



48TH ANNUAL MEETING FEBRUARY 28 - MARCH 2, 2019 PROGRAM ADMINISTRATORS' SESSION

| 27 – Wednesday | Event | Leader/Presenter | Title | Room |
|----------------|---|--|--|---------------------------------------|
| 4:00 – 5:00 pm | Program Administrators Committee Chairs Meeting | Kim Kirchner, C-TAGME Chair, Program Administrators' Caucus Director, Operations Psychiatry Residency Training Western Psychiatric Hospital of UPMC | | |
| 5:00 – 6:00 pm | AADPRT Program Administrators Meet & Greet | AADPRT PA Meet & Greet | | Indigo Terrace Foyer & Indigo Terrace |
| 7:00 – 9:30 pm | Optional | Optional Social Activity | Old Town Trolley Hilton San Diego Bayfront 1 Park Blvd San Diego CA 92101 | Old Towne Trolley |
| 28 – Thursday | Event | Leader/Presenter | Title | Room |
| 8:00 – 8:10 am | Program Administrators Symposium | Georgina Rink C-TAGME Zoellen Murphy, BA, C-TAGME Juliet Arthur, C-TAGME Amber Pearson, C-TAGME | Welcome and Program Overview | Indigo Ballroom C&D |
| 8:10 – 8:30 am | ACGME | Robert Boland, M.D. Chair, Psychiatry RRC, ACGME | ACMGE Updates | Indigo Ballroom C&D |
| 8:30 – 8:35 am | AADPRT Intro/Welcome | Donna Sudak, MD, President President Elect:2019 Program Chair Mike Travis, M.D. Program Chair Sara Stramel Brewer, MA, Executive Director | | Indigo Ballroom C&D |

| 28 – Thursday | Event | Leader/Presenter | Title | Room |
|------------------|-----------------|--|--|---------------------|
| 8:35 – 9:35 am | Keynote Speaker | Austin Butterfield, MD Lead Psychiatrist, Psychiatric Emergency Service, Pediatric Mental Health Institute, Children's Hospital Colorado Associate Director of Medical Student Education, Department of Psychiatry, University of Colorado Faculty Advisor, Bierstadt College, Advisory College Program Faculty Advisor, Gold Human Honor Society, Resident Chapter | The Non-Physician's Guide to Medical Students and Residents: Strategies for Understanding Medical Trainees | Indigo Ballroom C&D |
| 9:35 – 9:50 am | Break | | | |
| 9:50 – 10:10 am | ABPN Updates | Patti Vondrak , Director of Operations Jessica Huber , Senior Credentialing Administrator ABPN | | Indigo Ballroom C&D |
| 10:10 – 10:16 am | Two-Minute Tips | Rebecca M. Segal Residency Program Coordinator – Triple Board (Peds/Psych/Child & Adol Psych) Fellowship Coordinator - Child and Adolescent Psychiatry Fellowship Coordinator – Transgender Psychiatry Department of Psychiatry Icahn School of Medicine at Mount Sinai | Not Just He or She – Let's Talk About Inclusivity! | Indigo Ballroom C&D |

Educational Objectives:

1. To understand the meanings of gender identity and expression
2. To be aware of ways we unintentionally marginalize people
3. To learn how to promote inclusivity

Abstract:

I am the Administrator for the first Transgender Psychiatry Fellowship in the country. We teach physicians how to communicate and work with the trans and gender non-conforming communities in ways that make these patients feel comfortable, accepted, and safe. Everyone has a right to feel comfortable, accepted, and safe. I would like to do a quick talk at our next conference on gender expression, identity, and how we as coordinators need to be aware of the ways in which we accidentally, or otherwise, marginalize each other, and others we work with. We are not teachers, per se, but we impart information and influence people's lives. We owe it to ourselves and all with whom we interact, to be aware of our differences, and to provide an inclusive environment. I will talk about how our medical school asks for preferred pronouns, how it is easy to say things like "Welcome Everyone," instead of "Welcome Ladies and Gentlemen," how not to make assumptions based on appearance,

| 28 – Thursday | Event | Leader/Presenter | Title | Room |
|------------------|-----------------|--|---|------------------------|
| 10:16 – 10:22 am | Two-Minute Tips | Nicolle Castañeda Psychiatry Residency Program Coordinator Graduate Medical Education Department of Psychiatry and Behavioral Sciences University of Miami Health System Miller School of Medicine | How to Maximize Your Residents/Fellows responses to didactics/scholarly activity/wellness status | Indigo Ballroom C&D |

Educational Objectives:

1. Identify ways to decrease response time for housestaff that work around the clock
2. Organize the way your program gathers data needed for annual updates
3. Implement creative bi-annual reviews while simultaneously understanding the resident's state of well-being.

Abstract:

As coordinator of a program with 53 residents and 13 fellows spread out over 6 programs it was challenging to gather all the data we needed to stay on top of our GME requirements and annual updates. The annual ADS updates requires we state every trainee's scholarly activity. We had a system where we would send a mass email and only a few responses would trickle in when we needed a response from every resident/fellow. I thought this process could improve and I created a spreadsheet that asked all the topics we needed to be aware of for the entire academic year and incorporated it, into the annual summative review of the resident/fellow. I named it their scholarly activity portfolio and in addition to having all the topics asked for by the ACGME for scholarly activity I edited to include what the QI project for the year was for the resident. Our bi annual review sheets also includes a question about wellness and how the resident finds time for it. In addition, didactics feedback is incredibly monumental to our educational curriculum and the way we structure it. We used to collect feedback via paper sheets in the classrooms but the residents barely completed them. Now living in a technologically obsessed society, we have moved to complete them via New Innovations. They are prompted to complete these evaluations as soon as the class ends and our response time has increased monumentally giving us better insight as to what the residents are thinking and the feedback to the faculty about their teaching has been tremendously helpful.

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| 10:22 – 10:28 am | Two-Minute Tips | Traci Wooden, UCF COM/HCA GME Consortium (Gainesville) | I'm a new coordinator - How do I prepare for a site visit? | Indigo Ballroom C&D |
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Educational Objectives:

1. Provide quick and easy tips on best practices during site visit preparation
2. Provide new coordinators with information on how site visits are conducted
3. Provide tips on how to prepare new residents and new faculty for site visit

Abstract:

This 2 minute tip presentation would provide the audience with a quick overview on how to prepare a new residency for a full ACGME site visit. This would include organizational tips for the site visit, preparing the new residents and faculty for their meetings with the site visitor along with an overview of the documents that the site visitors may request to see. The primary purpose of this presentation is to assist new program coordinators on how to prepare for an ACGME site visit, as well as provide new ideas to seasoned coordinators.

| 28 – Thursday | Event | Leader/Presenter | Title | Room |
|---|-----------------------|---|---|------------------------|
| 10:28 – 10:34 am | Two-Minute Tips | Athena Wong, University of Washington Medical Center Charisa Lantin, Seattle Children's Hospital | Collaborate through Interactivity | Indigo Ballroom C&D |
| <u>Educational Objectives:</u> 1. Bring in excitement to our profession and day-to-day work. 2. Enhance connection between trainees, staff, and faculty 3. Motivate residents to help us help them with administrative responsibilities <u>Abstract:</u> Program Administrators are often so busy and focused to get our work done, meet multiple deadlines, and provide support to everyone that we forget to have fun at work. Having a positive and creative atmosphere can help us get our work done collaboratively and efficiently. It can also bring awareness to our residents and faculty on how much program administrators contribute to their work life and goals. Some of the activities we have had were jeopardy, documandate, fantasy football, get-togethers, just to name a few. | | | | |
| 10:34 – 10:40 am | Two Minutes Tips | Sharon Ezzo Cleveland Clinic | Using Thalamus | Indigo Ballroom C&D |
| <u>Educational Objectives:</u> 1. Be able to describe what Thalamus is 2. To identify the strengths and weakness of using Thalamus 3. To help identify if this could be helpful for your program <u>Abstract:</u> This 2 minute tip would include a review of what Thalamus can offer, the pros and cons to using the system, and my personal experience using Thalamus this year for recruitment. | | | | |
| 10:40 – 11:45 am | Questions and Answers | Linzi Conners Sr. Program Coordinator Child & Adolescent Psychiatry Triple Board and Child Psychiatry Tulane University School of Medicine <hr/> Alexandra Perez Dr. Deborah Cabaniss Associate Program Director New York Presbyterian Hospital- Columbia Center/New York State <u>Psychiatric Institute Program</u> Phillis Scott, Jane Gagliardi, MD, MHS, Duke University Hospital Psychiatry Residency Training Program, Duke <u>University School of Medicine</u> Roopali Bhargava, Lee Robinson, MD | You Have Problems, We've Got Answers: A Panel Discussion With Answers to Questions and Problems in Your Residency Training Programs | Indigo Ballroom C&D |

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| | | Cambridge Health Alliance Child and Adolescent Psychiatry Fellowship | | |
| <p><u>Educational Objectives:</u></p> <ul style="list-style-type: none"> • Equip coordinators with solutions to the tough problems that they face in residency training. • Have seasoned training directors and coordinators share their history and knowledge about residency training with attendees. <p><u>Abstract:</u></p> <p>Everyday coordinators face hard problems or questions that we just don't know what to do with. We deal with problem residents, communication issues, technology frustrations, etc. This panel will offer attendees a chance to present problem scenarios before our meeting, and have our panelists, in real time at the conference, discuss their proposed solutions or what they would do in the situation.</p> | | | | |

| 28 – Thursday | Event | Leader/Presenter | Title | Room |
|--|---|--|---|---------------------|
| 11:45 – 12:45 pm | Program Administrators Working Lunch/Caucus Update on Caucus Activities | Kim Kirchner, C-TAGME Chair, Program Administrators' Caucus Director, Operations Psychiatry Residency Training Western Psychiatric Hospital of UPMC | | Indigo Ballroom C&D |
| | Lucille Fusaro Meinsler Program Administrator Recognition Award | Nancy Lenz, BBA, C-TAGME, Program Coordinator, Western Michigan University | | |
| 28 – Thursday | Event | Leader/Presenter | Title | Room |
| 2:50 – 5:00 pm | New Program Administrators University | Jennifer Janacek, M.Ed. Hennepin-Regions Psychiatry Training Program; Regions Hospital Kimberly S. Slavsky, M.S. Education Manager Department of Psychiatry University of Colorado School of Medicine | New Programs Administrators University | Indigo Ballroom C |
| <u>Abstract</u> The New Program Administrator University is presenting a workshop in three parts. The first part will focus on the different tasks that are done each year (recruitment, onboarding etc.) to give the new(er) administrator a solid understanding of how the role of administrator functions. The presenters will give tips and tricks of how to navigate difficult situations and ways to make the role work easier. The second part will focus on professional development, advocacy and relationship building. This will assist in giving the new administrator tools in how to advocate for themselves in the role and build up their experienced team for assistance. The third part will have an interactive activity for all participants to join in, testing knowledge of the process but making it fun as well. | | | | |
| 2:50 – 4:30 pm | Lifers Program Administrators University | Sandra J. Rackley, M.D., MAEdHD Consultant, Child and Adolescent Psychiatry Director of Trainee Well-Being Mayo Clinic School of Graduate Medical Education | Building Cathedrals and The Spirit of the Law | Indigo Ballroom D |
| <u>Abstract:</u> Program leadership can often feel like an endless sea of meaningless paperwork. No one wants to jump through hoops - but we all want to have programs that recruit the most capable candidates, engage them in the best educational experiences we can offer, and create future psychiatrists who practice high-quality patient care, research, teaching, and leadership. Seasoned program coordinators serve as a “North Star” for their programs, offering experience and perspective on not just the “hows” but the “whys.” In this session, we’ll talk about the “higher purpose” of tasks like the ADS updates, annual program reviews, and milestones assessment. We’ll make meaning together of the day-to-day chores, and highlight the crucial role of the program coordinator in offering context and vision as we engage in program administration. | | | | |

| 1 – Friday | Event | Leader/Presenter | Title | Room |
|---|-------------------------|--|---|------------------------|
| 7:30 – 8:00 am | Breakfast and Symposium | | | |
| 7:45 – 7:50 am | Overview of the Day | Georgina Rink C-TAGME Zoellen Murphy, BA, C-TAGME Juliet Arthur, C-TAGME Amber Pearson, C-TAGME | | Indigo Ballroom C&D |
| 7:50 – 8:00 am | PRITE | Kathryn Delk , Assistant Executive Director Craig Samuels , Executive Director The American College of Psychiatrists | | Indigo Ballroom C&D |
| 1 – Friday | Event | Leader/Presenter | Title | Room |
| 10:00 – 10:50 am | PA WORKSHOP 1A | Sharon Ezzo Cleveland Clinic | Communication and Conflict: Strategies for Program Administrators | Indigo Ballroom D |
| <u>Educational Objectives:</u> 1. Review core communication skills 2. Employ strategies that support team conflict resolution 3. Practice techniques via application exercises <u>Abstract:</u> Getting the job done through others typically has its challenges - not usually in the work to be done, but in how it is communicated and interpreted. Conflict between and among our teams can escalate under stress and especially when there are misunderstandings. This interactive course will provide tools to better handle communication and conflict situations. | | | | |
| 10:00 – 10:50 am | PA WORKSHOP 1B | Brooke Luke , Psychotherapy Program Coordinator McMaster University Department of Psychiatry & Behavioural Neurosciences | Program Snapshot- Simplify your evaluation tracking! | Indigo Ballroom C |
| <u>Educational Objectives:</u> 1. Introduce and discuss the one page resident progress report, which captures evaluative intricacies of a comprehensive psychotherapy curriculum. 2. Identify areas of opportunity for implementation within different programs. 3. Discuss relevance and applicability of this form to other areas/programs. 4. Provide a take home template to help administrators create their own program overview report. <u>Abstract:</u> The McMaster University Postgraduate Psychiatry Residency Psychotherapy Program consists of online, seminar and supervision components for seven evidence-based psychotherapies. With 30 residents in the program, and 61 evaluative components to track for each resident, the need for a one page progress report was long overdue. The resident progress summary report was created in 2015. On this one page report, we can view the residents' entire progress in the psychotherapy program at a glance. Divided by psychotherapy modality, we see the supervisor, final score, early and late mid-phase evaluations, early and late scores for the resident working alliance completed by the patient, and a summary of the online components as completed on the Psychotherapy Training e-Resources (PTeR) program. This tracking tool has been highly beneficial to the Program Directors, ensuring our residents are on track, and assisting in early identification of residents who are behind. We would love to share this resource with other program administrators, so that they too have the ability to review their residents' progress at a quick glance! | | | | |

| 1 – Friday | Event | Leader/Presenter | Title | Room |
|------------------|----------------|--|---|-------------------|
| 11:00 – 11:50 am | PA WORKSHOP 2A | Eleanor M. Fitzpatrick, MA Director, House of Medicine Initiatives/ECFMG Juliet Arthur, MHA, C-TAGME Program Administrator SUNY Downstate Medical Center Romain R. Branch, MBBS Program Director Nassau University Medical Center | IMGs in Training: The Responsibilities, Challenges and Strategies for the Program Administrator | Indigo Ballroom C |

Educational Objectives:

1. To discuss the overall program responsibilities and commitment to IMG trainees
2. To ensure understanding of the up-to-date credential and immigration requirements for IMGs
3. To share strategies and resources that will ensure compliance and successful integration and training of IMGs in psychiatry residencies and fellowships

Abstract:
 Program administrators play an important role in managing the unique requirements and the cultural nuances that come into play when recruiting and training International Medical Graduates (IMGs). It is critically important for program administrators to understand and remain up-to-date on the institutional and program responsibilities associated with IMG trainees. This session will combine a review of the current IMG credential and immigration requirements with a focused discussion on the internal policies and best practices that will help to ensure effective coordination and positive outcomes for psychiatry programs and all of their residents.

During the session, two experienced administrators will guide participants through the program cycle and related responsibilities for IMG recruitment, on-boarding, evaluations/milestones, reporting, wellbeing etc. The presenters will highlight the challenges, resources and recommended strategies from the community and university hospital perspectives, touching on the progression from residency through fellowship. ECFMG staff will be present to provide clarification and updates on ECFMG certification, ERAS and visa requirements. The session will include a breakout period where participants will discuss the common misunderstandings/ information gaps related to IMG trainees as reported by program administrators.

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| 11:00 – 11:50 am | PA WORKSHOP 2B | Michael Boland, Program Administrator, University of Minnesota Psychiatry Residency Program | Joy of Coordinating | Indigo Ballroom D |
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Educational Objectives:

1. Learn methods to improve your wellbeing as a coordinator. Why is it important to maintain your wellness? What can you do to recognize when your wellness is faltering and what can you do to improve your wellness?
2. Standard Operating Procedures (SOP's) are an important tool in assisting a coordinator with the many details that are involved in the day-to-day work. Why should you spend time creating SOP's and what should go in them?
3. You can increase your wellness by finding ways to expand your involvement in the GME community, whether it be through local or national opportunities. Whether a new or seasoned coordinator, you have much to offer others in similar roles. What are some ways of doing this?

Abstract:
 Being a residency or fellowship coordinator is a rewarding role to have. The position can be stressful and often the wellness of the coordinator is not the main concern of those in leadership roles. It is important to find ways to improve your wellness and maintain your enjoyment of the work that you do. Finding new and improved ways of completing tasks through standard operating procedures can help you in maintaining your wellness and improving your efficiency. Although the GME community is a large one, there are many ways to become more involved locally and nationally. Doing this will add to your being well and maintaining that feeling that what you do everyday matters.

| 1 – Friday | Event | Leader/Presenter | Title | Room |
|--|----------------|--|--|-------------------|
| 1:15 – 2:00 pm | PA WORKSHOP 3A | Laura C. Covert Residency & Fellowship Program Administrator Dept. of Psychiatry & Neurobehavioral Sciences University of Virginia | Constructing Surveys for the Program Improvement Cycle | Indigo Ballroom D |
| <p><u>Educational Objectives:</u></p> <ol style="list-style-type: none"> Attendees will be able to plan a simple survey Attendees will be able to construct a survey Attendees will be able use surveys as a part of the program improvement cycle <p><u>Abstract:</u></p> <p>The program will be overview of how to construct simple surveys for both collecting information and suggestions as well as assessing effectiveness of program changes. The first 15 minutes will be strategies for writing questions and surveys and the second part will address how surveys can be used as a part of the program improvement cycle. Audiences will engage with ideas and their own experiences and the process will conclude with tips on keeping records. Survey Monkey will be the instrument of demonstration.</p> | | | | |
| 1:15 – 2:00 pm | PA WORKSHOP 3B | Jennifer Koser, ASc., C-TAGME Senior Graduate Medical Education Coordinator Penn State Health Department of Psychiatry | Twelve Steps Back; Reverse Planning for a Successful Recruitment Season | Indigo Ballroom C |
| <p><u>Educational Objectives:</u></p> <ol style="list-style-type: none"> Participants will be guided in development of a reverse timeline for a successful recruitment season Participants will gain insight on setting short term goals for long term gain Participants will learn tips for potential resources available to them in their recruitment planning, through the sharing of strategies used by the presenter's institution. <p><u>Abstract:</u></p> <p>Preparation for a successful recruitment season should begin the day after the previous match. Recruitment seasons vary across program types, but often discussion of the season centers around hard calendar months rather than preparation months. In this session we will review strategies, steps and timeline development to prepare for a successful and smooth recruitment no matter the season.</p> | | | | |

| 1 – Friday | Event | Leader/Presenter | Title | Room |
|---|----------------|---|--|-------------------|
| 2:00 – 2:45 pm | PA WORKSHOP 4A | <p>Cynthia Medina, BA, C-TAGME Psychiatry Residency/Child & Adolescent Psychiatry Fellowship Program Coordinator, Citrus Health Network.</p> <p>Carlos Salgado, MD Child & Adolescent Psychiatry Fellowship Program Director, Citrus Health Network Chief of Educational Programs, FIU HWCOR</p> <p>Elizabeth Bezos, BA, BS Administrator/Institutional Coordinator, Citrus Health Network</p> <p>Xenia Aponte, MD Psychiatry Program Director, Citrus Health Network</p> | Creating a Culture of Wellness in the Clinical Learning Environment | Indigo Ballroom D |
| <p><u>Educational Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss the importance of Wellness in the Clinical Learning Environment 2. Compare Wellness Initiatives amongst educational institutions 3. Share experiences and lessons learned 4. Provide tools for program administrators to implement wellness 5. Increase collaborative efforts in wellness <p><u>Abstract:</u> During this presentation we will explain the importance of wellness in the Clinical Learning Environment. We will review accreditation standards and the parallels across disciplines in providing safe and quality care in a graduate medical education environment. We will discuss research collected on wellness programs amongst various institutions in addition to sharing successes and lessons learned from our own institutional and resident-led efforts. We will provide tools for administrators to implement wellness initiatives as well improve and maintain their personal wellbeing. Our ultimate goal is to increase collaborative efforts in promoting wellbeing and sustaining a culture of wellness.</p> | | | | |
| 2:00 – 2:45 pm | PA WORKSHOP 4B | <p>Nancy Lenz, BBA, C-TAGME, Program Coordinator, Western Michigan University Homer Stryker M.D. School of Medicine</p> <p>Karyn Kitchen, BS, C-TAGME, GME Program Administrator, Child & Adolescent Psychiatry Fellowship, University of Michigan</p> <p>Angelia Berkley, BS, C-TAGME, Program Administrator, Child & Adolescent Psychiatry Fellowship, Geriatric Psychiatry Fellowship, University of South Carolina</p> | Avoiding the Potholes and Pitfalls: Fast tracking from Adult Residency to Child Fellowship | Indigo Ballroom C |

Educational Objectives:

1. Participants will gain a greater knowledge of the ACGME training requirements for adult and fellowship programs.
2. Participants will discover new ways to enhance the transition from adult psychiatry to fellowship.
3. Participants will learn the necessary training and documentation requirements for residents entering fellowship through the ABPN PreCert system.

Abstract:

Over the years we have recognized the confusion between requirements necessary for an adult residency program versus a fellowship program. Each program tends to differ in what they require as part of the application right through to the required training. We have observed many questions on ListServe and have also found ourselves calling one another for assistance and clarification. In response to this observation, we put together a series of questions and sought clarification from the ACGME and ABPN gaining factual information on exactly what an adult program is required to provide to a fellowship program; what training needs to be completed prior to transfer to a fellowship program or what could be completed during fellowship; what information is needed for a fellowship application, etc. This interactive presentation will hopefully remove the myths, avoid the potholes and pitfalls, providing a smooth transition to fellowship.

| 2 – Saturday | Event | Leader/Presenter | Title | Room |
|--|---|---|---|------------------------|
| 7:30 – 7:50 | Morning Overview Breakfast and Symposium | Georgina Rink C-TAGME Zoellen Murphy, BA, C-TAGME Juliet Arthur, C-TAGME Amber Pearson, C-TAGME | | Indigo Ballroom C&D |
| 7:50 – 8:50 am | Wellbeing | Britany Griffin, University of Florida Kimberly Slavsky, University of Colorado Cynthia Medina, Citrus Health Network | Burnout, It Happens but It Doesn't Have to | Indigo Ballroom C&D |
| <u>Abstract:</u> This workshop will focus on strategies for program administrators to recognize the symptoms of "burnout" in themselves and their coworkers. We will explore information gathered from research as well from group discussions on how to mitigate symptoms before it becomes an issue and what to do if it occurs. There will be breakout sessions for small group interactions to include self-assessments and practice of techniques to counteract burnout and fatigue. | | | | |
| 8:50 – 9:00 am | Wrap-up | Georgina Rink C-TAGME Zoellen Murphy, BA, C-TAGME Juliet Arthur, C-TAGME Amber Pearson, C-TAGME | | Indigo Ballroom C&D |