

Association
of Pulmonary and
Critical Care Medicine
Program Directors

2024 Annual Conference



Agenda

PRE-COURSE FEBRUARY 28, 2024

CONFERENCE FEBRUARY 29-MARCH 1, 2024

Red Rock Casino, Resort & Spa
11011 W Charleston Boulevard
Las Vegas, NV 89135

@APCCMPD
#APCCMPD2024
#PCCMMedEd
www.apccmpd.org

Network. Learn. Implement.

ASSOCIATION OF PULMONARY AND CRITICAL CARE MEDICINE PROGRAM DIRECTORS

MISSION

Why we exist.

Provide leadership and support for pulmonary, critical care, and pulmonary/critical care medicine training, their subspecialties, their program directors and their programs.

VISION

Our organizational aspirations.

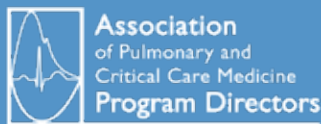
Fostering excellence in training and mentoring of the next generation of educators in pulmonary, critical care and pulmonary/critical care medicine.

VALUES

The foundation for how we achieve our Mission and Vision.

They frame our organizational culture and how we treat each other and external audiences.

Advocacy • Education as a Profession • Career Advancement for Educators • Educator Community Connection and Support • Inclusiveness and Belonging • Health Equity Education • Education Research and Innovation



APCCMPD

2506 North Clark Street
Chicago, IL 60614
877.301.6800
www.apccmpd.org

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CONFERENCE PLANNING COMMITTEE

May M. Lee, MD
University of Southern California
Planning Committee Chair

Joyce Reitzner, MBA, MIPH
APCCMPD Executive Director

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

DISCLOSURE DECLARATION

DISCLOSURE

As a jointly-accredited provider, the University of Nebraska Medical Center (UNMC) must ensure balance, objectivity, independence, and scientific rigor in its educational activities. Faculty 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 speakers, planning committee members and others in a position to control continuing education content participating in a UNMC accredited 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 these activity materials so that participants may formulate their own judgments in interpreting its content and evaluating its recommendations.

This activity may include presentations in which faculty 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 UNMC.

DISCLOSURE DECLARATION

The accredited provider has mitigated and is disclosing identified relevant financial relationships for the following speakers, planners, and others in control of content prior to assuming their roles.

The following speaker(s) have something to disclose:

Doreen J. Addrizzo-Harris, MD

New York University Grossman School of Medicine
Grants/Research Support: AN2 Therapeutics,
Bronchiectasis/NTM

Grants/Research Support: Boehringer Ingelheim,
Bronchiectasis/NTM

Grants/Research Support: Hillrom, Bronchiectasis/NTM

Grants/Research Support: Insmad, Bronchiectasis/NTM

Grants/Research Support: Zambon Pharma,
Bronchiectasis/NTM

John (Jack) D. Buckley, MD, MPH

Western Michigan University Stryker School of Medicine
Fiduciary: CHEST

Carolyn D'Ambrosio, MD, MS

Yale University
Advisor: Hicuity Health, Critical Care Medicine
Triage Specialist: DynaMed, Sleep Medicine

Maryl Kreider, MD, MSCE

University of Pennsylvania
Clinical Trial Site PI: Bellerophon Pulse Technologies, LLC,
IPF/ILD Therapeutics

Clinical Trial Site PI: Boehringer Ingelheim,
IPF/ILD Therapeutics

Clinical Trial Site PI: United Therapeutics,
IPF/ILD Therapeutics

Laurah B. Turner, PhD

University of Cincinnati College of Medicine
Founder: 2-Sigma: AI-Powered Precision Medical Education

Tanzira Zaman, MD

Cedars-Sinai Medical Center
Grant Recipient: Genentech, ILD
Speakers Bureau: Boehringer Ingelheim, ILD

The following speaker(s) have nothing to disclose:

Mark H. Adelman, MD
Kelli Alderman
Shirine Allam, MD
Shelly Anthony, MA, C-TAGME
Rendell W. Ashton, MD
Brent Bagley, MD
Gabriel Bosslet, MD, MA
Alicia Brewster, MPA
Kristin M. Burkart, MD, MS
Frances Clark, MS, C-TAGME
Başak Çoruh, MD
David J. De La Zerda, MD
Ernest K. DiNino, MD
Kathleen Doo, MD, MHPE
Saadia A. Faiz, MD

James Frank, MD, MA
Alex Garbarino, MD
Sherie Gause, MD
Christopher Ghiathi, MD
Shewit Giovanni, MD, MS
Erin Golembewski, PhD
Patrycja Golinska, MS
Antonio Gomez, MD
Laura Hinkle, MD, MEd
Kinsley Hubel, MD
Tristan Huie, MD
Daniel B. Jamieson, MD
May M. Lee, MD
Peter H. Lenz, MD, MEd
Erica Lin, MD
Jennifer McCallister, MD
William McDade, MD, PhD
Mirna Mohanraj, MD
Anna Neumeier, MD
Amees S. Patrawalla, MD, MPH
Emily Olson, MD
Jaime Palomino, MD
Craig Piquette, MD
Deepak Pradhan, MD, MHPE
Rachel Quaney, MD, MAEd
Brian Reuland, MD
Lekshmi Santhosh, MD, MAEd
Briana T. Short, MD
Stuart Slavin, MD, MEd
Tameka Smith, MD
Geneva Tatem, MD
Kerian Van Nostrand, MD
Suzanne Ventura, MSW
Mark T. Warner, MD
Jennifer Whealdon, MD

The following planning committee member(s) have nothing to disclose:

May M. Lee, MD
University of Southern California
Planning Committee Chair

Joyce Reitzner, MBA, MIPH
APCCMPD Executive Director

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

CONTINUING EDUCATION CREDIT // FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY PRE-COURSE



JOINTLY ACCREDITED PROVIDER
INTERPROFESSIONAL, CONTINUING EDUCATION

Medical Center is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

The University of Nebraska Medical Center designates this live activity for a maximum of 6.5 *AMA PRA Category 1 Credit*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CONTINUING EDUCATION CREDIT // CONFERENCE



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The University of Nebraska Medical Center designates this live activity for a maximum of 11.25 *AMA PRA Category 1 Credit*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Welcome to Las Vegas!

2024 APCCMPD Annual Conference

FEBRUARY 28-MARCH 1, 2024

PRE-COURSE FEBRUARY 28, 2024

CONFERENCE FEBRUARY 29-MARCH 1, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

WEDNESDAY, FEBRUARY 28

Fellowship and GME Leadership Training
(FLIGHT) Academy Pre-Course

7:00 AM - 8:00 AM (Pacific)

Location: Charleston Ballroom
Breakfast

8:00 AM - 4:55 PM (Pacific)

Location: Summerlin E/F

THURSDAY, FEBRUARY 29

7:00 AM - 8:00 AM (Pacific)

Location: Charleston Ballroom
Breakfast

8:00 AM - 5:40 PM (Pacific)

Location: Summerlin ABC
General Sessions

10:45 AM - 6:00 PM (Pacific)

Location: Summerlin D
Program Coordinator Workshop

7:00 PM - 8:30 PM (Pacific)

Location: Charleston Ballroom
Networking Reception

FRIDAY, MARCH 1

7:00 AM - 8:00 AM (Pacific)

Location: Charleston Ballroom
Breakfast

8:00 AM - 1:00 PM (Pacific)

Location: Summerlin ABC
General Sessions

@APCCMPD

#APCCMPD2024

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Network. Learn. Implement.

FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY PRE-COURSE AGENDA // WEDNESDAY, FEBRUARY 28, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

CHARLESTON F | 7:00 AM - 8:00 AM | Breakfast

ALL ATTENDEES SESSIONS // MORNING

SUMMERLIN E/F	8:00 AM - 8:05 AM	Welcome James Frank, MD, MA
		ACGME/PROGRAM ADMINISTRATION
	8:05 AM - 8:50 AM	Quick Guide to ACGME Requirements/Timeline Rendell W. Ashton, MD
	8:50 AM - 8:55 AM	Q&A
	8:55 AM - 9:20 AM	Overview of Trainee Recruitment Geneva Tatem, MD
	9:20 AM - 9:25 AM	Q&A
		BEING AN EDUCATION LEADER
	9:25 AM - 9:45 AM	Role of the Program Director in Leading the Fellowship Program Doreen J. Addrizzo-Harris, MD
	9:45 AM - 9:50 AM	Q&A
	9:50 AM - 10:30 AM	PANEL DISCUSSION // Leveraging Your Leadership Team <i>Moderator:</i> Jennifer McCallister, MD <i>Panel:</i> Doreen J. Addrizzo-Harris, MD, Gabriel Bosslet, MD, MA, John (Jack) D. Buckley, MD, MPH, Tristan Huie, MD and Maryl Kreider, MD, MSCE
	10:30 AM - 10:35 AM	Q&A
10:35 AM - 10:50 AM	Break	

BREAKOUT SESSIONS // GROUP 1

SUMMERLIN E/F	10:50 AM - 11:45 AM	WORKSHOP // Self-Study and Continuous Process Improvement for Outcomes-Oriented Training James Frank, MD, MA, Lekshmi Santhosh, MD, MAEd, and Antonio Gomez, MD
CHARLESTON F	11:45 AM - 12:45 PM	Lunch
SUMMERLIN E/F		FACULTY DEVELOPMENT/ENGAGEMENT/WELL-BEING
	12:45 PM - 1:40 PM	WORKSHOP // How Do You Support Your Faculty? Gabriel Bosslet, MD, MA and Maryl Kreider, MD, MSCE
		TRAINEE TOPICS
	1:40 PM - 2:05 PM	Supporting the Struggling Learner: The Procedural Aspects of Remediation Jennifer McCallister, MD
	2:05 PM - 2:20 PM	Overview of Trainee Well-being Best Practices and Literature David J. De La Zerda, MD
		CURRICULUM
	2:20 PM - 2:35 PM	Framework for Procedural Training and Evaluation Kristin M. Burkart, MD, MSc and Briana T. Short, MD
	2:35 PM - 2:50 PM	Break
	2:50 PM - 3:45 PM	WORKSHOP // An Overview of Curriculum Development for Program Leaders Kristin M. Burkart, MD, MSc and Başak Çoruh, MD
	3:45 PM - 3:50 PM	Transition to General Session
	PROGRAM DIRECTOR CHALLENGES	
3:50 PM - 4:50 PM	PARTICIPANT-DRIVEN PANEL DISCUSSION // Your Most Difficult Challenges as a Program Director <i>Moderator:</i> James Frank, MD, MA <i>Panel:</i> Maryl Kreider, MD, MSCE, May M. Lee, MD, Peter H. Lenz, MD, MEd, Craig Piquette, MD and Geneva Tatem, MD	
4:50 PM - 4:55 PM	Closing Remarks James Frank, MD, MA	

FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY

PRE-COURSE AGENDA // WEDNESDAY, FEBRUARY 28, 2024

BREAKOUT SESSIONS // GROUP 2

SUMMERLIN D	10:50 AM - 11:15 AM	TRAINEE TOPICS Supporting the Struggling Learner: The Procedural Aspects of Remediation Jennifer McCallister, MD
	11:15 AM - 11:30 AM	Overview of Trainee Well-being Best Practices and Literature David J. De La Zerda, MD
	11:30 AM - 11:45 AM	CURRICULUM Framework for Procedural Training and Evaluation Kristin M. Burkart, MD, MSc and Briana T. Short, MD
CHARLESTON F	11:45 AM - 12:45 PM	Lunch
SUMMERLIN D	12:45 PM - 1:40 PM	WORKSHOP // An Overview of Curriculum Development for Program Leaders Kristin M. Burkart, MD, MSc and Başak Çoruh, MD
	1:40 PM - 2:35 PM	FACULTY DEVELOPMENT/ENGAGEMENT/WELL-BEING WORKSHOP // How Do You Support Your Faculty? Gabriel Bosslet, MD, MA and Maryl Kreider, MD, MSCE
	2:35 PM - 2:50 PM	Break
	2:50 PM - 3:45 PM	WORKSHOP // Self-Study and Continuous Process Improvement for Outcomes-Oriented Training James Frank, MD, MA, Lekshmi Santhosh, MD, MAEd, and Antonio Gomez, MD
SUMMERLIN E/F	3:45 PM - 3:50 PM	Transition to General Session
	3:50 PM - 4:50 PM	PROGRAM DIRECTOR CHALLENGES PARTICIPANT-DRIVEN PANEL DISCUSSION // Your Most Difficult Challenges as a Program Director <i>Moderator:</i> James Frank, MD, MA <i>Panel:</i> Maryl Kreider, MD, MSCE, May M. Lee, MD, Peter H. Lenz, MD, MEd, Craig Piquette, MD and Geneva Tatem, MD
	4:50 PM - 4:55 PM	Closing Remarks James Frank, MD, MA

CONFERENCE AGENDA // THURSDAY, FEBRUARY 29, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

CHARLESTON BALLROOM | 7:00 AM - 8:00 AM | Breakfast
All Attendees

GENERAL SESSIONS // MORNING

SUMMERLIN ABC	8:00 AM - 8:05 AM	Welcome and Introductions May M. Lee, MD
	8:05 AM - 8:20 AM	National GME Policy Updates May M. Lee, MD
	8:20 AM - 8:25 AM	Questions and Answers
	8:25 AM - 9:15 AM	ACGME Update Rendell W. Ashton, MD
	9:15 AM - 9:20 AM	Questions and Answers
	9:20 AM - 10:20 AM	KEYNOTE ADDRESS // Maintaining the Diversity Pipeline in Light of the SCOTUS Decision William McDade, MD, PhD
	10:20 AM - 10:25 AM	Questions and Answers
	10:25 AM - 10:45 AM	Networking Break
	10:45 AM - 11:05 AM	Mentoring Underrepresented in Medicine (URiM) Residents Beyond Our Walls: How We Can All Do More Carolyn D'Ambrosio, MD, MS
	11:05 AM - 11:10 AM	Questions and Answers
	11:10 AM - 11:30 AM	Benefits and Pitfalls of Using Social Media in Medical Education Alex Garbarino, MD
	11:30 AM - 11:35 AM	Questions and Answers
	11:35 AM - 11:45 AM	2024 APCCMPD AWARD FOR NOVEL FELLOWSHIP EDUCATION IMPLEMENTATION // A Novel, Technology-Driven Health Professions Education Pathway For Cross-Disciplinary Fellows Mirna Mohanraj, MD
	11:45 AM - 11:50 AM	Questions and Answers
	11:50 AM - 12:00 PM	2024 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Reported Endotracheal Practice Patterns of ABIM-Certified Pulmonary and Critical Care Medicine Physicians Christopher Ghiathi, MD
	12:00 PM - 12:05 PM	Questions and Answers
	12:05 PM - 12:10 PM	General Session Wrap-up and Breakout Orientation May M. Lee, MD

LUNCH

CHARLESTON BALLROOM | 12:10 PM - 1:10 PM | Lunch
1:10 PM - 1:15 PM | Transition to Breakout Sessions

CONFERENCE AGENDA // THURSDAY, FEBRUARY 29, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

BREAKOUT SESSIONS // AFTERNOON

SUMMERLIN E	1:15 PM - 2:15 PM	BREAKOUT SESSION 1.1 // Using Apparent Cause Analysis to Improve Morbidity & Mortality Conference: A Curriculum for PCCM and CCM Fellows Kinsley Hubel, Sherie Gause, MD, Shewit Giovanni, MD, MS and Tameka Smith, MD
SUMMERLIN E		BREAKOUT SESSION 2.1 // Incorporating Health Equity, Diversity, Inclusion (EDI) Into Simulation-Based Medical Education: An Interactive Case-Based Workshop Deepak Pradhan, MD, MHPE, Mark H. Adelman, MD and Jennifer Whealdon, MD
SUMMERLIN ABC		BREAKOUT SESSION 3.1 // Implementing a Teaching Assessment Committee for Core Clinical Faculty Evaluation Brent Bagley, MD, Gabriel Bosslet, MD, MA, Laura Hinkle, MD, MEd, Jennifer McCallister, MD and Rachel Quaney, MD, MAEd
WILLOWS		BREAKOUT SESSION 4.1 // Community-Based Fellowship Program Forum Ernest K. DiNino, MD, Kathleen Doo, MD, MHPE and Ameer S. Patrawalla, MD, MPH
	2:15 PM - 2:20 PM	Break/Transition
SUMMERLIN E	2:20 PM - 3:20 PM	BREAKOUT SESSION 1.2 // Using Apparent Cause Analysis to Improve Morbidity & Mortality Conference: A Curriculum for PCCM and CCM Fellows Kinsley Hubel, Sherie Gause, MD, Shewit Giovanni, MD, MS and Tameka Smith, MD
SUMMERLIN F		BREAKOUT SESSION 2.2 // Incorporating Health Equity, Diversity, Inclusion (EDI) Into Simulation-Based Medical Education: An Interactive Case-Based Workshop Deepak Pradhan, MD, MHPE, Mark H. Adelman, MD and Jennifer Whealdon, MD
SUMMERLIN ABC		BREAKOUT SESSION 3.2 // Implementing a Teaching Assessment Committee for Core Clinical Faculty Evaluation Brent Bagley, MD, Gabriel Bosslet, MD, MA, Laura Hinkle, MD, MEd, Jennifer McCallister, MD and Rachel Quaney, MD, MAEd
	3:20 PM - 3:35 PM	Break/Transition
SUMMERLIN ABC	3:35 PM - 4:35 PM	BREAKOUT SESSION 5.1 // Remediation of Professionalism Lapses: Expanding Your Toolkit Keriann Van Nostrand, MD, Saadia A. Faiz, MD and Mark T. Warner, MD
SUMMERLIN F		BREAKOUT SESSION 6.1 // Building Your Coaching Toolbox: Skills to Promote Self-Efficacy Amongst Trainees Tanzira Zaman, MD, Anna Neumeier, MD and Daniel B. Jamieson, MD
SUMMERLIN E		BREAKOUT SESSION 7.1 // Walking the Walk: Practical Recruitment & Retention Strategies to Diversify Your Fellowship Program Laura Hinkle, MD, MEd, Lekshmi Santhosh, MD, MAEd, Jaime Palomino, MD and Başak Çoruh, MD
	4:35 PM - 4:40 PM	Break/Transition
SUMMERLIN ABC	4:40 PM - 5:40 PM	BREAKOUT SESSION 5.2 // Remediation of Professionalism Lapses: Expanding Your Toolkit Keriann Van Nostrand, MD, Saadia A. Faiz, MD and Mark T. Warner, MD
SUMMERLIN F		BREAKOUT SESSION 6.2 // Building Your Coaching Toolbox: Skills to Promote Self-Efficacy Amongst Trainees Tanzira Zaman, MD, Anna Neumeier, MD and Daniel B. Jamieson, MD
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NETWORKING RECEPTION // EVENING

	5:40 PM - 7:00 PM	Break
CHARLESTON BALLROOM	7:00 PM - 8:30 PM	Networking Reception

CONFERENCE AGENDA // FRIDAY, MARCH 1, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

CHARLESTON BALLROOM

7:00 AM - 8:00 AM

Breakfast

GENERAL SESSIONS // MORNING

SUMMERLIN ABC

8:00 AM - 8:20 AM

Opening Remarks and 2023 APCCMPD Fellowship Benchmarking Survey Results
May M. Lee, MD

8:20 AM - 8:25 AM

Questions and Answers

8:25 AM - 9:05 AM

Medical Education Literature Year-in-Review
Jaime Palomino, MD

9:05 AM - 9:10 AM

Questions and Answers

9:10 AM - 10:10 AM

KEYNOTE ADDRESS // The Tipping Point: Navigating AI's Potential to Reshape Medical Education
Laurah B. Turner, PhD

10:10 AM - 10:15 AM

Questions and Answers

10:15 AM - 10:35 AM

Networking Break

10:35 AM - 10:50 AM

2024 APCCMPD ANNUAL FELLOW SURVEY RESULTS // Navigating the Job Search: 2024 Annual Fellow's Survey Results
Emily Olson, MD

10:50 AM - 10:55 AM

Questions and Answers

10:55 AM - 11:15 AM

2024 OUTSTANDING EDUCATOR AWARD AND LECTURE // The Legacy of the Medical Educator
Jennifer McCallister, MD

11:15 AM - 11:20 AM

PRESENTATION OF THE 2024 EDUCATOR AWARDS

Mid-Career Educator: Jakob I. McSparron, MD and Ameer S. Patrawalla, MD, MPH
Emerging Educator: Viren Kaul, MD and Kristina Montemayor, MD

11:20 AM - 11:25 AM

2024 CHEST and APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD
Mentor: Başak Çoruh, MD
Mentee: To Be Announced

11:25 AM - 12:05 PM

PRO-CON DEBATE // Virtual Interview for Fellowship Training Recruitment
Pro: Shirine Allam, MD
Con: Ernest K. DiNino, MD

12:05 PM - 12:10 PM

Questions and Answers

12:10 PM - 12:20 PM

2024 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // The "ECMO-Track": Development of a Longitudinal Curriculum for Critical Care Fellows with Special Interest in Extracorporeal Life Support
Brian Reuland, MD

12:20 PM - 12:30 PM

Update on 2022 APCCMPD Scholarship in Medical Education Research Award // Integration of Succinct Video Podcasts into the Pulmonary and Critical Care Curriculum
Erica Lin, MD

12:30 PM - 12:35 PM

Questions and Answers

12:35 PM - 12:55 PM

Rapid Poster Presentations

Moderator: May M. Lee, MD

12:37 - 12:40 PM: *Pulmonary Hypertension Curriculum for Pulmonary & Critical Care and Cardiology Fellows: A Case-Based and Flipped Classroom Model*, Cassandra Cramer-Bour, MD

12:40 - 12:43 PM: *Emotional Intelligence Coaching at the Beginning of Fellowship*, Avraham Cooper, MD

12:43 - 12:46 PM: *Building a Groundwork for Change: A Sustainable Diversity, Equity, and Inclusion (DEI) Fellowship Curriculum in Pulmonary and Critical Care*, Kashika Goyal, MD

12:46 - 12:49 PM: *Design and Implementation of Resiliency Curriculum based on ICU Survivor Narratives for Pulmonary and Critical Care Medicine Trainees*, Daniel Crouch, MD

12:49 - 12:52 PM: *Enhancing Diversity Visibility in Fellowship Applicant Assessment: A Single Program Experience*, Nafis Shamsid-Deen, MD

12:52 - 12:55 PM: *Factors Considered In Offering Interviews To And Ranking Pulmonary Critical Care Medicine Fellowship Applicants: A Nationwide Program Director Survey*, Jennifer Whealdon, MD

12:55 PM - 1:00 PM

Closing Remarks and Transition of APCCMPD Leadership
May M. Lee, MD

PROGRAM COORDINATOR WORKSHOP // THURSDAY, FEBRUARY 29, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

CHARLESTON BALLROOM | **7:00 AM - 8:00 AM** | **Breakfast**
All Attendees

GENERAL SESSIONS // MORNING

SUMMERLIN ABC | **8:00 AM - 8:05 AM** | **Welcome and Introductions**
May M. Lee, MD

8:05 AM - 8:20 AM | **National GME Policy Updates**
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8:20 AM - 8:25 AM | **Questions and Answers**

8:25 AM - 9:15 AM | **ACGME Update**
Rendell W. Ashton, MD

9:15 AM - 9:20 AM | **Questions and Answers**

9:20 AM - 10:20 AM | **KEYNOTE ADDRESS // Maintaining the Diversity Pipeline
in Light of the SCOTUS Decision**
William McDade, MD, PhD

10:20 AM - 10:25 AM | **Questions and Answers**

10:25 AM - 10:45 AM | **Networking Break**

PROGRAM COORDINATOR WORKSHOP SESSIONS // MORNING

SUMMERLIN D | **10:45 AM - 11:15 AM** | **Welcome and Introduction of the Planning Committee and
Program Coordinator Attendees**
Kelli Alderman

11:15 AM - 12:10 PM | **PROFESSIONAL DEVELOPMENT // Advancing Your Career Path**
Erin Golembewski, PhD

LUNCH

CHARLESTON BALLROOM | **12:10 PM - 1:10 PM** | **Lunch**

PROGRAM COORDINATOR WORKSHOP SESSIONS // AFTERNOON

SUMMERLIN D | **1:10 PM - 1:55 PM** | **Program Coordinator Wellness**
Stuart Slavin, MD, MEd

1:55 PM - 2:10 PM | **C-TAGME: What Is It and How Will It Benefit Me?**
Frances Clark, MS, C-TAGME

2:10 PM - 2:55 PM | **Developing a Fellowship Program Manual**
Alicia Brewster, MPA

2:55 PM - 3:25 PM | **A Review of Integrating Thalamus and ERAS for Interviews**
Patrycja Golinska, MS

3:25 PM - 3:45 PM | **Break**

3:45 PM - 4:45 PM | **Test Your Fellowship Program Administration Knowledge: Emerging and Advanced**
Kelli Alderman and Suzanne Ventura, MSW

4:45 PM - 5:15 PM | **Accreditation Data System (ADS) Update**
Kelli Alderman

5:15 PM - 5:45 PM | **Onboarding New Trainees**
Shelly Anthony, MA, C-TAGME and Patrycja Golinska, MS

5:45 PM - 6:00 PM | **Closing Remarks**
Kelli Alderman

NETWORKING RECEPTION // EVENING

CHARLESTON BALLROOM | **6:00 PM - 7:00 PM** | **Break**

7:00 PM - 8:30 PM | **Networking Reception**

PROGRAM COORDINATOR WORKSHOP // FRIDAY, MARCH 1, 2024

ALL TIMES ARE IN PACIFIC TIME ZONE

CHARLESTON BALLROOM

7:00 AM - 8:00 AM

Breakfast
Program Coordinators

GENERAL SESSIONS // MORNING

SUMMERLIN ABC

8:00 AM - 8:20 AM

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Mentee: To Be Announced

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Pro: Shirine Allam, MD
Con: Ernest K. DiNino, MD

12:05 PM - 12:10 PM

Questions and Answers

12:10 PM - 12:20 PM

2024 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // The "ECMO-Track": Development of a Longitudinal Curriculum for Critical Care Fellows with Special Interest in Extracorporeal Life Support
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Erica Lin, MD

12:30 PM - 12:35 PM

Questions and Answers

12:35 PM - 12:55 PM

Rapid Poster Presentations
Moderator: May M. Lee, MD

12:37 - 12:40 PM: *Pulmonary Hypertension Curriculum for Pulmonary & Critical Care and Cardiology Fellows: A Case-Based and Flipped Classroom Model*, Cassondra Cramer-Bour, MD

12:40 - 12:43 PM: *Emotional Intelligence Coaching at the Beginning of Fellowship*, Avraham Cooper, MD

12:43 - 12:46 PM: *Building a Groundwork for Change: A Sustainable Diversity, Equity, and Inclusion (DEI) Fellowship Curriculum in Pulmonary and Critical Care*, Kashika Goyal, MD

12:46 - 12:49 PM: *Design and Implementation of Resiliency Curriculum based on ICU Survivor Narratives for Pulmonary and Critical Care Medicine Trainees*, Daniel Crouch, MD

12:49 - 12:52 PM: *Enhancing Diversity Visibility in Fellowship Applicant Assessment: A Single Program Experience*, Nafis Shamsid-Deen, MD

12:52 - 12:55 PM: *Factors Considered In Offering Interviews To And Ranking Pulmonary Critical Care Medicine Fellowship Applicants: A Nationwide Program Director Survey*, Jennifer Whealdon, MD

12:55 PM - 1:00 PM

Closing Remarks and Transition of APCCMPD Leadership
May M. Lee, MD

FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY

PRE-COURSE DESCRIPTIONS // WEDNESDAY, FEBRUARY 28, 2024

FLIGHT PRE-COURSE

The APCCMPD Fellowship and GME Leadership Training (FLIGHT) Academy Pre-course is designed to provide a comprehensive experience for new and emerging program directors and medical education leaders to learn about leading a fellowship program.

Join APCCMPD Leadership for a full-day pre-conference developed to enhance participants' understanding and knowledge of all aspects of fellowship program management. The course provides tangible information, networking opportunities, and advice from experienced peers. It covers ACGME requirements, fellowship program financing, day-to-day responsibilities of administering a fellowship program, and additional skills critical to your success and satisfaction as both a clinician-educator and leader. We invite you to attend and develop the expertise you need to excel in your role as a new or aspiring education leader.

LEARNING OBJECTIVES:

At the conclusion of the Fellowship and GME Leadership Training (FLIGHT) Academy Pre-course, participants should be better able to:

- Gain insights into optimizing CCC, PEC, and APE.
- Learn how to use data from the annual fellow's survey effectively.
- Understand the trainee recruitment approaches.
- Discuss strategies to leverage your leadership team for an improved fellowship program.
- Develop an approach to outcomes-oriented training and establish attainable goals to improve your program and meet ACGME site visit requirements.
- Support the well-being and engagement of program faculty.
- Efficiently develop new curricula using a step-wise approach and capitalize on opportunities for scholarly dissemination of your work.
- Learn the best practices for trainee wellbeing.
- Equip yourself with knowledge and approaches to support struggling learners.
- Find solutions to your greatest challenges as educational leaders.

TARGETED LEARNERS:

- New Program Directors (within 5-7 years)
- Associate Program Directors
- Assistant Program Directors
- Aspiring Education Leaders



ACGME/PROGRAM ADMINISTRATION Quick Guide to ACGME Requirements/Timeline

RENDELL W. ASHTON, MD

Overview directed to new Program Directors of the ACGME organization and how program leaders can make the most of their interactions with ACGME, including important deadlines, requirements and tips for success.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Understand what the ACGME is and how it can help you as a Program Director.
2. Understand the intent of some of the program requirements and how best to fulfill them in your program.



Overview of Trainee Recruitment

GENEVA TATEM, MD

Provide new program leadership with practical insights and actionable takeaways to enhance trainee recruitment processes and program success.

Session objectives:

At the conclusion of this session, participants should be better able to:

1. Understand the important aspects of trainee recruitment.
2. Apply valuable insights to improve recruitment practices and achieve better outcomes.



BEING AN EDUCATION LEADER

Role of the Program Director in Leading the Fellowship Program

DOREEN J. ADDRIZZO-HARRIS, MD

This session will allow new Program Directors and Associate Program Directors to learn the important pieces of leading as a Program Director. They will hear from an experienced Program Director how to collaborate with divisional leadership, GME and faculty.

Session objective:

At the conclusion of this session participants should be better able to:

1. Understand the key leadership tools needed to have a successful fellowship program.

FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY PRE-COURSE DESCRIPTIONS // WEDNESDAY, FEBRUARY 28, 2024

FLIGHT PRE-COURSE



PANEL DISCUSSION // Leveraging Your Leadership Team

Moderator: JENNIFER McCALLISTER, MD
Panel: DOREEN J. ADDRIZZO-HARRIS, MD
GABRIEL BOSSLET, MD
JOHN (JACK) D. BUCKLEY, MD, MPH
TRISTAN HUIE, MD



MARYL KREIDER, MD, MSCE
Unlock the full potential of your fellowship program by leveraging your educational leadership team. In this insightful session, discover strategic approaches to maximize the impact of your leadership team in fellowship education.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify opportunities to optimize the roles of the Program Director, Associate Program Director, key faculty, Program Coordinator, and division leadership.
2. Strategize approaches to foster collaborative and effective team environments.



WORKSHOP // Self-Study and Continuous Process Improvement for Outcomes-Oriented Training

JAMES FRANK, MD, MA
LEKSHMI SANTHOSH, MD, MAEd
ANTONIO GOMEZ, MD

Hands-on workshop will help education leaders engage stakeholders, critically evaluate program performance using specific metrics, and set specific goals for program improvement.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify and engage stakeholders in program change and consider Program Evaluation Committee membership.
2. Define mission-based goals for your program.
3. Identify available metrics for monitoring program outcomes and processes.
4. Establish a framework to conduct a SWOT analysis for your program.
5. Develop a plan for continuous improvement that informs the Annual Program Evaluation.



FACULTY DEVELOPMENT/ENGAGEMENT/ WELL-BEING

WORKSHOP // How Do You Support Your Faculty?

GABRIEL BOSSLET, MD
MARYL KREIDER, MD, MSCE

One of the roles of a Program Director is to support your core faculty. We will discuss common sources of struggles for core faculty and potential resources and strategies for overcoming them without overwhelming the Program Director.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify common struggles for core faculty.
2. Recognize potential strategies for addressing core faculty struggles and grievances.
3. Determine potential resources for core faculty support besides the Program Director.



FELLOWSHIP AND GME LEADERSHIP TRAINING (FLIGHT) ACADEMY

PRE-COURSE DESCRIPTIONS // WEDNESDAY, FEBRUARY 28, 2024

FLIGHT PRE-COURSE



CURRICULUM

Framework for Procedural Training and Evaluation

KRISTIN M. BURKART, MD, MSc
BRIANA T. SHORT, MD

Critical care airway training requires engagement from a multidisciplinary team and a tailored approach to different levels of learners. In this session, we will discuss strategies we developed to create a successful critical care airway training program at our institution. We will also go over challenges we faced and lessons learned.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Discuss framework for procedural skill development in a fellowship program.
2. Discuss importance of appropriate airway training in the critical care environment.
3. Identify key components to developing a long lasting procedural skill program.
4. Identify challenged encountered in developing a multidisciplinary approach for a procedural skill.



WORKSHOP // An Overview of Curriculum Development for Program Leaders

KRISTIN M. BURKART, MD, MSc
BAŞAK ÇORUH, MD

This workshop will use Kern et al.'s six-step approach to curriculum development to provide educators with a framework for problem identification and general needs assessment, targeted needs assessment, writing goals and objectives, educational strategies, implementation, and evaluation and feedback.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify an educational need in the fellowship program.
2. Outline a systematic approach to curriculum development.
3. Develop a workshop or longitudinal curriculum for the fellowship program.



TRAINEE TOPICS

Overview of Trainee Well-being Best Practices and Literature

DAVID J. DE LA ZERDA, MD

This session will review the key medical education literature regarding trainee wellness and approaches to trainee wellness for pulmonary and critical care educators.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review methods and conclusions of key publications addressing trainee wellness and approaches to trainee wellness.
2. Discuss areas for additional study and collaboration in the APCCMPD community and beyond.



Supporting the Struggling Learner: The Procedural Aspects of Remediation

JENNIFER McCALLISTER, MD

Leaders of graduate medical education training programs must be able to navigate the steps of the remediation process to optimize fellow success and to prioritize patient safety. Developing standardized approaches to remediation will allow program directors to achieve program goals, engender trust, and ensure an equitable and transparent approach while also considering the potential legal implications to a successful or unsuccessful remediation. This session will provide a framework for establishing a consistent process for remediation with an emphasis on the process and policies needed to support the program.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Define commonly used remediation terms to apply to the creation of policies and procedures.
2. Describe the essential elements of the remediation process and outline the steps for completing them.
3. Identify special circumstances that impact the remediation process for trainees.



PROGRAM DIRECTOR CHALLENGES PARTICIPANT DRIVEN PANEL DISCUSSION // Your Most Difficult Challenges as a Program Director

Moderator: JAMES FRANK, MD, MA

Panel: MARYL KREIDER, MD, MSCE

MAY M. LEE, MD

PETER H. LENZ, MD, MED

CRAIG PIQUETTE, MD

GENEVA TATEM, MD

Panel discussion with education leaders will field both commonly asked and difficult questions from attendees.

Session objective:

At the conclusion of this session participants should be better able to:

1. Provide expert advice from a panel of senior leaders.



GENERAL CONFERENCE

TARGET AUDIENCE

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

LEARNING OBJECTIVES

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

1. Develop strategies to prepare for national policies impacting graduate medical education.
 - Identify changes to existing ACGME Requirements.
 - Review ACGME policies and processes, including site visits.
2. Practice using tools to teach fellows about error reporting and completing root cause analyses (RCAs).
3. Learn how to revise the design, delivery, and debriefing of existing simulation-based cases by incorporating health equity, diversity, and inclusion elements.
4. Describe the iterative process of developing and implementing a teaching assessment committee, including potential pitfalls during the implementation phase.
5. Identify lapses in trainee professionalism.
6. Develop strategies to formulate individualized trainee remediation plans.
7. Identify features of coaching for professional development that are unique from mentorship and advising.
8. Define self-efficacy and its relation to a growth mindset.
9. Develop the discreet coaching skills of recognition, thought distortion and strategic use of non-directive questioning.
10. Reflect on the importance of diversity in fellowship training programs.
11. Leverage institutional assets to improve trainee diversity.
12. Learn strategies to improve the diversity of fellowship training programs.
13. Review methods and conclusions of key publications from 2023 addressing procedural training, simulation, communication, and trainee assessment.



8:05 AM - 8:20 AM

National GME Policy Updates

MAY M. LEE, MD

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.



8:25 AM - 9:15 AM

ACGME Update

RENDELL W. ASHTON, MD

Updates from the ACGME Internal Medicine Review Committee.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Learn trends in accreditation related to IM and PCCM.
2. Learn updates for IM and PCCM from ACGME.



9:20 AM - 10:20 AM

KEYNOTE ADDRESS // Maintaining the Diversity Pipeline in Light of the SCOTUS Decision

WILLIAM McDADE, MD, PHD

Session objectives:

At the conclusion of this session participants should be better able to:

1. Apply new changes in ACGME program requirements to expansion of workforce diversity and development of inclusive learning environments in their GME programs.
2. Describe the link between workforce diversity and health disparities elimination and the significance of patient-physician racial and ethnic concordance in health care interactions.
3. Identify the relationship between microaggressions, well-being and performance in GME and the need to create learning environments that promote belongingness for all learners and mitigate harmful bias and discriminatory behaviors.



10:45 AM - 11:05 AM

Mentoring Underrepresented in Medicine (URiM) Residents Beyond Our Walls: How We Can All Do More

CAROLYN D'AMBROSIO, MD, MS

This session will present a program being instituted at Yale where several faculty members are paired with residents from historically black college residency programs who are interested in PCCM. Each faculty member meets with the resident at least quarterly and mentors them on case reports, small research topics, and chapter co-authorship to build their CV's for fellowship applications. Each year the residents are offered to come for a month of elective at Yale. This allows the resident to see some patients they might see at their home institution such as transplant, ECMO, etc.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify how Yale has started to mentor residents at historically black college residency programs and the data gathered thus far.
2. Set up something similar at their home institution
3. Understand these residency programs and the opportunities that would benefit the residents there.



11:35 AM - 11:45 AM

2024 APCCMPD AWARD FOR NOVEL FELLOWSHIP EDUCATION IMPLEMENTATION // A Novel, Technology-Driven Health Professions Education Pathway For Cross-Disciplinary Fellows

MIRNA MOHANRAJ, MD

Most Health Professions Education (HPE) Pathways target single-specialty resident learners and rely on in-person education. Fellows who aspire to HPE careers may struggle to find community to support their education practice and scholarship. We leveraged technology and systemwide Clinician Educator Faculty to implement an HPE Pathway for cross-disciplinary, geographically distanced fellows in the Mount Sinai Health System.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Describe the benefits of utilizing digital education technologies to anchor a Teaching Scholars Curriculum.
2. Recognize the value of leveraging cross-disciplinary faculty in the delivery of a Teaching Scholars Curriculum.
3. Discuss methods for building a trainee-centric Educator Community at their home institution.



11:10 AM - 11:30 AM

Benefits and Pitfalls of Using Social Media in Medical Education

ALEX GARBARINO, MD

Medical educators are tasked with adapting their teaching to meet the needs of their trainees, nearly all of whom now have grown up in an online learning environment. The social media landscape is constantly evolving, requiring medical educators to adapt to new applications, media formats, and trends in user demographics to maximize their impact. This session will review the current mainstream social media platforms, discuss ways medical educators can leverage a social media presence to reinforce teaching practices and reach a wider audience, and explore the ways using social media platforms may hinder, rather than advance, an educator's mission.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review the strengths and weaknesses of the mainstream social media platforms.
2. Outline a strategy for using social media to amplify educational content.



11:50 AM - 12:00 PM

2024 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Reported Endotracheal Practice Patterns of ABIM-Certified Pulmonary and Critical Care Medicine Physicians

CHRISTOPHER GHIATHI, MD

Endotracheal intubation is an essential skill for critical care physicians and an expected skill for Pulmonary Critical Care (PCCM) and Critical Care Medicine (CCM) program graduates. However, there is significant variability in fellowship training. The intubation practice patterns of critical care providers in practice has not been well described. We assessed the intubation practice patterns and perceived importance of fellowship training of ABIM-certified PCCM and CCM physicians in order to match procedural requirements with clinical practice and improve standardization in fellowship training.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Outline current endotracheal intubation practices of ABIM-certified critical care physicians.
2. Discuss how this information can be used to improve standardization of fellowship airway training.

CONFERENCE SESSION DESCRIPTIONS // THURSDAY, FEBRUARY 29, 2024

GENERAL SESSIONS // AFTERNOON



12:05 PM - 12:10 PM
General Session Wrap-up and Breakout Orientation
MAY M. LEE, MD

BREAKOUT SESSIONS // AFTERNOON



1:15 PM - 2:15 PM
BREAKOUT SESSION 1.1

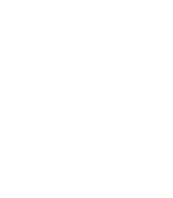
2:20 PM - 3:20 PM
BREAKOUT SESSION 1.2
Using Apparent Cause Analysis to Improve Morbidity & Mortality Conference: A Curriculum for PCCM and CCM Fellows

KINSLEY HUBEL, MD
SHERIE GAUSE, MD
SHEWIT GIOVANNI, MD, MS
TAMEKA SMITH, MD

Morbidity and mortality (M&M) conference is often used as the cornerstone of fellowship patient safety education. Unfortunately, the structure, quality and educational experience associated with conducting an M&M conference can vary widely. Furthermore, it can be difficult for program directors to translate fellow run M&M conferences into a standardized milestone evaluation. The goal of this session is to share our approach to improving the educational experience, quality and standardization of M&M conference using an abbreviated form of root cause analysis called apparent cause analysis. We will use a train-the-trainer methodology and invite session participants to experience our curriculum through a simulated case. We will demonstrate how we train fellows to effectively analyze system-based and diagnostic root causes of errors, and ultimately use this knowledge to present at divisional morbidity and mortality conferences in a standardized and in-depth manner. We will share our curriculum, morbidity and mortality presentation template, and a novel grading rubric for morbidity and mortality conference that can be used to help assess systems-based practice (SBP-1) milestone.

Session objectives:
At the conclusion of this session participants should be better able to:

1. Describe a patient safety curriculum that can be implemented in a PCCM and CCM fellowship training program.
2. Practice using tools to teach fellows about error reporting and completing root cause analyses (RCAs).
3. Discuss barriers and consider solutions to incorporating patient safety curricula into PCCM and CCM fellowships.



1:15 PM - 2:15 PM
BREAKOUT SESSION 2.1

2:20 PM - 3:20 PM
BREAKOUT SESSION 2.2
Incorporating Health Equity, Diversity, Inclusion (EDI) Into Simulation-Based Medical Education: An Interactive Case-Based Workshop

DEEPAK PRADHAN, MD, MHPE
MARK H. ADELMAN, MD
JENNIFER WHEALDON, MD

The global pandemic heightened attention to existing inequities in our healthcare system and their impacts on patient outcomes, highlighting the important and pressing need for trainee education to address these challenges. Simulation-based training has emerged as a highly effective approach to cultivating skills related to health equity, diversity, and inclusion (EDI) within a supportive and psychologically safe learning environment. However, simulation educators often struggle with a lack of practical guidance on integrating EDI concepts into simulation-based education, leading to uncertainty in their teaching approach. To address this unmet educational need, we propose an interactive workshop where we introduce a framework (SIM-EDI) to assist medical educators in pragmatically incorporating EDI into simulation-based curricula, provide the opportunity for participants to practice revising existing simulation cases, and thereby promote critical reflection and gain confidence in their teaching methods.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Recognize the key elements of health equity, diversity, and inclusion that can be effectively incorporated into simulation-based medical education.
2. Acquire the skills to revise the design, delivery, and debriefing of existing simulation-based cases by incorporating elements of health equity, diversity, and inclusion.
3. Assess their simulation redesigns for health equity, diversity, and inclusion concerns through guided feedback.



CONFERENCE SESSION DESCRIPTIONS // THURSDAY, FEBRUARY 29, 2024

BREAKOUT SESSIONS // AFTERNOON



1:15 PM – 2:15 PM
BREAKOUT SESSION 3.1

2:20 PM – 3:20 PM
BREAKOUT SESSION 3.2
Implementing a Teaching Assessment Committee for Core Clinical Faculty Evaluation

BRENT BAGLEY, MD
GABRIEL BOSSLET, MD, MA
LAURA HINKLE, MD, MED
JENNIFER McCALLISTER, MD
RACHEL QUANEY, MD, MAED
Timely, high-quality feedback is an essential component of lifelong learning. Formal processes in the form of Clinical Competency Committees (CCCs) facilitate the provision of this feedback to graduate medical education trainees. However, mechanisms to provide similar high-quality feedback on teaching to faculty are not well defined. Teaching Assessment Committees comprised of all fellow level trainees have been designed and implemented at a few programs around the country to provide this same level of high-quality, consensus-based feedback for core clinical faculty members. The committee, moderated by chief fellows, evaluates all core clinical faculty members annually using educational milestones and generates consensus feedback to support each faculty member's scores. This session is designed to share the experience of two institutions with the implementation of this new committee, including successes, things we plan to do differently, and to give participants an idea of how to implement such a committee at their home institution.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Summarize the experience of our institutions with the creation of a teaching assessment committee.
2. Describe the iterative process of developing and implementing a teaching assessment committee, including potential pitfalls during the implementation phase.
3. Identify anticipated institutional hurdles and perceived programmatic benefits at your home institution.



1:15 PM – 2:15 PM
BREAKOUT SESSION 4.1
Community-Based Fellowship Program Forum

ERNEST K. DININO, MD
KATHLEEN DOO, MD, MHPE
AMEE S. PATRAWALLA, MD, MPH
This forum is designed for program leaders of community-based programs and community/university-affiliated programs to come together. The session aims to provide an opportunity for networking with peers who oversee programs with similar structures. Additionally, participants will be able to discuss common challenges and share best practices to address these challenges.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify challenges unique to community-based programs and community/university-affiliated programs.
2. Share best practices for the administration of community-based programs and community/university-affiliated fellowship programs.



3:35 PM – 4:35 PM
BREAKOUT SESSION 5.1

4:40 PM – 5:40 PM
BREAKOUT SESSION 5.2
Remediation of Professionalism Lapses: Expanding Your Toolkit

KERIANN VAN NOSTRAND, MD
SAADIA A. FAIZ, MD
MARK T. WARNER, MD
Professional organizations and leaders in medicine have defined the fundamental principles of medical professionalism. Yet the literature indicates that unprofessional behaviors are common. Multiple assessment tools exist to assess professional behavior but have limited value in the improvement of the behavior. Lapses in professionalism can occur during training and these can be difficult and challenging to discuss, remediate and document. Lapses in professionalism is a spectrum and the remediation strategy is not one size fits all. Program directors and members of the training program are faced with teaching and modeling professionalism but also with remediation of professionalism lapses. This session will focus on helping to identify professionalism lapses, tools to develop remediation strategies and methods for documentation.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify lapses in professionalism in trainees.
2. Develop strategies to formulate individualized remediation plan for trainees.
3. Understand how and what information to document for professionalism lapses.
4. Analyze professionalism lapses that should be reported on fellowship verification forms.





3:35 PM – 4:35 PM
BREAKOUT SESSION 6.1

4:40 PM – 5:40 PM
BREAKOUT SESSION 6.2

Building Your Coaching Toolbox: Skills to Promote Self-Efficacy Amongst Trainees

TANZIRA ZAMAN, MD
ANNA NEUMEIER, MD
DANIEL B. JAMIESON, MD

Coaching is a distinct approach to promoting professional development in our trainees. In certain instances, this approach may be more effective than mentoring or advising. The directive approach of mentorship and advising follow naturally from faculty members' experiences. The specific skills of the coaching approach, however, are not commonly taught or necessarily intuitive, but they can be learned. During this interactive workshop, participants will develop and apply specific coaching skills to promote trainees' self-efficacy.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify features of coaching for professional development that are unique from mentorship and advising.
2. Define self-efficacy and its relation to a growth mindset.
3. Develop the discreet coaching skills of recognition of thought distortions and strategic use of non-directive questioning.



3:35 PM – 4:35 PM
BREAKOUT SESSION 7.1

4:40 PM – 5:40 PM
BREAKOUT SESSION 7.2

Walking the Walk: Practical Recruitment & Retention Strategies to Diversify Your Fellowship Program

LAURA HINKLE, MD, MEd
LEKSHMI SANTHOSH, MD, MAEd
JAIME PALOMINO, MD
BAŞAK ÇORUH, MD

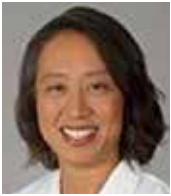
Health care disparities result in lower health-related quality of life for minoritized populations. Research has shown that a diverse healthcare team can reduce healthcare disparities and improve patient satisfaction and adherence to treatment plans. Diversification of the workforce mandates a multilayered approach, with one layer involving an increase in underrepresented in medicine (URIM) individuals accepted into fellowship training programs. The importance of this is well recognized by the Accreditation Council for Graduate Medical Education, which mandates "mission driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce." This session will provide highlight the personal, programmatic, institutional, and societal strategies and provide attendees with strategies to implement at their own institutions to diversify their fellowship training programs.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Reflect on the importance of diversity in fellowship training programs.
2. Leverage institutional assets to improve trainee diversity.
3. Implement recruitment strategies that improve the diversity of fellowship training programs.





8:00 AM – 8:20 AM

Opening Remarks and 2023 APCCMPD Fellowship Benchmarking Survey Results

MAY M. LEE, MD

For the 12th consecutive year, we are surveying pulmonary, critical care and pulmonary/critical care medicine Program Directors in an effort to provide benchmarks by which they 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



10:35 AM – 10:50 AM

2024 APCCMPD ANNUAL FELLOW SURVEY RESULTS // Navigating the Job Search: 2024 Annual Fellow's Survey Results

EMILY OLSON, MD

The 2024 APCCMPD Annual Fellow Survey explores how fellows are preparing for their job search. The survey focuses on identifying existing resources and support systems within PCCM fellowships for career development. Additionally, it aims to identify areas where mentors can best support fellows during their transition to practice.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Understand the current state of career development within PCCM fellowship programs.
2. Identify possible solutions to challenges fellows face when starting their job search.



8:25 AM – 9:05 AM

Medical Education Literature Year-in-Review

JAIME PALOMINO, MD

This session will review the key medical education literature for pulmonary and critical care educators from the preceding year.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review methods and conclusions of key publications from 2023 addressing procedural training, simulation, communication and trainee assessment.
2. Discuss areas for additional study and collaboration in the APCCMPD community and beyond.



10:55 AM – 11:15 AM

2024 OUTSTANDING EDUCATOR AWARD AND LECTURE // The Legacy of the Medical Educator

JENNIFER McCALLISTER, MD

In this reflection, participants will consider the journey of the career medical educator, the importance of maintaining perspective, and the joys in realizing the potential reach of success.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Reflect upon their career as a medical educator and identify their most meaningful moments.
2. Describe their evolving legacy as a medical educator.



9:10 AM – 10:10 AM

KEYNOTE ADDRESS // The Tipping Point: Navigating AI's Potential to Reshape Medical Education

LAURAH B. TURNER, PHD

The traditional approach to medical education fails to accommodate and address individual learner needs, leading to gaps in knowledge, increased stress, and performative high-pressure environments that obstruct effective learning and compromise readiness for future practice. Artificial Intelligence (AI) offers a revolutionary approach to fill these gaps by tailoring educational experiences to individual needs.

For program directors, AI provides powerful tools for optimizing candidate selection and dynamically adapting curricula. This session will explore the transformative potential of AI in medical education, offering insights into how it can democratize access and create more inclusive, effective learning environments.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Describe the Basics of AI and current use cases in Medical Education.
2. Recognize the Limitations of AI in Education.
3. Envision Future Applications of AI in Medical Education.

CONFERENCE SESSION DESCRIPTIONS // FRIDAY, MARCH 1, 2024

GENERAL SESSIONS // MORNING

GENERAL SESSIONS // AFTERNOON



11:15 AM - 11:20 AM

PRESENTATION OF THE 2024 EDUCATOR AWARDS //

2024 Mid-Career Educator Award

JAKOB I. McSPARRON, MD and
AMEE S. PATRAWALLA, MD, MPH

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.



2024 Emerging Educator Award

VIREN KAUL, MD and KRISTINA MONTEMAYOR, MD

The Emerging Educator Award honors one or two individuals who are an up-and-coming medical educator who demonstrate excellence in values towards education and teaching abilities.



11:20 AM - 11:25 AM

2024 CHEST AND APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD

Mentor: BAŞAK ÇORUH, MD

Mentee: TO BE ANNOUNCED



11:25 AM - 12:05 PM

PRO-CON DEBATE // Virtual Interview for Fellowship Training Recruitment

SHIRINE ALLAM, MD

ERNEST K. DININO MD

Due to necessity, interviewing candidates for fellowships has shifted from in-person to virtual. This session aims to explore the advantages and disadvantages of virtual interviews, as well as guide programs in designing the recruitment format that suits them best, while considering all stakeholders' interests. We will compare the current recruitment format, which relies on virtual interviews to evaluate the candidate's suitability for the fellowship, to the pre-COVID interview format where candidates were typically met in person at the hospital where they would be receiving their training.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review current data on the outcomes of virtual interviews.
2. List each interview format's environmental, financial, equity, and downstream consequences.
3. Understand alternate interview formats and technology to mitigate these considerations.



12:10 PM - 12:20 PM

2024 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // The "ECMO-Track": Development of a Longitudinal Curriculum for Critical Care Fellows with Special Interest in Extracorporeal Life Support

BRIAN REULAND, MD

The utilization of Extracorporeal Life Support (ECLS) has experienced rapid growth, and a majority of Critical Care Medicine (CCM) Program Directors (PDs) acknowledge the importance of their trainees acquiring competence in this skill. However, there are several existing educational gaps in CCM training for ECLS, such as the absence of high-quality, longitudinal curricula specifically tailored for CCM fellows, and a lack of demonstrated effectiveness. Our objective is to create a comprehensive, longitudinal "ECMO track" that incorporates robust educational theory and measurable outcomes. This initiative aims to establish a standardized training program for CCM fellows in ECLS, with the potential for broader applicability to other CCM fellowship programs.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Recognize common indications for extracorporeal life support that have led to its increased use over the past 10-15 years.
2. Summarize the current state of critical care medicine fellowship education on extracorporeal life support, including gaps in the educational literature.
3. Propose necessary components of a longitudinal ECLS curriculum for critical care medicine fellows.

12:20 PM - 12:30 PM

UPDATE ON 2022 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // Integration of Succinct Video Podcasts into the Pulmonary and Critical Care Curriculum

ERICA LIN, MD

Technological advancements are rapidly changing the face of medical education with asynchronous learning techniques gaining tremendous popularity over the past few years. As this paradigm shifts from the traditional to virtual classroom, it is essential for clinician-educators to acknowledge the importance of e-Learning in medical education and adapt their teaching methodology to integrate this digitized content. Audio and/or video podcast is one example of this asynchronous learning medium and has been shown to improve knowledge and enhance learning. We hypothesize that augmenting medical education with audio tools will improve learners' knowledge acquisition in a succinct format. For this awarded project, we aim to develop, implement, and evaluate whether a curriculum with audio podcasts could be easily integrated into a Pulmonary and Critical Care fellowship program. This lecture will discuss the logistics of creating audio podcasts in order to educate postgraduate students on basic outpatient Pulmonary and Critical Care Medicine topics.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Discuss the development, implementation, and evaluation of a Pulmonary and Critical Care curriculum with audio podcasts.



SESSION DESCRIPTIONS //

FRIDAY, MARCH 1, 2024

GENERAL SESSIONS // AFTERNOON



12:35 PM - 12:55 PM

Rapid Poster Presentations

Moderator: MAY M. LEE, MD

12:37 - 12:40 PM

Pulmonary Hypertension Curriculum for Pulmonary & Critical Care and Cardiology Fellows: A Case-Based and Flipped Classroom Model

CASSONDRA CRAMER-BOUR, MD

12:40 - 12:43 PM

Emotional Intelligence Coaching at the Beginning of Fellowship

AVRAHAM COOPER, MD

12:43 - 12:46 PM

Building a Groundwork for Change: A Sustainable Diversity, Equity, and Inclusion (DEI) Fellowship Curriculum in Pulmonary and Critical Care

KASHIKA GOYAL, MD

12:46 - 12:49 PM

Design and Implementation of Resiliency Curriculum based on ICU Survivor Narratives for Pulmonary and Critical Care Medicine Trainees

DANIEL CROUCH, MD

12:49 - 12:52 PM

Enhancing Diversity Visibility in Fellowship Applicant Assessment: A Single Program Experience

NAFIS SHAMSID-DEEN, MD

12:52 - 12:55 PM

Factors Considered In Offering Interviews To And Ranking Pulmonary Critical Care Medicine Fellowship Applicants: A Nationwide Program Director Survey

JENNIFER WHEALDON, MD



12:55 PM - 1:00 PM

Closing Remarks and Transition of APCCMPD Leadership

MAY M. LEE, MD

PROGRAM COORDINATOR

WORKSHOP // THURSDAY,

FEBRUARY 29, 2024

WORKSHOP SESSIONS // MORNING



11:15 AM - 12:10 PM

PROFESSIONAL DEVELOPMENT //

Advancing Your Career Path

ERIN GOLEMBEWSKI, PHD

Participants will learn how a professional prioritized their personal and professional development while seeking advancement in their careers. Participants will engage in self-reflection and action planning related to their personal and professional development.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Clarify their values, interests, strengths and skills.
2. Articulate their transferable work-related skills.
3. Identify potential opportunities.

WORKSHOP SESSIONS // AFTERNOON



1:10 PM - 1:55 PM

Program Coordinator Wellness

STUART SLAVIN, MD, MEd

An overview of findings from last year's national survey of program coordinator well-being will be provided. Stressors identified by coordinators will be reviewed and a range of individual strategies that can help enhance well-being will be discussed.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Identify rates of depression, anxiety, and burnout in coordinators.
2. List the greatest satisfiers and greatest distressors in the work environment.
3. Describe individual strategies that can be used to enhance well-being.



1:55 PM – 2:10 PM

C-TAGME: What Is It and How Will It Benefit Me?

FRANCES CLARK, MS, C-TAGME

Information will be provided to better understand the mission and purpose of the National Board of Certification Training Administrators of Graduate Medical Education (TAGME), as well as supplying knowledge on what to expect from the exam.

Session objective:

At the conclusion of this session participants should be better able to:

1. Understand the certification process and how it benefits their career.



2:10 PM – 2:55 PM

Developing a Fellowship Program Manual

ALICIA BREWSTER, MPA

The program manual provides an overview of the fellowship while providing detailed descriptions. The document is a great place to store all policies, provide information on the CCC and PEC descriptions and provides all the goals and objectives of the program rotations.

Session objective:

At the conclusion of this session participants should be better able to:

1. Understand the key information that needs to be included in a program manual.



2:55 PM – 3:25 PM

A Review of Integrating Thalamus and ERAS for Interviews

PATRYCJA GOLINSKA, MS

Given the recent collaboration between the AAMC and Thalamus, experience and feedback on the collaboration will be provided to help new coordinators ease the burden of scheduling and coordinating their fellowship interview season.

Session objective:

At the conclusion of this session participants should be better able to:

1. Highlight how best to utilize the resource (Thalamus) to their benefit in order to execute a successful interview season.



3:45 PM – 4:45 PM

Test Your Fellowship Program Administrative Knowledge: Emerging and Advanced

KELLI ALDERMAN

SUZANNE VENTURA, MSW

This session is the Program Administrator version of trivia! With both beginner and advanced categories, participants will test their knowledge in everything related to program administration. This is an opportunity to engage in a team environment and learn more about core program topics.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review core topics related to program administration.
2. Understand key terms required for PCCM fellowship administration.
3. Discuss processes and procedures in PCCM fellowship administration



4:45 PM – 5:15 PM

Accreditation Data System (ADS) Update

KELLI ALDERMAN

This session will provide an overview of the ACGME Annual Program Update. Content will address the Program Coordinator role in completing the update, best practices, and frequently asked questions.

Session objectives:

At the conclusion of this session participants should be better able to:

1. Review the purpose and core components of the ACGME annual program update.
2. Share best practices for completing the annual program update.
3. Identify the Program Coordinator's role in completing the annual update.



5:15 PM – 5:45 PM

Onboarding New Trainees

SHELLY ANTHONY, MA, C-TAGME

PATRYCJA GOLINSKA, MS

A structured onboarding program can improve housestaff productivity. Given the many moving parts and complexities of onboarding, it is important for learners to feel prepared to help trainees ease the transition from residency to fellowship.

Session objective:

At the conclusion of this session participants should be better able to:

1. Utilize the tips, techniques and tools provided for a successful onboarding session.



KEYNOTE SPEAKERS 2024



William McDade, MD, PhD
Accreditation Council of
Graduate Medical
Education (ACGME)
*Chief Diversity, Equity, and
Inclusion Officer*

Dr. McDade is the Chief Diversity, Equity, and Inclusion Officer for the Accreditation Council for Graduate Medical Education (ACGME) and adjunct professor of Anesthesiology at Rush Medical College. Prior to that, he was Executive Vice-President/Chief Academic Officer for the Ochsner Health System and adjunct professor at the University of Queensland; Professor of Anesthesia and Critical Care at the University of Chicago, Associate Dean for Multicultural Affairs at the Pritzker School of Medicine; and Deputy Provost for Research and Minority Issues for the University of Chicago. He is founder of the James E. Bowman Society at the University of Chicago whose focus is on achieving diversity in academic excellence and the elimination of health inequities. Dr. McDade has been a past-president and board chair of the Chicago Medical Society and Illinois State Medical Society; and president of the Cook County Physicians Association, Chicago Society of Anesthesiologists and the Prairie State Medical Society. He has served as Chair of the National Medical Association's Anesthesiology Section and the American Medical Association's Council on Medical Education. He served on the US Department of Education's National Committee on Foreign Medical Education and Accreditation; and has been a representative to the Coalition for Physician Accountability; a board member for the National Board of Medical Examiners and for the ACGME, where he chaired the Taskforce on Diversity in Graduate Medical Education; and, has served as a member of the Board of Trustees of the American Medical Association and on the Executive Committee of the Board of the Joint Commission. Dr. McDade is a board-certified Anesthesiologist having graduated from Pritzker's Medical Scientist Training Program earning a PhD in Biophysics and Theoretical Biology. He completed his internship in internal medicine at UChicago and residency at the Massachusetts General Hospital.



Laurah B. Turner, PhD
University of Cincinnati
College of Medicine
Assistant Professor

Dr. Turner is the Assistant Dean of Assessment and Evaluation in the Office of Medical Education and an Assistant Professor in the Department of Medical Education at the University of Cincinnati, College of Medicine. Her passion lies in advancing medical education through innovative research and evidence-based practices. Her research expertise has been dedicated to improving medical education through artificial intelligence (AI), natural language processing and learning analytics, and addressing disparities in training.

Dr. Turner's research leverages AI and learning analytics to develop evidence-based interventions and assessments that cater to the diverse needs of learner populations. Recently, her focus has been on harnessing the power of AI to design precision education methodologies that adapt teaching and learning approaches to individual learning paces and needs. By leveraging AI technologies, she aims to create personalized learning experiences that optimize educational outcomes and foster learner success.

One of Turner's primary research interests lies in learning analytics and medical education assessment. Her work aims to bridge the education gap in medical training by uncovering disparities and proposing strategies for more equitable and inclusive educational practices. Through the integration of AI, she has worked to create assessment tools and systems that provide a comprehensive understanding of a learner's readiness for transition between different phases of medical training, while also illuminating blind spots and biases that may exist within faculty evaluations and assessments.

SPEAKER BIOS

Doreen J. Addrizzo-Harris, MD

NYU Grossman School of Medicine

Doreen J. Addrizzo-Harris, MD, FCCP is a pulmonary/critical care physician with an extensive background in bronchiectasis and non-tuberculous mycobacterial infection and medical education. Dr. Addrizzo-Harris is currently a Professor of Medicine at the NYU Grossman School of Medicine. She serves as the Associate Division Director for Clinical and Faculty Affairs and is the Director of the NYU Bronchiectasis and NTM Program. She is now serving in her 22nd year as the Program Director of NYU's Pulmonary and Critical Care Medicine Fellowship.

Dr. Addrizzo-Harris received her medical degree and completed her residency and fellowship training at New York University School of Medicine. Since completing her training, she was recruited to stay as a faculty member at NYU, where she has been a critical presence over the past 27 years. She has been instrumental in educating the next generation of pulmonary/critical care physicians and has won a number of awards for her teaching skills, most recently, the 2020 first place Program Director of the ATS Best Practice Program. Dr. Addrizzo-Harris has served on the board of the Association of Pulmonary and Critical Care Medicine Program Directors (APCCMPD), including serving as President from 2006-2007. Academically she authored 47 peer-reviewed publications and 80 scientific abstracts presented at international conferences. She has participated in numerous clinical trials, many as the principal investigator. Dr. Addrizzo-Harris has been recognized as a Distinguished CHEST Educator each year since its inception since 2017, received the Distinguished Service Award in 2019 and the 2021 Master Clinician Educator Award.

During her leadership tenure with CHEST, Dr. Addrizzo-Harris has served on the Marketing Committee, the Health and Science Policy Committee (Chair from 2007-2009), Government Relations Committee, Scientific Program Committee, Education Committee, Governance Committee, Editorial Board for CHEST Physician, Professional Standards Committee (Chair 2016-2018), Board of Regents, and CHEST Foundation Board of Trustees. Most recently, Dr. Addrizzo-Harris served as the President of the CHEST Foundation from 2018-2019 and Co-Chair of the Foundation Awards Committee from 2015-2020. Dr. Addrizzo-Harris served as the sixth woman President to lead the American College of Chest Physicians in 2023.

Mark H. Adelman, MD

NYU Grossman School of Medicine

Mark H. Adelman, MD is an Assistant Professor of Medicine at NYU Grossman School of Medicine and serves as a pulmonary-critical care attending at NYU Langone Hospital-Brooklyn, where he is also a Site Director and an Assistant Program Director for the NYU Pulmonary and Critical Care Medicine fellowship program. His teaching and research interests include the use of new technologies, such as virtual reality, in medical simulation and the use of objective structured clinical exams (OSCEs) for the assessment of communication and teaching skills.

Kelli Alderman

University of Washington

Kelli Alderman is a Program Administrator at the University of Washington with 8+ years of experience working in graduate medical education. She currently serves as Chair of the APCCMPD Program Coordinator Committee. Kelli graduated from DePaul University with a degree in Healthcare Policy and Administration. She is originally from Chicago and moved to the Pacific Northwest to get a taste of the great outdoors and continue advancing her career in health care.

Shirine Allam, MD

Emory University School of Medicine

Shirine Allam, MD is an Associate Professor of Medicine in the Division of Pulmonary, Allergy, Critical Care and Sleep Medicine where she has been Program Director since 2020.

Shelly Anthony, MA, C-TAGME

SUNY Downstate Health Sciences University

Shelly Anthony's passion and commitment to excellence, as well as her indefatigable efforts to bring creativity and business excellence to the healthcare industry, can be seen in her two decades of successful experience in healthcare management and residency/fellowship recruitment. Shelly specializes in exceptional organizational skills, and continually seizes opportunities to develop her professional skills. She is a strong believer in the power of positive thinking, and her longevity as Program Administrator and Division Administrator of the Pulmonary and Critical Care Medicine Division is a result of her impressive attention to detail and organizational prowess. She leads the charge for diversity in the workplace before DEI was even a concept and ensures that more under-represented applicants, especially women, are hired in the field of Pulmonary and Critical Care Medicine.

In addition, Shelly holds a Bachelor of Science degree in International Business from the City University of New York, where she graduated magna cum laude in 2000, and a Master of Arts in International Relations from the City College of New York where she graduated with honors. Shelly is an active member on various committees including the APCCMPD Coordinators' Committee which she recently joined and she is the recipient of several awards including the 2019 Coordinator of the Year Award which was awarded to her by the Residency Program Coordinators' Forum at SUNY Downstate Health Sciences University.

In her spare time, Shelly enjoys spending time with her family, traveling, and a good old-fashioned Netflix binge.

Rendell W. Ashton, MD

Cleveland Clinic

Rendell W. Ashton, MD is an Associate Professor of Medicine in the Cleveland Clinic Lerner College of Medicine of the Case Western Reserve University, and has been a pulmonary and critical care physician in the Respiratory Institute at the Cleveland Clinic since July, 2008. He received his medical degree from the Johns Hopkins University School of Medicine in Baltimore, MD, and completed residency and chief residency in internal medicine, followed by fellowship in pulmonary and critical care at the Mayo Clinic College of Medicine in Rochester, MN. He came to Cleveland after three years in the Division of Pulmonary and Critical Care at SUNY Upstate in Syracuse, NY.

He has directed the pulmonary/critical care fellowship at the Cleveland Clinic since 2010 and helped launch the critical care medicine fellowship in 2010, which he directed until July 2013. He was the President of the Association of Pulmonary and Critical Care Medicine Program Directors in 2017-18. He has served as the Associate Designated Institutional Official and Associate Director of Graduate Medical Education for the Cleveland Clinic since 2019. His clinical and scholarly interests include many areas of critical care and pulmonary medicine, but particularly respiratory failure, mechanical ventilation and sepsis. He is also interested in educational scholarship, including medical simulation as a learning tool.

SPEAKER BIOS

Brent Bagley, MD

Indiana University School of Medicine

Brent Bagley, MD is an Assistant Professor of Clinical Medicine in the Division of Pulmonary & Critical Care Medicine at Indiana University in Indianapolis, IN. He is a 2013 graduate of Indiana University, and a 2017 graduate of Indiana University School of Medicine. He continued his GME training at Indiana University, completing his residency in internal medicine in 2020 and fellowship in pulmonary and critical care medicine in 2023. He served as chief fellow during his third year of fellowship training, which fostered his interest in becoming a clinician-educator. Dr. Bagley has a keen interest in medical education and is engaged with learners at both the UME and GME level with roles as an Associate Program Director for the PCCM fellowship training program, and as statewide course director for the fourth year medical student critical care elective. He has taught a wide array of courses during fellowship and now as a junior faculty member including point-of-care ultrasonography, pulmonary pathophysiology, and simulation-based airway skills labs. His research interests include fellowship curriculum development, as well as assessment, evaluation, and entrustable professional activities. On a national level, he is engaged with the Section on Medical Education of the American Thoracic Society, CHEST, and APCCMPD.

Gabriel Bosslet, MD, MA

Indiana University School of Medicine

Gabriel Bosslet, MD, MA is Professor of Clinical Medicine in the Department of Pulmonary, Critical Care, Sleep and Occupational Medicine at Indiana University and former Fellowship Director for Pulmonary and Critical Care Medicine. Additionally, he is an assistant dean for Faculty Affairs and Professional Development for Indiana University School of 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 at IUPUI.

In 2015, Dr. Bosslet co-chaired a multi-society statement entitled "An Official ATS/AACN/ACCP/ESICM/SCCM Policy Statement: Responding to Requests for Potentially Inappropriate Treatments in Intensive Care Units." This statement provides guidance to clinicians on how to handle disputed requests for treatments in ICUs.

Dr. Bosslet's academic interests also include selection criteria for postgraduate medical education and remediation programs for struggling learners. He has been active in public advocacy around the COVID-19 pandemic, and helped to keep Hoosiers informed about the pandemic through the Hoosier COVID-19 Update Facebook page.

Alicia Brewster, MPA

NYU Grossman School of Medicine

Alicia Brewster, MPA has been a Fellowship Coordinator for Pulmonary, Critical Care and Sleep Medicine at New York University for almost two years. Alicia has been in the Fellowship coordinator role for eight years. She started her GME career at Columbia University in the Rheumatology Division. Alicia is currently on the APCCMPD Program Coordinator Committee. Alicia is passionate about fellow wellness, efficiency, and time management for program coordinators.

John (Jack) D. Buckley, MD, MPH

Western Michigan University Stryker School of Medicine

Jack Buckley, MD, MPH is a medical educator and currently a Professor of Medical Education at the Western Michigan University Stryker School of Medicine. He's been a Pulmonary/CCM program director at Henry Ford Hospital and Indiana University, and is a Past President of APCCMPD. He's also been active with CHEST where he is serving as President during 2024.

Kristin M. Burkart, MD, MSc

Columbia University Medical Center

Kristin M Burkart, MD, MSc is 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 APCCMPD's current Secretary-Treasurer and a Past President. 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.

Frances Clark, MS, C-TAGME

Mount Carmel Health System

Frances Clark, MS, C-TAGME is the GME Accreditation Specialist at Mount Carmel Health System. In her 14 years as a medical education professional, she has worked in all levels of GME in various types of institutions, developed program administrator mentorship and training programs, presented to local medical education groups and national meetings including American Academy of Neurology and the Accreditation Council for Graduate Medical Education. Frances has a passion for helping professionals develop as leaders and is an advocate for the professional development of program administrators as leaders and the profession as a career path.

Başak Çoruh, MD

University of Washington

Başak Çoruh, MD is an Associate Professor of Pulmonary, Critical Care and Sleep Medicine and the Program Director of the Pulmonary and Critical Care fellowship program at the University of Washington. 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 Committees of the American Thoracic Society and the Association of Pulmonary and Critical Care Medicine Program Directors 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.

SPEAKER BIOS

Carolyn D'Ambrosio, MD, MS

Yale University School of Medicine

Carolyn D'Ambrosio, MD, MS is the Vice Chief for Fellowship Training in the Section of Pulmonary and Critical Care Medicine at Yale University School of Medicine. Prior to coming back to Yale, she was the Program Director for the Harvard-Brigham and Women's Hospital Fellowship in Pulmonary and Critical Care Medicine and Associate Professor of Medicine at Harvard Medical School. She has been awarded Best Teacher from both medical students and residents during her years on Faculty and received a Distinguished Teaching Award from the Pulmonary Division at Tufts Medical Center prior to her departure from there. Most recently she was awarded the Pillar Award for Educational Program Leadership, the top award for Program Directors throughout the Mass General Brigham institutions. She also was named as Outstanding Educator by the Association of Pulmonary and Critical Care Program Directors. She has consistently been named one of Boston's Best Doctors for the past several years. Nationally, she has received numerous Distinguished CHEST Educator awards from the American College of Chest Physicians and is a member of the Board of Trustees for the CHEST Foundation. In addition to teaching and clinical work, Dr. D'Ambrosio has conducted research on Sleep and Menopause, Sleep and Breathing in Infants, and participated as the sleep medicine expert in several systemic reviews on home sleep apnea testing and fixed versus auto-titrating CPAP. She also co-authored a book "Comfort the Kid!" on infant sleep and parent bonding.

David J. De La Zerda, MD

University of Miami

David J. De La Zerda, MD's interest in pulmonary and critical care medicine started as a clinical research associate for the lung-heart transplant program at the University of California, Los Angeles. This is the busiest thoracic transplant center on the West coast and the second busiest in the country. He went to the University of California, San Francisco where he trained in internal medicine, and completed his pulmonary and critical care fellowship at the University of California, San Diego (UCSD). During this time, he also completed the UCSD-Clinical Research Enhancement through Supplemental Training (CREST Program). Dr. De La Zerda is currently the PCCM fellowship Program Director, the medical ICU Medical Director at Jackson Memorial Hospital, and Co-Director of the pulmonary vascular disease program.

Ernest K. DiNino, MD

UMass Chan Medical School - Baystate

Ernest K. DiNino, MD is an Assistant Professor of Medicine in the Division of Pulmonary and Critical Care at the UMass Chan Medical School - Baystate Campus. He completed medical school at the University of Massachusetts, residency and chief residency in Internal Medicine at Saint Vincent Hospital in Worcester, MA, and fellowship in Pulmonary and Critical Care Medicine at Brown University. Dr. DiNino is the Program Director for the Pulmonary and Critical Care Medicine Fellowship Program at UMass Chan Medical School - Baystate Campus and Co-Director of the Pulmonary Rehabilitation program at Baystate Health.

Kathleen Doo, MD, MHPE

Kaiser Permanente Northern California

Kathleen Doo, MD, MHPE specializes in adult pulmonary, critical care, and sleep medicine with a focus on medical education and advocacy. She serves as the Associate Program Director for the Pulmonary and Critical Care Medicine Fellowship at Kaiser Permanente Northern California in Oakland. She's obtained a Master's in Health Professions Education at New York University.

Saadia A. Faiz, MD

University of Texas MD Anderson Cancer Center

Saadia A. Faiz, MD is a Professor of Pulmonary Medicine in the Division of Internal Medicine at the University of Texas MD Anderson Cancer Center, and she is a pulmonary and sleep specialist in cancer medicine. She is board certified by the American Board of Internal Medicine in internal medicine, critical care, pulmonary and sleep medicine. She is an active member in her field's professional organizations, including the American College of Chest Physicians (ACCP), the American Thoracic Society (ATS), the American Association of Bronchology and Interventional Pulmonology (AABIP) and the Association of Pulmonary Critical Care Medicine Program Directors (APCCMPD). Her research interests include pulmonary manifestation of cancer, pleural disease in hematologic malignancies, pulmonary hypertension in cancer and sleep and cancer. She also dedicated a significant amount of time to trainee education specifically using simulation for procedural education. She founded and is the Director for the Southwest Regional Boot Camp for First Year Pulmonary and Critical Care (PCCM) Fellows, and she serves as an Associate Program Director for the McGovern Medical School at UTHealth PCCM fellowship.

James Frank, MD, MA

University of California San Francisco

James Frank, MD, MA is a clinician-educator and Professor of Medicine at the University of California San Francisco (UCSF) where he focuses on medical education across undergraduate and graduate learners. He is a medical student coach in the UCSF School of Medicine Bridges Curriculum and directs the medical student critical care immersion experience and critical care acting internship. He has been the Program Director for the UCSF Pulmonary and Critical Care Fellowship Program for the past four years. His clinical roles include critical care medicine and co-leading the pulmonary embolism response team, and the neuromuscular respiratory clinic at the SFVA. His current academic interests include education leadership, teaching quality improvement and communication skills, professional/personal coaching, and curriculum development and implementation.

Alex Garbarino, MD

University of Cincinnati College of Medicine

Alex Garbarino, MD is an Assistant Professor of Medicine at the University of Cincinnati (UC), where he completed his Pulmonary/Critical Care fellowship training. He serves as an Associate Program Director of both the Pulmonary/Critical Care Medicine fellowship and the Internal Medicine residency. He also directs the Pulmonary division of the Medical Student Scholars Program at UC and serves as a member of the APCCMPD Social Media committee. His interests are predominantly in medical education, procedure training and simulation. Prior to coming to Cincinnati, Dr. Garbarino graduated from the University of Michigan, completed medical school at Wayne State University, and completed Internal Medicine training at Henry Ford Hospital, where he also served as chief resident.

Sherie Gause, MD

Oregon Health & Science University

Sherie Gause, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Allergy, and Critical Care Medicine at Oregon Health & Science University. She is the current Associate Program Director of the Pulmonary and Critical Care Medicine Fellowship. She also specializes in interstitial lung disease and pulmonary hypertension. Dr. Gause has a passion for medical education and enjoys teaching and empowering her patients to better manage their lung diseases.

SPEAKER BIOS

Christopher Ghiathi, MD

University of Pennsylvania

Christopher Ghiathi, MD is the interventional pulmonary fellow at the University of Pennsylvania. He obtained his medical doctorate from Morehouse School of Medicine and completed internal medicine residency and chief residency at the University of Washington. He completed his pulmonary and critical care fellowship at the University of Pennsylvania. His interests include critical care, interventional pulmonary, procedural education, and curricular development. When outside of work he enjoys biking, gaming, playing guitar, going to concerts and spending time with his wife and dog.

Shewit Giovanni, MD, MS

Oregon Health & Science University

Shewit Giovanni, MD, MS earned her undergraduate degree from The College of William and Mary and her medical degree from Tufts University. She completed internal medicine residency at the University of Chicago and Pulmonary and Critical Care Medicine fellowship at the University of Washington where she earned a Masters' of Science in Epidemiology before joining the division of Pulmonary and Critical Care at Oregon Health & Science University (OHSU) in 2020. She serves as core faculty for the OHSU PCCM fellowship where she is focused on teaching fundamentals of Quality Improvement and engaging trainees to use these principles to improve patient care. She is also the QI director for the critical care service line at OHSU. Her research interests include ARDS and the intersection between QI and implementation science in delivery of therapies in critical care medicine.

Erin Golembewski, PhD

University of Maryland

Erin Golembewski, PhD oversees master's and PhD students at the University of Maryland Graduate School. She also is the co-principal investigator for the collaborative AGEP-T: PROMISE AGEP (Association for Graduate Education and the Professoriate) Maryland Academy. She serves on several committees and organizations, including the Northeastern Association of Graduate Schools Executive Committee and President-elect.

Patrycja Golinska, MS

Weill Cornell Medicine

Patrycja Golinska, MS is the Academic and Faculty Affairs Manager in the Division of Pulmonary and Critical Care Medicine at Weill Cornell Medicine/ New York Presbyterian in New York, and has been with the division since 2015. She is responsible for the overall administration and operations of the division including, but not limited to, faculty appointments, recruitment, the fellowship program and other academic activities such as conferences and didactics. She is a member of, and highly involved in, several institutional committees such as the Employee Results Rewards Recognition (R3) Committee, Quality Patient Safety Committee & Working Group, and most recently joined the APCCMPD Program Coordinator Committee.

Patrycja enjoys leading change and building teams who work together to exceed expectations for quality, innovation and equity, with a collaborative vision to achieve excellent programs and service. As a huge advocate for professional and academic development, she is excited to work alongside the strong group of program coordinators who belong to the APCCMPD.

Antonio Gomez, MD

University of California San Francisco

Antonio Gomez, MD is an Associate Professor in the Department of Medicine at the University of California San Francisco. His research has focused on critical care and respiratory diseases, with an emphasis on sepsis, acute respiratory distress syndrome (ARDS) and organ dysfunction. Through his co-authored research publications, he has contributed to the understanding of various aspects of these conditions, including prognostic factors, biomarkers and clinical characteristics. His work has explored topics such as the impact of cigarette smoke exposure on ARDS in sepsis, the role of telomere length in sepsis survival, and the effectiveness of aerosolized prostacyclin in ARDS patients. His research aims to improve patient outcomes and advance knowledge in critical care medicine, especially as it applies to historically marginalized groups.

Laura Hinkle, MD, MEd

Indiana University School of Medicine

Laura Hinkle, MD, MEd received her medical degree from the Indiana University School of Medicine, where she also completed her residency and chief residency in internal medicine. She stayed at Indiana University for her pulmonary and critical care medicine fellowship, serving as chief fellow during her final year of training before accepting a faculty position on completion of her fellowship and since then has also earned a Masters in Education from the University of Cincinnati. She has been actively involved in medical education at both the graduate and undergraduate levels and currently holds institutional leadership roles in this area including Program Director for the Pulmonary and Critical Care Medicine Fellowship and Key Clinical Educator for Pulmonary and Critical Care Medicine. She is actively engaged in medical education research and curriculum development and has won awards in these areas, including the Alison Clay Early Career Educator Award in 2023. She is an active member of the American Thoracic Society and has held several education-focused leadership positions in this organization.

Clinically, Dr. Hinkle has a special interest in sarcoidosis and interstitial lung disease. She quickly recognized the need for a more comprehensive multidisciplinary approach to care of these patients and founded a sarcoidosis clinic at IU Health, which is the only World Association of Sarcoidosis and Other Granulomatous Diseases clinic in the state of Indiana.

Kinsley Hubel, MD

Oregon Health & Science University

Kinsley Hubel, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Allergy, and Critical Care Medicine at Oregon Health & Science University. She is the current Associate Program Director for the Critical Care Medicine Fellowship and is transitioning to the Pulmonary & Critical Care Medicine Fellowship. She also specializes in Quality & Patient Safety, Post-ICU care and ECMO. Dr. Hubel is passionate about medical education and simulation-based training.

SPEAKER BIOS

Tristan Huie, MD

University of Colorado Anschutz School of Medicine

Tristan Huie, MD is an Associate Professor of Medicine in the Division of Pulmonary and Critical Care Medicine at the University of Colorado and National Jewish Health. He has directed the Fellowship Program at the University of Colorado since 2017. He specializes in the care of patients with interstitial lung disease and was the Clinical Director for ILD at National Jewish Health from 2013-17. He still enjoys attending in the ICU and is passionate about medical education.

Dr. Huie graduated from Gonzaga University, attended Georgetown University for medical school and residency, and completed his fellowship training in Denver.

Daniel B. Jamieson, MD

MedStar Georgetown University Hospital

Daniel B. Jamieson, MD is an Associate Professor of Medicine at Georgetown University. He is the Program Director for the Pulmonary and Critical Care fellowship at MedStar Georgetown University Hospital and serves as an Associate Program Director for the internal medicine residency.

Maryl Kreider, MD, MSCE

University of Pennsylvania

Maryl Kreider, MD, MSCE is a Professor of Clinical Medicine and the Vice Chief of Education and Faculty Development for the Division of Pulmonary and Critical Care Medicine at the University of Pennsylvania. She has served as the Fellowship Director of Pulmonary and Critical Care since 2014 and, prior to that, as Associate Program Director for nine years. Clinically, she specializes in the evaluation and treatment of patients with diffuse parenchymal lung diseases and serves as the Director of the Interstitial Lung Disease Program at Penn. At the Harron Lung Center she is the Director of the Lymphangiomyomatosis (LAM) and Rare Lung Disease Clinics. Dr. Kreider received her medical degree from University of Pennsylvania School of Medicine. She completed a residency in internal medicine and a fellowship in pulmonary disease and critical care at the Hospital of the University of Pennsylvania.

May M. Lee, MD

University of Southern California

May M. Lee, MD is a clinician-educator in Pulmonary and Critical Care Medicine (PCCM). She is currently the Program Director of the PCCM Fellowship Training Program and the Assistant Dean for Continuing Medical Education at the University of Southern California. She has served in various administrative roles, including Pulmonary and Critical Care Service Chief and the Medical Director of the medical intensive care unit at LAC+USC Medical Center.

Dr. Lee obtained her MD from the Renaissance School of Medicine at Stony Brook University in New York with a distinction in humanistic studies. She completed her internal medicine residency, fellowship in pulmonary and critical care medicine (PCCM), and a post-doctoral research program at the University of Chicago.

Peter H. Lenz, MD, MEd

University of Cincinnati College of Medicine

Peter H. Lenz, MD, MEd is a Professor of Medicine at the University of Cincinnati where he serves as the Program Director for the Pulmonary and Critical Care 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 audience 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 disseminating information he learned while obtaining his Masters of Medical Education from the University of Cincinnati and Cincinnati Children's Hospital Medical Center. 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.

Dr. Lenz has served on the American College of Chest Physicians (ACCP) Training and Transitions Committee, chaired American Thoracic Society (ATS) poster sessions and ACCP oral presentation sessions and plays an active role with the Association of Pulmonary and Critical Care Medicine Program Directors (APCCMPD).

Erica Lin, MD

University of California San Diego

Erica Lin, MD is an Assistant Professor in the Division of Pulmonary, Critical Care and Sleep at the University of California, San Diego with a dual appointment as Staff Physician in the VA San Diego Healthcare System (VASDHS). Dr. Lin completed her undergraduate training at Duke University, her medical school training at University of Alabama at Birmingham, her Internal Medicine residency training at Mayo Clinic, and her Pulmonary and Critical Care fellowship training at University of California San Diego. She was awarded the 2020 Fellows Teaching Award for her dedication to medical education. During her fellowship, she received a grant to develop, implement, and study a telesimulation curriculum for graduating medical students during the COVID-19 pandemic. As a junior faculty member, she serves as the Associate Chief of Staff for Education at VASDHS. Additionally, she is a co-director for the Foundations of Medicine course for first-year medical students and second-year pharmacy students and a co-director for the Fellows and Faculty as Clinician Educator course. Recently, she has joined ATS Scholar as their inaugural editorial fellow. Dr. Lin has a long-standing interest in medical education and medical education research, focusing on curricular development and the use of technology in medical education.

SPEAKER BIOS

Jennifer McCallister, MD

The Ohio State University College of Medicine

Jennifer McCallister, MD is a Professor of Clinical Internal Medicine in the Division of Pulmonary, Critical Care, and Sleep Medicine at the Ohio State University College of Medicine where she is also a leader in medical education. She currently serves as the Associate Dean of Medical Education for the College of Medicine and the Assistant Director of Faculty Affairs for the Division of Pulmonary, Critical Care, and Sleep Medicine. She is a Past President of the Association of the Pulmonary and Critical Care Medicine Program Directors, a past Chair of the ATS Section on Medical Education, and she served as the Pulmonary and Critical Care Medicine Fellowship Program Director at Ohio State from 2014-2022. Employing these positions to bolster clinician-educator career development and streamline the transition from undergraduate to medical education, she has made great strides in cultivating stronger pulmonary and critical care education programs. Her current areas of interest include mentorship in graduate medical education (GME) and minimizing bias in medical education.

Mirna Mohanraj, MD

Icahn School of Medicine at Mount Sinai

Mirna Mohanraj, MD is an Associate Professor of Medicine and Medical Education at the Icahn School of Medicine at Mount Sinai and the Associate Program Director for the Mount Sinai Morningside-West Pulmonary and Critical Care Medicine Fellowship. Dr. Mohanraj's interests and research focus on curriculum development, humanism in medicine, program remediation, bioethics improvement and education, and innovative education methods. Dr. Mohanraj received the prestigious 2023 Dr. Nathan Kase Innovations in Education Award and the 2023 APCCMPD Mid-Career Educator Award. She is the inaugural recipient of the ACGME 2022-2024 Back to Bedside Multisite Grant and an inductee into the inaugural 2024 Neustein Mid-Career Women Faculty Award Program. Dr. Mohanraj is an engaged member of the APCCMPD Education Committee.

Anna Neumeier, MD

University of Colorado Anschutz School of Medicine

Anna Neumeier, MD is an Assistant Professor of Medicine within the Division of Pulmonary Sciences and Critical Care Medicine at the University of Colorado. She is the Associate Program Director for Education for the Pulmonary Sciences and Critical Care Medicine Fellowship and directs a longitudinal course for the University of Colorado School of Medicine. Her academic interests involve medical education with a focus on curriculum design and pedagogical approaches to promote advancement across the continuum of learning.

Emily Olson, MD

Northwestern University

Emily Olson, MD is a Pulmonary and Critical Care Medicine fellow at Northwestern University. She completed Internal Medicine residency and Chief residency at Mayo Clinic in Rochester, MN where she lead curriculum changes for quality improvement, evidence-based medicine, and "Upstander Training". In addition to her work with the APCCMPD Fellows Working-Group, she is integral to some of the major changes occurring in her own fellowship program. This includes the initiation of an Academic Half Day and changing the current fellow feedback system. She is also passionate about merging her interests in medical education and addressing gender equity.

Jaime Palomino, MD

Tulane University School of Medicine

Jaime Palomino, MD earned his medical degree at Universidad del Valle in Cali, Colombia. He completed his internship, residency and chief residency in internal medicine at NYU Downtown Hospital in New York City. Dr. Palomino came to Tulane University for a fellowship in Pulmonary and Critical Care Medicine. After finishing his fellowship training Dr. Palomino joined the Tulane faculty as an Assistant Professor of Clinical Medicine.

Dr. Palomino is board certified in Pulmonary Disease and Critical Care Medicine. He is a member of the American College of Chest Physicians, the American Thoracic Society, the International Association for the Study of Lung Cancer, the American Association for Bronchology and Interventional Pulmonology and the Society of Critical Care Medicine.

His main clinical and research interests are early diagnosis of lung cancer, advanced bronchoscopic techniques, and molecular biology of lung tumors.

Amees S. Patrawalla, MD, MPH

Rutgers New Jersey Medical School

Amees S. Patrawalla, MD, MPH is an Associate Professor of Medicine at Rutgers NJMS and the Program Director of the Pulmonary and Critical Care Fellowship. She graduated from Mount Sinai School of Medicine and completed her residency in Internal Medicine at Boston Medical Center. She completed her fellowship in Pulmonary and Critical Care Medicine at New York University. Dr. Patrawalla also received a Masters in Global Public Health from NYU.

Dr. Patrawalla is the Medical Director of the Lattimore Practice at the Global TB Institute. She is interested in global health and has worked in India, Sri Lanka and Ethiopia. She is board certified in Pulmonary and Critical Care Medicine. Dr. Patrawalla also attends in the MICU, as well as on the Pulmonary and TB Consult services at University Hospital. In addition, she is a fellow of the American College of Chest Physicians and a member of the American Thoracic Society.

Dr. Patrawalla's main clinical and research interest is pulmonary mycobacterial infections, including tuberculosis. She is a dedicated educator with interests in innovative learning and medical education at both the GME and CME level.

Craig Piquette, MD

University of Nebraska Medical Center

Craig Piquette, MD is a Professor in the Pulmonary, Critical Care & Sleep Medicine Division at the University of Nebraska Medical Center and the Director of the pulmonary and critical care fellowship program. His clinical interests include chronic obstructive pulmonary disease and pulmonary rehabilitation.

SPEAKER BIOS

Deepak Pradhan, MD, MHPE

NYU Grossman School of Medicine

Deepak Pradhan, MD, MHPE is the Associate Program Director for the Pulmonary & Critical Care Medicine (PCCM) Fellowship Program at the NYU Grossman School of Medicine, Associate Medical Director of the New York Simulation Center for the Health Sciences (NYSIM), Co-Director for VV-ECMO at Bellevue Hospital, and former Associate Section Chief of Pulmonary/Critical Care at NYU Langone Health (NYULH). He attends in the Medical Intensive Care Unit at NYULH Tisch Hospital and Bellevue Hospital. His interests include point-of-care ultrasound, simulation, procedural competency, faculty development, and all things related to medical education.

Rachel Quaney, MD, MAED

University of Colorado Anschutz School of Medicine

Rachel Quaney, MD, MAEd obtained her medical degree at University of Kansas School of Medicine before completing internal medicine residency at University of South Carolina-Greenville, pulmonary and critical care medicine fellowship at The Ohio State University, and a sleep medicine fellowship at University of Colorado. Her clinical interests include sleep disordered breathing in advanced lung disease and sleep in the hospitalized patient. Her research interests currently focus on feedback and assessments.

Brian Reuland, MD

NYU Grossman School of Medicine

Brian Reuland, MD, completed his medical school and internal medicine residency at Columbia University College of Physicians and Surgeons. Currently a second-year Pulmonary/Critical Care Fellow at New York University Grossman School of Medicine, he is an emerging clinician-educator with an interest in teaching, medical education, and a commitment to humanistic and compassionate patient care. He is an active member of the ATS Trainees Interested In Medical Education committee, and this year is hosting the fellows' reading list podcast. In his upcoming third year of fellowship, Brian will serve as the Simulation fellow at the Manhattan VA Hospital, while conducting educational research on crafting a longitudinal ECMO curriculum, a project that earned him the 2024 APCCMPD Scholarship in Medical Education Research Award. This opportunity will allow Brian to combine his passions for medical education, simulation, and extracorporeal life support.

Lekshmi Santhosh, MD, MAEd

University of California San Francisco

Lekshmi Santhosh, MD, MAEd specializes in adult pulmonary and critical care medicine with a focus on medical education. She attends in the Medical ICU, the Neuro ICU, on the Internal Medicine teaching wards, and has clinic at the Pulmonary Outpatient Faculty Practice at UCSF-Parnassus. She is the founder and Medical Director of the multidisciplinary post-COVID/post-ICU OPTIMAL Clinic at UCSF Health.

She serves as the Associate Program Director for the Pulmonary and Critical Care Medicine Fellowship and the Associate Program Director for the Internal Medicine Residency at Parnassus. She obtained her Master's in Health Professions Education from UC-Berkeley. She gives clinical lectures to students, residents, fellows, faculty and interprofessional team members. Her primary interests in medical educational research are related to ICU transitions of care, women in leadership development, clinical reasoning, and subspecialty career choice.

Briana T. Short, MD

Columbia University Medical Center

Briana T. Short, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Allergy and Critical Care Medicine whose academic focus is on medical education and wellbeing in the critical care setting. Her clinical expertise is in acute respiratory failure, mechanical ventilation and extracorporeal membrane oxygenation. She is the Associate Program Director of the Pulmonary and Critical Care Fellowship at Columbia University Irving Medical Center. Her work focuses on advancing and standardizing airway training for fellows and faculty using simulation. She also serves as the Medical Director for Wellbeing for the Medical ICU and Medical Critical Care services. She works to improve access to mental health resources for critical care providers.

Stuart Slavin, MD, MEd

Accreditation Council for Graduate Medical Education (ACGME)

Stuart Slavin, MD, MEd is Vice President for Well-Being at the Accreditation Council for Graduate Medical Education (ACGME). A graduate of Saint Louis University (SLU) School of Medicine, Dr. Slavin completed his residency training in pediatrics at UCLA and stayed as a faculty member there for seventeen years before returning to SLU as Associate Dean for Curriculum. Over the past decade, Dr. Slavin led efforts at SLU to improve the mental health of medical students, which produced dramatic decreases in rates of depression and anxiety in pre-clerkship students. He joined the ACGME in July 2018 and will help lead efforts to improve the mental health of residents and faculty across the US.

Tameka Smith, MD

Oregon Health & Science University

Tameka Smith, MD is a second year PCCM fellow at Oregon Health and Science University in the medical education pathway. Through this pathway she is completing the Education Scholars Program which provides further training in medical education scholarship and learning theory. Prior to fellowship, she completed internal medicine residency and chief year as the Chief Resident in Quality and Safety at Tulane University in New Orleans, LA. Dr. Smith attended medical school at Oregon Health & Science University.

Geneva Tatem, MD

Michigan State University College of Human Medicine

Geneva Tatem, MD is Clinical Professor of Medicine at Michigan State University College of Human Medicine. Her education interests include using behavioral-based interviews in fellowship recruitment and equitable recruitment practices.

Keriann Van Nostrand, MD

University of California San Diego

Keriann Van Nostrand, MD completed her Doctor of Medicine degree in 2008 at the West Virginia University School of Medicine. She completed her Internal Medicine Residency and her Fellowship in Pulmonary and Critical Care Medicine at the Indiana University School of Medicine. She then completed an Advanced Fellowship in Interventional Pulmonology at Emory University, and she remained as a faculty member at Emory from 2015 to 2021. She joined the University of South Florida in 2021, where she assumed the role of Fellowship Program Director. She was drawn to USF by the collegiality among the faculty, and by the educational mission and to be closer to family. When she's not at work, she likes hanging out with her giant schnoodle, Lilly. With time permitting she loves baking and attempting recipes from the Great British Baking Show.

SPEAKER BIOS

Suzanne Ventura, MSW

University of Maryland

Suzanne Ventura, MSW is a Program Manager in the Division of Pulmonary & Critical Care Medicine at the University of Maryland School of Medicine. She has 10 years experience managing several fellowships including PCCM, CCM, Sleep Medicine, and Interventional Pulmonology. Prior to this, she spent over 10 years in higher education administration as a director of internships, grant manager and graduate education coordinator. Suzanne has been a member of the APCCMPD Program Coordinator Committee for 2 years.

Mark T. Warner, MD

University of Texas Health Science Center at Houston

Mark T. Warner, MD received his undergraduate degree from Texas A&M University in Biomedical Science, with a minor in Business Administration. He was awarded his medical degree from McGovern Medical School at The University of Texas Health Science Center at Houston. He later his Internship and Residency training in Internal Medicine at McGovern Medical School and subsequently served as a Chief Medical Resident.

His Pulmonary and Critical Care Medicine Fellowship training was also completed at the McGovern Medical School. Dr. Warner then joined the faculty in the Division of Critical Care in 2013 and regularly attends in Intensive Care Units in the Heart and Vascular Institute at Memorial Hermann-TMC Hospital. Dr. Warner currently serves as the Co-Director of the Cardiac Care Unit.

Dr. Warner is board certified in Internal Medicine, Pulmonary Medicine, Critical Care Medicine and Medical Quality.

Dr. Warner is passionate about educating all levels of trainees in Medicine and currently teaches medical students, residents in Internal Medicine and fellows in Pulmonary and Critical Care Medicine. He currently serves as the Program Director of the Pulmonary and Critical Care Fellowship at McGovern Medical School at UTHealth. In his spare time, he enjoys spending time with family and friends and traveling.

Jennifer Whealdon MD

NYU Grossman School of Medicine

Jennifer Whealdon, MD is Chief Fellow of Pulmonary and Critical Care Medicine at New York University (NYU). She is Co-Director of the Department of Medicine Summer Research Fellowship Program at NYU Grossman School of Medicine where she designed, implemented and directed an immersive 6-week summer program to expose first-year medical students to the field of medicine through research, curriculum and clinical experiences.

Tanzira Zaman MD

Cedars-Sinai Medical Center

Tanzira Zaman, MD is an Assistant Professor of Medicine at Cedars-Sinai Medical Center. She serves as an Associate Program Director in the Pulmonary & Critical Care Fellowship, focusing on curricular innovation. She specializes in Interstitial Lung Disease and serves as the Medical Director of the multidisciplinary program at Cedars-Sinai, where she also leads investigator-initiated trials for ILD.

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ATS 2024 // San Diego, CA // May 18 - 19, 2024

SATURDAY, MAY 18, 2024

1:00 - 4:00 PM ATS-APCCMPD-PEPTDA 2024 Forum for Clinical Educators
Time: Subject to change
Location: TBD

SUNDAY, MAY 19, 2024

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 2024 // Boston, MA // October 6 - 7, 2024

SUNDAY, OCTOBER 6, 2024

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

MONDAY, OCTOBER 7, 2024

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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