

AIAMC WEBINAR SERIES 2020
1st Thursday of the Month at 1:00 pm Eastern Time

<p>June 4</p>	<p>Faculty Development for Where the Puck Will Be in 2025: Aurora Health Care and Advocate Health Care <i>Judith Gravdal, MD, Chair, Family Medicine, Advocate Lutheran General Hospital</i> <i>Carla Kelly, DO, Chair and Program Director, Obstetrics-Gynecology, Aurora Health</i> <i>Tricia La Fratta, MBA, Manager, Graduate Medical Education, Aurora Health Care</i> <i>Deborah Simpson, PhD, Director of Education, Academic Affairs, Aurora Health Care</i> <i>LuAnn Wilkerson, EdD, Associate Dean for Assessment & Faculty Development and Professor of Medical Education, Dell Medical School at the University of Texas</i></p>
	<p>The roles and expectations of educators are growing/changing in response to the evolution of medicine and the sciences of improvement, learning and teaching. These changes require that GME faculty accept new educator roles and perform in existing educator roles with more expertise, while maintaining the long-held purpose of educating the next generation of physicians. With the new ACGME Faculty Development (FD) requirements, many GME leaders and faculty are struggling to provide meaningful and cogent FD. This session will activate participants to identify barriers to FD, use those barriers to identify realistic 1st solution steps resulting in practical approaches to 2025 educator role-based FD.</p>
<p>July 2</p>	<p>Supporting Inclusion Culture: Creating a Forum for Safe Discussion: Grant Medical Center and Riverside Methodist Hospital - OhioHealth <i>Joel Shaw MD, Director of Medical Education, Grant Medical Center</i> <i>Nanette Lacuesta, MD, System Program Director, Student Outreach, OhioHealth</i></p>
	<p>As we strive to have more diversity within residency programs, we must make a conscious effort to also support inclusion. We define inclusion as an environment where all can thrive and succeed while being their whole selves. Residency programs are skilled in teaching clinical skills, but often struggle teaching cultural competency and developing a safe environment for this discussion. This session will assist in self-assessment of your program's inclusion efforts and provide a model to develop a case-based curriculum to open discussion and learning around inclusion and cultural competence. This session will include education and role modeling on facilitating discussions following the tenets of emotional intelligence (EQ) and allow participants the opportunity to practice facilitation of a group discussion.</p>
<p>August 6</p>	<p>Building a Culture of Respect to Drive Quality, Safety and Engagement: Virginia Mason Medical Center <i>Lynne Chafetz, JD, Senior Vice President for GME and General Counsel</i> <i>Donna Smith, MD, Executive Medical Director</i></p>
	<p>Learn how one organization has intentionally cultivated and supported a culture of respect for people as a foundation of high-quality care, remarkable patient experience and joy in medicine. Employing multiple approaches including inclusive patient engagement strategies, team member participation in gap identification and curriculum design, ongoing accountability and integration into efforts across the organization.</p>

<p>September 3</p>	<p>Incorporating Continuous Quality Improvement Methods (CQI) into the Annual Program and Institution Evaluation Process: Ascension Providence Rochester/Wayne State University <i>Tsveti Markova, MD, Associate Dean, Graduate Medical Education</i> <i>R. Brent Stansfield, PhD, Director of Education, Graduate Medical Education</i></p>
	<p>This interactive session provides a blueprint for applying continuous quality improvement (CQI) methods to your program evaluation. The Wayne State University GME Office has adopted these methods for its Annual Program (APE) and Institutional Evaluations (AIR) (Stansfield & Markova, in press) and will share evidence of its impact and wisdom acquired from the process. The presentation will detail Specific-Measurable-Accountable-Realistic-Timely (SMART) Action Items, Plan-Do-Study-Act (PDSA) cycles, and briefly describe a novel approach to generating actionable Dashboards from quantitative and qualitative information. Attendees will gain an understanding of how to incorporate SMART Action Items, PDSA Cycles, and structured Dashboards to their APE and AIR processes, and draft a set of individualized Action Items for application to their own programs and institutions.</p>
<p>October 1</p>	<p>Recruitment Mentoring: Guiding Underrepresented in Medicine Students into Your Residency Program: OhioHealth <i>Alexandra Blood, DO, Resident, Family Medicine</i> <i>Nanette Lacuesta, MD, System Program Director, Student Outreach</i></p>
	<p>Addressing racial disparities in health care has been identified as a key initiative in medical education and in national medical advocacy groups. A key recommendation by the AAMC to address this initiative is to increase the racial and ethnic diversity of the U.S. physician workforce. This interactive seminar will help you identify the needs of your residency program for recruiting underrepresented in medicine (URM) students, identify metrics for success, and create strategies to use mentoring and other tactics as to meet your goals. The participants will learn about a unique recruitment mentoring program created by an independent academic medical center with over 380 residents in over 30 residency programs in response to a need to increase the diversity of the medical staff, in partnership with affiliated medical schools. The mentoring program provides personal support, a longitudinal curriculum for professional development, an annual stipend for travel and other professional development, and opportunities for loan repayment if the student successfully matches into a residency program within the hospital system. Retention data, return on investment, and lessons learned along the journey of developing this 10-year old program will be shared. A resident physician who participated in the program as a medical student will share their personal reflections on how the program impacted their personal and professional development and influenced their decision to continue in the hospital system. At the end of the session, the participants will have a guided session to craft a proposal for implementing program-specific initiatives in mentoring and other tactics for recruitment of URM students into their residency programs. Future work to address key issues for URM recruitment, including rotation access, unintentional effect of filters in ERAS, and perception of social isolation, will also be shared.</p>

November 5	Cross-Continuum Competencies in Quality Improvement and Patient Safety: Realizing Greater Value Via QIPS Outcomes: Association of American Medical Colleges (AAMC) and Baystate Health <i>Rebecca Blanchard, PhD, Senior Director of Education, Baystate Health and Assistant Dean for Education, Univ Mass Medical School Baystate</i> <i>Lisa Howley, PhD, Senior Director of Strategic Initiatives & Partnerships, AAMC</i>
	Over 18 months, the Association of American Medical Colleges (AAMC) developed new quality improvement and patient safety competencies (QIPS) for use across the continuum of medical education. Authored by a diverse working group of individuals (includes representatives from the LCME, ACGME, ACCME, AACN, the Informed Patient Institute, the Veterans Administration, as well as trainees and select member medical schools and teaching hospitals), with input from 100s of stakeholders, the tiered competencies in Quality Improvement and Patient Safety (QIPS) are intended for use across the continuum (UME, GME, CME) for curriculum development and formative assessment. During this session, the AAMC QIPS Initiative will be described and exemplars from IAMCs that have successfully integrated competencies into their curriculum will be shared. An interactive exercise will be included to determine value propositions for achieving the QIPS competencies.