



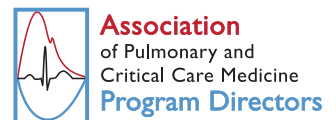
2026 ANNUAL CONFERENCE ADVANCE PROGRAM

March 4-6, 2026

Hilton Scottsdale Resort & Villas
6333 North Scottsdale Road
Scottsdale, AZ 85250

Network. Learn. Implement.

apccmpd.org



PRE-COURSE INFORMATION

Wednesday, March 4, 2026

ALL TIMES SHOWN ARE IN MOUNTAIN TIME ZONE

*Pre-Course Sessions are intended for an **IN-PERSON** audience only*

2026 FLIGHT Academy: Fellowship and GME Leadership Training

8:00 AM - 5:30 PM

\$565 Member / \$765 Non-Member

APCCMPD reserves the right to cancel the Pre-Course due to low enrollment

- We're excited to offer the FLIGHT Academy Certificate Program, but **space is limited!**
- Offered on a first-come, first-served basis.
- Includes Breakfast, Lunch and Breaks on Wednesday, March 4, 2026.
- We hope to see you there!

Elevate Your Leadership in Graduate Medical Education

This comprehensive course is designed for fellowship program directors, associate program directors, faculty, and aspiring medical education leaders who seek to develop their leadership capabilities while advancing educational innovation and scholarship in graduate medical education. Through interactive workshops, collaborative problem-solving, expert panel discussions, and hands-on application activities, participants will explore the multifaceted dimensions of medical education leadership—from personal leadership development and professional identity formation to educational scholarship and curriculum innovation. The course challenges the traditional notion that leadership is an innate trait, instead presenting it as a developable competency that can be systematically cultivated through evidence-based frameworks, reflective practice, and intentional skill-building. Participants will engage with cutting-edge topics including leadership development, educational innovation and scholarship, population health integration in subspecialty training, professional identity formation within communities of practice, team dynamics and conflict management, and strategic career network development, while building meaningful professional networks that extend beyond the course and support their ongoing development as medical education leaders.

LEARNING OBJECTIVES

At the conclusion of this course, participants will be able to:

1. **Apply evidence-based frameworks** to develop personal leadership capabilities through reflective practice, self-assessment, and individualized growth plans with specific goals and accountability mechanisms.
2. **Design and implement mentoring approaches** that foster leadership development in trainees and peers, creating pathways for progression from supervised learners to autonomous practitioners and future leaders.
3. **Develop mission-aligned professional networks** using structured mapping tools and strategic relationship-building to support career advancement and ongoing learning.
4. **Design, implement, and disseminate educational innovations** by identifying curricular gaps, selecting appropriate research methodologies, and transforming initiatives into publishable scholarship.

5. **Integrate emerging competencies** (including population health, value-based care, and social determinants of health) into fellowship curricula through systematic curriculum design and meaningful learning experiences.
6. **Apply professional identity formation (PIF) frameworks** to mentorship conversations and program design to foster belonging, inclusion, and identity development within communities of practice.
7. **Manage team conflict and promote collaborative team dynamics** using evidence-based communication strategies and structured frameworks for addressing challenging interpersonal situations.
8. **Engage with a community of practice** of GME leaders to share challenges, analyze effective solutions, and build peer networks that provide ongoing support for program leadership.

TARGETED LEARNERS

- Fellowship Program and Associate Program Directors
- Medical Education Faculty
- Aspiring Education Leaders

MENTORING CONSULTATION

Pre-course participants can sign up for a 30-minute, 1:1 mentoring consultation with an experienced peer program director to discuss a specific fellowship program-related question or issue. **The ability to reserve a 1:1 mentoring consultation is for pre-course participants only on a first-come, first-served basis.** A waitlist will be started once all 1:1 mentoring consultation sessions are filled. Sessions will be confirmed prior to the pre-course start date.

CONTINUING EDUCATION AND MOC CREDIT



In support of improving patient care, this activity has been planned and implemented by University of Nebraska Medical Center and Association of Pulmonary and Critical Care Medicine Program Directors. University of Nebraska 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 **TBD AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Maintenance of Certification (MOC)

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It is the CME activity provider's responsibility to submit participant completion information to ACCME for the purpose of granting ABIM or ABP, etc. MOC credit.

PRE-COURSE AGENDA

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Pre-Course Sessions are intended for an *In-person* audience only

Pre-Course Check-In and Breakfast

7:00-8:00 AM

Morning Sessions

8:00-8:10 AM

Welcome and Introductions

James Frank, MD, MA, APCCMPD President
University of California, San Francisco

8:10-9:10 AM

Keynote Address

The Leadership-Mentorship Connection: Developing Effective Fellowship Program Excellence

Leon E. Moores, MD, DSc, FACS
Virginia Commonwealth University School of Medicine

9:10-9:15 AM

Orientation to Small Group Sessions

9:15-9:20 AM

Transition to Assigned Breakout Rooms

Concurrent Panel Discussion/Workshop 1: Group A

9:20-10:20 AM

Innovation and Scholarship

Geneva Tatem, MD
Michigan State University College of Human Medicine
Janae Heath, MD
University of Pennsylvania

Concurrent Workshop 2: Group B

9:20-10:20 AM

Population Health Management

Cait Clancy, MD, MSHP
University of Pennsylvania

10:20-10:35 AM

Networking Break

Concurrent Workshop 3: Group A

10:35-11:35 AM

Mastering Mentoring: Making Connections, Building Networks, and Sponsorship

Mirna Mohanraj, MD
Icahn School of Medicine at Mount Sinai
Diana Kelm, MD
Mayo Clinic College of Medicine and Science
Alyssa A. Perez, MD
University of California, San Francisco
Avinash Singh, MD
Icahn School of Medicine at Mount Sinai

Sessions (cont'd)

Concurrent Workshop 4: Group B

10:35-11:35 AM

Being, Becoming, Belonging: How Professional Identity Formation Can Reframe Mentorship

Robin Stiller, MD
Oregon Health & Science University

Emily Olson, MD
Mayo Clinic College of Medicine and Science

Timothy Dyster, MD, MAEd
University of California, San Francisco

Mira John, MD
University of California, San Diego

Ilana Krumm, MD, MAEd
Virginia Mason Medical Center

Concurrent Panel Discussion/Workshop 1: Group B

11:35 AM-12:35 PM

Innovation and Scholarship

Geneva Tatem, MD
Janae Heath, MD

Concurrent Workshop 2: Group A

11:35 AM-12:35 PM

Population Health Management

Cait Clancy, MD, MSHP

Lunch

12:35-1:35 PM

Afternoon Sessions

Concurrent Workshop 5: Group A

1:35-2:35 PM

Leadership Skills: A Framework for Negotiating Team Dynamics and Interprofessional Conflict

Laura K. Rock, MD
Asha M. Anandaiah, MD
Massachusetts General Hospital/BIDMC/Harvard Medical School

Avraham Z. Cooper, MD
The Ohio State University College of Medicine

Concurrent Workshop 6: Group B

1:35-2:35 PM

Title

Leon E. Moores, MD, DSc, FACS
Virginia Commonwealth University School of Medicine

PRE-COURSE AGENDA

Wednesday, March 4, 2026

ALL TIMES SHOWN ARE IN MOUNTAIN TIME ZONE

*Pre-Course Sessions are intended for an **In-person** audience only*

Afternoon Sessions (cont'd)

Concurrent Workshop 3: Group B

2:35-3:35 PM

Mastering Mentoring: Making Connections, Building Networks, and Sponsorship

Mirna Mohanraj, MD

Diana Kelm, MD

Alyssa A. Perez, MD

Avinash Singh, MD

Concurrent Workshop 4: Group A

2:35-3:35 PM

Being, Becoming, Belonging: How Professional Identity Formation Can Reframe Mentorship

Robin Stiller, MD

Emily Olson, MD

Timothy Dyster, MD, MAEd

Mira John, MD

Ilana Krumm, MD, MAEd

3:35-3:50 PM

Networking Break

Concurrent Workshop 5: Group B

3:50-4:50 PM

Leadership Skills: A Framework for Negotiating Team Dynamics and Interprofessional Conflict

Laura K. Rock, MD

Asha M. Anandaiah, MD

Avraham Z. Cooper, MD

Concurrent Workshop 6: Group A

3:50-4:50 PM

Title

Leon E. Moores, MD, DSc, FACS

4:50-4:55 PM

Transition to General Session Room

4:55-5:25 PM

Participant Driven Panel Discussion

Leading With Confidence: Solutions for Program Leadership Challenges

Moderator

James Frank, MD, MA

Panel

Paru S. Patrawalla, MD

Icahn School of Medicine at Mount Sinai

Ziad S. Shaman, MD, MHcM

MetroHealth System/Case Western Reserve University

Raed Alalawi, MD

University of Arizona College of Medicine Phoenix

Tiffany Dumont, DO

Allegheny General Hospital

Laura J. Hinkle, MD, MEd

Indiana University School of Medicine

5:25-5:30 PM

Course Wrap-up

James Frank, MD, MA

GENERAL CONFERENCE

Target Audience

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

Learning Objectives

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

Apply current ACGME requirements and national policy updates to fellowship program operations, accreditation processes, and compliance strategies for pulmonary, critical care, and interventional pulmonology programs.

Design competency-based curricula for emerging technical skills (critical care ultrasonography, extracorporeal life support, interventional pulmonology) that include introductory training, longitudinal practice opportunities, and summative assessment strategies aligned with accreditation standards.

Implement the 4S Framework (Silence, Second, Safety, Secret Moves) and other evidence-based strategies to promote graded autonomy and entrustment decision-making for fellows across inpatient and ambulatory settings.

Develop individualized action plans to address program-specific barriers in curriculum implementation, including faculty development needs, infrastructure requirements, resource allocation, and institutional buy-in strategies.

Integrate teaching about social determinants of health, structural inequities, and advocacy into fellowship curricula using practical strategies that navigate political, institutional, and funding constraints while meeting accreditation requirements.

Create inclusive learning environments for trainees with disabilities by recognizing common barriers, implementing legally compliant accommodation processes, and fostering cultures of belonging that benefit all learners.

Evaluate program strengths and limitations in areas such as procedural training, diversity and equity initiatives, advocacy skill development, and specialty-specific educational needs through benchmarking and peer collaboration.

Apply situated learning theory and consensus-driven content frameworks to redesign specialty-specific curricula (such as interstitial lung disease education) that embed knowledge in realistic clinical contexts and patient-centered approaches.

Develop strategies to navigate complex program challenges including trainee unionization efforts, interventional pulmonology integration, community-based program administration, and maintaining program cohesion during organizational change.

Engage with communities of practice through specialty-specific networks (critical care medicine, interventional pulmonology, community-based programs) to share best practices, identify common challenges, and build collaborative solutions that strengthen fellowship education nationally.

Conference Planning Committee

James Frank, MD, MA

University of California, San Francisco
Planning Committee Chair

Joyce Reitzner, MBA, MIPH

APCCMPD Executive Director

Brenda Ram, CMP, CHCP

Director, Educational Programs

Missy Edwards, BA

Center for Continuing Education

University of Nebraska Medical Center

Disclosure Declaration

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 UNMC.

CONTINUING EDUCATION AND MOC CREDIT



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CONFERENCE AGENDA

Thursday, March 5, 2026

ALL TIMES SHOWN ARE IN MOUNTAIN TIME ZONE

General Sessions are intended for *In-person and Virtual* audiences

Conference Check-In and Breakfast

7:00-8:00 AM

All Attendees

General Sessions

8:00-8:15 AM

Welcome and Introductions

*James Frank, MD, MA, APCCMPD President
University of California, San Francisco*

8:15-8:35 AM

National GME Policy Updates

James Frank, MD, MA

8:35-9:25 AM

ACGME RRC-IM Update

*Rendell W. Ashton, MD
ACGME Pulmonary Representative to the RRC-IM
Cleveland Clinic*

9:25-10:20 AM

Keynote Address

How to Be An Authentic Leader

*Richard Winters, MD
Mayo Clinic College of Medicine and Science*

10:20-10:35 AM

Networking Break

Program Coordinator Workshop Sessions

10:45 AM-5:15 PM

See pp. 10-11

General Sessions (cont'd)

10:35-10:50 AM

Presentation of 2026 APCCMPD Award for Novel Fellowship Education Implementation

10:50 AM-11:05 AM

Presentation of 2025 APCCMPD Award for Medical Education Research

11:05-11:10 AM

Presentation of 2026 CHEST and APCCMPD Medical Educator Diversity Scholar Fellowship Award

*Deepak R. Pradhan, MD, MHPE
NYU Grossman School of Medicine*

11:10-11:20 AM

Update on 2025 CHEST and APCCMPD Medical Educator Diversity Scholar Fellowship Award

*Arnulfo Duarte, DO
University of Texas Health Science Center at Tyler*

*Tristan Huie, MD
Anna Neumeier, MD
University of Colorado Anschutz School of Medicine*

11:20-11:30 PM

Presentation of 2026 APCCMPD Scholarship in Medical Education Research Award

11:35-11:50 AM

Update on 2024 APCCMPD Scholarship in Medical Education Research Award

*Brian Reuland, MD
Mount Sinai Medical Center*

11:50-11:55 AM

Presentation of 2025 Mid-Career and 2025 Emerging Educator Awards

11:55 AM-12:15 PM

Presentation of Outstanding Educator Award and Lecture

Lunch

12:15-1:15 PM

Breakout Sessions & Town Hall Meetings

Breakout Sessions are intended for an **In-person** audience only
Each attendee participates in up to **four** Breakout Sessions
Town Hall Meetings are intended for **In-person and Virtual** audiences

Breakouts 1-3, Round 1

1:15-2:10 PM

Breakout 1.1: Getting Across the Finish Line: Practical Strategies for Fostering Fellow Autonomy

*Shewit Giovanni, MD, MSc
Oregon Health & Science University*

*Anna K. Brady, MD
Medical University of South Carolina*

*Stephanie Maximous, MD, MS
University of Pittsburgh Medical Center*

*Trevor Steinbach, MD
University of Colorado Anschutz School of Medicine*

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Breakouts 1-3, Round 1 (cont'd)

1:15-2:10 PM

Breakout 2.1: Innovate your ILD Instructional Design

Samantha King, MD, MS

Tristan Huie, MD

University of Colorado Anschutz School of Medicine

Maryl Kreider, MD

University of Pennsylvania

Ali Rueschhoff, MD

University of Kansas School of Medicine

Susan K. Mathai, MD

Baylor University Medical Center

Breakout 3.1: How to Coach a Disrupted Colleague

Richard Winters, MD

Mayo Clinic College of Medicine and Science

Town Hall Meeting 1: Critical Care Medicine Fellowship Program Forum

Julia Powelson, MD

Renaissance School of Medicine at Stony Brook University

2:10-2:15 PM

Breakout Transition

Breakouts 1-3, Round 2

2:15-3:10 PM

Breakout 1.2: Getting Across the Finish Line: Practical Strategies for Fostering Fellow Autonomy

Shewit Giovanni, MD, MSc

Anna K. Brady, MD

Stephanie Maximous, MD, MS

Trevor Steinbach, MD

Breakout 2.2: Innovate your ILD Instructional Design

Samantha King, MD, MS

Tristan Huie, MD

Maryl Kreider, MD

Ali Rueschhoff, MD

Susan K. Mathai, MD

Breakout 3.2: How to Coach a Disrupted Colleague

Richard Winters, MD

Breakouts 1-3, Round 2 (cont'd)

2:15-3:10 PM

Town Hall Meeting 2: Interventional Pulmonology Fellowship Program Forum

Van Holden, MD

University of Maryland School of Medicine

3:10-3:25 PM

Break/Transition

Breakouts 4-6, Round 1

3:25-4:20 PM

Breakout 4.1: Educators as Advocates: Teaching, Leading and Sustaining Equity in a Shifting Landscape

Stella B. Ogake, MD, FCCP, ATSF

The Ohio State University College of Medicine

Stephanie Maximous, MD, MS

University of Pittsburgh Medical Center

Başak Çoruh, MD

University of Washington

Mirna Mohanraj, MD

Icahn School of Medicine at Mount Sinai

Breakout 5.1: Building a Competency-Based Critical Care Ultrasound (CCUS) Curriculum: Practical Strategies for Fellowship Programs

Paru S. Patrawalla, MD

Icahn School of Medicine at Mount Sinai

Amik Sodhi, MD

University of Wisconsin School of Medicine and Public Health

Navitha Ramesh, MD

University of Pittsburgh Medical Center

F. Mae West, MD

Sidney Kimmel Medical College at Thomas Jefferson University

Breakout 6.1: To Be Announced

Town Hall Meeting 3: Connecting Community-Based Program Leaders: A Networking and Sharing Forum

Ernest DiNino, MD

UMass Chan Medical School-Baystate

Kathleen Doo, MD, MHPE

Kaiser Permanente Northern California-Oakland

Amea Patrawalla, MD

Rutgers New Jersey Medical School

4:20-4:25 PM

Break/Transition

CONFERENCE AGENDA

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Breakouts 4-6, Round 2

4:25-5:20 PM

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Paru S. Patrawalla, MD

Amik Sodhi, MD

Navitha Ramesh, MD

F. Mae West, MD

Breakout 6.2: To Be Announced

Evening Break

5:20-6:30 PM

Networking Reception

6:30-8:30 PM

CONFERENCE AGENDA

Friday, March 6, 2026

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General Sessions are intended for In-person and Virtual audiences

Breakfast

7:00-8:00 AM

All Attendees

General Sessions

8:00-8:25 AM

Opening Remarks and 2025 APCCMPD Fellowship
Benchmarking Survey Results

James Frank, MD, MA

8:25-9:00 AM

Medical Education Literature and Author Spotlight

Erin Camac, DO, FCCP, ATSF

University of Kentucky College of Medicine

9:00-9:55 AM

Keynote Address

Health Equity in GME

Malika Fair, MD, MPH, FACEP

Association of American Medical Colleges (AAMC)

9:55-10:10 AM

Networking Break

10:10-10:25 AM

2025-2026 APCCMPD Annual Fellow Survey Results

Claudia Tejera Quesada, MD, Fellow Member on the Board of Directors

University of Alabama at Birmingham

10:25-10:40 AM

Rapid Poster Presentations

James Frank, MD, MA

10:40-11:05 AM

Harmonizing PCCM and IP Training in the ACGME Era:

Bridging Gaps, Building Continuity

Jakob I. McSparron, MD

University of Michigan

Mihir Parikh, MD

Massachusetts General Hospital/BIDMC/Harvard Medical School

Keriann Van Nostrand, MD

University of California, San Diego

Van Holden, MD

University of Maryland

General Sessions (contd)

11:05-11:30 AM

From Policy to Practice: Supporting Fellows Through
Accommodations

Jennifer McCallister, MD

The Ohio State University College of Medicine

11:30-11:55 AM

Unions and Fellowships: Friend, Foe, or No Big Deal?

Maryl Kreider, MD

University of Pennsylvania

11:55 AM-12:30 PM

Perspectives

What is the Role of the Fellowships in Advocacy?

Stella B. Ogake, MD, FCCP, ATSF

The Ohio State University College of Medicine

Jaime Palomino, MD

Tulane University School of Medicine

12:30-12:45 PM

Closing Remarks and Transition of Leadership

James Frank, MD, MA

PROGRAM COORDINATOR WORKSHOP

Thursday, March 5, 2026

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Conference Check-In and Breakfast

7:00-8:00 AM

All Attendees

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8:00-8:15 AM

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University of California, San Francisco

8:15-8:35 AM

National GME Policy Updates

James Frank, MD, MA

8:35-9:25 AM

ACGME RRC-IM Update

Rendell W. Ashton, MD
ACGME Pulmonary Representative to the RRC-IM
Cleveland Clinic

9:25-10:20 AM

Keynote Address

How to Be An Authentic Leader

Richard Winters, MD
Mayo Clinic College of Medicine and Science

10:20-10:35 AM

Networking Break

Program Coordinator Workshop Sessions

10:45-11:05 AM

Welcome and Introductions

Kelli Alderman
University of Washington

11:05 AM-11:15 AM

Coordinate & Conquer: GME Trivia Edition Round 1

Kelli Alderman
Janel Gordner, C-TAGME
University of Miami/Jackson Health System

11:15 AM-12:05 PM

Lecture

Integrating AI in Medical Education: Work Smart, Not Hard

Natasha M. Brocks, MHA, C-TAGME
HCA Healthcare
Kaytlyn Hope, MHA, C-TAGME
Boston Children's Hospital

Lunch

12:15-1:15 PM

Program Coordinator Workshop Sessions

1:15-2:10 PM

Workshop

App-solutely Use Tech to Work Smarter, Not Harder!

Janel Gordner, C-TAGME
Oscar A. Salguero, C-TAGME
University of Texas at Austin Dell Medical School
Jennifer Fermin-Solon
NYU Langone Health

2:10-2:50 PM

Panel Discussion

Challenges to Faculty and Fellows Scheduling

Cynthia Meyers, C-TAGME
Icahn School of Medicine at Mount Sinai
Jonelle A. Kelner, MEd, C-TAGME
University of Miami/Jackson Health System

2:50-3:10 PM

Q&A and Open Forum

3:10-3:25 PM

Networking Break

3:25-4:00 PM

How to Get Your Faculty to Respond

Marcie Hudston, C-TAGME
Saint Luke's Hospital of Kansas City
Cynthia Meyers, C-TAGME
AngelMarie VanGyzen
Brown University Health
Jonelle A. Kelner, MEd, C-TAGME

4:00-4:10 PM

Coordinate & Conquer: GME Trivia Edition Round 2

Kelli Alderman
Janelle Gordner, C-TAGME

4:10-4:45 PM

Fireside Chat

Site Visits

Kelli Alderman
Oscar A. Salguero, C-TAGME
Jonelle A. Kelner, MEd, C-TAGME

4:45-4:55 PM

Address From the APCCMPD Board of Directors

James Frank, MD, MA

4:55-5:05 PM

Presentation of 2026 APCCMPD Award for Excellence in Fellowship Program Administration

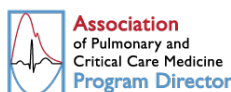
5:00-5:15 PM

Closing Remarks and Group Photo

Kelli Alderman

Networking Reception

6:30-8:30 PM



PROGRAM COORDINATOR WORKSHOP

Friday, March 6, 2026

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Breakfast

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8:00-8:25 AM

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Benchmarking Survey Results

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Harmonizing PCCM and IP Training in the ACGME Era:
Bridging Gaps, Building Continuity

Jakob I. McSparron, MD

University of Michigan

Mihir S. Parikh, MD

Massachusetts General Hospital/BIDMC/Harvard Medical School

Keriann Van Nostrand, MD

University of California, San Diego

Van K. Holden, MD

University of Maryland

General Sessions (cont'd)

11:05-11:30 AM

Experiences Providing Reasonable Accommodations for Fellows
with Learning Disabilities

Jennifer W. McCallister, MD

The Ohio State University College of Medicine

11:30-11:55 AM

Unions and Fellowships: Friend, Foe, or No Big Deal?

Maryl Kreider, MD, MSCE

University of Pennsylvania

11:55 AM-12:30 PM

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What is the Role of the Fellowships in Advocacy??

Stella B. Ogake, MD, FCCP, ATSF

The Ohio State University College of Medicine

Jaime Palomino, MD

Tulane University School of Medicine

12:30-12:45 PM

Closing Remarks and Transition of Leadership

James Frank, MD, MA

POST-COURSE INFORMATION

Friday, March 6, 2026

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*Post-Course Sessions are intended for an **IN-PERSON** audience only*

AI for Clinician Educators: From Fundamentals to Tomorrow's Practice

1:00 PM - 5:50 PM

\$285 Member / \$585 Non-Member

APCCMPD reserves the right to cancel the Post-Course due to low enrollment

- We're excited to offer an AI Certificate Program in Medical Education, but **space is limited!**
- Offered on a first-come, first-served basis.
- Includes Lunch on Friday, March 6, 2026.
- We hope to see you there!

Elevate Your Leadership in Graduate Medical Education

This comprehensive course equips clinician-educators with essential knowledge and practical skills to effectively integrate artificial intelligence into medical education. Participants will progress from foundational AI concepts—including capabilities, limitations, and ethical considerations—to advanced techniques like Retrieval-Augmented Generation (RAG) and precision education through AI-powered simulations. Through hands-on applications and real-world case studies, educators will learn to leverage large language models responsibly, create high-quality educational content, and design personalized learning experiences that enhance teaching effectiveness while maintaining academic rigor and patient safety standards.

LEARNING OBJECTIVES

At the conclusion of this course, participants will be able to:

1. **Evaluate AI capabilities and limitations** in medical education contexts, including identifying common pitfalls such as hallucinations and applying ethical frameworks to address bias, transparency, and privacy concerns.
2. **Apply prompt engineering techniques** to optimize AI-generated educational content and minimize inaccuracies in outputs from large language models.
3. **Implement Retrieval-Augmented Generation (RAG)** strategies to enhance AI accuracy by integrating authoritative medical knowledge sources with AI tools for content development.
4. **Design and develop AI-enhanced educational materials**, including assessment items and patient simulations, that are tailored to specific learner needs and educational objective.
5. **Integrate human-AI collaboration workflows** into their teaching practice to create valid, reliable, and pedagogically sound educational experiences that leverage AI's strengths while maintaining educator oversight.

TARGETED LEARNERS

- Fellowship Program and Associate Program Directors
- Medical Education Faculty
- Aspiring Education Leaders

CONTINUING EDUCATION AND MOC CREDIT



In support of improving patient care, this activity has been planned and implemented by University of Nebraska Medical Center and Association of Pulmonary and Critical Care Medicine Program Directors. University of Nebraska 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 **TBD AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Maintenance of Certification (MOC)

Successful completion of this CME activity, which includes participation in the evaluation component, enables the participant to earn up to **TBD** Medical Knowledge MOC points in the American Board of Internal Medicine Maintenance of Certification (MOC) program.

It is the CME activity provider's responsibility to submit participant completion information to ACCME for the purpose of granting ABIM or ABP, etc. MOC credit.

POST-COURSE AGENDA

Friday, March 6, 2026

ALL TIMES SHOWN ARE IN MOUNTAIN TIME ZONE

Post-Course Sessions are intended for an *In-person* audience only

Post-Course Check-In and Lunch

1:00-2:00 PM

3:45-4:00 PM

Networking Break

Afternoon Sessions

2:00-2:05 PM

Welcome and Opening Remarks

Kristin M. Burkart, MD, MSc

Columbia University Medical Center

Nitin Seam MD

University of Maryland School of Medicine

4:00-5:45 PM

Workshop

Generative AI in Everyday Teaching: Simulation for Precision Education

Neal F. Chaisson, MD

Cleveland Clinic

Briana T. Short, MD

Columbia University Medical Center

Deepak R. Pradhan MD, MHPE

NYU Grossman School of Medicine

2:05-2:35 PM

Workshop

What AI Can (and Can't) Do: Fundamentals, Hallucinations, Ethics, and Basics of Prompt Engineering

Kristin M. Burkart, MD, MSc

Nitin Seam MD

5:45-5:50 PM

Closing Remarks

Kristin M. Burkart, MD, MSc

Nitin Seam MD

2:35-3:45 PM

Workshop

Retrieval-Augmented Generation (RAG): Pairing LLMs with Human Knowledge

Nitin Seam MD

Kristin M. Burkart, MD, MSc

Pre-Course Registration

CATEGORY	MEMBER FELLOWSHIP PROGRAM LIVE	NON-MEMBER FELLOWSHIP PROGRAM LIVE
Individual	\$565	\$765

Conference Registration

CATEGORY	MEMBER FELLOWSHIP PROGRAM LIVE	MEMBER FELLOWSHIP PROGRAM VIRTUAL	NON-MEMBER FELLOWSHIP PROGRAM LIVE	NON-MEMBER FELLOWSHIP PROGRAM VIRTUAL
Individual Physician	\$690	\$690	\$890	\$890
Individual Fellow-in- Training	\$325	\$325	\$525	\$525
Individual Program Coordinator	\$585	\$585	\$785	\$785

Post-Course Registration

CATEGORY	MEMBER FELLOWSHIP PROGRAM LIVE	NON-MEMBER FELLOWSHIP PROGRAM LIVE
Individual	\$285	\$585

Conference Housing

[Hilton Scottsdale Resort & Villas](#) • 6333 N. Scottsdale Road • Scottsdale, AZ

A block of rooms has been reserved at the [Hilton Scottsdale Resort & Villas](#) and is available on a first-come, first-served basis. **Rooms fill quickly!**

Conference Room Rate

\$339.00 + applicable fees and taxes

[Click here](#) to book your room at the conference rate.

Housing block closes on February 2, 2026.

Visit apccmpd.org for more information and to reserve your room.

APCCMPD AWARDS AND FUNDING

Abstract Awards

APCCMPD Award for Medical Education Research

Recognizes pulmonary and critical care medicine training program directors, associate program directors, faculty and fellows-in-training for their outstanding contributions and commitment to medical education research. The research project focus may be directed toward undergraduate or graduate medical education in the fields of pulmonary or critical care.

APCCMPD Award for Novel Fellowship Education Implementation

Recognizes pulmonary and critical care medicine training program directors, associate program directors, faculty, and fellows-in-training for their outstanding contributions and commitment to fellowship medical education and training. To be eligible, applicants must submit an abstract describing novel and innovative curricular development they have implemented in their program.

APCCMPD Award for Excellence in Fellowship Program Administration

Recognizes Program Administrators and equivalent roles for outstanding contributions to fellowship program administration through the development of best practices or processes that have been successfully applied to the administrative operations.

Abstract Awardees will receive:

Complimentary registration to the APCCMPD Annual Conference and the opportunity to present their abstract at the conference. *If the awardee is a Fellow-in-training, 2 nights hotel and 21-day advance purchase coach airfare up to \$500 will also be provided.*

Abstract Awards Deadline: November 3, 2025 (to be considered, all applications must be submitted online)

Funding Awards

CHEST and APCCMPD Medical Educator Diversity Scholar Fellowship Award

Provides support and funding for fellow-in-training pursuing a career in medical education, and whose personal experiences and/or project goals will significantly contribute to the diversity of the medical educator community. It focuses on creating mentorship opportunities for fellows at institutions with limited resources to train in teaching, formal medical education curricula, and medical education research.

APCCMPD Scholarship in Medical Education Research Award

A monetary grant awarded to Fellows-in-training, junior faculty within 5-years of program completion, Associate Program Directors and/or Program Directors, to fund research projects that further the field of pulmonary and critical care graduate medical education research.

Funding Awards Deadline: November 3, 2025 (to be considered, all applications must be submitted online)

Educator Awards

Outstanding Educator Award

This award recognizes an individual who has devoted a major portion of their professional life to enhancing the practice and profession of pulmonary, critical care, and/or pulmonary critical care medicine through education.

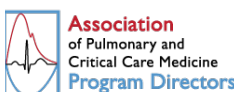
Mid-Career Educator Award

This award honors mid-career individuals who are actively engaged in enhancing the practice and profession of pulmonary, critical care, and pulmonary critical care medicine through education.

Emerging Educator Award

This award honors up-and-coming medical educators who excel in delivering and promoting medical education through various means at the local and regional levels.

Educator Awards Deadline: November 3, 2025 (to be considered, all applications must be submitted online)



Learn more. Apply now at apccmpd.org

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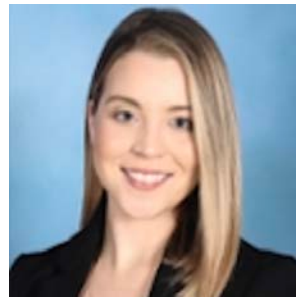
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Executive Director
joycereitzner@apccmpd.org

JOIN US

ATS 2026 ORLANDO, FL

Saturday, May 16, 2026

ATS-APCCMPD-PEPTDA
2026 Forum for Clinical Educators
1:00-4:00 PM (*Time is subject to change*)
Location: TBD

Sunday, May 17, 2026

6:30-7:30 PM
APCCMPD Fellowship Networking Reception
Location: TBD

CHEST 2026 PHOENIX, AZ

Sunday, October 18, 2026

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

Monday, October 19, 2026

6:30-7:30 PM
APCCMPD Fellowship Networking Reception
Location: TBD

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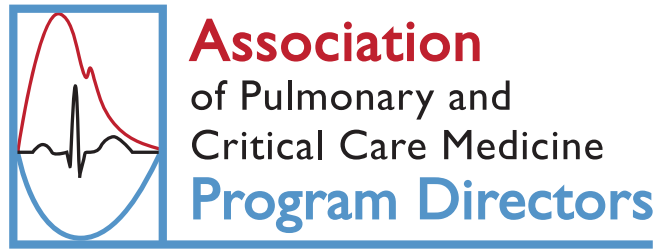


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Mission

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

2506 North Clark Street | Suite 431 | Chicago, IL 60614 | (877) 301-6800
apccmpd.org