

15th 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

**October 3-5, 2011
Embassy Suites Resort-Lake Buena Vista
Orlando, Florida**

New Administrator/Coordinator Sessions
October 2 at 1 p.m.



**National Center for Evaluation
of Residency Programs**

Workshop Agenda Overview

Sunday, October 2, 2011

- 1:00-5:00 p.m. New Administrator/Coordinator Sessions
1:00-2:30 ACGME Accreditation Overview
2:45-3:45 Understanding the ACGME Competencies
4:00-5:00 ADS, the PIF and Answering Common PIF Questions Correctly for Beginners
6:00 p.m. Dutch-treat Dine-out Groups

Monday, October 3, 2011

- 7:30-8:00 a.m. Conference Registration & Check In
8:00-9:30 The Essence of the New 2011 Common Program Requirements: New Mandates & Documentation Issues
9:45-10:30 New PIF Questions, Site Visit Procedures, How to Prepare for Tracer Method Questions
10:45-12:00 Systems for Safety and Personal Responsibility: privileging, supervision, scheduling/duty hours monitoring
12:00-1:00 p.m. Lunch on Your Own
1:00-1:30 The 2011 and 2012 Resident and Faculty Surveys
1:30-2:30 Monitoring and Accountability: Systems, Performance and Adherence Issues, Root Cause Analysis
2:45-4:15 Common PIF Questions, Related Program Requirements and the Correct Answers
4:15-5:15 Subspecialties of General Surgery Requirements
6:00 p.m. Dutch-treat Dine-out Groups

Tuesday, October 4, 2011

- 8:00-8:30 a.m. Changing Policies, Procedures, Job Descriptions for Compliance with the 2011 Common Requirements
8:30-9:30 Supervision Levels, Privileging, Authority, Personal Responsibility, Accountability in Supportive Environments
9:45-10:15 ACGME Milestones and Resident Evaluations Under the 2011 Requirements
10:15-11:15 *Select a 1-hour workshop from the list below*
A Your Role in Nurturing a Culture of Professionalism that Promotes Patient Safety & Personal Responsibility
B Sharpen Your ERAS® Skills
11:30 - 12:45 p.m. *Select either "lunch on your own" or session 1a, C, D, or E*
1a Preparing for a Site Visit or Internal Review*
C General Surgery RC & Board Requirements
D Otolaryngology RC & Board Requirements
E Orthopaedic Surgery RC & Board Requirements
12:45 - 2:00 *Select either "lunch on your own" or session F, G, H, I*
F Thoracic Surgery RC & Board Requirements
G Ophthalmology RC & Board Requirements
H Urology RC & Board Requirements
I Neurological Surgery RC & Board Requirements
2:00 - 3:00 *Select a 1-hour workshop from the list below*
1b Preparing for a Site Visit or Internal Review
2 Measuring Your Program's Culture of Professionalism
3 Collecting and Using Aggregate Performance Data for Your Yearly Evaluation/Site Visit
4 The San Francisco Matching Service: Plastic Surgery
3:15 - 4:15 *Select a 1-hour workshop from the list below*
5 Fellowship Recruitment Principles and Practices
6 The Basics of Quality Improvement and Patient Safety
7 Using the Competencies to Select the Best Candidates
8 The San Francisco Matching Service: Ophthalmology
J Plastic Surgery RC & Board Requirements
4:15 - 5:15 *Select a 1-hour workshop from the list below*
9 The San Francisco Matching Service: Sports Medicine and Other Specialties
K Vascular Surgery RC & Board Requirements
L Pediatric Surgery RC & Board Requirements
M Surgical Critical Care RC & Board Requirements
N Hand Surgery RC & Board Requirements

Wednesday, October 5, 2011

- 7:30-8:00 a.m. Ask the Experts: Round Table Discussions
8:00-8:30 Going Paperless
8:30-9:30 Recruitment Secrets, Rules, Strategies, Myths, FAQs and Cross-Selling
9:30-10:15 Best Practices
10:15-10:45 Program Administrator Responsibility, Authority and Role in Monitoring Systems & the Site Visit
10:45-11:30 To Be Announced
11:30-12 p.m. Addressing ACGME Citations, Responding to Adverse Actions and RC Strategy Issues

Workshop Sessions Descriptions

Sunday, October 2, 2011

New Administrator/Coordinator Sessions

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

1-2:30 p.m. ACGME Accreditation Overview***
Donald A. Bosshart, Ed.D.

An introduction to the ACGME, RC, and institutional and board requirements. What is a Program Information Form (PIF), and how is it completed? What are internal reviews and site visits?

2:45-3:45 Overview of the ACGME Competencies
Donald A. Bosshart, Ed.D.

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.

4-5 ADS, the PIF and Answering Common PIF Questions Correctly for Beginners
Donald A. Bosshart, Ed.D.

Completing the Program Information Form is a major undertaking since it requires the program director to describe the programs status with respect to compliance with many program requirements. Learn what the ACGME wants in the answer and bring home materials that will guide your director in responding to most of the questions.

6 p.m. Optional Dutch-treat dine out

Monday, October 3, 2011

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

8-9:30 The Essence of the New 2011 Common Program Requirements: New Mandates & Documentation Issues
Donald A. Bosshart, Ed.D., Lorain E. Ogden, M.S.

The ACGME's mission is to "improve healthcare by assessing and advancing the quality of resident physicians' education through accreditation." It's now expanding its focus to include the characteristics of the environment in which residents work—delivering patient care and learning by example about health care and health care systems. The new program requirements mandate that all programs have a very strong "culture of professionalism that supports patient safety and individual responsibility" with the "goals of assuring safe and effective care to the individual patient." How effective are your program's systems for privileging your residents, monitoring faculty supervision and delegating the appropriate levels of authority and responsibility to each resident? Session will include an overview of the requirements and new systems that will be needed.

9:45-10:30 New PIF Questions, Site Visit Procedures, How to Prepare for Tracer Method Questions
Donald A. Bosshart, Ed.D., Lorain E. Ogden, M.S.

Common PIF questions remain the same, however, new questions are focused on Section VI of the 2011 Common Requirements. Resident consensus lists about program strengths and opportunities for improvement will be the starting point for some tracer method probes. The effectiveness of key program/institutional processes used to monitor adherence with requirements will be assessed. Are variance reports generated and provided to program leaders. What actions, if any, have been taken to improve performance of key residency systems? This monitoring could focus on the past, present or the future status of a program. System management principles needed for site visit preparation and sample tracer probes will be discussed.

10:45-12 p.m. Systems for Safety and Personal Responsibility: Privileging, Supervision, and Scheduling /Duty Hours Monitoring
Donald A. Bosshart, Ed.D., Joyce Kotlowitz

Session will provide an overview of three ACGME-mandated systems to ensure patient safety and personal responsibility:
Resident Privileging—Responsible faculty assess each resident's competencies prior to trusting a resident or granting conditional authority to act. An initial assessment at the start of the program, initial direct supervision by each faculty supervisor, and periodic competency assessment for procedures and the granting of conditional authority to act.

Resident Supervision—New required vocabulary to define four levels of resident supervision. Procedures used by the program director and faculty to assure the appropriate level of supervision for each resident, for each patient and in different settings. Continuity of faculty supervision is to be optimized to foster resident/faculty teaching and accurate delegation of increasing levels of authority and responsibility for patient care

Program Management—scheduling and duty hour monitoring
The scheduling of faculty and residents to permit a high level of continuity of patient care, supervision, and teamwork functions is required. Schedules must include back-up personnel and time for transitions in patient care, team meetings and handovers.

12-1 Lunch on Own

1-1:30 The 2011-2012 Resident and Faculty Surveys
Donald A. Bosshart, Ed.D.

Changes to the ACGME resident survey were made in 2011, and will be for the 2012 resident survey. A faculty survey is now being administered. What can programs do to prepare? What documentation should you collect to defend against inaccurate results due to question design and resulting citations? What must be done when the results are problematic?

1:30-2:30 Monitoring and Accountability: Systems, Performance and Adherence Issues
Jill Simonson

Session is a case study of how one program prepares monitoring reports and uses a dashboard for the program director and education committee for the duty hours monitoring system, privileging system, and supervision management issues. Adherence issues and how the program addressed them will also be discussed.

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

Workshop Sessions Descriptions

2:45-4:15 Common PIF Questions, Related Program Requirements and the Correct Answers
Donald A. Bosshart, Ed.D.

Correctly and honestly answering the PIF Questions is required for ACGME accreditation. Do you understand the requirements, the intent of the questions, as well as what your program must do to report and document compliance? How can your program's formal, systematic evaluation of your curriculum help? Session will review common PIF program requirements that have been or will be problematic. For administrators of core and fellowship programs. Take home detailed handout materials.

4:15-5:15 Subspecialties of General Surgery Requirements and Issues (Critical care, Hand, Pediatric, and Vascular)
Donald A. Bosshart, Ed.D.

The surgery specialties share a number of the same program requirements, goals and objectives and will face similar challenges meeting the 2011 common requirements. Session focuses on fellow research and scholarly activity, the documentation of fellow teaching, duty hours and fellow's resident supervisory functions.

Tuesday, October 4, 2011

8-8:30 a.m. Changing Policies, Procedures, Job Descriptions for Compliance with the 2011 Common Requirements
Donald A. Bosshart, Ed.D., Lois Shuman

Program-specific policies and procedures regarding resident graded levels of progressive responsibility for patient care and safety, resident supervision by faculty and upper-level residents, transitions in patient care, and issues of authority, personal and professional responsibility and accountability for safety and quality of patient care and education will be discussed. Site visitors need documentation to confirm how key functions are performed, documented, monitored, reported and managed in accordance with the 2011 Common Requirements and specialty-specific mandates. How are system failures prevented and are program leaders exercising mandated oversight responsibility?

8:30-9:30 Supervision Levels, Privileging, Authority, Personal Responsibility and Accountability in Supportive Environments
Jill Simonson, Jeri Wright, M.H.R.

Getting clear about the new ACGME-mandated vocabulary about supervision, resident conditional authority to act, personal responsibility and accountability. What is a supportive environment and how can it foster personal responsibility and accountability?

9:45-10:15 ACGME Milestones and Resident Evaluations Under the 2011 Requirements
Donald A. Bosshart, Ed.D.

How will "Milestones" impact the process of assessing and the program's privileging residents? How does the program currently delegate conditional authority and responsibility to residents for patient care and the supervision of lower-level residents? What tools and criteria are used in the privileging process and the four levels of supervision? Requirements now mandate that criteria and methods are included in the program's curriculum document.



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10:15-11:15 p.m. Concurrent Sessions
Please select one session.

A Your Role in Nurturing a Culture of Professionalism that Promotes Patient Safety & Personal Responsibility
Donald A. Bosshart, Ed.D., Lorain E. Ogden, M.S.

The 2011 Common Requirements define the required elements, lines of supervisory authority and responsibility, and elements of the patient care system necessary to nurture a culture of safety and patient care quality. How do you know when you have it? What is your organization's culture? Once established, how are its values supported by the organizational structures and functional relationships? What behaviors and values are supported and maintained by your organization's culture, and what can and should be changed (target areas for improvement)?

B Sharpen Your ERAS® Skills
Lois Shuman

Session builds upon a working knowledge of the fundamentals of ERAS® operations. Provides encouragement and insight to overcome obstacles to mastering helpful, but less frequently used, program 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.

11:30-12:45 p.m. Concurrent Sessions
Please select one session or take lunch.

1a Preparing for a Site Visit or Internal Review
Lois Shuman

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, developing a realistic timeline, using checklists, and understanding how to manage procrastination by yourself, your program director and faculty are essential. Have a system, make reports, and avoid a crisis. (Also offered at 2-3 p.m.)

C-E Specialty-specific RC & Board Requirement Sessions
Sessions 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.

C General Surgery RC & Board Requirements
Jeri Wright, M.H.R., Paige NesSmith, M.S.

D Otolaryngology RC & Board Requirements
Lois Shuman, Betty Warner

E Orthopaedic Surgery RC & Board Requirements
Donald A. Bosshart, Ed.D.

12:45-2 Concurrent Sessions
Please select one session or take lunch.

F-I Specialty-specific RC & Board Requirement Sessions
Sessions 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.

F Thoracic Surgery RC & Board Requirements
Donald A. Bosshart, Ed.D.

G Ophthalmology RC & Board Requirements
Wendy Schnitzer, Cathy Taylor

H Urology RC & Board Requirements
Lois Shuman

I Neurological Surgery RC & Board Requirements
Jeri Wright, M.H.R.

Workshop Sessions Descriptions

2-3 Concurrent Sessions

Please select one session listed below.

1b Preparing for a Site Visit or Internal Review* *Lois Shuman*

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, developing a realistic timeline, using checklists, and understanding how to manage procrastination by yourself, your program director and faculty are essential. Have a system, make reports, and avoid a crisis.

2 Measuring Your Program's Culture of Professionalism that Supports Patient Safety and Personal Responsibility *Donald A. Bosshart, Ed.D.*

What are the key elements of a culture of safety? How are these integrated into a sense of professionalism? Several standardized measurement tools are available to assess the culture of safety in a department/program. Session will provide questions that assess important elements professionalism and a culture of safety.

3 Collecting and Using Aggregate Performance Data for Your Yearly Evaluation/Site Visits *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 the 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 rotation, didactic conferences or other training events. This data is often readily available, and session participants will brainstorm with colleagues about additional opportunities for collecting, measuring and using aggregate data.

4 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.

3:15-4:15 Concurrent Sessions

Please select one session listed below.

5 Fellowship Recruitment Principles and Practices *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® or paper applications requires organization and planning. Planning and executing the interview day requires a different emphasis and focus.

6 The Basics of Quality Improvement and Patient Safety *Jeri Wright, M.H.R.*

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.

7 Using the Competencies to Select the Best Candidates *Donald A. Bosshart, Ed.D.*

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.

8 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.

J Plastic Surgery RC & Board Requirements *Donald A. Bosshart, Ed.D.*

Sessions 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.

4:15-5:15 Concurrent Sessions

Please select one session listed below.

9 The San Francisco Matching Service: Sports Medicine and Other Specialties *Dennis Thomatos*

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

K-N Specialty-specific RC & Board Requirement Sessions
Sessions 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.

K Vascular Surgery RC & Board Requirements *Lois Shuman*

L Pediatric Surgery RC & Board Requirements *Donald A. Bosshart, Ed.D.*

M Surgical Critical Care RC & Board Requirements *Paige NesSmith, M.S.*

N Hand Surgery RC & Board Requirements *Jeri Wright, M.H.R.*



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Workshop Sessions Descriptions

Wednesday, October 5, 2011

7:30-8 a.m. **Ask the Experts Round Table Discussions**
Conference Faculty

Small-group sessions to discuss program management issues of general concern.

8-8:30 **Going Paperless**
Lois Shuman

The ACGME continues to encourage electronic communication and files. Checklists, rating forms and evaluations can be completed electronically with data aggregated, reported to residents and program administrators and electronically "filed." Many programs have a resident file or portfolio on their sponsor's intranet, encouraging resident access, and significantly reducing the size and need for a resident's paper file. What are the advantages to moving to a paperless resident file system, and what pitfalls need to be avoided? What does the ACGME require to be saved on paper?

8:30-9:30 **Recruitment Secrets, Rules, Strategies, Myths, FAQs, and Cross-selling**
Donald A. Bosshart, Ed.D.

Without effective recruitment activities, selection can become impossible. Your recruitment strategy, plan, and budget need to be congruent with your programs goals, location and setting. Helpful tips and a time for questions.

9:30-10:15 **Best Practices**

10:15-10:45 **Program Administrator Responsibility Authority and Role in Monitoring Systems and the Site Visit**

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

The ACGME is forcing programs and faculty to define "The privilege of progressive authority and responsibility, conditional independence..." to act for their residents. A resident "...must know the limits of his/her scope of authority and the circumstances under which he/she is permitted to act with conditional independence" (PR VI. D. 4., VI. D. 5. a.). How can program coordinators get clarity concerning the issues of conditional independence and for their authority to act? How can this improve program management? In what areas, if any, do you have authority and responsibility to report to the Chair of the Department and/or GME office?

10:45-11:30 **To Be Announced**

11:30-12 p.m. **Addressing ACGME Citations, Responding to Adverse Actions and RC Strategy Issues**

Donald A. Bosshart, Ed.D.

What do you do when you receive a citation that is unjustified? If the citation is justified, how do you know when your program is in compliance? How much documentation will you need to supply? What do we do when we receive notification of a "Proposed Adverse Action?"

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 150 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 the State of Ohio.

Lois Shuman, C-TAGME

Educational Coordinator, Department of Radiology, Indiana University School of Medicine, Indianapolis, IN

Ms. Shuman has given presentations, speaking to physicians and coordinators in all specialties, at national meetings since 1994. She has worked with residents, fellows, medical students, and applicants for over 20 years. Ms. Shuman served as senior executive secretary to the chairman of the radiology department from 1982 to 1989, when she was appointed educational coordinator of one of the largest radiology programs in the United States. She is a founding member of the Association of Program Coordinators in Radiology and served as its past president for 2006-07. In 1993, she was a copy editor, typist and co-illustrator for the book, *The Country Preacher*, by H. Shuman. She is co-author of a publication in *Academic Radiology* regarding online evaluation of residents.

Joyce E. Kotlowitz

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

Ms. Kotlowitz has worked for 38 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.

Lyndsey Paige NesSmith, M.S.

Coordinator, General Surgery & Surgical Critical Care Programs Louisiana State University Health Sciences Center New Orleans, LA

Ms. NesSmith received her B.A. in psychology from Loyola University of New Orleans in 2008, and her master's in applied psychology in 2010 from the University of Louisiana in Lafayette, where she also was a teaching assistant in the psychology department.

Conference Faculty

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.

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,

Sinai Hospital of Baltimore, 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, C-TAGME

Medical Education Coordinator II, Surgery Residency Program,

Medical College of Wisconsin, Milwaukee, WI

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

Cathy Taylor

Senior Residency Program Coordinator, The Wilmer Eye Institute

Ophthalmology Residency Program, Baltimore, MD

Ms. Taylor started her career as a manager for the Baltimore, Gas and Electric Company in 1999. In 2005, she joined MedBank as a supervisor in this non-profit service that facilitates the distribution of medications from pharmaceutical companies to indigent patients. She joined the Wilmer Eye Institute in 2005 in her current position.

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, returning 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 past chair and current board member of the Otolaryngology Specialty Review Board (TAGME).

Jeri Wright, M.H.R., C-TAGME

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.



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HOTEL AND REGISTRATION INFORMATION

Accommodations:

Reservations should be made directly with the Embassy Suites Resort-Lake Buena Vista located at 8100 Lake Street, Orlando, Florida 32836. Reservations should be made directly with the hotel. For reservations, please call 407-239-1144. Tell them you are with the "NCERP Residency Administrators/Coordinators Workshop."

Make your hotel reservations by September 8 to secure the discounted rate of \$125 per night for a single or double occupancy suite. Triple or quadruple occupancy rate are \$140 and \$155, respectively. The hotel is conveniently located near a number of world-famous tourist attractions. The conference hotel is only a mile from Walt Disney World, approximately four miles from Sea-World Adventure Park, five miles from Universal Studios, 17 miles from the Orlando International Airport, and surrounded by numerous shops, restaurants and entertainment venues. This full-service, all-suite hotel offers a number of amenities, including a heated indoor/outdoor swimming pool, business center, fitness center, complimentary breakfast buffet and evening cocktail reception, complimentary transportation to Walt Disney World Theme Parks and free wireless Internet access in lobby kiosks. Guest suites feature separate private bedrooms, and are equipped with ironing boards, hair dryers, two phones, two cable televisions with videogame consoles, and a kitchenette that includes a microwave, refrigerator, and coffeemaker. For more information on the hotel, please visit: <http://www.embassysuiteslbv.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 **September 8, 2011**. 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.

Air Travel Discounts and Social Activities:

Orlando offers a wide variety of recreational and tourist activities so we encourage you to arrive early and/or stay-over after the meeting. The discounted room rate extends two days before and after the workshop. We are planning optional Dutch-treat dine out groups for Sunday and Monday evenings for workshop participants and their guests. For more information on Orlando, please visit: <http://www.orlandoinfo.com>.



**National Center for Evaluation
of Residency Programs**
315 Elmwood Drive
Kent, Ohio 44240
Phone: 330-678-2011
Fax: 330-678-9199
www.ncerp.com

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

October 3-5, 2011, at the Embassy Suites Resort-Lake Buena Vista, in Orlando, Florida

Name _____ Title _____

Program Name _____ Please list any fellowships: _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

October 2, 2011 - Please select one session from each line below

____ New Administrator/Coordinator Session: ACGME Accreditation Overview

____ New Administrator/Coordinator Session: Understanding the ACGME Competencies

____ New Administrator/Coordinator Session: ADS, the PIF and Answering Common PIF Questions Correctly for Beginners

Tuesday, October 4, 2011 - Please select one session from each time period listed below

10:15-11:15 a.m.	A	or	B						
11:30-12:45	1a	or	C	or	D	or	E		
12:45-2	F	or	G	or	H	or	I		
2-3	1b	or	2	or	3	or	4		
3:15-4:15	5	or	6	or	7	or	8	or	J
4:15-5:15	9	or	K	or	L	or	M	or	N

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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E-mail: dbosshart@ncerp.com
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, such as program systems monitoring and reporting.
- ✓ 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 and use of ERAS®.

Workshop focused on developing educational
excellence in Surgery and the Surgical Specialists.

Route to residency or fellowship program:
Coordinator
Administrator
Manager
Secretary
Recruitment Coordinator

National Center for Evaluation
of Residency Programs
315 Elmwood Drive
Kent, Ohio 44240



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