

19th Annual

# *Anesthesiology*

## **Residency Program Administrators/Coordinators Workshop**

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*Includes sessions for subspecialty programs and fellowships in  
Adult Cardiothoracic Anesthesiology, Anesthesiology Critical Care Medicine,  
Pain Medicine, and Pediatric Anesthesiology*

**April 3-5, 2012  
Drury Plaza Hotel – River Walk  
San Antonio, Texas**

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New Administrator/Coordinator Sessions  
April 2, 2012 from 1 to 5 pm



**National Center for Evaluation  
of Residency Programs**

# WORKSHOP SCHEDULE

## Monday, April 2, 2012

### New Administrator/Coordinator Sessions

*Donald A. Bosshart, Ed.D., Lesa Young*

These sessions are open to new and experienced participants and provide a small group setting in which all are encouraged to ask questions. These sessions build on readings assigned and sent to participants prior to the workshop.

#### 1-3 p.m. Accreditation Overview\*\*\*

An introduction to the ACGME, RC, and institutional and board requirements. What is a PIF, and how is it completed? What is an internal review, and what is an ACGME site visit? What is driving the changes at the ABMS and ACGME and why?

#### 3:15-4:15 Overview of the Competencies \*\*\*

The program and institutional requirements mandate that programs teach and evaluate general competencies in the following areas: patient care, medical knowledge, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. Session provides descriptions of the competencies and how they are used in resident/fellow evaluations and program evaluations.

#### 4:15-5 What to Do When \*\*\*

Discussion of what program administrator tasks need to be performed at different times of the academic each year. Overview of what to expect so that you can plan ahead. For new or experienced program administrators..

6 p.m. Optional Dutch-treat dine out group

## Tuesday, April 3, 2012

7:30-8 a.m. Conference Registration & Check In

#### 8-9 "Are We There Yet?" Judging Your Program's Progress at Implementing the 2011 Common Requirements

*Donald A. Bosshart, Ed.D*

The ACGME's mission is to "improve healthcare by assessing and advancing the quality of resident physicians' education through accreditation." It has expanded its focus to include the characteristics of the environment in which residents work—delivering patient care and learning by example about excellent health care and health care systems. Have your residents and faculty create a "culture of professionalism that supports patient safety and individual responsibility" with the "goals of assuring safe and effective care to the individual patient?" How is this demonstrated through your program's systems for privileging residents and monitoring faculty supervision so that appropriate levels of authority and responsibility are delegated to each resident? An overview of systems and key elements that must be present.

#### 9-9:45 What is New In Graduate Medical Education?

*Shelly Sords, M.B.A., Patricia Luberto, Donald A. Bosshart, Ed.D.*

Discussion of new rules and enforcement policies at the NRMP, changes to the "Scramble," changes to ADS, concerns/policies at ECFMG, and changes at the ABA and ABMS that will impact GME activities.

\*\*\*Sessions Recommended for new or newer program administrators; however, all participants are welcome to attend.

#### 10-10:30 The ACGME's New Approach to Accreditation and the Site Visit

*Donald A. Bosshart, Ed.D.*

In July 2011 changes to the site visitor schedule and data collection strategies used for ACGME accreditation site visits were announced. Site visitors are using the "Tracer Method" and behavioral interviewing techniques to assess the effectiveness of a program's operations and management systems with respect to key 2011 Program Requirements. What is the "Tracer Method," and what questions or probes may be asked? What can you and your program's institutional leadership do to prepare?

#### 10:30-11 Changing Roles for Administrators/Coordinators Required by the 2011 Program Requirements

*Discussion*

The culture or climate of professionalism within each department or institution is measured by the behaviors, interactions, and decisions made by its leaders, managers and members. Residents learn key attitudes and values through experiencing the environment in which they work. They adapt to and model aspects of the leadership and conflict resolution styles used by their bosses. Program administrators have new systems for documenting, monitoring and managing schedules, duty hours, resident supervision, privileging, and the delegation of permission to act. What can you do to serve as a positive role model in supporting a positive culture that values patient safety, patient care quality and individual responsibility?

#### 11-12 p.m. Anesthesiology Core Program and Specialty Specific Common PIF Questions and Answers (Part 1)

*Donald A. Bosshart, Ed.D.*

How to answer PIF questions correctly and honestly. Do you understand the purpose of each question in terms of the requirement it is intended to assess? What must your program do and report to document compliance? Common PIF questions, requirements, and criteria for correct answers are addressed. For core and fellowship program administrators. Part 2 is on Wednesday @ 10:45 a.m.

#### 12-1 Lunch on Your Own

#### 1-1:30 Preparing for Resident & Faculty Surveys and the Annual Program Update/Survey

*Donald A. Bosshart, Ed.D.*

Preparing for ACGME surveys involves making sure that your program has implemented key requirements and that everyone understands the program and the ACGME jargon and "definitions." The resident survey now uses item sampling making it more difficult to predict. What documentation can be used to defend against inaccurate results due to faulty question design and resulting citations? How should you report the results of your program's action plans that emerged from non-compliant resident survey responses?

#### 1:30-2:15 The Yearly Evaluation of Your Program's Curriculum—Program Administrator Roles

*Janine Roberts, Donald A. Bosshart, Ed.D.*

The ACGME requires a documented, formal, systematic evaluation of your written curriculum at least annually. How is this best accomplished? Resident, faculty, and graduate performance as well as program quality are to be assessed, monitored, and tracked. Tables and graphs showing aggregate data for each class of residents, statistical reports on resident and faculty confidential evaluations of the program, case log data, in-service exams and board performance summaries need to be produced and interpreted. This self-study is an important opportunity for faculty, residents, and administrators to develop ownership of the program and identify areas to address. Tips for how to conduct the yearly evaluation of your program's curriculum. How can your program serve as an excellent role model for the competency of practice-based learning and improvement?

# Workshop Schedule and Session Descriptions

2:15-3:15      **The Impaired Resident**  
*Shelly Sords, M.B.A., Patricia Luberto, Judy Rabern,  
Dee D Ferman,*

Impairment can be the result of many factors including fatigue, one's physical or emotional state, as well as substance abuse. How does one's response to stress, personal loss, changes in mood, disruption of coping strategies or support systems play a role in setting the stage for impaired functioning and/or substance abuse? How can programs encourage a supportive environment that will foster accurate self-assessments about one's fitness for duty and willingness to declare that one is not fit for duty. What can or should programs do to address different types of impairment?

3:30- 4:45      **Anesthesiology Subspecialty Programs, Requirements, Fellowships and Issues**  
*Donald A. Bosshart, Ed.D., Roy Leong*

The five ACGME Anesthesiology subspecialties share a number of the same program requirements, goals and objectives and face similar challenges meeting the 2011 Common Requirements. Session focuses on program requirements, strategies for recruiting and selecting fellows and stimulating research and scholarly activity. Documentation of fellow teaching, duty hours and resident/supervisory functions will be addressed.

5- 6              **Optional Boat Ride along the Paseo del Rio**  
Participants and their guests will board the riverboat at the Drury Plaza Hotel river-level entrance for an hour-long narrated sightseeing cruise of the colorful San Antonio Riverwalk area. Free for workshop participants, \$10 for guests. **Advance reservations required.** See registration page for details.

6:15              **Dine Out Groups**

## Wednesday, April 4, 2012

8 - 9 a.m.      **Anesthesiology Milestones, Resident Privileges, Delegated Authority to Act and Patient Safety**  
*Donald A. Bosshart, Ed.D.*

How will the "Milestones" impact the process of assessing and privileging residents? How does your resident privileging process relate to the four levels of supervision and delegated authority to act? How will national milestone performance measures be used in the accreditation process? What types of documentation are now required?

9:15-10:30      **Fostering a Culture of Professionalism that Promotes Patient Safety & Improves Patient Care**  
*Donald A. Bosshart, Ed.D.*

ACGME Requirements mandate clear lines of supervisory authority, responsibility, and key patient care systems that support safety and patient care quality. Resident acceptance of and accountability for the provision of patient- and family-centered care is essential. Does the faculty supervisory assignment system use the four mandated types of ACGME supervision? Does it provide both optimal resident autonomy and patient safety? Does the level of supervision for resident patient care delegated consider the needs of the patient and abilities of the resident to deliver safe and effective care? Do residents and faculty monitor their patient care performance improvement indicators? How strong is your program's culture of professionalism that supports patient safety?

10:45-11:45      **Common PIF Questions, Related Program Requirements and the Correct Answers (Part 2)**  
*Donald A. Bosshart, Ed.D.*

Correct answers to PIF Questions is required. Do you understand the requirements, the intent of each questions, as well as what your program must do and report. For core and fellowship programs.

11:45-1 p.m.      **Lunch on Your Own**  
or  
A.      **Pediatric Anesthesiology Requirements & PIF**  
*Roy Leong, Donald A. Bosshart, Ed.D.*

Session will explore issues in implementing the pediatric anesthesiology program requirements and completion of the PIF. Builds on information presented in session from 3:30 - 4:45 p.m. on Tuesday.

1-2              B.      **Preparing for a Site Visit or Internal Review**  
*Lisa Young*

Helpful tips and tricks to follow during the process of preparing your program's PIF and in getting your program director, residents and faculty ready for a site visit or internal review. Understanding, implementing and documenting that your program's requirements are being followed, a realistic timeline, checklists, and tools for addressing procrastination by yourself, your program director and faculty are essential. Have a system, make reports, and avoid a crisis.

C              **Improving Your Interviewing Skills**  
*Beth Goodloe*

Sharpen your skills at conducting candidate interviews.

2-3              **Best or Notable Practices**  
*Shelly Sords, M.B.A. - Moderator*

Opportunity to showcase your best educational practices or innovations. Did you or your program face a problem or challenge and were you successful at addressing it in an innovative way. Conference participants are urged to submit their best practices for inclusion in this session. E-mail: [dbosshart@NCERP.com](mailto:dbosshart@NCERP.com) by February 20, 2012: Current schedule now includes: Teaching Scholars Program, Teaching Professionalism in Fellowship Programs and more.

3-4              Concurrent Sessions

D.              **Adult Cardiothoracic Anesthesiology Requirements and PIF**  
*Dianne Lee*

Session explores issues in implementing the Adult Cardiothoracic Anesthesiology requirements and completion of the PIF. Builds on information presented in Anesthesiology subspecialty session 3:30-4:45 p.m. on Tuesday.

E.              **Anesthesiology Critical Care Medicine Requirements and PIF**  
*Donald A. Bosshart, Ed.D.*

Session explores issues in implementing the Anesthesiology Critical Care Medicine requirements and completion of the PIF. Builds on information presented in Anesthesiology subspecialty session 3:30-4:45 p.m. on Tuesday.

F.              **Team Building and Recruitment Teamwork**  
*Patricia Luberto*

Successful patient care and recruitment both require that all residents and faculty apply the six core competencies. Resident recruitment requires more than an understanding of the program and effective interpersonal communication skills. It requires following rules and policies, performing tasks and actively functioning as a team member while solving problems to ensure both a successful interview day and post interview follow-up.

# Workshop Schedule and Session Descriptions

- 4 - 5:15 Concurrent Sessions
- G. Interdisciplinary Pain Management**  
*Susan Tovar, Susan Anderson*
- Session explores issues in implementing the Interdisciplinary Pain Management requirements and completion of the PIF. Builds on information presented in Anesthesiology subspecialty session 3:30-4:45 p.m. on Tuesday. Discussion of the unique challenges faced by Pain Management programs due to their interdisciplinary nature.
- H. You and Your Job: Descriptions, Reviews and Reclassifications**  
*Donald A. Bosshart, Ed.D.*
- Does your job description capture what you do? What key phrases better communicate your skills and activities? How can you change your role, enhance your image and position in the organization, and capitalize on your strengths? How can you gain recognition for your knowledge, and increasing levels of responsibility and authority?
- I. Using Electronic Systems to Work Smarter and Not Harder Without Paper**  
*Jennifer A. Swierczynski*
- How many electronic systems do you use now to get your job done? The ACGME, ABA, AAMC, the NRMP and your institution have electronic systems for medical records, scheduling, paging, OR logs, anesthesiology care systems as well as systems for evaluations, tracking resident and faculty on call, supervision and handovers. The ACGME's ALP (Resident Learning Portfolio) and their resident evaluation processing program are emerging with the Milestone Project. Are you ready and comfortable to work smarter by importing, exporting or transforming data and analyzing it, so that you can use it get your job done without paper? A time to share tips and tricks for working smarter, not harder.
- 9:45-10:15 **Working with Your Program Director to Enhance Resident/Fellow Semiannual Evaluations**  
*Donald A. Bosshart, Ed.D.*
- Does your program encourage its residents to self-assess, reflect and then develop their own personal plan of learning for their professional development? What does such a plan consist of, and how do you know if it is being accomplished? How can the evaluation process foster and evaluate resident competencies in practice-based learning and improvement and systems-based practice?
- 10:30 - 11:15 **Q & A Discussion**  
*Conference Faculty and Participants*
- Coordinator's role is building a supportive environment that encourages dedication to patient safety and quality patient care?
- 11:15-12 p.m. **Responding to Residency Review Committee Citations and Adverse Actions**  
*Donald A. Bosshart, Ed.D.*
- What do programs need to do to respond to ACGME citations indicating non-compliance with the requirement? What does the program leadership need to do if the program has a short accreditation cycle or is placed on "Probation?" What if the Review Committee's action is based on a mistake by either the site visitor or the Review Committee? What actions are appropriate and desirable? What actions are contraindicated? What new evaluation methods are now used to monitor each program's level of adherence?

## Conference Faculty

### Donald A. Bosshart, Ed.D.

*Chairman and CEO, National Center for Evaluation of Residency Programs, Kent, OH.*

Dr. Bosshart received his doctorate in educational psychology in 1972 from the University of Illinois in Champaign, Ill., where he focused on educational measurement and evaluation. He began his career in medical education at the University of Texas Medical Branch at Galveston, where he spearheaded a number of changes to the undergraduate medical curriculum and the evaluation process. His work with standardized patients, standards-based feedback systems and clinical skills received national recognition.

In 1977, Dr. Bosshart joined the newly created Northeastern Ohio Universities College of Medicine, where he played a key role in planning, developing, implementing and evaluating the six-year B.S./M.D. curriculum. In addition to his responsibilities in the office of medical education as coordinator for curricular methods and evaluation, he served as the administrative director and chairman of the Principles of Ambulatory Care Course from 1978 to 1982. In 1984, he was also appointed special assistant to the president and worked with 45 GME programs in the eight affiliated community teaching hospitals.

In 1992, he founded the National Center for Evaluation of Residency Programs, which delivers educational and evaluation services to residency programs throughout the country and has organized and conducted more than 200 major faculty development seminars. In 2003, Dr. Bosshart received the John H. Renner, M.D. Memorial Award of Excellence for his contributions to the field of patient education. Dr. Bosshart is a licensed psychologist in Ohio.



### National Center for Evaluation of Residency Programs

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www.ncerp.com

## Thursday, April 5, 2012

7:30-8:15 a.m. **Ask the Experts Roundtable Discussions**  
Small-group session to discuss program management issues of general concern. A time for conference participants to ask questions and get answers from experienced participants and faculty.

8:15-9:15 **Recruitment Secrets, Strategies, Rules, Myths, FAQs, and the Importance of Cross-selling.**  
*Donald A. Bosshart, Ed.D., Roy Leong, Patricia Luberto*

Discussion of how your program can attract more applicants, more effectively screen them, and select the best. How do the other programs in your hospital have an impact on your recruitment success? Tips and tricks as well as answers to frequently asked questions about recruitment.

9:15-9:30 **How Can You Assess Your Program's "Culture of Professionalism that Supports Patient Safety and Personal Responsibility?"**  
*Donald A. Bosshart, Ed.D.*

What standardized questionnaires are available to assess the culture of safety and personal responsibility within your department/program? Session will offer suggestions on the type of survey questions to ask your residents to determine the key features of your program's clinical/educational environment. Does your program encourage its residents to self-assess, reflect and then develop their own personal plan of learning for their professional development? What does such a plan consist of, and how do you know if it is being accomplished? How can the evaluation process foster and evaluate resident competencies in practice-based learning and improvement and systems-based practice?

# Conference Faculty

## **Susan Anderson**

*Education Coordinator, Pain Medicine Program  
SUNY Upstate Medical University Program  
Syracuse, New York*

Ms. Anderson graduated from Le Moyne College in Syracuse, N.Y. with a B.A. in Philosophy in 1993. She then joined the McClane Company, a food store supply chain company, as an account coordinator. In 2001 she joined the Southerland Group, a business processing service as a Coordinator. In 2003 she became a Project Coordinator with the Partners in Health Systems managing the Immunization Registry for a large portion of the State of New York. In 2009 she joined Upstate Medical University Anesthesiology Program in her current position. In addition to the Pain program she assists with the core Anesthesiology Program.

## **Dee'D Ferman**

*Graduate Medical Education Program Administrator  
Critical Care, Pain Medicine, Cardiothoracic Anesthesia  
Texas A&M University /Scott and White Memorial Hospital, Temple, TX.*  
From 1990 to 1995, Ms. Ferman worked as a public service officer for the Temple Police Department in Temple, Texas. In 1995 she joined the ACER Computer Company working in field sales support. In 2001, she joined the Department of Anesthesiology at Scott and White Memorial Hospital as a medical secretary and in 2005, she assumed the duties of coordinator of the Core Anesthesiology Program. In addition to the core program, she coordinates the three subspecialty programs.

## **Elizabeth Goodloe**

*Residency Program Coordinator, Education Office, Department of Anesthesiology, Virginia Commonwealth University Medical Center, Richmond, VA*  
After working for 3 years as a retail sales manager at Williams Sonoma, Ms. Goodloe joined the Anesthesiology Department at Virginia Commonwealth University as a credentials analyst. In 2006, she was promoted to her current position. In her spare time she volunteers for Dogs on Call, a therapy dog service.

## **Dianne Lee**

*Coordinator, Cardiothoracic Anesthesia & Critical Care Medicine Fellowship, Emory University School of Medicine, Atlanta, GA*  
In 1982, Ms. Lee joined the Department of Anesthesiology at Emory University Hospital, as administrative assistant to the cardiothoracic division when she started working with the cardiothoracic anesthesia fellowship. In 1995, she assumed responsibility for the critical care medicine fellowship program. She attended St. Petersburg College in Clearwater, Florida.

## **Roy Leong**

*Education Coordinator, Department of Anesthesiology Critical Care Medicine  
Children's Hospital Los Angeles, Los Angeles, CA.*  
Mr. Leong received his B.A. in Human Development from the University of California, San Diego in 2002. He worked as a recruiter and staffing manager for Select Staffing in Los Angeles for seven years. In 2010, he joined Children's Hospital Los Angeles in his current position which involves the organization and management of two large fellowship programs in Pediatric Anesthesiology and Pediatric Critical Care Medicine as well as providing oversight of the 125+ rotating residents per year. He has brought extensive experience in behavioral interviewing and selection as well as insights into adult education to his current position. He is currently enrolled in the University of Phoenix Master's degree program in Adult Education and Training and will be completed by May, 2012.

## **Patricia Luberto**

*Residency Recruitment and Orientation Coordinator, Department of Anesthesiology, Critical Care and Pain Medicine, Massachusetts General Hospital, Boston, MA*

In 1998, Ms. Luberto began her career in medical administration for All Pro-Personnel providing administrative support for Psychiatry, Radiology and Pharmacy at Massachusetts General Hospital. In 2001, she was promoted to executive assistant to the vice chairman of Pathology at Beth Israel Deaconess Medical Center. In 2004, she joined Children's Hospital Boston as the executive assistant to the chairman of the Anesthesiology department. In 2008, Ms. Luberto returned to Massachusetts General Hospital and began serving in her current position. In her spare time since 2001, she has worked as an events coordinator and manager of Luberto's Event Planning.

## **Judy Rabern**

*Residency Program Manager and Executive Assistant to the Associate Dean for Graduate Medical Education and DIO, Emory University School of Medicine, Atlanta, GA*

Ms. Rabern has been in the department of anesthesiology for 30 years and has worked with the residency program for 34 years. She also works with the associate dean for graduate medical education. She has served as committee chairperson for several committees for the Pilot Club International. Ms. Rabern also worked with the ASA Art Exhibit Committee as its coordinator for three years.

## **Janine Roberts**

*Educational Programs Administrator, Department of Anesthesia  
Stanford University, Palo Alto, CA*

Following her college graduation, Janine Roberts began her career at Stanford University in 1993 as the coordinator of the medicine core clerkship for the School of Medicine, while also providing general support to the clerkship director. From there she was the residency coordinator for the Ophthalmology program and the assistant coordinator to the large medicine program at Stanford. She joined the Department of Anesthesia and has been in her current position since 2001. She is the manager and supervisor of the Education and Training Office, overseeing the coordination of the 16 student clerkships, 35+ fellows and 72 residents.

## **Shelly Sords, M.B.A.**

*Program Administrator, Anesthesiology Institute, Cleveland Clinic Foundation, Cleveland, OH*

Ms. Sords is program administrator for the Cleveland Clinic's 100 Anesthesiology residents. She has assisted with the development of evaluation criteria for all areas of the program. Prior to joining the Cleveland Clinic Foundation in 1987, she was education coordinator of Continuing Medical Education at St. Vincent Charity Hospital and Health Center. Ms. Sords received her B.S. in management science from Heidelberg College in Tiffin, Ohio, and her M.B.A., specializing in non-profit marketing, from Cleveland State University.

## **Jennifer A. Swierczynski**

*Residency Program Coordinator II, Penn State Milton S. Hershey Medical Center & Penn State College of Medicine, Hershey, PA*

Ms. Swierczynski completed a bachelor's degree in health care management at Towson University in Baltimore, Md., in 1998. She began her career as an administrative assistant and advanced to an office manager and administrative supervisor within the Department of Pathology at The Johns Hopkins Medical Institution from 1998-2005. In November 2005, Jennifer moved to Pennsylvania where she joined the chairman's office for the Department of Pathology at the Penn State Milton S. Hershey Medical Center as the projects specialist, and was then promoted to an administrative associate. In May 2009, she was promoted to her current position which involves the organization and management of a large (60+ residents) program as well as providing oversight of three subspecialty fellowship programs.

## **Susan Tovar, C-TAGME**

*Anesthesiology Residency and Curriculum Coordinator, University of Toledo - HSC, Toledo, OH*

Ms. Tovar started to work at the University of Toledo in 2001 as a Clerical Specialist in the Medical and Neurological Intensive Care Unit. She was a Secretary 2 in the Department of Medicine and then a secretary 1 in Surgery prior to joining the Anesthesiology Department as an Administrative Secretary. In 2007 she was promoted to her current position. She serves on a committee that addresses Electronic Tools and Resources for the Competency Assessment Committee for the University.

## **Lisa Young**

*Residency Coordinator, Anesthesiology, Saint Luke's Hospital, Kansas City, MO*

After working for six years in the Department of Radiology at the Independence Regional Health Center, Ms. Young became a claims processor for the Government Employees' Health Association in Kansas City, Mo., in 1982. In 1989, she joined the Medical Education Department at Saint Luke's Hospital as the Anesthesiology residency coordinator. She serves as a volunteer for the Independence Police Department and as an ambassador of the City of Independence.



Cruise along the Paseo del Río.

Al Rendon/SACVB

From historical landmarks to modern-day entertainment, the city of San Antonio is rich with the history and flavor of a unique blend of Native American, Spanish, Mexican, and early-American cultures. Attractions ranging from the Alamo, Spanish missions and Mexican-style market squares to activities such as boat rides, shopping and dining, the country's eighth-largest city has something for everyone. The National Center is offering a number of optional social and tourist activities for workshop participants and their guests.

# San Antonio



The Mission San Jose (above) and the Alamo (at right) are both courtesy of SACVB.



Go shopping at the El Mercado.

Al Rendon/SACVB

## April 2 & 3

Participants and their guests are invited to meet in the hotel lobby at 6 p.m. each evening and walk to one of the numerous nearby restaurants San Antonio has to offer. For more information on San Antonio, visit: [www.sanantoniocvb.com](http://www.sanantoniocvb.com).

## April 3 from 5 to 6 p.m.

A cruise along the Paseo del Río (San Antonio River) is planned for participants and their guests. The cruise is free for workshop participants and \$10 for each additional guest. Advanced registration is required. For more information on the river cruise, please visit: [www.riosanantonio.com](http://www.riosanantonio.com).



The historic Alamo.

SACVB

# HOTEL AND REGISTRATION INFORMATION

## Accommodations:

Reservations should be made directly with the Drury Plaza Hotel Riverwalk, 105 S. St. Mary's Street. San Antonio, TX 78205 (210-270-7799 or 800-325-0720). Tell them you are with the "National Center for Evaluation of Residency Programs" (NCERP and Group Number 2132849) to receive the discounted room rate of \$139 for single or double occupancy. You can also make your hotel reservations online at: [www.druryhotels.com](http://www.druryhotels.com). Enter group number 2132849 and group name NCERP. **Please make your hotel reservations by March 9, 2012, to secure this discounted rate.** This 300-room hotel is located on the city's Riverwalk along the Paseo del Rio. It is a beautiful restoration/conversion of the 24-story historic Alamo Bank Building that opened its doors in 1929. Just outside the hotel, along the river you will find numerous fine dining, retail and entertainment establishments. The hotel is just five blocks away from the historic Alamo and the Rivercenter Mall. It is within walking distance is the El Mercado (Market Square), and numerous museums and cultural attractions. Visit [www.sanantoniocvb.com](http://www.sanantoniocvb.com) for more information.

## Reservations:

Complete the Registration Form and mail it in with your \$475 registration fee to the National Center for Evaluation of Residency Programs, 315 Elmwood Drive, Kent, Ohio 44240 by the registration deadline of **March 9, 2012**. Reserve your space now by FAXing your form to 330-678-9199. Late registration requires telephone confirmation and payment of a \$25 late registration fee. No refunds for cancellation after the registration deadline.



**National Center for Evaluation of Residency Programs**  
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## Social Activities:

Optional social and tourist activities are planned for participants and their guests. Optional Dutch -treat dine-outs are scheduled for Monday and Tuesday evenings at 6 p.m. Participants meet in hotel lobby and go to diner. A cruise on the Paseo del Rio is also scheduled for Tuesday April 3, from 5 to 6 p.m. The cruise is free for workshop participants and \$10 for each guest. For more information on the river cruise, please visit: [www.riosanantonio.com](http://www.riosanantonio.com). For more information on the city, visit: [www.sanantoniocvb.com](http://www.sanantoniocvb.com).

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### Credit Card Payment Form *(Please fax to 330-678-9199)*

Credit Card Type (circle): MasterCard VISA American Express

Card #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Name (as on card): \_\_\_\_\_

Signature \_\_\_\_\_ Amt. Charged \_\_\_\_\_

Billing Address for Credit Card:

\_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Note: Receipt will be sent to the participant registered below.  
 If payment is for multiple participants, list names here:

Registration Form: Workshop for **Residency Program Administrators/Coordinators in Anesthesiology and Anesthesiology Specialties**

**April 3-5, 2012, at the Drury Plaza Riverwalk in San Antonio, Texas**

(Please print clearly.)

Name \_\_\_\_\_ Title \_\_\_\_\_

Program Name \_\_\_\_\_ Please list any fellowships: \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

**Monday, April 2, Please check the session below if you plan to attend**  
 1-5 p.m. New Administrator/Coordinator Session

**Wednesday, April 4, Please circle the letter of the session you plan to attend**

- A. Pediatric Anesthesiology Fellowship Requirements and PIF
- B. Preparing for a Site Visit
- C. Improving Your Interviewing Skills
- D. Adult Cardiothoracic Anesthesiology Requirements and PIF
- E. Anesthesiology Critical Care Medicine Requirements and PIF
- F. Team Building and Recruitment Teamwork
- G. Interdisciplinary Pain management Requirements and PIF
- H. You and Your Job: Descriptions, Reviews, and Reclassifications
- I. Using Electronic Systems to Work Smarter, Not Harder Without Paper

### Optional Tourist and Social Activities

\_\_\_ Yes! I plan to take the boat ride along the Paseo del Rio scheduled for Tuesday, April 3, from 5 to 6 p.m. \_\_\_ guests, in addition to myself. (The cruise is free for workshop participants; \$10 per each guest.)

#### Payment Calculation Form:

\_\_\_ guests to taking river cruise (# of guests X \$10) \_\_\_\_\_  
 Workshop Registration (\$475) \_\_\_\_\_  
**Total amount paid** \_\_\_\_\_

## About the National Center for Evaluation of Residency Programs

An objective, independent and confidential source of professional information and expertise, the National Center assists program directors and institutions in enhancing residency programs. Through professional methods for collecting and interpreting assessments of program effectiveness by residents, program applicants and graduates, the Center provides confidential evaluative feedback. The Center has evaluation methods to assess residents and curriculum quality, analyzes recruitment materials and plans, and offers consultation regarding RC and ACGME applications. The Center provides consultations, and conducts conferences, seminars, and speaking engagements on various topics, including educational methods.



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[www.ncerp.com](http://www.ncerp.com)

### How will I learn?

Detailed syllabus, lectures, presentations, discussions, problem-solving exercises and role-playing are used to communicate important principles, attitudes and information.

### What will I learn?

The conference provides participants with proven and innovative methods and techniques for effective coordination. Successful programs are built around planning and cohesive working relationships within the institution. A commitment to written goals and a clear definition of responsibilities are key ingredients to success. We recommend proven approaches and provide hands-on experiences.

During the workshop, participants will:

- ✓ Explore the role of the residency coordinator in almost every aspect of the management of a residency program.
- ✓ Realize the limits or boundaries of the coordinator's role.
- ✓ Develop a level of confidence and competence in important residency functions.
- ✓ Enhance interpersonal skills through a planned approach to communication.
- ✓ Have opportunities to share insights and experiences with other administrators/coordinators.
- ✓ Learn practical approaches to managing stress more effectively.
- ✓ Explore ways that coordinators can save time by expanding their computer knowledge.