

Association
of Pulmonary and
Critical Care Medicine
Program Directors

2026 Annual Conference



Agenda

MARCH 4-6, 2026

Hilton Scottsdale Resort & Villas

6333 N. Scottsdale Road

Scottsdale, AZ 85250

@APCCMPD

#APCCMPD2026

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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

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

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.

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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:

Asha Anandaiah, MD
Massachusetts General Hospital/BIDMC/
Harvard Medical School
Consulting and Royalties (Spouse):
J&J Medtech, Orthopedics
Royalties (Spouse): Ignite Orthopedics,
Orthopedics
Equity (Spouse): SCAP, Orthopedics
Equity (Spouse): Boston Outpatient Surgical
Suites, Surgery

Neal F. Chaisson, MD
Cleveland Clinic
Speaker: Bayer, PH
Speaker: United Therapeutics, PH
Consulting: Johnson and Johnson, PH
Consulting: Merck, PH

Tiffany DuMont, DO
Allegheny General Hospital
Speakers Bureau Advisor: GSK, COPD
Speakers Bureau: AZ, Asthma

Jamie Felzer, MD, MPH
Emory University School of Medicine
Research Support: Synairgen, Antiviral Therapy

Van Holden, MD
University of Maryland School of Medicine
Consultant: Ambu, Bronchoscopy

James Horowitz, MD
NYU Grossman School of Medicine
Clinical Trial Design, Fellowship Support:
Inari Medical, Pulmonary Embolism

Maryl Kreider, MD
University of Pennsylvania
Clinical Trial Site PI: Boehringer Ingelheim,
ILD Therapeutics
Clinical Trial Site PI: Bristol Myers Squibb,
ILD Therapeutics
Clinical Trial Site PI: Pliant Therapeutics,
ILD Therapeutics
Clinical Trial Site PI: United Therapeutics,
ILD Therapeutics

Susan K. Mathai, MD
Baylor University Medical Center
Consultant on Clinical Outcomes Research:
Boehringer Ingelheim, IL
Clinical Trial Site PI: Boehringer Ingelheim, IL
Clinical Trial Site PI: Vicore, IL
Clinical Trial Site PI: Atyr, IL
Clinical Trial Site PI: Cumberland, IL
Clinical Trial Site PI: Gossamer, IL
Clinical Trial Site PI: United Therapeutics, IL

Mihir Parikh, MD
Massachusetts General Hospital/BIDMC/
Harvard Medical School
Educational Consultant: Intuitive Surgical,
Robotic Bronchoscopy

Laura Rock, MD
Massachusetts General Hospital/BIDMC/
Harvard Medical School
Executive, Stock Shareholder (Spouse):
UFP Technologies, Manufacturer

Keriann Van Nostrand, MD
University of California, San Diego
Speaker: Biodesix, Lung Cancer
Speaker and Proctor: Intuitive, Bronchoscopy
Speaker: Pinnacle Biologics, Lung Cancer

F. Mae West, MD
Sidney Kimmel Medical College at
Thomas Jefferson University
Board Member, VP Elect: The PERT Consortium,
Pulmonary Embolism
Global Co-PI, Scientific Advisory/Consultant: Inari,
now a part of Stryker, Pulmonary Embolism
Scientific Advisory/Consultant: Penumbra, Inc,
Pulmonary Embolism
Grant: ACGME BacktoBedside, Procedural training

Richard Winters MD
Mayo Clinic College of Medicine and Science
Physician, Medical Director: Mayo Clinic,
Emergency Medicine, Platform Medicine
Executive Coach: RCW MD, Coach Senior
Leaders of Healthcare Organizations

The following speaker(s) have nothing to disclose:

Raed Alalawi, MD
Rendell W. Ashton, MD
Anna K. Brady, MD
Natasha M. Brocks, MHA, C-TAGME
Kristin M. Burkart, MD, MSc

Erin Camac, DO
Dru Claar, MD
Cait Clancy, MD, MSHB
Başak Çoruh, MD
Ernest DiNino, MD
Kathleen Doo, MD, MPH, MHPE
Arnulfo Duarte, DO
Timothy Dyster, MD, MAEd
Malika Fair, MD, MPH, FACEP
Jennifer Fermin-Solon
James Frank, MD, MA
Shewit Giovanni, MD, MSc
Janel Gardner, C-TAGME
Janae Heath, MD, MSCE
Laura Hinkle, MD, MEd
Kaytlyn Hope, MHA, C-TAGME
Marcie Hudson, C-TAGME
Tristan Huie, MD
Mira John, MD
Diana Kelm, MD
Jonelle A. Kelner, MSED, C-TAGME
Samantha King, MD, MS
May M. Lee, MD
Stephanie Maximous, MD, MS
Jennifer McCallister, MD
Cynthia Meyers, C-TAGME
Leon E. Moores, MD, DSc, FACS
Anna Neumeier, MD
Stella B. Ogake, MD
Emily Olson, MD
Jaime Palomino, MD
Amea Patrawalla, MD
Paru Patrawalla, MD
Alyssa A. Perez, MD
Julia Powelson, MD
Deepak Pradhan, MD, MHPE
Navitha Ramesh, MD, CPE
Claudia Tejera Quesada, MD
Brian Reuland, MD
Ali Rueschhoff, MD
Oscar A. Salguero, C-TAGME
Nitin Seam, MD
Ziad S. Shaman, MD, MHCm
Briana Short, MD
Avinash Singh, MD
Amik Sodhi, MD
Trevor Steinbach, MD
Robin Stiller, MD
Geneva Tatem, MD
Jack Tomen, MD
James Wykowski, MD

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

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Director, Educational Programs
University of Nebraska Medical Center
Missy Edwards, BA
Center for Continuing Education
University of Nebraska Medical Center

CONTINUING EDUCATION AND MOC CREDIT // GENERAL SESSIONS



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 11.5 *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 11.5 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.

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



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 7.25 *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 7.25 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.

Welcome to Scottsdale!

2026 APCCMPD Annual Conference

MARCH 4-6, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

WEDNESDAY, MARCH 4

8:00 AM - 5:30 PM (Mountain)

Location: Grand Ballroom

Pre-Course

Fellowship and GME Leadership Training
(FLIGHT) Academy
(Separate Registration Required)

THURSDAY, MARCH 5

8:00 AM - 5:20 PM (Mountain)

Location: Grand Ballroom

General Sessions

10:45 AM - 5:15 PM (Mountain)

Location: Kiva Ballroom

Program Coordinator Workshop

6:30 PM - 8:30 PM (Mountain)

Location: Poolside

Networking Reception

FRIDAY, MARCH 6

8:00 AM - 12:50 PM (Mountain)

Location: Grand Ballroom

General Sessions

1:00 PM - 5:50 PM (Mountain)

Location: Grand Ballroom

Post-Course

Artificial Intelligence for Clinician-Educators:
From Fundamentals to Tomorrow's Practice
(Separate Registration Required)

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FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING

PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

POOLSIDE | 7:00 AM - 8:00 AM | **Check-in and Breakfast**
All Attendees

SESSIONS // MORNING

GRAND BALLROOM | 8:00 AM - 8:10 AM | **Welcome Message**
James Frank, MD, MA

8:10 AM - 9:05 AM | **KEYNOTE ADDRESS // Redefining Physician Leadership: Leadership as Core Competency**
Leon E. Moores, MD, DSc, FACS

9:05 AM - 9:10 AM | **Questions and Answers**

9:10 AM - 9:15 AM | **Orientation to Workshops**

9:15 AM - 9:20 AM | **Transition to Assigned Breakout Room**

CONCURRENT WORKSHOPS

GRAND BALLROOM | 9:20 AM - 10:20 AM | **CONCURRENT WORKSHOP 1 // Innovation & Scholarship**
How do you design and implement innovation into your program
Janae Heath, MD, MSCE and Geneva Tatem, MD

SONORA A/B | 9:20 AM - 10:20 AM | **CONCURRENT WORKSHOP 2 // Population Health Management**
Cait Clancy, MD, MSHP

GRAND BALLROOM | 10:20 AM - 10:35 AM | **Break**

GRAND BALLROOM | 10:35 AM - 11:35 AM | **CONCURRENT WORKSHOP 3 // Mastering Mentoring: Making Connections, Building Networks, and Sponsorship**
Diana Kelm, MD, Mirna Mohanraj, MD, Alyssa Perez, MD, and Avinash Singh, MD

SONORA A/B | 10:35 AM - 11:35 AM | **CONCURRENT WORKSHOP 4 // Being, Becoming, Belonging: How Professional Identity Formation Can Reframe Mentorship**
Timothy Dyster, MD, MAEd, Mira John, MD, Ilana Krumm, MD, MAEd, Emily Olson, MD, and Robin Stiller, MD

GRAND BALLROOM | 11:35 AM - 12:35 PM | **CONCURRENT WORKSHOP 1 // Innovation & Scholarship**
How do you design and implement innovation into your program
Janae Heath, MD, MSCE and Geneva Tatem, MD

SONORA A/B | 11:35 AM - 12:35 PM | **CONCURRENT WORKSHOP 2 // Population Health Management**
Cait Clancy, MD, MSHP

12:35 PM - 1:35 PM | **Lunch**

CONCURRENT WORKSHOPS CONTINUED // AFTERNOON

GRAND BALLROOM | 1:35 PM - 2:35 PM | **CONCURRENT WORKSHOP 5 // Leadership Skills: A Framework for Negotiating Team Dynamics and Interprofessional Conflict**
Asha Anandaiah, MD and Laura Rock, MD

SONORA A/B | 1:35 PM - 2:35 PM | **CONCURRENT WORKSHOP 6 // Leadership Styles - Where do You Reside?**
Leon E. Moores, MD, DSc, FACS

GRAND BALLROOM | 2:35 PM - 3:35 PM | **CONCURRENT WORKSHOP 3 // Mastering Mentoring: Making Connections, Building Networks, and Sponsorship**
Diana Kelm, MD, Mirna Mohanraj, MD, Alyssa Perez, MD, and Avinash Singh, MD

SONORA A/B | 2:35 PM - 3:35 PM | **CONCURRENT WORKSHOP 4 // Being, Becoming, Belonging: How Professional Identity Formation Can Reframe Mentorship**
Timothy Dyster, MD, MAEd, Mira John, MD, Ilana Krumm, MD, MAEd, Emily Olson, MD, and Robin Stiller, MD

3:35 PM - 3:50 PM | **Break**

GRAND BALLROOM | 3:50 PM - 4:50 PM | **CONCURRENT WORKSHOP 5 // Leadership Skills: A Framework for Negotiating Team Dynamics and Interprofessional Conflict**
Asha Anandaiah, MD and Laura Rock, MD

SONORA A/B | 3:50 PM - 4:50 PM | **CONCURRENT WORKSHOP 6 // Leadership Styles - Where do You Reside?**
Leon E. Moores, MD, DSc, FACS

4:50 PM - 4:55 PM | **Transition to General Session Room**

GRAND BALLROOM | 4:55 PM - 5:25 PM | **PARTICIPANT-DRIVEN PANEL DISCUSSION // Leading with Confidence: Solutions for Program Leadership Challenges**
Moderator: James Frank, MD, MA
Panel: Raed Alalawi, MD, Tiffany Dumont, DO, Laura Hinkle, MD, MEd, Paru Patrawalla, MD, and Ziad Shaman, MD, MHcM

CONFERENCE AGENDA // THURSDAY, MARCH 5, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

POOLSIDE | 7:00 AM - 8:00 AM **Conference Check-in and Breakfast**
All Attendees

GENERAL SESSIONS // MORNING

GRAND BALLROOM	8:00 AM - 8:15 AM	Welcome and Introductions James Frank, MD, MA
	8:15 AM - 8:30 AM	National GME Policy Updates James Frank, MD, MA
	8:30 AM - 8:35 AM	Questions and Answers
	8:35 AM - 9:20 AM	ACGME RRC-IM Update Rendell W. Ashton, MD
	9:20 AM - 9:25 AM	Questions and Answers
	9:25 AM - 10:15 AM	KEYNOTE ADDRESS // How to Be an Authentic Leader Richard Winters, MD
	10:15 AM - 10:20 AM	Questions and Answers
	10:20 AM - 10:35 AM	Networking Break
	10:35 AM - 10:45 AM	2026 APCCMPD AWARD FOR NOVEL FELLOWSHIP EDUCATION IMPLEMENTATION // An E-Learning Curriculum on Applied Respiratory Physiology for Pulmonary and Critical Care Fellowship Programs Jack Tomen, MD
	10:45 AM - 10:50 AM	Questions and Answers
	10:50 AM - 11:00 AM	2026 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Development and Validation of the Denver Critical Illness Intubation Entrustment (D-CITE) Tool James Wykowski, MD
		2026 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // Assessment of an Airway Entrustment Tool for Use in Competency Based Medical Education James Wykowski, MD
	11:00 AM - 11:05 AM	Questions and Answers
	11:05 AM - 11:10 AM	2026 CHEST AND APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD <i>Mentor:</i> Deepak Pradhan, MD, MHPE <i>Mentee:</i> Matthew Simpson, MD
	11:10 AM - 11:20 AM	UPDATE 2025 CHEST AND APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD <i>Mentee:</i> Arnulfo Duarte, DO <i>Mentors:</i> Tristan Huie, MD and Anna Neumeier, MD
	11:20 AM - 11:25 AM	Questions and Answers
	11:25 AM - 11:35 AM	UPDATE 2024 APCCMPD AND CHEST 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
	11:35 AM - 11:40 AM	Questions and Answers
	11:40 AM - 11:45 AM	2026 EDUCATOR AWARDS Mid-Career Educator: Rania Esteitie, MD and Diana Kelm, MD Emerging Educator: Hugo Carmona, MD
	11:45 AM - 12:00 PM	2026 OUTSTANDING EDUCATOR AWARD AND LECTURE // It's Just What We Do: The Privilege of Advancing the Field and Building Better Lives Together Kristin M. Burkart, MD, MSc
12:00 PM - 12:05 PM	Questions and Answers	
12:05 PM - 12:15 PM	Morning Wrap-up and Breakout Orientation	

LUNCH

POOLSIDE | 12:15 PM - 1:15 PM **Lunch**

CONFERENCE AGENDA // THURSDAY, MARCH 5, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

BREAKOUT SESSIONS AND TOWN HALL MEETINGS // AFTERNOON

GRAND BALLROOM	1:15 PM - 2:10 PM	BREAKOUT SESSION 1.1 // Getting Across the Finish Line: Practical Strategies for Fostering Fellow Autonomy Anna K. Brady, MD, Sherie Gause, MD, Shewit Giovanni, MD, MSc, Stephanie Maximous, MD, MS, and Trevor Steinbach, MD
SONORA C		BREAKOUT SESSION 2.1 // Innovate your ILD Instructional Design Tristan Huie, MD, Samantha King, MD, MS, Maryl Kreider, MD, Susan K. Mathai, MD, and Ali Rueschhoff, MD
SONORA A/B		BREAKOUT SESSION 3.1 // How to Coach a Disrupted Colleague Richard Winters, MD
SONORA D		TOWN HALL MEETING 1 // Critical Care Medicine Fellowship Program Forum Julia Powelson, MD
	2:10 PM - 2:15 PM	Break/Transition
GRAND BALLROOM	2:15 PM - 3:10 PM	BREAKOUT SESSION 1.2 // Getting Across the Finish Line: Practical Strategies for Fostering Fellow Autonomy Anna K. Brady, MD, Sherie Gause, MD, Shewit Giovanni, MD, MSc, Stephanie Maximous, MD, MS, and Trevor Steinbach, MD
SONORA C		BREAKOUT SESSION 2.2 // Innovate your ILD Instructional Design Tristan Huie, MD, Samantha King, MD, MS, Maryl Kreider, MD, Susan K. Mathai, MD, and Ali Rueschhoff, MD
SONORA A/B		BREAKOUT SESSION 3.2 // How to Coach a Disrupted Colleague Richard Winters, MD
SONORA D		TOWN HALL MEETING 2 // Interventional Pulmonology Fellowship Program Forum Van Holden, MD
	3:10 PM - 3:25 PM	Break/Transition
GRAND BALLROOM	3:25 PM - 4:20 PM	BREAKOUT SESSION 4.1 // Educators as Advocates: Teaching, Leading and Sustaining Equity in a Shifting Landscape Başak Çoruh, MD, Stephanie Maximous, MD, MS, Mirna Mohanraj, MD, and Stella B. Ogake, MD
SONORA A/B		BREAKOUT SESSION 5.1 // Building a Competency-Based Critical Care Ultrasound (CCUS) Curriculum: Practical Strategies for Fellowship Programs Paru Patrawalla, MD, Navitha Ramesh, MD, Amik Sodhi, MD, and F. Mae West, MD
SONORA C		BREAKOUT SESSION 6.1 // Critical Care Cardiology James Horowitz, MD
SONORA D		TOWN HALL MEETING 3 // Connecting Community-Based Program Leaders: A Networking and Sharing Forum Ernest DiNino, MD, Kathleen Doo, MD, MHPE, and Ameer Patrawalla, MD
	4:20 PM - 4:25 PM	Break/Transition
GRAND BALLROOM	4:25 PM - 5:20 PM	BREAKOUT SESSION 4.2 // Educators as Advocates: Teaching, Leading and Sustaining Equity in a Shifting Landscape Başak Çoruh, MD, Stephanie Maximous, MD, MS, Mirna Mohanraj, MD, and Stella B. Ogake, MD
SONORA A/B		BREAKOUT SESSION 5.2 // Building a Competency-Based Critical Care Ultrasound (CCUS) Curriculum: Practical Strategies for Fellowship Programs Paru Patrawalla, MD, Navitha Ramesh, MD, Amik Sodhi, MD, and F. Mae West, MD
SONORA C		BREAKOUT SESSION 7.1 // Disaster Management Curriculum for Fellowship Training Jamie Felzer, MD, MPH and Deepak Pradhan, MD, MHPE
SONORA D		TOWN HALL MEETING 4 // Critical Care NRMP Match Kristin M. Burkart, MD, MSc and Neal F. Chaisson, MD

NETWORKING RECEPTION // EVENING

	5:20 PM - 6:30 PM	Evening Break
POOLSIDE	6:30 PM - 8:30 PM	Networking Reception

CONFERENCE AGENDA // FRIDAY, MARCH 6, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

POOLSIDE

7:00 AM - 8:00 AM

Breakfast
All Attendees

GENERAL SESSIONS // MORNING

GRAND BALLROOM

8:00 AM - 8:20 AM

Opening Remarks and 2025 APCCMPD Fellowship Benchmarking Survey Results
James Frank, MD, MA

8:20 AM - 8:25 AM

Questions and Answers

8:25 AM - 8:55 AM

Medical Education Literature and Author Spotlight
Erin Camac, DO

8:55 AM - 9:00 AM

Questions and Answers

9:00 AM - 9:50 AM

KEYNOTE ADDRESS // Building Community to Serve all Patient Populations
Malika Fair, MD, MPH, FACEP

9:50 AM - 9:55 AM

Questions and Answers

9:55 AM - 10:10 AM

Networking Break

10:10 AM - 10:20 AM

Integrating Artificial Intelligence into PCCM Education: Insights from the 2026 APCCMPD Annual Fellow Survey
Claudia Tejera Quesada, MD

10:20 AM - 10:25 AM

Questions and Answers

10:25 AM - 10:45 AM

Rapid Poster Presentations

Moderator: James Frank, MD, MA

10:25 AM - 10:27 AM: *Evaluating the Implementation and Impact of a Pulmonary Ambulatory Clinic Rotation: An Eighteen-month Experience at Henry Ford Hospital*
Medha Reddy Cherabuddi, MD

10:28 AM - 10:30 AM: *Grit and Resilience Among Pulmonary and Critical Care Physicians: A Multi-institutional Study*
Alan W. Hu, MD

10:31 AM - 10:33 AM: *"An Obligation to the Fellow, Our Colleagues, and Future Patients": Pulmonary and Critical Care Medicine Program Directors' Perspectives on Fellow Remediation*
Esha M. Kapania, MD

10:34 AM - 10:36 AM: *An Advanced Critical Care Ultrasound and Critical Care Echocardiography Curriculum for Fellow Physicians*
John Popovich, MD

10:37 AM - 10:39 AM: *A Novel Framework for Early Procedural Competence in Pulmonary and Critical Care Medicine (PCCM) Fellows*
Matthew J. Barraza, MD, MS

10:40 AM - 10:42 AM: *A Novel Pulmonary Critical Care Medicine (PCCM) Fellowship Curriculum to Achieve Certification in Critical Care Echocardiography*
Abhaya Trivedi, MD

10:43 AM - 10:45 AM: *The Jefferson Academic Tracks Framework: A Structured Approach to Fostering Career Development, Mentorship, and Scholarship in Pulmonary and Critical Care Fellowship*
F. Mae West, MD

10:45 AM - 11:05 AM

Harmonizing PCCM and IP Training in the ACGME Era: Bridging Gaps, Building Continuity
Dru Claar, MD, Van Holden, MD, Mihir Parikh, MD, and Kerriann Van Nostrand, MD

11:05 AM - 11:10 AM

Questions and Answers

11:10 AM - 11:30 AM

From Policy to Practice: Supporting Fellows through Accommodations
Jennifer McCallister, MD

11:30 AM - 11:35 AM

Questions and Answers

11:35 AM - 11:55 AM

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

11:55 AM - 12:00 PM

Questions and Answers

12:00 PM - 12:30 PM

Perspectives // What is the Role of Fellowships in Advocacy?
Stella Ogake, MD and Jamie Palomino, MD

12:30 PM - 12:35 PM

Questions and Answers

12:35 PM - 12:50 PM

Closing Remarks and Transition of Leadership
James Frank, MD, MA

PROGRAM COORDINATOR WORKSHOP // THURSDAY, MARCH 5, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

POOLSIDE | 7:00 AM - 8:00 AM | **Conference Check-in and Breakfast**
All Attendees

GENERAL SESSIONS // MORNING

GRAND BALLROOM | 8:00 AM - 8:15 AM | **Welcome and Introductions**
James Frank, MD, MA

8:15 AM - 8:30 AM | **National GME Policy Updates**
James Frank, MD, MA

8:30 AM - 8:35 AM | **Questions and Answers**

8:35 AM - 9:20 AM | **ACGME RRC-IM Update**
Rendell W. Ashton, MD

9:20 AM - 9:25 AM | **Questions and Answers**

9:25 AM - 10:15 AM | **KEYNOTE ADDRESS // How to Be an Authentic Leader**
Richard Winters, MD

10:15 AM - 10:20 AM | **Questions and Answers**

10:20 AM - 10:35 AM | **Networking Break**

PROGRAM COORDINATOR WORKSHOP SESSIONS // MORNING

KIVA BALLROOM | 10:45 AM - 11:05 AM | **Welcome and Introductions**
Oscar A. Salguero, C-TAGME

11:05 AM - 11:15 AM | **Coordinate & Conquer: GME Trivia Edition Round 1**
Janel Gordner, C-TAGME

11:15 AM - 12:10 PM | **VIRTUAL // Integrating AI in Medical Education: Work Smart, Not Hard**
Natasha M. Brocks, MHA, C-TAGME and Kaytlyn Hope, MHA, C-TAGME

12:10 PM - 12:15 PM | **Questions and Answers**

LUNCH

POOLSIDE | 12:15 PM - 1:15 PM | **Lunch**

PROGRAM COORDINATOR WORKSHOP SESSIONS // AFTERNOON

KIVA BALLROOM | 1:15 PM - 1:20 PM | **2026 APCCMPD AWARD FOR EXCELLENCE IN FELLOWSHIP PROGRAM ADMINISTRATION // Streamlining GME: Leveraging Mobile Apps for Efficiency and Innovation**
Janel Gordner, C-TAGME

1:20 PM - 2:15 PM | **WORKSHOP // App-solutely Use Tech, Your GME MVP!**
Jennifer Fermin-Solon, Janel Gordner, C-TAGME, and Oscar A. Salguero, C-TAGME

2:15 PM - 2:55 PM | **PANEL DISCUSSION // Challenges to Faculty & Fellows Clinical Scheduling**
Jennifer Fermin-Solon, Jonelle Kelner, MEd, C-TAGME, and Cynthia Meyers, C-TAGME

2:55 PM - 3:10 PM | **Q & A and Open Forum APCCMPD Program Coordinator Committee**

3:10 PM - 3:25 PM | **Break**

3:25 PM - 4:00 PM | **TOWNHALL MEETING // How to Get Your Faculty to Respond**
Marcie Hudson, C-TAGME, Jonelle Kelner, MEd, C-TAGME, and Cynthia Meyers, C-TAGME

4:00 PM - 4:10 PM | **Coordinate & Conquer: GME Trivia Edition Round 2**
Janel Gordner, C-TAGME

4:10 PM - 4:45 PM | **Fireside Chat**
Marcie Hudson, C-TAGME, Jonelle Kelner, MEd, C-TAGME, and Oscar A. Salguero, C-TAGME

4:45 PM - 4:55 PM | **Address from APCCMPD Board of Directors**
James Frank, MD, MA

4:55 PM - 5:15 PM | **Closing Remarks and Group Photo**
Oscar A. Salguero, C-TAGME

NETWORKING RECEPTION // EVENING

POOLSIDE | 6:30 PM - 8:30 PM | **Networking Reception**

PROGRAM COORDINATOR WORKSHOP // FRIDAY, MARCH 6, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

GRAND BALLROOM

7:00 AM - 8:00 AM

Breakfast
All Attendees

GENERAL SESSIONS // MORNING

GRAND BALLROOM

8:00 AM - 8:20 AM

Opening Remarks and 2025 APCCMPD Fellowship Benchmarking Survey Results
James Frank, MD, MA

8:20 AM - 8:25 AM

Questions and Answers

8:25 AM - 8:55 AM

Medical Education Literature and Author Spotlight
Erin Camac, DO

8:55 AM - 9:00 AM

Questions and Answers

9:00 AM - 9:50 AM

KEYNOTE ADDRESS // Building Community to Serve all Patient Populations
Malika Fair, MD, MPH, FACEP

9:50 AM - 9:55 AM

Questions and Answers

9:55 AM - 10:10 AM

Networking Break

10:10 AM - 10:20 AM

Integrating Artificial Intelligence into PCCM Education: Insights from the 2026 APCCMPD Annual Fellow Survey
Claudia Tejera Quesada, MD

10:20 AM - 10:25 AM

Questions and Answers

10:25 AM - 10:45 AM

Rapid Poster Presentations

Moderator: James Frank, MD, MA

10:25 AM - 10:27 AM: Evaluating the Implementation and Impact of a Pulmonary Ambulatory Clinic Rotation: An Eighteen-month Experience at Henry Ford Hospital
Medha Reddy Cherabuddi, MD

10:28 AM - 10:30 AM: Grit and Resilience Among Pulmonary and Critical Care Physicians: A Multi-institutional Study
Alan W. Hu, MD

10:31 AM - 10:33 AM: "An Obligation to the Fellow, Our Colleagues, and Future Patients": Pulmonary and Critical Care Medicine Program Directors' Perspectives on Fellow Remediation
Esha M. Kapania, MD

10:34 AM - 10:36 AM: An Advanced Critical Care Ultrasound and Critical Care Echocardiography Curriculum for Fellow Physicians
John Popovich, MD

10:37 AM - 10:39 AM: A Novel Framework for Early Procedural Competence in Pulmonary and Critical Care Medicine (PCCM) Fellows
Matthew J. Barraza, MD, MS

10:40 AM - 10:42 AM: A Novel Pulmonary Critical Care Medicine (PCCM) Fellowship Curriculum to Achieve Certification in Critical Care Echocardiography
Abhaya Trivedi, MD

10:43 AM - 10:45 AM: The Jefferson Academic Tracks Framework: A Structured Approach to Fostering Career Development, Mentorship, and Scholarship in Pulmonary and Critical Care Fellowship
F. Mae West, MD

10:45 AM - 11:05 AM

Harmonizing PCCM and IP Training in the ACGME Era: Bridging Gaps, Building Continuity
Dru Claar, MD, Van Holden, MD, Mihir Parikh, MD, and Keriann Van Nostrand, MD

11:05 AM - 11:10 AM

Questions and Answers

11:10 AM - 11:30 AM

From Policy to Practice: Supporting Fellows through Accommodations
Jennifer McCallister, MD

11:30 AM - 11:35 AM

Questions and Answers

11:35 AM - 11:55 AM

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

11:55 AM - 12:00 PM

Questions and Answers

12:00 PM - 12:30 PM

Perspectives // What is the Role of Fellowships in Advocacy?
Stella Ogake, MD and Jamie Palomino, MD

12:30 PM - 12:35 PM

Questions and Answers

12:35 PM - 12:50 PM

Closing Remarks and Transition of Leadership
James Frank, MD, MA

POST-COURSE: ARTIFICIAL INTELLIGENCE FOR CLINICIAN-EDUCATORS: FROM FUNDAMENTALS TO TOMORROW'S PRACTICE // FRIDAY, MARCH 6, 2026

ALL TIMES ARE IN MOUNTAIN TIME ZONE

POOLSIDE | 1:00 PM - 2:00 PM Lunch

SESSIONS // AFTERNOON

GRAND BALLROOM	2:00 PM - 2:05 PM	Welcome Message Kristin M. Burkart, MD, MSc and Nitin Seam, MD
	2:05 PM - 2:50 PM	WORKSHOP // What AI Can (and Can't) Do: Fundamentals, Hallucinations, Ethics, and Basics of Prompt Engineering and Safe Prompting Kristin M. Burkart, MD, MSc and Briana Short, MD
	2:50 PM - 3:50 PM	WORKSHOP // Using your Own Source Materials: Pairing LLMs with Human Knowledge Nitin Seam, MD
	3:50 PM - 4:05 PM	Break
	4:05 PM - 5:45 PM	WORKSHOP // Generative AI in Everyday Teaching: Simulation for Precision Education Neal F. Chaisson, MD and Deepak Pradhan, MD, MHPE
	5:45 PM - 5:50 PM	Closing Remarks Kristin M. Burkart, MD, MSc and Nitin Seam, MD

FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

FLIGHT ACADEMY EDUCATION LEADERSHIP CERTIFICATE PROGRAM

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.

TARGET AUDIENCE

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

LEARNING OBJECTIVES

Upon completion of this conference, 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

FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

FLIGHT ACADEMY PRE-CONFERENCE



8:10 AM – 9:10 AM

KEYNOTE ADDRESS // The Leadership-Mentorship Connection: Developing Effective Fellowship Program Excellence

LEON E. MOORES, MD, DSc, FACS

When we think about leadership training for physicians, we often think about preparing seasoned doctors to take executive roles in the healthcare hierarchy. And while physicians in the C-suite and senior management certainly do influence the strategy, vision, and culture of an organization, the hundreds or thousands of doctors in our clinics, operating rooms, emergency departments, and hospital wards have constant, direct impact on the performance of healthcare teams, day in and day out. And this level of physician leadership - defined as influencing behavior to achieve desired results - tends to be overlooked. I will present an argument that leadership is a CORE COMPETENCY for all physicians, and our patients will benefit from recognizing this and teaching all physicians fundamental leadership skills.

Session objectives:

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

1. Introduce a non-mainstream view of physician leadership.
2. Stimulate thinking about leadership in a different way.
3. Encourage ongoing assessment and improvement.

9:10 AM – 9:15 AM

Orientation to Workshops

9:15 AM – 9:20 AM

Transition to Assigned Breakout Room



9:20 AM – 10:20 AM

CONCURRENT PANEL DISCUSSION / WORKSHOP 1 / GROUP A

11:35 AM – 12:35 PM

CONCURRENT PANEL DISCUSSION / WORKSHOP 1 / GROUP B

Innovation & Scholarship (How do you design and implement innovation into your program)

JANAE HEATH, MD

GENEVA TATEM, MD

Fellowship programs are expected to continuously innovate while delivering reliable training outcomes, yet many are lacking a structured pathway from idea to implementation to sustainable change. This session provides program-level strategies to:

1. Identify priority areas (using pre-existing sources, including ACGME survey results, annual surveys/program review, and strategic priorities).
2. Design, implement, and sustain innovations.
3. Build a stable, ongoing culture of innovation in your program.

Session objectives:

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

1. Identify areas for program innovation, including ACGME survey data, annual surveys/program review findings, fellows' interest, and institutional priorities.
2. Apply practical methods and structures to design, implement, evaluate, and sustain program innovations within a fellowship program.
3. Establish and reinforce a program culture of continuous innovation and scholarly dissemination.



FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

FLIGHT ACADEMY PRE-CONFERENCE



9:20 AM - 10:20 AM
CONCURRENT WORKSHOP 2 / GROUP B

11:35 AM - 12:35 PM
CONCURRENT WORKSHOP 2 / GROUP A
Population Health Management

CAIT CLANCY, MD, MSHP

Population health management (PHM) is a critical skill for practicing pulmonary and critical care physicians, and is an ACGME training requirement for PCCM fellowship. However, there is limited guidance on optimal strategies to teach PCCM fellows about population health management, especially in settings with limited faculty experts. Both fellows and faculty may be reluctant to buy in to and engage in educational initiatives related to population health management. This session will explore strategies for delivering meaningful population health education and engaging learners and faculty.

Session objectives:

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

1. Review regulatory requirements and rationale for population health management education in PCCM, including exploring barriers to engaging faculty and fellows in PHM education.
2. Discuss strategies for incorporating PHM education into PCCM fellowship training, including use of EHR dashboards, simulated panel data, and public health data.
3. Understand synergy between PHM and health informatics, quality improvement, health equity/ community engagement, and high-value (evidence-based) care.



10:35 AM - 11:35 AM
CONCURRENT WORKSHOP 3 / GROUP A

2:35 PM - 3:35 PM
CONCURRENT WORKSHOP 3 / GROUP B
Mastering Mentoring: Making Connections, Building Networks, and Sponsorship

DIANA KELM, MD

MIRNA MOHANRAJ, MD

ALYSSA A. PEREZ, MD

AVINASH SINGH, MD

No one advances a career alone. Clinician Educators are expected to guide trainees in building a local, regional, and national career support network. Many Clinician Educators struggle to build these networks for themselves, let alone model best practices for trainees. In this interactive workshop, participants will learn the value of shifting from a traditional dyadic model of mentorship to a curated, mission-aligned Developer Network. Developers share a high level of mutual learning and trust in which both individuals give and receive various kinds of information, emotional, and strategic support. Participants will leave this session with a Developer Map draft and an actionable plan to identify and fill gaps in their support network.

Session objectives:

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

1. Leverage internal and external resources to build a mission-aligned Developer Network using a mapping tool.
2. Generate an action and accountability plan to regularly optimize your Developer Network as your career evolves.
3. Learn best practices to guide trainees in developing a career support network.



FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

FLIGHT ACADEMY PRE-CONFERENCE



10:35 AM - 11:35 AM
CONCURRENT WORKSHOP 4 / GROUP B



2:35 PM - 3:35 PM
CONCURRENT WORKSHOP 4 / GROUP A
**Being, Becoming, Belonging:
How Professional Identity Formation
Can Reframe Mentorship**



TIMOTHY DYSTER, MD, MAEd
MIRA JOHN, MD
ILANA KRUMM, MD, MAEd
EMILY OLSON, MD
ROBIN STILLER, MD



Professional identity formation (PIF) refers to the process by which an individual develops the identity of a professional through socialization. In medicine, this process occurs via communities of practice (CoP), which describes relationships between professional activities, learning at work, and the formation and maintenance of new identities. However, frameworks of identity formation may be underutilized as divisions continue to elevate equity, diversity, and inclusion as core values. This session will explore the critical role of PIF in shaping behavior and identity as both a mentor and a lifelong trainee. Topics will include identity tension, the negotiation of professional identities within CoP, and the vital role mentors play in fostering belonging and inclusion.



Session objectives:

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

1. Define Professional Identity Formation (PIF) and Communities of Practice (CoP).
2. Define the modes of belonging and summarize how these mechanisms of identity formation function within a community of practice.
3. Describe how to integrate a PIF framework, including personal-professional identity tension and exploring dilemmas, into a mentorship conversation.



1:35 PM - 2:35 PM
CONCURRENT WORKSHOP 5 / GROUP A



3:50 PM - 4:50 PM
CONCURRENT WORKSHOP 5 / GROUP B
**Leadership Skills A framework for negotiating
team dynamics and interprofessional conflict**
ASHA ANANDIAH, MD
LAURA ROCK, MD

Leadership skills training has been identified as an area of need in graduate medical education and has specific relevance for critical care trainees. In this workshop, faculty will share a framework adapted from the field of organizational behavior for teaching leadership skills focused on promoting effective, collaborative teamwork. We will discuss how team dynamics develop using the model of Frames - Actions - Results (FAR), and attendees will collectively unpack a negative interaction using a Learning Pathways Grid (LPG), an analytical tool that helps surface and fix the mismatch between goals and impact in interactions.

Session objectives:

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

1. Identify factors that contribute to challenging team dynamics and interprofessional conflict.
2. Learn and practice a framework for managing dysfunctional team dynamics.
3. Consider how to implement focused leadership skills training in your fellowship program.

FLIGHT ACADEMY: FELLOWSHIP AND GME LEADERSHIP TRAINING PRE-CONFERENCE AGENDA // WEDNESDAY, MARCH 4, 2026

FLIGHT ACADEMY PRE-CONFERENCE



1:35 PM – 2:35 PM
CONCURRENT WORKSHOP 6 / GROUP B

3:50 PM – 4:50 PM
CONCURRENT WORKSHOP 6 / GROUP A
Leadership Styles - Where do You Reside?
LEON E. MOORES, MD, DSc, FACS

We all have different leadership styles we use in different environments. Do you recognize your default style? Are you aware of switching from one style to another in different scenarios? Do you reflect upon whether a particular style you are using is optimized for that environment? Using some classic work popularized by Daniel Goleman we will review leadership domains and styles to create a common language for discussion and personal improvement.

Session objectives:

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

1. Familiarize/refresh major concepts of emotional intelligence (EI) popularized by Daniel Goleman's 1995 book.
2. Review personal experiences and relate to EI concepts.
3. Begin to develop and commit to enhancing facility with using EI concepts as a tool to reflect on personal leadership skills with the intent to improve.



4:55 PM – 5:25 PM
PARTICIPANT DRIVEN PANEL DISCUSSION //
Leading with Confidence: Solutions for Program Leadership Challenges

Moderator: JAMES FRANK, MD, MA

Panel: RAED ALALAWI, MD

TIFFANY DUMONT, DO

LAURA HINKLE, MD, MEd

PARU PATRAWALLA, MD

This interactive panel discussion offers medical education leaders a unique opportunity to gain insights and practical advice from seasoned medical education leaders. Audience members are encouraged to submit their most pressing challenges in program leadership prior to the session. Our expert panelists will then address these real-world scenarios, offering diverse perspectives and proven strategies for navigating complex issues. This dynamic format fosters open dialogue and provides a valuable platform for learning from shared experiences and building connections with peers. Come prepared to engage with the panelists and gain valuable takeaways to enhance your leadership skills.

Session objectives:

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

1. Identify common challenges faced by program leadership in Graduate Medical Education.
2. Analyze effective strategies and solutions for addressing program leadership challenges, drawing on the expertise of experienced leaders.
3. Develop a network of peers and mentors to support ongoing professional development in GME leadership.



CONFERENCE SESSION DESCRIPTIONS // THURSDAY, MARCH 5, 2026

GENERAL CONFERENCE

This comprehensive course is designed for pulmonary, critical care, and pulmonary/critical care medicine (PCCM) fellowship program directors, associate program directors, and faculty educators who seek to navigate the evolving landscape of subspecialty graduate medical education while advancing educational innovation, equity, and advocacy. Through a combination of policy updates, evidence-based curriculum development workshops, collaborative town halls, and interactive sessions on emerging educational challenges, participants will gain the knowledge and practical strategies needed to lead high-quality, inclusive fellowship programs that prepare trainees for contemporary practice. The course addresses critical topics including ACGME accreditation updates and compliance requirements, competency-based curriculum development for emerging skills (critical care ultrasonography, extracorporeal life support, interventional pulmonology integration), strategies for promoting graded autonomy and entrustment, approaches to teaching advocacy and health equity in politically challenging environments, supporting trainees with disabilities, navigating unionization efforts, and fostering diversity in medical education scholarship. Participants will engage with national policy updates from APCCMPD and ACGME leadership, review cutting-edge medical education literature, share best practices through specialty-specific town halls, and develop actionable plans for curriculum enhancement and program improvement that align with accreditation standards, community needs, and the evolving healthcare landscape.

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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.



8:15 AM – 8:35 AM

National GME Policy Updates

JAMES FRANK, MD, MA

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.



8:35 AM – 9:25 AM

ACGME RRC-IM 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.



9:25 AM – 10:20 AM

KEYNOTE ADDRESS //

How to Be an Authentic Leader

RICHARD WINTERS, MD

This session helps leaders recognize the difference between authentic and inauthentic leadership behaviors and understand how these impact team trust and performance. Participants will learn to distinguish technical challenges from adaptive ones, identify personal fears and assumptions that limit authenticity, and explore practical examples of leaders who have made this shift. Through reflection and discussion, learners will develop strategies to lead with greater alignment between values, actions, and relationships—addressing a common gap in self-awareness and effectiveness among healthcare leaders.

Session objectives:

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

1. Identify areas of leadership inauthenticity and distinguish technical from adaptive challenges.
2. Analyze personal fears and assumptions that limit authenticity.
3. Examine case examples of leaders moving from inauthenticity to authenticity.
4. Evaluate behaviors to balance directing, empowering, and engaging teams.



10:35 AM – 10:50 AM

2026 APCCMPD AWARD FOR NOVEL FELLOWSHIP EDUCATION IMPLEMENTATION // An E-Learning Curriculum on Applied Respiratory Physiology for Pulmonary and Critical Care Fellowship Programs

JACK TOMEN, MD

This session will review the methods and results in developing an E-learning curriculum to teach Pulmonary and Critical Care fellows respiratory physiology. E-learning curriculums have the potential to provide a standard level of teaching across many fellowship programs with minimal requirement in materials and time from the home program. In addition, respiratory physiology is essential knowledge that a well rounded pulmonologist and critical care physician should know, providing this teaching at the onset of fellowship has the potential to provide new fellows an important foundation in their training.

Session objectives:

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

1. Demonstrate that an e-learning curriculum is an effective method to improve fellows' knowledge of respiratory physiology.
2. Discuss the advantages of implementing e-learning as a part of education in fellowship.



10:50 AM – 11:05 AM

2026 APCCMPD AWARD FOR MEDICAL EDUCATION RESEARCH // Development and Validation of the Denver Critical Illness Intubation Entrustment (D-CITE) Tool

JAMES WYKOWSKI, MD

There are currently no validated tools to assess adult intubation skills in the ICU. We will describe the creation and preliminary validation of a novel entrustment tool. Participants will learn about a structured approach to validity evidence for assessment tools, as well as novel applications of psychometrics in medical education.

Session objectives:

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

1. Apply a structured validity framework to a novel intubation evaluation tool.
2. Describe the benefits of entrustment-based decision-making in the ICU.



11:05 AM - 11:15 AM
2026 APCCMPD SCHOLARSHIP IN MEDICAL EDUCATION RESEARCH AWARD // Assessment of an Airway Entrustment Tool for Use in Competency Based Medical Education

JAMES WYKOWSKI, MD
 After describing creation and preliminary validation of the Denver Critical Illness Intubation Entrustment (D-CITE) Tool, we will describe our plans for real-world validation. We will describe a multi-center study to gather evidence to support the D-CITE's use for formative and summative evaluation of intubation skills in the clinical environment. Finally, we will review common challenges in implementing workplace-based assessments and describe our plans to assess the implementation of the D-CITE tool.

Session objectives:

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

1. Describe interpretation use argument as it pertains to two different validity studies for the D-CITE.
2. Describe the potential value of ongoing competency assessment of intubation skills.
3. Describe challenges in implementing workplace-based assessments in competency based medical education.



11:20 AM - 11:35 PM
UPDATE ON 2025 CHEST AND APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD

Mentors: TRISTAN HUIE, MD AND ANNA NEUMEIER, MD

Mentee: ARNULFO DUARTE, DO

This session will provide an update on the development of our AI-assisted ICU curriculum and the ongoing study, Evaluating Artificial Intelligence-Assisted Critical Care Education: A Mixed-Methods Study of ChatGPT Versus Traditional Study Approaches Among Internal Medicine Residents. At approximately two months into implementation, we will share early insights, lessons learned, and preliminary learner feedback. The session will highlight the educational gaps this project addresses and how AI-based tools may support resident learning in high-acuity environments.

Session objectives:

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

1. Describe early insights and preliminary findings from the implementation of an AI-assisted ICU curriculum and mixed-methods study evaluating ChatGPT versus traditional learning approaches.



11:35 AM - 11:50 AM
UPDATE ON 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.



11:15 AM - 11:20 AM
2026 CHEST AND APCCMPD MEDICAL EDUCATOR DIVERSITY SCHOLAR FELLOWSHIP AWARD

Mentor: DEEPAK PRADHAN, MD, MHPE

Mentee: MATTHEW SIMPSON, MD

The CHEST and APCCMPD Medical Educator Diversity Scholar Fellowship Award provides support and funding for fellows-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.

Session objectives:

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

1. Recognize the importance of mentorship to professional identity as an educator.



CONFERENCE SESSION DESCRIPTIONS // THURSDAY, MARCH 5, 2026

GENERAL SESSIONS // MORNING

BREAKOUT SESSIONS // AFTERNOON



11:50 AM - 11:55 AM

2026 EDUCATOR AWARDS

2026 Mid-Career Educator Award

RANIA ESTEITIE, MD

DIANA KELM, MD

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



2026 Emerging Educator Award

HUGO CARMONA, MD

The Emerging Educator Award honors individuals who are up-and-coming medical educators who excel in delivering and promoting medical education through various means at the local and regional levels.



11:55 AM - 12:15 PM

2026 OUTSTANDING EDUCATOR AWARD

AND LECTURE // It's Just What We Do:

The Privilege of Advancing the Field and Building Better Lives Together

KRISTIN M. BURKART, MD, MSc

This talk explores the privilege and responsibility of being a program director and medical educator, and how advancing our field through scholarship and service creates meaning for our profession and for ourselves. Framed through the lens of the pursuit of happiness, it examines how intentionally designed, individualized training environments support fellows as whole people, honoring their lives beyond medicine, so they can truly thrive in the careers they choose.



1:15 PM - 2:10 PM

BREAKOUT SESSION 1.1

2:15 PM - 3:10 PM

BREAKOUT SESSION 1.2

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

ANNA K. BRADY, MD

SHERIE GAUSE, MD

SHEWIT GIOVANNI, MD, MSc

STEPHANIE MAXIMOUS, MD, MS

TREVOR STEINBACH, MD

As clinician-educators, one of our most impactful responsibilities is to prepare our trainees for independent practice. A key element for accomplishing this is to provide a thoughtful balance between graded autonomy and supervision that is titrated to the learner. Despite the creation of Entrustable Professional Activities (EPAs), putting entrustment decision-making into practice as pulmonary and critical care medicine (PCCM) and critical care medicine (CCM) faculty remains challenging. The goal of this session is to learn and practice techniques for promoting PCCM and CCM fellow autonomy. Using the 4S Framework (Silence, Second, Safety, Secret Moves) as a foundation, participants will work through various clinical scenarios, discussing potential barriers and strategies for fostering graded autonomy.

Session objectives:

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

1. Define autonomy as a function of self-determination theory.
2. Identify the visible and invisible barriers to promoting graded autonomy in PCCM and CCM fellows.
3. Equip faculty with tools to promote graded autonomy in PCCM and CCM fellows across inpatient and ambulatory settings at their home institutions.



CONFERENCE SESSION DESCRIPTIONS // THURSDAY, MARCH 5, 2026

BREAKOUT SESSIONS // AFTERNOON

TOWN HALL MEETINGS // AFTERNOON



1:15 PM - 2:10 PM
BREAKOUT SESSION 2.1

2:15 PM - 3:10 PM
BREAKOUT SESSION 2.2

Innovate your ILD Instructional Design

TRISTAN HUIE, MD

SAMANTHA KING, MD, MS

MARYL KREIDER, MD

SUSAN K. MATHAI, MD

ALI RUESCHHOFF, MD

Managing interstitial lung disease (ILD) is a perceived educational deficit for graduating pulmonary fellows, but what fellows should learn about ILD had not previously been defined. To address this need, we recently completed a mixed methods study to define ILD education in pulmonary fellowship training. Using the consensus-driven content outline from our study, we are redesigning our fellowship program's ILD curriculum. We propose a novel curricular strategy to teach ILD through the experience of the patient, employing situated learning theory.

Session objectives:

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

1. Participants will learn the consensus-driven content outline for ILD education in pulmonary fellowship derived from a recent Delphi study.
2. Participants will define situated learning theory.
3. Learners will partake in an exemplar case from our program's novel ILD curriculum.
4. Learners will apply the consensus drive content outline and situated learning theory to meet their own fellowship program's ILD curricular needs.



1:15 PM - 2:10 PM
BREAKOUT SESSION 3.1

2:15 PM - 3:10 PM
BREAKOUT SESSION 3.2

How to Coach a Disrupted Colleague

RICHARD WINTERS, MD

This session equips leaders with tools to address disruptive or disengaged behavior in colleagues while preserving team trust and collaboration. Participants will learn to distinguish disrupted from disruptive behavior, apply the "Five Hats" leadership framework, and use "double-clicking" techniques to uncover hidden assumptions and communication barriers. The session addresses a critical gap in leadership practice—how to hold others accountable while maintaining psychological safety and fostering professional growth.

Session objectives:

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

1. Distinguish disrupted from disruptive behavior and assess team impact.
2. Apply the "Five Hats" framework to determine when to coach, mentor, supervise, or sponsor.
3. Use "double-clicking" to uncover underlying assumptions, distortions, and generalizations.
4. Structure conversations to balance accountability with psychological safety.



1:15 PM - 2:10 PM
TOWN HALL MEETING 1

Critical Care Medicine Fellowship Program Forum

JULIA POWELSON, MD

This Town Hall meeting offers a dedicated space for leaders of critical care medicine fellowship programs to connect and collaborate. This is your chance to network with peers managing similar programs, share common challenges, and learn best practices for overcoming obstacles. Join us for a productive discussion and leave with valuable insights and connections to strengthen your program.

Session objectives:

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

1. Identify challenges unique to critical care medicine programs.
2. Share best practices for the administration of critical care medicine fellowship programs.

2:15 PM - 3:10 PM
TOWN HALL MEETING 2

Interventional Pulmonology Fellowship Program Forum

VAN HOLDEN, MD

This Town Hall meeting offers a dedicated space for leaders of interventional pulmonology fellowship programs to connect and collaborate. This is your chance to network with peers managing similar programs, share common challenges, and learn best practices for overcoming obstacles and pursuing ACGME Accreditation. Join us for a productive discussion and leave with valuable insights and connections to strengthen your program.

Session objectives:

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

1. Identify challenges unique to interventional pulmonology programs.
2. Share best practices for the administration of interventional pulmonology fellowship programs.





3:25 PM – 4:20 PM
BREAKOUT SESSION 4.1

4:25 PM – 5:20 PM
BREAKOUT SESSION 4.2

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

BAŞAK ÇORUH, MD
STEPHANIE MAXIMOUS, MD, MS
MIRNA MOHANRAJ, MD
STELLA B. OGAKE, MD

In today's increasingly politicized landscape, the ability of medical educators to teach core concepts such as social determinants of health (SDOH), structural inequities, and inclusive care is under threat. Across multiple states, legislative and institutional actions have rolled back DEI initiatives, cut funding for equity-focused research, and created fear and confusion around what can legally be taught. Meanwhile, misinformation and disinformation continue to challenge learners and educators alike. Medical education is incomplete if we don't teach holistically, including the social, structural, and historical forces that shape health outcomes. Without educating on these topics, we risk sending a generation of physicians into practice without the tools they need to understand the communities they serve or to advocate effectively for patients harmed by injustice. This workshop will engage participants in exploring how PCCM program leaders and educators can step into the role of equity advocates, not only continuing to teach these critical concepts, but also influencing policies, programs, and culture within their institutions and beyond. Participants will analyze the forces shaping medical education today, apply practical strategies for advocacy and curricular adaptation, and develop an action plan that aligns with both community needs and accreditation requirements.

Session objectives:

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

1. Analyze how political, institutional, and funding shifts affect teaching in PCCM.
2. Evaluate own program's strengths and limitations in teaching advocacy and equity.
3. Apply practical strategies to continue teaching about SDOH, identity, and structural inequities.



3:25 PM – 4:20 PM
BREAKOUT SESSION 5.1

4:25 PM – 5:20 PM
BREAKOUT SESSION 5.2

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

PARU PATRAWALLA, MD
NAVITHA RAMESH, MD
AMIK SODHI, MD
F. MAE WEST, MD

The July 2024 ACGME requirements now mandate that Critical Care Medicine (CCM) and Pulmonary and Critical Care Medicine (PCCM) fellows demonstrate competence in critical care ultrasonography (CCUS). Many fellowship programs are grappling with the challenge of developing a competency-based CCUS curriculum, especially programs with nascent ultrasound education efforts or limited faculty expertise. This small group session will provide fellowship leaders with actionable strategies to build or enhance their CCUS training programs. Participants will engage in guided discussion with peers and experts around key components: building faculty capacity, designing longitudinal training pathways, establishing assessment processes, ensuring equipment and infrastructure, and fostering institutional support. The session will focus on identifying common barriers and collaborative solutions, leveraging best practices from national guidelines and experienced programs.

Session objectives:

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

1. Describe essential components of a competency-based CCUS curriculum, including introductory training, longitudinal practice, and summative assessment strategies aligned with ACGME requirements.
2. Identify common barriers to implementing CCUS training (e.g., faculty development, infrastructure, protected time, quality assurance) and explore practical solutions and resource-sharing models (such as regional collaborations).
3. Develop an individualized action plan for strengthening their program's CCUS curriculum, with clear next steps for addressing local challenges in faculty training, equipment acquisition, learner assessment, and institutional buy-in.





3:25 PM – 4:20 PM

BREAKOUT SESSION 6

Critical Care Cardiology

JAMES HOROWITZ, MD

Breakout session on Critical Care Cardiology and the Society of Critical Care Cardiology.

Session objectives:

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

1. Learn about Society of Critical Care Cardiology.



4:25 PM – 5:20 PM

BREAKOUT SESSION 7

Disaster Management Curriculum for Fellowship Training

JAMIE FELZER, MD, MPH

DEEPAK PRADHAN, MD, MHPE

Intensive care physicians are leaders during any disaster and will be called upon to manage major operational and clinical challenges yet most critical care training programs do not have offer their trainees any training in disaster medicine and management. Together with APCCMPD, we are creating a curriculum for critical care programs that includes components of asynchronous, relevant information for intensivists coupled with hands-on simulation training that mirrors real-life multidisciplinary scenarios. This succinct curriculum will be available to all programs at completion to foster management strategies. This session aims to gather feedback and discuss best practices to ensure a robust curriculum.

Session objectives:

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

1. Summarize a novel preparedness curriculum for critical care trainees via asynchronous learning and innovative simulation scenarios.
2. Evaluate and collaborate on best practices for high-yield, high-retention strategies for this curriculum.



3:25 PM – 4:20 PM

TOWN HALL MEETING 3

Connecting Community-Based Program Leaders: A Networking and Sharing Forum

ERNEST DININO, MD

KATHLEEN DOO, MD, MHPE

AMEE PATRAWALLA, MD

This Town Hall meeting offers a dedicated space for leaders of community-based and community/university-affiliated programs to connect and collaborate. This is your chance to network with peers managing similar programs, share common challenges, and learn best practices for overcoming obstacles. Join us for a productive discussion and leave with valuable insights and connections to strengthen your program.

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.



4:25 PM – 5:20 PM

TOWN HALL MEETING 4

Critical Care NRMP Match

KRISTIN M. BURKART, MD, MSc

NEAL F. CHAISSON, MD

This town hall marks the five-year milestone since Critical Care Medicine (CCM) officially entered the National Resident Matching Program (NRMP). Reflecting on the January 2020 APCCMPD Multi-society Uniform Match Policy Task Force summit, this session evaluates how the transition to a formal Match system has addressed the historical challenges of fellowship recruitment. Participants will reflect on the Match's impact on candidate stress and recruitment equity, while discussing the current state of Internal Medicine-Critical Care Medicine (IM-CCM) fellowships. The session aims to foster a collaborative dialogue on whether the system has successfully achieved its goal of finding the "best fit" for both programs and candidates, while identifying remaining barriers and future opportunities for refinement.





8:00 AM – 8:25 AM

Opening Remarks and 2025 APCCMPD Fellowship Benchmarking Survey Results

JAMES FRANK, MD, MA

For the 14th 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



9:00 AM – 9:55 AM

KEYNOTE ADDRESS // Building Community to Serve all Patient Populations

MALIKA FAIR, MD, MPH, FACEP

This session will explore how training programs can intentionally build community around a shared mission to improve health outcomes for all patient populations. Focusing on pulmonary and critical care education, participants will examine practical approaches to aligning training, quality improvement, and community health priorities while addressing the most pressing challenges in today's healthcare environment.

Centered on actionable strategies and the transformative role of mentorship, the session will highlight how supportive learning pathways and professional development can prepare physicians to contribute to systems-level change. Participants will leave with concrete tools to strengthen their programs, support learner thriving, and advance the long-term mission of their institutions and specialty in service of all patients and communities.

Session objectives:

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

1. Identify actionable strategies to build community within training programs around a shared mission to improve health outcomes for all patient populations.
2. Apply training approaches that create supportive pathways for learners by integrating community health priorities and addressing critical challenges in health care.
3. Explain how intentional mentorship fosters professional growth and prepares physicians to contribute to systems-level change while advancing the long-term mission of their institution and specialty.



8:25 AM – 9:00 AM

Medical Education Literature and Author Spotlight

ERIN CAMAC, DO

This session will review and critically appraise two of the most influential medical education articles published in 2025. Each article's key questions, methods, and findings will be synthesized, with an emphasis on implications for day-to-day teaching and program leadership. The authors will then join for a moderated Q&A exploring how they framed their research questions, chose their study designs, and navigated key challenges.

Session objectives:

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

1. Summarize the key research questions, methods, and main findings of two major medical education articles published in 2025.
2. Critically appraise the strengths, limitations, and generalizability of these studies and their relevance to local educational contexts.
3. Identify at least one concrete change or innovation to implement in their own teaching or program based on insights from the articles and author discussion.

CONFERENCE SESSION DESCRIPTIONS // FRIDAY, MARCH 6, 2026

GENERAL SESSIONS // MORNING



10:10 AM - 10:25 AM

Integrating Artificial Intelligence into PCCM Education: Insights from the 2026 APCCMPD Annual Fellow Survey

CLAUDIA TEJERA QUESADA, MD

This session will explore how artificial intelligence (AI) is currently being used in pulmonary and critical care fellowship training, drawing on national data from the 2026 APCCMPD Annual Fellow Survey. Despite increasing exposure to AI tools, significant gaps remain in formal curricula, faculty guidance, and clarity around appropriate, ethical, and effective use in clinical education. Learners often rely on informal or self-directed AI use without structured oversight, creating variability in skills, confidence, and application. This session is important to trainees and educators because it identifies current practice gaps and highlights opportunities to intentionally integrate AI into fellowship education to better prepare fellows for modern clinical practice.

Session objectives:

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

1. Analyze national fellow survey data to describe current patterns of artificial intelligence use in pulmonary and critical care fellowship training.
2. Identify gaps in the curriculum structure, faculty guidance, and educational oversight regarding the integration of artificial intelligence into fellowship education.



10:25 AM - 10:45 AM

RAPID POSTER PRESENTATIONS

Moderator: JAMES FRANK, MD, MA



10:25 AM - 10:27 AM

Evaluating the Implementation and Impact of a Pulmonary Ambulatory Clinic Rotation: An Eighteen-month Experience at Henry Ford Hospital

MEDHA CHERABUDDI, MD



10:28 AM - 10:30 AM

Grit and Resilience Among Pulmonary and Critical Care Physicians: A Multi-institutional Study

ALAN HU, MD



10:31 AM - 10:33 AM

"An Obligation to the Fellow, Our Colleagues, and Future Patients": Pulmonary and Critical Care Medicine Program Directors' Perspectives on Fellow Remediation

ESHA KAPANIA, MD



10:34 AM - 10:36 AM

An Advanced Critical Care Ultrasound and Critical Care Echocardiography Curriculum for Fellow Physicians

JOHN POPOVICH, MD



10:37 AM - 10:39 AM

A Novel Framework for Early Procedural Competence in Pulmonary and Critical Care Medicine (PCCM) Fellows

MATTHEW BARRAZA, MD



10:40 AM - 10:42 AM

A Novel Pulmonary Critical Care Medicine (PCCM) Fellowship Curriculum to Achieve Certification in Critical Care Echocardiography

ABHAYA TRIVEDI, MD



10:43 AM - 10:45 AM

The Jefferson Academic Tracks Framework: A Structured Approach to Fostering Career Development, Mentorship, and Scholarship in Pulmonary and Critical Care Fellowship

FRANCES MAE WEST, MD

CONFERENCE SESSION DESCRIPTIONS // THURSDAY, MARCH 5, 2026

GENERAL SESSIONS // MORNING



10:45 AM - 11:10 AM

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

DRU CLAAR, MD
VAN HOLDEN, MD
MIHIR PARIKH, MD
KERIANN VAN NOSTRAND, MD

With the recent ACGME accreditation of Interventional Pulmonology (IP) fellowships, program directors face a pivotal opportunity to reimagine how IP and PCCM training can be harmonized across the continuum of pulmonary education. This session will explore strategies to align procedural training, enhance early exposure to IP, and integrate longitudinal mentorship pathways within PCCM programs—even in institutions without an IP fellowship. It will also address variability in IP access, institutional barriers, and the evolving identity of IP as a distinct subspecialty. Through real-world examples and collaborative discussion, participants will consider how to future-proof PCCM training while supporting equitable access to IP career pathways.

Session objectives:

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

1. Evaluate the impact of ACGME-accredited IP fellowships on the structure, goals, and expectations of PCCM training programs.
2. Identify scalable models for integrating IP exposure, procedural training, and mentorship within PCCM curricula.
3. Propose harmonized strategies that balance foundational PCCM education with early IP alignment, ensuring flexibility for fellows and workforce relevance.



11:10 AM - 11:35 AM

From Policy to Practice: Supporting Fellows through Accommodations

JENNIFER MCCALLISTER, MD
As the number of medical trainees with disabilities increases, faculty educators play a critical role in ensuring equitable access, inclusion, and success across the continuum of medical education. This session offers practical guidance for program leaders and faculty educators to create more inclusive, equitable learning environments. Participants will learn key strategies to recognize and address barriers, navigate the accommodation process, and foster a culture of belonging that benefits all learners.

Session objectives:

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

1. Recognize common barriers faced by residents and fellows with disabilities in graduate medical education.
2. Describe essential components of an effective and legally compliant accommodation process.
3. Identify at least one strategy to promote a more inclusive and supportive learning environment for learners with disabilities within their program.



11:35 AM - 12:00 PM

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

MARYL KREIDER, MD
Unionization efforts among graduate medical trainees have gained momentum over recent years, reflecting concerns over working conditions, compensation, and institutional values. Whether trainees are exploring unionization, actively organizing, or negotiating a collective bargaining agreement, fellowship program directors must navigate this unfamiliar terrain and respond to trainee concerns, engage with institutional leadership, and adapt to new administrative and educational dynamics. This is usually done with limited guidance, especially within the unique context of PCCM training. The session will explore what we know about the effects of unionization on medical education and collect experiences of many program directors across the country to try to provide lessons learned and useful tips and tricks for navigating these challenges.

Session objectives:

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

1. Explore experiences and key lessons learned by leaders from diverse PCCM fellowship programs, focused on specific impacts and considerations for pulmonary and critical care fellowship programs.
2. Develop strategies to effectively support fellows, maintain program cohesion, and communicate with stakeholders—such as faculty, institutional leaders, and applicants—before, during, and after unionization efforts.



12:00 PM - 12:35 PM

What is the Role of the Fellowships in Advocacy

STELLA B. OGAKE, MD
JAMIE PALOMINO, MD
Fellowship training offers a unique opportunity to cultivate the next generation of physician advocates. This session will examine how PCCM fellowship programs can intentionally develop fellows as advocates; at the bedside, within their institutions and communities, and in policymaking spaces. The panel will share practical approaches to teaching advocacy, with an emphasis on helping fellows understand health disparities, social determinants of health, and the communication skills needed to influence systems and policy. Participants will leave with strategies to strengthen advocacy training within their own programs and better prepare fellows to advance equitable pulmonary and critical care.

Session objectives:

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

1. Identify opportunities within fellowship training to support advocacy skill development.
2. Apply strategies to integrate advocacy into fellowship curricula, mentorship models, and scholarly activities.
3. Analyze structural and cultural barriers that may limit fellows' engagement in advocacy, and explore program level interventions to address them.



12:35 PM - 12:50 PM

Closing Remarks and Transition of Leadership

JAMES FRANK, MD, MA



11:05 AM - 11:15 AM

Coordinate & Conquer: GME Trivia Edition Round 1

JANEL GORDNER, C-TAGME

Test your knowledge with Program Administrator 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.



1:15 PM - 1:20 PM

2026 APCCMPD AWARD FOR EXCELLENCE IN FELLOWSHIP PROGRAM ADMINISTRATION // Streamlining GME: Leveraging Mobile Apps for Efficiency and Innovation

JANEL GORDNER, C-TAGME

1:20 PM - 2:15 PM

WORKSHOP // App-solutely Use Tech, Your GME MVP!

JENNIFER FERMIN-SOLON

JANEL GORDNER, C-TAGME

OSCAR A. SALGUERO, C-TAGME

In the clinical setting, encountering unorganized documents and scattered schedules can be overwhelming and inefficient. Critical information such as rotation schedules, evaluations forms, and compliance requirements is often stored across multiple platforms, making it difficult to access quickly when time is limited. Searching through emails, shared drives, or outdated spreadsheets during a busy clinical day can lead to delays, missed tasks, and unnecessary stress. This fragmented system not only disrupts workflow but also affects the quality of communication and coordination among fellows and faculty. Creating a centralized, automated solution would eliminate the need to chase down links and documents allowing for smoother operations and better support for learners and educators alike.

Session objectives:

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

1. Identify and apply technology tools and strategies that streamline workflows, enhance productivity, and reduce manual effort in their daily professional tasks.



11:15 AM - 12:15 PM

VIRTUAL SESSION // Integrating AI in Medical Education: Work Smart, Not Hard

NATASHA M. BROCKS, MHA, C-TAGME

KAYTLYN HOPE, MHA, C-TAGME

Artificial intelligence (AI) is rapidly advancing clinical care and medical education, yet its application in graduate medical education (GME) administration has been largely ignored. Administrative workflows, including scheduling, compliance reporting, and evaluation management, remain manual despite AI features already embedded in widely used platforms such as Microsoft Office, Epic, and Thalamus.

This disconnect contributes to inefficiency and staff burnout. This workshop is tailored for medical education administrators looking to integrate AI into their professional lives. Participants will gain practical knowledge and hands-on experience in using AI to streamline routine tasks, manage data efficiently, and enhance decision-making.

Session objectives:

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

1. Understand AI Applications: Learn how to identify and implement AI tools to streamline administrative tasks and improve data management in medical education administration.
2. Streamline Administrative Processes: Acquire skills to automate routine tasks, manage data efficiently, and support strategic planning using AI.
3. Build a Strong Professional Brand: Discover how to use AI to develop and maintain a strong professional brand, ensuring you stand out as a leader in the medical education community.



2:15 PM - 3:10 PM

PANEL DISCUSSION // Challenges to Faculty & Fellows Clinical Scheduling

JENNIFER FERMIN-SOLON

JONELLE A. KELNER, MSED, C-TAGME

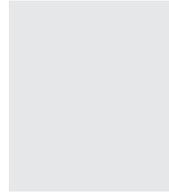
CYNTHIA MEYERS, C-TAGME

This session will explore how program directors, administrators, and fellows can leverage scheduling software tools to effectively manage the complex scheduling demands of medical fellowship programs. We will discuss how these platforms can be configured to optimize rotations, balance clinical duties, ensure compliance with duty hour regulations, and enhance the overall training experience for fellows. Participants will also learn how to increase efficiency and save time in preparing and distributing schedules.

Session objectives:

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

1. Manage fellowship scheduling more effectively.
2. Optimize rotations, balance clinical and educational responsibilities, and ensure duty hour compliance.
3. Enhance the overall training experience for fellows.
4. Demonstrate confidence in using QGenda to create efficient, streamlined schedules.



PROGRAM COORDINATOR WORKSHOP //

THURSDAY, MARCH 5, 2026

WORKSHOP SESSIONS // AFTERNOON



3:25 PM –4:00 PM

TOWNHALL MEETING //

How to Get Your Faculty to Respond

MARCIE HUDSON, C-TAGME

CYNTHIA MEYERS, C-TAGME

JONELLE A. KELNER, MEd, C-TAGME

This session will explore effective strategies and tools to encourage faculty involvement and improve communication within fellowship programs. We will identify the best methods, days, and times to engage busy ICU physicians, addressing common challenges coordinators face in getting timely responses from physicians, faculty, and program directors. Participants will learn practical ideas to increase faculty participation, thereby reducing the administrative burden on program leadership. Drawing from recent experiences working closely with program directors and leadership teams, this discussion highlights communication improvements and practical approaches that can strengthen collaboration and engagement in fellowship programs.

Session objectives:

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

1. Identify and apply effective strategies and tools to engage faculty, encourage participation, and promote open communication within fellowship programs.
2. Recognize the preferred methods of communication for themselves and their physicians, and determine what works best for their specific teams.
3. This session will emphasize key principles such as communication, organization, teamwork, collaboration, and understanding to strengthen faculty engagement and foster a more connected and effective program environment.



4:10 PM – 4:40 PM

FIRESIDE CHAT // Site Visits

MARCIE HUDSON, C-TAGME

JONELLE A. KELNER, MEd, C-TAGME

OSCAR A. SALGUERO, C-TAGME

A conversational session where program leaders and coordinators share real-world experiences, practical tips, and common pitfalls related to accreditation and evaluation visits. The discussion will cover key items on the site visit checklist, strategies for preparing effectively, and approaches to tackling tasks one day and one step at a time to ensure a smooth and successful visit. These skills will be reinforced through open dialogue with experienced program leaders.

Session objectives:

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

1. Identify effective strategies and best practices for preparing for accreditation or evaluation site visits.
2. Understand what is required for their site visit and know the items on their checklist, including where to find them.
3. Highlight program strengths, address areas for improvement, and foster a transparent and positive review environment.



POST COURSE ARTIFICIAL INTELLIGENCE FOR CLINICIAN EDUCATORS FROM FUNDAMENTALS TO TOMORROW'S PRACTICE // FRIDAY, MARCH 6, 2026

ARTIFICIAL INTELLIGENCE FOR CLINICIAN EDUCATORS: FROM FUNDAMENTALS TO TOMORROW'S PRACTICE

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.

TARGET AUDIENCE

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

LEARNING OBJECTIVES

Upon completion of this conference, 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 objectives.
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.

POST COURSE ARTIFICIAL INTELLIGENCE FOR CLINICIAN EDUCATORS FROM FUNDAMENTALS TO TOMORROW'S PRACTICE // FRIDAY, MARCH 6, 2026

POST-COURSE



2:05 PM – 2:50 PM

WORKSHOP // What AI Can (and Can't) Do: Fundamentals, Hallucinations, Ethics and basics of prompt engineering and Safe Prompting

KRISTIN M. BURKART, MD, MSc

BRIANA SHORT, MD

This session provides a foundation for understanding artificial intelligence in healthcare education.

Participants will learn what AI does well (pattern recognition, language generation, data synthesis), its limitations (hallucinations, lack of reasoning, dependence on data quality), and the ethical considerations surrounding bias, transparency, and patient privacy. The section will also introduce prompt engineering as a practical skill for educators to communicate effectively with large language models (LLMs).

Session objectives:

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

1. Describe at least three strengths and three limitations of AI in medical education and apply basic prompt-engineering techniques to reduce hallucinations in generated outputs.



4:05 PM – 5:45 PM

WORKSHOP // Generative AI in Everyday Teaching: Simulation for Precision Education

NEAL F. CHAISSON, MD

DEEPAK PRADHAN, MD, MHPE

This session demonstrates practical, everyday applications of AI for clinician educators. The focus will be on how generative AI can create tailored educational materials and realistic patient simulations that adapt to learner needs. Participants will explore examples of precision education.

Session objectives:

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

1. Design a teaching activity that uses AI to generate a patient simulation tailored to specific learner objectives in their educational setting



2:50 PM – 3:50 PM

WORKSHOP // Using your Own Source Materials: Pairing LLMs with Human Knowledge

NITIN SEAM, MD

This section dives deeper into advanced methods for improving AI accuracy. Participants will explore using their own source materials and learn how combining AI with trusted sources enhances reliability. A practical case study will focus on using notebook LM and Gemini to generate various educational content to share with learners.

Session objectives:

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

1. Explain how using their own source material improves AI accuracy and demonstrates the process of co-developing educational content using both human knowledge and AI assistance.

KEYNOTE SPEAKERS 2026

FLIGHT ACADEMY PRE-CONFERENCE



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

Leon E. Moores, MD, DSc, FACS, is the best-selling author of *All Physicians Lead, Redefining Physician Leadership for Better Patient Outcomes*, a publication of Forbes Books. A practicing pediatric neurosurgeon, Leon has spent much of his career serving in combined clinical and leadership roles: Infantry Lieutenant, 82nd Airborne Division; Chief of Neurosurgery, Walter Reed Army Medical Center; Chief of Surgery, Walter Reed; Deputy Commander (EVP) for Integration, National Naval Medical Center; Commander (CEO), Fort Meade Medical Activity; CEO, Pediatric Specialists of Virginia; and President and CEO of the Inova Medical Group, the largest health system in Virginia. He has twice deployed to combat zones to care for our service members in harm's way.

Leon is a graduate of the United States Military Academy at West Point (BS), the Uniformed Services University SOM (MD), the Eisenhower School (MS, Strategy and Resource Management), and the School of Health Professions, University of Alabama, Birmingham (Doctor of Science, Healthcare Leadership). Dr. Moores is Professor of Surgery and Pediatrics at the Uniformed Services University School of Medicine and Professor of Medical Education, UVA School of Medicine (Inova). Leon has received top graduating leadership awards from West Point, the Army Infantry Officer Basic Course, the Uniformed Services University, and the Eisenhower School. He co-authored the US Army's physician leadership development program and was the Army Surgeon General's physician leader of the year as a lieutenant colonel in 2005 and again as a colonel in 2012. He has been honored with Governor's Citations from Maryland and Virginia and has numerous Top Doctor awards from *Washingtonian* and *Virginia* magazines.

Dr. Moores cares deeply about the children and adults he is privileged to treat, and believes professionalism demands treating all people with dignity and respect. He strives to constantly inspire colleagues to reflect upon their leadership skills with the intent to improve with the goal of enhancing healthcare team performance and the care of all our patients.

GENERAL SESSIONS



Richard Winters, MD
Mayo Clinic College of Medicine
and Science
*Medical Director of Professional
Leadership Development*

Richard Winters, MD, author of *You're the Leader. Now What?*, is a practicing emergency physician at Mayo Clinic. As medical director of Professional Leadership Development for the Mayo Clinic Care Network, Dr. Winters delivers leadership development programs that train leaders at all levels of healthcare organizations worldwide. As a professional certified coach, Dr. Winters provides executive coaching for Mayo Clinic leaders.

Dr. Winters graduated from the Mayo Clinic Alix School of Medicine in 1994. He is board certified and residency trained in Emergency Medicine from the University of California, San Francisco at Fresno. He graduated from the University of Texas at Dallas Executive and Professional Coaching Program and is a professional certified coach through the International Coaching Federation. He completed a Healthcare Management Executive MBA from the University of Texas at Dallas and UT Southwestern Medical Center. He obtained a Bachelor of Science in Biological Sciences from the University of Illinois at Chicago.

Prior to his work at Mayo Clinic, Dr. Winters served as managing partner of a democratic physician group, chair of emergency medicine, president of an 800-physician medical staff, and CEO/founder of a managed care startup.



Malika Fair, MD, MPH, FACEP
The George Washington University
Associate Clinical Professor

Malika Fair, MD, MPH, FACEP, provides strategic vision and leadership for the AAMC's efforts to promote a culture of excellence in academic medicine where a broad range of perspectives and experiences are valued and respected, and where students, faculty, and staff of all backgrounds can thrive and best serve all patients and communities. In this role, she leads the AAMC's strategic efforts to support community-building, foster access to opportunities, and promote relationship-centered engagement for individuals from all backgrounds and experiences.

Since joining the AAMC in 2012, Dr. Fair has led strategic initiatives across academic medicine that advance health equity, social accountability, and community engagement. She has worked extensively with medical schools, academic health systems, and community collaborators to strengthen the collaboration between academic medicine and public health as the former principal investigator for the AAMC Centers for Disease Control and Prevention cooperative agreement.

Dr. Fair is a trained emergency medicine physician and an associate clinical professor in the Department of Emergency Medicine of The George Washington University. Prior to joining the AAMC, she served as a professional development mentor, clerkship director of emergency medicine, and the co-director of the Health Policy Track for The George Washington University School of Medicine and Health Sciences. Dr. Fair completed her residency training and chief residency at Carolinas Medical Center in Charlotte, North Carolina. She received her medical degree and master of public health degree from the University of Michigan and her bachelor of science from Stanford University.

SPEAKER BIOS

Raed Alalawi, MD

University of Arizona College of Medicine Phoenix

Raed Alalawi, MD is Professor of Medicine at the University of Arizona College of Medicine Phoenix. He serves as the Pulmonary and Critical Care Fellowship Program Director. He is the Director of bronchoscopy at Banner University Medical Center Phoenix. He is interested in medical education and procedural training. Areas of research include procedure training, curricular development, and faculty development. Clinical areas of research include bronchoscopic therapies for advanced COPD, management of sequela of cocci, and advanced diagnostic methods for lung nodules.

Asha Anandaiah, MD

Massachusetts General Hospital/BIDMC/Harvard Medical School

Asha M. Anandaiah, MD is an attending physician in the Division of Pulmonary, Critical care, and Sleep Medicine at Beth Israel Deaconess Medical Center in Boston, and an Assistant Professor of Medicine at Harvard Medical School. She serves as the Program Director of the combined Massachusetts General Hospital/Beth Israel Deaconess Medical Center/Harvard Pulmonary and Critical Care Fellowship, as well as Director of the Inpatient Pulmonary Consultation Service at BIDMC. She is a graduate of the Rabkin Fellowship in Medical Education and the Harvard Academy Fellowship in Medical Education Research, and her academic interests lie in optimizing how we approach and teach communication and collaboration in the intensive care unit.

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.

Anna K. Brady, MD

Medical University of South Carolina

Anna K. Brady, MD is an Associate Professor at the Medical University of South Carolina in Charleston, SC, where she is an adult pulmonologist and intensivist. She serves as an Associate Program Director for the Pulmonary & Critical Care Fellowship at MUSC as well as the Course Director for the MUSC College of Medicine critical care rotation. Prior to joining MUSC, she was a faculty member at Oregon Health & Science University in Portland, OR, where she was the Fellowship Program Director. Dr. Brady's clinical passion is caring for patients with respiratory complications of neuromuscular disease, and her educational research interests include procedural teaching, ambulatory training, and recruitment in graduate medical education. She also serves as an Associate Editor for ATS Scholar.

Natasha M. Brocks, MHA, C-TAGME

HCA Healthcare

With a distinguished career in healthcare administration, Natasha M. Brocks, MHA, C-TAGME is Director of Graduate Medical Education (DGME) for HCA Florida Palm West Hospital and HCA Florida JFK North Hospital, where she oversees multi-site academic operations while championing accreditation compliance, quality improvement, and professional development. Her leadership strengthens compliance, drives continuous improvement, and advances program outcomes across multiple training sites.

Natasha currently sits on the Board of Directors for the National Society of Academic Medical Administrators (NSAMA). A member of the National Association of Health Services Executives (NAHSE) and American College of Healthcare Executives (ACHE) and other national committees within the GME landscape.

Natasha earned a Bachelor of Arts in Business Leadership from the University of Arizona and a Master of Health Administration with distinction from the University of Phoenix. She is currently pursuing her Doctor of Health Administration (DHA), focusing on leadership development and the operational transformation of academic medicine.

Natasha resides in West Palm Beach, Florida, and is deeply committed to advancing the future of GME. Beyond her leadership role at HCA, she is the Founder of GMEAdmin Insights, a platform dedicated to supporting program administrators and leaders nationwide through coaching and professional development resources. She is passionate about her family and loves to travel to experience new culture.

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 past 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-investigators.

SPEAKER BIOS

Erin R. Camac, DO

University of Kentucky College of Medicine

Erin R. Camac, DO is an Associate Professor of Medicine at the University of Kentucky, where she directs the Pulmonary and Critical Care Medicine Fellowship Program. Dr. Camac enjoys caring for patients with interstitial lung disease, narrative medicine, medical education of all kinds, and listening to audiobooks at double speed while cycling. Despite her family members' protests, she can often be found taking on home renovation projects of greater scope than her experience recommends. Dr. Camac loves the APCCMPD community, listing it as a source of community and warmth, and is honored to be here today.

Neal F. Chaisson, MD

Cleveland Clinic

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

Dru Claar, MD

University of Michigan

Dru Claar, MD is a Clinical Associate Professor of Medicine in the Division of Pulmonary and Critical Care at the University of Michigan Medical School. He holds clinical appointments at both Michigan Medicine and VA Ann Arbor. He serves as the associate program director for the Pulmonary and Critical Care Medicine Fellowship and as an assistant program director for the Internal Medicine Residency.

Cait Clancy, MD, MSHP

University of Pennsylvania

Cait Clancy, MD, MSHP is an Associate Program Director at the Hospital of the University of Pennsylvania and Vice Chief for Health Equity and Community Engagement in Pulmonary, Allergy and Critical Care Medicine. She completed medical school at Columbia University College of Physicians and Surgeons, followed by Internal Medicine Residency and Pulmonary and Critical Care Medicine Fellowship at the Hospital of the University of Pennsylvania. Dr. Clancy completed a Masters in Health Policy at the Perelman School of Medicine, with a focus on Quality Improvement and Patient Safety, and was a Fellow in Diagnostic Excellence with the Society to Improve Diagnosis in Medicine. Her areas of interest include health equity improvement and innovative strategies for curricular delivery across the medical education spectrum.

Başak Çoruh, MD

University of Washington

Başak Çoruh, MD is a Professor of Pulmonary, Critical Care and Sleep Medicine 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 is active in undergraduate, graduate, and continuing medical education both locally and nationally and her interests in medical education include curriculum development, coaching, and leadership.

Ernest DiNino, MD

UMass Chan Medical School-Baystate

Ernest 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-Oakland

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 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.

Arnulfo Duarte, DO

University of Texas Health Science Center at Tyler

Arnulfo Duarte, DO is a Pulmonary and Critical Care Medicine fellow at the University of Texas at Tyler and a recipient of the 2025 APCCMPD-CHEST Medical Education Diversity Fellowship Scholarship Award. He completed his medical training at the Burrell College of Osteopathic Medicine and his internal medicine residency at UT Tyler, where he was recognized as Resident of the Year. His academic interests include critical care education, bedside procedures, point-of-care ultrasound, and the integration of artificial intelligence into resident learning.

Born and raised in Edinburg, Texas, Dr. Duarte is committed to advancing training in high-acuity settings and has played a key role in developing a structured ICU curriculum and AI-assisted learning platform for trainees at his institution. Outside of medicine, he enjoys tennis, running, exploring new restaurants with his wife, and spending time with his three dogs—Storm, Ralph, and Sprinkles.

Tiffany DuMont, DO

Allegheny General Hospital

Tiffany DuMont, DO, FCCP serves as a Clinical Associate Professor of Medicine at Drexel University College of Medicine and the Medical Director of the Medical Intensive Care Unit at Allegheny General Hospital. As Program Director of the Pulmonary Critical Care Fellowship at Allegheny General Hospital, she is dedicated to training the next generation of specialists. Dr. DuMont's research interests are focused on COPD and various critical care topics. Beyond her institutional roles, she contributes to the broader medical community through her service on the Membership Committee for the APCCMPD and the FCCP Subcommittee for CHEST. Demonstrating her commitment to community health, Dr. DuMont is actively involved with Breathe PA, a nonprofit organization dedicated to improving lung health and well-being in Western Pennsylvania. Additionally, she lends her expertise to the Critical Care Nursing Quarterly as a member of the Editorial Board.

SPEAKER BIOS

Timothy Dyster, MD, MAEd

University of California, San Francisco

Timothy Dyster, MD is an Assistant Professor of Clinical Medicine in Pulmonary & Critical Care. His clinical work is spread across the UC Health and SFGH campuses and spans general pulmonology, interstitial lung disease, hospital medicine, and critical care. In 2024, he obtained his Master's Degree in Education with a focus in social sciences research at UC Berkeley. His academic work focuses on the interplay between personal and professional identity, including how to apply social learning theory to support the development of early career clinician-educators and prepare them to engage in scholarly pursuits. At the UCSF School of Medicine, he is the Professional Identity Formation Lead for the Physician Identity Weeks and the Director of the Curriculum Ambassador (CURAM) Program.

Timothy served as a chief resident in the UCSF Department of Medicine. He currently acts as an Associate Editor for the Journal of Graduate Medical Education, and he is the founder of MedEd Models and the principal content designer. He is the Lead Contributing Editor of Huppert's Notes, a first edition clinical handbook published by McGraw Hill. He is the AAMC's Medical Education Planning Committee fellow from November 2023 through November 2025. Timothy is also the Course Director for HPE Global, an international course for clinician-educators with a class roster spanning six continents.

Timothy has extensive experience as a medical education consultant, with notable relationships including work with Blueprint Test Prep, Glass Health, and McGraw Hill.

Jamie Felzer, MD, MPH

Emory University School of Medicine

Jamie Felzer, MD is currently an Assistant Professor of Medicine at Emory University in Atlanta, GA. As junior faculty at Emory, she is involved in multiple research projects related to health equity and pulmonary infections. She also founded a multidisciplinary school-wide infectious disease tabletop exercise, created a novel orientation program for new faculty, composed a QI curriculum for fellows, and teaches all levels of learners. Additionally, she is involved in the Southern Regional Disaster Response System to help improve rural health inequities in preparedness and response. Nationally, Dr. Felzer is part of the Task Force for Mass Critical Care, ATS, CHEST Disaster Response and Global Health Committee, where she was recognized with the inaugural Rising Star Award while serving as the Fellow-in-Training on the Chest Infections Network. Dr. Felzer is passionate about educating the next generation of learners to provide equitable and high-quality clinical care no matter the circumstances.

Jennifer Fermin-Solon

NYU Grossman Long Island School of Medicine

Jennifer Fermin-Solon is a dedicated healthcare professional with over ten years of experience in the Pulmonary and Critical Care Medicine Department at NYU Langone on Long Island. Beginning her career as an Office Assistant, she advanced to the role of Medical Secretary in the Pulmonary Division, demonstrating a strong work ethic and commitment to excellence.

Throughout her tenure, she has developed a broad and specialized skill set, including managing front desk operations and patient interactions, expertly handling high call volumes, and proficiently utilizing the EPIC electronic medical records system to optimize patient care. She coordinates provider calendars and clinical schedules, supports Graduate Medical Education (GME) initiatives, manages departmental budgets, oversees insurance authorizations, and provides essential administrative and operational support to division leadership.

Passionate about contributing to the advancement of Pulmonary and Critical Care Medicine, she is looking forward to engaging with peers at the APCCMPD Conference to exchange knowledge and foster professional growth.

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.

Sherie Gause, MD

Oregon Health & Science University

Dr. Gause specializes in caring for adults with lung disease. She is particularly drawn to those with advanced lung conditions such as 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 problems.

In her free time Dr. Gause enjoys traveling and exploring Portland's rich restaurant scene.

Shewit Giovanni, MD, MSc

Oregon Health & Science University

Shewit Giovanni, MD, MSc 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, Allergy 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 Patient Safety and engaging trainees to use these principles to improve patient care and part of a team focused on developing a longitudinal Health Systems Sciences curriculum for DOM fellowships. 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.

Janel Gordner, C-TAGME

Geisinger Medical Center

Janel Gordner, C-TAGME has served as the Senior Program Administrator for the Critical Care Medicine and Pulmonary Critical Care Medicine Fellowships at Geisinger Medical Center in Pennsylvania for over four years. Her career in healthcare spans more than a decade, beginning in the Anesthesia department at Geisinger as an administrative assistant, and eventually moving into a Project Coordinator role. Seeking a deeper sense of purpose and professional growth, Janel transitioned to the Graduate Medical Education (GME) community in 2021. At an institutional level, she was awarded the 2024-2025 Clinical Education Excellence Award at Geisinger Medical Center. Janel is also an inaugural member in establishing the Senior Administrator Resource Group (SARG), a committee focused on advocating and providing resources for program coordinators. She is an active member of the Association of Pulmonary and Critical Care Program Directors (APCCMPD) and National Society of Academic Medical Administrators (NSAMA). Janel is passionate about promoting wellness, efficiency, and time management for both fellows and program administrators. Her extensive experience has cultivated a strong foundation in medical education administration and instilled a robust work ethic, making her a confident and capable professional in her field.

SPEAKER BIOS

Janae Heath, MD, MSCE

University of Pennsylvania

Janae Heath, MD is an Assistant Professor of Medicine (Pulmonary, Allergy & Critical Care) at the University of Pennsylvania and serves as Associate Program Director for the Internal Medicine Residency and Assistant Program Director for the Pulmonary and Critical Care Medicine Fellowship. Her scholarship centers on competency-based education, equity in assessment, and learning analytics/NLP for improving feedback and program evaluation. She leads CCC and program evaluation initiatives and is a frequent national educator on assessment and faculty development.

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. Since then she 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 serves as the Program Director for the Pulmonary and Critical Care Medicine Fellowship. 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 Association of Pulmonary and Critical Care Medicine Program Directors and the American Thoracic Society.

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.

Van Holden, MD

University of Maryland

Van Holden, MD is an Associate Professor of Medicine at the University of Maryland School of Medicine. She is an interventional pulmonologist within the Division of Pulmonary and Critical Care Medicine. In addition, she is the Program Director of the PCCM fellowship program. Dr. Holden specializes in minimally invasive methods of diagnosing and staging lung cancer, central airway obstruction and pleural disease.

Dr. Holden graduated from Newman University in Wichita, KS with a BA in Biology and completed her MD at University of Kansas School of Medicine. She did her residency in internal medicine at Rutgers-Robert Wood Johnson Medical School in New Brunswick, NJ and stayed for an additional year as Chief Medical Resident.

She completed her fellowship training in pulmonary and critical care medicine at the University of Maryland Medical Center and served as Chief Fellow during her last year. An additional year of fellowship training in Interventional Pulmonology was completed at Beth Israel Deaconess Medical Center and Massachusetts General Hospital in Boston, MA.

Kaytlyn Hope, MHA, C-TAGME

Boston Children's Hospital

Kaytlyn Hope, MHA, C-TAGME is the Education Program Manager in Graduate Medical Education at Boston Children's Hospital and serves as Chair of the Board for the National Society of Academic Medical Administrators (NSAMA). In her role as chair, she co-directs national training programs for both new and advanced GME administrators and leads efforts to expand professional development and membership engagement across the country. A TAGME-certified leader with a Master's in Healthcare Administration, Kaytlyn is also a national speaker on artificial intelligence, public speaking, and leadership in academic medicine.

James Horowitz, MD

NYU Grossman School of Medicine

James Horowitz, MD is the Director of the Section of Critical Care Cardiology and the Assistant Chief of Service for the Division of Cardiology at NYU, as well as a member of the Executive Committee of the Society of Critical Care Cardiology. He also serves as an Assistant Program Director for PCCM at NYU, with a special focus on the Critical Care Cardiology fellowship track, now in its sixth year. His research interests include pulmonary embolism and cardiogenic shock, and he has led several national trials in the PE space including FLAME, EXTRACT-PE and PEERLESS 1.

Marcie Hudson, C-TAGME

Saint Luke's Hospital of Kansas City

Marcie Hudson, C-TAGME is the Graduate Medical Education Program Manager for the Pulmonary Critical Care Medicine and Critical Care Medicine Fellowships at St. Luke's Hospital of Kansas City.

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.

Mira John, MD

University of California, San Diego

Mira John, MD is an Assistant Clinical Professor in the Division of Pulmonary, Critical Care, Sleep Medicine & Physiology at University of California, San Diego. She joined UCSD in 2024 after completing her Internal Medicine Residency at Icahn School of Medicine at Mount Sinai in 2020 and Pulmonary and Critical Care Medicine Fellowship at the University of Washington in 2024. While in fellowship, she also completed the University of Washington's CLIME Teaching Scholars Certificate Program. Academic interests include fellowship recruitment, curriculum design, and professional identity formation.

Diana J. Kelm, MD

Mayo Clinic College of Medicine and Science

Diana Kelm, MD is a core faculty physician and clinician educator in the Division of Pulmonary Critical Care Medicine at Mayo Clinic Rochester and Associate Professor of the Mayo Clinic College of Medicine. She attended medical school at Texas A&M Health Science Center. She completed internal medicine residency, chief medical residency, and pulmonary critical care medicine fellowship at Mayo Clinic Rochester. Dr. Kelm holds many leadership positions at Mayo Clinic including the Medical Director of the Multidisciplinary Simulation Center, associate program director for the PCCM fellowship program, and program director of a tri-site GME Clinician Educator pathway. Dr. Kelm has received several teaching awards both internally and externally. She is a grant-funded medical education researcher with a focus on procedural training/supervision and interprofessional education. She is also a mom to 3 busy, athletic boys.

SPEAKER BIOS

Jonelle A. Kelner, MEd, C-TAGME

University of Miami/Jackson Health System

Jonelle A. Kelner is a seasoned administrator who thrives on making complex programs run smoothly. With a strong background in program development, accreditation, contracts, data management, and strategic planning, she's known for turning challenges into opportunities. Jonelle's exceptional communication skills and knack for building collaborative, high-performing teams have made her a trusted leader in Graduate Medical Education (GME). She creates supportive environments where professionals can grow, succeed, and feel genuinely valued.

Key Skills & Strengths:

- **Leadership & Team Building:** Encourages collaboration, nurtures talent, and inspires high-performing teams.
- **Data Management & Reporting:** Skilled at turning GME data into actionable insights to support accreditation and continuous improvement.
- **Compliance & Accreditation:** Deep understanding of ACGME standards and regulations to keep programs on track.
- **Budget & Financial Management:** Experienced in managing budgets, optimizing resources, and ensuring financial efficiency for educational programs.

Samantha King, MD, MS

University of Colorado Anschutz School of Medicine

Samantha King, MD, MS is an Assistant Professor in Pulmonary and Critical Care at Denver Health Medical Center and the University of Colorado. She studies how we teach pulmonary fellows about interstitial lung disease and sarcoidosis.

Maryl Kreider, MD, MSCE

University of Pennsylvania

Maryl Kreider, MD is a Professor of Clinical Medicine and Program Director for the PCCM fellowship at University of Pennsylvania. Dr. Kreider is the Director of the Interstitial Lung Disease Program and has expertise in the evaluation and treatment of patients with diffuse parenchymal lung diseases. In addition, she serves as the Director of the Lymphangioleiomyomatosis (LAM) Clinic at Penn. Dr. Kreider's clinical interests include patients with Idiopathic Pulmonary Fibrosis, Pulmonary Fibrosis associated with Collagen Vascular Disease, Chronic Hypersensitivity Pneumonitis, Sarcoidosis and cystic lung disease including LAM. A recipient of a Master's Degree in Clinical Epidemiology and Biostatistics, Dr. Kreider studies risk factors for both the development of Interstitial Lung Diseases and for poor outcome.

Ilana Krumm, MD, MAEd

Virginia Mason Medical Center

Ilana Krumm, MD, MAEd completed her internal medicine residency and chief residency at the University of Washington. She completed a pulmonary/critical care Fellowship at University of California, San Francisco, while simultaneously obtaining a Master's in Education from University of California, Berkeley. She subsequently went on to complete an interventional pulmonology fellowship at the Beth Israel Deaconess/Massachusetts General Hospital combined fellowship. She is now an interventional pulmonologist at Virginia Mason Medical Center in Seattle, WA. Her research domain centers around procedural education and identity formation of proceduralists.

Susan K. Mathai, MD

Baylor University Medical Center

Susan K. Mathai, MD is a Clinical Professor at Baylor University Medical Center in Dallas. Her focus is on clinical care and research related to interstitial lung diseases (ILD) and pulmonary fibrosis. Her interest in ILD started when she was a medical student at Yale University. Prior to joining the medical staff at Baylor University Medical Center in Dallas, she was a member of the faculty at the University of Colorado in Denver, where she was also a clinical and research fellow. She currently serves as the principal investigator on numerous clinical trials related to treatments for ILD and sarcoidosis. She is active in medical education and is the program director of the Pulmonary and Critical Care Medicine Fellowship at Baylor University Medical Center.

Stephanie Maximous, MD, MS

University of Pittsburgh School of Medicine

Stephanie Maximous, MD, MS is an Assistant Professor of Medicine at the University of Pittsburgh. She earned her medical degree from the George Washington University School of Medicine, completed her internal medicine and chief residency at Boston University/Boston Medical Center, followed by a year working with Partners in Health in Rwanda. She completed her pulmonary and critical care medicine fellowship and obtained her Master of Science degree in medical education in 2017 from the University of Pittsburgh. She now serves as Program Director for the UPMC Pulmonary and Critical Care Medicine fellowship training program, core subspecialty faculty for the Internal Medicine Residency program, co-director of the pulmonary physiology course in the School of Medicine, and co-director of a graduate level course on enhancing teaching skills in the Institute for Clinical Research and Education. She is one of the co-founders of the UPMC Clinicians for Climate Action, a grass-roots group formed in 2022 by several physicians to address healthcare sustainability within the largest healthcare system in Pennsylvania. Dr. Maximous has an interest in how we train clinicians to both understand the implications of climate change on patients' health and how clinicians can effectively advocate for environmental justice and healthcare sustainability.

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 medical education and optimizing inclusivity in medical education.

SPEAKER BIOS

Cynthia Meyers, C-TAGME

Icahn School of Medicine at Mount Sinai

Cynthia Meyers, C-TAGME received her Bachelor of Science degree at Brooklyn College in New York. She started working at Mount Sinai Hospital in the Institute for Critical Care Medicine in 2007, where she has been for the past eighteen years. She is the Program Manager for two fellowship programs and one residency program (Critical Care Medicine, Critical Care Anesthesiology, and Emergency Medicine-Critical Care Medicine Residency). She manages a total of 33 house staff across all programs. She currently serves on the MSHS GME coordinator mentor committee.

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. She is the Associate Program Director for the Mount Sinai Morningside-West Pulmonary and Critical Care Medicine Fellowship and the systemwide Department of Medicine Vice Chair for Strategic Community Engagement. Dr. Mohanraj's interests and research focus on curriculum development, humanism in medicine, program remediation, bioethics 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. Dr. Mohanraj chairs the APCCMPD Education Committee.

Anna Neumeier, MD

University of Colorado Anschutz School of Medicine

Anna Neumeier, MD is an Associate 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 the Pulmonary Sciences and Critical Care Medicine Fellowship and the Assistant Dean for Post-clerkship curriculum at the University of Colorado School of Medicine. Her academic interests include curriculum design, simulation-based education, and innovative teaching strategies, with a focus on professional identity formation to foster reflective and resilient physicians across the continuum of medical education.

Stella B. Ogake, MD

The Ohio State University College of Medicine

Stella B. Ogake, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Critical Care and Sleep Medicine at The Ohio State University, Wexner Medical Center. She serves as Associate Program Director of the PCCM fellowship, overseeing procedural training. Dr. Ogake also directs LEAD @ OSU, a longitudinal leadership program for GME trainees that promotes leadership development and supports scholarly work aimed at improving healthcare through education, advocacy and innovation. Nationally, she is active in ATS, CHEST and APCCMPD contributing to medical education and trainee advancement. She was honored with the APCCMPD Emerging Educator Award in 2025 for her contributions to medical education. As a clinician-educator, Dr. Ogake is passionate about mentoring the next generation of physician leaders and cultivating inclusive, supportive learning environments.

Emily Olson, MD

Mayo Clinic College of Medicine and Science

Emily Olson, MD is an Instructor of Medicine in the Division of Pulmonary, Critical Care, and Sleep Medicine at Mayo Clinic in Rochester, MN. Dr. Olson received her medical degree at the University of Wisconsin School of Medicine and Public Health. She completed her Internal Medicine Residency and Chief Residency at Mayo Clinic before completing her Pulmonary and Critical Care fellowship at Northwestern University. In addition to ongoing research addressing gender equity in medicine, she is interested in helping trainees navigate transitions in medical education.

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 trained in Pulmonary/CCM at Tulane University and subsequently joined the Tulane faculty where he currently is an Associate Professor of Medicine and has served as the Pulmonary, Critical Care Medicine Fellowship Program Director since 2013.

Mihir Parikh, MD

Massachusetts General Hospital/BIDMC/Harvard Medical School

Mihir Parikh, MD is an interventional pulmonologist at Beth Israel Deaconess Medical Center and an Assistant Professor of Medicine at Harvard Medical School, both in Boston, MA. Since joining the faculty at BIDMC, he has developed a particular focus in the diagnosis, treatment, and palliation of airway and pleural manifestations of thoracic malignancy. A graduate of the Rabkin Fellowship in Medical Education, Dr. Parikh serves as the Program Director for the Fellowship in Advanced Diagnostic Bronchoscopy and Program Director of the Harvard Combined BIDMC/MGH Interventional Pulmonology Fellowship.

Amees S. Patrawalla, MD, MPH

Rutgers New Jersey Medical School

Amees Patrawalla, MD 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 Master's 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.

Paru S. Patrawalla, MD

Icahn School of Medicine at Mount Sinai

Paru Patrawalla, MD is a Professor of Medicine and Medical Education at the Icahn School of Medicine at Mount Sinai and Program Director for the Mount Sinai Morningside-West Pulmonary and Critical Care Medicine Fellowship. She was named a Master-Educator in the ISMMS Institute of Medical Education in 2017. Dr. Patrawalla is a national expert, leader and educator in point-of-care ultrasonography. Her research interests center on medical education and critical care outcomes, including evaluating the complex relationship between training, educational outcomes and patient outcomes.

Alyssa A. Perez, MD

University of California, San Francisco

Alyssa A. Perez, MD is an Assistant Professor at the University of California, San Francisco in the Division of Pulmonary and Critical Care Medicine. She is an Associate Program Director for the PCCM fellowship program and internal medicine residency program. She is a transplant and cystic fibrosis pulmonologist, and is also the director of the adult cystic fibrosis program.

SPEAKER BIOS

Julia Powelson, MD

Renaissance School of Medicine at Stony Brook University

Julia Powelson, MD is a Clinical Assistant Professor of Medicine at the Renaissance School of Medicine at Stony Brook University, where she serves as Program Director for the Critical Care Medicine Fellowship. She received her MD from the University of Alabama School of Medicine. She went on to complete Internal Medicine Residency and a Chief Medical Resident year at the University of Vermont, after which she completed fellowship in Critical Care Medicine at Dartmouth-Hitchcock Medical Center. She is board certified in Internal Medicine and Critical Care Medicine. In addition to her role as Program Director, she serves as course director of multiple pre-clinical and clinical courses at the Renaissance School of Medicine. Her research interests include simulation-based education and curriculum development.

Deepak Pradhan, MD, MHPE

NYU Grossman School of Medicine

Deepak R. Pradhan, MD, MHPE is an Associate Professor (Scholar Track) at NYU Grossman School of Medicine, Associate Medical Director of the New York Simulation Center for the Health Sciences (NYSIM), and Senior Associate Program Director for NYU's PCCM/CCM/Cards CCM fellowship programs. Clinically, he attends in the Medical Intensive Care Unit at NYU Langone Manhattan campus and Bellevue Hospital. His interests include point-of-care ultrasound, simulation, procedural competency, faculty development, and all things related to medical education.

Claudia Tejera Quesada, MD

University of Alabama at Birmingham

Claudia Tejera Quesada, MD is a Pulmonary and Critical Care Medicine Fellow at the University of Alabama at Birmingham. She completed her Internal Medicine residency at the University of Miami/JFK Medical Center, where she also served as Chief Resident. Dr. Tejera is passionate about medical education, leadership development, and advancing diversity and inclusion in academic medicine. Her scholarly work focuses on simulation-based learning, curriculum design, and integrating health equity and social determinants of health into medical education.

She currently serves as Chair of the Fellows-in-Training Committee and Fellow Representative on the Board of Directors for the APCCMPD, as well as a member of the CHEST and American Thoracic Society committees. Dr. Tejera's research and advocacy aim to shape the next generation of physicians into compassionate, socially conscious, and technically skilled leaders in pulmonary and critical care medicine.

Navitha Ramesh, MD, CPE

University of Pittsburg Medical Center, Harrisburg

Navitha Ramesh, MD, CPE is a Pulmonary and Critical Care physician, physician-executive, and medical educator with national expertise in point-of-care ultrasound (POCUS) and critical care education. She serves as Chair of Medicine and is the founding Program Director of a Critical Care Medicine Fellowship, where she designed and implemented a comprehensive, competency-based Critical Care Ultrasound (CCUS) curriculum aligned with ACGME Milestones and entrustable professional activities.

Dr. Ramesh is a frequent national faculty member at CHEST and ATS, teaches advanced critical care ultrasound and ECMO-related applications, and has authored multiple peer-reviewed publications and book chapters focused on POCUS in critical care. She holds the Certified Physician Executive (CPE) credential and is currently pursuing an MBA with a healthcare focus, integrating educational leadership, outcomes-based assessment, and programmatic innovation to advance fellowship training nationwide.

Brian Reuland, MD

Mount Sinai Medical Center

Brian Reuland is a pulmonary and critical care physician at Mount Sinai Medical Center in Miami, Florida and clinical assistant professor of medicine at Florida International University. He is a recent graduate of New York University Grossman School of Medicine's PCCM fellowship program. He completed a simulation fellowship accredited by the American Society for Simulation in Healthcare in 2024-2025. He has been involved in medical education at the national level by chairing the ATS Trainees Interested in Medical Education Committee in 2024-2025.

Laura Rock, MD

Massachusetts General Hospital/BIDMC/Harvard Medical School

Laura K. Rock, MD is a Pulmonologist and Critical Care Physician at Beth Israel Deaconess Medical Center and Assistant Professor at Harvard Medical School. Internationally recognized for her work in high-stakes communication and team culture, she teaches clinicians to navigate conflict, give feedback, and build connection. Her work centers human connection as the foundation of patient safety, teamwork, and purpose. Outside the MICU, she is faculty with the Center for Medical Simulation and VitalTalk, consults with hospital teams worldwide, and hones her negotiation skills with her teenage sons.

Ali Rueschhoff, MD

University of Kansas School of Medicine

Ali Rueschhoff, MD received her medical degree from the University of Kansas Medical Center in 2017. She then completed combined training in Internal Medicine and Pediatrics at The University of Texas Southwestern in Dallas, TX. Following this, she moved back to Kansas to complete her fellowship in Pulmonary and Critical Care Medicine at the University of Kansas Medical Center.

Her clinical interests include critical care, Interstitial Lung Disease (ILD) and rare lung diseases. She possesses clinical expertise in treating conditions that include: Idiopathic Pulmonary Fibrosis (IPF), sarcoidosis, hypersensitivity pneumonitis, vasculitis, connective tissue disease-related ILD and cystic lung disease.

Within academic medicine, she is a clinician educator and serves as an Associate Program Director for the Pulmonary and Critical Care Fellowship Program and an Assistant Director/Education Coach for the Fitzsimmons Society in the KU School of Medicine.

She additionally has a special interest in teaching Pulmonary procedures including bronchoscopy, endobronchial ultrasound (EBUS), thoracentesis and chest tube insertion.

Oscar A. Salguero, C-TAGME

University of Texas at Austin Dell Medical School

Oscar A. Salguero, BSPH, C-TAGME is a Fellowship Coordinator at Dell Medical School at The University of Texas at Austin. He holds a Bachelor of Science in Public Health from Baylor University and is C-TAGME certified. Oscar has extensive experience in program operations, accreditation readiness, and strategic planning across multiple fellowship programs. He serves on the Program Coordinator Committee for the Association of Pulmonary and Critical Care Medicine Program Directors and has presented nationally and locally over various topics. Oscar is passionate about innovation in medical education, leveraging technology to streamline workflows and enhance coordinator efficiency.

SPEAKER BIOS

Nitin Seam, MD

University of Maryland School of Medicine

Nitin Seam, MD is the Assistant Dean for Innovation and Educational Technologies at the University of Maryland School of Medicine and the Vice Chair for Education in the Division of Pulmonary, Critical Care and Sleep Medicine.

His areas of clinical expertise relate to mechanical ventilation and the Acute Respiratory Distress Syndrome, and his educational interests relate to thoughtful implementation of technology into medical education, specifically artificial intelligence and simulation-based education. He has published numerous peer-reviewed manuscripts and given talks at national meetings in these areas.

Dr. Seam served as the Inaugural Editor in Chief of ATS Scholar. He was also a member of the NIH COVID-19 Treatment Guidelines Panel of multi-disciplinary US experts who provided real-time updated clinical guidance for care of patients with COVID-19 disease.

Ziad S. Shaman, MD, MHcM

The MetroHealth System/Case Western Reserve University

Ziad "Zee" Shaman, MD, MHcM graduated from St. George's University School of Medicine in 2000. He trained in Internal Medicine and then in Pulmonary, Critical Care, and Sleep Medicine at the MetroHealth programs of Case Western Reserve University in Cleveland, OH. He has been the Director for the Pulmonary and Critical Care fellowship program at MetroHealth since 2013, and has focused his career on medical education scholarship and on innovation in academic administration. Dr. Shaman is a registered diagnostic medical sonographer, and an authority on the use of point-of-care ultrasound in critical care. He has led many courses, regionally and nationally, for different levels of learners. Dr. Shaman holds a Master's degree in Healthcare Management from the Weatherhead School of Management at Case Western Reserve University. His most recent focus includes business and leadership education for Pulmonary and Critical Care fellows to advance administrative skills in medical subspecialty graduates. Dr. Shaman has been an active member of the APCCMPD since 2009.

Briana 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.

Matthew Simpson, MD

Morehouse School of Medicine

Dr. Matthew D. Simpson is a Pulmonary & Critical Care Medicine fellow at Morehouse School of Medicine in Atlanta, where he provides advanced clinical care across the Grady Health System and Atlanta VA Medical Center. A first-generation physician with a background in internal medicine, his scholarly interests span pulmonary disease, critical care syndromes, and medical education for resource-limited and underserved training environments.

Dr. Simpson has authored more than 30 peer-reviewed manuscripts, abstracts, and book chapters in CHEST, the ATS journals, The American Journal of Managed Care, and the Journal of Thoracic Disease. His work focuses on COPD and asthma outcomes, ICU diagnostics, health equity, and the clinical training needs of minority-serving institutions. His recent invited talk at CHEST examined the downstream impact of NIH funding cuts on innovation and the development of clinician-scientists from historically excluded backgrounds.

An award-winning medical educator and mentor, Dr. Simpson was recently named a Top 40 Under 40 Physician, a Pennsylvania Medical Society Everyday Hero, a UPMC Community Hero nominee, and the winner of the 2026 Rising Star Award in Health Care from the Atlanta Business Chronicles. He is also the Founder & CEO of Top MD LLC, a nationally recognized medical education company committed to increasing equity in the healthcare workforce pipeline.

Avinash Singh, MD

Icahn School of Medicine at Mount Sinai

Avinash Singh, MD is Assistant Professor of Medicine (Pulmonary Disease) and Assistant Program Director of the Pulmonary, Critical Care Fellowship Program at Mount Sinai Morningside & West Hospitals.

Dr. Singh received his Bachelor of Medicine, Bachelor of Surgery (MBBS) degree from Gauhati Medical College and Hospital, India. He completed his Internal Medicine residency training at Mount Sinai Morningside and West Hospitals, followed by a Chief Medical Residency in the same program. Dr. Singh went on to complete his Pulmonary Disease and Critical Care Fellowship, and Chief Fellowship at Pulmonary, Critical Care Fellowship Program at Mount Sinai Morningside and West Hospitals.

Dr. Singh's clinical interests include asthma, chronic obstructive pulmonary disease (COPD), venous thromboembolic disease (VTE), bronchiectasis, lung cancer screening, lung nodule, preventive pneumonia immunization, smoking cessation, and medical education. He educates fellows and residents through a variety of clinical activities including inpatient pulmonary consultations, clinical conferences, precepting at chest clinic and in faculty practice.

Amik Sodhi, MD

University of Wisconsin School of Medicine and Public Health

Amik Sodhi, MD is a pulmonary critical care physician with over 15 years of experience in Critical Care, POCUS and education. She is currently the director for Critical Care services at the University of Wisconsin School of Medicine and Public Health. She has previously been Program director for a PCCM fellowship and has extensive experience developing and implementing POCUS curricula at different institutions. She has co-chaired numerous POCUS courses nationally and internationally over her career.

SPEAKER BIOS

Trevor Steinbach, MD

University of Colorado Anschutz School of Medicine

Trevor Steinbach, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Allergy and Critical Care Medicine at the University of Colorado Anschutz Medical Campus. He is a clinician educator and serves as Associate Program Director for the University of Colorado Pulmonary and Critical Care Fellowship program. He also directs rotations for medical students and medicine residents rotating in outpatient pulmonary clinics. He is very active in the American Thoracic Society, serving on several education-related committees and teaches annually at Resident Boot Camp. He practices at the University of Colorado Hospital in the General Pulmonary and COPD clinics as well as the Medical Intensive Care Unit. His clinical interests include pulmonary complications of hematopoietic stem cell transplantation, bronchiectasis, and advanced COPD. Outside of medicine, his interests include cycling and skiing in the Colorado outdoors, especially with his wife and daughter.

Robin Stiller, MD

Oregon Health & Science University

Robin Stiller, MD is an Assistant Professor of Medicine in the Division of Pulmonary, Allergy, and Critical Care Medicine at Oregon Health & Science University (OHSU). She serves as core faculty for the Pulmonary and Critical Care Medicine fellowship program and is also the Assistant Program Director for Subspecialty Medicine for the Internal Medicine residency at OHSU.

Geneva Tatem, MD

Michigan State University College of Human Medicine

Geneva Tatem, MD is the former Director for the Pulmonary and Critical Care Medicine fellowship program at Henry Ford Hospital, the largest training program in Michigan within these specialties. She is also Clinical Professor of Medicine at Michigan State University College of Human Medicine and is the Associate Division Head of Pulmonary and Critical Care Medicine for Henry Ford Health. Dr. Tatem is a dedicated leader in medical education with a focus on advancing equity in graduate medical education through equitable recruitment processes. She has a number of publications on the subject, with a call to action for change. She is a dedicated clinician, educator and advocate for health equity.

Jack Tomen, MD

Detroit Medical Center-Wayne State University

Jack Tomen is a third-year fellow in the clinical education program in the pulmonary and critical care fellowship program at Wayne State University in Detroit. He completed residency and chief residency at Detroit Medical Center in Detroit.

Keriann Van Nostrand, MD

University of California, San Diego

Keriann Van Nostrand, MD is an Associate Clinical Professor of Medicine at UC San Diego and Director of the UCSD Interventional Pulmonology Fellowship Program. Board-certified in Pulmonary, Critical Care, and Interventional Pulmonology, she specializes in advanced bronchoscopic procedures and the management of complex pulmonary diseases, including lung cancer, COPD, central airway obstruction and pleural conditions. She completed her medical degree at West Virginia University, followed by residency and fellowship training at Indiana University, and advanced interventional pulmonology training at Emory University. Dr. Van Nostrand is a nationally recognized leader in interventional pulmonology education, an active clinical researcher of medical education of pulmonary procedures. She is known for her compassionate, patient-centered care and her commitment to training the next generation of interventional pulmonologists. Outside of medicine she enjoys time with her family, including her schnoodle Lilly, travel, and baking.

F. Mae West, MD

Sidney Kimmel Medical College at Thomas Jefferson University

F. Mae West, MD is an Associate Professor of Medicine in the Division of Pulmonary, Allergy, & Critical Care Medicine at Thomas Jefferson University Hospital in Philadelphia, Pennsylvania. She obtained her medical degree from Jefferson Medical College, followed by Internal Medicine residency and Pulmonary & Critical Care Medicine fellowship at the New York-Presbyterian Hospital – Weill Cornell Medical Center. She is board certified in Internal Medicine, Pulmonary Medicine and Critical Care Medicine. She is a Testamur of the National Board of Echocardiography's Special Competence in Critical Care Echocardiography, and is currently on track for board certification.

At Thomas Jefferson University Hospital, Dr. West works clinically as an intensivist in the Medical Intensive Care Unit. She serves as the Program Director for the Pulmonary and Critical Care Medicine Fellowship. She founded the Internal Medicine Point-of-Care Ultrasound (POCUS) Fellowship, and is the Director of the Internal Medicine POCUS Program. She is a core faculty member of the Rector Clinical Skills and Simulation Center and leads GME invasive skills training.

Dr. West is a founding member of Jefferson's Pulmonary Embolism Response Team (JeffPERT) and the current Vice President-elect of the The PERT Consortium. Dr. West serves as faculty for the Resuscitative Transesophageal Echocardiography (TEE) Workshop and on the Item Writing Committee for the National Board of Echocardiography Critical Care Echocardiography exam. Her research interests include pulmonary embolism and POCUS, which often converge.

James Wykowski, MD

University of Colorado Anschutz School of Medicine

James Wykowski is a third-year Pulmonary/Critical Care fellow in the medical education track at the University of Colorado. His education research interests include the impact of challenging events in the ICU on learner well-being and Professional Identity Formation, medical students in the ICU, and competency based medical education.

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SUNDAY, MONDAY AND TUESDAY, MAY 17-19, 2026

7:00 - 8:00 PM ATS-APCCMPD-PEPTDA 2026 Forum
for Clinical Educators
Location: TBD

SUNDAY, MAY 20, 2026

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

CHEST 2026 // Phoenix, AZ // October 18 - 19, 2026

SUNDAY, OCTOBER 18, 2026

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

MONDAY, OCTOBER 19, 2026

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

2027 APCCMPD Annual Conference // Denver, CO // March 3 - 5, 2027

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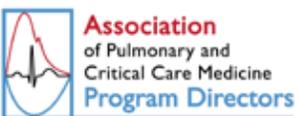


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