

**Association**  
of Pulmonary and  
Critical Care Medicine  
**Program Directors**

# 2020 Annual Conference



## Agenda

MARCH 11-13, 2020

**Virtual Conference**

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#APCCMPD2020  
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# ASSOCIATION OF PULMONARY AND CRITICAL CARE MEDICINE PROGRAM DIRECTORS

## 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.



**Association**  
of Pulmonary and  
Critical Care Medicine  
**Program Directors**

APCCMPD // 2506 North Clark Street, Chicago, IL 60614  
877.301.6800 // [www.apccmpd.org](http://www.apccmpd.org)

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Program Directors

## CONFERENCE PLANNING COMMITTEE

**Peter H. Lenz, MD, MEd**  
University of Cincinnati  
Planning Committee Chair

**Joyce Reitzner, MBA, MIPH**  
APCCMPD Executive Director

**Jackie Farley, CPP**  
Center for Continuing Education  
University of Nebraska Medical Center

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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.

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The following indicates the disclosure declaration information and the nature of those commercial relationships:

### Conference Faculty and Planning Committee Disclosures

The planning committee members, as listed in this document, have no financial relationships to disclose.

The following conference faculty members have disclosed the following relationships:

**Robert M. Arnold, MD**  
Board Member: VitalTalk  
Consultant: UpToDate

**Başak Çoruh, MD**  
Speaker Honorarium: CHEST Board Review Course

**Maryl Kreider, MD**  
Principle Investigator: Galapagos Trial Site for IPF

**Jennifer McCallister, MD**  
Royalty Recipient: UpToDate Topic on Asthma

## 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.

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# 2020 APCCMPD Annual Conference

## Virtual Conference

MARCH 11-13, 2020

### **WEDNESDAY, MARCH 11**

**9:00 AM - 12:00 PM, Eastern**

Searching and Evaluating the Medical Education Literature, MERC Workshop

**1:00 PM - 4:00 PM, Eastern**

Data Management and Preparing for Statistical Consultation, MERC Workshop

**1:00 PM - 5:00 PM, Eastern**

Pre-Conference Item Writing Workshop

### **THURSDAY, MARCH 12**

**9:00 AM - 5:30 PM, Eastern**

General Sessions

**2:05 PM - 5:35 PM, Eastern**

Program Coordinator Workshop

### **FRIDAY, MARCH 13**

**9:00 AM - 1:00 PM, Eastern**

General Sessions

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# CONFERENCE AGENDA // THURSDAY, MARCH 12, 2020

## GENERAL SESSIONS // MORNING

ALL TIMES ARE IN  
EASTERN TIME ZONE

9:00 AM - 9:05 AM	<b>Welcome and Introductions</b> Peter H. Lenz, MD, MEd
9:05 AM - 9:20 AM	<b>National GME Policy Updates</b> Peter H. Lenz, MD, MEd
9:20 AM - 9:35 AM	<b>Update from Uniform Match Policy Taskforce</b> Kristin M. Burkart, MD, MSc
9:35 AM - 10:35 AM	<b>ACGME Update</b> Sanjay Desai, MD
10:35 AM - 10:40 AM	<b>Questions and Answers</b>
10:40 AM - 11:10 AM	<b>Milestones 2.0: Specialty-Specific Milestones for Pulmonary and Critical Care Medicine</b> Laura Edgar, EdD, CAE
11:10 AM - 11:15 AM	<b>Questions and Answers</b>
11:15 AM - 11:25 AM	<b>Break</b>
11:25 AM - 12:25 PM	<b>KEYNOTE ADDRESS // Improving Outcomes by Providing Practice Data to Trainees</b> Eric Warm, MD
12:25 PM - 12:30 PM	<b>Questions and Answers</b>
12:30 PM - 12:35 PM	<b>PRESENTATION OF THE 2020 EDUCATOR AWARDS</b> <b>Outstanding Educator:</b> Mark R. Tonelli, MD <b>Mid-Career Educator:</b> Darlene R. Nelson, MD <b>Emerging Educator:</b> Lekshmi Santhosh, MD, MAEd
	<b>Presentation of Medical Education Research Certificates (MERC)</b>
12:35 PM - 12:55 PM	<b>2019-2020 APCCMPD Annual Fellow Survey Results</b> Hugo Carmona, MD
12:55 PM - 1:05 PM	<b>Open Forum Discussion on Resources for Fellowship Programs</b>

## 1:05 PM - 2:05 PM Lunch Break

ALL TIMES ARE IN  
EASTERN TIME ZONE

2:05 PM - 2:50 PM	<b>Improving Performance and Satisfaction in PCCM Fellowship Training Through Coaching (not Mentoring)</b> James Frank, MD, Başak Çoruh, MD, Trish Kritek, MD, EdM and Lekshmi Santhosh, MD, MAEd
2:50 PM - 3:35 PM	<b>Advancing Training in Quality Improvement and Patient Safety for the Pulmonary Critical Care Fellow Through a Multispecialty Educational Program</b> Anna Neumeier, MD and Tyler Anstett, DO
3:35 PM - 3:45 PM	<b>Break</b>
3:45 PM - 4:30 PM	<b>What's an Academic RVU and How Much is it Worth?</b> Ziad S. Shaman, MD, Neal F. Chaisson, MD, Ashley G. Henderson, MD and May Lee, MD
4:30 PM - 5:15 PM	<b>How to Make Educational Videos</b> Rosemary Adamson, MBBS, Ilana R. Krumm, MD and Matthew C. Miles, MD, MEd
5:15 PM - 5:30 PM	<b>Afternoon Remarks</b> Peter H. Lenz, MD, MEd

ALL TIMES ARE IN  
EASTERN TIME ZONE

9:00 AM - 9:20 AM	<b>Opening Remarks and 2019 APCCMPD Fellowship Benchmarking Survey Results</b> Peter H. Lenz, MD, MEd
9:20 AM - 9:25 AM	<b>Questions and Answers</b>
9:25 AM - 9:55 AM	<b>Medical Education Literature Year-in-Review</b> Mark T. Warner, MD
9:55 AM - 10:40 AM	<b>KEYNOTE ADDRESS // Teaching Fellows Critical Care Communication Skills: How To Fit It In A Busy Practice</b> Robert M. Arnold, MD
10:40 AM - 10:45 AM	<b>Questions and Answers</b>
10:45 AM - 11:00 AM	<b>Break</b>
11:00 AM - 11:15 AM	<b>2020 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Examining the Relationship Between ACGME Internal Medicine Residency Milestones and Subsequent Pulmonary and Critical Care Fellowship Milestones</b> Janae K. Heath, MD, MS
11:15 AM - 11:30 AM	<b>2020 APCCMPD AWARD FOR NOVEL MEDICAL EDUCATION IMPLEMENTATION // A Novel, Longitudinal Curriculum for Communication, Professionalism and Ethics</b> Joshua B. Kayser, MD, MPH, MBE
11:30 AM - 11:45 AM	<b>2020 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH // Understanding the Educational Roles of Interprofessional Providers in the ICU</b> Asha Anandaiah, MD (presenting on behalf of Camille R. Petri, MD)
11:45 AM - 12:15 PM	<b>PRO-CON DEBATE // Should ERAS Continue to Provide USMLE Score Data for Postgraduate Training Applicants?</b> Kathryn S. Robinett, MD and Geneva Tatem, MD
12:15 PM - 12:35 PM	<b>What We Can Do About Burnout and Depression Among Trainees</b> Michelle Sharp, MD, MHS
12:35 PM - 12:55 PM	<b>Update on 2017 APCCMPD, CHEST and ATS Education Research Award (Runner-up) // The Impact of a Novel Ambulatory Curriculum on Pulmonary Fellowship Training</b> Stacey Kassutto, MD
12:55 PM - 1:00 PM	<b>Closing Remarks</b> Peter H. Lenz, MD, MEd

# PROGRAM COORDINATOR WORKSHOP // THURSDAY MARCH 12, 2020

GENERAL SESSIONS // MORNING

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EASTERN TIME ZONE

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9:05 AM - 9:20 AM	<b>National GME Policy Updates</b> Peter H. Lenz, MD, MEd
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10:40 AM - 11:10 AM	<b>Milestones 2.0: Specialty-Specific Milestones for Pulmonary and Critical Care Medicine</b> Laura Edgar, EdD, CAE
11:10 AM - 11:15 AM	<b>Questions and Answers</b>
11:15 AM - 11:25 AM	<b>Break</b>
11:25 AM - 12:25 PM	<b>KEYNOTE ADDRESS // Improving Outcomes by Providing Practice Data to Trainees</b> Eric Warm, MD
12:25 PM - 12:30 PM	<b>Questions and Answers</b>
12:30 PM - 12:35 PM	<b>PRESENTATION OF THE 2020 EDUCATOR AWARDS</b> <b>Outstanding Educator:</b> Mark R. Tonelli, MD <b>Mid-Career Educator:</b> Darlene R. Nelson, MD <b>Emerging Educator:</b> Lekshmi Santhosh, MD, MAEd
	<b>Presentation of Medical Education Research Certificates (MERC)</b>
12:35 PM - 12:55 PM	<b>2019-2020 APCCMPD Annual Fellow Survey Results</b> Hugo Carmona, MD
12:55 PM - 1:05 PM	<b>Open Forum Discussion on Resources for Fellowship Programs</b>

## 1:05 PM - 2:05 PM Lunch Break

ALL TIMES ARE IN  
EASTERN TIME ZONE

2:05 PM - 2:25 PM	<b>Welcome, Introductions and Opening Remarks</b> Andrea J. Hadcock, C-TAGME
2:25 PM - 2:55 PM	<b>Self-Study and Site Visits</b> Olivia Podolsky, MBA
2:55 PM - 3:25 PM	<b>Program Coordinator Leadership and Professional Development</b> Emilie K. Foltz, MBA and Candice J. Hankins
3:25 PM - 3:35 PM	<b>Break</b>
3:35 PM - 4:05 PM	<b>2020 APCCMPD Award for Innovative Fellowship Program Administration // The Hackathon as a Way to Innovate in Fellowship Education</b> Kelli Alderman
4:05 PM - 4:35 PM	<b>Interviews and ERAS Tutorial</b> Andrea J. Hadcock, C-TAGME
4:35 PM - 5:05 PM	<b>WebADS Tutorial and Recent Changes</b> Andrea J. Hadcock, C-TAGME, Emilie K. Foltz, MBA, Candice J. Hankins and Olivia Podolsky, MBA
5:05 PM - 5:35 PM	<b>Question and Answer Session and Closing Remarks</b> Andrea J. Hadcock, C-TAGME

## TARGET AUDIENCE

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

## LEARNING OBJECTIVES

Upon completion of this conference, participants should be able to:

1. Apply Strategies to Teach Quality Improvement and Patient Safety
  - Design a local needs assessment to guide content and educational strategies for a curriculum in Quality Improvement and Patient Safety
  - Apply a stakeholder analysis to identify resources and local expertise at one's home institution that influence educational strategic approach
  - Build goals, objectives, and an assessment plan to track the efficacy and success of a QIPS Curriculum
2. Utilize Faculty Academic Activity in Medical Education
  - Describe domains of academic and scholarly activity for training program faculty
  - Compare and contrast weights (academic RVUs) for academic activities that faculty may undertake
3. Implement Best Practices in Developing Educational Videos
  - Describe strategies to keep the audience engaged
  - Learn to create an educational video using your smart device and laptop
4. Improve Performance and Satisfaction in PCCM Fellowship Training Through Coaching (not mentoring)
  - Describe the difference between mentorship, advising and coaching, and evaluate the strengths and limitations of each approach
  - Apply different coaching models, including intermittent, episodic coaching for a particular skill
  - Design a coaching intervention targeted at a program need identified in the small group exercise
5. Develop Strategies to Prepare for National Policies Impacting GME
  - Explain changes to existing ACGME Requirements
  - Identify changes to ACGME IM Subspecialty Milestones
  - Ask questions about ACGME policies and processes, including site visits



## Welcome and Introductions

PETER H. LENZ, MD, MEd



## ACGME Update

SANJAY DESAI, MD

Updates from the IM Review Committee of the ACGME.

*Session objective:*

1. Review ACGME updates.



## National GME Policy Updates

PETER H. LENZ, MD, MEd

The APCCMPD monitors national policies and regulations that impact GME at the fellowship level. Hear about new policy changes and issues the APCCMPD has responded to.



## Update from the Uniform Match Policy Taskforce

KRISTIN M. BURKART, MD, MSc

The APCCMPD is collaborating with ATS, CHEST and SCCM to address match participation across Pulmonary, Critical Care and PCCM Fellowship Programs. An update on these efforts will be provided.

*Session objectives:*

1. Hear about CCM and PCCM Program Director's perception of the NRMP Match
2. Hear about incoming CCM fellow's experience with position interviewing and position acceptance.
3. Learn how the recent Uniform Match Policy Summit addressing CCM match participation.



## Milestones 2.0: Specialty-Specific Milestones for Pulmonary and Critical Care Medicine

LAURA EDGAR, EdD, CAE

This session will review the specialty-specific Milestones for PCCM programs that go into effect July 2020. The session will discuss the changes in Milestones and the new Supplemental Guide that is available.

*Session objectives:*

1. Discuss the new Milestone subcompetencies.
2. Articulate the benefit of a shared mental model and how to incorporate the Supplemental Guide.
3. Discuss the meaning of each Milestone "level."



## **KEYNOTE ADDRESS // Improving Outcomes by Providing Practice Data to Trainees**

ERIC WARM, MD

Most trainees receive little feedback about patient outcomes. Studies show that the outcomes trainees produce in training persist in practice. How can trainees optimize outcomes now, and in the future, if they are unaware of them?

*Session objectives:*

1. Review the rationale for providing practice data to trainees.
2. Describe resident/trainee-sensitive quality measures.
3. Demonstrate use of quality measures in trainee assessment.



## **Presentation of the 2020 Educator Awards**

### **2020 OUTSTANDING EDUCATOR AWARD**

MARK R. TONELLI, MD

The Outstanding Educator Award honors one exemplary clinician-educator who has devoted a major portion of their professional life to enhancing the practice and profession of pulmonary, critical care, and/or pulmonary/critical care medicine through innovative and cumulatively outstanding contributions to education.

### **2020 MID-CAREER EDUCATOR AWARD**

DARLENE R. NELSON, MD

The Mid-Career Educator Award honors mid-career individuals who are actively engaged in enhancing the practice and profession of pulmonary and/or critical care medicine through education.

### **2020 EMERGING EDUCATOR AWARD**

LEKSHMI SANTHOSH, MD, MAED

The Emerging Educator Award honors one up-and-coming clinician-educator who demonstrates excellence in values towards education and teaching abilities.

## **Presentation of MERC Certificates**

### **2019-2020 APCCMPD Annual Fellow Survey Results**

HUGO CARMONA, MD

The APCCMPD Fellows' workgroup is charged with surveying fellows annually on a variety of topics to understand fellow perspectives on their own training. These survey results will be aimed at identifying one aspect of the current training landscape.

*Session objective:*

1. Review and discuss the results of the annual survey.

## **Open Forum: Resources for Fellowship Programs**



## **Improving Performance and Satisfaction in PCCM Fellowship Training Through Coaching (not Mentoring)**

JAMES FRANK, MD

BAŞAK ÇORUH, MD

TRISH KRITEK, MD, EdM

LEKSHMI SANTHOSH, MD, MAED

Coaching differs from mentoring in that the focus is on performance in a particular set of skills. As in sports coaching, coaches need not be an expert in the task, but do need to understand what it takes to perform at the highest level. Fellows can benefit from coaching focused either on one-time events, or a series of interrelated tasks, like finding a mentor and developing a career plan. This session will highlight coachable opportunities in PCCM training and guide participants through an interactive process of needs assessment and program design.

*Session objectives:*

1. At the end of this session, participants will differentiate between mentorship and coaching, and evaluate the strengths and limitations of each approach.
2. Participants will evaluate the goals, objectives, and resources required for different applications of coaching models.
3. Participants will design a coaching intervention targeted at a program need. Groups will brainstorm coachable needs and develop a coaching approach that they will present to the larger group for feedback.



## **How to Make Educational Videos**

ROSEMARY ADAMSON, MBBS

ILANA R. KRUMM, MD

MATTHEW C. MILES, MD, MEd

There is an increasing role for videos in medical education, yet many faculty perceive that video creation is difficult and resource-intensive. During this session, participants will learn about free resources and best practices for educational video creation. Participants will create a short educational video under guidance from the facilitators. Within groups, according to participants' experience level, you can either make your first video (using an already prepared storyboard) or you can learn additional techniques to improve your video creation workflow. Participants should bring their own laptop.

*Session objectives:*

1. Find and install video creation software.
2. Plan the creation of an effective educational video.
3. For novices, record an educational video; for participants with some experience, increase workflow efficiency and ability to edit video for impact.





**Advancing Training in Quality Improvement and Patient Safety for the Pulmonary Critical Care Fellow Through a Multispecialty Educational Program**

ANNA NEUMEIER, MD  
TYLER ANSTETT, DO

As an ACGME competency requirement, postgraduate medical trainees in Pulmonary and Critical Care are expected to systematically analyze their practice using quality improvement methods and implement changes with the goal of practice improvement. However, at this time during fellowship, formal training in quality improvement methodology and performance feedback is often incomplete. A dominant barrier to implementation of Quality Improvement Patient Safety Education is lack of faculty expertise. This workshop provides an innovative approach centralizing quality improvement patient safety training, harnessing local faculty expertise across disciplines to deliver experiential seminar-based education for fellows across specialties covering the following domains: 1) performance of case review and systems-based M&M conference delivery, 2) applying QI tools to assess a local problem and implement improvement, and 3) managing change, data interpretation and academic scholarship in QIPS.

*Session objectives:*

1. Design a local needs assessment to guide content and educational strategies for a curriculum in Quality Improvement and Patients Safety (QIPS).
2. Apply a stakeholder analysis to identify resources and local expertise at one's home institution that influence educational delivery strategy.
3. Build goals, objectives, and an assessment plan to track the efficacy and success of a QIPS curriculum.



**What's an Academic RVU and How Much is it Worth?**

ZIAD S. SHAMAN, MD  
NEAL F. CHAISSON, MD  
ASHLEY G. HENDERSON, MD  
MAY LEE, MD

Academic activities of faculty are variable. While the ACGME recommends scholarship activities (publications, lectureships, curricula, teaching courses and leadership) some notable items are missing (mentorship, for example), and the weight each item is not specified. It's often difficult for hospital leadership to compare and evaluate for performance-based compensation. Rewarding academic activities will likely improve recruitment and retention of top talent and increase training environment performance in general. *N Engl J Med.* 1996 Jan 18;334(3):162-7. *Anesthesiology.* 2009 Oct;111(4):709-16.

*Session objectives:*

1. Examining models that measure academic productivity of clinical faculty.
2. Determine representative domains and components of research, teaching and administrative activities of academic faculty.
3. Investigating the feasibility of incorporating academic productivity into compensation schemes for academic faculty.





## **Opening Remarks and 2019 APCCMPD Fellowship Benchmarking Survey Results**

PETER H. LENZ, MD, MED

For the 8th consecutive year, we are surveying pulmonary, critical care and pulmonary/critical care medicine program directors in an effort to provide benchmarks by which program directors can evaluate their own fellowship. This survey addresses:

1. Program Characteristics and Leadership
2. ICU Staffing
3. Procedural Training
4. Sleep Training
5. Pulmonary Artery Catheterization Training
6. Fellowship Application and Orientation



## **2020 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Examining the Relationship Between ACGME Internal Medicine Residency Milestones and Subsequent Pulmonary and Critical Care Fellowship Milestones**

JANAE K. HEATH, MD, MSCE

The Accreditation Council for Graduate Medical Education (ACGME) Milestones were widely implemented across medical subspecialties in 2015 to provide a novel criterion-based framework for trainee assessment. Although Milestones were proposed as a potential longitudinal predictive assessment tool, the association of subspecialty fellowship ratings with prior residency ratings remains unclear.

*Session objectives:*

1. To retrospectively assess the relationship between Internal Medicine (IM) residency milestones and Pulmonary-Critical Care Medicine (PCCM) fellowship milestones.



## **Medical Education Literature Year-in-Review**

MARK T. WARNER, MD

This session will review the medical education literature from February 2019-February 2020 and review themes.

*Session objectives:*

1. Review the medical education literature and highlight emerging themes.
2. Review medical education literature on burnout and wellness.
3. Review innovative teaching techniques.



## **2020 APCCMPD AWARD FOR NOVEL MEDICAL EDUCATION IMPLEMENTATION // A Novel, Longitudinal Curriculum for Communication, Professionalism and Ethics**

JOSHUA B. KAYSER, MD, MPH, MBE

The ACGME subcompetencies for PCCM fellowship require training in communication, professionalism and ethics. However, the best methods for developing these competencies in fellowship learners are unknown. To address the knowledge gap we designed, implemented, and evaluated a comprehensive longitudinal curriculum for communication, professionalism and ethics in PCCM fellowship, including didactics, simulation training, medical humanities experiences and workplace assessment and observation.

*Session objectives:*

1. Highlight the elements of the longitudinal curriculum for communication, professionalism and ethics.
2. Review the curricular evaluation data.
3. Consider next steps and mechanisms for transport of the curriculum to other fellowship programs.



## **KEYNOTE ADDRESS // Teaching Fellows Critical Care Communication Skills: How To Fit It In A Busy Practice**

ROBERT M. ARNOLD, MD

Despite the importance of critical care communication skills, few fellowship faculty have a standardized way to teach communication skills during their clinical practice. We will review the educational benefit of a number of common methods for teaching these skills, including lectures and role modeling. An evidence-based, skill-focused method will be presented. In addition to giving a mental model for such teaching, we will demonstrate how it might work in a busy clinical practice and get audience participation regarding where things may "go wrong."

*Session objectives:*

1. Describe educational principles that have been shown to improve learning.
2. Describe how these principles can be integrated into a clinical teaching for pulmonary/critical care fellows.
3. Describe two challenges that might occur during communication teaching and how they could be overcome.



## **2020 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH // Understanding the Educational Roles of Interprofessional Providers in the ICU**

ASHA ANANDAIAH, MD (presenting on behalf of CAMILLE R. PETRI, MD)

Present a brief overview of our mixed methods research project that aims to elucidate teaching behaviors of interprofessional providers and investigate perceptions of interprofessional ICU providers as teachers for medical learners. The long-term goal of this project is to improve teamwork, teaching, and the learning environment in the ICU.



## **PRO-CON DEBATE: Should ERAS Continue to Provide USMLE Score Data for Postgraduate Training Applicants?**

KATHRYN S. ROBINETT, MD

GENEVA TATEM, MD

A Pro-Con session discussing USMLE scores as a screening/discriminator for residency and fellowship selection.

*Session objectives:*

1. Discuss the current use of USMLE scores as a screening/selection data point.
2. Discuss the evidence of USMLE scores predicting residency and/or fellowship performance.
3. Discuss demographic differences that exist in USMLE performance.



## **What We Can Do About Burnout and Depression Among Trainees**

MICHELLE SHARP, MD, MHS

Burnout and Depression are prevalent among trainees. The Accreditation Council for Graduate Medical Education (ACGME) revised the Core Program Requirements for training programs in 2017 to emphasize the importance of recognizing and addressing trainees' risk of burnout and depression. By understanding the factors that are associated with burnout and depressive symptoms among fellows, strategies may be developed to start addressing both burnout and depression.

*Session objective:*

1. Understand possible factors associated with burnout and depression among trainees.



## **Update on 2017 APCCMPD, CHEST and ATS Education Research Award (Runner-up): The Impact of a Novel Ambulatory Curriculum on Pulmonary Fellowship Training**

STACEY KASSUTTO, MD

Pulmonary fellowship trainees are expected to obtain the knowledge and skills necessary for independent medical practice. However, the majority of clinical training during pulmonary fellowship remains inpatient focused. In fact, the ACGME requires that fellows spend only 7% of training in the outpatient setting. This current training paradigm often delays the honing of outpatient management skills. In this study we aimed to investigate the impact of a novel outpatient curriculum on fellows' ambulatory knowledge and self-perceived competency via a multi-institution observational study.

*Session objectives:*

1. Review the results of a multi-institution study of a novel case and evidence-based ambulatory curriculum.
2. Discuss barriers to curriculum implementations.
3. Identify future areas of opportunity to further enhance ambulatory fellowship education.



## **Closing Remarks**

PETER H. LENZ, MD, MEd



**Welcome, Introductions and Opening Remarks**  
ANDREA J. HADCOCK, C-TAGME



**Self-Study and Site Visits**  
OLIVIA PODOLSKY, MBA  
Provide self-study examples and helpful tips using site visit prep and actual experience. Only a few programs have gone through the new ACGME site visit format. NYU had theirs in May 2019, and coordinators can benefit from hearing about their experience.  
*Session objectives:*

1. To provide first-hand experience with self-study and site visit under new format.



**Program Coordinator Leadership and Professional Development**  
EMILIE K. FOLTZ, MBA  
CANDICE J. HANKINS

The profession of program administrator is complex, rewarding, and has developed significantly over the past few decades. We will trace the evolution of the position, and forecast the future of the field, discussing education, experience and continuing professional development. There are many career opportunities available to education administrators, provided the right combination of resources and ambition. We will strive to create pathways for career advancement, and provide concrete advice for considering and exploring career options.

*Session objectives:*

1. Provide current administrators, at various stages of their career, with a background of the field.
2. Provide resources for developing their own careers and capitalizing on available opportunities within their institution and the field of medical education.



**2020 APCCMPD Award for Innovative Fellowship Program Administration // The Hackathon as a Way to Innovate in Fellowship Education**  
KELLI ALDERMAN

The APCCMPD Award for Innovative Fellowship Program Administration recognizes outstanding contributions to fellowship program administration through the development of novel best practices in pulmonary, critical care, or pulmonary/critical care medicine fellowship programs.



**Interviews and ERAS Tutorial**  
ANDREA J. HADCOCK, C-TAGME  
It is important for coordinators to have knowledge to use the tools provided by ERAS for more efficiency.  
*Session objectives:*

1. Learn how to use all applications in ERAS.
2. Discuss different techniques for the interview process.



**WebADS Tutorial and Recent Changes**

ANDREA J. HADCOCK, C-TAGME  
EMILIE K. FOLTZ, MBA  
CANDICE J. HANKINS  
OLIVIA PODOLSKY, MBA  
Lecture will provide learners with the knowledge of the newly required items needed to update WebAds on a yearly basis. The annual reporting cycle of Web ADS is central to the role of a program administrator, and proficiency is required in order to maintain accreditation status and avoid citations. We will provide a hands-on tutorial for navigating and annual updates in ACGME Web ADS, sharing best practices and recommendations for successful reporting. In addition, ACGME has made significant revisions to Web ADS during the most recent academic year, requiring programs to provide reporting in additional content areas, which we will review and discuss during this session.

*Session objectives:*

1. Learn best practice when entering yearly information into ADS.
2. Understand where the information inputted into ADS derives from.
3. Review recent revisions to the annual update.



**Question and Answer Session**  
ANDREA J. HADCOCK, C-TAGME

**Closing Remarks**  
ANDREA J. HADCOCK, C-TAGME



**Robert M. Arnold, MD**  
University of Pittsburgh

**Dr. Robert M. Arnold** is a Professor in the Division of General Internal Medicine, Department of Medicine at the University of Pittsburgh and in the University of Pittsburgh Center for Bioethics and Health Law. He completed his medical school training at the University of Missouri-Kansas City and residency at Rhode Island Hospital. Subsequently, he has been on the faculty at the University of Pittsburgh. In 2000, Dr. Arnold was named the first Leo H. Creip Chair of Patient Care. The chair emphasizes the importance of the doctor-patient relationship, particularly at the end-of-life. He is the Director of the Institute for Doctor-Patient Communication and the Medical Director of the UPMC Palliative and Supportive Institute. He is clinically active in palliative care.

Dr. Arnold has published on end-of-life care, hospice and palliative care, doctor-patient communication and ethics education. His current research interests are focused on educational interventions to improve communication in life-limiting illnesses and better understanding how ethical precepts are operationalized in clinical practice. He also is working with the UPMC Health System to develop system-wide, integrative palliative services throughout the health system. He is the Past President of the American Society of Bioethics and Humanities as well as the American Academy of Hospice and Palliative Medicine.



**Eric Warm, MD**  
University of Cincinnati

**Dr. Eric Warm** is the Sue P. and Richard W. Vilter Professor of Medicine, Associate Chair for Graduate Medical Education, and internal medicine Residency Program Director at the University of Cincinnati. He and his team apply educational theory within the context of residency training guided by these questions: how do we know that the learner has learned? What are the outcomes of this learning on patients, learners, systems, and society? Dr. Warm has received multiple teaching awards including the Royal College of Physicians and Surgeons of Canada International Residency Educator of the Year Award, the Accreditation Council for Graduate Medical Education Parker J. Palmer Courage to Teach Award, the Association of Program Directors in Internal Medicine Spotlight Innovator Award, and the University of Cincinnati's A.B. Dolly Cohen Award. He is currently editor-in-chief of the International Clinician Educator's Blog (<https://icenetblog.royalcollege.ca/>)

He can be found on Twitter: @CincyIM

## FACULTY BIOS

### **Rosemary Adamson, MBBS**

#### University of Washington

Rosemary Adamson, MBBS is an Assistant Professor at the University of Washington School of Medicine and staff physician at the Seattle VA in the Division of Pulmonary and Critical Care Medicine. She is a clinician-educator with expertise in teaching and assessing learners' skills in procedures, especially bronchoscopy.

### **Kelli Alderman**

#### University of Washington

Kelli Alderman is currently a Program Administrator at the University of Washington with 4+ years of experience working in Graduate Medical Education. Kelli graduated from DePaul University with a degree in Healthcare Policy and Administration. She is originally from Chicago and moved to the Pacific Northwest last year to get a taste of the great outdoors and continue advancing her career in healthcare.

### **Shirine Allam, MD**

#### Emory University

Shirine Allam, MD is a clinician-educator and Associate Professor of Medicine at Emory University. Her clinical expertise is in sleep medicine and interstitial lung diseases. She also serves as the Senior Associate Program Director for the Pulmonary and Critical Care Fellowship. She has a special interest in methods for delivering and receiving effective feedback in medical education.

### **Asha Anandaiah, MD**

#### Beth Israel Deaconess Medical Center

Asha Anandaiah, MD is a graduate of Brown University and University of Pittsburgh School of Medicine. She did her internal medicine residency training at Boston University and fellowship training in pulmonary and critical care medicine in the Harvard Combined program. She joined the faculty at BIDMC in 2010. She is a clinician educator, and her practice includes attending in the medical intensive care units, on the inpatient pulmonary consult service, and in the outpatient clinic. She serves as the program director for the MGH/BIDMC/Harvard Combined Pulmonary and Critical Care fellowship program and as director of the pulmonary consult service and pulmonary medicine clerkship at BIDMC. Dr. Anandaiah's current academic interest lies in optimizing how we teach communication and collaboration in the intensive care unit. Specific areas of interest include the approach to code status and consent conversations for critically ill patients, interdisciplinary teaching in the ICU, and mechanisms of feedback for pulmonary and critical care fellows.

### **Tyler Anstett, DO**

#### University of Colorado

Tyler Anstett, DO is an Assistant Professor in the Division of Hospital Medicine at the University of Colorado who holds several leadership roles as Director of Education for the Division of Hospital Medicine, the Director of GME Quality and Safety Academy, and Director of QI Curriculum for the Hospitalist Training Program and the Health Innovations Scholars Program. Through these roles he has developed multiple curricula across all levels of education including students, residents, fellows and faculty. His research interests include Quality Improvement and Health Systems Science education and quality improvement in the inpatient setting, particularly in the areas of efficiency and waste reduction.

### **Gabriel T. Bosslet, MD, MA**

#### Indiana University

Gabriel T. Bosslet MD, MA is Associate Professor of Clinical Medicine in the Department of Pulmonary, Critical Care, Sleep and Occupational Medicine at Indiana University and an affiliate faculty member at the Charles Warren Fairbanks Center for Medical Ethics. In addition, he is an Assistant Dean in the Office of Faculty Affairs and Professional Development, and is the Fellowship Director for Pulmonary and Critical Care Medicine.

Dr. Bosslet completed his fellowship in Pulmonary and Critical Care Medicine at Indiana University, where he was chief fellow in his final year of training. During this time, he completed the Clinical Ethics Fellowship at the Charles Warren Fairbanks Center for Medical Ethics, and a Master of Arts in Philosophy and Bioethics.

Dr. Bosslet's academic interests also include selection criteria for postgraduate medical education and remediation programs for struggling learners.

### **Kristin M. Burkart, MD, MSc**

#### Columbia University Medical Center

Kristin M Burkart, MD, MSc is an Associate Professor of Medicine at Columbia University Medical Center and the Program Director of the Pulmonary and Critical Care Fellowship since July 2011. Dr. Burkart earned her medical degree at Albany Medical College, where she was named to Alpha Omega Alpha; she completed her residency in internal medicine at the University of Colorado Health Sciences Center where she was honored to be selected as chief medical resident for an additional year. Dr. Burkart completed her fellowship training in Pulmonary and Critical Care Medicine at Boston University School of Medicine during which time she also earned her Master of Science in Epidemiology from Boston University School of Public Health. Dr. Burkart is respected nationally as a leader in fellowship training and education. She is the Secretary-Treasurer and a Past President of the Association of Pulmonary and Critical Care Medicine Program Directors, an organization whose mission is to provide leadership and support for pulmonary and critical care training programs across the country. As the Chair of the American Thoracic Society (ATS) Training Committee Dr. Burkart is actively involved in trainee education at the national level. This committee provides strategic guidance for ATS on issues related to clinical and research training in pulmonary and critical care medicine. Dr. Burkart is dedicated to providing an educational and research environment for her fellows that fosters their development into compassionate and exceptional physicians, clinician-educators, and physician-investigator.

### **Hugo Carmona, MD**

#### University of Washington

Hugo Carmona, MD is currently a 2nd-year fellow at the University of Washington Pulmonary and Critical Care Medicine program. He is the clinician-educator fellow in his cohort and is currently involved in research on professional development at the graduate medical education level. His teaching interests include bedside procedural teaching and mechanical ventilation. He has served in the role of fellow-in-training for the Board of Directors of APCCMPD since 2019. He was previously a resident and chief resident in Internal Medicine at Boston University School of Medicine.

### **Neal F. Chaisson, MD**

#### Cleveland Clinic Foundation

Neal F. Chaisson, MD is an Assistant Professor of Medicine and the Program Director of the Critical Care Medicine Fellowship in the Respiratory Institute at Cleveland Clinic. He joined Cleveland Clinic in 2013 after completing his fellowship in Pulmonary/Critical Care Medicine at Johns Hopkins University. His primary area of expertise is in the evaluation and treatment of patients with congenital heart disease and pulmonary arterial hypertension (PAH). Dr. Chaisson has active interests in the hemodynamic evaluation of PAH and in curricular designs for health professions education. He directs educational training for the Pulmonary Vascular Disease Program. He has been a runner-up for the Distinguished Teacher Award from the Internal Medicine Residency Program in 2015 and 2016 and was presented with the award in 2017. In 2019, he was presented with the Critical Care Fellowship Teacher-of-the-Year Award. Dr. Chaisson also maintains a strong interest in critical care medicine and in hemodynamic parameters surrounding shock assessment.

## FACULTY BIOS

### **Başak Çoruh, MD**

#### University of Washington

Başak Çoruh, MD is an Associate Professor of Pulmonary, Critical Care, and Sleep Medicine at the University of Washington and the Program Director of the Pulmonary and Critical Care Fellowship Program. She received her medical degree from the Medical College of Virginia and completed residency, chief residency, and fellowship at the University of Washington. Dr. Çoruh serves on the Education Committee of the American Thoracic Society and the Association of Pulmonary and Critical Care Medicine Program Directors (APCCMPD), and is active in undergraduate, graduate, and continuing medical education, both locally and nationally. Her interests in medical education include curriculum development, coaching, and leadership.

### **Sanjay Desai, MD**

#### Johns Hopkins University

Sanjay Desai, MD is the Director of their Osler Medical Training Program and a specialist in Pulmonary and Critical Care Medicine at Johns Hopkins University. He is an active clinician and investigator, serving as attending physician in the hospital's medical intensive care unit, and as an Associate Professor of Medicine and Business. His research focuses on graduate medical education and previously on clinical outcomes in survivors of critical illness. He chairs the Executive Committee of the iCOMPARE study group whose educational outcomes on duty hours in graduate medical education were recently published in the New England Journal of Medicine. He is also PI for an AMA Reimagining Residency grant establishing a multi-institutional laboratory measuring how to optimize clinical skill and well-being in graduate medical education.

Sanjay is also the Vice-Chair for Education, in which he oversees all educational programs in the Johns Hopkins Department of Medicine. He has appointments in Pulmonary and Critical Care Medicine, General Internal Medicine and the Carey School of Business. Sanjay serves on multiple national committees including in the Accreditation Council for Graduate Medical Education, American College of Physicians and the Association of Program Directors in Internal Medicine.

Previously, Sanjay was Director of the Medical Intensive Care Unit at the Washington Hospital Center and Chair of the hospital's Critical Care Committee. He also served as an Associate Director for the Georgetown University/Washington Hospital Center Internal Medicine and the Pulmonary and Critical Care training programs. Sanjay has been recognized for his skills as an educator with numerous teaching and leadership awards, has published widely on medical education and critical care, and has been elected as a Fellow of the American College of Physicians.

Sanjay grew up in Baltimore, Maryland and graduated summa cum laude from the University of Pennsylvania with a bachelor of science in bioengineering and a bachelor of economics from the Wharton School of Business in healthcare management. He earned his medical degree from Harvard Medical School and completed his medical residency and subspecialty fellowship at the Johns Hopkins Hospital, where he also served as a Chief Resident. During his training, he spent two years as a consultant for McKinsey & Company working in a variety of industries both in the US and in South East Asia. Sanjay lives in Bethesda, Maryland with his wife and twin boys.

### **Laura Edgar, EdD, CAE**

#### Accreditation Council for Graduate Medical Education (ACGME)

Laura Edgar, EdD, CAE is the Vice-President for Milestone Development. She previously served as the Executive Director for Milestones Development and the Review Committees for Medical Genetics and Genomics, Pathology, and Radiation Oncology. In her current role, she leads volunteers and staff members through the development of Milestones and related materials. She has been influential in the development of Milestones for more than one hundred specialties. Dr. Edgar is a frequent speaker on topics related to the Milestones, Clinical Competency Committees, assessment, education, and accreditation.

Prior to joining the ACGME, Dr. Edgar worked in a clinical laboratory for 10 years and then moved on to direct certification, education, and accreditation programs for various domestic and international medical and scientific organizations. Dr. Edgar earned her doctorate in organizational leadership after obtaining a baccalaureate degree in medical laboratory sciences and a master's in business administration. She is a certified medical technologist and a certified association executive.

### **Emilie K. Foltz, MBA**

#### University of South Florida

Emilie K. Foltz, MBA has been an engaged member of the APCCMPD Program Coordinator Workshop for six years, she has served as chair twice and this is her sixth year presenting.

She is serving as the Division Administrator for the Division of Pulmonary, Critical Care and Sleep Medicine at the University of South Florida; overseeing two fellowship programs, clinical operations and research. She previously served at the Academic Administrator, and has been with the Division for over six years. Prior to accepting this position in 2013, she spent three years coordinating Continuing Medical Education programs at the Center for Advanced Medical Learning and Simulation, with the University of South Florida

In 2010 she received her Master of Business Administration from the University of South Florida Saint Petersburg, during which time she completed an internship in Healthcare Management at the James Heart Center of Bayfront Health Saint Petersburg.

While pursuing her master's degree, she served as a graduate research assistant in Institutional Research, working towards the Southern Association of Colleges and Schools official and independent accreditation of the University of South Florida Saint Petersburg.

### **James Frank, MD**

#### University of California, San Francisco

James Frank, MD is a professor of medicine and PCCM fellowship program director at the University of California-San Francisco (UCSF). His education work includes serving as a coach to medical students in the Bridges Curriculum at UCSF for the past several years. He developed and implemented a fellowship coaching program at UCSF with the support from the Nina Ireland Program for Lung Health. In this program, fellows work with a personal coach over the three years of training.

### **Andrea J. Hadcock, C-TAGME**

#### Upstate Medical University

*Chair, APCCMPD Program Coordinator Committee  
Chapter Administrator, NYSTS*

### **Candice J. Hankins**

#### Cleveland Clinic Foundation

*Pulmonary/Critical Care Medicine Fellowship Training  
Program Coordinator*

### **Janae K. Heath, MD, MSCE**

#### University of Pennsylvania

Janae Heath, MD, MSCE is an Assistant Professor of Medicine at the University of Pennsylvania within the Division of Pulmonary and Critical Care, and the Chair of the Clinical Competency Committee in the Internal Medicine residency program. During her fellowship training, she completed a one-year Measey Medical education year, led by Dr. Jennifer Kogan, and concurrently completed a Master of Science degree in Clinical Epidemiology under the mentorship of Dr. Jessica Dine.

## **Ashley G. Henderson, MD**

### University of North Carolina

Ashley G. Henderson, MD is an Associate Professor of Medicine for the University of North Carolina in Chapel Hill, NC. She is the Fellowship Program Director for the Division of Pulmonary and Critical Care at UNC, the Course Director of the Medical Sciences Blocks in the Foundation Phase for undergraduate medical education (pre-clinical years), the Director of Undergraduate Medical Education for the Department of Medicine, and is a member of the American Thoracic Society Training Committee. Education has always been an interest, but Dr. Henderson started with translational research in COPD and CF, allowing for a broad academic experience, before fully delving into the clinician-educator roles. Her current interests continue in COPD, as well as pulmonary vasculitis, but also in finding ways to improve curriculum and faculty development across all levels of education.

## **Sugeet Jagpal, MD**

### Robert Wood Johnson School of Medicine

Sugeet Jagpal, MD is Assistant Professor of Medicine in Pulmonary and Critical Care Medicine at Robert Wood Johnson Medical School. As a clinician-educator, she is co-directing the fourth-year medical students Critical Care Selective at Robert Wood Johnson School of Medicine. She is also involved in the residency morbidity and mortality conference, and chairs the ICU morbidity and mortality subcommittee. Her clinical interests are in general pulmonary and critical care medicine and bronchiectasis.

## **Stacey Kassutto, MD**

### University of Pennsylvania

Stacey Kassutto, MD is currently Assistant Professor of Clinical Medicine in the Division of Pulmonary/Critical Care Medicine. She completed medical school, residency, pulmonary and critical care fellowship and a medical education fellowship at Penn. She is also the Director of Simulation Education for the Penn Internal Medicine Residency Program, Course Director for the Transition to Medicine Internship Course for Penn medical students and the Associate Program Director for Pulmonary Fellowship Ambulatory Education. Dr. Kassutto has received several national education awards including the APCCMPD Award for Novel Medical Education Implementation (formerly the Darlene Buczak Award for Educational Excellence), and more recently is the recipient of the APCCMPD Education Research Award which provided her with grant funding to study a novel pulmonary fellowship ambulatory curriculum nationally. She has given several medical education-related talks at national meetings including the American Thoracic Society (ATS) and the Academic Alliance of Internal Medicine. Nationally, she is an active member of the ATS Section of Medical Education Executive and Programming Committees and heads an ATS education research working group. In addition, she has conducted and published several medical education research articles in peer-reviewed journals.

## **Joshua B. Kayser, MD, MPH, MBE**

### University of Pennsylvania

Joshua B. Kayser, MD is a board certified Pulmonary/Critical Care and Hospice and Palliative Medicine physician and is a member of both the Department of Medicine and the Department of Medical Ethics and Health Policy at Penn. He is the Section Chief and Medical Director of the Medical Intensive Care Unit at the Cpl. Michael J. Crescenz Philadelphia VA Medical Center. He also serves as the Chair of the Critical Care Committee and runs medical emergency operations at the VA. Dr. Kayser's clinical, research and educational interests include critical care administration, ethics and mediation, ICU communication, and end-of-life care in the ICU. Dr. Kayser is an active medical educator at the Perelman School of Medicine at University of Pennsylvania where he teaches humanism and professionalism, bioethics, pulmonary pathophysiology and the science of the medical history and physical exam.

## **Elvina Khusainova, MD**

### Memorial Sloan Kettering Cancer Center

Elvina Khusainova, MD is Associate Program Director of Pulmonary and Critical Care Medicine fellowship at Memorial Sloan Kettering Cancer Center in New York.

## **Trish Kritek, MD, EdM**

### University of Washington

Trish Kritek, MD, EdM is a Professor in the Division of Pulmonary, Critical Care and Sleep Medicine at the University of Washington. Dr. Kritek completed her residency in Internal Medicine at Brigham and Women's Hospital in Boston followed by her fellowship in Pulmonary and Critical Care Medicine at the Harvard Combined Training Program. She has an EdM from Harvard Graduate School of Education.

Dr. Kritek is an attending physician in the Medical Intensive Care Unit, Oncology-BMT Intensive Care Unit and the Surgical Intensive Care Unit at the University of Washington Medical Director. She is the Associate Dean for Faculty Development for the UW School of Medicine. Dr. Kritek is a clinician-educator with teaching interests in ventilator management, patient- and family-centered care, quality improvement in the ICU, feedback, and mentoring.

## **Ilana R. Krumm, MD**

### University of Washington

Ilana R. Krumm, MD is a third-year internal medicine resident at the University of Washington and will serve as inpatient chief resident for the 2020-21 academic year. She was recently awarded a University of Washington Excellence in Teaching Award in Internal Medicine. She was also selected from a competitive pool of her peers to join the Clinician Educator Pathway, a longitudinal curriculum aimed at training residents for careers in medical education. Dr. Krumm is currently enrolled in the Medical Education Research Certificate (MERC) program through the University of Washington Center for Leadership and Innovation in Medical Education and the Association of American Medical Colleges (AAMC) with anticipated completion June 2020. After her chief year, she plans to pursue a fellowship in pulmonary and critical care medicine and a career in medical education.

## **May Lee, MD**

### University of Southern California

May Lee, MD is an Associate Professor at the University of Southern California Keck School of Medicine. She is the Fellowship Program Director of the Pulmonary and Critical Care Fellowship program since July 2018, and is also the Medical Director of the Medical Intensive Care Unit at the Los Angeles County + USC Medical Center in Los Angeles, CA. Prior to joining the faculty at USC, she served as the Program Director for the Internal Medicine Training Program at Mount Sinai Hospital in Chicago, IL.

Dr. Lee earned her medical degree from the Stony Brook University Medical School in New York. She then went on to complete her residency training in Internal Medicine followed by Pulmonary and Critical Care Medicine Fellowship training as well as a Post-Doctoral Research program at the University of Chicago.

Dr. Lee's clinical interests are in critical care medicine as well as medical education. Dr. Lee has long been active as an educator both in and out of medicine; from teaching at an outdoor adventure-based program for "at-risk" youth to developing new curriculum for 6th-graders to her roles as both Internal Medicine and Pulmonary and Critical Care Program Director. She is active in Pulmonary and Critical Care society committees, working on curriculum building and educational programming on the national level.

## FACULTY BIOS

### **Peter H. Lenz, MD, MEd**

#### University of Cincinnati

Peter H. Lenz, MD, MEd is an associate professor of medicine at the University of Cincinnati where he serves as the Program Director for the Pulmonary and Critical Care Medicine (PCCM) Fellowship. Dr. Lenz's career centers on training fellows in a supportive environment to transition them to the independent practice of pulmonary and critical care medicine. Focusing on learner engagement and promoting active teaching modalities to fellows and faculty remains at the forefront of his medical education mission.

His presence at the national level for medical education includes serving as the APCCMPD president and disseminating information he learned while obtaining his Masters of Medical Education from the University of Cincinnati and Cincinnati Children's Hospital Medical Center. As program director he has created numerous medical education initiatives including the formation of the clinician educator track for PCCM fellows at the University of Cincinnati. Recent honors for teaching include receiving the Ohio American College of Physician's Evelyn Hess Master Teacher Award in October 2018.

His undergraduate degree in biology was earned from The Ohio State University in Columbus, OH, and his medical degree was earned at Wright State University in Dayton, OH. He completed his internal medicine residency training, chief resident year and pulmonary critical care fellowship at Wake Forest University Medical Center in Winston-Salem, NC.

### **Matthew C. Miles, MD, MEd**

#### Wake Forest University

Matthew C. Miles, MD, MEd is Associate Professor of Medicine in Pulmonary and Critical Care Medicine at Wake Forest Baptist Health. As a clinician-educator, he holds a Master's in Education and Curriculum Development from the University of Cincinnati and is Director of the Wake Forest Pulmonary and Critical Care Medicine fellowship program. In addition, he co-directs the pulmonary block for preclinical medical students at Wake Forest School of Medicine. Dr. Miles currently serves as the chair of the Training and Transitions committee for the American College of Chest Physicians, an international professional society of over 19,000 members in 100+ countries. He is also a member of the Education and Clinical Practice editorial board for the journal CHEST. Dr. Miles's scholarly interests include implementation and effectiveness of educational curricula, clinical quality improvement through education, and creating resources for educators in pulmonary and critical care medicine. His clinical interests are in general pulmonary and critical care medicine, advanced diagnostic bronchoscopy, and interstitial lung disease.

### **Mary Anne Morgan, MD**

#### University of Rochester

Mary Anne Morgan, MD graduated from the University of California, San Francisco, School of Medicine in 2002 before returning to her roots in Rochester, NY to complete residency and fellowship at the University of Rochester (Internal Medicine, 2005; Pulmonary & Critical Care Medicine 2008). She was fortunate to join a fantastic group of educators and researchers on faculty upon graduation, becoming first the Associate Director and then the Director of the PCCM Fellowship. Academic interests include medical education at all levels, exploring patient-physician and physician-physician communication, the root of diagnostic error, and mentoring and leadership. She practices in the ICU, in the inpatient setting in a consultative role, and enjoys a busy outpatient pulmonary practice, with a specific focus on the management of lymphangioleiomyomatosis and other rare lung diseases. She has a hard time giving anything up!

### **Bart Moulton, MD**

#### Oregon Health & Science University

Bart Moulton, MD was born in Driggs, Idaho and attended University of Washington for medical school. He completed residency at the University of Colorado and fellowship at Oregon Health & Science University. He is currently the Director for the Cardiopulmonary and Renal block for first-year medical students.

### **Anna Neumeier, MD**

#### University of Colorado

Anna Neumeier, MD is an Assistant Professor of Medicine within the Division of Pulmonary Sciences and Critical Medicine, as well as the Associate Program Director for Pulmonary and Critical Care Fellowship at the University of Colorado. Her academic interests involve developing innovative approaches to postgraduate medical training in quality improvement and patient safety with the goal to identify and study the optimal pedagogical approaches to promote sustainable practice in health systems improvement. For the work, she is currently a 2018-2020 Scholar in the Program for Academic Clinical Educators (PACE) at the University of Colorado. She is a core faculty member for the Quality and Safety Academy at the University of Colorado which offers residents and fellows a series of workshops designed to build foundational knowledge in quality improvement and patient safety.

### **Olivia Podolsky, MBA**

#### New York University

***Pulmonary/Critical Care Medicine Fellowship Training Program Coordinator***

### **Kathryn S. Robinett, MD**

#### University of Maryland

Kathryn S. Robinett, MD is an Assistant Professor of Medicine at University of Maryland School of Medicine. She graduated from University of Maryland School of Medicine, did her internal medicine training at UNC Chapel Hill, and went back to Maryland for her pulmonary and critical care medicine fellowship. She currently specializes in the treatment of severe asthma, is the Assistant Program Director of the Pulmonary and Critical Care Medicine Fellowship and the Assistant Dean for Medical School Admissions.

### **Lekshmi Santhosh, MD, MAEd**

#### University of California, San Francisco

Lekshmi Santhosh, MD, MAEd is an Assistant Professor of Pulmonary/Critical Care Medicine and Hospital Medicine at the University of California-San Francisco (UCSF). She is the Associate Program Director for the UCSF Pulmonary/Critical Care Fellowship Program and is involved in medical education across the continuum, from students to residents to fellows to faculty. She works with Program Director Dr. James Frank with the implementation and evaluation of the novel fellowship coaching program at UCSF.

### **Ziad S. Shaman, MD**

#### Case Western Reserve University (MetroHealth)

Ziad S. Shaman, MD is Associate Professor, Case Western Reserve University (CWRU) and Pulmonary and Critical Care Fellowship Program Director, CWRU (MetroHealth). His focus is on medical education and on developing and improving assessment tools. He was the recipient of the American Thoracic Society Innovation in Medical Education Award in 2014 for showing how implementing an assessment method "Pulmonary Academic Scholarship Score" could increase fellows' academic productivity.

### **Michelle Sharp, MD, MHS**

#### Johns Hopkins University

Michelle Sharp, MD, MHS is an Instructor of Medicine in the Division of Pulmonary and Critical Care at Johns Hopkins School of Medicine. Dr. Sharp is the Co-Director of the Johns Hopkins Sarcoidosis Program. Dr. Sharp's research is focused on improving clinical outcomes for patients with sarcoidosis. Through funding by the American Thoracic Society, Dr. Sharp is developing low health literacy patient education materials for patients with sarcoidosis. Dr. Sharp has additional research projects investigating the association between medication adherence and clinical outcomes in sarcoidosis and lung function over time in sarcoidosis.

## FACULTY BIOS

### **Amik Sodhi, MD**

University of Tennessee

Amik Sodhi, MD is Associate Professor of Medicine for Pulmonary and Critical Care, Program Director for the Pulmonary/Critical Care Fellowship, and Interim Chief, Division of Pulmonary, Critical Care and Sleep Medicine at the University of Tennessee. She received her medical degree from All India Institute of Medical Sciences and has been in practice between 11-20 years.

### **Geneva Tatem, MD**

Wayne State University

Geneva Tatem, MD is Associate Professor of Medicine at Wayne State University School of Medicine and the Program Director for the Pulmonary and Critical Care Medicine and multispecialty Critical Care Medicine fellowship programs at Henry Ford Hospital. She also serves as the Associate Division Head of Pulmonary and Critical Care Medicine.

Dr. Tatem received a Bachelor of Science in Chemical Engineering at Cornell University and earned her medical degree from the University of Michigan School of Medicine. She completed her internship in Emergency Medicine at the University of Chicago, and then went on to complete residency in Internal Medicine and fellowship in Pulmonary and Critical Care Medicine at Henry Ford Hospital. She joined the faculty at Henry Ford Hospital in 2007.

Thus far in her career at Henry Ford, Dr. Tatem has served as chair of the medical education grants committee and graduate medical education committee, of which she remains an active member. She has also chaired the medical education advocacy team focused on raising awareness of medical education funding needs in the Michigan State Legislature.

Her academic interest is on process improvement as applied to medical education. She has guided each of her fellowship programs through curriculum innovations, most recently behavioral-based interviews for fellowship recruitment. She was a physician lead for the education and training team in the Sepsis Project, a transformational system redesign process to improve the effectiveness of sepsis care throughout the five hospitals within Henry Ford Health System and earned a Focus on People award from the HFHS Board of Governors in recognition for her commitment to process improvement and patient safety throughout the health system.

Dr. Tatem is a Fellow of the American College of Chest Physicians and is actively involved in the Association of Pulmonary and Critical Care Medicine Program Directors, the Section of Medical Education of the American Thoracic Society, the Society of Critical Care Medicine, and the National Medical Association.

### **Mark T. Warner, MD**

University of Texas Health Science Center at Houston

Mark T. Warner, MD completed his medical school, residency, and fellowship training at McGovern Medical School at University of Texas Health Science Center in Houston, TX. He currently serves as the Program Director for Pulmonary and Critical Care Medicine, as well as the Co-Medical Director of the Cardiac Care Unit at Memorial Hermann-TMC Hospital. He has a passion for educating medical students, residents, and fellows, and seeing them grow into leadership positions.

### **Gretchen Winter, MD**

University of Alabama at Birmingham

Gretchen Winter, MD is an Assistant Professor at the University of Alabama at Birmingham. She completed a medicine-pediatrics residency at Indiana University and a pulmonary and critical care fellowship at the Cleveland Clinic. Her clinical interests are in cystic fibrosis, bronchiectasis, and critical care medicine. Her research interests are patient-physician communication, medical education, and physician wellness.

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## **ATS 2020 // Philadelphia // May 16 - 17, 2020**

### **SATURDAY, MAY 16, 2020**

1:00 - 4:00 PM ATS-APCCMPD-PEPTDA 2020 Forum for Clinical Educators  
Time: Subject to change  
Location: TBD

### **SUNDAY, MAY 17, 2020**

Bi-Annual Member Meeting  
Location: TBD

6:30 - 7:30 PM APCCMPD Fellowship Program Reception

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

## **CHEST 2020 // Chicago // October 18 - 19, 2020**

### **SUNDAY, OCTOBER 18, 2020**

1:00 - 4:00 PM APCCMPD - CHEST Clinical Educators Course  
Time: Subject to change  
Location: TBD

### **MONDAY, OCTOBER 19, 2020**

Bi-Annual Member Meeting  
Location: TBD

6:30 - 7:30 PM APCCMPD Fellowship Program Reception

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

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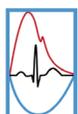
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