

14th Annual

Surgery & Surgical Specialties

Residency Program Administrators/Coordinators Workshop

including Critical Care, General Surgery, Hand, Neurological, Ophthalmology, Orthopaedic, Otolaryngology, Pediatric, Plastic, Thoracic, Urologic and Vascular Surgery and other ACGME-accredited subspecialty programs.

**September 22-24, 2010
Hilton San Diego Gaslamp Quarter
San Diego, California**

New Administrator/Coordinator Sessions
September 21 at 1 p.m.



**National Center for Evaluation
of Residency Programs**

Schedule

Tuesday, September 21, 2010

- 1:00 - 5:00 p.m. New Administrator/Coordinator Sessions*** *(Open to all participants. See page 3 for details.)*
- 1:00 - 2:45 Accreditation Overview and the ACGME Competencies
 - 3:00 - 4:30 Selected Common Requirements and Answers to the PIF Questions for Beginners
 - 4:30 - 5:00 What to Do and When
- 6:00 Dutch-treat Dine-out Groups**

Wednesday, September 22, 2010

- 8:00 - 8:45 a.m. ACGME/ABMS Shared Missions and Federal Patient Care Quality Initiatives—Re-focusing GME**
- 8:45 - 9:30 Common Program Requirements and Responding to Selected Common PIF Questions**
- 9:45 - 10:45 New Developments: Resident Surveys, ADS, Bio-sketches, Duty Hours, Faculty Development, Competencies, Portfolio**
- 11:00 - 12:30 p.m. Select either "lunch on your own" or session A, B, C, or D**
- A** General Surgery RC & Board Requirements
 - B** Plastic Surgery RC & Board Requirements
 - C** Otolaryngology RC & Board Requirements
 - D** Orthopaedic Surgery RC & Board Requirements
- 12:30 - 2:00 Select either "lunch on your own" or session E, F, G, or H**
- E** Thoracic Surgery RC & Board Requirements
 - F** Ophthalmology RC & Board Requirements
 - G** Urology RC & Board Requirements
 - H** Neurological Surgery RC & Board Requirements
- 2:00 - 3:00 Select a 1-hour workshop from the list below**
- 1** One-year Fellowship Program Requirements and Issues
 - 2a** Preparing for a Site Visit or Internal Review*
 - 3a** Teaching, Measuring, Evaluating & Fostering Professionalism
 - 4** The Importance of Collecting and Using Aggregate Performance Data
- 3:15 - 4:15 Select a 1-hour workshop from the list below**
- 2b** Preparing for a Site Visit or Internal Review*
 - 5a** The Basics of Quality Improvement and Patient Safety*
 - 6** Juggling Your Multiple Roles
 - 7a** Answering and Editing Responses to Common PIF Questions
- 4:15 - 5:15 Select a 1-hour workshop from the list below**
- I** Vascular Surgery RC, Boards, and Issues
 - J** Pediatric Surgery RC, Boards, and Issues
 - K** Surgical Critical Care RC, Boards and Issues
 - L** Hand Surgery RC, Boards and Issues
- 6 p.m. Optional Dine-Out groups**

* Recommended for new administrators/coordinators



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Schedule

Thursday, September 23, 2010

- 8:00 - 8:30 a.m. Enhancing Your Program's Annual Evaluation of Your Curriculum
8:30 - 9:15 ABMS Maintenance of Certification Requirements, Practice Improvement and Resident Education
9:30 - 10:30 Applying the Principles Systems-based Practice to Educational and Patient Care Systems
- 10:45 - 11:45 *Select a 1-hour workshop from the list below*
5b Basic Principles of Quality Improvement*
8 Developing a Resident Portfolio & Mentoring Program
M Issues in General Surgery
N Issues in Otolaryngology
- 12:00 - 1:00 p.m. *Select "lunch on your own" or a 1-hour workshop from the list below*
9a Organizing and Auditing Your Files: Are You Ready?*"*
10 Using a Dashboard to Foster Practice-based Learning and Improvement
O Issues in Neurological Surgery
P Issues in Urology
- 1:15 - 2:15 *Select "lunch on your own " or a 1-hour workshop from the list below*
3b Teaching, Measuring, Evaluating & Fostering Professionalism
11 Sharpen Your ERAS® Skills
Q Issues in Plastic Surgery
R Issues in Ophthalmology
- 2:15 - 3:15 *Select a 1-hour workshop from the list below*
12 Advanced User Applications for ERAS®
13 Developing Your Administrative Vision and Strategies
S Issues in Orthopaedic Surgery
I Issues in Thoracic Surgery
- 3:45 - 5:15 **Optional Social/Tourist Activity: Harbor Cruise of San Diego Bay**
Participants and their guests are invited to take a one hour cruise of San Diego Harbor. The tour is \$15 per person, and advance reservations are required.

Friday, September 24, 2010

- 7:30 - 8:15 a.m. Ask the Experts Round Table Discussions
8:15 - 8:45 Legal and Ethical Issues in Recruitment/Selection: Compliance with NRMP, SF Match and ACGME Policies
- 9:00 - 12:00 p.m. *Select a 1-hour workshop from each time period listed below*
- 9:00 - 10:00 7b Answering and Editing Responses to Common PIF Questions
14 Subspecialty & Fellowship Recruitment/Selection
15 Teaching Practice Management and the Competencies
16 The Art of Speaking for Your Boss
- 10:00 - 11:00 17 Managing and Coordinating, Multiple Site Programs
18 Using the Six Competencies as a Framework to Recruit & Select the Best Residents
19 You and Your Job: Descriptions, Reviews, and Reclassifications
20 The San Francisco Matching Service - Plastic Surgery
- 11:00 - 12:00 9b Organizing and Auditing Your Files: Are You Ready?*"*
21 Focus on Fellowship/Subspecialty Requirements/Issues
22 The San Francisco Matching Service - Ophthalmology
- 12:00 - 1:00 *Select "lunch on your own" or select one of the workshops below*
23 Preparing for Match Day & What to Do If You Do Not Fill
24 Improving Resident Board Performance and Encouraging Scholarly Activity
25 The San Francisco Matching Service - Sports Medicine and other fellowships
- 1:00 - 2:15 NCERP Residency Program Administrator/Coordinator Self-Assessment Quiz and Feedback
2:30 - 3:30 Responding to Citations, Rebuttals of Review Committee Adverse Actions, and ACGME Appeals

WORKSHOP DESCRIPTIONS

New Administrator/Coordinator Sessions

Tuesday, September 21, 2010

1 - 2:45 p.m. **Accreditation Overview
and the ACGME Competencies**
Donald A. Bosshart, Ed.D.

This session is an introduction to the ACGME, Review Committee (RC), program, institutional and board requirements. What is a Program Information Form (PIF), and how is it completed? What is an internal review, and what is an ACGME site visit? Session provides an overview of the ACGME competencies and accreditation process.

3:00 - 4:30 p.m. **Selected Common Requirements and Answers
PIF Questions for Beginners**
Donald A. Bosshart, Ed.D.

Programs must comply with ACGME requirements, document compliance and correctly respond to related PIF questions. Read and bring a copy of the *ACGME Program Director Guide to the Common Requirements*.

4:30 - 5:00 p.m. **What to Do and When**
Natasha Jones

Many residency program tasks are performed once a year, others only two or four times a year. A task/activity timeline is provided to help you to manage deadlines and work more efficiently.

**New Developments: ADS, Bio-sketches, Duty Hours,
Faculty Development, Competencies, Resident Surveys**
*Jeri Wright, M.H.R., Donald A. Bosshart, Ed.D.,
Lois Shuman, Mary Zaglifa, M.S.T.*

Overview of new and emerging developments at the ACGME and in graduate medical education.

Thursday, September 23, 2010

Enhancing Your Program's Annual Evaluation of Your Curriculum

Donald A. Bosshart, Ed.D., Lois Shuman

A complete and thorough annual evaluation of your curriculum permits residents, faculty, and program leaders to apply the fundamental principles of quality improvement (QI) to their resident curriculum and educational systems. This involves identifying performance measures, collecting and aggregating performance data, analyzing data and comparing results with pre-determined standards in order to identify strengths and areas that need development or improvement. Action plans for program improvement are developed, approved by faculty (stakeholders), implemented and then re-evaluated to document measured improvement. If improvement does not take place, the QI strategy is re-analyzed and new plans or PDSA cycles are implemented and then re-assessed. These are the same basic steps of practice-based learning and improvement that are now required of residents and all ABMS board-certified physicians. Well planned and implemented annual curriculum evaluations are the foundation for successful internal reviews and ACGME site visits.

Plenary Sessions

Wednesday, September 22, 2010

ACGME/ABMS Shared Missions and Federal Patient Care Quality Initiatives - Refocusing GME

Donald A. Bosshart, Ed.D., Jeri Wright, M.H.R.

The ACGME mission is "to improve healthcare by assessing and advancing the quality of resident physician education through accreditation." Accredited residency programs are to be role models for the delivery of excellent patient care and leaders in quality improvement (QI). The American Board of Medical Specialties (ABMS) mandated that all of its board-certified physicians understand QI and be able to conduct or participate in practice improvement projects that result in documented positive changes to their patients' measured healthcare outcomes. In 2007, the ACGME requirements mandated resident knowledge of and involvement in QI or patient safety projects, and at least two Common Program Information Form (PIF) questions assess program compliance.

Common Program Requirements and Responding to Selected Common PIF Questions

Donald A. Bosshart, Ed.D., Mary Zaglifa, M.S.T.

Completion of "Common PIF Questions" is required for ACGME accreditation of all programs. Understand the common requirements, the intent of PIF questions, what your program must do and report in order to document compliance in your answers. Participants should read and bring a copy of the *Program Director Guide to the Common Requirements*.

ABMS Maintenance of Certification Requirements, Practice Improvement and Resident Education

Jeri Wright, M.H.R., Donald A. Bosshart, Ed.D.

In order for a physician to maintain his/her status as an ABMS board-certified physician, Maintenance of Certification (MOC) is now required. "Re-certification" has been eliminated. Every ABMS specialty is required to ensure that their physicians understand and can apply the key principles of quality improvement and patient safety to their medical practice. MOC requires physicians to demonstrate that they can use evidence-based methods to improve the quality of the care they deliver. What are the elements of an effective QI project? What will residents need to master to be effective participants in a project? What competencies are required and need to be applied during QI? How should these same QI principles and competencies be demonstrated by residents as they work to improve the quality of your residency program?

Applying the Principles of Systems-based Practice to Educational and Patient Care Systems

*Mary Zaglifa, M.S.T., Jeri Wright, M.H.R.,
Donald A. Bosshart, Ed.D.*

Effective patient care and educational systems share common characteristics and are built, operated, influenced and improved using a number of the same principles of systems-based practice. These two systems will be explored in terms of principles of successful operation, the measurement of outcomes, monitoring, interdependence, effective maintenance, and strategies for change and improvement.

WORKSHOP DESCRIPTIONS

Friday, September 24, 2010

Ask the Experts Round Table Discussions

Conference Faculty

Discussion of issues faced by administrators/coordinators with opportunity to explore alternative solutions. A chance to ask questions and hear how others have addressed similar difficult or complex issues.

Legal and Ethical Issues in Recruitment/Selection: Compliance with NRMP, SF Match and ACGME Policies

Donald A. Bosshart, Ed.D., Mary Zaglifa, M.S.T.

The process that programs use to recruit and make selection decisions is governed by federal, state, and local laws and regulations, as well as ACGME-mandated policies required of all sponsoring institutions. The NRMP and the SF Match also have specific policies. Increased competition for admission to the best programs has produced investigations and litigation with the goal of uncovering illegal prejudice, conflicts of interest, and unfair practices. Residents are both employees and "students," and programs must operate within employment and educational law. Does your program model professionalism by recruiting and selecting residents according to existing policies and laws?

NCERP Residency Program Administrator/ Coordinator Self-Assessment Quiz and Feedback (Luncheon session)

Donald A. Bosshart, Ed.D.

The successful residency program administrator has a working knowledge of the ACGME general and specialty-specific requirements, as well as the ACGME competencies and the basics of how they are appropriately role modeled and measured. Knowledge of federal employment and immigration laws and procedures as well as key principles of personnel and organizational management is essential. The ability to use ERAS® and other programs to summarize ratings and performance measures into tables, charts, or graphs are necessary to apply the principles of quality and process improvement to residency education and patient care. Test your knowledge and comprehension and receive feedback. Over a limited lunch, score your quiz and discuss the answers to the quiz questions. Lunch fee \$20, including tax and gratuity. Advance reservations and payment required.

Responding to Citations, Rebuttals of Review Committee Adverse Actions, and ACGME Appeals

Donald A. Bosshart, Ed.D., Mary Zaglifa, M.S.T.

Discussion of what to do when you receive an unfair or inaccurate citation or are faced with a proposed adverse action such as reduction in your resident complement, elimination of a teaching site, proposed probation or probation. Changes to ACGME policies and procedures related to probation and program closures will be discussed.



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Sessions for Core Residencies

Sessions A through H will review specialty-specific RC, PIF and board requirements, including a discussion of the ACGME's Resident Case Log, accuracy of resident coding, performance requirements, and use of reports to monitor resident experience.

- [A] **General Surgery RC & Board Requirements**
Rebecca Bernstein, Jeri Wright, M.H.R.
- [B] **Plastic Surgery RC & Board Requirements**
Derenda Gold
- [C] **Otolaryngology RC & Board Requirements**
Betty Warner, Lois Shuman
- [D] **Orthopaedic Surgery RC & Board Requirements**
Donald A. Bosshart, Ed.D.
- [E] **Thoracic Surgery RC & Board Requirements**
Donald A. Bosshart, Ed.D.
- [F] **Ophthalmology RC & Board Requirements**
Joyce E. Kotlowitz, Mary Zaglifa, M.S.T.
- [G] **Urology RC & Board Requirements**
Derenda Gold, Lois Shuman
- [H] **Neurological Surgery RC & Board Requirements**
Jeri Wright, M.H.R.

Sessions M through T build on sessions A through H and explore a variety of issues or challenges faced by program administrators including RC mandates such as FAQs, minimum case numbers, board exams, competency assessment tools, and resident, faculty and program evaluation requirements. Discussion and problem-solving activities will be emphasized and questions are encouraged.

- [M] **Issues in General Surgery**
Jill Simonson, Rebecca Bernstein, Donald A. Bosshart, Ed.D.
- [N] **Issues in Otolaryngology**
Jeri Wright, M.H.R.
- [O] **Issues in Neurological Surgery**
Jeri Wright, M.H.R.
- [P] **Issues in Urology**
Derenda Gold, Mary Zaglifa, M.S.T.
- [Q] **Issues in Plastic Surgery**
Jeri Wright, M.H.R.
- [R] **Issues in Ophthalmology**
Donald A. Bosshart, Ed.D., Wendy Schnitzer
- [S] **Issues in Orthopaedic Surgery**
Donald A. Bosshart, Ed.D.
- [T] **Issues in Thoracic Surgery**
Jeri Wright, M.H.R., Derenda Gold

Sessions for Surgical Specialties

Each of the following one-hour sessions provide a review of RC, PIF and board requirements for fellowship or subspecialty programs.

- [I] **Vascular Surgery RC, Boards, and Issues**
Derenda Gold
- [J] **Pediatric Surgery RC, Boards, and Issues**
Dorothy Hopkins, Lois Shuman
- [K] **Surgical Critical Care RC, Boards and Issues**
Jeri Wright, M.H.R.
- [L] **Hand Surgery RC, Boards and Issues**
Donald A. Bosshart, Ed.D.

WORKSHOP DESCRIPTIONS

[1] One-year ACGME Fellowship or Subspecialty Program Requirements and Issues

Donald A. Bosshart, Ed.D.

All ACGME-accredited fellowship programs are, or in the next three years, will be required to comply with the "Common Fellowship Requirements" approved in 2008. Fellowship administrators in the following specialties should attend this session: Critical Care, Endovascular Surgery, Hand, Hospice and Palliative Care, Neurotology, all Orthopaedic surgery fellowships (except Ortho- Hand), Ophthalmic Plastic and Reconstructive Surgery, Pediatric Urology, Pediatric Otolaryngology, General Surgery Specialties, and Thoracic subspecialty of Congenital Cardiac Surgery.

[2a-b] Preparing for a Site Visit or Internal Review*

Lois Shuman

Important issues addressed on a continuing basis can reduce the time required to prepare the PIF and documents for an internal review and decrease the stress of a site visit. Session reviews site-visit preparation, common site-visit pitfalls, and important procedural issues. While the specific procedures and processes for internal reviews are set by each program's sponsoring institution, the key elements required by the ACGME for an internal review are explained, as are the steps for thorough preparation.

[3a-b] Teaching, Measuring, Evaluating, & Fostering Professionalism

Mary Zaglifa, M.S.T., Derenda Gold, Rebecca Bernstein

The ACGME delineates the major components of professionalism as "commitment, adherence, and sensitivity." We always expect professional behavior and are upset when it is absent. How can programs teach or change residents' professional values, attitudes and behaviors? How do we measure and judge success? What should programs be doing now so that they can appropriately respond to the Common PIF questions about professionalism?

[4] The Importance of Collecting and Using Aggregate Performance Data

Jeri Wright, M.H.R.

Aggregate data needs to be reported and interpreted by the program as part of its annual documented formal, systematic evaluation of the curriculum. Aggregate performance data provides a snapshot of how well a given group of residents performs in a specific area, but more importantly, how well a given program is providing and measuring education of its residents. Identifying, collecting, and using aggregate data allows a program to initiate change to maximize individual components within a training program. This enables a program to either target specific residents via interventions such as individual education plans or to assess and tweak the educational benefit of the program's rotations, didactic conferences, or other training events. This data is often readily available once identified. Session will focus on the data already available, and participants will brainstorm with colleagues about additional opportunities for collecting, measuring, and using aggregate data.

[5a-b] The Basics of Quality Improvement and Patient Safety*

Mary Zaglifa, M.S.T.

The fundamental concepts and principles of the discipline of quality improvement and how the ACGME expects them to be applied to patient care and medical education administration will be discussed. Participants will develop a QI template, learn to use PDSA/PDCA every day, report measurable outcomes, and recognize errors.

[6] Juggling Your Multiple Roles

Derenda Gold

The job of "Program Administrator" or "Coordinator" means different things to different people at different times. Depending on the needs of the situation, we can be a manager, counselor, coach, teacher, team member, advisor, friend and/or role model. While four of the six ACGME core competencies are required, "medical knowledge" and "patient care" can be substituted with "management knowledge" and "resident/faculty care." What management knowledge is the most helpful to avoid common pitfalls, and what aspects of delivering "resident care" should you develop? What do we add to the residency, and how do we juggle these multiple roles? What are the boundaries of the position, and how can we avoid confusion and conflicting roles?

[7a-b] Answering and Editing Responses to Common PIF Questions

Donald A. Bosshart, Ed.D.

Your program's written responses to common PIF questions are used to determine your compliance with key common requirements. They play a key role in your site visit and subsequent accreditation results. Is your program in compliance with the requirements and do each of your program's 400-word answers provide key evidence-based documentation that is clear, succinct and compelling? Practice your skills at recommending possible supporting evidence, editing, removing content, and improving the responses to the common PIF questions. This session will provide practice, coaching and feedback.

[8] Developing a Resident Portfolio & Mentoring Program

Derenda Gold

What is a portfolio? How is it used? What is a mentor, and what is the difference between a mentor and advisor? What role does a resident mentor play in a GME program? How are mentors trained, and how is a mentorship program designed and monitored?

[9a-b] Organizing and Auditing Your Files: Are You Ready?*

Lois Shuman

Internal reviews, site visits, Medicare audits, fair hearings, and the yearly program reviews require that you maintain a number of different types of documents, records, data and minutes of meetings. Are your electronic and paper files complete? This session provides a checklist and guidelines for assessing the adequacy of your files.

[10] Using a Dashboard to Foster Practice-based Learning and Improvement

Jill Simonson

In order to improve the reporting of performance data to residents, a dashboard was created to provide residents with a snapshot of their performance over time. The focus is on key performance indicators that provide residents with feedback about their success. Each resident has a Web-based dashboard that is available on demand and is also used by the program leadership for quarterly resident evaluation meetings. The components include conference attendance, ABSITE scores, mock oral board scores, certifications, rotations schedules, vacation/time off, and research project benchmarks. Residents are encouraged to use the dashboard to identify strengths areas that need improvement. The dashboard should encourage residents to become self-directed learners where PBL&I is demonstrated.

WORKSHOP DESCRIPTIONS

[11] Sharpen Your ERAS® Skills

Lois Shuman

This session builds upon a working knowledge of the fundamentals of ERAS® operations. It provides encouragement and insight to overcome frequently encountered obstacles to mastering helpful, but less frequently used components. Addresses issues such as encouraging faculty to view and evaluate candidates in ERAS®, manipulating the ratings and scores, constructing your own filter/sorts, exporting ERAS® data, and using data in other Microsoft Office programs. A time to ask questions and explore possibilities.

[12] Advanced User Applications for ERAS®

Lois Shuman

You know the basics. Now take the grand tour of all the tools available in ERAS® to make your life easier during recruiting. We will also focus on the main function of ERAS®—data management—including filter/sort and export. Builds on session 11 and requires intermediate knowledge of ERAS®.

[13] Developing Your Administrative Vision and Strategies

Mary Zaglifa, M.S.T.

As an administrator, your job is not to just report problems to your director, but also analyze them, articulate possible solutions, and make clear recommendations about what should be done. Problem-solving requires vision and understanding of possible strategies. Strategies include presence at site visits, participation in internal reviews and certification. Session will offer guidelines, discuss case studies and utilize problem-solving exercises.

[14] Subspecialty & Fellowship Recruitment/Selection

Dorothy Hopkins, George Rodriguez

This session highlights the key aspects of how recruitment for subspecialties differs from recruitment for core programs. Document management and review with ERAS®, SF Match, or paper applications requires organization and planning. Planning and executing the interview day requires a different emphasis and focus.

[15] Teaching Practice Management and the Competencies

Jeri Wright, M.H.R.

Residents learn about practice management and work habits through faculty role models. Due to competing goals found in many residency settings, these role models may not be suitable for residents heading toward group or solo practice. How can you involve residents in the appropriate model for future practice, and encourage and reinforce the development of appropriate practice behaviors and management skills? What needs to be taught, and how can it be evaluated?

[16] The Art of Speaking For Your Boss

Lois Shuman

Most managers and all administrators encounter situations in which they must fill in for their director in communications with faculty, residents, and hospital and central GME staff. Being able to explain established policies and procedures and facilitating problem resolution at lower levels of the organization can save your director time and energy. Session will provide insight into when it is and when it is not appropriate to speak on behalf of your boss.

[17] Managing and Coordinating Multiple Site Programs

Donald A. Bosshart, Ed.D.

Rotations to different hospitals can broaden the resident experience and compensate for lack of adequate case volume. This requires knowledge of the different types of site, attention to program letters of agreement, logistical, communication and scheduling issues. Review Committee approval to add/delete a site, site distance and conference logistics and attendance/participation are just some of the issues that must be addressed when using multiple teaching sites. What policies and procedures do residents follow? Program director and program administrator/coordinator communication, problem solving and management systems need to be adjusted. Ideas for fostering teamwork, building commitment, and open/direct communication about resident feedback /performance evaluation data will be discussed.

[18] Using the Six Competencies as a Framework to Recruit Select the Best Candidates

Lois Shuman

Session will present six easy steps for how to use different types of information in ERAS® to screen candidates and select them for an interview. How can program administrators and interviewers use behavioral interview techniques and performance patterns to assess aspects of candidate interpersonal and communication skills, professionalism, practice-based learning and improvement and system-based practice during the interview day? Practical tips about how to select the best.

[19] You and Your Job: Descriptions, Reviews and Reclassifications

Jeri Wright, M.H.R., Derenda Gold

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 do you make the transition from secretary to program administrator/coordinator? Session includes key points to remember when undergoing a job review or requesting a reclassification. Bring your current job description

[20] The San Francisco Matching Service: Plastic Surgery

Dennis Thomatos

Session provides an overview of the SF Matching Service including electronic retrieval of application materials, candidate rankings and reporting information.

[21] Focus on Fellowship/Specialty Requirements and Issues

Donald A. Bosshart, Ed.D.

ACGME Surgical subspecialty programs not listed in the workshop brochure will be addressed in this session depending on the interests and needs of the participants. Advance registration is required. Ten- to 15-minute time intervals set aside to address each different type of program and any program-specific PIF questions, rating forms, or other aspect of program management.

[22] The San Francisco Matching Service: Ophthalmology

Dennis Thomatos

Sessions provide overviews of the SF Matching Service including electronic retrieval of application materials, candidate rankings and reporting information.

WORKSHOP DESCRIPTIONS

[23] Preparing For Match Day & What To Do When You Do Not Fill

Claudius Christmas

Match day is frequently a day of joy, however, not filling all of your positions and not having a plan of action is a terrible nightmare. Have you and your director discussed an action plan? Will he/she be available, and if not, has he/she appointed an assistant program director? Both programs and applicants scramble for positions. ERAS and the NRMP have taken steps to streamline the process, however, some programs or institutions still use the phone and fax. Who will be available to help with the process? Are you prepared to turn away uninvited potential residents who appear in your office as soon as match results become available? Practical tips about advance planning and how to avoid a nightmare.



National Center for Evaluation
of Residency Programs

[24] Improving Resident Board Performance and Encouraging Scholarly Activity

Donald A. Bosshart, Ed.D.

Your program's board pass rate is one of the most important criteria used by the review committee to make decisions. Candidates can compare the pass rates for every general surgery program in the country. Session describes steps a program can take to increase in-service exam and board performance. The ACGME common requirements have increased emphasis on resident understanding, interpreting and being able to explain research findings to patients and other health professionals. A scholarly project or involvement in published research is a requirement for many fellowships. Session provides insights and practical tips to encourage involvement with research, how to increase research productivity and how to store and retrieve documentation about faculty and resident research productivity.

[25] The San Francisco Matching Service: Sports Medicine Fellowship

Dennis Thomatos

Sessions provide overviews of the SF Matching Service including electronic retrieval of application materials, candidate rankings and reporting information.

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., with a focus on educational measurement and evaluation. He began his career in medical education at the University of Texas Medical Branch at Galveston, where he spearheaded 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 at which he played a key role in planning, developing, implementing and evaluating the six-year B.S./M.D. curriculum. In addition to his work with curriculum and evaluation, he was 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 graduate medical education 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 for more than 3,000 representatives of 2,000 residency programs. He twice chaired the Annual AAFP-STFM Conference on Patient Education. 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 the state of Ohio, serves on the board of directors of Portage Path Behavioral Health in Akron, Ohio, and is board chairman of the Northeastern Ohio Psychiatric Institute.

Lois Shuman

*Educational Coordinator, Radiology Residency Program,
Indiana University School of Medicine,
Indianapolis, IN*

Prior to being appointed as coordinator of the radiology program in 1989, Ms. Shuman served as a senior executive secretary to the chairman of the radiology department for seven years. She has been a member of the Medical Librarians Association and the Indiana Health Science Librarians Association. Ms. Shuman has been a member of the Indianapolis Computer Society since 1987 and has served as the leader of the Word Processing Special Interest Group since 1992. She has published three articles regarding Word Perfect for the Society and, in 1993, she was a copy editor, typist and co-illustrator for the book, "The Country Preacher" by Herman Shuman. Ms. Shuman is a founding member and past president of the Association for Program Coordinators in Radiology. Ms. Shuman is TAGME certified.



Mary Zaglifa, M.S.T.

*Director of Educational Programs,
University of Wisconsin Medical School-Wausau Pro-
gram, Wausau, WI*

Ms. Zaglifa was editor and research assistant for the Center for Family Studies at Northwestern University Medical School. After six years at the University of Chicago as lecturer and managing editor of the *Social Service Review*, she became a communications instructor at Northcentral Technical College in Wausau, Wis. In 1994, she joined the Family Medicine Residency Program as education coordinator. In 1999, she completed a master of science in teaching degree from the University of Wisconsin-Stevens Point. In 2002, she was recognized with the University of Wisconsin Department of Family Medicine Academic Staff Award for Excellence in Education. Ms. Zaglifa has been on the faculty of the National Center's coordinators workshops since 1995. Ms. Zaglifa is also a member of the University of Wisconsin Statewide Practice Improvement Curriculum Education (SPICE) Group.



CONFERENCE FACULTY

Rebecca Bernstein

Academic Program Coordinator, General Surgery Residency, Cedars Sinai Medical Center, Los Angeles, CA

In 1995, Ms. Bernstein began her career as a medical education administrator in the UCLA department of surgery as the medical student coordinator for both the clerkships and surgery electives. In addition, she assisted with surgery residency recruitment and other educational activities. In 2006, she was promoted to the position of residency program coordinator of the general surgery residency. In 2008, she was recruited to Cedars Sinai, where she was appointed to her current position.

Claudius W. Christmas, ADN, BS

Administrator, Undergraduate Surgical Education and Residency Program Recruitment Manager, Wright State University Boonshoft School of Medicine, Miami Valley Hospital, Dayton, OH

After 26 years in the United States Air Force, Mr. Christmas joined the Department of Surgery at Wright State University in 1997 following a short stint in the GI Lab at Miami Valley Hospital. Shortly after assuming administrative responsibility for management of the undergraduate surgery education programs, Chris was instrumental in the department's recognition by the LCME for outstanding achievement in the general surgery clerkships. With over four decades of clinical, academic, and administrative experience in both military and civilian fields, Chris assumed the additional role of manager of the recruitment process for the general surgery residency program in 2006. He is now actively involved in undergraduate and graduate surgical education as well as clinical research. Former vice chair of the Nurses in Surgical Education subcommittee, he is an active member of the Association for Surgical Education.

Derenda Gold, TAGME

Program Manager, Urologic Surgery, Vanderbilt University Medical Center, Nashville, TN

After years as a production coordinator in the music industry, Ms. Gold joined the Department of Urologic Surgery at Vanderbilt in 1990. Shortly after, the need for a residency coordinator position was realized, not only at the departmental level, but also institution-wide. She, along with others, began to develop the job description and was instrumental in getting the position created. She now manages not only the residency program, but four fellowship programs. Ms. Gold has headed a committee to create an online manual for the coordinators at her institution. That manual was recently shared with a group from Shanghai, China, as a model for potential programs in that country. She is a member of the TAGME Urology Board of Directors and was a member of the TAGME Urology Task Force.

Dorothy Hopkins

Residency Coordinator, Pediatric Surgery, Arkansas Children's Hospital, Little Rock, AR

After 20 years with the government, the last 10 years of which were at the Internal Revenue Service helping tax payers and small business owners understand and comply with the IRS regulations, Ms. Hopkins joined the University of Arkansas for Medical Sciences as the administrative assistant and fellowship coordinator for the pediatric cardiology program in 1997. In 2006, she assumed her current duties. For five years, Ms. Hopkins served as the chair for Children's Hospital Annual Walk for the American Heart Association. She also served for two years on the public affairs committee of the Little Rock Chapter of the American Heart Association.

Natasha Jones

Residency and Fellowship Program Coordinator, National Capitol Consortium Orthopaedic Residency/Fellowship Program, Walter Reed National Military Medical Center, Washington, DC

After serving eight years in the Marine Corps as a non-commissioned officer in aviation supply, Ms. Jones joined Kelly Services in 2001 as a recruiter. She continued her work in personnel services in 2005 as a site manager responsible for hiring temporary and contract service workers at Walter Reed National Military Medical Center. In 2009, she joined the orthopaedic residency in her current position.

Joyce E. Kotlowitz

Program Coordinator and Administrative Director for Resident Education, Department of Ophthalmology, S.U.N.Y., Downstate Medical Center, Brooklyn, NY

Ms. Kotlowitz has worked for 37 years as a medical administrator. From 1980 to 1991, she was the administrative assistant and assisted the chair of the Department of Surgery at Maimonides Medical Center in Brooklyn. In 1991, she joined the S.U.N.Y. Health Sciences Center at Brooklyn as a staff assistant in the department of anesthesiology, assisting the program director/vice chair for education. In 2004, she joined the department of ophthalmology in her current position.

Lorain E. Ogden, M.S.

Senior Associate, NCERP, Kent, OH

From 1994 to 1998, Ms. Ogden processed credit applications for Credit First National Association, prepared invoices for UPS, and was a customer service representative for Progressive Insurance. In 2001, she joined the National Center, where she assumed administrative responsibility for the Center's program evaluation services as well as writing and editing its evaluative reports on residency recruitment and program assessment. She is also responsible for the Center's conference publicity. In May 2006, she graduated magna cum laude from Kent State University with a bachelor's in journalism and mass communications. In January 2009, she earned a master's in psychology from the University of Phoenix.

CONFERENCE FACULTY

George Rodriguez, B.Sc.

Senior Research Associate and Fellowship Program Coordinator, Pediatric Surgery, Cohen Children's Medical Center of New York (CCMC), New Hyde Park, NY

Mr. Rodriguez joined the department of Pediatric Surgery of CCMC, formerly Schneider Children's Hospital, in 1988. He graduated with a bachelor's in biology and chemistry at the "Universidad Nacional" in Bogotá, Colombia in 1968 and earned a degree in computer programming from New York University in 1984. In 1991, he trained with the Perry Institute and received certification in techniques and methods of myography applied to EMG Anorectal Rehabilitation (Biofeedback). Since 1988, Mr. Rodriguez has been part of the Pediatric Colorectal Center and participated in numerous research protocols, lectures and publications well known in the pediatric colorectal field. In 2004, he became coordinator to the newly approved, two-year pediatric surgery fellowship program. As of July 2005, he coordinates the Pediatric Anorectal and Colorectal Surgical Problems workshop twice a year at Cincinnati Children's Hospital Medical Center (CCHMC). In 2007, he became part of CTO (Colorectal Team Overseas)—a pediatric surgical mission organization to care for patients and train surgeons and nurses in the management of colorectal problems in underdeveloped countries.

Wendy Schnitzer

Residency Coordinator, Ophthalmology Residency Program, Krieger Eye Institute, Baltimore, MD

After working for four years as a legal secretary for several attorneys, Ms. Schnitzer joined the Krieger Eye Institute as the secretary to the cornea specialists in 1990. In 2005, she was promoted to her current position.

Jill Simonson, BA, C-TAGME

Medical Education Coordinator II, Surgery Residency Program, Medical College of Wisconsin, Milwaukee, Wisconsin

Ms. Simonson graduated from Alverno College with a bachelor's degree in business and management. She joined the Medical College of Wisconsin in 1988, working first as a graphics specialist/data manager, then as a micro information support specialist. From 1994 to 1996, she served as residency coordinator for the surgery residency until she was promoted to supervisor for the surgical support staff. In 1998, she left MCW and worked in several upper-level management positions for several large corporations in Milwaukee. In 2007, she returned to the medical college's surgery department as the medical education coordinator. In this role she manages the general surgery resident training program, provides support for the resident research program and implements the Fundamentals of Surgery Curriculum for incoming residents. Her two most recent contributions are the development of an electronic portfolio for resident data management and a resident dashboard showing trend data by resident. In 2010, she was certified as a Training Administrator of Graduate Medical Education (TAGME). Recently she has served on the Internal Review Committee for MCWAH (institution) Cardiothoracic Surgery and Emergency Medicine. In her personal life, Ms. Simonson is an artist and enjoys gardening, scuba diving and reading.

Dennis Thomatos

Manager, San Francisco Matching Program, San Francisco, CA

Dennis Thomatos is manager of the San Francisco Matching Program. He received a B.S. in industrial technology from San Jose State University in May 1990. He worked as a quality assurance Manager for Adobe Systems in 1993, where he managed software products over a 6-year period. In 1998, he became president and CEO of Access Internet Communication, Inc., and in August 2001, an internet service provider in Cupertino, Calif. In 2001, he co-founded Worldhook, LLC., a technology-based company in San Jose, Calif. In 2005, he worked as administrative director at The American Lung Association of the East Bay, and also served 3 years as executive director for Los Lupenos de San Jose, a non-profit cultural center in San Jose, Calif., providing city sponsored after-school programs and cultural enrichment.

Betty Warner, C-TAGME

Residency Coordinator, Otolaryngology/Neurotology/Pediatric Otolaryngology, Vanderbilt University Medical Center, Nashville, TN

Ms. Warner started her career in medical education in 1973 as a course coordinator for the pathology course for second year medical students at Vanderbilt. In 1979, she entered the private sector and returned to Vanderbilt in 1990 as the coordinator of the general surgery residency. From 1996 to 2000, she was the I.R.B. manager at St. Thomas Hospital in Nashville, Tenn., and then for the Covenant Health System in Knoxville, Tenn. In 2000, she again returned to Vanderbilt as a protocol analyst for clinical trials research in adult and pediatric oncology. She joined the otolaryngology department in her current position in 2005. She is a TAGME Board member and current chair of the Otolaryngology Specialty Review Board (TAGME).

Jeri Wright, M.H.R.

Business and Academic Manager, Department of Neurosurgery, Louisiana State University Health Sciences Center, Shreveport, LA

Ms. Wright received her undergraduate degree in human relations with a counseling and guidance concentration from St. Joseph's College in New York in 1987. In 1991, she earned her master's degree in human relations from the University of Oklahoma. She has worked as an intelligence specialist with the USAF, a QRMP at Opportunities, Inc. in Texarkana, Ark., a TBI and spinal cord injury specialist rehabilitation counselor with the Texas Rehabilitation Commission, a business manager for Cumulus Broadcasting, Inc., and as an instructor and job location and development officer at Northwestern State University before joining the Department of Neurosurgery at LSUHSC-S in 2004.

HOTEL AND REGISTRATION INFORMATION

Accommodations:

Reservations should be made directly with the Hilton San Diego Gaslamp Quarter located at 401 K Street, San Diego, California, 92101. The hotel phone number is 619-231-4040. The discount room rate is \$149 for single and double occupancy. Call reservation at 800-445-8667 and be sure to tell them that you are with "The National Center for Evaluation of Residency Programs" and mention the group code "REP." You can also make your reservations online. Go to www.ncerp.com/surgery.htm and click on the link to the hotel at the bottom of the page. **Please make your room reservations by Friday, August 27, 2010, to receive the discounted rate.** The hotel features a number of amenities including a swimming pool, whirlpool, fitness center, business center, and on-site dining. The Hilton San Diego Gaslamp Quarter is three miles from the airport and is located in the heart of downtown San Diego's Gaslamp Quarter. The hotel is surrounded by hundreds of entertainment venues and dining and retail establishments. For more information on the hotel, please visit: www.sandiegogaslampquarter.hilton.com.

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 **Friday, August 27**. 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**
315 Elmwood Drive
Kent, Ohio 44240
Phone: 330-678-2011
Fax: 330-678-9199
www.ncerp.com

Air Travel Discounts and Social Activities:

Continental Airlines has special reduced fares for this meeting. Call MeetingWorks at 800-468-7022. Give them the agreement code 583263 and Z code ZJKB to obtain the discount. Your travel agent can also obtain these discounts for you. Workshop participants and their guests are invited to take part in a number of planned optional tourist and social activities, including a trip to the San Diego Zoo. Zoo admission is about \$37 for adults. Transportation to the zoo will be arranged for those interested; however, those participating in the optional zoo trip will be responsible for transportation back to the hotel. For more information about the world-famous San Diego Zoo, visit www.sandiegozoo.com. We are also planning a boat tour of the San Diego Harbor. The tour is \$15 per person. Other attractions in the San Diego area include Old Town, Mission Valley, the Mission San Diego de Alcala, and a trip to Coronado to see the Del Coronado Hotel. Visit San Diego's Web site, www.sandiego.org, for more information.

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

Credit Card Type (circle): MasterCard VISA AmEx

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 Surgery and the Surgical Specialties** (Please print clearly.)
September 22-24, 2010, at the Hilton San Diego Gaslamp Quarter in San Diego, California

Name _____ Title _____

Program Name _____ Please list any fellowships: _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

September 21, 2010, Please mark the sessions which you plan to attend

New Administrator/Coordinator Sessions: Accreditation Overview and the ACGME Competencies

New Administrator/Coordinator Sessions: Selected Common PIF Questions and Evaluation Requirements for Beginners

New Administrator/Coordinator Sessions: What to Do and When

September 22, 2010, Please select one session from each line below

11-12:30 p.m.	A	or	B	or	C	or	D
12:30-2	E	or	F	or	G	or	H
2-3	1	or	2a	or	3a	or	4
3:15-4:15	2b	or	5a	or	6	or	7a
4:15-5:15	I	or	J	or	K	or	L

September 23, 2010, Please select one session from each line below

10:45-11:45 a.m.	5b	or	8	or	M	or	N
12-1 p.m.	9a	or	10	or	O	or	P
1:15-2:15	3b	or	11	or	Q	or	R
2:15-3:15	12	or	13	or	S	or	T

September 24, 2010, Please select one session from each line below

9-10 a.m.	7b	or	14	or	15	or	16
10-11	17	or	18	or	19	or	20
11-12 p.m.	9b	or	21	or	22		
12-1	23	or	24	or	25		

Optional Social/Tourist Activities

Yes, I plan to take the trip to the San Diego Zoo.
_____ guests in addition to myself.

Yes, I plan to take the Harbor Tour.
_____ guests in addition to myself.

Payment Calculation Form

Workshop Registration Fee (\$475)	_____
Boat Tour of the San Diego Harbor (\$15/person)	_____
Total	_____

SAN DIEGO



The city's beautiful skyline and bay.

Photo courtesy of San Diego CVB



San Diego's entertainment district in the Gaslamp Quarter. Photo courtesy of San Diego CVB



Historic Star of India sets sail in the bay.

Photo courtesy of San Diego CVB

Optional Tourist and Social Activities

Tuesday, September 21 - Trip to San Diego Zoo

Participants and their guests will meet in the hotel lobby to board pre-arranged transportation to the San Diego Zoo. This world-famous 100-acre zoo contains more than 4,000 rare and endangered animals and over 700,000 exotic plants. Admission is \$37 for adults (12 years old and up) and \$27 (for children 3-11). Admission fees will be collected at the zoo gate. Those going to the zoo will be responsible for their return transportation to the hotel. For more information on the San Diego Zoo, please visit www.sandiegozoo.org.

Dutch-treat Dine-out Groups

Optional Dutch-treat dine-out groups will be held Tuesday and Wednesday evenings. Participants and their guests will meet in the hotel lobby at 6 p.m. and walk to one of San Diego's nearby fine dining establishments.

Thursday, September 23 - San Diego Harbor Cruise

Participants and their guests will depart the hotel at 3:30 p.m. to take a one-hour boat ride through San Diego Bay. The tour is open to workshop participants and their guests. Advance reservations and payment of \$15 required.

Activities on Your Own

The conference hotel is located in the heart of San Diego's Gaslamp Quarter. Other nearby attractions in the San Diego area include Old Town, Mission Valley, the Mission San Diego de Alcala and the Del Coronado Hotel in Coronado. Visit the city's Web site, www.sandiego.org, for more information on things to do.

Recommended: San Diego Aircraft Carrier Museum

Participants and their guests can walk a half mile to the museum aboard the USS Midway. This 61-year-old floating American military icon holds the longest service record, spanning from WWII to Desert Storm. When it was first commissioned in 1945, it was the largest ship in the world. Tickets are \$18. Pay at the museum. For more information, visit www.midway.org.