



2021 Residency Directors Forum

Monday, May 17, 2021

8 AM – 12:45 PM PST

All times listed in Pacific Time Zone

VIRTUAL – ZOOM WEBINAR

Moderator: Roya Mirmiran, DPM, FACFAS

Overview:

We're going virtual this year! The 2021 Residency Directors Forum will review and discuss the current and future state of podiatric residency programs. The unexpected 2020 pandemic led to many changes in the overall education of our trainees. In this Forum, the audience along with a panel will discuss lessons learned and will explore new ways in teaching the current generation of trainees. The program will also touch on recurring issues within residency training. Deans of podiatry schools are invited to join us to answer questions on how we best transition our students into successful residents, followed by guidance from our fellowship directors on evolving a resident into a post graduate fellow. Patient safety is a highlight of any institution: as such we will list best practices in providing a safe environment for patients and staff. With popular demand, we will once again share examples of possible challenges (behavioral and performance) with residents. Our legal council will also help us recognize and learn best methods to manage diversity in medicine. Finally, be ready to learn and ask questions from representatives of a number of podiatric organizations.

Audience: The intended audience for this Forum includes residency directors and residency faculty at all CPME approved programs; podiatric medical school deans and interim deans; and fellowship directors at all fellowship programs with ACFAS status.

Cost: This Forum is complimentary for all attendees.

This activity has been planned and implemented in accordance with the standards and requirements for approval of providers of continuing education in podiatric medicine through a joint provider agreement between AACPM and ACFAS. AACPM is approved by the Council on Podiatric Medical Education as a provider of continuing education in podiatric medicine. AACPM has approved this activity for a maximum of 4.0 continuing education contact hours.

No commercial interest provided financial support for this continuing education activity.



2021 Residency Directors Forum Agenda

8:00 AM PT Introduction and Session Goals

Roya Mirmiran, DPM, FACFAS

8:15 AM PT Stacking the Deck Against Covid-19: Sliding Down the Curve

Jason Piraino, DPM, FACFAS (Moderator)

COVID-19 has been a life changing event for everyone on the planet. We dive into the effects of the pandemic on our residents and student trainees' education. We also explore how the entire landscape of medical education has changed with the heavy use of technology for teaching. During this session, we will solicitate and have an in-depth discussions on the future plans for both students and residents and how further modifications may need to be made in order to optimize transition into residency/practice. There will also be updates from the educational organization stakeholders about their future plans moving forward post COVID.

Learning Objectives – Attendees will be able to:

- Understand the impact COVID-19 had on residencies in a variety of arenas
- Learn the changes that took place with curriculum and surgical volumes that impacted residents
- Understand how students were and are currently being impacted by the COVID crisis
- Learn of updates from the variety of educational organizations directly involved in resident/student education

8:45 AM PT Trainee Roulette: A Panel Discussion

*Jeffrey Jensen, DPM, FACFAS; Aksone Nouvong, DPM, FACFAS; Jason Miller, DPM, FACFAS; Ryan Scott, DPM, FACFAS
Michael Vaardahl, DPM, FACFAS (moderator)*

The pathway of education and training for a foot and ankle surgeon is a complex endeavor. While it has become more standardized over the past several years, there is still debate of who is responsible for teaching certain foundations of knowledge and skills. In this panel discussion we will explore the transition of learning from student to resident to fellow to practitioner and review the collaboration and potential milestones along the process. Is there a sense of ownership of certain basic academics or skills at each learning level? What are the barriers? Also, how has COVID-19 changed the learning and the exam/in training scores and expectations at each level?

Learning Objectives – Attendees will be able to:

1. Learn tactics to improve collaboration between schools and programs
2. Understand the transition from a student to resident to fellow to surgeon practitioner
3. Look at in-training exam scores: comparing results pre- and post- COVID-19
4. Learn potential milestones for each level of learning

9:15 AM PT BREAK – 10 minutes

9:25 AM PT Full House: Coordinating Fellowship and Residency Programs

Jason Miller, DPM, FACFAS; Mark Prissel, DPM, FACFAS; Keith Cook, DPM, FACFAS; Daniel Logan, DPM, FACFAS

Randall Dei, DPM, FACFAS (Moderator)

As foot and ankle surgical fellowships grow in number and as a result of increased demand from residents, many questions remain from resident educators: what exactly is a fellowship; what can fellowships provide to residents that it is not already received in residency; the pros and cons of attending a fellowship, and the process to apply for, and be accepted into fellowships. Is our profession moving toward a fellowship completion as a pre-requisite to employment? A panel of residency and fellowship directors will discuss cases where fellowships are matriculating alongside of a residency and how the relationship between the two programs can be shaped to be a positive one for all learners. Finally, the panel will provide an update to the ACFAS Fellowship Committee's Initiative and its list of approved fellowships, how they differ from those fellowships that have accreditation from the Council on Podiatric Medical Education (CPME), and where residency directors can find information about these programs.

Learning Objectives – Attendees will be able to:

1. Understand what a foot and ankle surgical fellowship is, the benefits and disadvantages of a fellowship, and the various types of fellowships available
2. Learn how residents should prepare to attend a fellowship: the application process, deadlines, and requirements
3. Understand how attending a fellowship can assist a resident in reaching their employment goals
4. Learn how fellowships can be incorporated successfully alongside an existing residency program
5. Learn the difference between ACFAS approved fellowships and CPME accredited fellowships

9:55 AM PT Diversity and Inclusion in Healthcare

Aimee Lipkis, Esq.; Christine Miller, DPM

Erin Robles-Sherman, DPM, FACFAS (Moderator)

The landscape of podiatric surgeons and the span of areas and types of patients we treat is forever evolving, now more diverse than ever. Diversity comes in

many forms including gender, race, religion, sexual orientation, culture, socioeconomic background, etc. These elements may play a large role in how students choose residency programs, how residency directors choose residents, how residents interact with each other, and how residents interact with their patients and vice versa. Understanding diversity and inclusion can help the residents better themselves and promote a good learning environment and patient experience.

Learning Objectives – Attendees will be able to:

1. Have a better understanding of diversity and how to teach this to their residents
2. How to recruit students of unrepresented backgrounds to further diversify their programs
3. Treat a diverse patient population, including chronic pain
4. Handle racism and biases of patients towards residents and vice versa, based on gender, race, socioeconomic background, insurance, etc.

10:25 AM PT Checkmate: Patient Safety Issues in Teaching Institutions - Best Practices

Christine Miller, DPM

Patrick McKee, DPM, FCFAS (Moderator)

Human beings make mistakes. But in medicine, mistakes may have serious consequences. Therefore, eliminating medical errors is an important and ongoing goal. At the same time, the practice of medicine is an ever evolving and advancing discipline. New treatments are continuously developed. The mountain of information to manage is larger all the time. Fortunately, teaching hospitals have systems in place that are proven to reduce errors and improve patient safety. The process of studying mistakes involves methods to improve the system to ensure that errors are not repeated. Becoming knowledgeable with these processes is important for everyone involved in patient care, particularly those involved in the training of residents.

Learning Objectives – Attendees will be able to:

1. Understand what a Just Culture is and why this is important for patient safety
2. Learn the keys to Quality Improvement
3. Become Knowledgeable about patient safety requirements for teaching hospitals
4. Understand the legal considerations with patient safety
5. Become familiar with Second Victim phenomenon
6. Explore and discuss how to establish best practices in patient safety

10:50 AM PT BREAK – 10 minutes

11:00 AM PT When the Chips are Down - Resident Issues: Behavioral Challenges, Skill and Performance Issues

Charles Lombardi, DPM, FCFAS; Aksone Nouvong, DPM, FCFAS; Aimee Lipkis, Esq. Stephen Smith, DPM (Moderator)

Despite our good effort to select the right match for our programs, we all face a resident or two that may have difficulty coping within the program for different reasons. The panel will share their own experiences and will discuss how they managed the situation. Dr. Lombardi will present a life example of a resident with behavioral issues, whereas Dr. Nouvong will disclose an example of a resident with academic underperformance. A legal counsel will then expand on medicolegal aspect of a troubled resident and will provide guidance on how to best manage a challenging trainee.

Learning Objectives – Attendees will be able to:

1. Distinguish a resident with performance versus behavioral challenges
2. Discuss management of a resident with performance versus behavioral shortcomings
3. Learn medicolegal implications of a troubled resident
4. Know best practices in medicolegal management of a difficult trainee
5. Recognize when and how to release a resident from training

11:45 PM PT Organizational Updates: AACPM, COTH, CPME, ABFAS, PRR, ACFAS Research Committee

Randall Dei, DPM, FAFAS (moderator)

Learn as representatives from relative organizations give their latest updates, including their responses to their ongoing COVID-19 pandemic; ABFAS update, what's new at AACPM/COTH, PRR revisions and progress of the CPME 320 re-write and MAV reduction. Also, hear from the ACFAS Research Committee regarding latest efforts in the College's elevated support of research and scholarly activities.

Learning Objectives – Attendees will be able to:

1. Receive updates from educational organizations that impact teaching and residency programs
2. Become familiarized with new standards and guidelines in residency curriculum management
3. Learn about steps in promoting scholastic research and extramural activities

12:30 PM PT Joint Task Force on Orthopaedic Surgeons & Podiatric Surgeons and the 2021 AMA Resolution

Michael Cornelison, DPM, FAFAS; Chris Reeves, DPM, FAFAS; John Steinberg, DPM, FAFAS

Roya Mirmiran, DPM, FAFAS, Moderator

On May 6, an announcement was released regarding the joint task force of AAOS, AOFAS, ACFAS and APMA, and a resolution directing AMA to study whether CPME accreditation standards are comparable to Liaison Committee on Medical Education (LCME) standards. Should AMA determine comparability between CPME and LCME accreditation standards, future resolutions would direct that AMA recommend to the National Board of Medical Examiners (NBME) that graduates of CPME accredited

colleges of podiatric medicine be allowed to take the USMLE. This session will discuss the impetus for the task force's work, current status of the resolution and next steps to be taken.

12:45 PM PT Conclusion