

Teaching the Way You Learn

CORD *Academic
Assembly 2015*

April 13–16, 2015
Phoenix, Arizona

CONFERENCE SUMMARY

The optimal education and assessment of medical students, emergency medicine residents, and emergency medicine fellows, and the effective management of emergency medicine residencies and educational programs are continuously evolving processes. Teaching to adult learners who have grown up in a new technological age requires innovative didactic and assessment tools and an understanding of best practices in teaching and assessment. It is also necessary to respond effectively to an increasingly complicated regulatory environment, including, the Next Accreditation System, the institution of Milestone-based competency assessment, and the increasing focus on Patient Safety and Quality Improvement initiatives. Residency management demands multiply every year. Maintaining professional and personal balance and successfully advancing a career focused on education in emergency medicine is a constant challenge. Collaboration between emergency medicine programs, specialties, national emergency medicine organizations and accreditation associations facilitates and enhances resident and medical student education, assessment, and program management. The 2015 CORD *Academic Assembly* will provide a spectrum of expert panel discussions, didactic sessions, interactive small group breakouts, research presentations, and consensus working groups, all specifically designed by and for educators in emergency medicine to address the needs of our unique teaching environment. It will also focus on new teaching and learning modalities including FOAMed to give our teachers new ways to connect with their learners. **CORD Academic Assembly 2015: Teaching the way you learn.**



CONFERENCE OBJECTIVES

Upon completion of this conference, emergency physicians and program coordinators will:

1. Incorporate milestones-based assessment tools into the training of emergency medicine residents.
2. Improve the written and verbal assessment and remediation of medical students and emergency medicine residents.
3. Incorporate advances in online learning, small-group discussion and lecture design, simulation and emerging technology to more effectively educate medical students and emergency medicine residents.
4. Discuss methods to support faculty development, promotion and life/career balance in academic emergency medicine.
5. Share cutting edge educational research and innovations and develop the skills to perform high quality educational research.
6. Review the latest RRC updates, program requirement revisions and best practices in resident and medical student education.

On behalf of the CORD Academic Assembly Planning Committee, it is with great pleasure and honor that we welcome you to the 2015 CORD Academic Assembly in Phoenix. Our theme for this coming year is CORD Academic Assembly 2015: **Teaching the Way You Learn.**

CONFERENCE HIGHLIGHTS

• PROGRAM LEADERSHIP DEVELOPMENT

This track uses an interactive, small-group format targeted to newer program leadership, both PDs and APDs. Sessions will cover both the pragmatic and the personal aspects of running a residency program. The track will also feature sessions on starting fantastic new EM residency programs. Participants will leave with a network of new contacts and with skills and tools to help successfully lead their program.

• FOAMed SESSION

On day one, we will have a dynamic three hour Free Open Access in Medical Education session. This exciting, new, interactive session will help us incorporate cutting edge approaches to education in a world of rapidly expanding informational sources.

• BEST PRACTICES

Old favorites return, including "PD Survival Stories," "Educational Soundbites," and the "Best of the Best" in educational research and innovations, coupled with innovative new Ted style talks on "Root Cause Analysis," "Orientation Best Practices," and "Diversity." A must for any program director in EM!

• NAVIGATING THE ACADEMIC WATERS

This three-day curriculum composed of fundamental junior faculty development topics provides teaching and evaluation tools as well as strategies for mentorship, time management, weighing the merits of pursuing additional degrees, and leadership/academic advancement. Attending these sessions will facilitate both personal and professional growth of faculty, as well as graduating residents just beginning their academic careers.

• CLERKSHIP DIRECTORS IN EMERGENCY MEDICINE (CDEM)

CDEM is an invaluable resource for Clerkship Directors and continues to expand its scope, with sessions on advising students, curricular innovations, journal club, and the SLOE. CDEM is a wonderful forum to interact with other leaders in emergency medicine medical student education.

• RESIDENT TRACK

This expanded **two-day** track helps residents foster the skills that will be critical to their development and transition smoothly to their first academic position. Sessions will be interactive and in a workshop style format including CV preparation, landing your dream job, transitioning to junior faculty, presentation skills and design, and leadership.

• ADVANCES IN EDUCATION RESEARCH AND INNOVATIONS

Back for 2015 are the ever popular lightning-oral research presentations as well as the Wine and Cheese Poster Session highlighting cutting-edge educational research and educational innovations. Come share your innovations and educational research with your colleagues.

• EMERGENCY MEDICINE ASSOCIATION OF RESIDENCY COORDINATORS (EMARC)

This track is devoted to the development of residency coordinators. Sessions will cover important updates in recruitment and interviewing, residency budget, social media, and time devoted to developing productive and satisfying working relationships with program directors.

In keeping with previous traditions of *Academic Assembly*, there are many opportunities for spending time with old colleagues and meeting new ones at the conference and during leisure hours with **CORD's Night Out! Safari Dinners with Your Colleagues.** Don't miss the hugely popular **CPC Semi-Final competition** on Monday, a great opportunity for your residents and junior faculty to join in on the fun and learning. As a reminder, lunch will be included Monday through Wednesday at no additional charge.

We hope you enjoy the beautiful destination while at CORD Academic Assembly 2015: **Teaching the Way You Learn.**

Sincerely,

Jonathan Fisher, MD, MPH & Kevin Biese, MD, MAT
Co-Chairs, Academic Assembly Program Committee

Academic Assembly 2015

Planning Committee Members

Brian Bausano, MD	Jordana Haber	Sneha Shah, MD
Todd Berger, MD	Corey Heitz, MD	Jan Shoenberg, MD
Kevin Biese, MD	Ann Hill, CAP-OM	Jeff Siegelman, MD
Merle Carter, MD	Kathy Hiller, MD, MPH	Mike Smith, MD
Amy Church, MD	Abbas Husain, MD	Teresa Smith, MD
Richard Church, MD	Leigh Hylkema	Ted Stettner, MD
Rob Cooney, MD, MS, MedEd	Gabrielle Jacquet, MD	Anand Swaminathan, MD, MPH
Jill Craig	Dara Kass, MD	Taku Taira, MD
Jonathan Davis, MD	Damon Kuehl, MD	Aleksander Tichter, MD, MS
David Diller, MD	Michelle Lall, MD	Janis Tupesis, MD
Mary Anne Edens, MD	Kerry McCabe, MD	Jacob Ufberg, MD
Dan Egan, MD	Lisa Moreno-Walton, MD	Grant Wei, MD
Jonathan Fisher, MD	Katy Oksuita	Moshe Weizberg, MD
Megan Fix, MD	Andrew Phillips, MD	Sandy Werner, MD
Diane Gorgas, MD	Deborah Pierce, MD, Med	Wendy Woolley, DO
	David Saloum, MD	

Accreditation Statement

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education through the joint providership of the American College of Emergency Physicians and Council of Emergency Medicine Residency Directors. The American College of Emergency Physicians is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The American College of Emergency Physicians designates this live activity for a maximum of 28.75 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Approved by the American College of Emergency Physicians for a maximum of 28.75 hour(s) of ACEP Category I credit.

To access the Handouts, Presentations and Evaluations for the sessions please go to www.cordem.org/HandoutsEvals. Click on the *Handout* or *Presentation* links for the session of your choice. To complete the evaluations please go to the *Session Evaluation* link at the top of that page.

Thank You

**...to the many dedicated people
who worked diligently to help
make this event a reality!**

Kevin Biese, MD

University of North Carolina
Program Committee Co-Chair

Jonathan Fisher, MD

Beth Israel Deaconess Medical Center/Harvard Affiliated
Program Committee Co-Chair

Megan Fix, MD

University of Utah Health Sciences Center
Best Practices Track Co-Chair

Janis Tupesis, MD

University of Wisconsin Madison
Best Practices Track Co-Chair

Damon Kuehl, MD

Virginia Tech — Carillion Clinic
Best Practices Track Co-Chair

Jill Craig

Northwestern University
EMARC and New Program Coordinator's Workshop Co-Chair

Ann Hill, CAP-OM

Orlando Health
EMARC and New Program Coordinator's Workshop Co-Chair

Katy Oksuita

University of Wisconsin Madison
EMARC and New Program Coordinator's Workshop Co-Chair

Amy Church, MD

UMDNJ — Robert Wood Johnson Medical School
Navigating Academic Waters Track Co-Chair

Jan Shoenberger, MD

Los Angeles County + USC Medical Center
Navigating Academic Waters Track Co-Chair

Edward Stettner, MD

Emory University
Navigating Academic Waters Track Co-Chair

Mike Smith, MD

Case Western Reserve University/MetroHealth
Clerkship Directors in Emergency Medicine (CDEM)
Track Co-Chair

Kathy Hiller, MD, MPH

University of Arizona
Clerkship Directors in Emergency Medicine (CDEM)
Track Co-Chair

Mary Ann Edens, MD

LSUHSC — Shreveport
Program Leadership Development Workshop Co-Chair

Taku Taira, MD

UCLA/Olive View
Program Leadership Development Workshop Co-Chair

Moshe Weizberg, MD

Staten Island University Hospital
Program Leadership Development Workshop Co-Chair

Jeffrey Love, MD

Georgetown University
Medical Education Research Certification (MERC) Workshops

Lisa Moreno-Walton, MD

Louisiana State University, Charity Hospital
Advances in Educational Research and Innovations
Forum Co-Chair

Corey Heitz, MD

Virginia Tech — Carillion Clinic
Advances in Educational Research and Innovations
Forum Co-Chair

David Diller, MD

Oregon Health and Science University
Resident Track Co-Chair

Andrew Phillips, MD

Stanford/Kaiser Permanente
Resident Track Co-Chair

Dara Kass, MD

NYU/Bellevue
FOAMed Track

Rob Cooney, MD, MS, MedEd

Conemaugh Memorial Medical Center
FOAMed Track

Anand Swaminathan, MD, MPH

NYU/Bellevue
FOAMed Track

CORD 2015-2016 Board of Directors

Saadia Akhtar, MD
President

Michael Epter, DO
President-Elect

Jeffrey N. Love, MD
Immediate Past President

Christopher Doty, MD
Secretary-Treasurer

Felix Ankel, MD
Member-at-Large

Fiona Gallahue, MD
Member-at-Large

Jacob Ufberg, MD
Member-at-Large

Maria Moreira, MD
Member-at-Large

CORD Business Meeting Agenda

Wednesday, April 15, 2015

3:30 pm – 5:30 pm

3:30 pm – 3:35 pm	Outgoing President's Message
3:35 pm – 3:40 pm	Incoming President's Message
3:40 pm – 3:50 pm	Secretary-Treasurer's Report
3:50 pm – 4:10 pm	ABEM Update
4:10 pm – 4:40 pm	CORD Committee Updates <i>Social Media</i> <i>Electronic Resources</i>
4:40 pm – 5:30 pm	Award Recognition
5:30 pm	Adjourn to RRC Update

Committee Meetings

Day Two, Tuesday, April 14, 2015

Committee	Room	
APD Community of Practice	Horse	7:00 – 8:00 AM
Electronic Resources Committee	Ant	7:00 – 8:00 AM
Patient Satisfaction Task Force	Bird	7:00 – 8:00 AM
Residency Selection Study Group	Quail	7:00 – 8:00 AM
Academy Advisory Committee	Gila Monster	7:00 – 8:00 AM
Individualized Interactive Instructions Task Force	Rattle Snake	7:00 – 8:00 AM
Resident Resource Task Force	Horse	12:00 – 1:30 PM
Remediation Task Force	Ant	12:00 – 1:30 PM
Program Leadership Track Planning Committee	Jackrabbit	12:00 – 1:30 PM
4 Year Program Community of Practice	Gila Monster	12:00 – 1:30 PM
Medical Student Advisement Task Force	Rattle Snake	12:00 – 1:30 PM
Research/Innovations Planning Committee	Quail	12:00 – 1:30 PM

Day Three, Wednesday, April 15, 2015

Committee	Room	Time
Academic Assembly Planning Committee	Gila Monster	7:00 – 8:00 AM
SLOE Task Force	Horse	12:00 – 1:30 PM
County Program Community of Practice	Ant	12:00 – 1:30 PM
Academic Assembly Senior Advisory Committee	Quail	12:00 – 1:30 PM
Efficacy of Training (PRAT) Task Force	Gila Monster	12:00 – 1:30 PM
Nominations & Awards Committee	Rattle Snake	12:00 – 1:30 PM
Resident Track Planning Committee	Coyote	12:00 – 1:30 PM
Best Practices Track Planning Committee	Buzzard	12:00 – 1:30 PM
Academy for Scholarship Meeting	Eagle	12:00 – 1:30 PM
Transitions of Care Task Force	Jackrabbit	12:00 – 1:30 PM
Navigating the Academic Waters Track Planning Committee	Bird	12:00 – 1:30 PM

Day Four, Thursday, April 16, 2015

Committee	Room	Time
EMARC Committee Meeting	Coyote	7:00 – 8:00 AM
Website Committee	Buzzard	7:00 – 8:00 AM
Social Media Committee	Eagle	7:00 – 8:00 AM
CDEM Track Planning Committee	Gila Monster	7:00 – 8:00 AM

At or near Wild Horse Pass Resort & Spa

<http://www.wildhorsepassresort.com/resort-features>



Whirlwind Golf Club

Play a round of golf like never before on one of two 18-hole, Troon-managed golf courses with sweeping desert views and perfectly manicured greens and desert scape. Wide open holes that wind around the resort. A truly unique southwest golf experience, the golf course, clubhouse and teaching center are designed to preserve the rich cultural heritage of the Gila River Indian Community.

.....

Aji Spa

(see page 20)

Arizona's only Native American spa, Aji means "sanctuary" in the Pima language. This world-class retreat offers unique treatments that have been passed down for centuries in the Gila River Indian Community. Relax by the private outdoor pool or indulge in spa cuisine at the Aji Spa Cafe.

.....

Koli Equestrian Center

Enjoy breathtaking scenery and horseback riding trails that you and your family will be sure to enjoy. Friendly, qualified wranglers lead, instruct and act as tour guides on well trained horses during your horseback riding adventure. Discover riding lessons and trail rides.



Rawhide

Located next to the resort, Rawhide is a 1880's Western town with a steakhouse, saloon and shops. Enjoy live action stunt shows that will make you feel like you are back in the wild wild west. Nominated and elected as Best Western Experience of Arizona.

.....



Wild Horse Pass Casino

Exciting gaming action to suit everyone! This casino is popping with 1000+ slots, 70+ table games, and poker, including a high limit area. You'll always find something new and exciting at Wild Horse Pass. Sign up for Players Club to get the maximum benefits from your visit! Make today your LUCKY DAY at Wild Horse Pass!

other fun things to do

In Chandler...



Shopping at Phoenix Premium Outlets

Arizona's first Premium Outlet Center is now open at Wild Horse Pass. Phoenix Premium Outlets offers an impressive collection of designer and name brand outlet stores with everyday savings of 25% to 65% in this beautiful outdoor setting.

Bob Bondurant School of High Performance Driving

It sounds simple enough, but the Bob Bondurant School of High Performance Driving has pulled out all the stops to get you there. Everything we do is geared toward instilling The Bondurant Method® within you. We push ourselves to bring you the best of everything — the finest facility, the most up-to-date cars and equipment, the most qualified staff, the best training methods, and the highest standards to help you reach your goals.



HuHugam Heritage Center

The Huhugam Heritage Center is a place that tells the stories of the history, culture, and language of the peoples of the Gila River Indian Community and honors the ancient Huhugam. Through exhibitions, classes, programs, and its collections, its goal is to educate Community members, youth, and visitors.

Signature Attractions

The Heard Museum www.heard.org

Since 1929, the Heard Museum, a private nonprofit organization, has enchanted visitors with the art, culture, and history of American Indians, with an emphasis on tribes of the Southwest. With more than 40,000 artworks and cultural artifacts in its permanent collection, 12 changing exhibit galleries, an education center, an award-winning shop, and a café, the Heard Museum is a place of learning and discovery.

Phoenix Art Museum www.phxart.org

A vibrant destination, Phoenix Art Museum has become the largest art museum in the southwestern United States, providing access to art from all over the world to the people of Arizona. It displays international exhibitions alongside its comprehensive collection of more than 18,000 works of American, Asian, European, Latin American, Western American, modern and contemporary art, and fashion design.

Tuesday
April 14, 2015

safari dinners

Flemmings Steakhouse

(11 mins from hotel)

905 N. 54th St., Chandler, AZ 85226

The Quiescence Restaurant

(16 mins from hotel)

6106 S. 32nd St., Phoenix, AZ 85042

Roy's Pacific Rim

(10 mins from hotel)

7151 W Ray Rd. Chandler, AZ 85226

The Chop Chandler

(12 mins from hotel)

2625 W. Queen Creek Rd., Chandler, AZ 8524

Va Bene

(10 min from hotel)

4647 E. Chandler Blvd.

Phoenix, AZ 85048

The CORD Safari dinners create a great
opportunity to network with old and new friends!

Space is limited. If you haven't made your reservations check the link below.

www.signupgenius.com/go/20f0849a9a823a0fc1-safari

dining downtown



The latest addition to downtown Phoenix is CityScape, a two-block concentration of retail, entertainment and dining options in the city's urban heart. Below are just a few venues to tempt your tastebuds. For a full list, visit cityscapephoenix.com.

Arrogant Butcher

This CityScape restaurant isn't for wallflowers or quiet talkers. Always lively and full of chatter, Arrogant Butcher by day attracts businesspeople, lawyers and politicians in need of a spirited working lunch. At night, the Butcher draws a downtown crowd hungry for a grown-up meal before a show, ballgame or concert. The vibe is casual, and the horseshoe-shaped bar is huge. Menu highlights include meaty Mexican shrimp, smoked salmon rilletes and first-rate filet mignon.

Hanny's

For nearly 50 years, Hanny's Department Store catered to the fashion needs of the well-dressed Phoenix man. But in 2008, the three-story historic building was reincarnated as one of downtown's most stylish eateries. Hanny's specializes in gourmet sandwiches, pizza and sophisticated cocktails. Its overall aesthetic is best captured by the high-end meat slicer behind the bar: timelessly sleek and impeccably practical.

Tom's Tavern & 1929 Grill

A Phoenix landmark since 1929. The venerable restaurant got an elegant facelift in 2011, courtesy of new owner Michael Bidwill, president of the NFL's Arizona Cardinals. Menu highlights: hearty soups, smoked beef brisket and homemade apple pie.

Durant's

The blood-red booths and velvet-flocked wallpaper inside this classic steakhouse have attracted the city's movers and shakers since 1950. Beef-eating lawyers and lobbyists crowd the bar at happy hour, and playwrights and reporters linger until closing time. But now that light rail whirs and clangs past Durant's front door, a new generation has discovered this Phoenix institution. They can't afford the food, but they can bask in the character and history of the place while sipping the best martini in town.

Postino Wine Café

When Phoenix's original local WineCafe opened a new location in a historic building along the Central Corridor, its beautiful patio quickly became a happy-hour and late-night favorite of locals who love approachable wines and simple food. Postino is famous for its happy-hour bruschetta and weekend brunch.

Carolina's

Founded in 1968 by Carolina Valenzuela, Carolina's is a Phoenix institution. If you're hankering for an authentic Mexican meal at a neighborhood dive, this is your place. You order off a large menu board above a walk-up counter. During peak lunch hours, expect to stand in line. The \$3.40 Oaxaca burrito — with chorizo, beans, potatoes and cheese — will test the structural integrity of your paper plate and require two hands to eat. Breakfast is served until 10:30 a.m. and features classics such as machaca with eggs (\$3.30). Many Phoenixians swear Carolina's has the best tortillas in town; they're made on site!

bon appetit!





Congratulations

**2015
CORD
Award
Recipients**

FACULTY TEACHING AWARD

James Ahn, MD, FACEP
Jeremy B Branzetti, MD

**RESIDENT ACADEMIC
ACHIEVEMENT AWARD**

Andrew Phillips, MD, MEd

**MICHAEL P. WAINSCOTT
PROGRAM DIRECTOR AWARD**

Michael Beeson, MD, MBA, FACEP

**DISTINGUISHED EDUCATOR
AWARDS**

Corey Heitz, MD, MS
Enduring Educational Materials

Amal Mattu, MD
Enduring Educational Materials

Kaushal Shah, MD, FACEP
Enduring Educational Materials

Moshe Weizberg, MD
Teaching & Evaluation

CORD IMPACT AWARD

Wallace Carter, MD
Joseph LaMantia, MD

PROGRAM DIRECTOR LONGEVITY AWARD

Five Years

James Barry, MD
Naval Medical Center Portsmouth
Bharath Chakravarthy, MD, MPH
UC Irvine Medical Center
James Collett, MD
Mayo
Daniel Girzadas, Jr, MD
Advocate Christ Medical Center
Michael Gisondi, MD
Northwestern University
Bobby Kapur, MD
Baylor College of Medicine
Samuel Lubet, MD
University of Texas-Houston

Tiffany Murano, MD
Rutgers New Jersey Medical School
Flavia Nobay, MD
University of Rochester
Kevin Weaver, DO
Lehigh Valley Health Network
Moshe Weizberg, MD
Staten Island University Hospital

Ten Years

Salvatore Silvestri, MD
Orlando Health

Fifteen Years

Edward Callahan, MD, MS
Medical College of Wisconsin

Carlo Rosen, MD
Beth Israel Deaconess Medical
Center/Harvard Affiliated
Philip Shayne, MD
Emory University

Twenty Years

Michael Beeson, MD
Akron General Medical Center
Timothy Evans, MD
Allegheny General/Virginia
Commonwealth Univ (MCV)

Greater Than Thirty Years

Michael Doyle, DO
McLaren Oakland

ASSISTANT/ASSOCIATE PROGRAM DIRECTOR LONGEVITY AWARD

Five Years

Gavin Barr, MD
Lehigh Valley Health Network
Christopher Gooch, DO
Ohio Valley Medical Center
Bryan Kane, MD
Lehigh Valley Health Network
Michelle Lall, MD
Emory University
Elise Lovell, MD
Advocate Christ Medical Center

Anuradha Luke, MD
Mayo
Michael Schindlbeck, MD
Cook County Emergency Medicine
Program, John H. Stroger Hospital of
Cook County
Melissa White, MD, MPH
Emory University

Ten Years

Jeff Druck, MD
Denver Health/University of
Colorado

Christopher Ross, MD
Cook County Emergency
Medicine Program

Scott Sherman, MD
Cook County Emergency
Medicine Program

Mark Silverberg, MD
SUNY Downstate/Kings
County Hospital

EMARC PROGRAM COORDINATOR LONGEVITY AWARD

Five Years

Victoria Garcia
Baylor College of Medicine
Ethel Lee
Cook County Emergency
Medicine Program

Ten Years

Wendy Brendle
Penn State Hershey Medical Center
Elizabeth Morales
Jacobi/Montefiore Medical Centers —
Albert Einstein College of Medicine

Fifteen Years

Darcie Skoda
Mayo
Dawn Yenser, C-TAGME
Lehigh Valley Health Network

Twenty Years

Dee McCarthy
University at Buffalo
Wende Tucker
York Hospital

Twenty Five Years

Rebecca Bluett
York Hospital
Gloria Daniel
Wayne State University/
Detroit Medical Center

MERC AT CORD SCHOLARS

Felix Ankel, MD
Richard Byrne, MD
Ted Clark, MD
Vi Dinh, MD
Doug Franzen, MD, Med
Jamie Hess, MD
Katherine Jahnes, MD
Reuben Johnson, MD
Adam Kellogg, MD
Aaron Kraut, MD
Joseph LaMantia, MD
Rachel Liu, MD
Jonathan McGee, DO
Lisa Moreno-Walton, MD
Kevin O'rourke, MD
Ava Pierce, MD
Rebecca Prepejchal, MD
Benn Schnapp, MD
Christina Shenvi, MD
Thomas Swoboda, MD, MS
Nikki Waller, MD

The Accreditation Council for Continuing Medical Education requires that the planners and presenters of continuing medical education activities disclose financial relationships with commercial companies whose products or services are discussed in educational presentations.

The following planners, session leaders and panelists have no financial relationships with companies whose products are addressed in their planning or presentations.

Sara Adibi, MD

Central Michigan University

Saadia Akhtar, MD

Mount Sinai Beth Israel Icahn School of Medicine at Mount Sinai

Nathan Allen, MD

Baylor College of Med

Charlene An, MD, MSc

SUNY Downstate

Felix Ankel, MD

Regions Hospital

Paige Armstrong, MD, MHS

George Washington University

Chandra Aubin, MD

Washington University

Jennifer Avegno, MD

Louisiana State University

Christine Babcock MD, MSc, FACEP, FAAEM

University of Chicago Hospitals and Clinics

Brian Bausano, MD

University of Missouri

Michael S. Beeson, MD, MBA

Akron General

Todd Berger, MD, FACEP

University of Texas Southwestern — Austin

Kriti Bhatia, MD

Brigham and Women's Hospital

Kevin Biese, MD

University of North Carolina

Marc Borenstein, MD

University of Missouri Health System

Christina L. Bourne, MD, FACEP

Medical University of South Carolina

Jeremy B. Branzetti, MD

University of Washington

Joshua Broder, MD

Duke University

Nikolai Butki DO, MPH, FACEP

McLaren Oakland/Michigan State University

College of Osteopathic Medicine

Steve Carroll, DO

US Army Fort Hood

Merle Carter, MD

Albert Einstein Medical Center

Teresa Chan, MD

McMaster University

Douglas Char, MD, FACEP, FAAEM

Washington University

Esther H. Chen, MD

University of California, San Francisco

Carey D. Chisholm, MD

Indiana University

Tina Choudhri, MD

George Washington University

Amy Church, MD

Rutgers Robert Wood Johnson Medical School

Richard Church, MD

University Massachusetts

Cabe R. Clark, MD

University of Utah

Mark Clark, MD

St. Luke's Roosevelt

Robert Cooney, MD, MSMEd, FACEP, FAAEM

Conemaugh Memorial Medical Center

JoAnn Corbi

Albert Einstein Medical Center

Francis L. Counselman, MD

ABEM

Jill P. Craig

Northwestern University Feinberg School of Medicine

Jonathan Davis, MD, FACEP, FAAEM

Georgetown University

David Della-Giustina, MD, FACEP, FAWM

Yale University School of Medicine

David Diller, MD

Oregon Health and Science University

Annette Dorfman, MD

Albany Medical Center

Christopher I. Doty, MD, FAAEM, FACEP

University of Kentucky

Jeff Druck, MD

University of Colorado/Denver Health

David Duong, MD, MS

University of California, San Francisco

Travis Eastin, MD, MS

University of Arkansas

Mary Ann Edens, MD, FACEP

Louisiana State University Health Sciences Center — Shreveport

Daniel Egan, MD

NYU Medical Center

Laura Epnett

University of Arkansas for Medical Sciences

Michael Epter, DO, FAAEM

Maricopa Medical Center

Brenna M. Farmer MD, FACMT

New York Presbyterian

Doug Finefrock, DO

Hackensack University Medical Center

Jonathan Fisher, MD

Beth Israel Deaconess Medical Center/ Harvard Affiliated

Michael Fitch, MD, PhD

Wake Forest School of Medicine

Megan L. Fix, MD

University of Utah

Timothy J. Fortuna, DO

Virginia Tech Carilion

Doug Franzen, MD, M.Ed, FACEP

University of Washington

Ryan Fringer, MD

Beaumont School of Medicine

Fiona Gallahue, MD, FACEP

University of Washington

Manish Garg, MD, FAAEM

Temple

Michael A. Gisondi, MD

Northwestern University

Katja Goldflam, MD

Yale University

Craig Goolsby, MD

USUHS

David Gordon, MD, FACEP

Duke University

Diane Gorgas, MD

Ohio State University

Andy Grock, MD

SUNY Downstate

Todd Guth, MD

University of Colorado

Jordana Haber, MD

Maimonides Medical Center

Ellen Harr-Weatherby

The Ohio State University

Danielle Hart, MD

Hennepin County Medical Center

Marianne Haughey, MD

Jacobi Medical Center

Michele Haynes

University of Pennsylvania Health System

Cullen Hegarty, MD

Regions Hospital

Ann Hill, CAP-OM

Orlando Health

Eric Holmboe, MD, FACP, FRCP

ACGME

Laura Hopson, MD

University of Michigan

Joseph House, MD, FACEP, FAAP

University of Michigan

Abbas Husain, MD, FACEP

Staten Island University Hospital

Leigh Hylkema

OU-HCOM/Doctors Hospital

Gabrielle A. Jacquet, MD, MPH, FACEP

Boston Medical Center

Jonathan S. Jones, MD, FAAEM, FACEP

University of Mississippi Medical Center

Michael P. Jones, MD

Albert Einstein/ Jacobi/ Montefiore

Nikita Joshi, MD

Stanford University

Julianne Jung, MD, FACEP

Johns Hopkins School of Medicine

Bobby Kapur, MD

Baylor College of Medicine

Dara Kass, MD, FACEP

NYU/Bellevue

Eric Katz, MD

Maricopa Medical Center

Kevin King, MD

Penn State Hershey

Nicholas E. Kman, MD, FACEP

The Ohio State University College of Medicine

Paul Y. Ko, MD, FACEP

SUNY Upstate Medical Center

Damon Kuehl, MD

Carilion Clinic

Gloria Kuhn, DO, PhD, FACEP

Wayne State University

Miriam Kulkarni, MD
Rutgers-New Jersey Medical School

Jay Ladde, MD
Orlando Regional Medical Center

Michelle D. Lal, MD, MHS, FACEP
Emory University

Hollynn Larrabee, MD, FACEP
West Virginia University

Luan Lawson, MD, MAEd
Eastern Carolinas University

Kimberly Leeson, MD, RDMS, FACEP
Texas A&M-CHRISTUS Spohn

Shawn London, MD
University of Connecticut

Elise Lovell, MD
Advocate Christ Hospital

Gretchen Lynch, C-TAGME
University of Missouri-Columbia

David E Manthey, MD, FACEP, FAAEM
Wake Forest University

Kerry K. McCabe, MD
Boston Medical Center

Doug McGee, DO
Albert Einstein Medical Center

Jillian McGrath, MD
Ohio State University

Emily Senecal Miller, MD
Harvard Medical School

Maria Moreira, MD
Denver Health

Tiffany Murano, MD
Rutgers-New Jersey Medical School

Steven Nazario, MD, FACEP, FAAEM
Florida Hospital Orlando

Kelly Norton
University of Iowa

Katy Oksuita
University of Wisconsin

Sundip Patel, MD
Cooper Health System

Rahul Patwari, MD
University of Illinois College of Medicine at Chicago

David Pearson, MD
Carolinas Medical Center

Jack Perkins, MD, FACEP, FAAAEM, FACP
Carilion Clinic

Andrew W Phillips, MD, MEd
Stanford/Kaiser Emergency Medicine Residency Program

Deborah Pierce, DO, MS
Albert Einstein Medical Center

Malford Tyson Pillow, MD, Med
Baylor College of Medicine

Amy Pound, MD
Case Western University

Melanie K. Prusakowski, MD
Carilion Roanoke Memorial Hospital

Antonia Quinn, DO
SUNY Downstate/Kings County Hospital Center

Edward A Ramoska, MD, MPH, FACEP
Drexel University

Salim R. Rezaie, MD
University of Texas San Antonio Medical Center

Diane Rimple, MD
University of New Mexico

Colleen Roche, MD
George Washington University

Kevin Rodgers, MD, FAAEM
Indiana University

Rob Rogers, MD
University of Maryland

Sarah Ronan-Bentle, MD MS
University of Cincinnati

Dan Runde, MD
University of Iowa

Matthew Ryan, MD, PhD
University of Florida

Mark Saks, MD, MPH
Drexel Medical Center

David Saloum, MD
Maimonides Medical Center

Benjamin H. Schnapp, MD
Mount Sinai Medical Center

Sneha H. Shah, MD
University of Massachusetts

Christina Shenvi, MD
University of North Carolina

Jan M. Shoenberger, MD, FACEP
Los Angeles County + USC Medical Center

Jeffrey Siegelman, MD
Emory University

Matthew Silver, MD, FACEP
Kaiser Permanente San Diego Medical Center

Jill Simonson, BA, C-TAGME
Medical College of Wisconsin

Mike Smith, MD, MBA, FACEP
MetroHealth Medical Center

Teresa Smith, MD
SUNY Downstate

Jessica Smith, MD
Alpert Medical School of Brown University

Sarah A. Stahmer, MD
University of North Carolina

Edward Stettner, MD
Emory University

Susan Stroud, MD
University of Utah

Amita Sudhir, MD
University of Virginia Health System

Dukhbhanjan Sujana (DK), CAPM
AAMC

Anand Swaminathan, MD, MPH, FACEP, FAAEM
NYU/Bellevue

Taku Taira, MD
UCLA/Olive View

James Kimo Takayesu, MD, MSc
Brigham and Women's Hospital Massachusetts General Hospital

Christina Tarleton
Johns Hopkins University School of Medicine

Matthew Tews, DO, MS, FACEP
Medical College of Wisconsin

Lorraine Thibodeau, MD
Albany Medical Center

Laura Thompson MD, MS
The Ohio State University College of Medicine

Aleksandr M. Tichter, MD, MS
Columbia University Medical Center

Janis Tupesis, MD
University of Wisconsin School of Medicine and Public Health

Lisa Turner, C-TAGME
University of Connecticut

Jacob Ufberg, MD
Temple University

Michael Van Meter, MD, MPH
UT Houston

Chad Viscusi, MD
University of Arizona

Marie C. Vrablik, MD, MSc
Indiana University

Jason Wagner, MD
Washington University St. Louis

Mary Jo Wagner, MD
Synergy Medical Education Alliance/Michigan State University

David Wald, DO
Temple University

Joshua Wallenstein, MD
Emory University

Lauren W. Conlon MD, FACEP
University of Pennsylvania Health System

Grant Wei, MD
Rutgers Robert Wood Johnson

Moshe Weizberg, MD, FACEP
Staten Island University Hospital

Janna Welch, MD
University of Texas at Austin

Sandra Werner, MD, MA, FACEP
Case Western Reserve/MetroHealth

Melissa White, MD, MPH
Emory University

Lauren Wiesner, MD
Georgetown University

George C. Willis, MD, FAAEM
University of Maryland

Nelson Wong, MD
Massachusetts General Hospital

William Woods, MD
University of Virginia

Wendy Woolley, DO, FACEP
Albany Medical Center

Lalena M Yarris, MD, MCR
Oregon Health Sciences University

These individuals have indicated, that they have a relationship which, in the context of their involvement in the CME activity, could be perceived by some as a real or apparent conflict of interest (e.g., ownership of stock, grants, honoraria, or consulting fees), but these individuals do not consider that it will influence the CME activity.

Katherine Hiller, MD, MPH
University of Arizona

Lisa A. Moreno-Walton, MD, MS, MSCR, FACEP, FAAEM
LSUHSC – New Orleans



Day 3 🍎 Wednesday, April 15

	Best Practices		NAW	CDEM	Resident	EMARC			FOAMbar	
7:00–8:00	Registration & Breakfast Kave I-III									
8:00–8:45	Options for the Failed Remediation (T Taira) Akimel III/IV	Complexities of the SLOE (with CDEM) (D Kuehl; K Hiller) Komatke ABC	From Seed to Flower: How to Transform Ideas into Academic Success (D Kass ;J Broder) Komatke D	Complexities of the SLOE (D Kuehl; K Hiller) Komatke ABC Rounds 300	Learning Theories for Medical Education (G Kuhn; A Phillips) Akimel I/II	ERAS (DK Sujlana) Komatke FG				
8:45–9:30	Satisfaction , Safety, Scorecards and Stats (S Nazario; M Silver) Akimel III/IV	Education Journal Club (with CDEM) (E Chen; D Duong; D Gordon) Komatke ABC		Education Journal Club (E Chen; D Duong; D Gordon) Komatke ABC	Clinical Teaching Methods (C Roche; B Schnapp) Akimel I/II					
9:30–10:00 10:00–10:15	Foamed Bootcamp (D Egan; R Rogers; C Babcock) Akimel III/IV	Program Director & Clerkship Director (with CDEM) (T Choudhri; A Dorfman; D Kuehl; M Prusakowski) Komatke ABC	Work-Life Integration: Finding Balance in a Hectic World (R Fringer; W Wolley; E Katz) Komatke D	Program Director & Clerkship Director (T Choudhri; A Dorfman; D Kuehl; M Prusakowski) Komatke ABC	Giving Effective Feedback (M White; A Tichter) Akimel I/II	Interview Season (K Norton) Komatke FG				FOAMbar (Cutting Edge Knowledge on Tap) (R Cooney; R Rogers; Rexaie, S; S Carroll; D Kass; N Joshi; A Swaminathan; C Shenvi) Akimel Foyer
10:15–10:30	Break									
10:30–11:15	Residency Branding: Know Who You Are, Be Who You Are (M Gisondi; J Branzetti) Akimel III/IV	Faculty Development on Resident Assessment (D Della-Giustina) Kave I/II	Building your Educator's Portfolio (G Kuhn) Komatke D	Curricular Innovation (G Willis) Komatke ABC	Teaching the Diffiult Learner Workshop (C Chisholm; K Rodgers; M Epter) Akimel I/II	Residency Software Breakout Sessions: New Innovations (J Corbi) Komatke FG	Residency Software Breakout Sessions: Medhub (K Oksuita) Deer/Scorpion	Residency Software Breakout Sessions: Evalue (E Harr-Weatherby) Bird/Roadrunner		
11:15–12:00	So Your Resident Wants to Go to Africa? (J Tupesis; G Jacquet) Akimel III/IV		Individual Portfolio Review (G Kuhn; S Werner; MJ Wagner) Komatke D		Leadership vs Management (C Chisholm) Akimel I/II					
12:00–1:30	Lunch Kave I-III	Introductory to GME Finance (D McGee) Akimel III/IV		Lunch Kave I/III						
1:30–2:30	Best of the Best (M Fix; K Bhatia; L Moreno-Walton) Akimel III/IV									
2:30–3:00	Teaching Residents to Teach (W Woods; J Wagner; C Chisholm) Akimel III/IV	Are you Interdiscipline-ing? How to Effectively Organize and Run Combined Multi-Disciplinary Conferences (J Perkins; J House) Kave I/II	How to be an Effective Bedside Teacher (T Berger) Komatke D	Blood Sweat and Tears: Clerkship Survival Stories (L Thompson) Komatke ABC	Presentation Principles and Technologies (T Pillow; N Joshi; S Adibi) Akimel I/II	Alumni Networking (C Tarleton) Komatke FG				
3:00–3:15					Resident Track Open House Summary (A Phillips; D Diller) Akimel I/II					
3:15–3:30	Break					Break				
3:30–3:45	CORD Business Akimel III/IV		Fabulous Unfunded Research for the Novice Investigator: The Quick and Cheap Way to Meet the Scholarly Project and Faculty Requirements (L Moreno-Walton) Komatke D	Integrating EM into all Four Years of the Curriculum (C Viscusi; N Kman) Komatke ABC	Break	EMARC Business Meeting (Begin in CORD Business Meeting) Komatke FG				
3:45–4:00				Bedside Teaching Workshop: Maximizing Principles of Adult Learning (A Dorfman; T Choudhri) Komatke ABC	Resident's Guide to Research: From Poster to Publication (L Yarris; P Armstrong) Akimel I/II					
4:00–4:15										
4:15–4:30										
4:30–4:50										
4:50–5:10										
5:10–5:30				Networking/Speed Dating: How to Grow Your Circle (J Shoenberger; T Taira) Komatke D	Bedside Teaching Workshop: Why 'Pimping is Bad' (N Butki) Komatke ABC	Life in Academics: Achieving Success while Maintaining your Sanity (M Lall; J Takayesu) Akimel I/II				
5:30–6:30	RRC Update (P Shayne) Akimel III/IV									
6:30–TBD	Closing Reception Akimel Lawns/Patios									

Day 4 🍎 Thursday, April 16

	Best Practices	NAW	CDEM	EMARC
7:00–8:00	Registration & Breakfast <i>Kave I-III</i>			
8:00–8:30	Educational Soundbites (K Bhatia; J Jones; D Egan) <i>Akimel III/IV</i>	Residency Mechanics (MJ Wagner) <i>Komatke D</i>	End of Shift Evaluation: Current State of Affairs (J House; D Franzen; J Jung; L Lawson) <i>Komatke AB</i>	Residency Retreats (J Craig) <i>Komatke FG</i>
8:30–9:00		Introduction to the SLOE and Tips on How to Write a Great One! (C Hegarty; S Ronan-Bentle) <i>Komatke D</i>		
9:00–10:00	Program Director and Coordinator Survival Stories (M Clark) <i>Akimel III/IV</i>	This is a Teaching Moment—or Maybe it's Not: Making Feedback Effective (D Saloum; T Berger; J Ladde) <i>Komatke D</i>	End of Shift Evaluation: Consensus Conference Planning (K Hiller; D Franzen; J Jung; L Lawson) <i>Komatke AB</i>	Program Director and Coordinator Survival Stories (With Best Practices) <i>Akimel III-IV</i>
10:00–10:15	Break			
10:15–10:30	The New Dual Accreditation System (A Quinn; D Pierce) <i>Akimel III/IV</i>	Teaching Scripting of Difficult Patient Conversations as a Procedure (C Chisolm) <i>Komatke D</i>	State of the M3 Clerkship (M Tews) <i>Komatke AB</i>	Residency Orientations (J Simonson) PANEL: C Angerhofer; A Hill; J Moriarty) <i>Komatke FG</i>
10:30–10:45	CORD Task Force Updates: Patient Satisfaction (D Finefrock) <i>Akimel III-IV</i>			
10:45–11:00	CORD Task Force Updates: Transition of Care (J Jones; J Druck) <i>Akimel III/IV</i>	Simulation: Teaching Clinical and Critical Thinking (L Weinberger Conlon) <i>Komatke D</i>	Medical Student Education Journal Club (E Chen; D Gordon; D Duong) <i>Komatke AB</i>	Residency Graduations (J Craig; E Harr Weatherby; M Haynes) <i>Komatke FG</i>
11:00–11:15	CORD Task Force Updates: Individualized Interactive Instruction (J Siegelman) <i>Akimel III/IV</i>			
11:15–11:30	CORD Task Force Updates: Social Media (D Pearson; R Cooney) <i>Akimel III/IV</i>			
11:30–11:45	CORD 890: 8 Sessions in 90 Minutes Introductions (D Kuehl PANEL: K McCabe; L Roppolo; C. MacVane) <i>Akimel III/IV</i>	"Now That I'm All Fired Up, How Do I Take this Home and Do It?" (D Hart; J Haber) <i>Komatke D</i>	Is Quiet Bad? Introversion in EM-Bound Students and Residents (J Wallenstein; D Gordon; T Guth) <i>Komatke AB</i>	Marketing (J Craig) <i>Komatke FG</i>
11:45–11:55	CORD 890: Maximizing Regional Educational Resources (M Jones) <i>Akimel III/IV</i>			
11:55–12:05	CORD 890: Highlighting Diversity in Your Training Program and Increasing Awareness of Health Care Disparities in Your Clinical Setting (A Chandra; D Char) <i>Akimel III/IV</i>			
12:05–12:15	CORD 890: Simulation: Its Not Just for the Sim Lab Anymore (T Fortuna) <i>Akimel III/IV</i>			
12:15–12:25	CORD 890: State of EM in Match (M VanMeter; D Rimple) <i>Akimel III/IV</i>		Medical Student Advising in Special Situations (A Sudhir; J Avegno) <i>Komatke AB</i>	Committee Planning (K Oksuita; J Craig) <i>Komatke FG</i>
12:25–12:30	CORD 890: Resident Lead Patient Safety Committee (M Vrablik) <i>Akimel III/IV</i>			
12:30–12:35	CORD 890: Fired Up Journal Club (K Rodgers) <i>Akimel III/IV</i>			
12:35–12:45	CORD 890: Getting Hands Dirty M&M (D Saloum) <i>Akimel III/IV</i>			
12:45–1:00				
1:00–1:15				
END TIME 1:15				



Aji Spa at Sheraton Wild Horse Pass Resort is pleased to welcome CORD 2015 ACADEMIC ASSEMBLY

Experience Arizona's only authentic Native American Spa with treatments based on ancient Pima and Maricopa traditions. Treatments are custom designed to offer a unique and memorable experience and include, massage, facials, body scrubs, wraps, manicures, pedicures, hair and make-up.

ENJOY OUR AMENITIES

- 17,500 sq feet facility
- Relaxing Lounges areas
- State of the Art Fitness Center
- Private Heated Swimming Pool (Spa guests only)
- Dry Sauna & Steam Rooms
- Indoor and Outdoor Whirlpools
- Delicious & Healthy Cuisine at Aji Café
- Indigenous Spa Products

**Receive 10% off spa services
during your visit to Aji. ***

Present this flier to receive your discount.

***Applies to ala carte services only, not valid with any other offers, packages, Bare Necessities services, promotional Services, day packages, discounts, Groupons, or gift card purchases.**

Offer Valid April 10—17, 2015

TO SCHEDULE AN APPOINTMENT CALL

(602) 385 5759

WWW.AJIBROCHURE.COM

All spa treatments include complimentary use, for the day, of our fitness and motion studios, as well as our private indoor and outdoor whirlpools, steam rooms, saunas, spa pool and relaxation lounge with fireplace.



21



**Day One, Monday
April 13, 2015**

Program Leadership Development Workshop

Program Leadership Development Track Introductions

8:00 AM – 8:15 AM

*Kevin Biese, MD; Jonathan Fisher, MD; Mary Ann Edens, MD;
Moshe Weizberg, MD, FACEP*

Creating the Happy Resident

8:15 AM – 9:15 AM

Mark Clark, MD; Mike Epter, DO, FAAEM; Shawn London, MD
Resident satisfaction has become increasingly important in the ACGME Next Accreditation System era, as the resident annual survey has become a key measure of program success. Managing resident perception and making residents feel invested in the program are keys in the current residency environment. Many institutional and departmental realities can provide significant challenges, but key interventions can help program leadership promote resident satisfaction and wellbeing.

After this session, participants will be able to:

- To understand how key wellness measures are key to resident happiness
- To be able to describe means for facilitation residency engagement
- To describe how creating a good retreat can facilitate resident happiness

Are you a SLOE reader?

9:30 AM – 10:15 AM

*Cullen Hegarty, MD; Sarah Ronan-Bentle, MD, MS;
Moshe Weizberg, MD, FACEP*

Residency leadership teams review hundreds of SLOEs every application season. This session will begin with a brief discussion of the various sections of the SLOE and explain how to interpret the answers. This will be followed by a small group session where completed SLOEs will be presented to participants to read and interpret in a group discussion.

After this session, participants will be able to:

- Read a SLOE and interpret the answers to the various sections
- Stratify applicants based on the SLOE
- Review pearls and pitfalls for interpreting a SLOE

Lather, Rinse, Repeat — Navigating the SOAP

9:30 AM – 10:15 AM

Tiffany Murano, MD; Marisa Oishi, MD

With more and more quality applicants interviewing at a larger number of programs, the likelihood of programs not filling has increased. the process for filling these open slots has changed since the advent of the SOAP. This session will focus on the experiences of those program directors who have gone through this process.

After this session, participants will be able to:

- Describe the process of what happens after a program learns it has not filled
- Describe the process of accepting SOAP applications and going through the applicants
- Relay whether the director thought the process was successful in matching a qualified applicant

Making an Effective Rank List

9:30 AM – 10:15 AM

*Mary Ann Edens, MD, FACEP; Daniel Egan, MD;
Sandra Werner, MD, MA, FACEP*

With our specialty becoming more competitive and the number of competitive applicants increasing, making a rank list has become increasingly difficult. This session will focus on strategies for making a rank list that will lead to the best possible match for both your program and the applicants.

After this session, participants will be able to:

- Identify strategies for finding best fit applicants for their program
- Identify strategies for placement on rank list of potential problem applicants

- Identify strategies for who should contribute to the making of the rank list

Are you a SLOE reader?

10:20 AM – 11:05 AM

*Cullen Hegarty, MD; Sarah Ronan-Bentle, MD, MS;
Moshe Weizberg, MD, FACEP*

Residency leadership teams review hundreds of SLOEs every application season. This session will begin with a brief discussion of the various sections of the SLOE and explain how to interpret the answers. This will be followed by a small group session where completed SLOEs will be presented to participants to read and interpret in a group discussion.

After this session, participants will be able to:

- Read a SLOE and interpret the answers to the various sections
- Stratify applicants based on the SLOE
- Review pearls and pitfalls for interpreting a SLOE

Lather, Rinse, Repeat — Navigating the SOAP

10:20 AM – 11:05 AM

Tiffany Murano, MD; Marisa Oishi, MD

With more and more quality applicants interviewing at a larger number of programs, the likelihood of programs not filling has increased. the process for filling these open slots has changed since the advent of the SOAP. This session will focus on the experiences of those program directors who have gone through this process.

After this session, participants will be able to:

- Describe the process of what happens after a program learns it has not filled
- Describe the process of accepting SOAP applications and going through the applicants
- Relay whether the director thought the process was successful in matching a qualified applicant

Making an Effective Rank List

10:20 AM – 11:05 AM

*Mary Ann Edens, MD, FACEP; Daniel Egan, MD;
Sandra Werner, MD, MA, FACEP*

With our specialty becoming more competitive and the number of competitive applicants increasing, making a rank list has become increasingly difficult. This session will focus on strategies for making a rank list that will lead to the best possible match for both your program and the applicants.

After this session, participants will be able to:

- Identify strategies for finding best fit applicants for their program
- Identify strategies for placement on rank list of potential problem applicants
- Identify strategies for who should contribute to the making of the rank list

Are You a SLOE reader?

11:10 AM – 12:00 PM

*Cullen Hegarty, MD; Sarah Ronan-Bentle, MD, MS;
Moshe Weizberg, MD, FACEP*

Residency leadership teams review hundreds of SLOEs every application season. This session will begin with a brief discussion of the various sections of the SLOE and explain how to interpret the answers. This will be followed by a small group session where completed SLOEs will be presented to participants to read and interpret in a group discussion.

After this session, participants will be able to:

- Read a SLOE and interpret the answers to the various sections
- Stratify applicants based on the SLOE
- Review pearls and pitfalls for interpreting a SLOE

Lather, Rinse, Repeat — Navigating the SOAP

11:10 AM – 12:00 PM

Tiffany Murano, MD; Marisa Oishi, MD

With more and more quality applicants interviewing at a larger number of programs, the likelihood of programs not filling has increased. the process for filling these open slots has changed since the advent of the SOAP. This session will focus on the

experiences of those program directors who have gone through this process.

After this session, participants will be able to:

- Describe the process of what happens after a program learns it has not filled
- Describe the process of accepting SOAP applications and going through the applicants
- Relay whether the director thought the process was successful in matching a qualified applicant

Making an Effective Rank List

11:10 AM – 12:00 PM

Mary Ann Edens, MD, FACEP; Daniel Egan, MD;

Sandra Werner, MD, MA, FACEP

With our specialty becoming more competitive and the number of competitive applicants increasing, making a rank list has become increasingly difficult. This session will focus on strategies for making a rank list that will lead to the best possible match for both your program and the applicants.

After this session, participants will be able to:

- Identify strategies for finding best fit applicants for their program
- Identify strategies for placement on rank list of potential problem applicants
- Identify strategies for who should contribute to the making of the rank list

Flip Your Office — Creating the Zen Workplace

1:00 PM – 2:00 PM

Saadia Akhtar, MD; Merle Carter, MD

The actual work environment and office space that we utilize can impact our well-being. Research has shown that having the right kind of office environment can make individuals be more productive and have better job satisfaction, ultimately enhancing their role as residency program leadership.

After this session, participants will be able to:

- Understand concepts for creating work spaces that minimize stress and maximize productivity
- Acquire knowledge about tools, strategies and activities that promote mental and physical wellbeing for the Program Leadership team
- To learn how to integrate these concepts and activities into daily routine

Building a New Program: Budget and Institutional Support

2:15 PM – 3:05 PM

Todd Berger, MD, FACEP; Amy Church, MD

Starting a new residency can be a daunting task. Before anything else can be done, institutional support must be obtained and a budget must be made. This session will address these aspects of starting a program. This session is aimed at individuals looking to start a new residency program. The speakers have recently done just that and can give insight into the process.

After this session, participants will be able to:

- Identify strategies for gaining institutional support and establishing your clinical setting
- Describe the process of making a budget for a new residency program
- Identify alternative strategies for obtaining needed resources for a new residency

Developing the Leadership Team

2:15 PM – 3:05 PM

Maria Moreira, MD; Sneha Shah, MD

This session will discuss developing your team to include team building approaches and to create a more productive team. It will discuss roles of Myers Briggs and using them in better understanding your team. Principles from business-related books will also be discussed. This session will be presented by a PD and an APD to provide both perspectives on developing the team.

After this session, participants will be able to:

- Understand the things that lead to a dysfunctional team
- Create better functioning teams that lead to increased efficiency in your everyday work
- Achieve better communication in your everyday work

Leading a Committee Meeting

2:15 PM – 3:05 PM

Kevin Biese, MD; Jonathan Davis, MD, FACEP, FAAEM;

Christopher Doty, MD, FAAEM, FACEP

With the institution of ACGME's New Accreditation System, the role of structured committee meetings has taken on even greater importance to residency program management. Each program must have a Clinical Competency Committee (CCC) and Program Education Committee (PEC), among others. And, now more than ever, key residency committees are being led by core members of the educational leadership team other than the program director. This session will provide key pearls and avoidable pitfalls that are paramount to effectively leading a committee meeting.

After this session, participants will be able to:

- Identify the fundamentals necessary to lead a meeting or serve as a committee chairperson
- Describe the avoidable pitfalls in leading a meeting or serving as a committee chairperson
- Describe strategies to motivate and encourage participation among committee or meeting participants
- Discuss the use of technology to conduct effective virtual meetings
- Program Leadership Development

Time Management

2:15 PM – 3:05 PM

Abbas Husain, MD, FACEP; Taku Taira, MD

With all of the demands made on program leaders, an essential skill is time management. In this didactic, we will introduce the audience to methods of both time and task management to streamline workflow and enhance delegation. We will cover several techniques such as the GTD system taken from the business literature as well as discussing no cost technological solutions such as Evernote and Asana, as well as techniques of task management such as inbox organization and management, and e-professionalism.

After this session, participants will be able to:

- Understand concepts and techniques of time management
- Understand concepts of task management
- Implement practical technical solutions that are no or low cost that can enhance time management and delegation of tasks

Building a New Program: Accreditation/RRC

3:10 PM – 4:00 PM

Marc Borenstein, MD; Matthew Silver, MD, FACEP

The initial accreditation process for a new residency is a long and arduous process. This session will address different aspects of the accreditation process. This session is aimed at individuals looking to start a new residency program. The speakers have recently done just that and can give insight into the process.

After this session, participants will be able to:

- Understand the initial process of ACGME accreditation
- Discuss potential pitfalls with the PIF
- Understand the process of the initial site visit

Developing the Leadership Team

3:10 PM – 4:00 PM

Maria Moreira, MD; Sneha Shah, MD

This session will discuss developing your team to include team building approaches and to create a more productive team. It will discuss roles of Myers Briggs and using them in better understanding your team. Principles from business-related books will also be discussed. This session will be presented by a PD and an APD to provide both perspectives on developing the team.

After this session, participants will be able to:

- Understand the things that lead to a dysfunctional team
- Create better functioning teams that lead to increased efficiency in your everyday work
- Achieve better communication in your everyday work

Leading a Committee Meeting**3:10 PM – 4:00 PM***Kevin Biese, MD; Jonathan Davis, MD, FACEP, FAAEM; Christopher Doty, MD, FAAEM, FACEP*

With the institution of ACGME's New Accreditation System, the role of structured committee meetings has taken on even greater importance to residency program management. Each program must have a Clinical Competency Committee (CCC) and Program Education Committee (PEC), among others. And, now more than ever, key residency committees are being led by core members of the educational leadership team other than the program director. This session will provide key pearls and avoidable pitfalls that are paramount to effectively leading a committee meeting.

After this session, participants will be able to:

- Identify the fundamentals necessary to lead a meeting or serve as a committee chairperson
- Describe the avoidable pitfalls in leading a meeting or serving as a committee chairperson
- Describe strategies to motivate and encourage participation among committee or meeting participants
- Discuss the use of technology to conduct effective virtual meetings
- Program Leadership Development

Time Management**3:10 PM – 4:00 PM***Abbas Husain, MD, FACEP; Taku Taira, MD*

With all of the demands made on program leaders, an essential skill is time management. In this didactic, we will introduce the audience to methods of both time and task management to streamline workflow and enhance delegation. We will cover several techniques such as the GTD system taken from the business literature as well as discussing no cost technological solutions such as Evernote and Asana, as well as techniques of task management such as inbox organization and management, and e-professionalism.

After this session, participants will be able to:

- Understand concepts and techniques of time management
- Understand concepts of task management
- Implement practical technical solutions that are no or low cost that can enhance time management and delegation of tasks

Building a New Program: Faculty Recruitment and Development**4:05 PM – 5:00 PM***Doug Finefrock, DO; Fiona Gallahue, MD, FACEP*

When creating a new residency, the backbone of that residency will be the faculty. Getting buy in from faculty that already work at the site is important. Working in an environment with residents is different and the faculty often need development on the process. Also, new faculty may need to be recruited to round out the teaching staff. This session will address these issues. This session is aimed at individuals looking to start a new residency program. The speakers have recently done just that and can give insight into the process.

After this session, participants will be able to:

- Identify strategies for getting buy in from current faculty at new academic site
- Identify when new outside faculty needs to be recruited
- Identify strategies for developing a faculty development program

Developing the Leadership Team**4:05 PM – 5:00 PM***Maria Moreira, MD; Sneha Shah, MD*

This session will discuss developing your team to include team building approaches and to create a more productive team. It will discuss roles of Myers Briggs and using them in better understanding your team. Principles from business-related books will also be discussed. This session will be presented by a PD and an APD to provide both perspectives on developing the team.

After this session, participants will be able to:

- Understand the things that lead to a dysfunctional team

- Create better functioning teams that lead to increased efficiency in your everyday work
- Achieve better communication in your everyday work

Leading a Committee Meeting**4:05 PM – 5:00 PM***Kevin Biese, MD; Jonathan Davis, MD, FACEP, FAAEM; Christopher Doty, MD, FAAEM, FACEP*

With the institution of ACGME's New Accreditation System, the role of structured committee meetings has taken on even greater importance to residency program management. Each program must have a Clinical Competency Committee (CCC) and Program Education Committee (PEC), among others. And, now more than ever, key residency committees are being led by core members of the educational leadership team other than the program director. This session will provide key pearls and avoidable pitfalls that are paramount to effectively leading a committee meeting.

After this session, participants will be able to:

- Identify the fundamentals necessary to lead a meeting or serve as a committee chairperson
- Describe the avoidable pitfalls in leading a meeting or serving as a committee chairperson
- Describe strategies to motivate and encourage participation among committee or meeting participants
- Discuss the use of technology to conduct effective virtual meetings
- Program Leadership Development

Time Management**4:05 PM – 5:00 PM***Abbas Husain, MD, FACEP; Taku Taira, MD*

With all of the demands made on program leaders, an essential skill is time management. In this didactic, we will introduce the audience to methods of both time and task management to streamline workflow and enhance delegation. We will cover several techniques such as the GTD system taken from the business literature as well as discussing no cost technological solutions such as Evernote and Asana, as well as techniques of task management such as inbox organization and management, and e-professionalism.

After this session, participants will be able to:

- Understand concepts and techniques of time management
- Understand concepts of task management
- Implement practical technical solutions that are no or low cost that can enhance time management and delegation of tasks

EMARC New Program Coordinators Morning Workshop

Introduction to EMARC**8:00 AM – 8:15 AM***Ann Hill, CAP-OM; Leigh Hylkema*

Welcome and Introductions to EMARC, New Program Coordinators, Seasoned Coordinators.

After this session, participants will be able to:

- Recognize key EMARC administrators
- Recognize seasoned coordinators who will be participating in the Pre-Day activities.
- Recognize New Program Coordinators

Alphabet Soup Acronyms of Emergency Medicine**9:30 AM – 10:15 AM***Gretchen Lynch, C-TAGME; Jill Simonson, BA, C-TAGME*

From ABEM to ACGME, CORD to CCC, SAEM to SOAP, and everything in between, graduate medical education is full of acronyms and abbreviations. The alphabet soup can get a little confusing, and knowing the meaning behind the abbreviations will help you both understand the big picture and keep your day-to-day tasks on track.

After this session, participants will be able to:

- Identify the major acronyms and abbreviations as they relate to graduate medical education in emergency medicine
- Understand the relationship between a residency program and the organizations, systems, and items identified in objective 1

Year in the Life of the Program Coordinator: What is your Role?

10:20 AM – 11:05 AM

Jill Craig; Joann Corbi

An emergency medicine residency coordinator might face dozens of curve-balls and detours every day, but underneath it all our roles, timelines, and cycles are similar. In this session we will examine the academic year and discuss the many hats that a coordinator may wear while keeping it all moving forward.

After this session, participants will be able to:

- Understand the role of the program coordinator in an emergency medicine residency
- Understand and identify the cycle of the academic year as it relates to an emergency medicine residency

The Good, the Bad the Ugly — Small Group Discussion

11:10 AM – 12:00 PM

Katy Oksuta, MS

Small group discussions to expand on the good, the bad, and the ugly aspects of being a coordinator in the Emergency Medicine profession.

After this session, participants will be able to:

- Discuss topics and situations that pertain to the roles of new program coordinators

How to Make the EMARC Conference Work For You

1:00 PM – 2:00 PM

Ann Hill, CAP-OM; Leigh Hylkema

Whether you're a regular attendee or a first-timer, this session will help you get the most out of this conference. Presenters will share opportunities and strategies that are not necessarily on the schedule, and participants will have a chance to share questions and needs with the EMARC Executive and Planning Committees.

After this session, participants will be able to:

- Understand the structure and function of the EMARC and CORD sessions
- Identify the ways that the conference can help them meet their professional goals through networking

FOAMed Afternoon Workshop

Introduction to Free Open Access Medical Education and Innovations Track

2:00 PM – 2:10 PM

Anand Swaminathan, MD, MPH, FACEP, FAAEM; Dara Kass, MD, FACEP; Robert Cooney, MD, MS, MedEd, FACEP, FAAEM

Web 2.0 continues to expand. There are many examples of educators harnessing its benefits to improve learning outcomes and develop a community of learners. This workshop will introduce learners to the concepts of FOAMed.

The World is Open

2:10 PM – 2:30 PM

Robert Cooney, MD, MS, MedEd, FACEP, FAAEM

On-line, open access medical information has exploded in the last 5 years. Emergency Medicine residents have been quick to embrace these innovations making it critical for residency leadership to keep apace. This session aims to increase the audience's understanding of the broad concepts of online, open-access information.

After this session, participants will be able to:

- Explain various openers, such as e-learning, blended learning, open source, real-time mobility, as it relates to open access education
- Describe the importance of learner participation in open-information communities
- Participate in the ongoing evolution of networks of personalized learning

Design Thinking for Educators

2:30 PM – 2:50 PM

Tyson Pillow, MD, Med

To understand the presentation design and delivery principles that optimize learning

After this session, participants will be able to:

- Discuss presentation design as a means of creating a learning environment

- Discuss the macro and micro educational principles that affect presentation design
- Discuss the multimedia principles that directly affect slide design in medical education

Do You Need a Platform?

2:50 PM – 3:10 PM

Rob Rogers, MD

Social media has changed the way we look at faculty development, and more and more physicians engage in social media platforms everyday. It is a very powerful way to propel your career if used effectively and is an excellent way to establish collaborative relationships with people all over the world. But, what is the best way to establish a brand for yourself? How do you create a brand that people will remember? Can branding your social media platforms actually help your career? The speaker will discuss the answers to all of these questions and more and will convince you that the pathway to career success is lit with clever and intelligent branding techniques.

After this session, participants will be able to:

- Describe the importance of establishing a unique brand for yourself to promote your passion and life mission
- Discuss the importance of a unifying avatar design to promote yourself
- Discuss how social media branding can propel your career
- Describe basic branding techniques and logo design

FOAM Q&A Session

3:10 PM – 3:30 PM

Dara Kass, MD, FACEP

Personal Learning Networks

3:30 PM – 3:50 PM

Anand Swaminathan, MD, MPH, FACEP, FAAEM

The explosion of Free Open-Access Medical (FOAM) education has created multiple opportunities for personal educational and professional growth. However, the sheer mass of information can create a barrier for many to getting involved. This session explores the journey of breaking in to FOAM and the array of benefits it offers.

After this session, participants will be able to:

- Describe the creation of a Free Open-Access Medical (FOAM) education system for personal education
- Describe the creation of a FOAM education system for professional growth

Disruption in Education

3:50 PM – 4:10 PM

Felix Ankel, MD

Medical education is experiencing exponential change. Traditional constructs such as informational and positional power are becoming obsolete. This session will allow participants to identify non-linear methods of building expert educational systems.

After this session, participants will be able to:

- Introduce the disruptive innovation debate (Clayton Christensen, Jill Lepore)
- Discuss adaptive systems expertise through the domains of resilience, complexity, and context <http://bit.ly/XDITF2>
- Review the 3 Cs of accelerated knowledge transfer (curation, communities of practice, creation of value) <http://bit.ly/NxV0RJ>

Do You Get What You Pay For?

4:10 PM – 4:30 PM

Teresa Chan, MD

As Free Open Access Medical (FOAM) Education resources rapidly expand and are rapidly adopted by physicians, it becomes increasingly important that the quality of these resources is actively evaluated. This session discusses the need for quality appraisal, quality markers that currently exist and techniques that educators can use to evaluate FOAM.

After this session, participants will be able to:

- Explain the need for quality appraisal of online educational resources
- List broad categories of quality markers of secondary sources
- Discuss various techniques utilized by online educators to develop quality teaching materials (pre/post publication peer review; Expert reviews)
- Describe some novel strategies being used to assist learners and teachers with vetting materials (e.g., ALiEM AIR series)

continued

FOAM Q&A Session + Wrapup**4:30 PM – 5:00 PM**

Anand Swaminathan, MD, MPH, FACEP, FAAEM; Dara Kass, MD, FACEP; Robert Cooney, MD, MS, MedEd, FACEP, FAAEM

MERC Workshops**MERC Workshop: Formulating Research Questions & Designing Studies****8:00 AM – 12:00 PM**

In this workshop, participants will brainstorm research ideas, write, and refine a measurable research question. They will discuss when IRB approval is required for their study. The basics of research design will be discussed and applied to their selected research question.

After this session, participants will be able to:

- Write a FINER (feasible, interesting, novel, ethical, relevant) educational research question
- Specify an educational research area of interest
- Evaluate whether they need IRB approval for their study
- Select the correct design for their research question

MERC Workshop: Searching & Evaluating Medical Education Literature**1:00 PM – 5:00 PM**

This workshop is intended for individuals, medical educators, and clinician educators who want to learn how to effectively search the published medical education literature and to evaluate the value of those searches.

After participating in this workshop, learners will be able to:

- Formulate an effective approach to searching the medical education literature
- Conduct a search using relevant MeSH headings
- Communicate effectively with a research librarian
- Evaluate the search results using specific review criteria

Day Two**Tuesday, April 14, 2015****Keynote Session****Keynote Session - Realizing the Promise of CBME in Emergency Medicine****8:00 AM – 9:00 AM**

Eric Holmboe, MD, FACP, FRCP

Realizing the Promise of CBME in Emergency Medicine.

After this session participants will be able to:

- Discuss the underlying rationale and theories supporting a competency-based approach to medical education
- Recognize the critical importance of the institutional environment on clinical and learning outcomes
- Describe and discuss importance of assessment and review the early EM Milestones data

Best Practices Track**Second victim Syndrome — Impact of Medical Errors and Unexpected Outcome on Physicians****9:15 AM – 10:00 AM**

Douglas Char, MD, FACEP, FAAEM; Brian Bausano, MD; Chandra Aubin, MD

Despite increased awareness and focus on patient safety, medical errors will occur. While much has been written about their impact on patients and their families, the impact these events have on caregivers is less well known. Physicians react to medical errors in predictable and unhealthy way as the second victim. Residents as trainees are prone to medical errors and suffer greatly when they occur. This session will focus on what we know about second victims and discuss intervention strategies that can help reduce the harmful effects physicians encounter. We will highlight

successful programs from across the country that work to combat the impact of medical errors and unexpected poor outcomes on physicians when they occur.

After this session, participants will be able to:

- Define the term "second victims"
- Identify some typical response that physicians display or experience when faced with medical errors and unexpected poor outcomes
- Discuss specific steps that program directors can take to educate trainees and faculty about the harmful effects of unexpected outcomes and medical errors

The Medical Relationship**10:00 AM – 10:45 AM**

Eric Katz, MD; Sara Stahmer, MD

Academic faculty face many demands on their personal lives, yet seem to often prioritize work over their relationships. This session will use husband/wife teams to focus on how to balance a successful relationship with a successful career. Significant others of CORD members are invited to participate.

After this session, participants will be able to:

- Identify traits of emergency physicians' lifestyles that put stress on relationships
- Discuss strategies for maintaining healthy relationships
- Discuss challenges for at risk subgroups of emergency physicians

The Burnout in Residency Training — Find it Before it Finds You!**11:00 AM – 12:00 PM**

James Kimo Takayasu, MD, MSc; Kevin King, MD;

Edward Ramoska, MD, MPH, FACEP

Unfortunately, burnout is a common issue in residency training and often goes unrecognized and unaddressed. Consequences include decreased productivity, decreased job satisfaction, depression, risk of medical errors and adverse effects on patient safety, physical symptoms and illness, alcohol and drug use, and risk of suicidal ideation. This session will review the concept of burnout and its causes in EM training with a primary focus on helping program leadership identify specific sources within their own residencies and developing interventions that foster the wellness and resilience critical to resident success.

After this session, participants will be able to:

- Review the concept of burnout and its potential causes within the formal and informal EM training curriculum
- Discuss ways of recognizing residents at risk of burnout
- Identify potential sources of burnout within your own residency
- Discuss interventions that may reduce the incidence of burnout during training and manage burnout when it occurs

Less Work and More Play: Sharing EPAs and Competency Assessments Across Specialties to Reduce Variation and Increase Quality**1:30 PM – 2:15 PM**

Damon Kuehl, MD; Kerry McCabe, MD

The requirements for competency assessment are getting more involved and time consuming. Standardizing assessments across an institution provides an additional opportunity to provide quality and safety to all patients in the institution. The role of the GME office varies from institution to institution with regard to the level of involvement in coordinating these activities. As an early adopter of the milestones, EM has sought and created solutions to milestones assessment and can be in a good position to offer assessment/EPA solutions, facilitate discussions around best practices, and is by nature interested in finding common ground. EM residents rotate throughout the institution, building bridges between departments and making the ED a natural leader in initiating collaborative groups.

After this session, participants will be able to:

- Identify common competencies and collaborators amongst other specialties
- Find best practice assessments/EPAs that work within your own institution
- Establish assessments/EPAs that meet the goals of multiple specialties
- Have strategies for implementing training programs/EPAs that take advantage of efficiencies of scale, as well as dividing and conquering the work

The Addicted Resident: Everything from DUIs on Applications to Managing a Resident Post Rehabilitation

1:30 PM – 2:15 PM

Megan Fix, MD; Hollynn Larrabee, MD, FACEP; Susan Stroud, MD; Cabe Clark, MD

EM physicians are high risk for substance abuse and many program leaders are unaware of the resources available. If you have wondered how to ask about disclosed addiction issues in applications and what resources are available at an institutional and state level for assuring a safe clinical environment this session has the legal and practical answers.

After this session, participants will be able to:

- Identify characteristics of physicians and addiction
- Describe the appropriate way to address substance abuse issues disclosed in a residency application
- Understand the steps needed to assure that a resident is safe to return to the clinical environment
- Describe institutional and state resources available to program directors in assisting in the oversight of a resident with a history of addiction

Assessment of Milestones — Quantitative versus Qualitative

2:15 PM – 3:00 PM

Danielle Hart, MD; Mike Beeson, MD, MBA

This session will discuss the current state of Milestone assessment, along with specific examples of quantitative and qualitative assessment methods. This session will highlight how both types of assessment can play an important role in informing Milestone subcompetency proficiency level placement.

After this session, participants will be able to:

- Understand the current state of milestone assessment within the CORD community
- Describe the benefits of both quantitative and qualitative assessment methodologies
- Design an assessment model that balances quantitative and qualitative assessment to reap benefits of both types of assessment

The Other Learner: Maximizing the Potential of non-EM Residents in Your ED

2:15 PM – 3:00 PM

Katja Goldflam, MD; Diane Gorgas, MD

Many academic EDs have other learners rotating through the department, including off-service residents, medical students and PAs. Residents from other services may stretch the capacity of attendings to teach our own residents. And yet patient volume forces many departments to rely on these “perpetual interns” to staff their shifts. How can we best incorporate these other learners to assist in scheduling and maximize both their and our own EM residents’ learning? How can we ensure appropriate preparation of off-service residents prior to their first ED shift, as well as provide constructive feedback to them throughout their time with us? Off-service residents will have different milestones, and while we may assist them in reaching some of theirs, we need to evaluate their impact on our own residents in reaching our milestones. This panel discussion will explore these tensions and ways to utilize other learners in our department to optimize the experience of all rotators in the ED.

After this session, participants will be able to:

- Define the impact of other learners on EM residents educational experiences in the department
- Describe some successes and failures in panelists’ experiences in negotiating this dynamic
- Provide a framework that attendees can use to maximize other learners’ potential in a format suitable to their institution and level of resources

CORD 560: 5 sessions in 60 minutes — Introduction

3:15 PM – 3:25 PM

Megan Fix, MD; Kerry McCabe, MD; Lynn Roppolo, MD; Casey MacVane, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (www.pechakucha.org), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause

Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 560: Residency Retreat

3:25 PM – 3:35 PM

Mark Clark, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 560: Orientation Best Practices

3:35 PM – 3:45 PM

Jillian McGrath, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 560: Love Letters

3:45 PM – 3:55 PM

Janis Tupesis, MD; Laura Hopson, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 560: Mock Root Cause Analysis**3:55 PM – 4:05 PM***Brenna Farmer, MD, FACMT*

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 560: Combat: War Lessons**4:05 PM – 4:15 PM***Craig Goolsby, MD*

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 560 will be 5 talks in 60 minutes highlighting the following: 1) Residency Retreats by Mark Clark; 2) Orientation Best Practices by Jillian McGrath; 3) Love Letters 101 Residency and Applicant Communications by Janis Tupesis and Laura Hopson; 4) Mock Root Cause Analysis: A Residency Curriculum for Quality and Patient Safety by Brenna Farmer; 5) Teaching Combat Casualty Care: War Lessons for your Curriculum by Craig Goolsby

After this session, participants will be able to:

- Identify and Discuss CORD best practice educational advances that address: Residency Retreats, Orientation, Residency and Applicant Communications, Mock Root Cause Analyses, and Teaching Combat Casualty Care
- Understand the art of concise presentations inspired by Pecha Kucha

Navigating the Academic Waters (NAW) Track**Mentorship: Getting One and Being One****9:15 AM – 10:00 AM***Ryan Fringer, MD; Amita Sudhir, MD; Christina Bourne, MD, FACEP*

Most of us are familiar with the importance of having a mentor, but tend to think of mentoring as an informal sounding board. A formal mentoring relationship can be so much more and have a significant impact on the mentee's professional and often personal development. Applying principles of mentoring present in other industries can positively impact mentorship relationships within medicine.

After this session, participants will be able to:

- Define a formal mentor
- Investigate the importance of having (and being) a mentor
- Describe mentoring paradigms that are common in non-medical workplaces
- Develop strategies to find the most useful and appropriate mentor(s)
- Discuss strategies to maintain healthy and useful mentoring relationships

Moving Up the Ladder: How to Get Promoted**10:00 AM – 10:45 AM***Jacob Ufberg, MD; Jonathan Davis, MD, FACEP, FAAEM;**Manish Garg, MD, FAAEM*

Being involved in residency education is more than a full-time job, but it won't necessarily get you promoted within your institution without demonstration of scholarly productivity. This presentation will address academic and career development for educators of all levels through a variety of scholarly activities, including presentations,

publications, and involvement in your institution.

After this session, participants will be able to:

- Identify avenues for academic promotion and career advancement through presentations, publications, and departmental and institutional service
- Define strategies to ensure that you become and remain indispensable to your system
- Identify pathways to success in academics through scholarly productivity
- List common pitfalls and effective workarounds for the inevitable obstacles in academics
- Learn how to get the most from your academic investment by parlaying your efforts

Junior Faculty Survivor Stories**11:00 AM – 12:00 PM***Amy Church, MD*

Modeled after the perennial favorite, Program Director Survival Stories, this session will highlight issues and obstacles specific to Junior Faculty.

After this session, participants will be able to:

- Discuss (as a group) several common problems or issues encountered by junior faculty
- Develop effective strategies for addressing the provided examples of issues or obstacles commonly encountered by junior faculty
- Identify resources to aid Junior Faculty in finding solutions to these challenges

Not Another Boring Lecture**1:30 PM – 2:15 PM***Teresa Smith, MD; Anand Swaminathan, MD, MPH, FACEP, FAAEM*

As educators, we seek to reach our learners by any means necessary!

This means thinking outside of the box — sometimes. There are many other educational formats other than the traditional didactic lecture. The purpose of this session is to explore ideas related to how to evolve past the traditional didactic lecture format. Different educational modalities and lecture formats will be discussed. Also, the presenters will address the 5-hour weekly education program requirement and how it might be met with alternative learning approaches.

After this session, participants will be able to:

- Describe the strengths and weaknesses of traditional lecture format for GME didactic teaching
- Describe the strengths and weaknesses of alternative learning formats - Examples: role-play, small-group, online modules
- Determine obstacles that exist in the implementation of a non-traditional lecture format and how to overcome them

Intellectual Property: Protecting Yourself and Playing Fair**2:15 PM – 3:00 PM***MaryJo Wagner, MD; Gloria Kuhn, DO, PhD, FACEP*

Academic EPs generously share ideas and opportunities. It is important to get credit for your unique ideas and any substantial work you do on a scholarly project. Plagiarism is more difficult to define now with easy-to-copy on-line material. This interactive session will help you understand how to protect your intellectual property and how not to unintentionally plagiarize others' work.

After this session, participants will be able to:

- Describe methods to protect your intellectual property including presentations, publications and web-based educational activities
- Discuss the misconduct in science including accidental or deliberate plagiarism
- Review the appropriate use of internet images and published graphs in local, regional and national presentations
- Discuss the international view on plagiarism

Back to School: Education Fellowships, Advanced Degrees, etc.**3:15 PM – 4:15 PM***Douglas Franzen, MD, M.Ed, FACEP; Travis Eastin, MD, MS*

Advanced educational programs provide faculty with the conceptual and practical skills to be effective scholars and leaders. Academic faculty must decide whether to pursue this training, and select the best option for them. Using didactic and discussion formats, a comprehensive list of programs, along with the pros and cons of

each, will be discussed. Participants will take part in small group discussions with a representative sample of EM educators who have completed various educational programs to hear first hand the pros and cons of those programs.

After this session, participants will be able to:

- Identify the various advanced educational programs available for professional development
- Compare and contrast the benefits and drawbacks of various advanced educational programs
- Apply the knowledge of advanced educational programs to make an informed decision regarding his/her professional development

Clerkship Directors in Emergency Medicine (CDEM) Track

CDEM: Past, Present and Future

9:15 AM – 10:00 AM

David Manthey, MD, FACEP, FAAEM; Nicholas Kman, MD, FACEP; Doug Franzen, MD, M.Ed, FACEP

Clerkship Directors in Emergency Medicine (CDEM) was an idea conceived on a napkin in a New Orleans restaurant in the fall of 2006. Over the past 8 years, CDEM has established itself as Emergency Medicine's Voice for Undergraduate Medical Education. This member-driven organization has created a website, www.cdemcurriculum.org, which incorporated the help of over 1/3 of the CDEM membership! It has become a voting member of the Alliance for Clinical Education (ACE) and since the CDEM track was established at CORD in 2010, we have had 98 separate talks with over 200 CDEM speakers. The SAEM Academy is now over 150 members strong and looking toward a bright future.

After this session, participants will be able to:

- Discuss the founding principles and mission statement of CDEM
- Discuss the steps taken to establish CDEM as the first Academy of SAEM
- Describe the current structure of the organization, including committees, task forces, and academic products
- Help establish the future of the Academy by providing input in vision and direction

Nuts and Bolts of Running a Clerkship

10:00 AM – 11:00 AM

Kimberley Leeson, MD; David Wald, DO; Sundip Patel, MD

Where do I start? Probably a familiar thought for many of us who at some point were new to the position of the Emergency Medicine Clerkship Director (EMCD). This session will primarily target the junior faculty member who is new to this role. Our faculty of EMCD's will focus on a number of topics to provide the lecture participants with a solid base to move forward with structuring their EM clerkship. We will focus on a number of topics including the clerkship orientation, day to day operations, creating a curriculum, resources for the clerkship director and evaluating medical students.

After this session, participants will be able to:

- Develop a plan for revamping and reorganizing your clerkship
- Identify available resources and documents that are necessary to run an effective clerkship
- Identify ways to work effectively with your Chair and Residency Director
- Describe changes that make an impact on the student experience in your clerkship

Navigating for the Clerkship Director: Same Ocean, Different Sharks!

11:00 AM – 12:00 PM

Marianne Haughey, MD; Lorraine Thibodeau, MD

This session will discuss the challenges specific to Clerkship Directors as they vie for protected time and resources for their required and elective clerkships. We will use a panel discussion format to elucidate the different challenges and associated successful strategies used in the varied educational settings our students are taught. This session will cover some strategies EM CD's can use to attain protected time, administrative assistance, and other valuable resources, such as simulation time and didactic and/or procedure lab participation from additional educators.

After this session, participants will be able to:

- Recognize current national recommendations on protected time for CD's of required rotations
- Identify and prioritize the required resources for provision of a successful clerkship education as well as resources available to assist in the delivery of clerkship educational sessions (simulation, small group, procedure lab, ultrasound)
- Evaluate different settings (community hospitals, academic affiliated hospitals, standard academic centers, and the setting where the CD's receive direct salary support from the medical school itself) and corresponding negotiation strategies that may be used in each specific setting
- Understand sources available to negotiate appropriate protected time parameters and resources for both required and elective rotations in EM
- Discuss strategies to effectively communicate with medical school leadership

Professionalism in Remediation

1:30 PM – 2:15 PM

Mark Saks, MD, MPH; Paul Ko, MD, FACEP; Charlene An, MD, MSc

It is clear from the literature that medical students who had professionalism lapses are more likely to have professionalism issues in the future as residents and practicing physicians. Many issues surrounding lapses in professionalism may arise and become apparent during an EM clerkship. Building on last year's session on Professionalism and surveys of CDEM community, we want to build a Best Practice model among Clerkship Directors in EM on how best to address common issues relating to Professionalism lapses within the context of the clerkship. Utilizing the available evidence in the literature, and our collective experiences, we will draft a proposal on Best Practices in Professionalism Remediation.

After this session, participants will be able to:

- Discuss specific behaviors that warrant specific professionalism remediation within the context of the EM Clerkship
- Explore various remediation modalities within the context of specific professionalism lapses that may occur during a Clerkship
- Propose specific remediation techniques accepted by majority of Clerkship Directors in EM as Professionalism Remediation Best Practices Guidelines
- Propose future areas of study needed to further the evidence in Professionalism Remediation

It Takes a Village: How to Motivate Those Students on the EM Clerkship Not Going into EM

2:15 PM – 3:00 PM

Sundip Patel, MD; Julianna Jung, MD, FACEP

Required Emergency Medicine clerkships have two sets of students. One set of students are interested in matching in Emergency Medicine and require little to no guidance. They bring their own energy and dedication. The second set of students are those who will match in other fields of medicine and have no interest for Emergency Medicine. This second set is hard to engage and brings about a whole new set of educational challenges for emergency medicine faculty. This session will focus on the different teaching methods and motivations to engage and educate those medical students that are not going into EM.

After this session, participants will be able to:

- Identify key motivational factors for non-EM bound students in order to enhance their rotation
- Demonstrate teaching approaches that capitalize on universally applicable aspects of EM and its role in the health system
- Understand the importance of matching the student's area of interest to cases that can be seen in the ED

Current Topics in CDEM

3:15 PM – 3:45 PM

Katherine Hiller, MD, MPH; Michael Smith, MD, MBA, FACEP

This will be a session on to be determined topics that have arisen during the 2014-5 academic year as pertains to the administration of a clerkship or teaching medical students. This will likely be a large group discussion and topics/speakers will be identified closer to the conference date.

After this session, participants will be able to:

- Engage in a collaborative discussion of current events or topics of interest during the 2014-5 academic year

Written Testing Update**3:45 PM – 4:15 PM***Emily Miller, MD; Michael Beeson, MD, MBA*

Speakers will review end-of-rotation exam options available to EM clerkship directors, including the National EM M4 Exams Versions 1 and 2, and the NBME EM ACE. Exam usage and exam performance data will be reviewed. Future exam options will be discussed.

After this session, participants will be able to:

- Understand end-of-exam options available to clerkship directors for testing EM students
- Be familiar with exam usage and exam performance data
- Foster ideas for future EM student testing options

Emergency Medicine Association of Residency Coordinators (EMARC) Track

Welcome to EMARC 2015**9:15 AM – 10:00 AM***Ann Hill, CAP-OM; Jill Simonson, BA, C-TAGME; Laura Epnett*

Welcome to CORD 2015! The Planning Committee will handle the introductions and facilitate a quick networking activity during this session.

After this session, participants will be able to:

- Identify colleagues from their region and/or from similar programs and
- Identify potential networking connections

ABEM Update**10:00 AM – 10:45 AM***Francis Counselman, MD***CCC/PAC/APE — Best Practices****11:00 AM – 12:00 PM***Jill Craig*

The Clinical Competency Committee, the Program Evaluation Committee, and the Annual Program Evaluation have undergone major changes over the past few years. During this session a diverse panel of coordinators will share Best Practices, highlight potential pitfalls, and moderate group discussion/Q&A.

After this session, participants will be able to:

- Identify the structure and function of the CCC, PEC, and APE
- Identify best practices for the CCC, PEC, and APE that apply to their program

Marketing**1:30 PM – 2:15 PM***Jill Craig*

Marketing your residency program is a year-round task, and in this digital age, today's medical students may not be the people your traditional recruitment and marketing methods were designed to reach. During this session we will discuss the needs and demands of your audience and discuss how you can develop the most effective marketing and recruitment techniques for your program.

After this session, participants will be able to:

- Understand the need for marketing
- Examine the ways you can use new technology and still preserve the personal interaction that is such an important part of the recruitment process
- Discuss social media platforms and their use within a residency program

Working with Millennials**3:15 PM – 3:45 PM***Lisa Moreno-Walton, MD, MS, MSCR, FACEP, FAAEM*

Who are the Millennials and how do they interact with the professional world around them? Join us as we welcome Dr. Lisa Moreno-Walton, author of *Generational Influences in Academic Emergency Medicine: Teaching and Learning, Mentoring, and Technology and Teaching Across the Generation Gap*, for a look at the current generation of students and residents and discussion on how to best connect with this generation.

After this session, participants will be able to:

- Define the Millennial Generation
- Identify approaches to this generation that may increase productivity, enhance communication, and may be useful in developing the coordinator/resident and coordinator/student relationship

Preventing Burnout or Creating a Zen Workplace**3:45 PM – 4:15 PM***Merle Carter, MD; Saadia Akhtar, MD*

The actual work environment and office space that we utilize can impact our well-being. Research has shown that having the right kind of office environment can make individuals be more productive and have better job satisfaction, ultimately enhancing their role as residency program leadership.

After this session, participants will be able to:

- Understand concepts for creating work spaces that minimize stress and maximize productivity
- Acquire knowledge about tools, strategies and activities that promote mental and physical wellbeing for the Program Leadership team
- To learn how to integrate these concepts and activities into daily routine

Resident Track

An Overview in the Career of an Educator**9:15 AM – 9:30 AM***Sarah Stahmer, MD*

Sarah Stahmer is to give the opening lecture to the Resident Track. The lecture is meant to inspire future academicians and give them an overview to the possibilities and opportunities that a career in academics can bring.

After this session, participants will be able to:

- Understand the opportunities that exist within academic emergency medicine
- Approach residency and future academic opportunities earnestly

The Secret Job Market: Finding the Post-Residency Job of Your Dreams**9:30 AM – 9:45 AM***Susan Stroud, MD*

Susan Stroud will give a brief (10 minute) talk on strategies for finding junior academic faculty positions

After this session, participants will be able to:

- Understand the job opportunities that exist for new residency graduates
- Understand how to network with employers and departmental chairs
- Feel more comfortable seeking out the academic job they desire

Interview Skills and Contract Negotiation Advice for the Fellowship or Junior Faculty Applicant**9:45 AM – 10:00 AM***Michael Gisondi, MD*

Michael Gisondi will speak briefly (10 minutes) regarding techniques and tips for interviewing and contract negotiating

After this session, participants will be able to:

- Employ several techniques when interviewing for post-residency academic positions
- Understand the intricacies of contract negotiation and learn what is acceptable to negotiate for within a contract

Fellowships & Advanced Degree Options for the Graduating Resident Interested in Academics**10:00 AM – 10:45 AM***Todd Guth, MD; Dan Runde, MD; Nelson Wong, MD*

Todd Guth, Dan Runde, and Nelson Wong will speak for 40 minutes regarding the various fellowship options and advanced degrees available, and how each of these may or may not be necessary for those interested in different academic career paths

After this session, participants will be able to:

- Understand the different advanced degree options and fellowship options available
- Understand how each of these options can assist in advancing one's career path

Successfully Transitioning to Junior Faculty: Avoiding the Pitfalls and Reaping the Rewards

11:00 AM – 12:00 PM

Sneha Shah, MD; Jonathan Jones, MD, MPH, FACEP; Amy Pound, MD; Andy Grock, MD

Sneha Shah, Amy Pound, Andy Grock and Jonathan Jones will speak for 50 minutes on the steps necessary to successfully transition from resident/fellow to junior faculty.

After this session, participants will be able to:

- Understand the steps necessary, and the associated pitfalls, when transitioning from residency to junior faculty
- Feel more comfortable as they transition to junior faculty positions

The Academic Portfolio: A Primer for Residents

1:30 PM – 2:15 PM

Mary Jo Wagner, MD; Christina Shenvi, MD

Mary Jo Wagner and Christina Shenvi will speak for 40 minutes about what an academic portfolio is, why it is necessary, and what the best steps are during residency to create one

After this session, participants will be able to:

- Understand the purpose of the academic portfolio
- Feel comfortable and competent in starting to create their own

The Do's and Don'ts of CV Writing

2:15 PM – 3:00 PM

Mike Epter, DO, FAAEM; Janna Welch, MD

Mike Epter and Janna Welch will speak for 40 minutes on the art of CV writing. They will share both good and bad examples of resident CVs.

After this session, participants will be able to:

- Understand the necessary formatting and content that a CV is comprised of
- Understand what should be included/excluded from a CV

CV and Portfolio Workshop

3:15 PM – 4:15 PM

David Diller, MD

A group of faculty members will make themselves available for 1 hour for interested residents to have individualized mentorship/review of current CVs/academic portfolios

After this session, participants will be able to:

- Feel more comfortable about the current state of their CV & Academic Portfolios
- Have guided direction for how to improve upon their current CV & Academic Portfolios

FOAMed Lunch Workshop

Lecture Slide Design

12:00 PM – 1:30 PM

Tyson Pillow, MD, MEd; Nathan Allen, MD

To understand and apply the educational and multimedia principles that affect the design of slides and optimize learning

After this session, participants will be able to:

- Review the macro and micro educational principles that affect presentation design
- Understand the key multimedia principles that affect slide design
- List several basic software skills necessary to transform and optimize the slides in any presentation

So You Want to Create a Podcast — Getting Your Message Out

12:00 PM – 1:30 PM

Anand Swaminathan, MD, MPH, FACEP, FAAEM; Rob Rogers, MD; Salim Rezaie, MD; Steve Carroll, DO

Over the last 5 years, Free Open Access Medical Education (FOAM) has become increasingly important in Emergency Medicine resident education. Podcasts represent one of the integral FOAM platforms. This workshop delves into the why and how of podcasting and will enable attendees to create their own content for learner consumption.

After this session, participants will be able to:

- Discuss how podcasting can benefit a residency program
- Explore the necessary hardware and software required for creating a podcast

- Highlight the critical concepts of podcast script writing via creation of a script
- Record and upload a sample podcast based on the script created in this session

The Flipped Classroom: A How-to for Educators

12:00 PM – 1:30 PM

Robert Cooney, MD, MS, MedEd, FACEP, FAAEM; Rahul Patwari, MD

This limited attendance workshop is designed to introduce faculty to a trending topic in education: the flipped classroom. Educators will learn the benefits of flipping, how to implement the concepts on a limited or full scale, and how to effectively choose instructional technology to provide out of class educational content.

After this session, participants will be able to:

- Describe common methods for delivering instruction to independent learners in an asynchronous fashion
- Explain the tenets of multimedia design principles and how they affect educational content design and delivery
- Demonstrate the creation of a simple module using the tools demonstrated
- Construct a simple classroom activity based on a pre-recorded video that incorporates Bloom's high-level cognitive objectives

MERC Workshop

MERC Workshop: Program Evaluation and Evaluation Research

9:15 AM – 12:00 PM

This workshop introduces participants to fundamental principles of educational program evaluation, and provides participants with a strategy for developing an evaluation plan.

At the end of this session, participants will be able to:

- Describe program evaluation and its purposes
- Identify barriers to program evaluation
- Identify models used in evaluation
- Describe the steps of an evaluation
- Develop an evaluation plan

Specialty Sessions

How to Get Involved in CORD/ More Involved in CORD

7:00 AM – 8:00 AM

Mike Epter, DO, FAAEM; Elise Lovell, MD

Ever wonder how folks become a track chair, board member or other leader in CORD? Mostly it is just a matter of putting up your hand and being willing to do a little extra. However, for a few more details, come chat over breakfast with Mike Epter and Eric Katz as they share with you some thoughts on getting involved in CORD.

After this session, participants will be able to:

- Discuss strategies of getting involved in CORD Academic Assembly
- Explore strategies for making involvement in CORD symbiotic with your own career development

FOAMbar (Cutting Edge Knowledge on Tap)

10:00 AM – 12:00 PM

Robert Cooney, MD, MS, MedEd, FACEP, FAAEM; Rob Rogers, MD; Salim Rezaie, MD; Steve Carroll, DO; Dara Kass, MD, FACEP; Nikita Joshi, MD; Anand Swaminathan, MD, MPH, FACEP, FAAEM

CORD will host a "FOAMbar" during which time Academic Assembly attendees can sign up for consultation times with FOAM experts to discuss any facet of the various on-line education platforms. In the last 5 years, a number of different on-line platforms have grown and are being utilized for the dissemination of Free Open Access Medical Education (FOAM). This includes blogs, twitter, podcasts, wikis and more. As trainees continue to consume multimedia FOAM, it becomes increasingly important for educators to embrace these education modalities both to understand what residents are reading as well as disseminating their message.

continued

FOAMbar (Cutting Edge Knowledge on Tap)**1:30 PM – 3:30 PM**

Robert Cooney, MD, MS, MedEd, FACEP, FAAEM; Rob Rogers, MD; Salim Rezaie, MD; Steve Carroll, DO; Dara Kass, MD, FACEP; Nikita Joshi, MD; Anand Swaminathan, MD, MPH, FACEP, FAAEM

CORD will host a “FOAMbar” during which time Academic Assembly attendees can sign up for consultation times with FOAM experts to discuss any facet of the various on-line education platforms. In the last 5 years, a number of different on-line platforms have grown and are being utilized for the dissemination of Free Open Access Medical Education (FOAM). This includes blogs, twitter, podcasts, wikis and more. As trainees continue to consume multimedia FOAM, it becomes increasingly important for educators to embrace these education modalities both to understand what residents are reading as well as disseminating their message.

Academy for Scholarship: Developing Faculty Scholarship in Medical Education using Enduring Materials, Leadership, Research, Teaching and Evaluation**1:30 PM – 4:00 PM**

Michael Fitch, MD, PhD; Lalena Yarris, MD, MCR; David Manthey, MD, FACEP, FAAEM; Jessica Smith, MD

Join members of the CORD Academy of Scholarship in Education as they discuss four areas in which Emergency Medicine faculty can develop their careers as medical educators. Find ideas and inspiration for steps that you can take using activities that are already part of your professional life to enhance your career development by providing evidence of scholarly productivity. Understand how to create and disseminate enduring educational materials for faculty at other institutions to utilize. Learn how to seek out and capitalize on leadership opportunities at the local, regional, and national levels. Identify strategies for research project design, implementation, and writing. Take your own teaching to the next level by using a scholarly approach to the evaluation and improvement of your own skills with different learner populations. Bring your questions about career development and how to increase scholarly activity in your current activities as there will be opportunities for mentoring with faculty in each of these four educational areas.

After this session, participants will be able to:

- Identify teaching materials and projects that you already have under development that can be expanded and developed into enduring educational products.
- Discuss opportunities for educational leadership at the local, regional, and national levels that can enhance your career and scholarly development as a faculty member.
- Understand strategies for educational research project design, implementation, and writing to improve your chances of publication.
- Use a scholarly approach to teaching and evaluation of your own skills with different learner populations.

Lightning Orals**4:15 PM – 5:15 PM**

Daniel Egan, MD; Jonathan Fisher, MD

The session will highlight some of the best educational research of the past year. Presentations will be concise and allow for maximal number of presentations as well as include content on methodology to help other educational researchers advance their own work. The session is intended for all tracks.

After this session, participants will be able to:

- Describe the latest advances educational research in emergency medicine programs
- List examples of multiple methodologies in educational research
- Describe how to design and implement educational research

Responding to Crisis and Threats — Creating an Ethical, Educational and Operational Framework**5:15 PM – 6:15 PM**

Janis Tupesis, MD; Bobby Kapur, MD; Lauren Wiesner, MD

Objectives:

- Discuss current clinical practices amongst academic programs in Ebola case management
- Identify level of resident training and involvement in managing suspected and confirmed Ebola cases
- Locate gaps in residents’ training for highly contagious infectious diseases and opportunities for improved residency education of these cases
- Understand the ethical implications of resident involvement and training for Ebola cases
- Discuss special situations, including pre-hospital care and global health experiences, that may expose residents to Ebola cases
- Apply lessons learned from Ebola case management to improve the approach of resident training for the next infectious epidemic

Day Three
Wednesday, April 15, 2015

Best Practices Track**Complexities of the SLOE (with CDEM)****8:00 AM – 8:45 AM**

Damon Kuehl, MD; Kathy Hiller, MD, MPH

This would be a best practices session as on how to write (and interpret?) a SLOE. Foundational and recent literature on the SLOR/ SLOE will be reviewed, as well as practical tips for translating clinical data into a SLOE evaluation. While interpreting a SLOE is also an important concept; this session should focus on writing a SLOE so that it can be interpreted in the way the writer intends.

After this session, participants will be able to:

- Demonstrate understanding of the various components of the SLOE
- Demonstrate the ability to complete a SLOE based on clinical evaluation data and metadata
- Demonstrate understanding of how information on the SLOE is interpreted by programs

Options for the Failed Remediation**8:00 AM – 8:45 AM**

Taku Taira, MD

We will be discussing the options of what the next steps are with regards to failed remediation. We will discuss how to determine what the appropriate intervention is for the specific problem as well as how to get to align the appropriate stake holders on board. Additionally we will discuss how proactive planning for the failed remediation can enhance remediation efforts.

After this session, participants will be able to:

- Discuss the options for escalation in the case of the failed remediation
- Identify potential pitfalls in the management of the resident who will not be continuing in your program
- Discuss the legal aspects in regards to failed remediation
- Discuss pathways to alternatives to termination and/or non renewal

Educational Journal Club (with CDEM)**8:45 AM – 9:30 AM**

Esther Chen, MD; David Duong, MD, MS; David Gordon, MD, FACEP

It is always a challenge to keep up with the most current educational literature. This session will review the most pertinent medical education articles of 2014.

After this session, participants will be able to:

- To review and discuss the most current and pertinent GME and UGME articles
- To discuss article insights based on solicited perspectives from the authors

Satisfaction, Safety, Scorecards and Stats

8:45 AM – 9:30 AM

Steven Nazario, MD, FACEP, FAAEM; Matthew Silver, MD, FACEP

Most of the 162 Emergency Medicine training programs provide training in very large, high acuity, tertiary care teaching hospitals. As residents find employment in one of the 5,000 Emergency Departments in the United States, they will likely face a very different reality than the one which they trained. There will be more of a focus on productivity, patient satisfaction, and scorecards composed of a myriad of access, service and quality metrics. They will practice in an environment where administrators scrutinize their practice and where their compensation is largely based on meeting targets. Residents will need to be prepared to work in this metric-focused reality. Residency faculty will need to incorporate this new language in their preparation of residents. And with CLER visits and the increasing reimbursements from CMS for patient satisfaction and quality care, residency programs and the C-suite will need to be better aligned. At the close of the session the participant will be able to define what challenges to expect given the changing landscape of physician reimbursement and compensation.

After this session, participants will be able to:

- Review productivity-based compensation versus that of straight salary
- Review common access, service and quality metrics and scorecards
- Explain the role of Patient Satisfaction in CMS 'Value-Based Purchasing'
- Research and performance improvement to keep your administrators happy
- Are traditional training programs prepared to handle the challenges of the new normal?

Developing the Relationship Between the Clerkship Director and Program Director to Maximize Recruitment Efforts (with CDEM)

9:30 AM – 10:15 AM

Tina Choudhri, MD; Annette Dorfman, MD; Damon Kuehl, MD; Melanie Prusakowski, MD

In addition to writing combined letters, both students and program directors can benefit from the away rotation experience; however, the synergy in this event is not often maximized. Optimizing the relationship between the clerkship and program directors will enhance the recruitment process, as well as the integrity of the learning experience.

After this session, participants will be able to:

- Discuss the benefits of increased communication and working towards a common goal within the two parallel tracks
- Review the visiting student experience at your institution: Highlight the pearls and pitfalls of the rotation

FOAMED Bootcamp

9:30 AM – 10:15 AM

Daniel Egan, MD; Rob Rogers, MD; Christine Babcock, MD, MSc, FACEP, FAAEM

Everyone ready to get FOAMED? FOAMED (Free Online Access Medical Education) is exploding in EM social media and educational circles. Your residents are there. Are you? Participants will get a tour of education-related social media and learn techniques to navigate the abundance of information available (e.g. Feedly, newsify).

After this session, participants will be able to:

- Access and discover sources of FOAMED
- Utilize FOAMED resources to enhance resident education
- Filter FOAMED sources to obtain the most relevant and high-yield information

Implementing Effective Faculty Development on Resident Assessment

10:30 AM – 11:15 AM

David Della Giustina, MD, FACEP, FAWM

The quality of our assessments are typically limited by the quality of our assessors. Many of us ask our faculty to use shift or rotation evaluations, and give good feedback, without much formal education or training. Developing and implementing a faculty development curriculum on this is not easy though, due to multiple barriers such as faculty time, faculty interest, actual design of sessions and bonus vs drip implementation, as well as others. This session will aim to address these barriers as well as to present a way to successfully implement this type of a faculty development.

After this session, participants will be able to:

- Understand the important aspects of an effective faculty development program on resident assessment
- Implement a successful faculty development program on resident assessment at their own institution

Residency Branding: Know Who You Are, Be Who You Are

10:30 AM – 11:15 AM

Mike Gisondi, MD; Jeremy Branzetti, MD

How can programs recruit the top candidates in the increasingly competitive application environment? This session will give program leaders the skills to identify their program's unique brand and market it effectively to improve not just candidate recruitment, but also alumni fundraising and institutional/GME standing.

After this session, participants will be able to:

- Translate a residency program's vision and mission statements into a marketable brand identity
- Describe the science of branding as it pertains to resident recruitment
- Identify opportunities to develop a residency brand within one's institution/GME/medical center
- Define the relationship between alumni development (fundraising) and residency brand identity

So Your Resident Wants to Go to Africa?

11:15 AM – 12:00 PM

Janis Tupesis, MD; Gabrielle Jacquet, MD, MPH, FACEP

The past 40 years have seen expanded development of emergency medicine postgraduate residency programs worldwide. An important part of this educational experience is the ability of resident trainees to participate in global health (GH) electives abroad. Multiple studies show these experiences to be linked to specific identified learner competencies and ACGME milestone areas including communication and collaboration, ethics and professionalism, healthcare systems and delivery models and cultural competency. However, significant challenges remain to both residency program director and resident to navigate the complexities of successfully implementing a GH elective during their residency training. Program directors need a sound approach on how to successfully integrate this discipline into their residency training program.

After this session, participants will be able to:

- Understand why having a Global Health program at your institution will add value to your training program
- Hear best practices from programs that have successfully implemented programs at their institution, with specific focus on approaches to:
 - Successfully navigating the challenges of Medicare funding while your resident is practicing out of the country
 - Successfully navigating the challenges of malpractice/indemnification insurance coverage while your resident is practicing out of the country
 - Establishing a standardized way to do a site evaluation prior to and sometimes after your resident's GH elective
 - Creating a standardized system and packet of optimal application materials to ensure cooperation and approval from your GME office—including individual site evaluations, US and local mentor endorsements, professionalism agreements/MOUs, incident reporting guidelines, emergency plans/evacuation logistics, etc.
 - Using established preparatory materials to prepare your residents for safe and effective learning experiences in the field, and to evaluate them upon their return
 - Helping your residents find funding for their electives
 - Have a Global Health toolkit that can be adopted from programs that have successfully implemented Global Health programs at their institutions

continued

Are you Interdiscipline-ing? How to Effectively Organize and Run Combined Multi-Disciplinary Conferences

2:30 PM – 3:15 PM

Jack Perkins, MD, FACEP, FAAAAEM, FACP;

Joseph House, MD, FACEP, FAAP

The ED is a unique environment where collaboration is integral for patient care and presents tremendous opportunity for education. The ACGME mandates programs document and track resident participation in interdisciplinary clinical quality initiatives (QI). Inter-disciplinary conferences such as a combined trauma and Emergency Medicine (EM), Internal Medicine and EM, or critical care and EM offer a forum for collaborative learning and improvements in patient care. During this session a variety of EM faculty will present their experience with multi-disciplinary conferences and share their benefits for the ED, consultants, residents, patients, and the hospital. Specific attention will be given to effective formats, feedback loops and how such conferences can integrate into hospital QI processes. Specific tools delivered to the audience will include course outlines and goals and objectives of discussed examples.

After this session, participants will be able to:

- Identify other disciplines that would be well suited for multi-disciplinary conferences
- Summarize the goals and objectives you will present to the other discipline when approaching them for this joint venture, including nursing and allied health professionals
- Discuss benefits of various formats for delivering multi-disciplinary conferences to patient care, education, and inter-departmental collaboration

Teaching Residents to Teach

2:30 PM – 3:15 PM

William Woods, MD; Jason Wagner, MD; Carey Chisolm, MD

Institutions have been cited for failing to meet LCME requirements that residents be prepared for their role in teaching and assessment. We will discuss teaching and assessment techniques and skills appropriate for residents as well as resources for and methods to convey this information.

After this session, participants will be able to:

- Review LCME requirements for residents as teachers
- Review medical schools' learning objectives for 3rd and 4th year students on EM rotations via CORD Survey
- Review lifelong professional teaching and assessment skills valuable to residents
- Discuss specific skills, behaviors and word choices residents can adopt in order to become more effective teachers and evaluators.
- Discuss methods to present the information to residents and to improve teaching skills

CORD Business Meeting *(see agenda pg 6)*

3:30 PM – 5:30 PM

RRC Update

5:30 PM – 6:30 PM

Philip Shayne, MD

Navigating the Academic Waters (NAW) Track

From Seed to Flower: How to Transform Ideas into Academic Success

8:00 AM – 9:30 AM

Joshua Broder, MD; Dara Kass, MD, FACEP

Every emergency physician has novel ideas about the approach to a clinical problem or an educational challenge but many such seeds never flower to projects with academic value. The presenters will describe their experiences with developing an academic niche and building your personal "brand". By doing these things, opportunities will start to come your way such as invitations to present, publish in textbooks and do research.

After this session, participants will be able to:

- Describe the value and process of developing a niche in emergency medicine

- Highlight which networking and collaborative opportunities will be rewarding
- Define a portfolio of academic projects that maximize output from precious academic time

Work-Life Integration: Finding Balance in a Hectic World

9:30 AM – 10:15 AM

Ryan Fringer, MD; Eric Katz, MD; Wendy Woolley, DO, FACEP;

Balancing work and life is a tremendous task that often leaves one feeling neglectful of one or the other. Integrating the two, however, can lead to great satisfaction. This session will focus on the scope of the problem and why integration of work and life is important for organizations and individuals. The session leaders will discuss challenging issues such as dealing with day to night transitions, maximizing your schedule and recovering from medical illness.

After this session, participants will be able to:

- Define work-life balance/integration
- Understand why balance/integration is important for individuals and organizations
- Describe the scope/impact of the problem
- Learn ways to promote wellness through sharing real life experiences

Bedside Teaching: Be Efficient AND Excellent!

2:30 PM – 2:30 PM

Todd Berger, MD, FACEP

So you want to be an effective bedside teacher while working in a busy ED? You'll need to learn how to be an efficient teacher just like you learned how to be an efficient clinician. We'll discuss how we teach in the clinical setting and strategize on ways to manage your time on your shifts so that you can teach effectively.

After this session, participants will be able to:

- List characteristics of a good teacher
- Propose strategies for time management
- Create learner's perceptions by framing behavior
- Define teaching scripts and list examples
- Evaluate what to teach based on strategies of learner assessment
- Compare and contrast various teaching methods
- Discuss principles of feedback

Fabulous Unfunded Research for the Novice Investigator: The Quick and Cheap Way to Meet the Scholarly Project and Faculty Requirements

3:30 PM – 5:00 PM

Lisa Moreno-Walton, MD, MS, MSCR, FACEP, FAAAAEM

Novice investigators are intimidated by the thought of developing a research project, and most residencies are experiencing budget constraints, but no one can get funded without pilot data or a track record of funding. Still, the RRC requires residents to do a scholarly project with faculty mentorship and requires faculty to present and publish academic work. Meeting these requirements is simple, if you know how. In this presentation, an experienced researcher who has successfully mentored over a hundred faculty members, residents, medical students and even college students to successful and award winning national presentations and some to publication will teach the tricks to developing unfunded research projects which can be done with the resources of a typical academic emergency department in the typical academic physician's protected time.

Participants will be taken through each step of developing a research project. The session leader will explain how to turn your clinical or educational wonder-why questions into solid, testable research hypotheses. The importance of clear, measurable outcomes will be discussed. Using examples from successful research projects, the group will work together to develop these outcome measures. Tips for low cost, time efficient methods to carry out the studies will be reviewed. Basic data analysis equations that are appropriate to analyze simple studies will be covered. In the final 30 minutes, small groups will develop projects with session leader guidance and will organize a plan to work virtually over the year on a multi-center project.

After this session, participants will be able to:

- Turn an idea into a formal research hypothesis

- State clear, measurable research outcomes
- Use available resources to perform a no-cost, time efficient research project
- Understand how to use basic equations to perform simple data analysis
- Leave the session with a plan for a yearlong multi-center research project that will be performed with virtual mentorship by the session leader

Networking/Speed Dating: How to Grow Your Circle

5:00 PM – 5:30 PM

Jan Shoenberger, MD, FACEP; Taku Taira, MD

This session will address the importance of developing a professional network to enhance career development. Although many of us feel anxiety when entering a “networking” event, there are skills and techniques that you can use to decrease that anxiety and have fun! Several simple, applicable techniques for developing professional connections will be provided. Participants will practice the skills learned in an interactive “speed dating” format.

After this session, participants will be able to:

- Understand how networking can further your career and contribute to professional development
- Learn new strategies to help you meet new people with ease
- Learn strategies to overcome anxiety regarding networking events

Building Your Educator's Portfolio

10:30 PM – 11:15 PM

Gloria Kuhn, DO, PhD, FACEP

A CORD classic! A comprehensive Educator's Portfolio will serve many functions in your academic career and is necessary for your professional advancement and promotion. In this session, learn how to build, maintain and utilize your Educator's Portfolio. A must for junior faculty!

After this session, participants will be able to:

- State the uses of the Educator's Portfolio
- List and describe the components of an Educator's Portfolio
- Discuss the difference between an archival and promotion portfolio
- Compile an archival portfolio

Individual Education Portfolio Reviews

11:15 PM – 1:30 PM

Gloria Kuhn, DO, PhD, FACEP; Sandra Werner, MD, MA, FACEP; Mary Jo Wagner, MD

This interactive session (limited enrollment) will allow participants to bring their portfolios and have them reviewed by experts. The goals will be to give feedback and guidance to improve portfolios.

After this session, participants will be able to:

- State the components of an Educator's Portfolio
- Understand how to improve their own portfolio
- Improve organizational skills and better prepare for academic promotion on an education track

Clerkship Directors in Emergency Medicine (CDEM) Track

Curricular Innovations

10:30 AM – 12:00 PM

George Willis, MD, FAAEM

Are you looking for exciting and innovative ideas for undergraduate medical teaching or ways to improve your clerkship? Do you find yourself implementing the same stagnant curriculum year after year and are looking for ways to change it for the better? Are you interested in seeing what other innovative methods are being implemented at other schools around the country? Finding ways to improve medical student education is difficult, as the technology changes and medical students advance. Come to the Curricular Innovations in Undergraduate Medical Education to see the best examples from around the country, and get ideas that you can take back to your institution and inspire your students!

After this session, participants will be able to:

- Identify innovative educational practices for use in their clerkship
- Use ideas gained to improve education of their undergraduate students
- Foster a culture of innovation within their own department and clerkship

Blood, Sweat and Tears: Clerkship Director Survival Stories

2:30 PM – 3:15 PM

Laura Thompson, MD, MS

Emergency Medicine Clerkship Directors are welcome to submit a problem and solution for a situation they encountered during the last year at their institution. The audience will discuss these cases, facilitated by a moderator, to propose practical solutions to challenges commonly and uncommonly faced by clerkship directors in Emergency Medicine.

After this session, participants will be able to:

- Demonstrate different types of administrative and student issues that can adversely affect a clerkship experience
- Propose practical solutions to problems commonly and uncommonly encountered by the EM Clerkship Directors through discussion and collaboration

Integrating EM into All Four Years of the Curriculum

3:30 PM – 4:30 PM

Chad Viscusi, MD; Nicholas Kman, MD, FACEP

In many institutions, the EM clerkship often doesn't occur until the fourth year of medical school. By then, many students have already decided on a career path. How do EM medical student educators gain exposure to undifferentiated medical students. Does early exposure to EM attendings matter? This session will explain!

After this session, participants will be able to:

- Determine the limitations and benefits of extension into the curriculum of the pre-clinical years
- Discuss the function of an effective EMIG as it relates to medical student interest in EM
- Discuss the use of Learning Communities, “How to be a Doctor?” Courses, and other longitudinal preclinical offerings as ways EM Faculty can get involved in medical student education in the preclinical years.

Bedside Teaching Workshop: Maximizing Principles of Adult Learning

4:30 PM – 4:50 PM

Annette Dorfman, MD; Tina Chouhri, MD

The ED has a chaotic environment that challenges educators to teach effectively at the bedside; moreover, giving feedback in this setting has become quite onerous. This workshop will act as a progressive guide that focuses on principles of adult learning and implementing EM milestones as part of bedside didactics, provides specific educational techniques to teach at the bedside, and finally, provides best practices regarding how to give learner-centered feedback that is both formative and lasting.

After this session, participants will be able to:

- Utilize an educational model to tailor bedside instruction to the appropriate learner level
- Identify the reasons why ‘pimping’ is an ineffective and often counterproductive teaching technique
- Employ four different techniques to teach clinical emergency medicine in the emergency department
- Provide learner centered feedback that is constructive, not destructive, to the learner

Bedside Teaching Workshop: Why ‘Pimping is Bad’

4:50 PM – 5:10 PM

Nikolai Butki, DO, MPH, FACEP

The ED has a chaotic environment that challenges educators to teach effectively at the bedside; moreover, giving feedback in this setting has become quite onerous. This workshop will act as a progressive guide that focuses on principles of adult learning and implementing EM milestones as part of bedside didactics, provides specific educational techniques to teach at the bedside, and finally, provides best practices regarding how to give learner-centered feedback that is both formative and lasting.

After this session, participants will be able to:

- Utilize an educational model to tailor bedside instruction to the appropriate learner level

continued

- Identify the reasons why 'pimping' is an ineffective and often counterproductive teaching technique
- Employ four different techniques to teach clinical emergency medicine in the emergency department
- Provide learner centered feedback that is constructive, not destructive, to the learner

Bedside Teaching Workshop: Delivering Learner-Centered Feedback

5:10 PM – 5:30 PM

Matthew Ryan, MD, PhD

In this session, we will learn the best practices for giving learner-centered feedback. Moreover, we will provide a basic tool set of the best practices regarding how to give feedback. Particular attention will be focused on the timing of the feedback, how to do so in the busy environment of the emergency department and how to make it specific, formative and thus lasting. Attendees will have the opportunity to practice various best-practice feedback methods and techniques,

After this session, participants will be able to:

- Describe the best practices for delivering learner-centered feedback
- Explore the scientific evidence regarding why these methods work
- Practice the actual application of the best tools for feedback
- Assess which tool or combination of tools works well for each individual instructor

Resident Track

Learning Theories for Medical Education

8:15 AM – 8:45 AM

Gloria Kuhn, DO, PhD, FACEP; Andrew Phillips, MD, Med

This session will discuss several of the theories underlying successful teaching. Areas where learners have difficulty include use of knowledge to solve problems and transfer of knowledge from the classroom to the workplace. An area of difficulty for teachers is how to ensure that learners correctly understand the teacher's thinking. The value of knowing these theories is that they have been demonstrated to be effective in improving teaching and result in increased learning. Importantly, when learning is not successful, the educator can use these theories to determine what has gone wrong and institute methods to correct the problems.

After this session, participants will be able to:

- Discuss the different learning theories that are most applicable to medical education
- Develop a plan to use at least one principle from the theories presented for an actionable change in the way you teach.

Clinical Teaching Methods

8:45 AM – 9:30 AM

Colleen Roche, MD; Benjamin Schnapp, MD

Clinical teaching can take many forms, from short didactic sessions to bedside teaching. In this session we will explore these different avenues and how to take advantage of different clinical situations and presentations to maximize learning opportunities.

After this session, participants will be able to:

- Use the One Minute Preceptor and other bedside teaching techniques
- Discuss common pitfalls and solutions for teaching in a busy and distracting ED

Giving Effective Feedback

9:30 AM – 10:15 AM

Aleksandr Sasha Tichter, MD, MS; Melissa White, MD, MPH

Feedback is increasingly appreciated as a central component of 360° improvement. In this session we will discuss how to give and receive feedback that is professional, efficient, and effective and how to receive and implement feedback.

After this session, participants will be able to:

- Discuss several structures for providing feedback
- Discuss the importance of actionable, tangible feedback
- Evaluate others' feedback

Teaching the Difficult Learner Workshop

10:30 AM – 11:15 AM

Carey Chisholm, MD; Kevin Rodgers, MD, FAAEM; Michael Epter, DO, FAAEM

Learners enter at different levels with different interests and strengths. Reaching difficult learners without sacrificing the education of the other learners.

After this session, participants will be able to:

- Discuss various ways in which learners can be difficult
- Utilize several methods to overcome those difficulties

Leadership vs Management

11:15 AM – 12:00 PM

Carey Chisholm, MD

Leadership theory and practice continues to evolve. In this session we will discuss the difference between leading and managing care teams and a department as a whole to improve patient care and staff interactions.

After this session, participants will be able to:

- Discuss the nuances between leadership and management
- Discuss the complex nature of teamwork and interdepartment interactions

Presentation Principles and Technologies

2:30 PM – 3:15 PM

Tyson Pillow, MD, MEd; Nikita Joshi, MD; Sara Adibi, MD

New technological advances are changing the way presenters and learners interact. This session will explore the newest interfaces.

After this session, participants will be able to:

- Discuss the strengths and weaknesses of several new presentation modalities
- Discuss and utilize the fundamental principles for presentations
- Discuss and utilize social media as a conduit for presentations and audience interaction

Resident Track Open House Summary

3:15 PM – 3:30 PM

Andrew Phillips, MD, MEd; David Diller, MD

Resident's Guide to Research: From Poster to Publication

3:45 PM – 4:30 PM

Lainie Yarris, MD, MCR; Paige Armstrong, MD

Research is a pivotal part of academics, but practical information can be difficult to find and implement. This session explores these practicalities and tips for success.

After this session, participants will be able to:

- Discuss the process of preparing and submitting posters to national conferences
- Discuss the process of preparing and submitting manuscripts to peer reviewed journals
- Discuss the various alternative publishing locations such as blogs and online only journals

Life in Academics: Achieving Success and Sanity

4:30 PM – 5:15 PM

Michelle Lall, MD, MHS, FACEP; James Kimo Takayasu, MD, MSc

This is an open discussion with several faculty members discussing how they and others keep a balanced life in academics and provide practical tips for residents who are soon to be junior faculty members.

After this session, participants will be able to:

- Discuss the extra stresses that are associated with academic emergency medicine.

- Discuss methods of organizing responsibilities effectively
- Discuss stress relief methods

Resident Track Summary

5:15 PM – 5:30 PM

Andrew Phillips, MD, MEd; David Diller, MD

The conference boasts two full days of resident-directed presentations. As part of a cyclical learning model this session is designed to reiterate the important points from all of the prior presentations.

After this session, participants will be able to:

- Discuss the salient points from each of the prior presentations at the conference on the Resident Track
- Create a plan of implementation for at least 3 practice-changing recommendations.

Emergency Medicine Association of Residency Coordinators (EMARC) Track

ERAS

8:00 AM – 9:30 AM

Dukhbhanjan Sujlana, CAPM

A representative from the Electronic Residency Application Service (ERAS) will join us to discuss recent software changes and updates, including the roll out of the web based workstation and the beta launch of the self-scheduler.

After this session, participants will be able to:

- Identify features and changes to the new web-based ERAS format
- Identify systems, features, and tips that may help streamline their use of ERAS

Interview Season

9:30 AM – 10:15 AM

Kelly Norton

The interview process is a vital and complex part of graduate medical education. Many stakeholders and moving parts impact the interview season and, on top of the existing day-to-day tasks that keep a program running, it is all enough to leave even the most seasoned coordinators feeling stressed. During this session we will outline the recruitment season and identify the key players involved. A panel of coordinators with diverse backgrounds and approaches to the season will then share best practices and tips for running a smooth interview season.

After this session, participants will be able to:

- Understand the cycle and timeline of the recruitment season
- Identify the stakeholders involved in the interview season
- Identify best practices that they may apply to their own programs

Residency Software Breakout Sessions: Evalue

10:30 AM – 12:00 PM

Ellen Harr-Weatherby

Participants will split into groups to discuss new features and tips and tricks for New Innovations, MedHub, or E*value.

After this session, participants will be able to:

- Understand recent updates to their residency management software
- Learn how they might better utilize their particular residency management software

Residency Software Breakout Sessions: Medhub

10:30 AM – 12:00 PM

Katy Oksuita, MS

Participants will split into groups to discuss new features and tips and tricks for New Innovations, MedHub, or E*value.

After this session, participants will be able to:

- Understand recent updates to their residency management software
- Learn how they might better utilize their particular residency management software

Residency Software Breakout Sessions: New Innovations

10:30 AM – 12:00 PM

JoAnn Corbi

Participants will split into groups to discuss new features and tips and tricks for New Innovations, MedHub, or E*value.

After this session, participants will be able to:

- Understand recent updates to their residency management software
- Learn how they might better utilize their particular residency management software

Alumni Networking

2:30 PM – 3:15 PM

Christina Tarleton

Alumni can be a tremendous resource to your program. Join this session to hear from programs that have realized ways to tap the potential of their program alumni for everything from mentoring opportunities, research, networking, financial support, job placement, and more.

After this session, participants will be able to:

- Identify the potential resources that their program alumni offer
- Identify ways to connect with program alumni

EMARC Business Meeting (Begin with CORD Business Meeting)

3:30 PM – 5:30 PM

Leigh Hylkema

Specialty Sessions

FOAMbar (Cutting Edge Knowledge on Tap)

10:00 AM – 3:00 PM

Robert Cooney, MD, MS, MedEd, FACEP, FAAEM; Rob Rogers, MD;

Salim Rezaie, MD; Steve Carroll, DO; Dara Kass, MD, FACEP; Nikita

Joshi, MD; Anand Swaminathan, MD, MPH, FACEP, FAAEM

CORD will host a "FOAMbar" during which time Academic Assembly attendees can sign up for consultation times with FOAM experts to discuss any facet of the various on-line education platforms. In the last 5 years, a number of different on-line platforms have grown and are being utilized for the dissemination of Free Open Access Medical Education (FOAM). This includes blogs, twitter, podcasts, wikis and more. As trainees continue to consume multimedia FOAM, it becomes increasingly important for educators to embrace these education modalities both to understand what residents are reading as well as disseminating their message.

Introductory to GME Finance

12:00 PM – 1:30 PM

Doug McGee, DO

Best of the Best

1:30 PM – 2:30 PM

Megan Fix, MD; Kriti Bhatia, MD; Lisa Moreno-Walton, MD, MS, MSCR, FACEP, FAAEM

The CORD community develops high quality research and educational innovations every year. This year we are going to highlight the very best abstracts submitted to the CORD research and innovations forums. In this session selected presenters will discuss their novel research and educational innovations from both undergraduate and graduate medical education. The session is intended for all tracks to attend.

After this session, participants will be able to:

- Describe the latest advances in educational research and innovations in emergency medicine programs and how to incorporate these into one's own program
- List creative examples of novel research and teaching in procedural, bedside, technological or case-based education
- Describe how to design and implement educational research and new educational initiatives

continued

Day Four Thursday, April 16, 2015

Best Practices Track

Educational Soundbites

8:00 AM – 9:00 AM

Kirti Bhatia, MD; Jonathan Jones, MD, MPH, FACEP;
Daniel Egan, MD

New educational innovations are developed every year by creative faculty who design fresh ways to improve their didactics, bedside teaching, and procedural skill training. In this session selected presenters will discuss their novel approaches and educational solutions.

After this session, participants will be able to:

- Discuss the latest educational innovations in emergency medicine programs and how to incorporate these into one's own program
- List several creative examples of procedural, bedside, technological or case-based education
- Discuss how to design new initiatives to teach and evaluate the ACGME milestones and competencies

Program Director and Coordinator Survival Stories

9:00 AM – 10:00 AM

Mark Clark, MD

This annual favorite provides a forum for Program Directors and Program Coordinators to share stories of resident misadventures and minefields.

After this session, participants will be able to:

- Discuss (as a group) resident problems encountered by program directors and coordinators
- Develop effective strategies for addressing the provided examples of resident issues
- Identify resources to aid the Program Director in finding solutions to these challenges

The New Dual Accreditation System

10:15 AM – 10:45 PM

Antonia Quinn, DO; Deborah Pierce, DO, MS

The ACGME and AOA have agreed upon the creation of a single accreditation system for graduate medical education. This system will evolve over the next 5 years. With this evolution, there will be many questions and issues that surface for both Osteopathic and Allopathic program directors, as well as for Osteopathic and Allopathic medical students and residents.

After this session, participants will be able to:

- Clarify issues and answer questions common to both Allopathic and Osteopathic program leadership related to the evolution of the single accreditation pathway
- Describe the unique differences between Osteopathic programs and Allopathic programs, and how this may affect the future merger, and how it also may affect ranking, recruitment, and match
- Understand future common requirements such as protected time, scholarly activity, and presence of sub-specialty services

CORD Task Force Updates: Patient Satisfaction

10:45 AM – 11:00 AM

Doug Finefrock, DO

CORD task forces do incredible work in understanding current issues critical to the EM education community, along with delivering content that is useful to CORD members. This session will highlight the work performed and products developed by CORD taskforces.

After this session, participants will be able to:

- Review current CORD Task forces and their roles in content areas
- Discuss the recent unique work and products delivered by CORD Task forces including: Individualized Interactive Instruction (III), Social Media, Transitions of Care, and Patient Satisfaction

CORD Task Force Updates: Transition of Care

11:00 AM – 11:15 AM

Jonathan Jones, MD, MPH, FACEP; Jeffrey Druck, MD

CORD task forces do incredible work in understanding current issues critical to the EM education community, along with delivering content that is useful to CORD members. This session will highlight the work performed and products developed by CORD taskforces.

After this session, participants will be able to:

- Review current CORD Task forces and their roles in content areas
- Discuss the recent unique work and products delivered by CORD Task forces including: Individualized Interactive Instruction (III), Social Media, Transitions of Care, and Patient Satisfaction

CORD Task Force Updates: Individualized Interactive Instruction

11:15 AM – 11:30 AM

Jeffrey Siegelman, MD

CORD task forces do incredible work in understanding current issues critical to the EM education community, along with delivering content that is useful to CORD members. This session will highlight the work performed and products developed by CORD taskforces.

After this session, participants will be able to:

- Review current CORD Task forces and their roles in content areas
- Discuss the recent unique work and products delivered by CORD Task forces including: Individualized Interactive Instruction (III), Social Media, Transitions of Care, and Patient Satisfaction

CORD Task Force Updates: Social Media

11:30 AM – 11:45 AM

David Pearson, MD; Robert Cooney, MD, MS, MedEd, FACEP, FAAEM

CORD task forces do incredible work in understanding current issues critical to the EM education community, along with delivering content that is useful to CORD members. This session will highlight the work performed and products developed by CORD taskforces.

After this session, participants will be able to:

- Review current CORD Task forces and their roles in content areas
- Discuss the recent unique work and products delivered by CORD Task forces including: Individualized Interactive Instruction (III), Social Media, Transitions of Care, and Patient Satisfaction

CORD 890: Introductions

11:45 AM – 11:55 AM

Damon Kuehl, MD; Kerry McCabe, MD; Lynn Roppolo, MD; Casey MacVane, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Maximizing Regional Educational Resources

11:55 AM – 12:05 AM

Mike Jones, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances

that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference

- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Highlighting diversity in your training program and increasing awareness of health care disparities in your clinical setting

12:05 PM – 12:15 PM

Chandra Aubin, MD; Douglas Char, MD, FACEP, FAAEM

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Simulation: Its not just for the sim lab anymore

12:15 PM – 12:25 PM

Tim Fortuna, DO

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: State of EM in Match

12:25 PM – 12:35 PM

Michael VanMeter, MD, MPH; Diane Rimple, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Resident Lead Patient Safety Committee

12:35 PM – 12:45 PM

Marie Vrablik, MD, MSc

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting

the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Fired Up Journal Club

12:45 PM – 1:00 PM

Kevin Rodgers, MD, FAAEM

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference.
- Understand the art of concise presentations inspired by Pecha Kucha

CORD 890: Getting Hands Dirty M&M

1:00 PM – 1:15 PM

David Saloum, MD

The CORD community is a wealth of ideas and educational advances. This session, inspired by Pecha Kucha style talks (<http://www.pechakucha.org>), will attempt to showcase multiple outstanding educational innovations in a short period of time. 890 will be 8 talks in 90 minutes highlighting the following: 1. Maximizing Regional Educational Resources 2. Highlighting Diversity 3. Sim, It's not just sim lab 4. State of EM in Match 5. Resident Led Patient Safety Committees 6. Fired up Journal Club 7. Getting Hands Dirty in M&M

After this session, participants will be able to:

- Identify and Discuss CORD best practices educational advances that address: Regional resources in residency training, diversity in training programs, the use of simulation outside the simulation lab, the EM match, residents in patient safety, and improving journal club, and morbidity and mortality conference
- Understand the art of concise presentations inspired by Pecha Kucha

Navigating the Academic Waters (NAW) Track

Residency Mechanics

8:00 AM – 8:30 AM

Mary Jo Wagner, MD

This session will discuss the basic structure of a residency program by exploring the role of the ACGME and the RRC. The presenter will review some of the program requirements for EM. How a residency fits into the overall structure of a department will be discussed.

After this session, participants will be able to:

- Describe the process by which all residency programs are accredited
- Discuss the regulations that govern the curriculum of a residency program
- Identify faculty guidelines as it relates to the accrediting of residency programs

continued

Introduction to the SLOE and Tips on How to Write a Great One!

8:30 AM – 9:00 AM

Cullen Hegarty, MD; Sarah Ronan-Bentle, MD, MS

Residency faculty may be asked to write SLOEs for students applying to EM residency programs. For junior faculty, this may be something that they have had no formal training on. This session will help the learner understand the SLOE format and instructions. In addition, the speakers will discuss some pearls/pitfalls, as well as go through some demonstration SLOEs with the group.

After this session, participants will be able to:

- Understand the format and instructions for the SLOE
- Review pearls and pitfalls for writing a great SLOE
- Actively fill out some SLOEs based on some demonstration students

This is a Teaching Moment — or Maybe it's Not: Making Feedback Effective

9:00 AM – 10:00 AM

David Saloum, MD; Todd Berger, MD, FACEP; Jay Ladde, MD

Formative feedback is considered an essential part of the education and growth of the resident learner. For feedback to be effective, it must be delivered in a way that will be successfully incorporated. We will discuss methods of giving feedback that will allow for the greatest opportunity for resident development.

After this session, participants will be able to:

- Describe important elements of effective feedback
- Discuss the barriers of giving feedback and strategies for overcoming them
- Identify how to incorporate resident self-reflection and goal setting into feedback to maximize internalization
- Discuss the importance of various vehicles of feedback delivery

Teaching Scripting of Difficult Patient Conversations as a Procedure

10:15 AM – 11:00 AM

Carey Chisholm, MD

While most residents receive some formal training about scripting of difficult conversations (e.g. death or bad news telling) little attention is spent in educating faculty in teaching scripting. This session describes the best technique for teaching scripting of difficult conversations (antibiotic seeker, chronic pain, suspected neglect or abuse, etc.)

After this session, participants will be able to:

- Understand that teaching scripting is very similar to teaching a procedural skill
- Demonstrate effective methods for teaching and assessing such skills

Simulation: Teaching Clinical and Critical Thinking

11:00 AM – 11:45 AM

Lauren Weinberger Conlon, MD, FACEP

This session will focus on using simulation for teaching clinical and critical thinking skills to students and advanced trainees. Understanding people's assumptions and organizational factors is a key part of debriefing; this approach can be used to bring cognitive and clinical topics to the forefront.

After this session, participants will be able to:

- Appreciate challenges incorporating simulation into educational curriculum
- Describe current simulation practices throughout residency programs
- Illustrate techniques to incorporate cognitive knowledge in simulation teaching through debriefing with good judgment
- Evaluate optimal characteristics of simulation curriculum

"Now That I'm All Fired Up, How Do I Take this Home and Do It?"

11:45 AM – 1:15 PM

Danielle Hart, MD; Jordana Haber, MD

Have you ever returned from a conference with exciting ideas, but struggle to make the change happen? This is a skill unto itself - effectively implementing change. This session will give you the tools to get support from your department, and create an effective implementation plan for your desired change.

After this session, participants will be able to:

- Consider and analyze factors impacting successful change implementation
- Develop a Change Implementation Plan

Clerkship Directors in Emergency Medicine (CDEM) Track

End of Shift Evaluation: Current State of Affairs

8:00 AM – 9:00 AM

Doug Franzen, MD, M.Ed, FACEP; Juliana Jung, MD, FACEP; Joseph House, MD, FACEP, FAAP; Luan Lawson, MD, MAEd

This session is intended to be a review of what is known about end of shift evaluation of medical students in the Emergency Department. A critical review of the literature as well as national trends and ongoing projects will be discussed.

After this session, participants will be able to:

- Articulate what is known currently about clinical assessment tools in the ED, including reliability and validity
- Discuss national trends in the structure and use of clinical assessment tools
- Describe the knowledge gaps with regard to end of shift evaluation in the ED

End of Shift Evaluation Consensus Conference Planning

9:00 AM – 10:00 AM

Katherine Hiller, MD, MPH; Doug Franzen, MD, M.Ed, FACEP; Juliana Jung, MD, FACEP; Luan Lawson, MD, MAEd

In anticipation of a national consensus conference on end of shift evaluation designed to develop a national tool for EM clerkship directors at the CORD 2016 meeting, this session will be a planning session. The hour prior to the session will be dedicated to the presentation of some of the work done up until now on end of shift evaluation. This session will build on that session with a practical approach to planning and executing a consensus conference on this topic.

After this session, participants will be able to:

- Better understand the issues with planning a consensus conference in general
- Identify issues and a strategic plan for addressing them for the CORD 2016 consensus conference on end of shift evaluation

State of the M3 Clerkship

10:15 AM – 11:00 AM

Matthew Tews, DO, MS, FACEP; Juliana Jung, MD, FACEP; Laura Thompson, MD, MS

The typical Emergency Medicine (EM) rotation occurs in the fourth-year of medical school. However, a number of institutions already have a third-year rotation and several are transitioning from a fourth-year to a third-year experience. While the principles of EM remain the same, there are numerous differences between third-year and fourth-year students in terms of clinical experience, knowledge, and skills. The CDEM Third-Year EM Medical Student Curriculum Work Group has created a third-year EM curriculum to address these needs. This session will review the curriculum's current status and use, as well as the differences between the third and fourth year curricula.

After this session, participants will be able to:

- Provide an update on the status of the third year curriculum
- Identify the differences between the third and fourth-year curricula
- Explore current trends in the use and implementation of the third-year curriculum

Medical Education Journal Club

11:00 AM – 11:45 AM

Esther Chen, MD; David Gordon, MD, FACEP; David Duong, MD, MS

It is always a challenge to keep up with the most current educational literature. This session will review the most pertinent medical education articles of 2014.

After this session, participants will be able to:

- To review and discuss the most current and pertinent GME and UGME articles
- To discuss article insights based on solicited perspectives from the authors

Is Quiet Bad? Introversion in EM-Bound Students and Residents

11:45 AM – 12:30 PM

Joshua Wallenstein, MD; David Gordon, MD, FACEP; Todd Guth, MD

The challenges faced by introverts in a society that celebrates and promotes extraversion have received much attention in popular literature. Introverted medical students have been shown to face particular challenges including lower evaluations in clinical setting and higher levels of stress. EM is often thought of as a specialty geared to extraverts, and descriptors in SLOE letters and resident evaluations such as “quiet” and “reserved” are often viewed in a negative light. This session will primarily focus on strategies that can be used in counseling EM-bound medical students to maximize their success in clerkships, the application process, and beyond.

After this session, participants will be able to:

- Define the psychological and sociological basis of introversion and extroversion and describe how these traits affect an individual's behaviors and preferences
- Compare and contrast specific features commonly associated with introverts and extraverts and discuss how both groups have characteristics that are both adaptive and potentially maladaptive in EM
- Describe specific challenges that introverted EM-bound students and EM residents face in medical school, the EM application process, and residency
- Provide strategies that can be used in counseling EM-bound students and residents to maximize their success throughout all phases of training and practice

Medical Student Advising in Special Situations

12:30 PM – 1:15 PM

Amrita Sudhir, MD; Jennifer Avegno, MD

As the Emergency Medicine match gets tougher, medical student advisors have to personalize match strategies for students in unusual or less than optimal situations. We will share the strategies used at two academic institutions to ensure a successful match for these students as well as discuss advising structures that are applicable to all students.

After this session, participants will be able to:

- Describe situations that lead to difficulty with matching
- Describe early warning signs that a student may not match (few interviews, poor SLOEs, away rotations)
- Describe strategies targeted to each situation to maximize students' chances of matching (including, where/how many away rotations; elective selection; crafting a match strategy for the average student that enables them to stand out; mock interviews for students with poor interview skills; target rescue strategies for specific red flags; advising students who have not received interview invitations how to broaden their application strategy; advise on a backup if students do not match; red flags in the personal statement)
- Articulate possible misinformation regarding applying in EM that students may hear from UME officials and others outside or within the field.

Emergency Medicine Association of Residency Coordinators (EMARC) Track

Residency Retreats

8:00 AM – 9:00 AM

Jill Craig

Program retreats can be a wonderful way for programs to connect and regroup outside work, and they can allow for discussions and work

groups in a relaxed or non-traditional setting. What should a retreat involve? Where should you start planning? Should your retreat be a three-day camping adventure or a productive afternoon in a secluded spot on campus? Whether you have never planned a retreat before, or your program's retreat is a long-running tradition, join this session to make sure you are getting the most out of your residency retreat.

After this session, participants will be able to:

- Identify the structure and function of a residency retreat,
- Identify the steps involved in planning and executing a successful residency retreat that is a good fit for your program.

Residency Graduations

10:15 AM – 11:00 AM

Jill Craig; Ellen Harr Weatherby; Michele Haynes

Graduation is a cause for celebration! Most residency graduation events, however, require careful planning and creative use of resources. During this session a panel of coordinators will share different formats, planning techniques, and approaches to the graduation celebration.

After this session, participants will be able to:

- Identify graduation formats, planning techniques, or budgets that they can apply to their program's graduation event.

Residency Orientations

10:15 AM – 11:00 AM

Jill Simonson, BA, C-TAGME; Christy Angerhofer; Jessica Moriarty; Ann Hill, CAP-OM

Orientation sessions provide a way to start the year off the right foot. Participants in this session will learn about various types and structures of orientation sessions and will learn about formats and content that will best meet the needs of their program.

After this session, participants will be able to:

- Define the function of orientation sessions
- Identify session formats and session content that may meet the needs of their residents.

Residency Graduations

11:00 AM – 11:45 AM

Jill Craig; Ellen Harr Weatherby; Michele Haynes

Graduation is a cause for celebration! Most residency graduation events, however, require careful planning and creative use of resources. During this session a panel of coordinators will share different formats, planning techniques, and approaches to the graduation celebration.

After this session, participants will be able to:

- Identify graduation formats, planning techniques, or budgets that they can apply to their program's graduation event

Residency Orientations

11:00 AM – 11:45 AM

Jill Simonson, BA, C-TAGME; Christy Angerhofer; Jessica Moriarty; Ann Hill, CAP-OM

Orientation sessions provide a way to start the year off the right foot. Participants in this session will learn about various types and structures of orientation sessions and will learn about formats and content that will best meet the needs of their program.

After this session, participants will be able to:

- Define the function of orientation sessions
- Identify session formats and session content that may meet the needs of their residents

EMARC and Professional Development

11:45 AM – 12:30 PM

Katy Oksuita, MS; Ann Hill, CAP-OM

Join this session to learn how EMARC and committee involvement can help you further your professional goals.

After this session, participants will be able to:

- Understand the structure and function of EMARC
- Identify ways that EMARC involvement can help you reach your professional goals

EMARC Committee Planning

12:30 PM – 1:15 PM

Katy Oksuita, MS; Jill Craig

Lightning Orals

Tuesday, April 14, 2015

4:15 – 5:15 pm

1. Institutional Risk of Social Media Utilization by Emergency Medicine Residents and Faculty
Presenter: David Pearson, MD; Authors: Manish Garg, MD; David Pearson, MD; Michael Bond, MD; Michael Runyon, MD; Jason Kegg, MD; Tyson Pillow, MD; Robert Cooney, MD; Kay Khadpe, MD; Leigh Patterson, MD
2. Simulation-Based Mastery Learning as a Method to Enhance Readiness for Emergency Medicine Residency
Presenter: Trent Reed, DO; Authors: Trent Reed, DO; Matt Pirotte, MD; Shannon Lovett, MD; Mary McHugh, MD; Donna Quinones, BS; Amy Hoyt, MEd
3. Characterizing Resident and Faculty Evaluation of Medical Students Using a Mock Medical Student Patient Presentation Video
Presenter: Keith Primeau, MD, MPH; Authors: Keith Primeau, MD, MPH; Katherine Hiller, MD, MPH; Vivienne Ng, MD, MPH; Jennifer Plitt, MD; Bryan Wilson, MD; Olga Gokova, MD
4. Observation without Active Participation is an Effective Method of Learning in High Fidelity Simulation
Presenter: Cynthia Leung, MD, PhD; Authors: Cynthia Leung, MD, PhD; Dacia Russell; David Way, MEd; Laura Thompson, MD; Sarah Greenberger, MD; Nicholas Kman, MD
5. Evaluation Of The Metrics Of Resident Clinical Performance by Patients
Presenter: Diana Konotonotas, DO
Authors: James Ryan, MD; David Barlas, MD
6. Comparison of Manual Versus Automated Procedure Logging for Emergency Medicine Residents
Presenter: Ryan Bodkin, MD
Authors: Evan Leventhal, MD, PhD; Ryan Bodkin, MD

Curricular Innovations

Wednesday, April 15, 2015

10:30 am – 12:00 pm

1. Fundamentals of Emergency Medicine: A Multimedia Curriculum for the Medical Student Clerkship Using iTunes
Presenter: Jamie Hess, MD
Authors: Jamie Hess, MD; William Sanderson, MD
2. Utilizing ACGME Milestones as Evaluation Metrics and SLOE Reporting During a Four Week Fourth Year Emergency Medicine Clerkship: A Two Year Experience
Presenter: Bryan Kane, MD
Authors: Shawn Quinn, DO; Charles WorriLOW, MD; Dawn Yenser, C-TAGME; Deepak Jayant, DO; Steve Johnson, DO; Blake Bailey, DO; Eric Eustice, DO; Jared Kohlhepp, MD; Ryan Rogers, MD
3. An Expert Educator Teaching Shift Used as a Method to Assess Milestones in Students
Presenter: Nicholas Kman, MD
Authors: Nicholas Kman, MD; Cynthia Leung, MD; David Hartnett; Sarah Greenberger, MD; Daniel Bachmann, MD; David Way, MEd; Sorabh Khandelwal, MD; Daniel Martin, MD
4. Development and Implementation of an Emergency Medicine Podcast for Medical Students: EMIGcast.com
Presenter: Andy Lichtenheld, BS; Authors: Andy Lichtenheld; Trent Burgess; Nick Chapin; Mari Nomura; Josh Kornegay, MD
5. Pre-Clinical Medical Student Simulation for Early Team Leader and Patient Assessment Experience
Presenter: Joan Noelker, MD; Authors: Joan Noelker, MD
6. Can an ECG Elective be Developed that Meets the FAIR Principles?
Presenter: Kaushal Shah, MD; Authors: Kaushal Shah, MD; Nestor Nestor, MD; Reuben Strayer, MD
7. Near-Peer Mentoring For Medical Students Applying To Emergency Medicine

Presenter: Bryan Wilson, MD; Authors: Bryan Wilson, MD; Olga Gokova, MD; Jennifer Plitt, MD; Keith Primeau, MD, MPH; Vivienne Ng, MD, MPH; Katherine Hiller, MD, MPH

8. Cultivating Student Leadership: An Innovative Seminar in Healthcare Management

Presenter: Tina Wu, MD, MBA; Authors: Tina Wu, MD, MBA; Brent Dibble; Rahul Sharma, MD, MBA, FACEP

Best of the Best

Wednesday, April 15, 2015

1:30 – 2:30 pm

1. Improving the Attractiveness of an Emergency Medicine Residency to Underrepresented Minorities Through the Implementation of the Council of Emergency Medicine Residency Directors' (CORD) Diversity Recruitment Strategies
Presenter: Dowin Boatright, MD, MBA; Authors: Dowin Boatright, MD, MBA; Java Tunson, MD; Emily Caruso, MSPH; Christy Angerhofer, BA; Jeffrey Druck, MD; Steven Lowenstein, MD, MPH
2. Correlation of NBME EM-ACE Given in July to Intern ABEM Inservice Scores
Presenter: Douglas Franzen, MD, MEd; Authors: Douglas Franzen, MD, MEd; Katherine Hiller, MD, MPH; Corey Heitz, MD, MS
3. ALiEM AIR series: Curating, Evaluating, and Monitoring Individualized Interactive Instruction using Social Media Resources
Presenter: Nikita Joshi, MD; Authors: Nikita Joshi, MD; Andrew Grock, MD; Eric Morley, MD MS; Anand Swaminathan, MD, MPH; Felix Ankel, MD; Jeremy Branzetti, MD; Taku Taira, MD; Lalena Yarris, MD, MCR; Michelle Lin, MD
4. A Simulation-Based Curriculum for Evaluating the Entrustable Professional Activities (EPAs) During the Emergency Medicine Clerkship
Presenter: Tiffany Moadel, MD
Authors: Tiffany Moadel, MD; Leigh Evans, MD
5. Script Concordance Testing: An Innovative Pre & Post Curriculum Assessment Tool for the Emergency Medicine Student
Presenter: Amy Pound, MD; Authors: Amy Pound, MD; Rakesh Engineer, MD; Christopher Wyatt, MD
6. Use of Skip Logic Embedded within the Electronic Medical Record for Milestone-based Resident Evaluation
Presenter: David Saloum, MD
Authors: John Marshall, MD; Arlene Chung, MD; Tedd Welniak, MD; David Saloum, MD; Kanika Gupta, MD; Corey Weiner, MD
7. Patient Safety in Emergency Medicine: An Inter-professional Curriculum using Simulation
Presenter: Stacy Sawtelle, MD; Authors: Stacy Sawtelle, MD; Deena Bengiamin, MD; Peter Anastopoulos, MD; Stuart Maxwell, MD; Jaime Antuna, MD; Omar Guzman, MD
8. The Patient Experience and High-Fidelity Simulation
Presenter: Sandra Werner, MD
Authors: Sandra Werner, MD; Thomas Noeller, MD

Educational Soundbites

Thursday, April 16, 2015

8:00 – 9:00 am

1. Integration of a Blog into the Emergency Medicine Residency Curriculum
Presenter: Jay Khadpe, MD; Authors: Jay Khadpe, MD; James Willis, MD; Mark Silverberg, MD; Andrew Grock, MD; Teresa Smith, MD
2. Easing the July Transition: The Use of In-Situ Scenarios to Teach and Assess Non-Technical Skills
Presenter: Sara Krzyzaniak, MD; Authors: Sara Krzyzaniak, MD; Lisa Barker, MD; Nur-Ain Nadir, MD
3. Creation and Implementation of an Online Teaching Resource: The Northwestern Emergency Medicine Model in Orthopedics Education

Presenter: *Matthew Levine, MD*; Authors: *William Burns, MD*; *Theodore Elsaesser, MD*; *Matthew Levine, MD*

4. Disparities in Pain Management: An Educational Intervention Using the Implicit Association Test

Presenter: *Jeffrey Siegelman, MD*

Authors: *Jeffrey Siegelman, MD*; *Courtney Woods, MD*; *Adetolu Oyewo, MD*; *Bisan Salhi, MD*; *Alyssa Bryant, MD*; *Sheryl Heron, MD, MPH*

5. Creating Clarity for the Process of Managing Residents through Remediation, Probation and Termination

Presenter: *Jesica Smith, MD*; Authors: *Tiffany Murano, MD*; *Monica Lypson, MD*; *Jessica Smith, MD*; *Mark Silverberg, MD*; *Moshe Weizberg, MD*; *Michael Lukela, MD*; *Sally Santen, MD*

6. An Online Resource to Support Point-of-Care Evidence-Based Medicine

Presenter: *Aleksandr Tichter, MD, MS*

Authors: *Aleksandr Tichter, MD, MS*; *David Bodnar, MD*

Research and Innovations Posters

Monday, April 13, 2015

5:00 – 7:00 pm

1. The Use of Uniform Clinical Scenarios to Produce Milestone Proficiency Scoring

Presenter: *Amber Bradford-Saffles, DO*; Authors: *Amber Bradford-Saffles, DO*; *Rebecca Merrill, MD*; *Carrie Cregar, MD*; *Evan Bosman, BS*; *Angie South, Frank Fire, EMT-P*; *Jennifer Brown, MD*

2. Increasing the Clinical Competency Committee's Meeting Efficiency via a Novel Data Collection Tool: The Resident Report Card

Presenter: *Cara Conrad, MSBS, MD*

Authors: *Cara Conrad, MD*; *Kristin Panicello*

3. Integration of Team-Based Learning (TBL) into a Residency Didactic Curriculum

Presenter: *Aaron Dora-Laskey, MD*

Authors: *Aaron Dora-Laskey, MD*; *Steve Vance, MD*

4. Get Feedback Now: How to Best Use Your Residency Management Software to Increase the Response Rate and Quality of Conference Evaluations

Presenter: *Ronald Hall, MD*; Authors: *Nara Shin, MD*; *Ross Simcoe, MD*; *Harsh Sule, MD*; *Richard Massone, MD*; *Ronald Hall, MD*

5. WIREd for Milestones: A Novel Tool for Resident Evaluation

Presenter: *Jumana Nagarwala, MD*; Authors: *Jumana Nagarwala, MD*; *Phyllis Vallee, MD*; *Sudhir Baliga, MD*; *Jason Folt, MD*; *Bradley Jaskulka, MD*; *Julia Hays, MD*; *Michelle Slezak, MD*; *Nikhil Goyal, MD*

6. Protecting Faculty Time for Direct Observation Shifts in a Large Emergency Medicine Residency Program

Presenter: *Jessica Osterman, MD*; Authors: *Jan Shoenberger, MD*; *Taku Taira, MD*; *Ramin Tabatabai, MD*; *Jessica Osterman, MD*

7. A Comprehensive Procedural Credentialing System/Curriculum For High Risk Procedures

Presenter: *Alison Southern, MD*

Authors: *Rami Ahmed, DO*; *Steven Atkinson, NREMT-P*; *Patrick Hughes, DO*; *Jose Cepeda, MD*; *Alison Southern, MD*; *Sharhabeel Jwayyed, MD*

8. Reclaiming the Lost: Improving Off-Service Evaluation of Emergency Medicine Residents

Presenter: *James Waymack, MD*; Authors: *Christopher McDowell, MD, MEd*; *James Waymack II, MD*

9. The Influence of EM Residents On EM Attending Productivity

Presenter: *Mohammed Alkhalifah, MBBS*

Authors: *Mohammed Alkhalifah, MBBS*; *Matthew Deibel, MD, FACEP*; *John Lowry, MS, ATC, CSCS*

10. Interdisciplinary Bedside Rounds: Does a Bedside, Team-Based Approach Improve Patient Perception of Communication?

Presenter: *Nadia Baranchuk, MD*; Authors: *Kar-mun Woo, MD*; *Nicole Yuzuk, DO*; *Christine Lee, MD, MPH*; *Catherine Dangremond, MPA*; *Catherine Coughlin, RN*; *Joanne Deguia, NP-C*; *Regina Bacchus, BSN, RN, CEN*; *Shari Weisburd, RN*; *Matthew Colantoni, DO*; *Paul Krieger, MD*

11. Attending Faculty at an Emergency Medicine Residency Have Poor Agreement on Rating Residents Using the ACGME Milestones

Presenter: *Jessica Bod, MD*; Authors: *Katja Goldflam, MD*;

Jessica Bodd, MD; *David Della-Giustina, MD*; *Alina Tsyrluk, MD*

12. Emergency Medicine Residents Consistently Rate Themselves Higher Than Attending Assessments on the ACGME Milestones
Presenter: *Jessica Bod, MD*; Authors: *Alina Tsyrluk, MD*; *Jessica Bodd, MD*; *David Della-Giustina, MD*; *Katja Goldflam, MD*

13. Patient Perceptions of Medical Provider Communication Skills as Influenced by Openness and Personal Characteristics
Presenter: *John Burkhardt, MD, MA*

Authors: *John Burkhardt, MD, MA*; *Marcia Perry, MD*; *Korie Zink, M.S.*; *Kory London, MD*; *Olivio Floto, Sally Santen, MD, PhD*

14. How Do Resident Self-Ratings Compare to the Clinical Competency Committee's Ratings of Milestones

Presenter: *Terrell Caffery, MD*; Authors: *Christopher Woodward, DO*; *Terrell Caffery, MD*; *Glenn Jones, PHD*; *Mandi Musso, PHD*

15. Inter-rater Reliability of the Next Accreditation System for Emergency Medicine in a Simulated Case

Presenter: *Jennifer Cash, MD*; Authors: *Jennifer Cash, MD*; *Jennifer Beckemeyer, MD*; *Hannah Watts, MD*

16. Have Incoming PGY-1 Residents Achieved Level 1 Milestones?

Presenter: *Lukasz Cygan, DO*; Authors: *Michael Cassara, DO*; *Christopher Doty, MD*; *Michael Bond, MD*; *Jason Seamon, MD*;

Anthony Gonzalez; *Moshe Weizberg, MD*

17. A Comparison of PGY-1 Residents Achieving Level 1 Milestones: Year 2 Compared to Year 1

Presenter: *Christopher Doty, MD*; Authors: *Christopher Doty, MD*; *Michael Bond, MD*; *Jason Seamon, MD*; *Michael Cassara, DO*; *Anthony Gonzalez*; *Moshe Weizberg, MD*

18. Delphi Method Analysis for Creation of an Emergency Medicine Grounded, Education Based Patient Satisfaction Survey

Presenter: *Douglas Finefrock, DO*

Authors: *Kory London, MD*; *Bonita Singal, MD, PhD*; *Jennifer Fowler, RN*; *Rebecca Prepejchal, MD*; *Douglas Finefrock, DO*

19. Teaching and Evaluating ED Handoffs: A Qualitative Study Exploring Resident, Attending, and Nurse Perceptions

Presenter: *Maira Flanigan, BS*

Authors: *Maira Flanigan, BS*; *James Heilman, MD*; *Tom Johnson, MD, PhD*; *Tracy Rushing, MD*; *Lalena Yarris, MD, MCR*

20. Validation of a Performance Checklist for Ultrasound Guided Internal Jugular Central Lines for Use in Procedural Instruction and Assessment

Presenter: *Nicholas Hartman, MD MPH*

Authors: *Nicholas Hartman, MD MPH*; *Mary Wittler, MD*; *Brian Hiestand, MD, MPH*; *David Manthey, MD*; *Kim Askew, MD*

21. The Correlation Between USMLE and COMLEX Exam Scores for Applicants to a Dually Approved Emergency Medicine Residency: An Eight Year Experience

Presenter: *Bryan Kane, MD*; Authors: *Kathleen Kane, MD*; *Dawn Yenser, C-TAGME*; *Lauren Semler, BS*; *Kevin Weaver, DO*; *Gavin Barr, MD*; *Terrence Goyke, DO*; *Andre Burckhart, DO*; *Adam Leonetti, DO*; *Isamu Yoshioka, MD*; *Bryan Kane, MD*

22. 4C's and an A: An Admission Model Aimed at Improving Resident Hand-offs

Presenter: *Bonnie Kaplan, MD*

Authors: *Courtney Smalley, MD*; *Bonnie Kaplan, MD*; *Chad Kessler, MD*; *Daniel Heppe, MD*; *Adit Ginde, MD*; *Jeffrey Druck, MD*

23. Exploratory Factor Analysis Of Patient Ability To Differentiate Individual Core Competencies During Evaluation Of Resident Clinical Performance

Presenter: *Diana Konotonotas, DO*

Authors: *James Ryan, MD*; *David Barlas, MD*

24. EM Resident Self-Awareness of Intubation Skills

Presenter: *Frayda Kresch, MD*

Authors: *Frayda Kresch, MD*; *Amish Aghera, MD, FACEP*; *Brian Gillett, MD*; *David Saloum, MD*; *John Marshall, MD, FACEP*

25. A Prospective Analysis of Milestone Integration into Resident Global Assessment

Presenter: *Cedric Lefebvre, MD*

Authors: *Cedric Lefebvre, MD*; *Nicholas Hartman, MD*;

Kathleen Hosmer, MD; *Casey Glass, MD*; *Brian Hiestand, MD*

continued

26. Didactic Interview Day May Influence Applicant Decision on Residency Selection
Presenter: Jason Lewis, MD; Authors: Jason Lewis, MD; Nicole Dubosh, MD; Carlo Rosen, MD; Nicole Bagg, BA; Maile Blackburn, MSW; Jonathan Fisher, MD; Edward Ullman, MD
27. Analysis of Applicant and Resident Data Related to Adverse Educational Outcomes in an Emergency Medicine Residency
Presenter: Shawn London, MD; Authors: Jesse Bohrer-Clancy, MD; Leslie Lukowski, BA; Lisa Turner, C-TAGME; Shawn London, MD
28. Inter-rater Agreement of Emergency Medicine Milestone Levels: Resident Self-Evaluation versus Clinical Competency Committee Consensus
Presenter: Aleksandr Tichter, MD, MS; Authors: Aleksandr Tichter, MD, MS; Mary Mulcare, MD; Wallace Carter, MD
29. Identification of Professionalism through a Values Based Interview
Presenter: Benjamin von Schweinitz, MD; Authors: Robert Thaxton, MD; Benjamin von Schweinitz, MD
30. Videotape Augmented Feedback for Procedural Performance
Presenter: Mary Wittler, MD; Authors: Mary Wittler, MD; Kim Askew, MD; Nicholas Hartman, MD; David Manthey, MD
31. Assessment of Post-Graduate Year Level and Unscheduled 72 Hour Return in the Emergency Department
Presenter: Joshua Solano, MD; Authors: Joshua Solano, MD; David Chiu, MD, MPH; Edward Ullman, MD; Jonathan Fisher, MD, MPH
32. Medical Student, Senior Residents and Unscheduled 72 Hour Return in the Emergency Department
Presenter: Joshua Solano, MD; Authors: Joshua Solano, MD; David Chiu, MD, MPH; Edward Ullman, MD; Jonathan Fisher, MD, MPH
33. Tit-For-Tat Strategy for Increasing Student Evaluations
Presenter: William Peterson, MD
Authors: William Peterson, MD; Joel Purkiss, PhD; Sally Santen, MD, PhD; Heather Wourman; Joseph House, MD
34. Effect of Proximity Residency Rankings on Residency Applicants' Program Choices
Presenter: William Peterson, MD
Authors: Aimee Rolston, BA; Sorabh Khandelwal, MD; Sarah Hartley, MD; Jennifer Christner, MD; Debbie Cheng, BS; Rachel Caty, BA; William Peterson, MD; Sally Santen, MD, PhD
35. Fourth-Year Medical Students Do Not Perform a Focused Physical Exam During a Case-Based Simulation Scenario
Presenter: Leslie Bilello, MD
Authors: Nicole Dubosh, MD; Leslie Bilello, MD; Jonathan Fisher, MD, MPH; Jason Lewis, MD; Edward Ullman, MD
36. Correlation of Visual Analog Scale Scores for End-of-Shift Global Assessment of Clinical Performance with Standardized Letter of Evaluation (SLOE) Global Assessment Categorization.
Presenter: Hans Bradshaw, MD
Authors: Katherine Hiller, MD, MPH; Hans Bradshaw, MD
37. Students' Comfort in being a First Responder and Their Ability to Self-Assess their Performance as a First-Responder on Objective Structured Clinical Examinations (OSCEs)
Presenter: Hina Ghory, MD; Authors: Hina Ghory, MD; Ziyad Mahfoud, PhD; Lan Sawan; Stephen Scott, MD
38. Teaching Videos Enhance Students' Ability to Self-assess their Performance as a First-responder on Objective Structured Clinical Examinations (OSCEs)
Presenter: Hina Ghory, MD; Authors: Hina Ghory, MD; Ziyad Mahfoud, PhD; Lan Sawan; Stephen Scott, MD
39. EM-bound Medical Student Exam Performance on the EM-Advanced Clinical Examination (EM-ACE) and Versions 1 and 2 of the National EM M4 exams
Presenter: Katherine Hiller, MD, MPH; Authors: Joseph House, MD; Thomas Morrissey, MD PhD; Katherine Hiller, MD MPH
40. End-Of-Shift Emergency Medicine Medical Student Clinical Evaluation Forms: A Taxonomy
Presenter: Katherine Hiller, MD, MPH
Authors: Katherine Hiller, MD, MPH; Luan Lawson, MD, MAEd; Douglas Franzen, MD, M.Ed; Julianna Jung, MD
41. Utilization of Clinical Evaluation Tools in Emergency Medicine Clerkships
Presenter: Katherine Hiller, MD, MPH
Authors: Luan Lawson, MD, MAEd; Douglas Franzen, MD, MEd; Katherine Hiller, MD, MPH; Julianna Jung, MD
42. Does the Extent of Medical Student Reflection Correlate with Their Grade in an Emergency Medicine Clerkship?
Presenter: Kevin Hu, MD; Authors: Amy Leuthauser, MD; Michael Chary; Braden Hexom, MD; Kevin Hu, MD
43. Emergency Medicine Selective Enhanced Mid-Clerkship Feedback Process Using an iPad Application
Presenter: Dara Kass, MD
Authors: Dara Kass, MD; Aaron Hultgren, MD; Martin Pusic, MD PhD; Sabrina Lee; Sandra Yingling, PhD
44. Initial Usage of the National Board of Medical Examiners Emergency Medicine Advanced Clinical Examination
Presenter: Emily Miller, MD; Authors: Emily Miller, MD; David Wald, DO; Katherine Hiller, MD, MPH; Linette Ross, MA; Gregory Baker, PsyD; Agata Butler, PhD; On behalf of the National Board of Medical Examiners Emergency Medicine Taskforce
45. National Board of Medical Examiners Emergency Medicine Advanced Clinical Examination 2014 Post-Examination Survey Results
Presenter: Emily Miller, MD
Authors: Emily Miller, MD; David Wald, DO; Katherine Hiller, MD, MPH; Amy Morales, MS; Linette Ross, MA; Gregory Baker, PsyD; Agata Butler, PhD; On behalf of the National Board of Medical Examiners Emergency Medicine Taskforce
46. Emergency Medicine Resident Experience with Death Telling
Presenter: Robin Naples, MD
Authors: Robin Naples, MD; Zachary Repanshek, MD; Jennifer Fisher, MD; Mari Siegel, MD; David Wald, DO
47. Resident Performance and Charting of Key Elements of the History and Physical Exam
Presenter: Robin Naples, MD; Authors: Robin Naples, MD; Zachary Repanshek, MD; Jennifer Fisher, MD
48. Chart Audit As A Performance Improvement Project for OF Emergency Medicine Residents
Presenter: Richard Shih, MD; Authors: Colleen Mayer, BA; Richard Shih, MD; Brian Walsh, MD
49. Patient Satisfaction Scores With or Without Resident Involvement
Presenter: Richard Shih, MD
Authors: Colleen Mayer, BA; Richard Shih, MD
50. Building a Resident Research Program
Presenter: Edward Ramoska, MD, MPH
Authors: Romy Nocera, PhD; Edward Ramoska, MD, MPH; Richard Hamilton, MD
51. Residency Applicants Do Not Comply with CORD Bibliography Citation Guidelines
Presenter: Edward Ramoska, MD, MPH; Authors: Edward Ramoska, MD, MPH; Romy Nocera, PhD; Brian Levine, MD
52. Senior Medical Students Perception of the Final Year of Medical School, the Impact of Faculty Advice
Presenter: David Wald, DO; Authors: David Wald, DO; Hans House, MD; Carl Germann, MD; Megan Fix, MD; Torrey Laack, MD; Daohai Yu, PhD; Frederick Ramsey, PhD; Jefferson Wen, BS
53. "Acting" Interns, Assessing When Senior Medical Students Call for Help Using Standardized Patients
Presenter: David Wald, DO
Authors: David Wald, DO; Alisa Peet, MD; Daohai Yu, PhD
54. Medical Student Personality and Residency Selection
Presenter: Daniel Kolinsky, MD; Authors: Scott Haight, MD; Daniel Kolinsky, MD; John Chibnall, PhD
55. The Patient Care Continuum: Transition of Care to the Discharged Patient
Presenter: Tina Choudhri, MD; Authors: Tina Choudhri, MD
56. High Efficiency Linguistics Program for Spanish (HELPS): A Cyclic Curriculum for Improving Intrinsic Spanish Language Capacity

- Presenter: *David Burt, MD*; Authors: *David Burt, MD; Tristan Jones; Jenn Silber, MD; William Woods, MD*
57. Enhancing Resident Engagement and Knowledge Retention Through Curricular Modifications
Presenter: *Rebecca Bavolek, MD*
Authors: *Rebecca Bavolek, MD; Jason Wagner, MD*
 58. Novel Cardiovascular Emergency Rotation For First Year Emergency Medicine Residents
Presenter: *Alexander Angelidis, BS*
Authors: *Robert Barnwell, MD; Alexander Angelidis*
 59. Implementation of a Modified Version of Team Based Learning in Emergency Medicine Resident Education
Presenter: *Rebecca Andrews-Dickert, MD*
Authors: *Rebecca Andrews-Dickert, MD; Jason Seamon, DO; Mark Detwiller, MD; Bryan Judge, MD*
 60. Visual Diagnosis: Harnessing Social Media For the Purpose of Medical Education
Presenter: *Dhara Amin, MD*; Authors: *Dhara Amin, MD; Paul Jhun, MD; Aaron Bright, MD; Mel Herbert, MD*
 61. Systems-Based Practice and Practice-Based Learning Milestone-Based Remediation Toolbox
Presenter: *Kelly Williamson, MD*; Authors: *Kelly Williamson, MD; Maria Moreira, MD; Cynthia Price, MD; Erin Quattromani, MD*
 62. Faculty Prediction of In-training Examination Scores of Emergency Medicine Residents: A Multi-center Study
Presenter: *Kelly Williamson, MD*; Authors: *Kelly Williamson, MD; Amer Aldeen, MD; Erin Quattromani, MD; Nicholas Hartman, MD; Natasha Wheaton, MD; Jeremy Branzetti, MD*
 63. Novel Use of Hybrid Simulation for Resident Education and Experience in Death Notification
Presenter: *Robin Naples, MD*; Authors: *Robin Naples, MD; Zachary Repanshek, MD; Jennifer Fisher, MD; Mari Siegel, MD; David Wald, DO*
 64. Team Based Learning: Acute Ischemic Stroke
Presenter: *Mary Paden, MD*; Authors: *Mary Paden, MD; Peter Panagos, MD; Laura Heitsch, MD; Rebecca Bavolek, MD*
 65. Integration of NB and Moodle to Create Online Literature Modules for Individual Interactive Instruction
Presenter: *Jay Khadpe, MD*; Authors: *Jay Khadpe, MD; James Willis, MD; Mark Silverberg, MD; Teresa Smith, MD*
 66. The I-TRAC Curriculum: Individualized Training of Residents through Assessment and Clinical Competency
Presenter: *Jenna Fredette, MD*
Authors: *Jenna Fredette, MD; Richard Bounds, MD*
 67. Incorporation of Team Based Learning in Emergency Medicine Residency Training
Presenter: *Gino Farina, MD*
Authors: *Gino Farina, MD; Helen Bloch, MD; Alice Fornari, PhD*
 68. The Mock RCA: A Novel, Interactive Way to Teach Patient Safety Concepts
Presenter: *Abra Fant, MD, MS*
Authors: *Abra Fant, MD, MS; Brenna Farmer, MD; Barbara Lock, MD*
 69. A Milestone-Based Intern Orientation Model
Presenter: *Abra Fant, MD, MS*
Authors: *Abra Fant, MD, MS; Marilyn Howell, MD; Mary Mulcare, MD; Alexandr Tichter, MD, MS; Wallace Carter, MD*
 70. All NYC EM: A Regional Education Conference Enhancing Emergency Medicine Education
Presenter: *Daniel Egan, MD*; Authors: *Daniel Egan, MD; Abbas Husain, MD; Michael Jones, MD; Dara Kass, MD; Eric Morley, MD; Thomas Nguyen, MD; Mark Silverberg, MD; Anand Swaminathan, MD; Kaushal Shah, MD*
 71. It's all in how you write it: A Team Based Learning Exercise on Documentation from the Perspective of Billing, Coding, and CMS Compliance
Presenter: *Maia Dorsett, MD, PhD*; Authors: *Maia Dorsett, MD, PhD; Jason Wagner, MD; Rebecca Bavolek, MD*
 72. Congratulations! You are an MD, but are you ready for the ER?
Presenter: *Scott Crawford, MD*; Authors: *Scott Crawford, MD; Stormy Monks, Ph.D.; Daniel Solomin, DO; Veronica Greer, MD*
 73. So Your Program is on Twitter, Now What? A Needs Assessment on the Use of Twitter and Free Open Access Medical Education in an Emergency Medicine Residency Program
Presenter: *Brendan Devine, MD*
Authors: *Brendan Devine, MD; Sean Dyer, MD; Steven Bowman, MD; Erik Nordquist, MD; Mark Mycyk, MD*
 74. Implementation of A Senior Resident Directed Daily Oral Boards Teaching Case to Improve Junior Resident Education and Provide Structured Senior Resident Teaching
Presenter: *Laura Welsh, MD*
Authors: *Laura Welsh, MD; Kathleen Wittels, MD; Emily Aarason, MD; Eric Nadel, MD; Kriti Bhatia, MD*
 75. Integration of a Dedicated Education Rotation into an Emergency Medicine Residency
Presenter: *Jason Wagner, MD*
Authors: *Jason Wagner, MD; Rebecca Bavolek, MD*
 76. The Use Of Voice-over Internet Protocol (VoIP) for Residency Interviews: The Wave of The Future?
Presenter: *Amrita Vempati, MD*
Authors: *Amrita Vempati, MD; Patricia Nouhan, MD, FACEP*
 77. Resident Teaching Skills for a New Era
Presenter: *Felipe Teran, MD*; Authors: *Benjamin Schnapp, MD; Felipe Teran, MD; Kaushal Shah, MD; Suzanne Bentley, MD*
 78. Measuring the Effects of Stress on Emergency Medicine Resident Performance of Critical Procedures Utilizing a Fresh Tissue Cadaver Lab
Presenter: *Ramin Tabatabai, MD*; Authors: *Ramin Tabatabai, MD; Lee Plantmason, MD; Paul Jhun, MD; Daniel Joseph, MD; Maura Sullivan, PhD; Michael Minetti, RRT; Andrew Cervantes; Jess Osterman, MD; Taku Taira, MD; Jan Shoenberger, MD*
 79. A Dedicated EBM Curriculum Integrated into Journal Club Increases and Sustains EBM Competency: An Innovation in EBM Curriculum
Presenter: *Andrew Stoltze, MD, JD*; Authors: *Nicholas Kluesner, MD*
 80. Open Access Resident-Driven Education Resource for New Resident Teachers
Presenter: *Todd Schneberk, MD, MA*
Authors: *Todd Schneberk, MD, MA; Manuel Montano, MD; Andrew Eads, MD, MPH; Lee Plantmason, MD, MPH; Jonathan Wagner, MD*
 81. Use of Online Notetaking/Archive Service to Improve Resident Off-Service Rotations
Presenter: *Christopher Sampson, MD*; Authors: *Andrew Pelkian, MD; Brian Bausano, MD; Christopher Sampson, MD*
 82. Resident-Based Preceptorship Improves Student Clinical Skills in the Emergency Department
Presenter: *Amber Ruest, MD*; Authors: *Amber Ruest, MD; Colleen Smith, MD; Rucha Gagdil, MD; Aimee Tang, MD; Nima Moradian, DO; Sabrina Sokolovsky, DO; Shah Ashfaq, MD; Enoch Montalvo, MD; Amish Aghera, MD; Joshua Schiller, MD*
 83. Does "Cherry-Picking" Increase Medical Student Exposure to Procedures and Emergent Conditions in an Emergency Medicine Clerkship?
Presenter: *Joseph Romano, MD*; Authors: *Joseph Romano, MD; Amy Cherico, RN, BSN; Mia Papas, PhD; Jenna Fredette, MD*
 84. Use of Scripted Communication Elements Improves Patient Perception of Medical Student Care
Presenter: *Katherine Pollard, MD*; Authors: *Katherine Pollard, MD; Katie Pettit, MD; Joseph Turner, MD; Bryce Buente, MPH; Jason Dixon, MA; Anthony Perkins, MS; Cherri Hobgood, MD; Jeffrey Kline, MD; Aloysius Humbert, MD*
 85. Effectiveness of Case-Based Learning versus Traditional Models on Knowledge Retention
Presenter: *Noah Einstein*; Authors: *Noah Einstein; Salim Rezaie, MD; Rosemarie Ramos, PhD, MPH; Andrew Muck, MD*
 86. Teaching Cognitive Errors: Simulation Is Not Better Than Lecture
Presenter: *Benjamin Schnapp, MD*
Authors: *Benjamin Schnapp, MD; Kaushal Shah, MD*
 87. Is Faulty Knowledge the Most Common Cause of 72-Hour Returns in an Emergency Department with a PGY1-4 Residency Program?

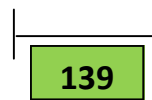
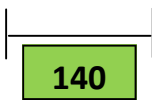
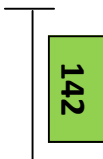
continued

- Presenter: Benjamin Schnapp, MD; Authors: Benjamin Schnapp, MD; Jean Sun, MD; Courtney Cassella, MD; Candice Cruz, MD; Sumintra Wood, MD; Clark Owyang, MD; Zara Mathews, MD; Bradley Shy, MD; Reuben Strayer, MD; Kaushal Shah, MD
88. Efficacy of iPad iTunes U Electronic Curriculum in Emergency Medicine Education
Presenter: Alisa Wray, MD; Authors: Alisa Wray, MD; Shannon Toohey, MD; Bharath Chakravarthy, MD; Warren Wiechmann, MD, MBA; Craig Anderson, PhD
 89. Mapping Emergency Medicine Milestones to an Existing Simulation Curriculum
Presenter: Joseph Turner, MD
Authors: Joseph Turner, MD; Brady McIntosh, MD; Dylan Cooper, MD; Lee, MD; Anthony Perkins, MS; Kevin Rodgers, MD
 90. The Flipped Residency: A New Model in Residency Education
Presenter: Shannon Toohey, MD
Authors: Shannon Toohey, MD; Warren Wiechmann, MD, MBA; Maja Feldman; Craig Anderson, PhD
 91. A Simulation Based Approach to Disaster and Triage Training
Presenter: Martha Masters, MD
Authors: Martha Masters, MD; Jill Crosby, MD; Ryan Thompson, MD; Michael Lohmeier, MD
 92. Residency Rank List: Does Prior Global Health Exposure Affect the Match?
Presenter: Browning Wayman, MD; Authors: Browning Wayman, MD; Joel Rodgers; Scott Irvine, MD
 93. Global Health and Graduate Medical Education: A Systematic Review
Presenter: Corey Bills, MD, MPH; Authors: Corey Bills, MD, MPH; James Ahn, MD, MS
 94. Experience Stanford :Classroom EM Flipped
Presenter: Edward Lew, MD; Authors: Edward Lew, MD
 95. OPERATION DON'T SMOKE: Training Pre-Clinical Medical Students to Counsel Patients in the Emergency Department
Presenter: Gloria Kuhn, DO, PhD; Authors: Gloria Kuhn, DO, PhD; Cheryl Courage, MA; Virginia Hill-Rice, PhD, RN
 96. Innovations In Undergraduate Medical Education: A Novel Elective For Third Year Medical Students, Emergency Critical Care
Presenter: Amy Leuthauser, MD
Authors: Amy Leuthauser, MD MS
 97. Introducing FOAM to 4th year medical students: A Self Directed Learning & Critical Reflection Project
Presenter: Paul Ko, MD; Authors: Paul Ko, MD; Matthew Sarsfield, MD; Kara Welch; William Grant, EdD
 98. Bridging the Gap: Implementation of a Near-Peer Resident-Medical Student Mentoring Program Within an Academic Emergency Medicine Residency Program
Caretta-Weyer HA, Masters MM, Tillman DS, Hess JM
Presenter: Holly Caretta-Weyer, MD
Authors: Holly Caretta-Weyer, MD; Martha Masters, MD; David Tillman, MD; Jamie Hess, MD
 99. Do You Come Here Often? "Speed-Advising" for Medical Students Matching in Emergency Medicine
Presenter: Jason Bischof, MD; Authors: Jillian McGrath, MD; David Way, MEd; Nicholas Kman, MD; Sarah Greenberger, MD; Daniel Bachmann, MD; Diane Gorgas, MD; Maxwell Hill, MD; Daniel Martin, MD
 100. eD-PASS: A Novel Approach to Standardized ED Hand-offs
Presenter: Kenneth Perry, MD; Authors: Kenneth Perry, MD; Abra Fant, MD, MS; Brenna Farmer, MD
 101. Effect of a Mechanical Ventilation Educational Intervention on Emergency Medicine Resident Knowledge and Performance
Presenter: Simran Vahali, MD; Authors: Simran Vahali, MD; Nitin Puri, MD; Amber Laurie, MS; Claudia Ranniger, MD, PhD
 102. Description and Fellowship Trends of Residency Leadership in Emergency Medicine
Presenter: Josh Greenstein, MD
Authors: Joshua Greenstein, MD; Abbas Husain, MD; Ross Hardy, MD
 103. Low-Dose Ketamine for the Treatment of Acute Pain in the Emergency Department
Presenter: Matthew DeLaney, MD; Authors: Matthew DeLaney, MD; Timothy Lovely, MD; Peter Davison; Kelly Roszczynialski
 104. In The Eye of the Beholder: Differences in Perception of Patient Turnover Between EM and IM Residents
Presenter: Calvin Kong, MD; Authors: Calvin Kong, MD; Evan Bishop-Rimmer, MD; Tamara Brodsky, MD; Neil Panchal, MD; Andrew Mastanduono, MD; Fahad Khan, MD
 105. The Effect of Hospital Mergers on Residency Education: The Perceptions of Residents in the new Mt. Sinai Health System
Presenter: Kevin Davey, MD; Authors: Kevin Davey, MD; Antoinette Golden, MD; Mark Clark, MD; Jeff Rabrich, MD
 106. Does your Emergency Medicine Residency Program have an Official Lactation Policy?
Presenter: Bryan Christie, MD; Authors: Bryan Christie, MD; Shawn Brown, MD; Rebecca Andrews-Dickert, MD; Eric VanDePol, MD; Jason Seamon, DO, MHS
 107. Ultrasound Mini Fellowship
Presenter: Jacob Powell, DO; Authors: Jacob Powell, DO; Eric Chin, MD; Shane Summers, MD
 108. What Does FOAM Cover? An Evaluation of Emergency Medicine Core Content Covered by Free Open Access Medical Education Resources
Presenter: Robert Stuntz, MD, RDMS; Authors: Bob Stuntz, MD, RDMS; Rob Clontz, MD
 109. Feasibility of Improving Bedside Teaching through Targeted Simulation-Based Education for Faculty
Presenter: Nubaha Elahi, MD, MPH; Authors: Nubaha Elahi, MD, MPH; Amish Aghera, MD; John Marshall, MD; Brian Gillett, MD
 110. Does the Suggested Number of Central Venous Catheter Placements During EM Residency Translate to Proficiency?
Presenter: Nubaha Elahi, MD, MPH; Authors: Nubaha Elahi, MD, MPH; Amish Aghera, MD; Eitan Dickman, MD; Alexander Arroyo, MD; Justin Ryel, MD; Brian Gillett, MD
 111. Simulation-Based Team Training to Improve Care of the Acutely Agitated Patient in the Emergency Department
Presenter: Maureen Gang, MD; Authors: Ambrose Wong, MD; Lisa Wing, RN; Brenda Weiss; Tsion Firew, MD; Neel Naik, MD; Maureen Gang, MD
 112. Level 1 Milestone Assessment of First Year Resident Airway Skills
Presenter: Maureen Gang, MD; Authors: Maureen Gang, MD; Ambrose Wong, MD; Kai Huang, MD; Amy Panzenbeck, MD; Nelly Parisot, MD; Neel Naik, MD; William Chiang, MD; Silas Smith, MD
 113. Low-cost, Ultrasound-Compatible Paracentesis Model for Medical Trainees
Presenter: Anna Nelson, MD, PhD
Authors: Anna Nelson, MD, PhD; David Diller, MD; Nicole Delorio, MD; Evelyn Kim, MD
 114. Adapting the I-PASS handoff program for Emergency Department Intershift handoffs
Presenter: Anna Nelson, MD, PhD
Authors: James Heilman, MD; Tom Johnson, MD, PhD; Moira Flanagan, BS; Tracy Rushing, MD; Lalena Yarris, MD, MCR
 115. An Examination of the Relationship Between Mentoring During Medical School and Residency Match Outcome
Presenter: Erin Dehon, PhD; Authors: Erin Dehon, PhD; Brandon Dawson, MD; Margaret Cruse, MBS; Loretta Jackson-Williams, MD
 116. Characteristics of Patients Offered Rapid HIV Testing in the Emergency Department and Barriers to Testing
Presenter: Christie Lech, MD; Authors: Christie Lech, MD; Ericka Jaramillo, BA; Joseph Zaheer, BS; Alex Manini; Stuart Kessler, MD; Philip Fairweather, MD; Suzanne Bentley, MD

117. Isopropyl Alcohol Nasal Inhalation Intervention of Nausea in the Emergency Department: a Randomized Placebo-Controlled Human Trial
Presenter: *Antonia Helbling, MD*; Authors: *Kenneth Beadle, PA-C; Antonia Helbling, MD; Sue Love, DSc, EMPA-C; Curtis Hunter, MD*
118. Assessment of Medical Student Milestones in Emergency Medicine Using Case-Based Simulation
Presenter: *Nicole Dubosh, MD*; Authors: *Nicole Dubosh, MD; Leslie Bilello, MD; Jonathan Fisher, MD; Jason Lewis, MD; David Schoenfeld, MD; Edward Ullman, MD*
119. Use of Simulation in Resident Evaluation Using Emergency Medicine Milestones
Presenter: *Edward Ullman, MD*; Authors: *Edward Ullman, MD; David Schoenfeld, MD; Carrie Tibbles, MD; Jonathan Fisher, MD*
120. Condensed "Helping Babies Breathe" Curriculum Improves Neonatal Resuscitation Performance of Pediatrics Trainees in Uganda
Presenter: *Julie Rice, MD*
Authors: *Julie Rice, MD; Nicole Shilkofski, MD; Amanda Crichlow, MD; Megan Hosein, BA; Julianna Jung, MD*
121. A Brief Simulation-Based Educational Intervention Improves Pediatric Resuscitation Performance Among Postgraduate Trainees in Uganda
Presenter: *Julie Rice, MD*; Authors: *Julie Rice, MD; Nicole Shilkofski, MD; Amanda Crichlow, MD; Megan Hosein, BA; Julianna Jung, MD*
122. Effects Of A Formal Simulation Training Program For Central Line Insertion on Actual Clinical Performance in the ED by Residents
Presenter: *Thomas Nguyen, MD*; Authors: *Thomas Nguyen, MD; Chi-Nga Chan, MD; Christina Hsu, MD; Tara Director, MD*
123. Novel Use of Ultraviolet Tracer Contagion in Multiple-patient Simulation and the Effect of Personal Protective Equipment on Contagion Spread: A Feasibility Study
Presenter: *Jonathan Drew, MD*; Authors: *Jonathan Drew, MD; Joseph Turner; Taylor Duncan, MD; Rebekah Zaiser, MD; Dylan Cooper, MD; Josh Mugele, MD*
124. Resident Participation in Fresh-Tissue Lab Increases Confidence and Retention of Procedural and Anatomical Knowledge
Presenter: *Zachary Harris, MD*; Authors: *Thomas Cunningham, MD; Martin Huecker, MD; Zachary Harris, MD*
125. An Innovative Approach To Emergency Medicine Stroke Education Utilizing Simulation and E-Learning Improves Time to Diagnosis And Treatment: A Pilot Simulation Program
Presenter: *Alise Frallicciardi, MD*; Authors: *Alise Frallicciardi, MD; Thomas Nowicki, MD; Lincoln Abbott, MD*
126. Basic Back: A Low Fidelity Simulation Model for Lumbar Puncture
Presenter: *Michael Cabezon, MD*; Authors: *Michael Cabezon, MD; Theodore Gaeta, DO*
127. Inter-Rater Reliability of Sonographic Optic Nerve Sheath Diameter Measurements by Ultrasound Fellowship Trained and Resident Emergency Medicine Physicians
Presenter: *Stephanie Oberfoell, MD*
Authors: *Stephanie Oberfoell, MD; David Murphy, BA; Andrew French, MD; Stacy Trent, MD; David Richards, MD*
128. Resident-Driven Ultrasound-Guided Peripheral Intravenous (USGPIV) Nursing Education Program Reduces Attempts and Time to IV Access
Presenter: *Megan Forster-Hill, MD*; Authors: *Megan Forster-Hill, MD; Janet Young, MD; Timothy Salyers, BSN*
129. Non-physicians Can Measure Optic Nerve Sheath Diameter as Well as Physicians After Brief Teaching Session
Presenter: *Michele Carney, MD*; Authors: *Meri Johnson, MD; Nik Theyyanni, MD; Michele Carney, MD*
130. Effects of a Resident-Driven Nursing Ultrasound-Guided Peripheral IV Access Education Program on Central Venous Catheter Placement Rates in an Academic ED
Presenter: *Janet Young, MD*; Authors: *Janet Young, MD; Megan Forster-Hill, MD; Michelle Clinton, MD; Timothy Salyer, BSN; Justin Rodgers, MPA; John Burton, MD*
131. An Innovative Approach To Junior Resident Introductory E-fast Education And Outcome Assessment
Presenter: *Janet Young, MD*; Authors: *Michelle Clinton, MD; Janet Young, MD*
132. A WINning Technique: The Wire-In-Needle Feasibility Study
Presenter: *Joe Betcher, MD*; Authors: *Torben Becker, MD, PhD; Joseph Betcher, MD; Suzanne Dooley-Hash, MD; Christopher Fung, MD; Cody Soyk, MD; David Barton, MD; Nik Theyyanni, MD*
133. Are the Medical Student Emergency Medicine Milestones Taught and Assessed in Clerkships?
Presenter: *Nicholas Kman, MD*; Authors: *Joseph House, MD; Nicole Dubosh, MD; Todd Peterson, MD; Sally Santen, MD, PhD; Nicholas Kman, MD; Aimee Blagovich, DO; Sorabh Khandelwal, MD*
134. The Effect of Heuristic Bias on Diagnostic Reasoning of Emergency Medicine Trainees as Measured by Script Concordance Testing
Presenter: *Richard Byrne, MD*
Authors: *Richard Byrne, MD; Shawn Quinn, DO; Paul Krieger, MD*
135. Medical Student Core Clinical Ultrasound Milestones: A Consensus Among Directors in the United States
Presenter: *Daniel Lakoff, MD*; Authors: *Vi Dinh, MD, RDMS, RDCS; Daniel Lakoff, MD; Jamie Hess, MD; Sorabh Khandelwal, MD*
136. Real-Time Feedback: Resident perceptions of Faculty-Initiated versus Resident-Initiated Feedback Encounters
Presenter: *Colleen Crowe, MD*
Authors: *Jonathan McGhee, DO; Colleen Crowe, MD; Aaron Kraut, MD; Ava Pierce, MD; Avital Portal, MD; Benjamin Schnapp, MD; Amber Laurie, MS; Rongwei Fu, PhD; Lalena Yarris, MD, MCR*
137. The Impact of a One-Day Free Point of Care Ultrasound Conference To Medical Students
Presenter: *Nikita Joshi, MD*; Authors: *Viveta Lobo, MD; Nikita Joshi, MD; Alice Chao, MD; Cori Poffenberger, MD; Sarah Williams, MD; Phillips Perera, MD; Laleh Gharahbaghian, MD*
138. Exploring the use of Social Media and Incentives to Increase Resident Participation in a Self-Directed Emergency Ultrasonography Learning Tool
Presenter: *Matthew Tyler, MD*
Authors: *Matthew Tyler, MD; Megan Leo, MD*
139. ACGME Milestone Achievement through Simulation: Development of an Extensor Tendon Repair Simulation Model
Presenter: *Elizabeth Aronstam, DO*
Authors: *Elizabeth Aronstam, DO; David Overton, MD*
140. A High-Fidelity Porcine Model for Teaching Transvenous Pacing to Emergency Medicine Residents
Presenter: *Jason Bothwell, MD*
Authors: *Thomas Frawley, MD; Ryan Walsh, MD; Jason Bothwell, MD*
141. Low Cost Porcine Model to Simulate Ophthalmic Emergencies
Presenter: *Robert Stuntz, MD, RDMS*
Authors: *Thomas Yeich, MD; Lorie Piccoli, MD; Robert Stuntz, MD*
142. Knife to the Chest: Development of a Realistic Emergency Thoracotomy Simulation Model
Presenter: *James Burhop, DO*; Authors: *Don Byars, MD; Kellie Williams, MD; Joel Clingenpeel, MD; James Burhop, DO*
143. A Low Cost Yet Realistic Tube Thoracostomy Model for Emergency Medicine Resident Training
Presenter: *Alisha Johnston, DO*
Authors: *Nathan Lewis, MD; Michael Vitto, DO*
144. Edible Cricothyrotomy Model is a Cost Effective Alternative to Pig Tracheas
Presenter: *Michael Morgan, MD*
Authors: *Robert Bryant, MD; Michael Morgan, MD; Scott Youngquist, MD; Megan Fix, MD*
145. Preparing for Rare Events: Simulation of a Massive Variceal Bleed
Presenter: *Joseph Watkins, MD*
Authors: *Joseph Watkins, MD; Jason Wagner, MD*

Research & Innovations Poster Session Layout

Tables



138	137	136	135	134	133
127	128	129	130	131	132

126	125	124	123	122	121	120	119	118
109	110	111	112	113	114	115	116	117

108	107	106	105	104	103	102	101	100
91	92	93	94	95	96	97	98	99

90	89	88	87	86	85	84	83	82
73	74	75	76	77	78	79	80	81

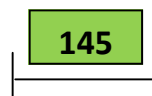
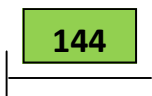
72	71	70	69	68	67	66	65	64
55	56	57	58	59	60	61	62	63

54	53	52	51	50	49	48	47	46
37	38	39	40	41	42	43	44	45

36	35	34	33	32	31	30	29	28
19	20	21	22	23	24	25	26	27

18	17	16	15	14	13	12	11	10
1	2	3	4	5	6	7	8	9

Posters with
Tables





The University of Nebraska Medical Center, Department of Emergency Medicine is recruiting an additional faculty member who has completed an ultrasound fellowship and is committed to developing an academic career.

We are an accredited three year emergency medicine residency program with 9 residents per year. The Center for Clinical Excellence which opened in November 2005 houses the Emergency Department and provides services for over 50,000 annual visits.

Our ultrasound program currently uses Qpath and sends images to the hospital PACS system. QA, credentialing, billing, and EMR integration are already developed. The ED currently has three ultrasound systems available. Applicants will be offered generous protected time, compensation, and the opportunity to develop and execute a vision for our program's future expansion and success.

Applications are being accepted on-line at
<http://unmc.peopleadmin.com/postings/20148>.

Individuals from diverse backgrounds are encouraged to apply.



UNIVERSITY OF IOWA
HOSPITALS & CLINICS

University of Iowa Health Care

Department of Emergency Medicine

Associate, Department of Emergency Medicine

The Department of Emergency Medicine, University of Iowa Health Care, seeks to fill two faculty positions at the rank of Associate. Available tracks of study include Education, International Emergency Medicine, or Research, and include funding for a Master's degree in relevant field of specialty. Upon successful completion of the Associate Scholar in Emergency Medicine program, a Certificate of Completion of Training will be awarded.

For additional information please visit our website at

<https://jobs.uiowa.edu>

Faculty Requisition #66093

Credential and background checks will be conducted on all final candidates.

The University of Iowa is an equal opportunity / affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.



Exciting Academic Emergency Medicine Opportunities

The Baylor College of Medicine, a top medical school, is looking for academic leaders to join us in the world's largest medical center. We offer a highly competitive academic salary and benefits. The program is based out of Ben Taub General Hospital, the largest Level 1 trauma center in southeast Texas that has more than 110,000 emergency visits per year. BCM is affiliated with eight world-class hospitals and clinics in the renowned Texas Medical Center. These affiliations, along with the medical school's preeminence in education and research, help to create one of the strongest emergency medicine programs/experiences in the country.

ASSOCIATE RESIDENCY PROGRAM DIRECTOR

We are also seeking applicants who have demonstrated a strong interest and background in medical education, and have at least three years of experience as a core faculty member in an ACGME-accredited EM residency program. The candidate should have significant experience working with, evaluating and teaching residents. Knowledge and experience with Medical Simulation is desirable but not mandatory. Our very competitive PGY 1-3 residency program currently has 14 residents per year, and this position will provide significant leadership opportunities.

RESEARCH FELLOWSHIP DIRECTOR

The program has a newly established EM Research Fellowship that is now in search of a director. As a relatively new program, the director will have the opportunity to build and grow the existing research fellowship within the context of an extremely active and well-funded multi-hospital research program. The successful candidate will have a track record of publication and grant experience, as well as the ability to mentor our extremely competitive research fellows.

Those interested in a position or further information may contact Dr. Shkelzen Hoxhaj via email hoxhaj@bcm.edu or by phone at 713-873-2626.



Mount Sinai

Program Director New Emergency Medicine Residency

The Icahn School of Medicine at Mount Sinai's affiliation with Queens Hospital Center, located in the borough of Queens is seeking an Emergency Medicine Program Director to lead us in the development of a new Emergency Medicine Residency Program.

Queens Hospital Center is a 265 bed hospital providing quality health care across a broad continuum of services to a diverse patient population. Queens Hospital Center sees over 300,000 out-patient visits and approximately 100,000 Emergency Department visits annually.

This is an exciting opportunity for an experienced and motivated leader to build a program from the ground up. The successful candidate will: assist in the process of working with the Emergency Medicine RRC to meet all application and program requirements. Coordinate the review and revision of policies and procedures, and structure and content of the program's curriculum. Recruit, interview, select residents, and facilitate their involvement in the hospital community. Participate in research, scholarly activities, and quality improvement to enhance the academic reputation of the program. Demonstrate leadership qualities and the capability to mentor emergency medicine residents.

Ideal candidates will have a current New York State License, DEA, and Board Certification by the American Board of Emergency Medicine. Candidate must have at least three years' experience as a clinician, administrator, and educator in emergency medicine. Candidates must have evidence of active involvement in: continuing education, state, regional or national societies as well as a variety of scholarly activities. Candidate will be expected to provide direct clinical care as well.

**For immediate
confidential consideration,
please email a cover letter and
CV to msshr@mountsinai.org.**

The Icahn School of Medicine at Mount Sinai is an equal opportunity/affirmative action employer. We recognize the power and importance of a diverse employee population and strongly encourage applicants with various experiences and backgrounds. Icahn School of Medicine at Mount Sinai- An EEO/AA Employer M/F/D/V

Seeking Core Faculty for Brand New EM Residency Program

IN SOUTH FLORIDA

The Opportunity:

The Department of Emergency Medicine at Aventura Hospital and Medical Center, in collaboration with the University of South Florida Morsani College of Medicine, is establishing a new allopathic Emergency Medicine Residency program, with an estimated start date of July 2016.

About the Site:

Aventura Hospital is a fully accredited 407-bed acute care facility, providing award-winning inpatient and outpatient diagnostic, medical, surgical and cancer

services. The new North Patient Tower features 243 private rooms with private baths, the newest technologically advanced patient care equipment, a 28-bed ED treating over 70K annually, 2 new ICU units, a Surgical Services Suite with 10 new oversized operating rooms, a new main entrance and much more.

The Community:

Ideally located in luxurious South Florida, Aventura Hospital is home to a community rich with diversity and world-class infused culture. Two of South Florida's major airports and two of the largest and most popular seaports in the world are within easy reach. The prime location - nestled between Miami and Ft. Lauderdale - means you'll be surrounded by the very best South Florida has to offer! From trendy nightlife and extravagant shopping to superb dining, cultural abundance, and unlimited professional sporting events ... **you will find it all here.**

Details:

We are currently seeking core faculty who will participate in the clinical and educational programs that will shape the future of Florida's Newest EM Residency Program to include:

- + Associate Program Director
- + Research Director
- + Ultrasound Director
- + Pediatric-EM Physician

FOR MORE DETAILS, CONTACT:

Ody Pierre-Louis + 727.507.3621
Ody_Pierre-Louis@EmCare.com

EmCare®

www.EmCare.com

Leadership Positions Available at EM Residency Programs in Central and Southern California

Kaweah Delta Residency Program, Visalia, CA

About this Opportunity:

- Newly established ACGME accredited Emergency Medicine Residency Program.
- The PGY1-3 program will have six residents per year; the first class having started July 1st, 2013.
- Our academic affiliate is University of California, Irvine.

Details:

- Seeking core and clinical faculty to join this site and program.
- Unique opportunity to develop/grow a residency program.

Arrowhead Regional Doctor of Osteopathic Residency Program, Colton, CA

About this Opportunity:

- Established in 2004 and AOA-approved.
- Dedicated to quality resident education, excellence in patient care, and committed to resident wellness.
- Serves the largest county in the nation and is the second busiest ED in California with an annual volume of 133,000.

Details:

- The Residency Program Director is seeking Core Faculty members for their DO program.
- The ideal candidate will be Board Certified in Emergency Medicine, possess strong clinical skills, have a strong interest in teaching and working with residents, and be a proven team player.
- Current CA license and 3+ years of experience are a plus but not required. The position is scheduled to start as soon as you are available.

5 Reasons to Consider CEP America

1. Professional development: Our providers grow as individuals and develop their leadership skills with mentoring from our physicians and leadership programs.
2. Generous benefits package: You're a Partner from day one. Our physicians are provided comprehensive benefits, which include competitive compensation, health insurance, 401(k) with employer match, a paid time-off accrual system, annual profit sharing, and more!
3. Educational advancement: CEP America offers top educational programs.
4. Partnership involvement: Clear and transparent governance and operations. Local group autonomy within a larger group practice network. Comprehensive practice support services, operations, contracts & regulations, billing, data & governance.
5. Leadership opportunities: CEP America has created a Medical Director Academy and Leadership Academy to help our talented physicians develop and hone their skills.

To learn more about the benefits of working for CEP America, visit cepamerica.com/careers.

If you would like to speak with a recruiting associate or have additional questions, please contact **Patti Egan (Kaweah Delta)** or **Michael Walters (Arrowhead Regional)**.

Patti Egan
510-350-2789
eganp@medamerica.com

Michael Walters
510-350-2854
waltersm@medamerica.com

**CEP
America**

Your Life. Your Career. Your Partnership.



SCOTT & WHITE
Healthcare



MEDICINE
TEXAS A&M HEALTH SCIENCE CENTER



Emergency Medicine-Level I Trauma Center Scott & White Healthcare, Temple, TX

Scott & White Healthcare in partnership with Texas A&M Health Science Center College of Medicine, is seeking physician leaders to join our Department of Emergency Medicine.

Scott & White Healthcare is a fully integrated health system and is the largest multi-specialty practice in Texas, and the sixth largest group practice in the nation. Scott & White employs more the 1,100 providers, physicians and research scientists who care for patients covering 25,000 square miles across Central Texas.

As a physician-led organization, our physicians, researchers and scientists play an essential role in our goals and achievements as a nationally recognized academic healthcare system. Their dedication to our mission, direction and advancement makes us a place where you can believe in and be a part of healthcare excellence.

The hospital is home to an Emergency Medicine Residency that has been training resident physicians for more than 20 years. The program is a 3-year, ACGME-accredited program with a total complement of 42 residents and 23 full-time faculty. We also serve as the clinical educational site for the Texas A&M Health Science Center College of Medicine. Academic appointment at the level of Assistant Professor or Associate Professor will be determined by experience and qualifications.

For more information please contact **Tony Castillo, MBA** | (254) 724-5739 | apcastillo@sw.org

Emergency Medicine Physicians

Dartmouth-Hitchcock Clinic in Lebanon, NH in conjunction with the Geisel School of Medicine at Dartmouth is seeking Emergency Medicine Physicians for a vibrant, busy Emergency Medicine (EM) practice in an academic medical center. Individuals will fully participate in all clinical, educational and programmatic missions of this practice. The successful candidates will be BC/BE in Emergency Medicine and will demonstrate a strong interest in teaching and mentoring residents and medical students. Successful candidates will receive a faculty appointment at the Geisel School of Medicine at a rank commensurate with experience.

Our Section serves as the academic hub for Emergency Medicine within our system and, as host for the only Emergency Medicine residency in NH or VT, is a leader in academic EM in the region. In addition, we are pioneering the integration of academic Emergency Medicine and telemedicine to support the delivery of high-quality emergency care throughout our rural area. Unique opportunities for regional leadership and the advancement of new models of care including telemedicine are therefore available for the right candidates.

Stretching across the beautiful states of New Hampshire and Vermont, Dartmouth-Hitchcock (D-H) is an integrated delivery system grounded in tradition but focused on the future. At D-H, we're building on a history of innovation, collaboration, and constant improvement and leading the transformation of healthcare - both regionally and nationally. By focusing on a model of care based on value, rather than volume, we are setting global standards for the sustainable health of the future.

Dartmouth-Hitchcock is located in the Upper Connecticut River Valley on the NH and VT border. Home to Dartmouth College, the Upper Valley is a vibrant, academic and professional community offering excellent schools, lively arts, and an unmatched quality of life in a beautiful, rural setting. Amenities associated with urban areas in Boston MA, Burlington VT, and Montreal, QC are all within a few hours drive.

Full-time is preferred, but part-time will be considered. Candidates interested in a unique opportunity to practice academic medicine in a rural setting should forward a letter of interest and their Curriculum Vitae electronically to:

Scott W. Rodi, MD, MPH

**Section Chief, Emergency Medicine
Medical Director, Center for Rural Emergency Services (CREST)
Associate Professor of Medicine, Geisel School of Medicine, Dartmouth
emergencymed@dphphysicians.org**



Dartmouth-Hitchcock is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, veteran status, or any other characteristic protected by law.

DHproviders.org



Associate or Assistant Residency Director

The Department of Emergency Medicine at the University of Michigan is seeking motivated faculty with an interest in medical education and residency leadership for Associate or Assistant Residency Director Position (APD). The APD responsibilities will include mentoring residents, supervision of the didactic curriculum, and direction of the Longitudinal Professional Development Tracks in Research, Education, Clinical Excellence and Administration. The APD will report to the Program Director and share in the leadership and responsibilities of the residency. The residency has a well-developed simulation curriculum. There is potential for professional development in medical education research working with Ph.D.s in education and actively involved faculty.

The Department of Emergency Medicine has nationally recognized clinical expertise in brain injury, sepsis, injury prevention and pediatric emergency medicine. The Department is a Level 1 adult and pediatric trauma center. The residency is a four-year joint program with St. Joseph Mercy, a well-resourced community Hospital, and Hurley Hospital which serves Flint, MI. It is dedicated to providing a diverse training experience with an emphasis on clinical excellence.

Academic rank will be determined by credentials. Clinical responsibilities will include patient care activity in the Emergency Department at University of Michigan Health System and include shift reduction commensurate with responsibilities. Applicants should have residency training and board certification in Emergency Medicine. Excellent salary and fringe benefit package. If interested, please send curriculum vitae to: Robert Neumar, M.D., Ph.D. Professor and Chair, Department of Emergency Medicine, UMHS, 1500 East Medical Center Drive, Ann Arbor, MI 48109-5301.

The University of Michigan is an equal opportunity affirmative action employer.

EMERGENCY MEDICINE Department of Surgery Saint Louis University



**SAINT LOUIS
UNIVERSITY**

Saint Louis University, a Catholic, Jesuit institution dedicated to student learning, research, healthcare and service is seeking qualified applicants for full-time faculty positions in the Division of Emergency Medicine. These positions offer both clinical, teaching and research opportunities.

The Emergency Department sees over 40,000 patients yearly and is a Level I Trauma Center, staffed by dedicated academic Emergency Medicine faculty in the School of Medicine. Applicants must be Emergency Medicine board certified or eligible.

Interested candidates must submit a cover letter, application and current curriculum vitae to <http://jobs.slu.edu>. An initial letter of interest and curriculum vitae should be sent to:

**Laurie Byrne, M.D.
Director, Emergency Medicine Division
Saint Louis University School of Medicine
Saint Louis University Hospital
3635 Vista Avenue at Grand Boulevard
St. Louis, MO 63110-0250**

Saint Louis University is an affirmative action, equal opportunity employer and encourages applications of women and minorities.



Take a walk outside. This could be your winter weather next year.

Join one of the most respected Emergency Medicine programs! Maricopa is looking for BC/BP Emergency Medicine physicians with a passion for medicine to serve as clinical and core faculty for our expanding program. Maricopa provides care to the underserved population of metro Phoenix, Arizona and is a major affiliate of the University Of Arizona College Of Medicine - Phoenix Campus.

Candidates must have an M. D. or D.O. degree, valid Arizona license, and be Board Certified or Board Prepared through ABEM or AOBEM.

The program is looking to expand its faculty with those with interests in:

Ultrasound, Toxicology, Research and Education

DMG is a not-for-profit faculty practice plan owned and operated by physicians consisting of more than 350+ providers who represent all the major medical and surgical specialties and sub specialties.

DMG offers an outstanding work environment, competitive compensation plan/benefits package including relocation assistance, paid time off, CME allowance with paid time off and employer paid malpractice insurance.

If you would like to talk during the conference, please contact **Dr. Eric Katz** (eric_katz@dmgaz.org) or **Dr. Michael Epter** (michael_epter@dmgaz.org) or apply by sending your CV to: practice@dmgaz.org





Excellent Opportunity

Excellent opportunity for an ACGME/AOA Emergency Medicine trained physician to join a large academic, university affiliated, not-for-profit group that staffs 4 metro Detroit hospital EDs with annual volumes from 32K to 100K.

Two separate EM residencies, 4 fellowships and extensive opportunity if desired for academic, administrative, sports medicine and other pursuits.
All physicians will have medical school appointments.
Very competitive compensation and superior benefit package.

Potential eligibility for government medical student loan forgiveness program.

Please address inquiries to:
Matt Gilson, Administrator
at mgilson@med.wayne.edu,
or inquire at
www.mcesgroup.org.

CLINICAL & ACADEMIC EMERGENCY PHYSICIANS

Greenville Health System (GHS) seeks **BC/BE emergency physicians** to become faculty in the newly established **Department of Emergency Medicine**. Successful candidates should be prepared to shape the future Emergency Medicine Residency Program and contribute to the academic output of the department.

GHS is the largest healthcare provider in South Carolina and serves as a tertiary referral center for the entire Upstate region. The flagship Greenville academic Department of Emergency Medicine is integral to the patient care services for the:

- Level 1 Trauma Center
- Dedicated Pediatric Emergency Department within the Children's Hospital
- Five Community Hospital Emergency Departments
- Accredited Chest Pain Center
- STEMI and Comprehensive Stroke Center
- Emergency Department Observation Center
- Regional Ground and Air Emergency Medical Systems

The campus hosts 15 residency and fellowship programs and one of the nation's newest allopathic medical schools - University of South Carolina School of Medicine Greenville.

Emergency Department Faculty enjoy a flexible work schedule, highly competitive salary, generous benefits, and additional incentives based on clinical, operational and academic productivity.

Greenville, South Carolina is a beautiful place to live and work. It is one of the fastest growing areas in the country, and is ideally situated near beautiful mountains, beaches and lakes. We enjoy a diverse and thriving economy, excellent quality of life, and wonderful cultural and educational opportunities.

Qualified candidates should submit a letter of interest and CV to:
Kendra Hall, Sr. Physician Recruiter, kbhall@ghs.org, ph: 800-772-6987.
GHS does not offer sponsorship at this time. EOE



**GREENVILLE
HEALTH SYSTEM**



Emergency Medicine Residency Program Director

Reading Health System is seeking a BC Emergency Medicine physician to serve as Emergency Medicine Residency Program Director for Reading Hospital, located in West Reading, PA, with an immediate focus on starting a new Emergency Medicine Residency Program. The ideal candidate will have management and leadership experience in a teaching program with a strong passion for academics. The allopathic EM Residency Program has a projected start date of July 2016.

The program director will be responsible for:

- Providing leadership in all aspects of the EM Residency Program development and launch.
- Building the EM Residency faculty and support team.
- Working with Reading Hospital and academic leadership to provide direction and vision for Emergency Medicine education.

Requirements:

- MD or DO degree
- Board-certified with ABEM
- Licensed to practice medicine in Pennsylvania
- Minimum of 5 years of leadership experience in a teaching program

What we offer:

- Competitive salary
- Educational loan repayment
- Sign-on bonus
- Medical insurance
- Life insurance
- Malpractice insurance
- Liberal paid time off
- CME allowance
- Defined benefit pension plan
- 403(b)/457(b) retirement plans



About Reading Hospital

Reading Hospital is part of Reading Health System, a regional leading health system located in south central Pennsylvania. A 727-bed, not-for-profit independent academic medical center with more than 800 affiliated physicians, Reading Hospital is a leader in advancing our community's health and wellness, and is one of the region's major referral hospitals in a number of specialties, including cardiovascular services, neurosciences, oncology, pediatrics and women's health. The hospital also is a Level II trauma center, providing emergency care for more than 135,000 emergency department patient visits annually. Reading Hospital is a leader in breakthrough technologies, including the Hana table anterior approach to hip replacement, robotic da Vinci Surgery System® and Trilogy® Radiosurgery. Reading Health System is in the process of an enterprise-wide Epic electronic health record implementation. Reading Hospital is a member of the Alliance for Academic Independent Medical Centers (AIAMC) and the Council of Teaching Hospitals (COTH) of the AAMC. Reading Hospital is also a member of the Johns Hopkins Research Network and the Jefferson Research Network.

Berks County maintains a perfect balance of urban, rural and suburban settings. Our community offers diverse outdoor and cultural activities, outstanding schools and quality of life with easy accessibility to shore points, airports and major metro areas, such as Philadelphia, Washington, DC and New York City.



For more information, please contact:
Charlotte C. Tinsley, Senior Research Associate:
(727) 940-3313, ctinsley@tylerandco.com

Tyler and Company
5 Christy Drive, Suite 108
Chadds Ford, PA 19317
Facsimile #: (610) 558-6101

Hospital website: readinghealth.org
Physician website: readingdocs.org



READING HOSPITAL
READING HEALTH SYSTEM

Advancing Health. Transforming Lives.

HackensackUMC

Emergency Medicine Residency Program

Hackensack University Medical Center is actively recruiting for a 2nd Assistant Program Director to join our EM residency program leadership. On July, 2015 we will have our full complement of 36 residents, making us the largest EM residency program in New Jersey.

HackensackUMC is a Level II Trauma Center located just 10 minutes from Manhattan with an annual census of 111,000 patients. HackensackUMC has been named one of America's 50 Best Hospitals by HealthGrades for nine years in a row placing us in the top 1% nationally. Our department is one of only 2 NYC metro-area EDs to receive the HealthGrades EM Excellence award. We have a newly renovated ED that includes private rooms for our patients and computers for our physicians in every patient room.

If interested in this position, please reply back to me with your CV attached. Applicants must presently be core faculty at an EM residency program. Demonstrated scholarly activity or previous APD experience is preferred. Also, please forward this information to anyone that you think may be interested in this residency leadership position.

Doug Finefrock, DO

*Vice-Chair, Emergency Trauma Center
Program Director, EM Residency
Hackensack University Medical Center
551-996-3307 (office)*

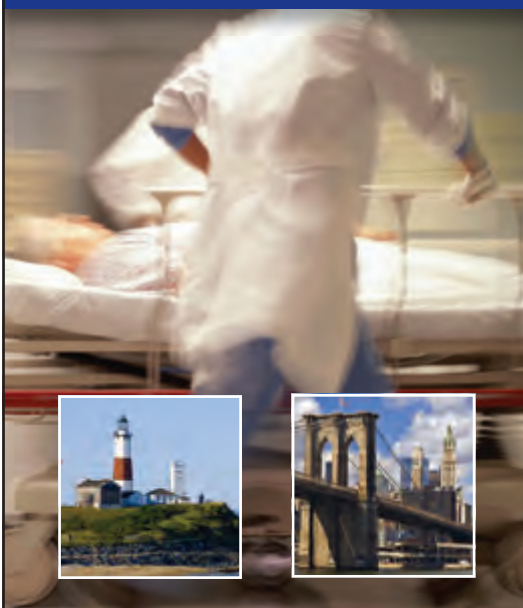
Email: dfinefrock@hackensackumc.org

**Improving the Patient Experience
One Resident at a Time.**



**U.S. News & World Report
Ranks HackensackUMC
as a Top 3 NYC Metro Area Hospital.
And #1 in New Jersey.**





EMERGENCY MEDICINE OPPORTUNITIES GREATER NYC METROPOLITAN AREA

Exciting things are always happening in Emergency Medicine at North Shore-LIJ. Our growing network of 19 hospitals is dedicated to serving the needs of the greater New York metropolitan area. From upper Westchester to Suffolk County and all areas in between, there's an opportunity that's right for you.

If you're a BC/BE Emergency Medicine-trained physician, or physician leader, interested in full time, part time, or per diem work, or a split between an academic institution and a community setting (or, even urgent care), we'd like to speak with you.

Tertiary Hospitals

- Cohen Children's Medical Center, New Hyde Park
49,500 annual ED visits
- Long Island Jewish Medical Center, New Hyde Park
88,000 annual ED visits
- Southside Hospital, Bay Shore
72,000 annual ED visits
- Lenox Hill Hospital, Manhattan
56,000 annual ED visits
- North Shore University Hospital, Manhasset
87,000 annual ED visits
- Staten Island University Hospital
123,000 annual ED visits

Community Hospitals

- Forest Hills Hospital, Forest Hills
51,000 annual ED visits
- Huntington Hospital, Huntington
50,000 annual ED visits
- Syosset Hospital, Syosset
16,000 annual ED visits
- Franklin Hospital, Valley Stream
42,000 annual ED visits
- Phelps Memorial Hospital, Sleepy Hollow
27,000 annual visits
- Plainview Hospital, Plainview
33,000 annual ED visits
- Glen Cove Hospital, Glen Cove
18,000 annual ED visits

Freestanding ED

- Lenox Hill Healthplex, Greenwich Village
30,000 projected annual ED visits

Please contact **Laura Screeney, FASPR, Corporate Director, Office of Physician Recruitment** at (888) 685-7545, lscreeney@nshs.edu to join our team. EOE M/F/D/V



The Stanford/Kaiser Emergency Medicine Residency Program is recruiting a full-time faculty member as an Associate or Assistant Program Director. The faculty appointment is in the Clinician-Educator Line of the Stanford University School of Medicine. Clinical work is in the Emergency Department of Stanford Health Care, which is located on the Stanford University campus. Applicants should have at least 2 years experience as faculty in an accredited Emergency Medicine residency program. Interested parties should send a letter of interest, CV and a list of three references to Krista Fukumoto at kristaf@stanford.edu.

The Department of Emergency Medicine of the University of Rochester (URMC) is expanding our faculty group. We are seeking **Emergency Medicine and Pediatric Emergency Medicine BC/BP Faculty for positions** at our primary academic site, as well as our community affiliates and off-campus emergency department.

Seeking faculty for:

- Academic EM positions
- Academic Pediatric EM positions
- Community EM positions

The Department of Emergency Medicine includes a highly regarded EM Residency, an active research program, and fellowship programs including Pediatric EM, International Medicine, Research, and Ultrasound. Strong Memorial Hospital (SMH) is the academic medical center and is the regional referral and Level 1 trauma center. It has a full complement of specialist consultant services, as well as ED-based social workers, pharmacists, and child-life specialists. SMH sees over 100,000 patients per year, including 28,000 pediatric patients. The new Golisano Children's Hospital at Strong is set to open in the summer of 2015. Our multiple community EDs and off-campus.

ED offer physicians the opportunity to practice in varied settings, experiencing a mix of acuity and patients in both adult and pediatric age groups.

Successful candidates will be dynamic individuals, interested in a diverse Emergency Medicine experience with great potential for career development, promotion, and longevity within our department. Ample opportunity exists to be actively involved in education, administration, and research.

Rochester, New York, located in Upstate New York, offers excellent schools, a low cost of living, and many opportunities both professionally and personally. We have easy access to Canada, including metropolitan Toronto, the Great Lakes, the Finger Lakes and the northeastern United States.



UNIVERSITY OF
ROCHESTER

Interested applicants please contact: Michael Kamali, MD, FACEP
Chair, Department of Emergency Medicine
Michael_Kamali@URMC.Rochester.edu
585-273-4060

Louisiana State University Health Sciences Center

Shreveport, Louisiana

Faculty / Open Rank

The Department of Emergency Medicine at LSU Health Sciences Center - Shreveport maintains an accredited Residency Training Program in Emergency Medicine and a combined EM/FM Program. We are seeking full-time faculty to complete the complement of core faculty necessary to achieve excellence. LSUHSC is the tertiary referral center for the entire region with an annual selected volume of 65K and serves as the only Level I Trauma Center in the region. The department faculty is involved in all levels of graduate medical education and operates in a new, state-of-the-art, 54 bed facility. Clinical and basic science research opportunities are available with proven investigators along with protected time and educational benefits provided. Several opportunities are available for energetic applicants with residency training and ABEM BC/BP status. Rank and position will be commensurate with experience and qualifications. LSUHSC is an Equal Opportunity/Affirmative Action employer.

Interested applicants are encouraged to contact

Thomas C. Arnold, M.D.

**Chairman, Department of Emergency Medicine
LSUHSC-Shreveport**

1501 Kings Highway

P.O. Box 33932

Shreveport, LA 71130-3932

(318) 675-6885

or fax

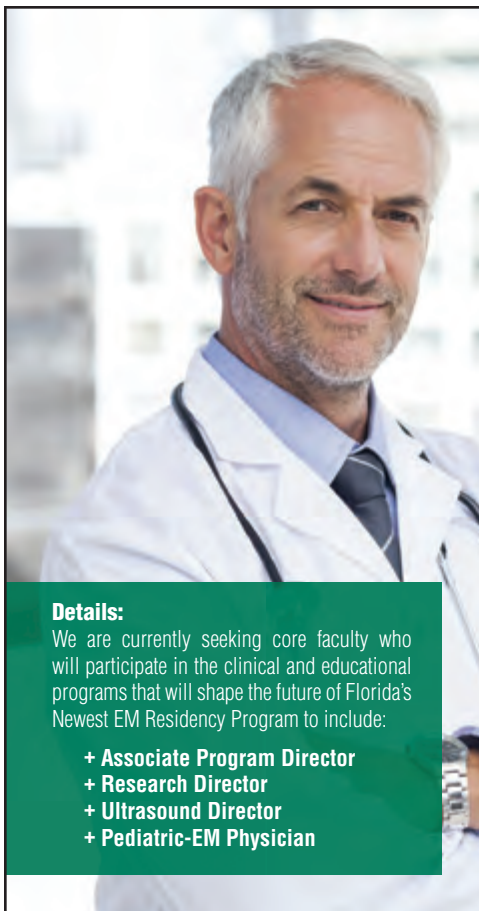
(318) 675-6878

tarnol@lsuhsc.edu



Seeking Core Faculty for New EM Residency Program

IN FLORIDA



Details:

We are currently seeking core faculty who will participate in the clinical and educational programs that will shape the future of Florida's Newest EM Residency Program to include:

- + Associate Program Director
- + Research Director
- + Ultrasound Director
- + Pediatric-EM Physician

The Opportunity:

The program will be based at Osceola Regional Medical Center and will also include Hunters Creek Emergency Department with the Orlando VA Hospital offering specialty rotations. The University of Central Florida College of Medicine is sponsoring the residency program. UCFCOM is an integral part of the growing medical city at Lake Nona. The UCF Health Sciences Campus at Lake Nona now includes the medical school's new 170,000-square-foot medical education facility, featuring the latest in lab and classroom technology, as well as its new 198,000-square-foot Burnett Biomedical Sciences building. This offers the EM residency many opportunities for academic collaboration. UCFCOM has a state of the art simulation center which in conjunction with the VA National Simulation Center will offer the residents a world class simulation experience.

About the Site:

Osceola Regional Medical Center is a Joint Commission accredited 321-bed hospital that builds on a long-standing tradition of healthcare excellence and has earned the gold seal from Joint Commission as

an Advanced Primary Stroke Center. The ED features 80,000 annual patient visits and 52 beds. The new 60-bed tower brings total available beds to 317, in an all private-room facility featuring extensive cardiovascular care, obstetrics with a Level II neonatal nursery, high stroke volume, and a proposed Level II trauma service. A 12-bed dedicated pediatric ED opened in September 2013. A sister facility, located in nearby Hunters Creek, opened June 2014 with a projected volume of 18,000 visits year one.

The Community:

Kissimmee/Osceola County offers the best of all worlds. Blessed with a rich heritage and bountiful landscape in the heartland of Central Florida, Osceola County has attracted visitors and new residents for centuries. Well known for its year-round desirable climate and abundant recreational opportunities, Kissimmee has become the fourth fastest growing county in the United States. Its is ideally located to some of Florida's best attractions, from theme parks to eco-tourism and world class beaches.

FOR MORE DETAILS, CONTACT:

Amelia Hemsath + 727.437.0823
Amelia.Hemsath@EmCare.com

EmCare®

www.EmCare.com



SHERIDAN
Healthcare, Inc.

Performance-Driven Physician Services

Join an exciting new EM Residency program in South Florida Emergency Medicine Residency Opportunity

Sheridan Emergency Physicians is seeking dynamic, experienced individuals to join our growing team of physicians dedicated to establishing an ACGME accredited Emergency Medicine Residency Training Program starting July, 2015 in Miami, Florida.

You will be joining a group of highly qualified and skilled physicians with experience in simulation, critical care, QA/QI, EMS, ultrasound and sports medicine. The group is dedicated to the foundation of a cutting edge education experience that you could be a part of!

Qualification requirements include demonstrated clinical excellence, leadership, teaching and research skills. Board certified or Board eligible in Emergency Medicine with a strong commitment to resident and student education.

The Emergency Department at Kendall Regional ranks amongst the top hospitals in the nation for efficient ED throughput. The Medical Center is a dynamic facility committed to continual expansion to match the rapid growth and diversity of southwest Miami-Dade. Kendall Regional Medical Center's new "State of Art" Emergency Department opened in April 2007 boasting 48 beds in the Adult ED with a separate Pediatric ED and dedicated fast track area.

- Trauma Center
- 60,000 annual adult ED visits
- 60 hours of Emergency Physician coverage + additional MLP coverage in the main ED
- Physicians are Board Certified/Eligible in Emergency Medicine

For more information regarding this exciting opportunity, please contact clinicalcareers@shcr.com.

Staten Island University Hospital Emergency Medicine Ultrasound Fellowship



SIUH is excited to be offering a one-year Emergency Ultrasound Fellowship position to graduating Emergency Medicine residents! The US fellow will spend the year training in basic and advanced applications in Emergency Ultrasound

- ▶ Competitive salary and benefits package
- ▶ 16 clinical hours per week
- ▶ Attend regional and national US conferences
- ▶ Opportunity to teach

Additional information available on eusfellowships.com

Please contact:

Monica Kapoor, MD RDMS

[\(lolakapoor@gmail.com\)](mailto:lolakapoor@gmail.com)

or

Devjani Das, MD RDMS

[\(devdas2@gmail.com\)](mailto:devdas2@gmail.com)

■ Recruiting Outstanding Faculty

The University of Arkansas for Medical Sciences (UAMS) Department of Emergency Medicine has a 32 year history of excellence and is in the process of expanding our academic faculty. If you are already board certified, a rising senior resident and/or senior fellow interested in a fantastic academic opportunity, please contact me. Among the 7 Institutes at UAMS, the Translational Research Institute provides added infrastructure for promising investigators. As the only academic health center in the State, our institution has many unique research opportunities available and will provide “start-up” funds, mentorship, and appropriate non-clinical time to support our research mission. The College of Medicine has launched a uniquely generous Clinician Scientist program featuring:

- *Up to 75% non-clinical time support for 3-4 years*
- *Salary equivalent to full time clinical faculty*
- *A formal mentorship program and research curriculum*

www.uamsem.com/clinical-scientist-development-program.html

We are looking for energetic EM academicians interested in building our already diverse faculty and residency program. Our institution has a leadership structure that is highly supportive of Emergency Medicine including our own Service Line. We have established and lead many local and statewide initiatives that can provide tremendous opportunities for service, education, and/or scholarship opportunities for new faculty members. The following roles will be strongly considered:

- *Vice Chair or Director of Research*
- *EM Ultrasound Fellowship Director*
- *Clinical and Basic Science Investigators*
 - *Clinical attending*

■ We offer a generous compensation and benefits package.

Learn more about the UAMS EM family: **www.uamsem.com**

Rawle “Tony” Seupaul MD
Stanley E. Reed Professor and Chair

Department of Emergency Medicine
University of Arkansas for Medical Sciences
rseupaul@uams.edu

COREM

HEADS TO

Nashville[®]

MUSIC CITY



Academic Assembly
March 6-9, 2016