



Tomorrow's Doctors, Tomorrow's Cures®

Group on Resident Affairs Spring Meeting

**Jointly sponsored by the Association of American Medical Colleges and
Harvard Medical School, Department of Continuing Education**

April 26 - 29, 2009
The Sheraton Atlanta Hotel
Atlanta, Ga.

Agenda

Sunday, April 26

5:00 – 7:00 pm	Registration/Information	Georgia Registration Lobby
5:00 – 6:00 pm	Graduation and Introduction of Keynote Address	Capitol North
	Lois L. Bready, M.D. Chair, GRA Associate Dean for GME & DIO Professor and Vice Chair, Department of Anesthesiology University of Texas Health Science Center at San Antonio	
	Changing Face of Medicine: A Generational View	
	Speaker: Breda M. Bova, Ph.D., M.S. Professor and Chief of Staff Office of the President University of New Mexico-Main Campus	
6:00 – 7:00 pm	Opening Reception	Garden Courtyard

Monday, April 27

7:00 am – 4:00 pm	Registration/Information	Georgia Registration Lobby
7:00 – 8:15 am	Continental Breakfast	Capitol Center
8:30 – 8:40 am	Welcome/Opening Session	Capitol North
	Moderator:	
	Lois L. Bready, M.D. Chair, GRA Associate Dean for GME & DIO Professor and Vice Chair, Department of Anesthesiology University of Texas Health Science Center at San Antonio	
8:40 – 10:00 am	Plenary I: Program Directors and Institutional Culture: Moving from Compliance to Commitment Part 1 – Developing and Evaluating Program Directors	Capitol North
	Moderator:	
	Philip G. Boysen, M.D., M.B.A. Executive Associate Dean, GME & DIO University of North Carolina School of Medicine	
	Speakers:	
	Alisa Nagler, J.D., Ed.D., M.A. Assistant Professor of Medical Education, Office of GME Duke University Hospital	
	Constance Kay Haan, M.D., M.S. Senior Associate Dean, Educational Affairs Associate Professor of Surgery University of Florida College of Medicine – Jacksonville	
10:00 – 10:20 am	Break	Georgia Registration Lobby
10:20 – 11:50 am	Plenary I – continued Part 2 – Working with Program Directors on Critical Issues	Capitol North
	Speaker:	
	Linda B. Andrews, M.D. Senior Associate Dean for GME and DIO Baylor College of Medicine	

Monday, April 27 (continued)

The session will provide institutional GME leaders with a framework and tools for working with residency program directors in both routine and adverse circumstances. Approaches to introducing new program directors to the fundamentals of program leadership, developing them further and evaluating them will be presented. Potential expected and unexpected disasters in GME will be highlighted and ways to respond to such disasters discussed.

Noon – 1:00 pm

Luncheon

Capitol Center

1:30 – 2:30 pm

Concurrent Small Group Sessions

A. The ACGME Outcomes Project – Practical Applications to Improve the Institution’s Education Program and Empower Program Directors*

Atlanta 1

Speaker:

Bruce T. Vanderhoff, M.D., M.B.A.

VP Medical Education

Grant Medical Center/OhioHealth

Phase 3 of the ACGME Outcomes Project envisions full integration of the competencies and their assessment with learning and clinical care. Nevertheless, many program directors remain so mystified and/or intimidated by outcomes-based educational models that they are ill-equipped to realize the advantages of this new paradigm and are, therefore, unlikely to keep their programs apace with evolving accreditation requirements. This session will present GME leaders with a practical model for providing program directors with a functional understanding of outcome-based education and a paradigm for building on this foundation to create a GME culture oriented around competency-based education.

B. Hurricanes Katrina and Gustav: What Have We Learned Regarding Institutional Disaster Preparedness?*

Savannah 1

Speakers:

Ronald G. Amedee, M.D.

Chairman, Department of Otolaryngology-Head and Neck Surgery

Ochsner Health System

William W. Pinsky, M.D.

Executive Vice President, Medical Affairs and Chief Academic Officer

Ochsner Health System

Monday, April 27 (continued)

1:30 – 2:30 pm

In the aftermath of Hurricane Katrina in 2005, the AGCME mandated that all institutions which provide residency/fellowship training develop a disaster preparedness policy. These new policies are now required to be submitted with the IRD and may provide a line of questioning at the time of an institutional site survey. Most institutions have thought through these new policies in a very deliberate fashion. However, the majority of institutions in this country have not had an opportunity to actually test the validity of these new policies. GME programs in the New Orleans Metropolitan area have been afforded a chance (unfortunately) to test the soundness of their disaster plans. This presentation will primarily concentrate on the core competency dealing with “Managing and Representing the Institution’s GME Operations” particularly as they pertain to patient/resident safety and well-being.

C. The Seventh Competency: An Institutional Curriculum in Business Skills Survival**Savannah 2**

Speakers:

William P. Metheny, Ph.D.Assistant Dean of GME & Professor
University of Tennessee at Knoxville**Heath B. Hildreth, G.B.D.S., C.L.U.**Insurance Agent
The Hildreth Agency**Eddie S. Moore, M.D.**DIO and Associate Dean of GME, Professor
University of Tennessee – Knoxville Graduate School of Medicine

Graduate Medical Education (GME) programs routinely prepare residents to become competent physicians but rarely teach them the knowledge and skills to become savvy in the business and investments aspects of their practice. It is not well understood that the paradigm shift in the healthcare practice environment now includes competency in business aspects of medical practice. Consequently, it is maintained that the institution should provide uniformity in this training for all GME programs under the rubric of a Seventh Competency and similar to the more well known six ACGME competencies. An institutional course has been implemented that includes topics related to practice search and selection, key components of the successful practice, insurance and benefits, liability, managing and investing, and real estate. This course brings together preeminent business leaders of the community to provide residents with the basic foundation they will need to start or join an existing practice and to become successful business practitioners.

Monday, April 27 (continued)

1:30 – 2:30 pm

D. Building Bridges: Institutional Curriculum that Links GME Educational Initiatives with Quality and Safety Initiatives*

Atlanta 2

Speakers:

Barbara Joyce, Ph.D.

Director of Instructional Design
Henry Ford Hospital and Health Network

Della A. Rees, Ph.D.

Clinical Performance Specialist
Henry Ford Health System

Eric J. Scher, M.D.

Vice President of Medical Education & Designated Institutional Official
Henry Ford Hospital and Health System

This session will focus on a generalizable process used at HFHS to design, implement and evaluate residency curricula incorporating Quality and Safety initiatives into residency training across multiple specialties. The institutional curriculum provides program directors with curriculum in multiple competency areas as well as diffuses out important Quality/Safety Initiatives to the residency programs. This session will broaden participants understanding of residency curriculum that blends Quality/Safety with GME in unique and innovative ways, particularly in the competency domain of Interpersonal and Communication Skills.

E. Remediation in Graduate Medical Education Fosters Teaching and Learning

Savannah 3

Speakers:

Kathryn M. Andolsek, M.D., M.P.H.

Associate Director, GME
Duke University School of Medicine and Hospital

Alisa Nagler, J.D., Ed.D., M.A.

Assistant Professor of Medical Education, Office of GME
Duke University Hospital

Jamie Padmore

Assistant Vice President for Academic Affairs
MedStar Health

Kerry M. Richard, J.D., Esq.

Senior Corporate Counsel
MedStar Health

Monday, April 27 (continued)

1:30 – 2:30 pm

Despite the best attempts to recruit qualified residents and the best faculty and educational resources, it is unrealistic to expect each resident to succeed. Remediation is inevitable in education but unfortunately, many perceive remediation as a threat and respond in an adversarial way. Not passing a rotation or failure to be promoted to the next PGY level, as well as dismissal and non-renewal of contract, can have an adverse impact on training and professional goals. Clearly identifying suboptimal performance and designing an action plan to correct the deficiencies requires time, energy and often creativity on the part of all. Effective July 2007 ACMGE increased its expectations of grievance and due process. Institutional and program response may be perceived as heavily legalistic and intimidating for the teacher and the learner. This workshop is intended to provide a forum for discussion and analysis of remediation issues that arise in GME and how to address them to help all parties feel more comfortable and confident with the process.

F. Optimizing Oversight: How to Generate an Institutional Calendar for Efficient and Effective Management of Program Requirements**Atlanta 3**

Speaker:

Sara Jo Grethlein, M.D.Associate Dean for Graduate Medical Education
SUNY Upstate Medical University

During the session participants will identify institutional level events (existing or desired) that will contribute to effective oversight. Pulling together disparate elements of the DIO function – such as quality oversight, duty hours monitoring and budgeting, participants will generate individualized calendars that ease the burden of management. Participants will interact with the session leader to identify time constrained and non-constrained events, as well as, sequential events in an effort to distribute the workload across the calendar year and minimize preventable staffing crises.

* Workshop will be repeated

2:30 – 3:00 pm

Break

Georgia Registration Lobby

Monday, April 27 (continued)

3:00 – 4:00 pm

Concurrent Small Group Sessions

G. The Internal Review Competencies Progress Report – A Tool for Assessment of Programs' Implementation of Competency Education as Part of the Internal Review Process **Atlanta 1**

Speakers:

Karen E. Broquet, M.D.

Associate Dean for Graduate Medical Education
Southern Illinois University School of Medicine

Debi Santini

Computer Information Specialist
Southern Illinois University School of Medicine

ACGME institutional requirements mandate that the internal review should assess each program's effectiveness of:

1. Educational outcomes in the ACGME general competencies; and
2. Utilizing evaluation tools and outcome measures to assess a resident's level of competence in each of the ACGME general competencies (IR 4.A.4e & f).

Challenges to this endeavor include the change in threshold requirements from Phase II to Phase III of the competencies outcome project, and finding an organized approach to culling the appropriate information from the large amount of information facing internal review committees. SIU School of Medicine GMEC has a long standing Competency Subcommittee which is charged with this process. An assessment instrument was designed to guide committee members as they review Internal Review materials and provide feedback, both to the program director and internal review committee members.

H. ROI on the IRD **Atlanta 1**

Speakers:

Robert J. Nolan Jr., M.D.

Assistant Dean for Graduate Medical Education
The University of Texas Health Science Center at San Antonio

Lois L. Bready, M.D.

Associate Dean for GME and DIO
Professor and Vice Chair, Department of Anesthesiology
University of Texas Health Science Center at San Antonio

Jennifer L. Peel, Ph.D.

Director of Education for GME
University of Texas Health Science Center at San Antonio

Monday, April 27 (continued)

3:00 – 4:00 pm

In preparation for our recent Institutional Review, we were delighted to identify collateral benefits in creation of two documents of the IRD. When utilized effectively, these instruments contain all the institution's "citation items," facilitating monitored continuous quality improvement of the educational process.

I. Chief Resident Leadership Development: Investing in Your Educational Environment***Savannah 2**

Speaker:

Jeffrey E. Pettit, Ph.D.

Teaching Skills Consultant

University of Iowa Carver College of Medicine

DIOs can energize their careers by devoting some time and energy to develop educational initiatives that help set the tone of their institution and its educational programs. A particularly rich opportunity exists to invest in leadership development for Chief Residents. Providing these leaders with a broad foundation in leadership knowledge and new insights into their own leadership abilities can ultimately have great impact on their peers and assist Program Director efforts to enhance their programs. For the past 2 years a Leadership Retreat for rising Chief Residents has been conducted that has included pre-work, didactic presentations reinforced by case-based problem-solving, and a detailed 360 evaluation of their current capabilities.

The speaker will share their experience, solicit yours, and identify how each of us can move forward to enhance the effectiveness of our Chief Residents for their own professional growth as well as that of our institutions.

J. Advancing Competency in Translational Science: An Intensive Course for Subspecialty Trainees**Savannah 1**

Speakers:

Jeanette Mladenovic, M.D., M.B.A.

Senior Associate Dean, GME

University of Miami Miller School of Medicine and FAU

Karen Esposito, M.D., Ph.D.

Associate Program Director of Psychiatry

University of Miami Miller School of Medicine

Subspecialty trainees must understand cutting edge developments in their fields, and frequently also participate in translational science research. Fellowship programs are small, and expertise may not exist to systematically address program needs in this area. In this session, we will describe an institutional 40-hour translational science boot camp attended by fellows in all programs (188 participants in two years).

Monday, April 27 (continued)

3:00 – 4:00 pm

Proposed translational science objectives within the context of the six ACGME core competencies will be discussed.

K. Great Expectations: Developing Competency Based Program Director “Expectations” and their Assessment

Atlanta 3

Speakers:

Kathryn M. Andolsek, M.D., M.P.H.

Associate Director, GME

Duke University School of Medicine and Hospital

Alisa Nagler, J.D., Ed.D., M.A.

Assistant Professor of Medical Education Office of GME

Duke University Hospital

In their Common Program Requirements, ACGME stipulates “there must be a single program director (PD) with authority and accountability for the operation of the program’ (CPR II A1). But, there are a myriad of “additional expectations” for Program Directors (PDs). PDs are possibly accountable to many within their own institution. There are usually RC specialty specific role requirements, and other regulatory requirements. This workshop will help participants identify the many responsibilities/expectations of a GME Program Director and discuss ways to use this list to do the following:

1. Share with others all that is required of the Program Director role, perhaps as a way to secure additional resources.
2. Serve as a reminder checklist for Program Directors and Coordinators of items that should be addressed throughout the year.
3. Program Directors use as a self-assessment to be used as part of an “annual evaluation.”

L. Portfolios and Reflective Practice in a Family Medicine Residency Program: The Duke Experience

Savannah 3

Speakers:

Brian Halstater, M.D.

Family Medicine Residency Program Director

Duke University Medical Center

Rosemary Thorne

Administrative Coordinator

Department of Community and Family Medicine

Duke University

Monday, April 27 (continued)

- 3:00 – 4:00 pm Portfolios and Reflective Practice are important issues in residency training. But developing resident-driven portfolios, as opposed to an administrative training file, is problematic. Likewise, teaching residents how to be reflective practitioners while protecting confidential patient information from the discovery process is challenging. This session will address each of these issues.
- *Workshop will be repeated
- 4:00 pm Evening and Dinner on your own.

Tuesday, April 28

7:00 am – 5:00 pm	Registration/Information	Georgia Registration Lobby
7:00 – 8:00 am	Continental Breakfast	Capitol Center
8:00 – 8:25 am	GRA Business Meeting	Capitol North
	<p>Lois L. Bready, M.D. Chair, GRA Associate Dean for GME & DIO Professor and Vice Chair, Department of Anesthesiology University of Texas Health Science Center at San Antonio</p>	
8:25 – 9:00 am	Chief Health Care Officer Report	Capitol North
	<p>Joanne M. Conroy, M.D. Chief Health Care Officer Association of American Medical Colleges</p>	
9:00 – 10:00 am	Plenary II – Measures That Matter: New Frontiers in Measuring GME Program and Institutional Outcomes	Capitol North
	<p>Part 1 – Traditional Measures</p> <p>Moderator:</p> <p>Jamie Padmore Assistant Vice President for Academic Affairs MedStar Health</p> <p>Speakers:</p> <p>Diane M. Hartmann, M.D. Associate Dean for GME & Senior Professor of Obstetrics & Gynecology University of Rochester School of Medicine and Dentistry</p>	
10:00 – 10:15 am	Break	Georgia Registration Lobby
10:15 – 11:15 am	Plenary II – continued	Capitol North
	<p>Part 2 – Measures Linked to Patient Care Outcomes</p> <p>Speaker:</p> <p>Raquel Dardik, M.D. Associate Program Director, OB-Gyn Atlantic Health</p>	

Tuesday, April 28 (continued)

Doris Quinn, Ph.D., M.S.N.

Director, Process Improvement and Quality Education Office of Performance Improvement
University of Texas M.D. Anderson Cancer Center

11:15 am – Noon	Plenary II – continued Part 3 – Panel/Audience Discussion	Capitol North
Noon – 1:00 pm	Roundtable Luncheon Optional Group Discussions, sign up at the registration desk with topics of interest.	Capitol Center
1:00 – 2:00 pm	Concurrent Small Group Sessions	

M. The ACGME Outcomes Project – Practical Applications to Improve the Institution’s Education Program and Empower Program Directors

Atlanta 1

Speaker:

Bruce T. Vanderhoff, M.D., M.B.A.

VP Medical Education
Grant Medical Center Ohio Health

Phase 3 of the ACGME Outcomes Project envisions full integration of the competencies and their assessment with learning and clinical care. Nevertheless, many program directors remain so mystified and/or intimidated by outcomes-based educational models that they are ill-equipped to realize the advantages of this new paradigm and are, therefore, unlikely to keep their programs apace with evolving accreditation requirements. This session will present GME leaders with a practical model for providing program directors with a functional understanding of outcome-based education and a paradigm for building on this foundation to create a GME culture oriented around competency-based education.

N. Innovative Technologies for Didactic Education of Residents and the Adult Learner

Atlanta 2

Speakers:

Mahreen Hashmi, M.D.

Vice Chair of Education, Residency Director, Associate Professor, Department of Obstetrics and Gynecology
West Virginia University School of Medicine

Norman D. Ferrari, M.D.

Designated Institutional Official for GME
West Virginia University School of Medicine

Tuesday, April 28 (continued)

1:00 – 2:00 pm

Kimberly K. Lanham

Residency Coordinator, Department of Obstetrics and Gynecology
West Virginia University School of Medicine

Didactic Lectures in a residency program's curriculum are usually in a format that provides passive learning. This Interactive Audience Response Technology is designed to work with Power Point to allow two-way communication between a lecturer and his/her audience. It offers the ability to collate and record audience data. Understanding the baseline knowledge that an individual resident is difficult to ascertain and the amount of information gained by the resident is usually unknown to the lecturer at the conclusion. Immediate feedback is valuable to the lecturer who can then choose to focus the presentation in a different manner and is valuable to the residency program as the ability to score each resident's responses allow a daily/weekly assessment of the medical knowledge competency in an objective form.

O. Chief Resident Leadership Development: Investing in Your Educational Environment**Savannah 1**

Speaker:

Jeffrey E. Pettit, Ph.D.

Teaching Skills Consultant
University of Iowa Carver College of Medicine

DIOs can energize their careers by devoting some time and energy to develop educational initiatives that help set the tone of their institution and its educational programs. A particularly rich opportunity exists to invest in leadership development for Chief Residents. Providing these leaders with a broad foundation in leadership knowledge and new insights into their own leadership abilities can ultimately have great impact on their peers and assist Program Director efforts to enhance their programs. For the past 2 years a Leadership Retreat for rising Chief Residents has been conducted that has included pre-work, didactic presentations reinforced by case-based problem-solving, and a detailed 360 evaluation of their current capabilities.

The speaker will share their experience, solicit yours, and identify how each of us can move forward to enhance the effectiveness of our Chief Residents for their own professional growth as well as that of our institutions.

P. GME FELLOWSHIPS: The Platypus Challenge for DIOs and Administrators**Atlanta 3**

Speakers:

Charles C. Daschbach, M.D., M.P.H.

DIO, Director of Academic Affairs
St. Joseph's Hospital/Catholic Healthcare West

Tuesday, April 28 (continued)

1:00 – 2:00 pm

Lawrence Opas, M.D.

Associate Dean for GME and DIO
LA County/University of Southern California

Judith L. Kunkle, Ph.D.

Academic Director of Medical Education
William Beaumont Hospital

GME Fellowships are unique in their evolution, tradition, philosophy and structure, posing a unique challenge for GME Administrators and GMECs across the spectrum of Accreditation, Competencies, and Evaluation. A FELLOWSHIP TAXONOMY has been proposed as a framework that will offer suggested approaches to better enfranchising and engaging Fellowships in the Institutional GME Enterprise.

Q. Remediation in Graduate Medical Education Fosters Teaching and Learning

Savannah 3

Speakers:

Kathryn M. Andolsek, M.D., M.P.H.

Associate Director, GME
Duke University

Alisa Nagler, J.D., Ed.D., M.A.

Assistant Professor of Medical Education Office of GME
Duke University Hospital

Jamie Padmore

Assistant Vice President for Academic Affairs
MedStar Health

Kerry Richard, J.D., Esq.

Senior Corporate Counsel
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Tuesday, April 28 (continued)

1:00 – 2:00 pm **R. Faculty Fellowship in GME Administration** Savannah 2

Speakers:

Ann M. Dohn, M.A.

Designated Institutional Official/ Director, GME
Stanford Hospital and Clinics

Alice Edler, M.D., M.A., M.P.H.,

Assistant Professor, Department of Anesthesia
Stanford University School of Medicine

The Department of GME at Stanford has developed a one year of professional training for program directors designed to produce a group of faculty knowledgeable of the complex administrative processes including recruitment, visas, licensing, legal issues with regard to recruitment, ACGME requirements, PIF writing, etc.

This presentation will describe and discuss our fellowship curriculum to the audience to promote similar faculty development efforts at other teaching hospitals/medical schools. Participants will receive a snapshot of the year's curriculum designed to introduce faculty to administration.

2:00 – 2:30 pm Break **Georgia Registration Lobby**

2:30 – 3:30 pm **Concurrent Small Group Sessions**

**T. Hurricanes Katrina and Gustav: What Have We Learned
Regarding Institutional Disaster Preparedness?**

Savannah 1

Speakers:

Ronald G. Amedee, M.D.

Chairman, Department of Otolaryngology-Head and Neck Surgery
Ochsner Health System

William W. Pinsky, M.D.

Executive Vice President, Medical Affairs and Chief Academic Officer
Ochsner Health System

In the aftermath of Hurricane Katrina in 2005, the AGCME mandated that all institutions which provide residency/fellowship training develop a disaster preparedness policy. These new policies are now required to be submitted with the IRD and may provide a line of questioning at the time of an institutional site survey. Most institutions have thought through these new policies in a very deliberate fashion. However, the majority of institutions in this country have not had an opportunity to actually test the validity of these new policies. GME programs in the New Orleans Metropolitan area have been afforded a chance (unfortunately) to test the soundness of their disaster plans. This presentation will primarily concentrate on

Tuesday, April 28 (continued)

2:30 – 3:30 pm

the core competency dealing with “Managing and Representing the Institution’s GME Operations” particularly as they pertain to patient/resident safety and well-being.

U. Program Performance Portfolio: A Tool for Program Management and Improvement**Atlanta 1**

Speakers:

Wilhelmine Wiese-Rometsch, M.D.

Assistant Dean for Graduate Medical Education and Compliance
Wayne State University School of Medicine

Heidi Kromrei, M.A.

Program Portfolio Development
Wayne State University School of Medicine

Ingrid Guerra-López, Ph.D.

Associate Professor for Administrative & Organizational Studies
Wayne State University

The Program Portfolio concept is an automated structure for planning and managing, competency-based learning activities, evaluations, curriculum, program reviews and reports, performance improvement initiatives, and other relevant program educational and evaluation activities. Criteria from all accreditation bodies (Accreditation Council for Graduate Medical Education, American Board of Medical Specialties, Association of American Medical Colleges,) and other relevant parties will be the foundation from which all planning, evaluation, and improvement initiatives will stem. The user can draw from the portfolio data to satisfy the various reporting and accreditation requirements. The ultimate goal of this tool would be to improve principally program performance, but will also contribute to performance improvement at the institutional and resident level. In addition to using these aligned criteria from the various accrediting bodies for compliance, the tool would also be used to ensure alignment between these accreditation requirements and the execution of institutional initiatives to improve performance. The WSU School of Medicine Graduate Medical Education team is working in collaboration with WSU College of Education Faculty to pilot this initiative. This multidisciplinary approach to portfolio development combines faculty clinical, performance consulting, and evaluation expertise to create an evolving program record that reflects program reflection and growth.

Tuesday, April 28 (continued)

2:30 – 3:30 pm

V. Building Bridges: Institutional Curriculum that Links GME Educational Initiatives with Quality and Safety Initiatives

Speakers:

Atlanta 2

Barbara Joyce, Ph.D.

Director of Instructional Design
Henry Ford Hospital and Health Network

Della A. Rees, Ph.D.

Clinical Performance Specialist
Henry Ford Health System

Eric J. Scher, M.D.

Vice President of Medical Education & Designated Institutional Official
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This session will focus on a generalizable process used at HFHS to design, implement and evaluate residency curricula incorporating Quality and Safety initiatives into residency training across multiple specialties. The institutional curriculum provides program directors with curriculum in multiple competency areas as well as diffuses out important Quality/Safety Initiatives to the residency programs. This session will broaden participants understanding of residency curriculum that blends Quality/Safety with GME in unique and innovative ways, particularly in the competency domain of Interpersonal and Communication Skills

W. The Unintended Consequences of Portfolios in Graduate Medical Education

Atlanta 3

Speakers:

Alisa Nagler, J.D., M.A., Ed.D.

Assistant Professor for Medical Education
Duke University Hospital

Kathryn M. Andolsek, M.D., M.P.H.

Associate Director, GME
Duke University

Jamie Padmore

Assistant Vice President for Academic Affairs
MedStar Health

Kerry Richard, J.D., Esq.

Senior Corporate Counsel
MedStar Health

Tuesday, April 28 (continued)

2:30 – 3:30 pm Portfolios have emerged in graduate medical education as a tool for residents to record their learning and reflect upon feedback received of their achievements. The Accreditation Council on Graduate Medical Education (ACGME) introduced portfolios as a tool in its “Outcomes Tool Box” to use for the assessment of resident competence. The use of portfolios in clinical settings raises issues that are not relevant to other disciplines such as patient privacy, disclosure of clinical information and professional liability exposure of physicians. States have peer review statutes to protect candid peer evaluation in an attempt to encourage healthcare quality improvements. However, it is unclear if the contents of a resident’s portfolio, including self-reflection, would be protected under these existing statutes. This workshop is intended to encourage discussion about the implementation and challenges of using a portfolio in GME.

X. Resident Learning and Simulation Scenarios: 20 Years Experience

Savannah 2

Speaker:

Philip G. Boysen, M.D., M.B.A.

Executive Associate Dean, GME & DIO
University of North Carolina School of Medicine

Simulated learning (distinct from skills assessment) is a valuable adjunct to traditional learning methods and clinical experience. Using slides, references, and video clips, this session will indicate value for GME and a template to proceed.

3:30 – 5:00 pm **Dialog with the Steering Committee**

Capitol North

Moderator:

Marilane B. Bond, Ed.D., M.B.A.

Assistant Dean and Director, GME
Emory University School of Medicine

5:00 – 7:00 pm Free Time

7:00 – 9:00 pm Off-site social event at City Grill
Meet in the hotel lobby at 6:45 pm to walk over to the restaurant.

Wednesday, April 29

7:00 – 12:00 pm	Registration/Information	Georgia Registration Lobby
7:00 – 8:00 am	Continental Breakfast	Capitol Center
8:00 – 9:30 am	Plenary III –Finance 201, Advanced Topics in GME Finance	Capitol North

Moderator:

Linda M. Famiglio, M.D.

Chief Academic Officer Academic Affairs and Assistant Dean
Temple University School of Medicine, Geisinger Health System

Part 1 – GME Budgets and Financial Management

Speaker:

Susan Coull

Director, GME
Temple University Hospital

Medicare Funding

Commenter:

Karen S. Fisher, J.D.

Senior Director Health Care Affairs
Association of American Medical Colleges

This session will review the basic elements of GME expenses and issues in budgeting for GME and then address, through case studies, three advanced issues that present special challenges for GME leaders.

9:30 – 12:00 pm	Plenary III – continued Part 2 – Cases Studies	Capitol North
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Case 1 – New Teaching Hospital/Establishing Caps

Speaker:

Linda M. Famiglio, M.D.

Chief Academic Officer Academic Affairs and Assistant Dean
Temple University School of Medicine, Geisinger Health System

10:10 – 10:40 am	Break	Georgia Registration Lobby
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Wednesday, April 29 (continued)

10:40 – 11:20 am **Case 2 – Relocation of Residents**

Speaker:

Donald W. Brady, M.D.

Associate Dean, GME and DIO

Vanderbilt University School of Medicine

11:20 am – 12:00 pm **Case 3 – New VA Positions**

Speakers:

Lois L. Bready, M.D.

Chair, GRA

Associate Dean for GME & DIO, Professor and Vice Chair

Department of Anesthesiology

University of Texas Health Science Center at San Antonio

David Dooley, M.D.

Audie L. Murphy VA Hospital

12:00 – 2:00 pm

Meeting Adjourns

Box lunches for those who want to linger and chat with the faculty

(Optional activity; separate registration required, \$45.00)

Capitol North