



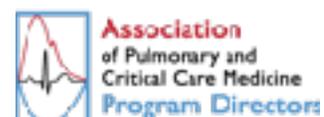
# 2017 SPRING CONFERENCE PROGRAM

March 3 - 5, 2017

Gaylord Opryland Resort  
Nashville, TN

**Network. Learn. Implement.**

[apccmpd.org](http://apccmpd.org)



# PRE-CONFERENCE AGENDA

Friday, March 3, 2017

8:00 AM - 11:00PM and 1:00PM - 4:00PM

Continental Breakfast Provided, Lunch on your own

Location: Cheekwood B

## Medical Education Research Certificate (MERC) @ APCCMPD Scholars Program

*The APCCMPD strives to support the career development and academic advancement of P/CCM program directors, program faculty, and staff.*

The APCCMPD has partnered with the AAMC to create a unique experience designed to strengthen the P/CCM educators' knowledge of medical education research and to encourage stronger participation in medical education research.

MERC @ APCCMPD Scholars supports medical educators in their pursuit to:

- Understand of the purposes and processes of medical education research,
- Become an informed consumers of the medical education research literature,
- Learn to be effective collaborators in medical education research

MERC @ APCCMPD Scholars is open to clinicians interested in improving their educational research skills and ability to participate in medical education research projects.

After completion of 6 courses the learner will earn a Certificate in Medical Education Research.

At the completion of the MERC @ APCCMPD Scholars Program, learners will

- Demonstrate a foundational understanding of social science and educational research methods and the statistical strategies to support education research by conducting a scholarly research project focused on a challenge in medical education
- Read and analyze articles in primary journals on medical education
- Collaborate with peers and serve as mentors to others who are interested in medical education research.
- Formulate a strong research question, hypothesis and methods consistent with rigorous research techniques in this area.

## Formulating Research Questions and Designing Studies

In this workshop, participants will brainstorm research ideas, write, and refine a measurable research question. They will discuss when IRB approval is required for their study. The basics of research design will be discussed and applied to their selected research question.

Participants will be able to:

- Write a FINER (feasible, interesting, novel, ethical, relevant) educational research question;
- Specify an educational research area of interest;
- Evaluate whether they need IRB approval for their study;
- Select the correct design for their research question

## Introduction to Qualitative Data Collection Methods

This workshop is intended for physicians and generalists in medical education, as well as faculty and staff involved in student affairs, who wish to develop perspectives and skills for collecting qualitative data, such as data from focus group discussions, interviews, observation field notes, and responses to open-ended questions—used in admissions processes, program development, curriculum evaluation, needs assessments, performance evaluation, and various scholarship and research applications.

After participating in this workshop, learners will be able to:

- Demonstrate applied knowledge of the appropriate selection, use, and standards for rigor of some common methods for collection of qualitative data;
- Generate research questions appropriate for qualitative studies and choose appropriate data collection methods;
- Demonstrate applied knowledge of approaches to achieve rigor in the design of qualitative studies and collection of qualitative data;
- Demonstrate essential skills required for conducting focus groups

## Target Audience

- Medicine Program Directors
- Fellows with an interest in GME
- Key Clinical Faculty
- Medicine Associate Program Directors

## Learning Objectives

Upon completion of this course, participants will be able to:

### Identify principles of adult learning in order to

- Assess their learners' needs
- Design an educational intervention

### Employ venue-specific teaching skills for

- Bedside teaching
- Small group/case-based teaching

### Recognize effective learner assessment strategies and provide effective feedback in order to

- Set educational expectations
- Address professionalism issues

### Engage in reflective practice in order to

- Identify effective teaching techniques
- Conduct self-assessment and peer-observation of teaching
- Share best teaching practices with their colleagues

### Implement Innovative Curriculums and Research to

- Regionalize Educational Programs

### Develop Strategies to Prepare for National Policies Impacting GME

- Explain new and changes to existing ACGME Requirements

## Conference Planning Committee

### Sunita Kumar, M.D.

Loyola University  
Planning Committee Chair

### Joyce Reitzner, MBA, MIPH

APCCMPD Executive Director

### Joan A. Husted, HRM

Center for Continuing Education  
University of Nebraska Medical Center

## Disclosure Declaration

As a provider accredited by ACCME, the University of Nebraska Medical Center, Center for Continuing Education must ensure balance, objectivity, independence, and scientific rigor in its educational activities. Presenters are encouraged to provide a balanced view of therapeutic options by utilizing either generic names or the trade names of several to ensure impartiality.

All presenters, planners, and others in a position to control continuing medical education content participating in a University of Nebraska Medical Center, Center for Continuing Education activity are required to disclose relationships with commercial interests. A commercial interest is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. Disclosure of these commitments and/or relationships is included in activity materials so that participants in the activity may formulate their own judgments in interpreting its content and evaluating its recommendations.

This activity may include presentations in which presenters may discuss off-label and/or investigational use of pharmaceuticals or instruments not yet FDA-approved. Participants should note that the use of products outside currently FDA-approved labeling should be considered experimental and are advised to consult current prescribing information for FDA-approved indications.

All materials are included with the permission of the authors. The opinions expressed are those of the authors and are not to be construed as those of the University of Nebraska Medical Center, Center for Continuing Education.

## Joint Providership Statement

This activity has been planned and implemented in accordance with the Accreditation Requirements and Policies of the Accreditation Council for Continuing Medical Education through the joint providership of the University of Nebraska Medical Center, Center for Continuing Education and APCCMPD.

## Credit

The University of Nebraska Medical Center, Center for Continuing Education is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The University of Nebraska Medical Center, Center for Continuing Education designates this live activity for a maximum of 11.75 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



# KEYNOTE SPEAKERS



**James K. Stoller, M.D., M.S.**  
Chairman, Education Institute  
Associate Chief Learning Officer  
Professor, Cleveland Clinic  
Lerner College of Medicine  
Staff, Respiratory Institute

Dr. Stoller is Chairman of the Education Institute and Associate Chief Learning Officer at Cleveland Clinic. He holds the Jean Wall Bennett Professorship of Medicine at Cleveland Clinic Lerner College of Medicine and the Samson Global Leadership Academy Endowed Chair. He also is a pulmonary/critical care physician in Cleveland Clinic's Respiratory Institute, where he formerly was Head of Respiratory Therapy.

In 1979, Dr. Stoller earned a medical degree from Yale University School of Medicine and later completed an internship and residency at Peter Bent Brigham Hospital in Boston. He then completed several fellowships in pulmonary medicine, clinical epidemiology and respiratory intensive care before joining Cleveland Clinic in 1986.

Throughout his career at Cleveland Clinic, Dr. Stoller has served as Vice Chairman of the Division of Medicine, Associate Chief of Staff, and Executive Director of Leadership Development.

His clinical research has focused on chronic obstructive pulmonary disease, especially alpha-1 antitrypsin deficiency, and on strategies of care delivery, especially respiratory therapy. He has authored or edited more than 15 books, nearly 300 peer-reviewed reports and more than 100 abstracts, and serves as a reviewer and contributor to a number of national and international publications.

Over the years, Dr. Stoller has been invited to speak extensively and has been honored with numerous awards, including being named the 27<sup>th</sup> Egan Lecturer by the American Association for Respiratory Care and receiving the Forrest M. Bird Lifetime Scientific Achievement Award from the American Respiratory Care Foundation. He has delivered endowed lectureships at Pennsylvania State University and Ohio University, and was acclaimed as the Best Morning Report Teaching Attending by Cleveland Clinic's Division of Medicine.

In 2001, Dr. Stoller earned a Master of Science in organizational development and analysis from Case Western Reserve University (CWRU). His organizational development activities have included co-directing the "Leading in Healthcare" course for Cleveland Clinic faculty, and his research focuses on the impact and outcomes of leadership development training in healthcare.

He currently serves as a professor of organizational behavior at CWRU's Weatherhead School of Management and, in 2015, was honored with the Annual Scholarship in Teaching Award by CWRU School of Medicine.

Dr. Stoller is a Fellow of the American College of Physicians, American College of Chest Physicians and American Association for Respiratory



**Bonnie M. Miller, M.D.**  
Senior Associate Dean for Health  
Sciences Education  
Executive Vice President for  
Educational Affairs,  
Vanderbilt University

Bonnie Miller, MD, is Senior Associate Dean for Health Sciences Education, Vanderbilt University and Executive Vice President for Educational Affairs, Vanderbilt University Medical Center. She has served in multiple leadership positions at Vanderbilt, including Associate Dean for Undergraduate Medical Education (2005-2008) and Associate Dean for Medical Students (1999-2004). She is a founding member of the Academy for Excellence in Teaching at the School of Medicine and is a recipient of both the Shovel Award for Excellence in Teaching and the John S. Johnson Award, both honors that are bestowed by students.

With academic interests in the moral development of physicians and personalized learning in medicine, Dr. Miller is recognized as a senior leader in medical education, serving on numerous national organizations and consulting nationally and internationally on medical education matters. At Vanderbilt, she has guided the School of Medicine through several cycles of curriculum innovation, most recently spearheading the curriculum revision known as Curriculum 2.0.

Dr. Miller was the Primary Investigator of the American Medical Association's Accelerating Change in Medical Education Grant, awarded to Vanderbilt University School of Medicine in June 2013. Vanderbilt is one of only 11 medical schools in the country to receive this honor. Dr. Miller remains engaged in the daily lives of medical students and residents. She is Course Director for the Foundations of the Profession Course, the first course taken by medical students upon their arrival at the School.

After attending Colorado College for her undergraduate education, she received her MD degree at the University of Oklahoma and in December will receive a Master in Management Health Care. She spent six years in Nashville for post-graduate training in general surgery at Vanderbilt University Affiliated Hospitals. During this time, she spent 18 months doing basic research in surgical nutrition and the metabolic response to injury. After completing her residency, Dr. Miller traveled to Seattle for one year to undertake a fellowship in hepato-biliary disease at the Virginia Mason Clinic. Dr. Miller then focused her clinical interests on patients with breast cancer. A board-certified surgeon, she has practiced at Vanderbilt University Medical Center and the TVHS-Veteran's Administration Hospital, as well as other hospitals in Nashville since arriving in 1987. She is married to Robert Miller, a pulmonologist who serves as medical director of Vanderbilt's student-run free clinic. They have three children and one grandson.

# SESSION DESCRIPTIONS



**JAMES K. STOLLER, M.D., M.S.**

*Preparing the Health Care Leaders of Tomorrow*

The lecture will focus on 4 issues: the rationale for developing health care leaders; leadership competencies; lessons from industry; and experience with physician leadership development at the Cleveland Clinic. The learner will:

1. Recognize the requisite competencies to lead
2. Recognize and reflect on one's personal competencies to lead in health care
3. Recognize the characteristics of an effective team
4. Understand the evidence that teamwork is important in medicine
5. Understand best practices from non-health care sectors in developing leaders
6. Understand the experience in developing physician leaders at the Cleveland Clinic.



**BONNIE M. MILLER, M.D.**

*Moral Distress in Medical Education: Implications, Obligations, and Opportunities*

Moral distress has received increasing attention in the health professional literature, where it has been implicated in burnout, empathy erosion, and attrition from frontline patient care activities. This interactive presentation will review the pertinent moral distress literature and will explore ways that medical educators can help their trainees cope with and grow from these experiences. Participants will be encouraged to draw on their experiences in the course of the presentation. At the end of this session, participants will be able to:

1. Define moral distress and related concepts
2. Describe potential implications of moral distress for our trainees



**SUNITA KUMAR, M.D.**

*Associate Professor of Medicine  
Loyola University*

*National GME Policy Issues in Pulmonary and Critical Care Medicine*

Learners will hear current GME policy updates from various regulatory bodies including ABIM, ACGME, and the NRMP

*2016 Member Benchmarking Survey Results*

*For the fifth consecutive year, we are surveying P/CCM Program Directors in an effort to provide benchmarks by which Program Directors can evaluate their own Fellowship. This survey addresses:*

- Program Characteristics
- ICU Staffing
- Ultrasound Training
- EBUS Training
- Beside Tracheostomy
- Simulation Training
- Pulmonary Artery Catheterization Training



**SANJAY V. DESAI, M.D.**

*Associate Professor of Medicine  
Johns Hopkins*

*ACGME RRC- IM Update*

Updates on the ACGME guidelines on training policy for fellowship programs.



**HENRY E. FESSLER, M.D.**  
*Professor of Medicine*  
*Johns Hopkins*

*Early Career Strategies for Clinician-Educators*

Participants will learn the steps they can take now to prepare themselves to ascend the academic promotions ladder as clinician-educators. This begins with learning the milestones for promotion in their home institutions, and contemporaneously collecting the data that will provide the supportive evidence of their accomplishments.

At the conclusion of the session, learners will be able to:

1. Describe the qualifications for academic promotion, and how they are interpreted for a clinician-educator.
2. Describe the importance of scholarship in education to their career, and ways in which their efforts in teaching can be used for scholarship.
3. Begin building the elements of an educator’s portfolio



**TRICIA JAMES, M.D.**  
*Internal Medicine Faculty*  
*Providence Portland Medical Center*

*Resiliency—the Missing Milestone*

Physicians experience higher rates of burnout than the general population, which impacts their ability to provide optimal medical care. The critical care societies issued a call for action this year to address burnout in healthcare professionals. We will review the scope of the problem, discuss measurement of burnout, and how to develop a program to help combat this growing problem. Learning objectives:

1. Define burnout, how to measure it, and why it is important
2. Review the current literature about burnout interventions
3. Use a framework to identify gaps and brainstorm well-being interventions at the individual and programmatic levels that meet your program’s unique needs.



**PETER LENZ, M.D., M.Ed.**  
*Associate Professor of Medicine*  
*University of Cincinnati*



**MATTHEW C. MILES, M.D., M.Ed.**  
*Assistant Professor of Medicine*  
*Wake Forest University*

*How Do You Know Your Fellow Can Teach? Developing Tools to Assess Fellow Teaching*

According to ACGME requirements IV.A.5.c).(8) and (V.A.2.b).(1).(c).(iii)), fellows must “participate in the education of patients, families, students, fellows and other health professionals and the program must use performance data to assess each fellow in teaching skills involving peers and patients. Furthermore, a survey performed by Dr. Anna Brady of pulmonary and critical care fellows showed that over 70% of fellows want instruction on how to teach. At the conclusion of the hour-long small group session, attendees will be able to:

1. Recite the importance of assessing fellows’ teaching capacity
2. Identify key adult learning principles that drive assessment of medical education and instruction
3. Create assessment tools for various teaching domains including bedside teaching and didactic or “chalk talk” teaching



**ELISE C. CAREY, M.D.**  
*Mayo Clinic*



**STEPHANIE M. HARMAN, M.D.**  
*Clinical Associate Professor of Medicine  
Stanford University*

*Lights! Camera! Feedback! Video-Based Coaching to Improve Teaching Skills and Practice Makes Better: A Hands-on Workshop on Video-Based Coaching*

Our sessions focus on helping teachers develop strategies to continually improve their own teaching skills, including developing strategies for obtaining feedback from others as well as having a mechanism for self-evaluation. Learning objectives:

1. Discuss teaching as a skill to be learned, developed and continually improved
2. Review the basis of video-based coaching for teacher development
3. Illustrate the operational process of video-based coaching.



**TRICIA JAMES, M.D.**  
*Internal Medicine Faculty  
Providence Portland Medical Center*



**SAKSHI DUA, M.D.**  
*Assistant Professor of Medicine  
Mount Sinai*

*Wellbeing Toolbox: The Nuts and Bolts of Creating and Fostering a Well-being Program for your Trainees*

During this hands-on session learners develop the framework for a needs assessment that includes measuring burnout and depression. Learners will discuss how to create time and space for wellness programs and understand how to assess the effectiveness of these interventions. Examples of exiting wellness programs will be examined. Learning objectives:

1. How to assess the need for a Wellness initiative
2. How to create and foster a Wellness Program that meet your program's unique needs.



**ANNA BRADY, M.D.**  
*Fellow  
University of Washington*

*APCCMPD Fellows' Workgroup Report*

*I will report the results of the annual fellows' survey and update the APCCMPD membership on the fellows' workgroup activities in the last year including a presentation at CHEST 2016.*



**DAVID A. SCHULMAN, M.D.**  
*Associate Professor of Medicine*  
*Emory University*

*A Sleep Curriculum for PCCM Trainees*

We will be reviewing the data gleaned from both program directors and recent PCCM graduates about the current state of sleep education in PCCM training, and the scope of practice for PCCM providers. We will then turn to the expert panel's recommendations regarding the scope of training in sleep medicine moving forward.

Learners should be able to:

1. Describe the current state of sleep medicine education in PCCM programs
2. Describe the current scope of practice of PCCM graduates related to sleep medicine
3. Explain the process used by the expert panel to derive the current recommendations regarding sleep medicine education in PCCM training programs



**JOHN G. MASTRONARDE, M.D., M.Sc.**  
*Garnjobst Chair of Medical Education*  
*Providence Portland Medical Center*

*You've Made it to Program Director. Now What?*

Explore opportunities for the Program Directors' and Educational Opportunities Beyond that Role. Learning objectives:

1. How to document success as a PD
2. Decision Analysis for Career Development



**NIRAV G. SHAH, M.D.**  
*Assistant Professor of Medicine*  
*University of Maryland*

*Regionalization of Critical Care Education: Lessons Learned*

Enable programs to follow a similar model or to modify and improve how we teach fellows in 2017. Learning objectives:

1. Describe why we developed a regional critical care curriculum
2. Delineate how we implemented and deliver the curriculum
3. Describe lessons learned in the process



**JENNIFER W. McCALLISTER, M.D.**  
*Associate Professor of Clinical Internal Medicine*  
*The Ohio State University*

*Observations from a Self-Study Visit*

Experiences gained and personal perspectives from a recent 10-year ACGME accreditation site visit

# CONFERENCE AGENDA

## Saturday, March 4, 2017

**7:00 AM- 9:00 AM**

Conference Check-In

*Magnolia Mezzanine North*

**7:00 AM- 8:00 AM**

Continental Breakfast

*Ravello Dinner Patio*

**9:00AM - 5:45 PM**

Program Coordinator Workshop

See Agenda on Page 10

*Cheekwood B*

### General Sessions

*Hermitage AB*

**8:00 - 8:15 AM**

Welcome & Introductions

*Sunita Kumar, M.D., APCCMPD President  
Loyola University*

**8:15 - 9:15 AM**

**Keynote Address-**

Preparing the Health Care Leaders of Tomorrow

*James K. Stoller, M.D., M.S.  
Cleveland Clinic*

**9:15 - 9:20 AM**

Question & Answers

**9:20 - 10:20 AM**

**Keynote Address-**

Moral Distress in Trainees and Faculty

*Bonnie M. Miller, M.D.  
Vanderbilt University Medical Center*

**10:20 - 10:25 AM**

Question & Answers

**10:25 - 10:40 AM**

Break

**10:40 - 11:00 AM**

National GME Policy Issues in Pulmonary and Critical Care Medicine

*Sunita Kumar, M.D., APCCMPD President  
Loyola University*

**11:00 - 11:55 AM**

ACGME RRC-IM Update

*Sanjay V. Desai, M.D.  
ACGME Pulmonary Representative to the IM RRC  
Johns Hopkins University*

**11:55 AM - 12:00 PM**

Question & Answers

**12:00 - 1:00 PM**

*Fellow and Junior Faculty Lunch and Learn*

Early Career Strategies for Clinician-Educators

*Henry E. Fessler, M.D., APCCMPD Past President  
Johns Hopkins University  
Cheekwood B*

**12:00 - 1:00 PM**

All Attendee Lunch

*Ravello Dinner Patio*

**1:00 - 2:00 PM**

Resiliency - The Missing Milestone

*Tricia James, M.D.  
Providence Portland Medical Center*

**2:00 - 3:00 PM**

Lights! Camera! Feedback! Video-Based Coaching to Improve Teaching Skills

*Elise C. Carey, M.D.  
Mayo Clinic*

*Stephanie M. Harman, M.D.  
Stanford University*

**3:00 - 3:05 PM**

Question & Answers

**3:05 - 3:15 PM**

Break/Transition

## Small Group Sessions- Round 1

**3:15 - 4:15 PM**

How Do You Know Your Fellow Can Teach? Developing Tools To Assess Fellow Teaching

*Peter Lenz, M.D.*

*University of Cincinnati*

*Mathew C. Miles, M.D.*

*Wake Forest University*

*Hermitage AB*

Practice Makes Better: a Hands-on Workshop on Video-Based Coaching

*Elise C. Carey, M.D.*

*Mayo Clinic*

*Stephanie M. Harman, M.D.*

*Stanford University*

*Cheekwood A*

Wellbeing Toolbox: The Nuts and Bolts of Creating and Fostering a Well-being Program for your Trainees

*Tricia James, M.D.*

*Providence Portland Medical Center*

*Sakshi Dua, M.D.*

*Mount Sinai*

*Cheekwood C*

## Small Group Sessions- Round 2 (cont')

**4:20 - 5:20 PM**

How Do You Know Your Fellow Can Teach? Developing Tools To Assess Fellow Teaching

*Peter Lenz, M.D.*

*University of Cincinnati*

*Mathew C. Miles, M.D.*

*Wake Forest University*

*Hermitage AB*

Practice Makes Better: a Hands-on Workshop on Video-Based Coaching

*Elise C. Carey, M.D.*

*Mayo Clinic*

*Stephanie M. Harman, M.D.*

*Stanford University*

*Cheekwood A*

Wellbeing Toolbox: The Nuts and Bolts of Creating and Fostering a Well-being Program for your Trainees

*Tricia James, M.D.*

*Providence Portland Medical Center*

*Sakshi Dua, M.D.*

*Mount Sinai*

*Cheekwood C*

**5:20 - 5:30 PM**

**Break/Transition**

## General Sessions

*Hermitage AB*

**5:30 - 5:45 PM**

*Darlene Buczak Abstract Award for Educational Excellence: Leadership Education for Critical Care Fellows Using Simulation*

*Rosemary Adamson, M.B.B.S.*

*University of Washington*

**5:45 - 6:00 PM**

*APCCMPD Abstract Award for Medical Education Research: Teaching Intensive Care Medicine from the Learners' Perspective: A Multicenter Evaluation*

*Lekshmi Santhosh, M.D.*

*University of California - San Francisco*

**6:00 - 6:05 PM**

Daily Wrap-up

*Sunita Kumar, M.D., APCCMPD President*

*Loyola University*

## Member Networking and Poster Reception

**6:30 - 8:30 PM**

*Delta Pavilion*

# Sunday, March 5, 2017

**7:00 AM- 8:00 PM**

## Continental Breakfast

*Ravello Dinner Patio*

## General Sessions

*Hermitage AB*

**8:00 - 8:15 AM**

Opening Remarks & 2016 Member Benchmarking  
Survey Results

*Sunita Kumar, M.D., APCCMPD President  
Loyola University*

**8:15 - 8:30 AM**

Report from the Fellows

*Anna Brady, M.D., APCCMPD Fellow In-Training Representative  
University of Washington*

**8:30 - 9:00 AM**

Presentation of Award:

*2017 Outstanding Educator Award*

Best Breaths

*Edward Haponik, M.D.  
Wake Forest University*

**9:00 - 9:15 AM**

Presentation of Award:

*2017 Emerging Educator Award*

*Rosemary Adamson, M.B.B.S  
University of Washington*

**9:15 - 9:20 AM**

Workshop Synopsis- Resident Wellness

*Tricia James, M.D.  
Providence Portland Medical Center*

*Sakshi Dua, M.D.*

*Mount Sinai*

**9:20 - 9:25 AM**

Workshop Synopsis- Fellow Teaching Skill Assessment

*Peter Lenz, M.D.  
University of Cincinnati*

*Mathew C. Miles, M.D.*

*Wake Forest University*

**9:25 - 9:50 AM**

Resources for Fellows

Society of Critical Care Medicine

*Stephen Pastores, M.D.  
Memorial Sloan Kettering Cancer Center*

CHEST

*Gabriel Bosslet, M.D.  
Indiana University*

American Thoracic Society

*Kristin M. Burkart, M.D., M.Sc.; APCCMPD Immediate Past President  
Columbia University*

**9:50 - 10:00 AM**

Break

**10:00 - 10:30 AM**

Sleep Curriculum for PCCM Training

*David A. Schulman, M.D., APCCMPD Past President  
Emory University*

**10:30 - 11:00 AM**

Regionalization of Critical Care Education: Lessons

Learned

*Nirav G. Shah, M.D.  
University of Maryland*

**11:00 - 11:30 AM**

You Have Made it to PD, Now What?

*John G. Mastronarde, M.D., APCCMPD Past President  
Providence Portland Medical Center*

**11:30 - 11:45 AM**

2017 APCCMPD, ATS, CHEST Research Fund Awards

*1st Place  
Effie Singas, M.D.  
Hofstra Northwell School of Medicine*

*2nd Place*

*Stacey Kassutto, M.D.  
University of Pennsylvania*

**11:45 - 11:55 AM**

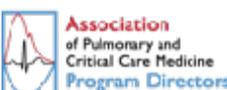
Perspectives from an ACGME 10-year Accreditation Visit

*Jennifer W. McCallister, M.D., APCCMPD Vice President  
The Ohio State University*

**11:55 AM - 12:00 PM**

Closing Remarks

*Sunita Kumar, M.D., APCCMPD President  
Loyola University*



# PROGRAM COORDINATOR WORKSHOP

Saturday, March 4, 2017

Location: Cheekwood B

**7:00 AM- 8:00 PM**

Continental Breakfast

*Ravello Dinner Patio*

**9:00 - 9:15 AM**

Welcomes and Introductions of the Planning Committee

**9:15 - 10:20 AM**

Self-Study - What to Expect

*Brandi McKinnon, BAS, C-TAGME  
Chair, Program Coordinator Committee  
Texas Tech University*

**10:20- 10:35 AM**

Break

**10:35 - 11:00 AM**

National GME Policy Issues in Pulmonary and  
Critical Care Medicine

*Sunita Kumar, M.D., APCCMPD President  
Loyola University  
Hermitage AB*

**11:00 AM - 12:00 PM**

ACGME RRC-IM Update

*Sanjay Desai, M.D.  
Johns Hopkins University  
Hermitage AB*

**12:00 - 1:00 PM**

All Attendee Lunch

*Ravello Dinner Patio*

**1:30 - 2:30 PM**

Milestones

*Olivia Podolsky  
New York University*

Best Practice Topics

**2:30 - 3:30 PM**

Program Score Cards

*Olivia Podolsky  
New York University*

**3:30- 3:40 PM**

Break

**3:40 - 4:30 PM**

Interview Season

*Emilie K. Foltz, MBA  
University of South Florida*

**4:30 - 5:20 PM**

The Process of Remediating

*Jessica Radcliff, MBA  
Carlton Clinic-Virginia Tech*

**5:20 - 5:30 PM**

Closing Remarks

Member Networking and  
Poster Reception

**6:30 - 8:30 PM**

*Delta Pavilion*



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[joycereitzner@apccmpd.org](mailto:joycereitzner@apccmpd.org)

## CONNECT WITH US

# JOIN US

## ATS 2017

**Saturday, May 20, 2017**

ATS-APCCMPD-PEPTDA  
2017 Forum for Clinical Educators  
1:00 - 4:00pm  
Location: TBD

**Sunday, May 21, 2017**

Bi-Annual Member Meeting  
Location: TBD

6:30 - 7:00 PM  
APCCMPD Member Reception

7:00 - 8:30 PM  
APCCMPD Member Business Meeting

## CHEST 2017

**Sunday, October 29, 2017**

APCCMPD - CHEST Clinical Educators Course  
1:00 - 4:00pm (*Time is subject to change*)  
Location: TBD

**Monday, October 30, 2017**

Bi-Annual Member Meeting  
Location: TBD

6:30 - 7:00 PM  
APCCMPD Member Reception

7:00 - 8:30 PM  
APCCMPD Member Business Meeting

***Mission:***

*Provide leadership and support for pulmonary and critical care medicine-training program directors and their programs.*

***Vision:***

*Fostering excellence in training and mentoring of the next generation of educators in pulmonary and critical care medicine.*

***Values:***

*Advocacy, Education as a Profession, Responsiveness, Supportiveness, and Inclusiveness*