

AIAMC 2019 ANNUAL MEETING
Connecting Education to Exceptional Patient Care 2019
Reshaping the Future: Medical Education 2030 and Beyond
March 28 – 30, 2019 Loews Ventana Canyon Resort – Tucson, AZ

Thursday, March 28th	
8:00-10:00	Pre-Conference Workshop: Educator’s Forum
	This session will focus on the interests and needs of AIAMC educators, including Program Directors, DIOs and Administrators. The intent of the program is to exchange good ideas and receive advice on educational dilemmas you may be facing. All attendees are welcome to make a brief presentation and the forum will be driven by the shared issues identified. This workshop will be highly interactive and offers an excellent opportunity to begin networking with AIAMC colleagues before the Annual Meeting’s official kick-off mid-day. Please note that seating is limited, and pre-registration is required.
10:00-11:00	Pre-Conference Book Club
	Back by popular demand is the 2 nd Annual AIAMC Book Club! The format of this session will be thought provoking and provide an interactive method designed to increase awareness of ethical issues that directly relate to medicine. The discussion will improve comprehension of the human condition and improve insight into patient’s values and experiences. Please note that seating is limited, and pre-registration is required.
11:00-11:45	Welcome Lunch for First-Time Attendees
	Attendance is limited to first-time attendees and invited guests. If you register for this luncheon, please make your travel plans accordingly.
12:00-12:15	Annual Meeting Opens
	<i>Robert Dressler, MD, MBA, AIAMC President and Quality and Safety Officer, Academic and Medical Affairs, Christiana Care Health System</i> <i>David Dhanraj, MD, MBA, CPE, FACOG, 2019 Annual Meeting Chairman and Medical Director, TriHealth Faculty Medical Centers</i>
12:15-1:15	C-Suite Perspective/GME As A Strategic Asset
	<i>John Duval, MBA, retired CEO, VCU Hospitals and Clinics and ACGME Senior Scholar and Kevin Weiss, MD, Sr. Vice President, Institutional Accreditation, ACGME</i>
	The institutions who sponsor graduate medical education programs are increasingly influenced by rapidly changing market forces, emerging technologies, regulatory trends and other demands. This session will discuss the impacts of these forces on the executive leadership of sponsoring institutions and how these create both challenges and opportunities for the educational programs they support. Further, it will explore opportunities for the graduate medical education community to play significant roles in helping their institutions meet strategic priorities while better preparing learners for the challenges they will encounter in practice.
1:15-1:45	Break; Exhibits Open
1:45-3:00	CONCURRENT BREAKOUT WORKSHOPS
	Asking for Actionable Feedback: From Wrong Spotting to Growth: Advocate Aurora Health
	<i>Deborah Simpson, PhD, Director Medical Education Programs</i> <i>Jacob Bidwell, MD, DIO – Director GME Programs</i> <i>Richard Battiola, MD, FACP, Program Director, Internal Medicine</i> <i>Tricia La Fratta, MBA, Manager, Graduate Medical Education</i> <i>Judith Gravdal, MD, Morris M. Goldberg, MD Chair Department of Family Medicine</i>
	Feedback is an essential component of learning. In medical education, it can come in many forms ranging from clinical quality/patient experience metrics to faculty silence when a learner presents a patient’s differential diagnosis. Yet constructive feedback is usually among the lowest rated items on education/teaching evaluations: 2017-2018 ACGME Resident Survey revealed that only 63% of programs are meeting compliance requirements for the item “satisfied with feedback...” Recent

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	<p>studies on feedback highlight the challenge... “Despite decades of faculty development workshops on feedback, there has been little to no sustained impact”. Consistent with the literature on well-being, recent studies shift the emphasis from learner as receiver to learner soliciting feedback. Soliciting feedback can shift the learner’s perspective from that of a receiver who easily “wrongspots” all the reasons why the feedback is incorrect, to feedback as a critical element to achieve the learner’s valued performance goals. This interactive session will provide an overview of the recent soliciting feedback literature with participants then practicing to solicit and provide feedback using an evidence-based model.</p>
	<p>The C.A.S.T. Program: A Novel Approach to Improve Cultural and Communication Awareness Using Student Theater: Jersey Shore University Medical Center</p>
	<p><i>Paul Schwartzberg, DO, MBA, Program Director, Pediatric Residency/Associate DIO</i> <i>Srividya Naganathan, MD, Faculty, Pediatric Residency</i></p>
	<p>While the ACGME expects residents to be educated in effective communication with individuals of diverse socioeconomic and cultural backgrounds, trainees often do not receive formal training in the setting of cultural competency. How do you teach this important yet challenging concept? We introduce the C.A.S.T. (Cultural and Communication Awareness using Student Theater) program, a novel approach to train your learners in cultural competency and communication skills through patient-based simulation. We will review the steps to implement the C.A.S.T. program at your institution, including how to use this simulation tool with student actors and how to identify culturally sensitive topics and create supplementary learning materials. Participants will then design their own cultural competency simulation. The session includes a brief video demonstration and opportunities to discuss and practice different cultural competency simulation activities. We believe this program will help you more effectively meet ACGME Milestones and CLER requirements in assessing resident performance in communication with individuals of diverse socioeconomic and cultural backgrounds.</p>
	<p>Medicine in the Time of #MeToo, Taking Stock and Next Steps: Our Lady of the Lake Regional Medical Center</p>
	<p><i>Eva Mathews, MD, MPH, LSU-OLOL Psychiatry Residency Associate Program Director</i> <i>Rumneet Kullar, MD, LSU-OLOL Resident, Psychiatry</i> <i>Lauren Mulligan, MD, LSU-OLOL Resident, Psychiatry</i> <i>Kathleen Crapanzano, MD, MACM, LSU-OLOL Psychiatry Residency Program Director</i></p>
	<p>The #MeToo movement has opened the conversation about sexual harassment to a widespread audience with the intended goal of breaking the silence and taking a strong stance on this long-standing problem. Many published articles have identified sexual harassment of future doctors starting in medical school. Student doctors usually remain silent for fear of retaliation, guilt, shame and a possible catastrophic impact on their training. Those sentiments often continue during residency training and beyond. The sequelae associated with sexual harassment are far reaching. Psychological effects include isolation, depression, guilt, anger, fear, low self-esteem, and helplessness potentially leading to poor work performance, limited career advancement and burnout. In our workshop, we will directly explore the effects of sexual harassment on physician burnout and well-being by sharing the most recent literature and first-hand stories from female physicians. Participants in the workshop will collaborate to explore cultural norms and other obstacles – interpersonal and institutional – that are of concern when addressing harassment. They will suggest actions to promote positive change. Participants will be provided with the results from a survey of female physicians within the state of Louisiana. We will showcase videos and commentary about the rising effort to change culture through personal reflection, responsibility and action driven and inspired by #MeToo.</p>

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3:00-4:00	Future Strategies for Medical Education and Scholarly Activity
	<i>Francis Chesley, Jr., MD, Acting Deputy Director and Director, Office of Extramural Research, Education and Priority Populations, Agency for Healthcare Research and Quality (AHRQ)</i>
4:00-5:30	Optional Afternoon Workshop with Keynote Speaker James Bagian, MD, PE
	<i>James Bagian, MD, PE, Clinical Professor, Institute for Healthcare Policy & Innovation, University of Michigan</i>
	Get a jump start on Dr. Bagian’s keynote address and prepare to roll up your sleeves and tackle patient safety issues in an engaging, hands-on manner. The recent report of CLER 2.0 findings clearly illustrate that we have our share of challenges ahead. GME programs remain challenged in meaningfully involving residents (and faculty!) in quality improvement and patient safety efforts. We know that what we have been doing is not working, so we need to change our approach. Core to a new approach is learning the most effective way to understand a problem and then fixing it. Workshop attendees will be provided with the tips and tools to do just that. Please note that seating is limited and that a separate registration fee is required.
5:30–7:00	Reception
	End the first day of the Annual Meeting by catching up with old friends and making new ones in an atmosphere that is light and collegial. The food and beverage fare will include a substantial assortment of hors d’oeuvres and one drink ticket, followed by cash bar. There is no additional fee for this event; however, to help us budget and keep costs in line, we do ask that you adhere to your stated “attendance plans” as outlined in the conference registration form.
Friday, March 29th	
7:00-8:00	Buffet Breakfast; Exhibits Open
8:00 – 9:30	Keynote Address: Patient Safety: Getting Sustainable Improvement
	<i>James Bagian, MD, PE, Clinical Professor, Institute for Healthcare Policy & Innovation, University of Michigan</i>
	Patient safety will be discussed from the perspective of its underlying challenges and with particular emphasis on the approaches and tools that can be employed to deal with these challenges. Numerous real- world examples will be used from not only healthcare but also aviation and other fields of endeavor.
9:30–10:00	Break; Exhibits Open
10:00– 11:15	CONCURRENT BREAKOUT WORKSHOPS
	Climate Change: Addressing Harassment, Abuse, Mistreatment and Discrimination In Medical Education: Community Health Network Inc.
	<i>Kathy Zoppi PhD, MPH, SVP, Chief Academic Officer and DIO E. Ann Cunningham, DO, Psychiatry Residency Program Director, Assistant DIO Stephanie Nader, LCSW, Director, GME Behavioral Education Jesse Clark DO, Resident, Family Medicine Chrissy Hopp DO, Resident Council Well-Being Officer; Resident PGY 3</i>
	A focus on well-being of physicians also requires a focus on the incidence and prevalence of harassment, abuse, mistreatment and discrimination (HAMD) in medical education. National data indicates that most faculty and trainees have experiences HAMD during training. Often these experiences result in preceptors being dismissive of the impact of these experiences on their own

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	well-being, and in perpetuating these experiences in their teaching (or minimizing and normalizing them when learners report them). In this session, we will highlight the major areas of boundary violations in education; describe a behavioral framework for identifying HAMD; discuss a simulation designed to train learners to speak up; illustrate HAMD using examples from our learning climate; discuss the legal and human resources best practices to addressing HAMD in education.
	Tired of your Residents Falling Asleep? Engaging Residents through Innovative Curricula and an Intentional Focus on Well-Being: OhioHealth Riverside
	<i>Laurie Hommema, MD, Program Director, Riverside Family Medicine Residency Program and Co-Chair, OhioHealth Resilience Collaborative</i> <i>Stephen Auciello, MD, Assistant Program Director, Riverside Family Medicine Residency Program and Medical Director, Community Outreach</i>
	Traditional medical education consists of long didactic lectures, high-stakes questioning, and isolated study sessions without patient interaction or concern for learner self-care. Today’s medical learners have every answer at their fingertip, and expect innovative curricula that adapts to their feedback, interests, values, and well-being. At this session, we will share the efforts we made at Riverside Family Medicine Residency over the last 3 years to provide innovate curriculum to meet the education needs of today’s medical learners. Major changes included less lecture-based didactics, structured protected time for scholarly activity and wellness; distribution of fresh produce and health education to our food-insecure patients (“Food is Health”), a mobile outreach providing primary care to an underserved community (“Wellness on Wheels Primary Care”), and an innovative simulation curriculum focused on novel technology including virtual reality. These changes correlated with significant improvements in resident burnout, as well as increased ABFM board scores. You will have an opportunity to learn more about these initiatives, as well as reflect on the current state of education at your institution and ways to incorporate some of these changes in your home program or institution.
	Utilizing Organizational Infrastructure for Residency Operations and Resident Evaluation Reflection, and Development: Virginia Mason Medical Center
	<i>Ryan Pong, MD, Deputy DIO and Transitional Year Residency Program Director</i> <i>Christine Oryhan, MD, Pain Medicine Fellowship Program Director</i>
	Integration of GME programs into the larger culture and fabric of an organization is a point of emphasis from the ACGME Sponsoring Institution 2025 task force and CLER. Utilizing processes that are aligned with our organizations allow both residents and program leadership to become familiar with and be agile with our organizational tools and processes. There are many facets to consider for alignment. Two that are often overlooked are the regular workings of a residency program: performance evaluations and monthly state of the residency meetings. In this session, the group will engage across the organizations in understanding common processes, identifying necessary and unnecessary variation and seek to leverage resources to align like processes with our home organizations’. We will focus on implementing this work in flow with the aims of adapting current processes rather than creating new and additional processes.
11:30-12:30	Lunch, to include Vendor Partner Intros/Overviews and Annual Town Hall Meeting
	Meet the AIAMC’s 2019 vendor partners and attend our annual Town Hall. AIAMC Directors and Officers will present highlights of the past year, and the Innovation Award winner will present their poster and share best practices.
12:30-1:30	Performance Management for Your People
	<i>Graham McMahon, MD, President and Chief Executive Officer, ACCME</i>

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	In this session, we will discuss how academic medical centers are using education as strategy to engage, support, resource and build clinicians and healthcare teams. We will also see how accreditation expectations are facilitating and encouraging an evolution in how learning is viewed and managed for the benefit of all.
1:45-4:45 pm	National Initiative VI Meeting Four
	Annual Meeting attendees are welcome to attend some or all of the National Initiative sessions on Friday afternoon. Or, you may choose to focus on your personal well-being by enjoying the resort and nearby attractions such as Sabino Canyon.
6:30	Annual Awards Dinner: AIAMC 30th Anniversary and Recognition of NI VI Teams
	This event is always a sell-out; plan now to attend and enjoy a most memorable evening with your AIAMC colleagues and friends. In addition to our traditional Weinberg and Innovation awards, we will celebrate the conclusion of National Initiative VI and recognize all participating teams. Enjoy an amazing outdoor dining experience at the spectacular Loews Ventana Canyon Resort, watch the sunset over the breathtaking Catalina Mountains and enjoy spectacular views of the stars. Please note that seating is limited and that a separate registration fee is required. The registration fee covers your dinner and one complimentary drink ticket.
Saturday, March 30th	
7:00-8:00	Buffet Breakfast; Exhibits Open
8:00-9:30	National Initiative VI Summative Presentations: Cohort Groups One, Two and Three
	Be ready to be impressed by the learnings and outcomes of 22 National Initiative VI teams whose work focused in the following areas: Institutional Well-Being, Culture and Values and Workload & Job Demands and Control & Flexibility. Three 20-minute presentations will be given: one for each of the cohort groups, followed by a moderated Q & A session.
9:30-10:00	Break; Exhibits Open
10:00-10:45	Poster Slam
	The five highest-rated poster submissions will be presented in a poster slam, i.e., executive summary, format by the following AIAMC members:
	Activating Learners to Solicit Feedback in 30 Minutes or Less <i>Deborah Simpson, PhD, Director Medical Education Programs, Advocate Aurora Health</i> <i>Jacob Bidwell, MD, DIO – Director GME Programs, Advocate Aurora Health</i>
	Making GME Scholarly Activity Visible on Your Residency Program Website using a Cloud-Based Scholarly Tool <i>Deborah Simpson, PhD, Director Medical Education Programs, Advocate Aurora Health</i> <i>Tricia La Fratta, MBA, Manager, Graduate Medical Education, Advocate Aurora Health</i>
	Studies on Physician Resiliency and Well-Being in Rural Montana: Implications and Next Steps <i>Virginia Mohl, MD PhD, DIO/Medical Director Education, Billings Clinic</i>
	GME Enterprise as Influencer, Hospital Leadership as Driver: A Story of I-PASS Implementation <i>Richard J. Vath, MAEd, Director of Accreditation & Innovation, Our Lady of the Lake Regional Medical Center</i>
	Engaging Quality Improvement Education Through In-Depth Resident Experiential Learning <i>Hayden Smith, PhD, Medical Researcher, UnityPoint Health – Des Moines</i>
10:45-11:30	Staffed Poster Displays, including National Initiative VI Final Posters
	All posters will be displayed throughout the entire Annual Meeting; this session is dedicated to <u>staffed</u> display. These include posters that support our Annual Meeting focus areas as well as all National Initiative VI final posters. Prepare to be impressed and inspired by this collective body of work!
11:30-12:30	National Initiative VI Summative Presentations: Cohort Groups Four and Five

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	Be ready to be impressed by the learnings and outcomes of 12 National Initiative VI teams whose work focused in the following areas: Meaning in Work, Work-Life Integration and Social Support & Community at Work. Two 20-minute presentations will be given: one for each of the cohort groups, followed by a moderated Q & A session.
12:30-1:30	Closing Session and Boxed Lunch
	<i>Vineet Arora, MD, MAPP, Professor of Medicine/Assistant Dean for Scholarship and Discovery/Director of GME CLE Innovation, University of Chicago</i>
	To close the AIAMC Annual Meeting and National Initiative VI Meeting Four, Dr. Arora will review a conceptual framework for how bridging leadership can promote alignment between education and exceptional clinical care; discuss how to create educational initiatives to promote alignment; and discuss how to create health systems innovation that aligns with needs of trainees