated medical climate to have successful, long-lasting, patient-centered careers. As co-chair of the Gabbe Health and Wellness Leadership team, he consults on all issues pertaining to physician wellness and burnout.

Amit R.T. Joshi, MD serves as associate dean for graduate medical education and professor of surgery at Cooper Medical School of Rowan University in Camden, New Jersey. Until 2021, he was the residency program director and vice chair for academic affairs for the Department of Surgery at Einstein Healthcare Network in Philadelphia. He is a 2022 recipient of the ACGME's Parker J. Palmer Courage to Teach Award. He holds leadership positions with the American Board of Surgery and the Association of Program Directors in Surgery.

Jay Kaplan, MD, FACEP is a physician coach, consultant, mentor, and poet. He was most recently medical director of care transformation and director of the Be Well Center for LCMC Health in New Orleans, Louisiana. He has practiced emergency medicine for more than 40 years and remains clinical associate professor of

Medicine at the LSU Health Sciences Center in New Orleans. Dr. Kaplan is a past president and current national faculty member of the American College of Emergency Physicians (ACEP), as well as a member of the National Academy of Medicine Action Collaborative on Clinician Well-Being and Resilience. Dr. Kaplan is past medical director of Studer Group and was recently awarded the ACEP's 2021 John G. Wiegstein Leadership Award, ACEP's highest award. Other honors include Studer Group Physician Fire Starter Award (2007) and the Thomas Jefferson University Hospital Department of Emergency Medicine Grace Humanitarian Award (2011).

Lynne M. Kirk, MD is the ACGME's first chief accreditation officer. She came to the ACGME from a 30-year career in internal medicine and geriatrics at the University of Texas (UT) Southwestern Medical Center, where she continues to serve as a Toni and Timothy P. Hartman Distinguished Teaching Professor in internal medicine. She has held several additional roles, including as associate dean of graduate medical education and program director of the primary care track. Dr. Kirk served on the ACGME Board of Directors, as a member of the ACGME's Clinical Learning Environment Review (CLER) Evaluation Committee, and as a member and chair of the GME Committee for the Council on Medical Education of the American Medical Association. She is president-emeritus of the American College of Physicians.

Mary E. Klingensmith, MD joined the ACGME in September 2021 as senior vice president, Accreditation. She is the Mary Culver Distinguished Professor Emeritus and former vice chair for education in surgery at Washington University in Saint Louis. Dr. Klingensmith was the residency program director for general surgery at Washington University from 2001-2012, served as associate director for the Simulation Center, and was a Loeb Teaching Fellow at the School of Medicine. She was the founding director of the Medical School's Academy of Educators.

I. Michael Leitman, MD is professor of surgery, professor of medical education, designated institutional official, and dean for graduate medical education at the Icahn School of Medicine at Mount Sinai. Mount Sinai has the largest number of residents and fellows in a single private institution in the United States. Dr. Leitman was the recipient of the Murry G. Fischer Distinguished Educator Award in 2008. He is a Fellow of the American College of Surgeons, Society of Surgical Oncology, and the author of more than 200 peer-reviewed scientific articles, book chapters, and published abstracts.

Jonathan MacClements, MD is Associate Dean of Graduate Medical Education at the Dell Medical School at the University of Texas at Austin. He was educated and received his medical degree, MBBCh, at the University of Witwatersrand in Johannesburg, South Africa. He received additional training in general and otolaryngology surgery at the University of Pretoria, and he graduated from the University of Texas Health Science Center at Tyler Family Medicine program, where he was a chief resident. He has completed the McLennan Faculty Development Fellowship, the National Institute of Program Directors Fellowship, and an America's Essential Hospitals' Fellowship. He has served as both the program director and the chairman of family medicine at UT Health Northeast, as well as the public health authority for Smith County. In recognition of his outstanding teaching and implementation of innovative teaching models, he received both the Exemplary Teaching Award from the Texas Academy of Family Physicians and the University of Texas Regents' Outstanding Teaching Award.

Kathy Malloy has been with the ACGME since 1988. She is the vice president, Accreditation Standards, chairs the Requirements Development Team, and serves as advisor to the Committee on Requirements of the ACGME Board of Directors. She previously served as associate executive director for the Review Committees for Neurology, Orthopaedic Surgery, Pathology, and Psychiatry, and as an accreditation administrator for the Review Committees for Dermatology, Medical Genetics, Orthopaedic Surgery, and Pathology. Ms. Malloy earned her BA in psychology from Dominican University.

Martha S. Matthews, MD is a professor of surgery in the specialty of plastic surgery. She received her medical degree from Jefferson Medical College, did her residency in general surgery at Thomas Jefferson University Hospital, and her residency in plastic surgery at Eastern Virginia Graduate School of Medicine. She is a former program director in plastic surgery and the chair of the Cooper University Hospital's Graduate Medical Education Committee.

William A. McDade, MD, PhD is chief diversity, equity, and inclusion officer for the ACGME and an adjunct professor of anesthesiology at Rush Medical College. Previously, he was executive vice president/chief academic officer for the Ochsner Health System; professor of anesthesia and critical care and associate dean for multicultural affairs for the Pritzker School of Medicine; and deputy provost for research and minority issues at UChicago. Dr. McDade has served on boards for the American Medical Association, Joint Commission, National Board of Medical Examiners, and the ACGME. He has been past-president and board chair of local and state medical societies in Illinois and served as chair of the National Medical Association's Anesthesiology Section and of the American Medical Association's Council on Medical Education. Dr. McDade is a graduate of Pritzker's Medical Scientist Training Program, earning a PhD in biophysics and theoretical biology before training in anesthesiology at the Massachusetts General Hospital.

Laney McDougal, MS-HSM joined the ACGME in April 2020 as the director, Medically Underserved Areas/Populations and Graduate Medical Education in the Departments of Sponsoring Institutions and Clinical Learning Environments and Accreditation, Recognition, and Field Activities. She leads the ACGME's efforts to advance graduate medical education that addresses health and health care in medically underserved areas and populations and oversees the programmatic unit of the ACGME that coordinates these efforts. She received her MS in health systems management from Rush University, and her BA in intercultural studies from University of Northwestern-St. Paul.

Douglas McGee, DO a board-certified emergency physician, is the chief academic officer for the Einstein Healthcare Network, Philadelphia's largest independent academic medical center. He is an associate professor and serves as an assistant dean for graduate medical education at the Sidney Kimmel Medical College of Thomas Jefferson University. He previously served there as the emergency medicine residency program director, the medical director of the Department of Emergency Medicine, and the designated institutional official. Dr. McGee has served as Chair of the ACGME Review Committee for Emergency Medicine and continues to serve as a representative to the Monitoring Committee of the ACGME Board of Directors.

Kevin J. O'Leary, MD, MS is chief of the Division of Hospital Medicine, associate chair for quality in the Department of Medicine, and medical director for quality at Northwestern Memorial Hospital. He is the founding director of the Northwestern Medicine Academy for Quality and Safety Improvement (NM AQSI), a professional development program to train leaders in quality improvement. NM AQSI received the Leape Ahead Award from the American Association for Physician Leadership in 2015 and the John M. Eisenberg Award for Innovation in Patient Safety and Quality at the Local level in 2020. Dr. O'Leary's primary research interest is interprofessional collaboration and teamwork. He is a deputy editor for the *Joint Commission Journal on Quality and Patient Safety*.

Lorenzo Pence, DO is the senior vice president, Osteopathic Accreditation at the ACGME, overseeing the staff that supports the Osteopathic Recognition Committee and the Review Committee for Osteopathic Neuromusculoskeletal Medicine. Dr. Pence came to the ACGME from the West Virginia School of Osteopathic Medicine, where he served as vice president of graduate medical education and rural outreach,

vice president of academic affairs, dean, associate dean of graduate medical education, and professor of family medicine. He also served as the academic officer and chair of the Board of the Mountain State OPTI. Prior to that, he was the director of osteopathic medical education at Mercy St. Vincent's Medical Center in Toledo, Ohio, and Northwest CORE assistant dean of the Ohio University Heritage College of Osteopathic Medicine

Paki Reid-Brossard, MS, MA is the director of data and analytics for graduate medical education at the Icahn School of Medicine at Mount Sinai. His background is in institutional and policy research in higher education, focusing on automated compilation, analysis, and deployment of data. He has a Master's degree in information systems from Northwestern University and a Master's degree in philosophy from the University of Chicago, where he also completed a Master's thesis in the sociology PhD program.

James B. Reilly, MD, MSc is an internist, nephrologist, and former internal medicine residency program director. He serves as designated institutional official for Allegheny Health Network, a large Sponsoring Institution with 46 programs and 550 residents/fellows. He is a co-investigator in a multi-institutional collaborative through the American Medical Association's Reimagining Residency program, aiming to re-engineer the systems-based practice competency and develop residents as systems citizens.

Brett W. Robbins, MD is a professor of internal medicine and pediatrics. He serves as the program director of the internal medicine-pediatrics residency program, vice chair of internal medicine, and assistant designated institutional official at the University of Rochester Medical Center.

Joel Schmidt, PhD is the associate director of advanced fellowships in the Department of Veterans Affairs Office of Academic Affiliations and has served as the advanced fellowships acting director since January 2022. In this role, he is responsible for the oversight of 21 advanced fellowship programs at more than 50 Veterans Affairs facilities nationally. He also serves as director of the Rural Interprofessional Faculty Development Program. He previously held a variety of clinical, educational leadership, and administrative roles at several Veterans Affairs (VA) facilities, including serving most recently as the lead psychologist and the mental health training program manager at VA Northern California. Dr. Schmidt completed his undergraduate degree at Western Washington University and his PhD in clinical psychology at the University of Arkansas. He is based in Pleasanton, California.

Teresa Y. Smith, MD, MEd currently serves as the associate dean of graduate medical education and affiliations and designated institutional official of SUNY Downstate Health Sciences University, overseeing approximately 1,000 house staff physicians across the campus. She is also a professor of clinical emergency medicine and works clinically in the Kings County Hospital Emergency Department. Dr. Smith has spent her career championing diversity and inclusion in medicine and received the Dr. Dale Blackstock Award in Teaching and Excellence for her demonstrated commitment to advising and mentoring medical students and trainees. She was also honored among the National Minority Quality Forum's 40 Under 40 Minority Leaders in 2019. This academic year, Dr. Smith led the institution in receiving the ACGME's Barbara Ross-Lee, DO Diversity, Equity, and Inclusion Award.

Antoinette Spevetz, MD is a professor of medicine in the specialty of critical care at Cooper University Hospital. She received her medical degree from Hahnemann Medical School and did her residency in internal medicine at Abington Hospital. She completed a critical care fellowship at Cooper University Hospital and earned a Master of education degree from the University of New England. Dr. Spevetz is the designated institutional official at Cooper University Hospital and the director of the Rush Advisory College of Cooper Medical School of Rowan University.

Rebecca Stout, PhD is the project manager for the Rural Interprofessional Faculty Development Initiative co-sponsored by the Veterans Health Administration Office of Academic Affiliations and Office of Rural Health. She received her PhD in clinical psychology from Wayne State University and is based at the St. Louis Veterans Affairs Medical Center. She completed one year of psychology internship training at the Henry Ford Hospital, and one year of psychology residency at the University of Illinois-Chicago. She was previously an assistant professor of psychology in psychiatry at the University of Illinois-Chicago School of Medicine before joining the Department of Veterans Affairs in 2013. Her professional interests lie in interprofessional education and practice, as well as the treatment of chronic pain and co-morbid psychological disorders.

Pedro P. Tanaka, MD, PhD, MACM is a clinical professor in the Department of Anesthesia at Stanford University Medical School. He is Brazilian and completed medical school, anesthesiology training, and his doctoral education in Brazil before coming to Stanford University for a sabbatical year in 2007. He is now in his fifth year of a doctoral program in education at University of Illinois at Chicago. At Stanford, he has been involved in resident education and has initiated and worked on several educational projects. He serves as associate designated institutional official, associate residency program director, chair of the Education Committee, and co-director of the Teaching Scholars Program. His clinical activity has focused on anesthesia for orthopaedic surgery, particularly for orthopaedic total joint replacements. His areas of interest are developing, leading, and evaluating programs; designing curricula and assessing learners; and designing, implementing, and studying innovations.

Kyla Terhune, MD, MBA is the associate dean for graduate medical education and professor of surgery and anesthesiology at Vanderbilt School of Medicine, and the vice president for educational affairs and designated institutional official at Vanderbilt University Medical Center. Of note, she was one of the inaugural recipients of the ACGME's David C. Leach Award as a surgery resident in 2010. She is the current president of the Association of Program Directors in Surgery.

Elias I. Traboulsi, MD, MEd is the head of the Department of Pediatric Ophthalmology and director of the Center for Genetic Eye Diseases at the Cleveland Clinic Cole Eye Institute. He is professor of ophthalmology at the Cleveland Clinic Lerner College of Medicine of Case University and serves as vice chairman for education and director of medical student education at the Cole Eye Institute. He served for 16 years as director of the Center for Graduate Medical Education and designated institutional official at the Cleveland Clinic, and is the co-director of the Office of Interprofessional Learning there. He is the executive vice president and past president of the International Society for Genetic Eye Diseases and Retinoblastoma. He received the Master Educator Award at the Cleveland Clinic and has completed a Master's degree in adult education. He is the recipient of the ACGME Parker J. Palmer Courage to Lead Award (2019).

Mary Jo Wagner, MD, a board-certified emergency physician, is currently the chief academic officer and designated institutional official at Central Michigan University (CMU) Medical Education Partners in Saginaw, Michigan, and previously served as the emergency medicine residency program director there for 14 years. She is professor of emergency medicine at CMU and a clinical professor at Michigan State University College of Human Medicine. Dr. Wagner has been president of the Council of Emergency Medicine Residency Directors (CORD) and chair of the American College of Emergency Physicians (ACEP) Federal Government Affairs Committee and Education Committee, and served as a member of the ACGME Review Committee for Emergency Medicine. She currently co-chairs the ACEP Emergency Medicine Graduate Medical Education Taskforce.

Janeane Walker, PhD is the director of educational outcomes for the graduate medical education program at Northeast Georgia Medical Center. She oversees both the Continuing Medical Education (CME) and Health Science Library Departments for the system. It is in this role that she assesses and measures the achievements of educational outcomes as identified in the ACGME Common and specialty/subspecialty-specific Program Requirements and adheres to standards set forth by Accreditation Council for Continuing Medical Education for the CME Department. She has spoken nationally on various subjects, including diversity, equity, and inclusion; family presence during resuscitation; congenital heart disease; and traumatic brain injury. She finds it a privilege to share her expertise.

Paulette S. Wehner, MD serves as designated institutional official for the Marshall Community Health Consortium and Marshall University School of Medicine, overseeing 26 ACGME-accredited residency and fellowship programs. As a former cardiovascular disease program director for more than 20 years, she is well versed in accreditation matters. She is the principal investigator of a recent Health Resources and Services Administration grant to start the nation's first ACGME-separately-accredited rural residency program in surgery.

Marlene Whalen has been involved in graduate medical education (GME) for more than 40 years, beginning as a coordinator and rising through the administrative ranks. Presently she is the assistant vice president for academic affairs, managing agreements, budgets, and all things transactionally related. With the GME team, she has implemented a centralized approach that makes the processes and the office much more efficient.

Michael Witt, MD, MPH is designated institutional official and a core faculty member of the emergency medicine residency program at Arnot Ogden Medical Center in Elmira, New York, and an adjunct associate professor at Lake Erie College of Osteopathic Medicine.

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Speaker: Anna Dopp, Pharm.D: CPHQ, Stock Ownership: Merck

Speaker: Michael Essandoh, MD, Consultant: Boston Scientific and S4 Medical

Speaker: Elias I. Traboulsi, MD, MEd, Consultant: Iveric Bio, Janssen

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