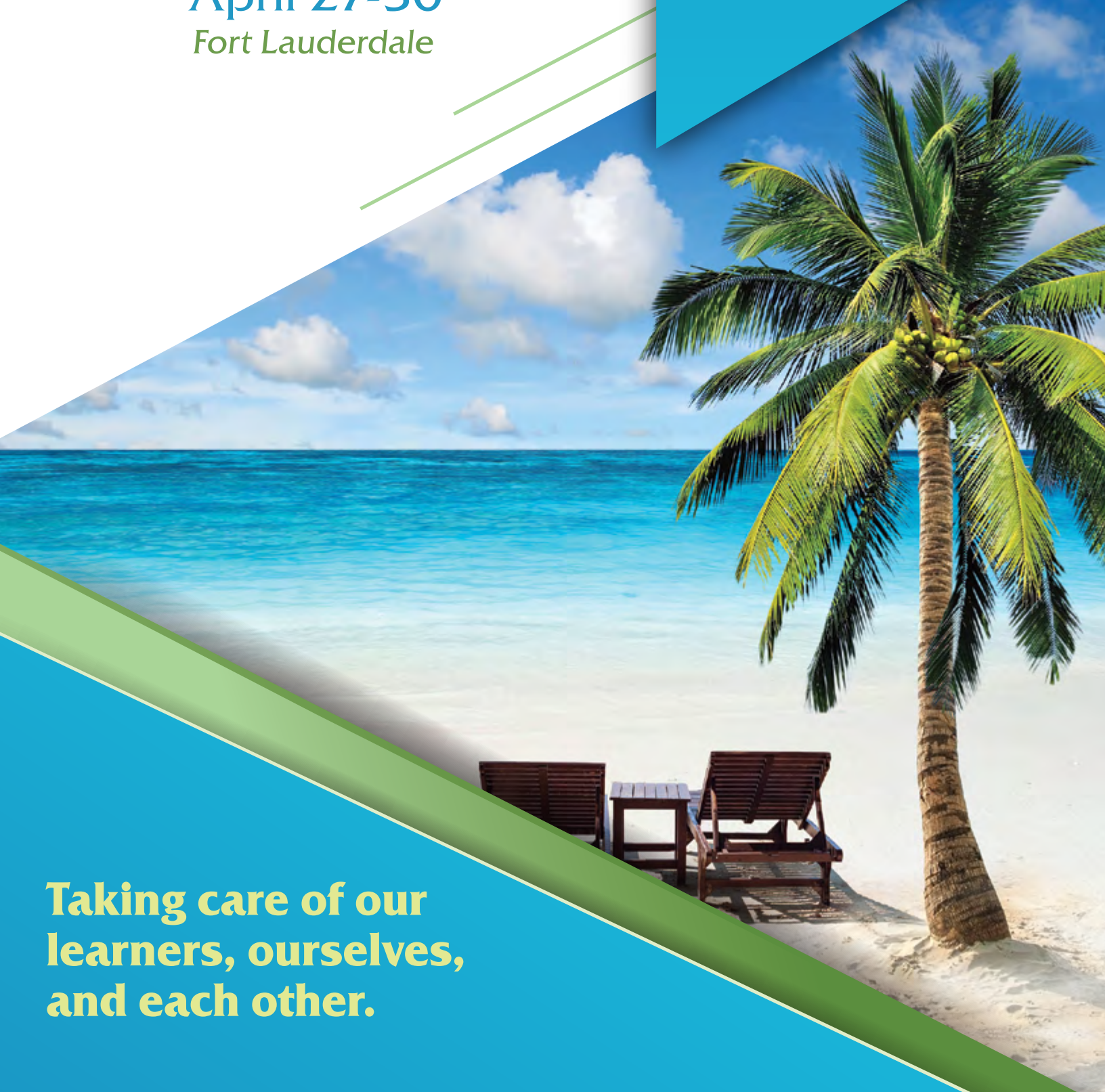


Academic Assembly

April 27-30

Fort Lauderdale

2017
ONSITE
GUIDE



**Taking care of our
learners, ourselves,
and each other.**



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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 the 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 and student 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 2017 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 wellness for the physician as well as new teaching and learning modalities including FOAMed to give our teachers new ways to connect with their learners. CORD AA 2017: Taking care of our learners, ourselves, and each other.

CORD AA 2017

Taking care of our learners, ourselves, and each other.

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.

CONTINUING EDUCATION CREDIT

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

The American College of Emergency Physicians designates this live activity for a maximum of 24.75 AMA PRA Category 1 Credit(s)™. 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 24.75 hour[s] of ACEP Category I credit.

To access the Handouts, Presentations and Evaluations for the sessions please go to 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.

Welcome to Ft. Lauderdale

HIGHLIGHTS

Our theme this year is
**Taking care of our learners,
ourselves, and each other.**

On behalf of the CORD *Academic Assembly* Planning Committee, it is with great pleasure and honor that we welcome you to the 2017 CORD Academic Assembly in Fort Lauderdale.

Cross-Pollination

We are very excited to be offering programming from multiple tracks together! We strongly encourage you to move around through the various tracks and enjoy all that CORD has to offer. Feel free to switch rooms throughout each day to attend the sessions that interest you the most. To help expose you to a wide range of programming, we will be presenting sessions run by several tracks together! Collaboration at its best!!

New Programs & Leaders

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 starting and running a residency program. Participants will leave with a network of new contacts and with skills and tools to help successfully lead their program.

iMedEd

This exciting interactive track will help us incorporate cutting edge approaches to education in a world of rapidly expanding informational sources. Highlights include podcasting workshops, slide workshops, the iMedEd Bar, Hackathon, AliEM showcase and more.

Best Practices

Integrating the best resources and ideas for residency programs in EM. Old favorites return, including "PD Survival Stories," "Educational Soundbites" and new ideas coupled with innovative Ted style talks in the CORD 560 series. A must for any residency leader in EM!

Navigating the Academic Waters

This track highlights fundamental junior faculty development topics, provides teaching and evaluation tools, as well as strategies for mentorship, time management, 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 track helps residents foster the skills that will be critical to their development and transition to their first academic position. Sessions will be interactive including CV preparation, landing your dream job, transitioning to junior faculty, presentation skills and design, and leadership. New this year will be a special Chief Resident Symposium. Be sure to have your Chief Residents attend as they learn the crucial skills necessary to excel in their roles.

Advances in Education Research and Innovations

Back for 2017 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, interviewing, residency budget, social media, and developing productive and satisfying working relationships with program directors.

In keeping with previous traditions of the *Academic Assembly*, there will be 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**. New this year will be expanded time to network on the beach on Day 3 as well as yoga and massage opportunities. Don't miss the hugely popular **CPC Semi-Final competition** will take place on the second day of the conference, providing a great opportunity for your residents and junior faculty to join in on the fun and learning. And don't miss the closing reception festivities on Saturday, April 29.

Megan Fix, MD & Moshe Weizberg, MD
Co-Chairs, Academic Assembly Program Committee

Thank YOU

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

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It's All About *Wellness*

**Taking care
of our learners,
ourselves, and
each other.**

**This year's
conference is all
about physician
wellness, so let
CORD take
care of you!**

Group Exercise Schedule (meet in Spa)

April 27	6 am–7 am	Beach Yoga
April 28	6 am–7 am	Tour of Harbor Beach Exercise Excursion
April 29	6 am–7 am	Zumba
April 30	6 am–7 am	Spin Class

Chair Massage Schedule (Caribbean Foyer by escalators)

April 27	9 am–1 pm
April 28	9 am–1 pm
April 29	9 am–1 pm
April 30	7:30 am–10:30 am

Please see links below to register for your wellness session, space is limited so don't delay. Be courteous to your colleagues and if you are unable to keep your spot please cancel your reservation so another guest can be accommodated.

cordem.org/exercise • cordem.org/massage



CLOSING *Reception*

Connect with friends, old and new as we close out the CORD Academic Assembly with live music on the beach from The Reggae Souljahs Band.



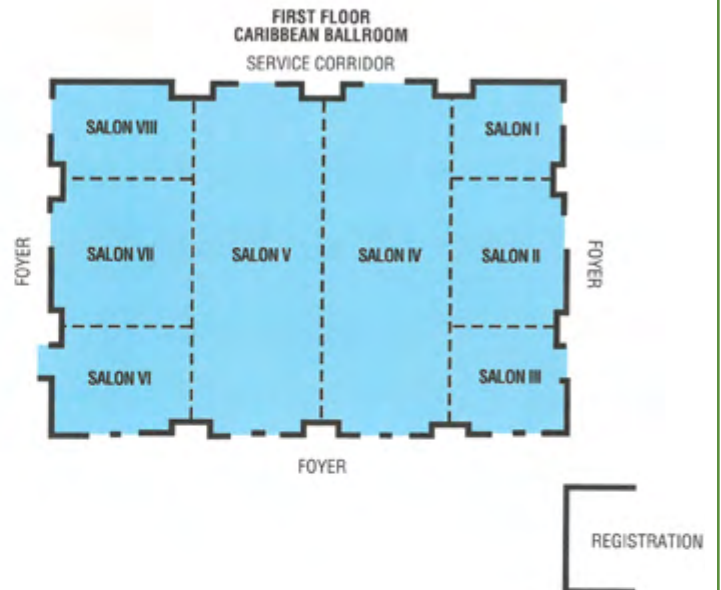
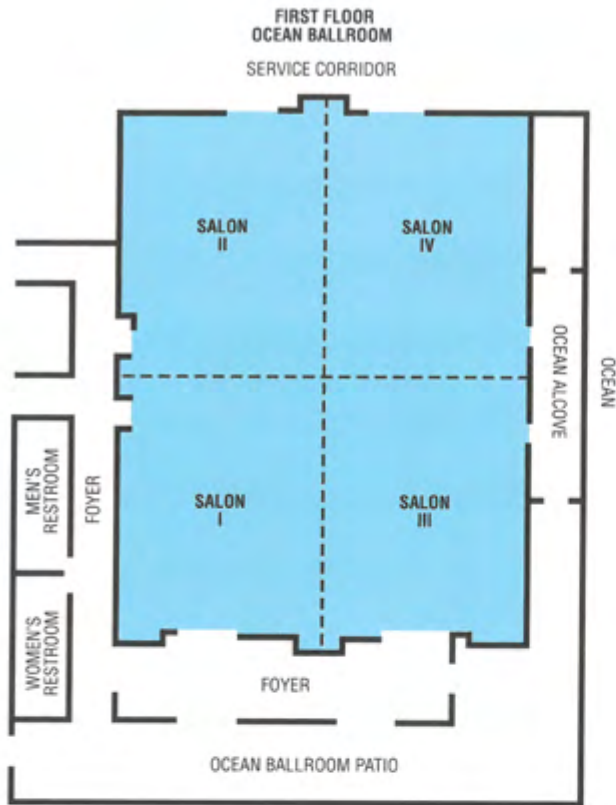
SATURDAY, APRIL 29

5:30–7:30 PM

Ocean Ballroom Patio

Your Academic Assembly badge is your admission ticket, a drink ticket is included and light hors d' oeuvres will be served.

HOTEL MAP/ROOM LAYOUTS



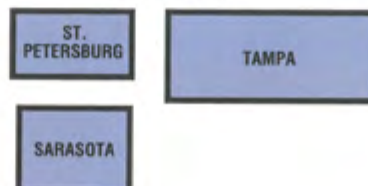
**SECOND FLOOR
MEETING ROOMS**



**THIRD FLOOR
GRAND BALLROOM**
SERVICE CORRIDOR



**FIFTH FLOOR
MEETING ROOMS**



Day 2 🍓 Friday, April 28

	Best Practices	NAW	CDEM	iMedEd/Resident	EMARC	New Programs & Leaders	MERC	Research	CPC	Specialty
6:00-7:00	Exercise Tour of Harbor Beach <i>Spa Patio</i>									
7:00-8:00	Breakfast <i>Grand Ballroom Foyer</i>									
8:00-9:00	EDUCATIONAL SOUNDBITES (B Burns; J Jones) <i>Caribbean Ballroom Salon I-IV</i>	Writing Your Stuff Up: Secrets and Hacks to Assist with Scholarly Success (T Chan; M Gottlieb; J Sherbino) <i>Grand Ballroom – Salon E</i>	Journal Club (E Chen; D Gordon; D Duong) <i>Caribbean Ballroom Salon V</i>	Considering your FOAM Membership – 560: (N Joshi; R Cooney) You FOAM, I FOAM, We All FOAM – Shouldn't My Residency Have A Blog Too? (D Marcus) Using Social Media to Find that Perfect Fit (K Scott) Teaching Old Dogs New Tricks: How to Get Seasoned (Old) Attendings on Board with #FOAMED (E Steinberg) Use of Innovation in Medical Education: the Before and After (A Kalantari) Should I Quit Social Media? (W Sanderson) <i>Grand Ballroom – Salon HJK</i>	Biofeedback Exercises for Stress Reduction (J Fernandez; L Oyama; R Tabataba; L Weichenhal) <i>Grand Ballroom Salon F</i>			E-poster Bar <i>Foyer</i>	CPC <i>Keywest, Palm Beach, Clearwater, Orlando, Tallahassee, Jacksonville</i>	How to Get Involved in CORD (M Epler) (Please bring breakfast) <i>Grand Ballroom – Salon AB</i>
9:00-10:00	Simulation 560: (D Hart; C MacVane) Simulation Curriculum Design for Your Residency (A Aghera) In Situ Simulation: A Practical Guide to Establishing and Sustaining a Weekly Curriculum (M Nguyen; C Lech) Interprofessional Simulation to Optimize Performance (S McNamara) Simulation for Assessment – “To Be or Not to Be” (J Sigelman; ADD) How to Optimize the Use of Simulation and Debriefing in Remediation (J Noelker; N Naik) <i>Caribbean Ballroom Salon I-IV</i>	Turning Lemons into Lemonade in Education Research: What to Do When Your Paper Gets Rejected (J Jordan; D Runde) <i>Grand Ballroom – Salon E</i>	Update on the National End-of-Shift Assessment Form for Medical Students in the ED (K Hiller; D Franzen; L Lawson; J Jung) <i>Caribbean Ballroom Salon V</i>	Communication Technology Innovations 560: (N Joshi; R Cooney) In Kahoots with Audience Response Systems!! (M Osborn) Improving your Learning Management System With Today's Technology (M Barrie) Live-Streaming of Lectures and Didactics (S Crawford) Your Learners, Their Devices, and You: Bringing the BYOD Movement Into Your Teaching (T Welniak) Leveraging Resident Technological Expertise to Improve Multimodality Teaching: The Millennials Finally Give Back (C Dameff) <i>Grand Ballroom – Salon HJK</i>	Life List and the Pursuit of Happiness (B Tuttle) <i>Grand Ballroom Salon F</i>	NPL Planning Meeting (T Burger; T Taira) <i>Grand Ballroom Salon G</i>	MERC 3 <i>Grand Ballroom Salon CD</i>			
10:00-10:15	Break									
10:15-10:45	Emergency Medicine Foundations – A Novel Intern Curriculum (K Grabow Moore) <i>Caribbean Ballroom Salon I-IV</i>	Teaching to Learning Styles; Are There Effective Methods to Herd Cats? (A Philips; T Pittow) <i>Grand Ballroom – Salon E</i>	M3 Assessment Updates (M Tews; J Van Dermark; K King; L Thompson) <i>Caribbean Ballroom Salon V</i>	Innovation and the Future of Meded (F Ankel) <i>Grand Ballroom Salon HJK</i>	PROGRAM MANAGEMENT: From Medical Student to Fellowship (A Ampong; N Walker)					
10:45-11:15	Improving Resident Compliance in the Era of Entitlement (L Ropolo; B Burns) <i>Caribbean Ballroom Salon I-IV</i>	Best Practices in Educational Research from the Editorial Board of AEM Education and Training (S Promes PANEL: E Chen; S Khandewal; J Sherbino; J Wagner; T Chan) <i>Grand Ballroom – Salon E</i>	M4 Assessment Updates (E Miller; M Beeson) <i>Caribbean Ballroom Salon V</i>	Measuring Engagement – Social Media and Numbers (S Trueger; J Rixe) <i>Grand Ballroom Salon HJK</i>	Residency Program Mgmt (T Thomas; M Haynes; K Foland) Fellowship Program Management (J Bondie; G Daniel; K Bradford)					

Wellness Day 3 🍓 Saturday, April 29

	Best Practices	NAW	CDEM	iMedEd	Resident	EMARC	Research	AOA Specialty Track
6:00-7:00						Zumba Spa Patio		
7:00-8:00	Reflections on Wellness (C Doty) Grand Ballroom – Salon E					Breakfast Grand Ballroom Foyer		
8:00-9:00						PLENARY SESSION – When Uncertainty was My Co-Pilot: 6 Months That Changed My Life...Forever (M Epter) Ocean Ballroom		
9:00-9:30	Wellness 560: (C MacVane) Implementing a House System in Your Residency (C Price) Maximizing Wellness through Schedule Design: The Practicality and Pitfalls of Circadian-Based Scheduling in Residency (M Rischall; G Paetow) Reflective Writing to Promote Resiliency (P Blackburn; M Glenn) Your Residents are Burned Out! Protect Them by Fostering Resilience! (M Lall; K Takayesu) Equipping Residents to Deal With Failure: What is the Cost of a Mistake? (B Burns) Ocean Ballroom	LATE BREAKING TOPIC: Application Process Improvement – Task Force Updates (F Gallahue; M Moreira; L Luffy-Clayton; L Hopson) Grand Ballroom Salon E	Curricular Innovations (G Willis) Caribbean Ballroom Salon V	iMedEd Planning Meeting (R Cooney; N Joshi) Caribbean Ballroom Salon VI-VIII	What are Chairs Looking for in New Academic Hires? (D Kuehl; PANEL: G Hern; B Ardolic; J Burton) Grand Ballroom – Salon HJK Interview Skills and Contract Negotiations (M Gisondi) Grand Ballroom Salon HJK	EMARC Planning Meeting (N Walker; A Amlong) Grand Ballroom Salon F	ePoster Bar Foyer	
9:30-10:00								
10:00-10:15								
10:15-11:00	Failed Coping: Recognizing and Responding to Suicide Risk in Our Students, Residents and Colleagues (L Swisher; C Doty) Ocean Ballroom	Become a Role Model for Wellness (R Fringer, W Wooley) Grand Ballroom Salon E	SLOE 303: Sharks and the Jets Coming Together: Consensus in SLOE Reading, Writing and Rhythmic (T Morrissey; C Hegarty PANEL: D Kuehl; K Hiller; C Babcock; M Ryan) Caribbean Ballroom Salon V	Point of Care FOAM 360 (N Joshi; R Cooney) FOAMed At the Bedside (M Gottlieb) How to Find and Evaluate FOAM for Quality (A Grock) Not Just for Videogames and Encyclopedias: Sharing Academic Work With a Wiki (J Gentges) Caribbean Ballroom Salon VI-VIII	Red Flags and Warning Signs for the Unwell Resident: How to Recognize and Respond (R Freeze-Ramsey; L Bland) Grand Ballroom Salon F Combined Session with EMARC & Resident			
11:00-11:30	RRC Update (F Davis) Ocean Ballroom BP & EMARC Combined	Time Management for the Academic Emergency Physician (C Tibbles) Grand Ballroom Salon E	Advising: The Bottom 3rd Students (M Edens; J Wallenstein) Caribbean Ballroom Salon V	FOAM in the Real World 260: (N Joshi; R Cooney) Maximizing Feedback for Your Portfolio (B Tuttle) Practical Strategies to Implement Changes in Curriculum With Little or No Resources (T Dulani; D Papanagnou) Caribbean Ballroom Salon VI-VIII	Wellness 560: The Battle Against Burnout (M Haas; N Governori) How to Work Smarter: A Crash Course in Time Management Efficiency and Wellness (H Caretta-Weyer) Tips for Surviving Midnight Shifts (J Nagarwala) Saying No and the Work/Life Balance (N Battaglioli)	RRC Update (F Davis) Ocean Ballroom BP & EMARC Combined		
11:30-12:00	CORD Business Meeting Ocean Ballroom		Advising: Special Circumstances (Late Deciders, Away Rotations, Switch from Another Specialty) (A Sudhir; J Avegno Panel: J Druck; J Jackson) Caribbean Ballroom Salon V	The Future is Now – Medical Education (J Sherbino) Caribbean Ballroom Salon VI-VIII	Organize Your Day to Day/Time Management (B Todd) How to Succeed Your First Year Out (C Shenvi; N Waller) Grand Ballroom Salon HJK	EMARC Business Meeting Grand Ballroom Salon F		

12:00-1:00		Academic Portfolio Development (MJ Wagner; M Dorfsman) Grand Ballroom Salon E	CDEM Townhall Meeting (P Ko; Thompson) Caribbean Ballroom Salon V	ALIEM CORD Joint Book Club (N Joshi; J Haber Hazan) Caribbean Ballroom Salon VI-VIII	Resident Nightmares (M Haas; L Flax; J Malhi) Grand Ballroom Salon HJK			LUNCH on Own / ACOEP Business Meeting Clearwater/Orlando 12pm-4:30pm
1:00-1:10	1:10-2:00	Limited Workshop: Remediation Task Force Consults (D Egan; L Regan PANEL: J Smith; K Williamson; J Gentges; R Dahms; T Murano; D Hile; J Pretole) Key West/Palm Beach					Grant Writing Workshop: Developing Competitive Grant Proposals for Education Research (C Singh; V Bebartal) Grand Ballroom Salon AB	Break
1:10-2:00								AOA —> ACGME Transition – Changing the Faculty & Institutional Culture Around 28 Hours (MJ Wagner) Grand Ballroom Salon CD
2:00-2:10	2:10-3:00	Limited Workshop: Wellness Workshop: Biofeedback and Mindfulness (J Fernandez; L Oyama; R Tabatabai; L Weichenhal) Key West/Palm Beach						Break
2:10-3:00								AOA —> ACGME Transition – Creating a Faculty Scholarship Environment – Best Practices (D Pierce PANEL: L Regan, G Kuhn, M Alsweed; M Dorfsman) Grand Ballroom Salon CD
3:00-3:30	3:30-4:30	ENJOY THE BEACH						Break
3:30								ACGME Merger Q&A Panel – Application Pitfalls, RRC Site Visits, 4 Yrs vs 3 Yrs, etc. (D Pierce PANEL: F Davis; M Mancini; A Janssen; C Zabbo) Grand Ballroom Salon CD
3:40								
4:30								
4:30-5:30								
5:30-7:30								

CORD Business Meeting

AGENDA

**Saturday
April 29, 2017**

11:30 AM - 1:00 PM

11:30 pm – 11:35 am

Outgoing President's Message
Saadia Akhtar, MD

11:35 am – 11:40 am

Incoming President's Message
Michael Epter, DO

11:45 am – 11:55 pm

Secretary-Treasurer's Report
Christopher Doty, MD

11:55 pm – 12:00 pm

Academic Assembly Update
Megan Fix, MD

12:00 pm – 12:10 pm

ABEM Update
Michael L Carius, MD

12:10 pm – 12:30 pm

CORD Committee Updates

12:30 pm – 1:00 pm

AAMC Standardized Video Project Update
Renee Overton

Day 4 🍎 Sunday, April 30

	Best Practices	CDEM	EMARC	NAW	AA Track Chairs
6:00-7:00	Spin Class <i>Spa</i>				
7:00-8:00	Breakfast <i>Grand Ballroom Foyer</i>				AA Track Chairs Meeting (M Fix; M Weizberg) <i>Caribbean Ballroom Salon 1</i>
8:00-9:00	Best of the Best (K Bhatia) <i>Ocean Ballroom</i>				
9:00-10:00	PD Survival Stories (T Murano; M Fernandez-Frackelton PANEL: C Gooch; J Wagner; S Summers; M Takacs) <i>Ocean Ballroom</i> <i>Combined BP, NAW & EMARC</i>	Blood, Sweat and Tears: Clerkship Director Survival Stories (S Bord) <i>Caribbean Ballroom Salon V</i>	PD SURVIVAL STORIES (T Murano; M Fernandez-Frackelton PANEL: J Dougherty; J Wagner; S Summers; M Takacs) <i>Ocean Ballroom</i> <i>Combined BP, NAW & EMARC</i>		
10:00-10:15	Break				
10:15-11:00	Branding Your Program (M Takacs; J Van Heukelom; N Wheaton; D Rundel) <i>Ocean Ballroom</i> <i>Combined BP, CDEM & EMARC</i>			First Year Faculty in Academics – Make a List and Check it Twice (D Amin) <i>Grand Ballroom Salon E</i>	
11:00-11:45	Recruiting and Retaining Diversity (T Smith; H LoCascio; J Moll) <i>Ocean Ballroom</i> <i>Combined BP, CDEM & EMARC</i>			Negotiation 101: Get What You Want and Don't Settle for Less! (Vohra; Malhotra) <i>Grand Ballroom Salon E</i>	
11:45-12:30	Finding Your Best Resident (M Gisoni; T Choudhri) <i>Ocean Ballroom</i> <i>Combined BP, CDEM & EMARC</i>			Catapult Your Career Development: Developing a Niche in EM (E Ullman; J Shoenberger) <i>Grand Ballroom Salon E</i>	
12:30-1:30	Lunch on your own and END				

Committee Meetings

Day One, Thursday, April 27, 2017

Committee	Room	Time
Resilience Committee	Orlando	12:30 – 1:30 PM
Transitions of Care Task Force	Caribbean Ballroom Salon VI	12:30 – 1:30 PM
4 Year Community of Practice	Caribbean Ballroom Salon VII	12:30 – 1:30 PM
Individualized Interactive Instruction Task Force	Caribbean Ballroom Salon VIII	12:30 – 1:30 PM

Day Two, Friday, April 28, 2017

Committee	Room	Time
Academy for Scholarship Advisory Committee	Caribbean Ballroom Salon VI	7:00 – 8:00 AM
Patient Experience Task Force	Caribbean Ballroom Salon VII	7:00 – 8:00 AM
NPL Planning	Grand Ballroom Salon G	9:00 – 10:00 AM
APD Community of Practice	Grand Ballroom Salon H	12:30 – 1:30 PM
EM/IM Community of Practice	Grand Ballroom Salon G	12:30 – 1:30 PM
Remediation Task Force	Grand Ballroom Salon B	12:30 – 1:30 PM
Academy for Scholarship Membership Meeting	Caribbean Ballroom Salon VI	12:30 – 1:30 PM
Simulation Community of Practice	Caribbean Ballroom Salon VII	12:30 – 1:30 PM
Social Media Committee	Caribbean Ballroom Salon VIII	12:30 – 1:30 PM
AA Planning Committee	Grand Ballroom Salon A	1:30 – 2:30 PM
NAW Planning	Grand Ballroom Salon E	1:30 – 2:30 PM
BP Planning	Caribbean Ballroom Salon I-IV	4:00 – 5:00 PM

Day Three, Saturday, April 29, 2017

Committee	Room	Time
SLOE Task Force	Caribbean Ballroom Salon I	7:00 – 8:00 AM
Electronic Resources Committee	Caribbean Ballroom Salon II	7:00 – 8:00 AM
Academy Education Scholarship Pillar Meeting	Tallahassee	7:00 – 8:00 AM
EMARC Planning	Caribbean Ballroom Salon V	9:00 – 10:00 AM
IMedEd Planning	Caribbean Ballroom Salon VI-VIII	9:00 – 10:00 AM
Medical Student Advising Task Force	Caribbean Ballroom Salon I	4:30 – 5:30 PM
DIO Community of Practice	Caribbean Ballroom Salon II	4:30 – 5:30 PM
County Programs Community of Practice	Tallahassee	4:30 – 5:30 PM
Senior AA Advising Committee	Sarasota	4:30 – 5:30 PM

Day Four, Sunday, April 30, 2017

Committee	Room	Time
Application Process Improvement Task Force	Caribbean Ballroom Salon II	7:00 – 8:00 AM
AA Track Chairs	Caribbean Ballroom Salon I	7:00 – 8:00 AM



Award Recipients

MICHAEL P. WAINSCOTT PROGRAM DIRECTOR AWARD

Eric Nadel, MD, Brigham & Women's Hospital

FACULTY TEACHING AWARD

Andrew King, MD, Ohio State University
Christina Shenvi, MD, PhD, University of North Carolina

PROGRAM COORDINATOR AWARD

Jill Craig, McGraw Medical Center
of Northwestern University

SALVATORE SILVESTRI, MD, RESIDENT TRAVEL SCHOLARSHIP AWARD

Ryan O'Halloran, Mount Sinai, New York

MERC AT CORD SCHOLARS

Nicholas Kman, MD
Kevin Hu, MD
Abra Fant, MD
Elizabeth Haines, MD
Michael Anana, MD
Harsh Sule, MD
Aaron Dora-Laskey, MD

RESIDENT ACADEMIC ACHIEVEMENT AWARD

Michael Harrison, MD, PhD
Henry Ford Hospital

ACADEMY FOR SCHOLARSHIP

Jose Rubero, MD, Academy Member
in Education Leadership
Arlene S. Chung, MD, MACM,
Academy Member in Teaching and Evaluation
Nicholas Hartman, MD, MPH,
Academy Member in Education Research
Jaime Jordan, MD,
Academy Scholar in Education Research
Gus Garmel, MD, Legacy Mentor Award
Jeffrey Love, MD, Legacy Mentor Award
Vicken Totten, MD, Legacy Mentor Award
Allan B Wolfson, MD, Legacy Mentor Award

PROGRAM DIRECTOR LONGEVITY AWARD

Five Years

Christine Babcock, MD
Jonathan Davis, MD
Laura Hopson, MD
Christopher Zabbo, DO

Ten Years

Dale Birenbaum, MD
Scott Melanson, MD

Fifteen Years

Christopher Doty, MD
Jeffrey Pennington, MD
Susan Promes, MD

Twenty Years

Wrenn Keith, MD

ASSISTANT/ASSOCIATE PROGRAM DIRECTOR LONGEVITY AWARD

Five Years

Katja Goldflam, MD
Marc Kanter, MD
Christopher Sampson, MD

Ten Years

Ademola Adewale, MD
Steven Nazario, MD
Marcia Perry, MD

EMARC LONGEVITY AWARDS

Five Years

Kandice McLeod, MEd, C-TAGME
Program Manager

Ten Years

Christine Carlson
Program Manager

Five Years

Brenda Johnson
Krista Morley, MS
Program Coordinator

Ten Years

Sandie Luciano, BS
Program Coordinator

Twenty Five Years

Birdia Byars, MA
Program Coordinator

Five Years

Lynne Harnish
Administrator

Thirty Years

Christine Adelsberg
Executive Assistant

What's Your Favorite Past-time?

Do you enjoy hiking,
shopping, or
reading a good book?

Visit the **CORD Hobby Bar** (by CORD registration desk) and pick the ribbon that best describes you!

It's a fun way to spot and network with your tribe!



Safari Dinners

April 27 • 6:30 PM

BISTRO MEZZALUNA

1821 SE 10th Avenue

Refined Italian & steak dishes in a modern space, with a piano lounge, patio & lively happy hour.

SERAFINA BY THE WATER

926 Northeast 20th Avenue

Romantic locale for polished Italian cuisine served in casual environs with a riverfront terrace.

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

Space is limited.

Register using the link below.

CATALINA RESTAURANT

1611 N Federal Hwy

An award winning Cuban and Spanish restaurant. Known for its Mojito's, Roast Pork, and other dishes.

TRULUCKS

The Galleria at Fort Lauderdale
2584 E Sunrise Blvd.

Upscale seafood & steak chain featuring half-price happy hours, a deep wine list & swanky surrounds.

CHART HOUSE

3000 N.E. 32nd Avenue

High-end chain eatery serving seafood & steakhouse fare in a classy setting with view.

cordem.org/SafariDinners

**Day One, Thursday
April 27, 2017**
Plenary Session
11:00 AM – 12:00 PM
Plenary Session—The Journey: Building Success and Enjoyment in Emergency Medicine
Sheryl Heron, MD, MPH

From the start of my career in Emergency Medicine to what is now a successful, joyful life with a continued love for our profession, our conversation will be grounded in how to think boldly and purposefully on ways to advance both personally and professionally.

Best Practices
8:30 AM – 9:00 AM
Lessons From A Toddler—What a 2 Year Old Can Teach You About Resident Education
Alisa Hayes, MD

Many childrearing experts have provided volumes of information on how best to teach our growing children how to learn, behave and succeed. Some of the same techniques that have been used by parents across time and often are employed by newer parents with toddlers can also be used to help residents. This session would provide real world examples of situations that parents and program leaders face on a daily basis.

After this session participants should be able to:

1. Use technology to captivate learners keeping in mind pearls and pitfalls.
2. Use and teach calming rituals effective with children to deal with stressful situations in emergency medicine.
3. Help residents and others to achieve a state of mind open to executive functions instead of more primal instincts such as fight or flight. Teaching methods to elevate your mind works not only in child rearing but resident education as well.
4. Take pride and joy in the discoveries of our learners much as a parent does when seeing their child experience something for the first time.

9:45 AM – 10:15 AM
Surviving the Self-Study and Nailing the Site Visit
Christine Babcock, MD, MSc, FACEP, FAAEM;
Michael Jones, MD; Melissa White, MD, MPH

The new ten year self study visit for EM residencies is beginning for many programs. Best practices on how to prepare, organize and execute a successful self-study process are not yet established. This session will outline lessons learned by those who have experienced the process.

After this session participants should be able to:

1. Identify the steps of the self-study process and develop an appropriate timeline for their respective program.
2. Understand the method by which a program can identify specific aims based on speakers' experiences and examples.
3. Understand the components of a successful self study committee.
4. Learn from other programs' experiences to successfully perform a SWOT analysis.

12:00 PM – 1:00 PM
Diversity Network Lunch
David Duong, MD, MS, FACEP; Dowin Boatright, MD, MBA

This Diversity network lunch will be a Question and Answer session with the audience and Dr.'s Duong and Boatright. Please grab a lunch and join in the discussion.

1:30 PM – 2:30 PM
Education 560
Leslie Oyama, MD, FACEP; Casey Z. MacVane, MD, MPH; Richard Bounds, MD, FACEP; Jason Wagner, MD; Joan Noelker, MD; Sarah Greenberger, MD; Joshua Broder, MD, FACEP; Jeffrey Druck, 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: Integrating SMART GOals to give your training more impact, "Are You Ready to Level Up?" Promotion Capstone, Promoting Resident Engagement and Enthusiasm, Education Contagion cultivating an epidemic of teaching and constructive feedback in your program and Efficiency The EM Specific Core Competency.

After this session participants should be able to: After this session, participants will be able to:

1. Identify and Discuss CORD best practice educational advances that address: Increasing Training Impact, Resident Promotion Using Capstone, Promoting Resident Engagement, Cultivating Teaching & Feedback, and Resident Efficiency.
2. Understand the art of concise presentations inspired by Pecha Kucha

2:30 PM – 3:15 PM
Incorporating Coaching into Your Residency or Medical School Curriculum
Michelle Dorfsman, MD, FACEP; Mary Jo Wagner, MD; Robert Tubbs, MD

Coaching has been used widely in other fields to improve practice. Coaching on the faculty level is becoming more commonplace. This session will provide ideas for incorporating coaching into your curricula using multiple modalities.

After this session participants should be able to:

1. Understand the concept of coaching and how it is used to improve practice.
2. Incorporate coaching into medical student and resident curricula.
3. Promote coaching among faculty members.

3:30 PM – 4:15 PM
Altruism and Social Mission in Resident Education
Jack Perkins, MD, FACEP, FAAEM; Diane Rimple, MD, FACEP;
Sonal Batra, MD

Conversation around social mission in medical education is increasing and includes topics such as diversity, addressing social determinants of health, pipeline programs and community engagement. Many EM physicians desire to give back to the community after residency. Residency may be the place to begin community-service projects that can foster future altruistic endeavors while also establishing stronger ties between the community and residency program.

After this session participants should be able to:

1. Appreciate why programs have opted to implement a community service project and how this has been accomplished.
2. Recognize the benefits of a program to both the program and community.
3. Learn how programs have addressed this additional service activity related to other residency obligations and mandated projects.
4. Gain practical tips on how to involve residents in pipeline programs based on presenters' experiences.

4:15 PM – 5:00 PM
EBM Education: The REAL Reason Your Residents Are Still Not Competent in Evidence Based Practice!
Anthony J. Busti, MD, PharmD, FNLA, FAHA;
Linda Regan, MD, FACEP, FAAEM

EBM is a part of most residency curricula. But, do we really know what EBM is? How is it different from Evidence-Based Health Care (EBHC) and Evidence-Based Practice (EBP)? Does the way we teach facilitate the production of evidence-based practitioners? Let's discuss.

After this session participants should be able to:

1. Describe what EBM, EBHC and EBP are and how they differ.
2. Assess the attitudes of EM educators regarding EBM, EBHC, and EBP.
3. Describe the concept of a new teaching model for EBM.
4. Assess the attitudes of a new teaching philosophy in medical education.

9:00 AM – 9:30 AM

It Isn't All About the Millennials: Navigating the Four Generation Workplace for All Ages

Jenna Fredette, MD; Jonathan McGhee, DO, FACEP

For the first time in US history, four generations are represented in the workplace. Much attention has been given to the millennial generation, but physicians need to focus on the interplay of all four generations and how this impacts communication and the creation of effective teams. After this session participants should be able to:

1. Describe all four generations in the workplace (Traditionalists, Baby Boomers, Generation X and Generation Y)
2. Explore the social and environmental factors that have created certain generational characteristics paying specific attention to physicians and healthcare professionals.
3. Explore the differences in professional identity, work-life balance and communication styles.
4. Discuss how understanding these factors can help to create more effective and efficient teams in healthcare.

10:15 AM – 10:45 AM

The Writing Accountability Group

Leah Bright, Linda Regan, MD, FACEP, FAAEM

One of the biggest challenges physicians in academics have is overcoming the intimidation of writing for publication. Publications are frequently the outcomes by which academic faculty are judged, and overcoming this daunting challenge can lead to failure of career progression. The Writing Accountability Group (WAG) is a concept that allows for a reprogramming of your concept of writing. Writers can learn to overcome their procrastination and bad habits by following the rules of the WAG: write more frequently, in shorter chunks and hold yourself and colleagues accountable.

After this session participants should be able to:

1. Understand the concept of the Writing Accountability Group as a way to maximize scholarly activity in your department.
2. Discuss the challenges of writing papers for publication.
3. Describe what a Writing Accountability Group is and why it works
4. Describe the steps for starting their own WAG

Navigating the Academic Waters (NAW)

8:30 AM – 9:00 AM

Tips on How to Develop Your Public Speaking Skills

Daniel Runde, MD, MME

Gone are the days when just words on a slide are acceptable. Public speaking is a critical skill for educators and doing it well takes practice and knowledge about what works and what doesn't. This 30-minute session will offer you some basic tips on how to improve your public speaking skills.

After this session participants should be able to:

1. Teach some public speaking basics to novice speakers
2. Discuss the use of humor in public speaking
3. Discuss some common pitfalls that new speakers make
4. Review the role of body language in public speaking

9:45 AM – 10:15 AM

Verbal Feedback: How to Maximize the Moment

Aaron Kraut, MD; Josh Kornegay, MD

Telling learners how they performed is an essential skill and an important moment in their development. This session will focus on a learner-centric model and will model several strategies for quick and effective verbal feedback delivery

After this session participants should be able to:

1. Define the new feedback paradigm in medical education
2. Explore factors which influence learner feedback seeking behavior and response to feedback
3. Identify concrete strategies to build a positive feedback culture at your institution
4. Focus on techniques to use when delivering verbal feedback to make your feedback moment more effective

2:30 PM – 3:15 PM

So You're Thinking of Staying...Strategies for Residents Considering Jobs at their Training Program

Kevin Scott, MD, MSEd, Lauren Conlon, MD, FACEP; Mira Mamtani, MD, FACEP

Staying on faculty where you trained is a common consideration after residency. After all, they know you and you know them, what could go wrong? It is important to approach these potential job opportunities prepared to negotiate and maximize offered positions.

After this session participants should be able to

1. Describe the potential benefits and pitfalls of staying where you trained
2. Recognize the importance of being informed with regards to outside opportunities
3. Understand the importance of negotiation
4. Gain insight to making the transition from resident to faculty

1:30 PM – 2:30 PM

Leadership 101: Keys to Success in Academics That They Didn't Teach You in School!

Jonathan Davis, MD

Leadership skill development is a crucial component of success in education and academics. This presentation will provide useful pearls, as well as identify avoidable pitfalls, that are foundational to effective leadership in medical education and academic EM.

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

1. Define strategies to build a highly effective education team
2. Describe how to effectively manage a team, lead a committee, and run a meeting
3. Identify how to effect positive change at your institution
4. Learn how to incorporate emotional intelligence into your leadership repertoire

New Programs & Leaders

8:30 AM – 9:30 AM

GME Finances for the Residency Leadership: Speak the Language to Get to Practical End

Douglas McGee, DO, FACEP; Mary Jo Wagner, MD; Linda Regan, MD, FACEP, FAAEM; Jonathan Jones, MD, FAAEM

Join this didactic and panel discussion about GME Finance as it applies to residency leadership and how it effects your ability to make changes and improve your program

After this session participants should be able to:

1. Have an understanding of how GME is financed and the implications for residency leadership
2. Gain practical knowledge of how to apply this knowledge to achieve your goals in residency leadership

9:45 AM – 10:45 AM

Innovative Approaches to the Mundane 560

Taku Taira, MD; Richard Bounds, MD, FACEP; Jordan Spector, MD; David Duong, MD, MS, FACEP; Dowin Boatright, MD, MBA; Katja Goldflam, MD; Carlo Rosen, MD

In this session we will be covering innovations within the mundane residency requirements.

After this session participants should be able to:

1. Have practical implementable programs that can be integrated into your residency.

1:30 PM – 3:15 PM

New Programs and Leaders Fair

Taku Taira, MD; Carlo Rosen, MD; Todd Berger, MD; Lalena Yarris, MD, MCR; Josh Kornegay, MD; Ramin Tabatabai, MD, FACEP; Andrew King, MD, FACEP; Tom Morrissey, MD, PhD; Jonathan Wagner, MD; Susan Promes, MD; Saadia Akhtar, MD; Kaushal Shah, MD; Katja Goldflam, MD

During this fair you will be able to rotate through multiple sessions

in an small intimate environment. Participants are allowed to choose what content they are interested in in the order they desire.

After this session participants should be able to:

1. Leave with practical and implementable ideas specific to the needs of residency leadership.

4:15 PM – 5:00 PM

560 Innovations: Lightning Topics for the Residency Leadership

Taku Taira, MD; Leslie Oyama, MD, FACEP; Charlotte Wills, MD; Chris Doty, MD; FAAEM; FACEP; Mike Gisoni, MD, FACEP, FAAEM

In this session we will be covering rapid fire topics and innovations in residency leadership

After this session participants should be able to:

1. Have practical implementable programs that can be integrated into your residency.

3:30 PM – 4:15 PM

Preventing Burnout in Residency Leadership and Faculty

Daniel Runde, MD, MME; Michael Epter, DO

In this session we will be covering the issue of faculty burnout and to provide practical advice on preventing and managing burnout in yourself as well as your colleagues.

After this session participants should be able to:

1. Understand the underpinnings of burnout
2. Identify burnout in yourself and colleagues
3. Have a practical approach to preventing, mitigating, and managing burnout among faculty.

Clerkship Directors in Emergency Medicine (CDEM)

9:45 AM – 10:15 AM

Giving Feedback to Millennials

Shawn London, MD

The literature identifies key differences in how Millennial residents respond to both verbal and written feedback. This presentation seeks to identify generational differences and strategies which will help faculty optimize this process.

After this session participants should be able to:

1. To be able to describe key generational differences between Millennial learners and other generations
2. To be able to describe how traditional free-form feedback can leave Millennial learners upset, angry, or unclear about how to improve their performance
3. To be able to recognize examples of generationally appropriate feedback as given in this session.

10:15 AM – 10:45 AM

Teaching Communication

Nicole Dubosh, MD; Edward Ullman, MD; Jonathan Fisher, MD, MPH, FACEP, FAEMS

Strong interpersonal and communication skills correlate with both positive outcomes and higher satisfaction among patients and clinicians. Educational interventions can lead to improvement in these skills in medical students. We will discuss the optimal ways to teach and assess them.

After this session participants should be able to:

1. Identify the benefits of strong communication and interpersonal skills for both the clinician and patient.
2. Understand the current methods by which medical schools assess these skills.
3. Describe different modalities that may effectively foster trainees' patient communication skills.
4. Discuss the framework and implications of a novel, multi-modal patient-centric approach for teaching and assessing these skills in medical students during an EM clerkship.

12:00 PM – 1:30 PM

CDEM: JR/Senior Mentoring Lunches

Paul Ko, MD; Laura Thompson, MD, FACEP

Are you a new clerkship director? Are you new to CDEM. Come join a senior CDEM member/clerkship director to pick their brain on the ins and outs of being a clerkship director. This network lunch opportunity is a great opportunity to have all your questions answered. (Pre-registration required)

1. Network with senior clerkship directors for career mentorship
2. Understand some of the pitfalls and challenges of being a clerkship director
3. Develop some contacts for future dialogue and discussions

1:30 PM – 2:30 PM

Nuts & Bolts—How to Run an EM Clerkship Without Losing Your Sanity

Sundip Patel, MD; Jamie Hess, MD

Running an Emergency Medicine clerkship is as stressful as working in the Emergency Department. From organizing a didactic curriculum to determining grades, there are many tasks that can be challenging and time consuming for an Emergency Medicine clerkship director. This talk will focus on topics to provide the lecture participants with a solid foundation to move forward with the administration of their EM clerkship and ease some of the stress. We will focus on topics including the clerkship orientation, day to day operations, administrative support, clerkship curriculum, direct observation of medical students, and available resources to help the clerkship director.

After this session participants should be able to:

1. Develop an informative clerkship orientation that will save you hassles and time down the road
2. Identify ways to streamline day-to-day clerkship operations for more efficiency and less stress
3. Create a clerkship curriculum that is interactive for students without taxing your resources and time
4. Recognize ways to directly observe medical students without grinding your Emergency Department to a halt
5. Identify available resources that will help one run the clerkship without having to reinvent the wheel

2:30 PM – 3:15 PM

How to Get What You Need: Designing and Conducting an Effective Needs Assessment

Laura Hopson, MD

In order to effectively solve a problem or initiate change, it is often essential to have a clear understanding of the current state. This session will guide participants through the development and execution of a needs assessment through case studies and small group exercises.

After this session participants should be able to:

1. Define what is meant by the term needs assessment
2. Understand how a needs assessment is an essential tool in problem-solving
3. Develop and implement a needs assessment drawing on best practices.

3:30 PM – 4:15 PM

Thinking of Turning your Educational Innovations into Scholarship

David Wald, DO

This session will help provide faculty with the background and tools to turn their educational innovations into scholarship. We will focus on education theory to assist faculty in developing high quality innovations and provide examples of innovations that have been published in different formats.

After this session participants should be able to:

1. Define educational scholarship
2. Describe different examples of educational scholarship
3. Understand how MedEdPORTAL can be used as a platform for educational scholarship
4. Develop a roadmap to embark on educational scholarship

4:15 PM – 5:00 PM

Can We at Least Get Some Guidelines Here? CDEM Student Advising Taskforce

Kevin King, MD, FACEP, FAAEM; Lucienne Lutfy Clayton, MD, FACEP; Dara Kass, MD; David Gordon, MD, FACEP

Over the past few years, the perception that EM is a highly competitive residency has grown among students and faculty alike. This has led to an arms race of sorts, with students doing more away electives, submitting more letters, and applying to more programs while some programs increased their application requirements.

Clerkship and program directors wrestle with an overwhelming demand for advice on application strategies. Yet, no guidance exists in the literature to help us advise our students. This session is designed to bring clerkship AND program leadership together to discuss how to advise students based on their portfolio.

After this session participants should be able to:

1. Understand the results of the student advising task force residency directors survey
2. Use information discussed to better advise students trig to match in EM
3. Utilize NRMP match data to provide student-specific advising in the next match cycle

8:30 AM – 9:00 AM

CDEM & iMedEd Online Resources and Apps

Annemieke Atema, MD; Rahul Patwari, MD

An overview of the latest online resources and apps available for medical students and residents who are interested in pursuing a career in Emergency Medicine. It would provide a list of helpful resources that educators could tell their students about to be used for studying and clinical practice.

After this session participants should be able to:

1. Give medical student educators a sense of the available online resources and apps for their students to use while in the Emergency Department.
2. Explanations as to the usefulness and recommendations for various websites and apps will be given.
3. This is a common question for educators as more information is online now and there are many resources to choose from. Which of these are the most helpful? Are there good free resources? Which ones are work spending money on? A list of the most highly recommended resources will be provided.

9:00 AM – 9:30 AM

How to Use FOAM Content & Social Media to Engage Medical Students and in Your Curriculum

J. Scott Wieters, MD, FACEP; Dara Kass, MD

Combined session between lmedED and CDEM, come hear the latest on what is going on with FOAMed and the use of social media, podcast that is specifically relevant to clerkship directors and medical students.

After this session participants should be able to:

1. Incorporate technology and social media into your instructional design.
2. Create Free Open Access Medical Education.
3. Engage learners beyond the classroom.

Emergency Medicine Association of Residency Coordinators (EMARC)

8:30 AM – 9:00 AM

Year in the Life of the Program Coordinator: July—October TBD

An Emergency Medicine residency and/or fellowship coordinator may face dozens of distractions and detours on a daily basis, but underneath it all is our role, 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 should be able to:

1. Understand the role of the program coordinator

9:00 AM – 9:30 AM

Year in the Life of the Program Coordinator: November–February

Kristen Foland

An Emergency Medicine residency and/or fellowship coordinator may face dozens of distractions and detours on a daily basis, but underneath it all is our role, 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 should be able to:

1. Understand the role of the program coordinator

9:45 AM – 10:15 AM

Year in the Life of the Program Coordinator: March–June

Gloria Daniel

An Emergency Medicine residency and/or fellowship coordinator may face dozens of distractions and detours on a daily basis, but underneath it all is our role, 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 should be able to:

1. Understand the role of the program coordinator

10:15 AM – 10:45 AM

Coordinator Resources Q&A

Ambrosya Amlong, C-TAGME; Nina Walker, C-TAGME

PANEL: Kristen Foland, Gloria Daniel

Q&A Session for a Year in the Life of a Coordinator and other general new coordinator questions.

1:30 PM – 2:00 PM

PC Password

Patrick O'Brien, Jonathan Jones, MD, FAAEM PANEL: Boyd Burns, DO; Melissa Garner, Laura Hopson, MD; Tonya Thomas

PCs from across the country will pair up to play the game password. Clues will be specific to EM residency (CCC, PEC, duty hours, etc.) The game will consist of pairs of coordinators, between each pair there will be discussion of the concepts covered in the game.

After this session participants should be able to:

1. Verbally review key concepts related to the Emergency Medicine residency
2. Utilize prior knowledge to gauge PD familiarity with key concepts
3. Deliver key concepts efficiently with limited but effective communication

2:00 PM – 2:30 PM

PCPC: Program Coordinator Presentation Cases

Patrick O'Brien PANEL: Tonya Thomas

Encouraging collaboration between junior PCs with a senior PC, it's similar to CPC casas: a junior PC presents basic facts of an issues with a resident or attending. The senior PC takes over with his/her protocol to debunk. Junior PC returns with what was done and reveals issue.

After this session participants should be able to:

1. Review a situation-specific resident issue
2. Record diagnostic information for a resolution
3. Analyze program director proposed intervention as "appropriate?" or "inappropriate"? based on norms established through participant prior experience

2:30 PM – 3:15 PM

Forget a Mentor: Find a Sponsor

Ambrosya Amlong, C-TAGME; Raven-Olivia Kellum

Who's pulling for you? Who's got your back? Odds are this person is not a mentor but a sponsor. Mentors can help build your self-esteem and provide a sounding board but they're not your ticket to the top. If you're interested in fast-tracking your career, you need a sponsor, a senior-level champion who believes in your potential and is willing to advocate for you as you pursue that next raise or promotion. Sponsors are a proven link to success. Sponsorship is a "two-way street" creating a strong and mutually beneficial alliance. This session will lay out a seven-step map to chart your course toward your greatest goals. This

session will mix solid data with real-life narratives.

After this session participants should be able to:

1. Clearly identify the difference between a mentor and sponsor.
2. Utilize a step by step tool to define clear path to goals.
3. Evaluate opportunities to find a sponsor.

3:30 PM – 4:15 PM

Channel Your Inner EQ: Emotional Intelligence for Today's Educator & Leader

Jonathan Davis, MD

To be an educator is to be a leader. Have you ever worked with a leader who just doesn't seem to get it? This presentation will provide tangible skills and practical tools to assist in learning how you can sharpen your inner EQ to become more highly effective educator and leader.

After this session participants should be able to:

1. Define emotional intelligence, and identify why high EQ is a vital characteristic of today's academic leaders.
2. Identify practical strategies to refine and sharpen one's EQ.
3. Describe the potential detrimental impact of leading with low EQ.

4:15 PM – 5:00 PM

Program Leadership: A Team Effort

Daniel Martin, MD, MBA, FACEP, FAAEM; Andrew King, MD, FACEP; Alexis Wolfe, MD

A group discussion workshop involving coordinators, chief residents, program director, and a senior leader on how to maximize teamwork and leadership dynamics while managing a residency program. This session will also showcase how coordinators, chief residents, and assistant/associate program directors are valuable members of program leadership. Various scenarios will be discussed to highlight key attributes of highly successful teams.

After this session participants should be able to:

1. Learners will apply team dynamic strategies to the residency education leadership team in an effort to maximize success and minimize dysfunction
2. Identify how team leaders (PDs) interact with other members of the leadership team in an effort to ensure they are a valuable member of the leadership team.
3. Promote positive team dynamics while minimizing negative interactions
4. Professional development for all members of the program leadership team - we are all learners and "when you're through learning you're through"?
5. Utilize scenarios illustrating team dynamic concepts to convey traits which lend to a successful team

iMedEd

8:30 AM – 11:00 AM

iMedEd Hack-a-thon

Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Teresa Chan, MD, FRCPC, MHPE

This session will focus on applying the principles of design thinking to the creation of a medical education innovation. The session will utilize a mix of traditional teaching and coached group activities as participants move from theory to concept to final product.

After this session participants should be able to:

1. Describe the tenets of design thinking.
2. Demonstrate the principles of empathy, definition, ideation, prototyping, and testing as they apply to solving an educational problem

1:30 PM – 2:30 PM

Becoming a Blog Master—Workshop

Jeff Hill MD, MEd; David Marcus, MD;

Jay Khadpe, MD, FAAEM, FACEP; Manpreet Singh, MD, MBE

Learn the necessary skills, technology, and equipment to become

a master at blogging! All levels of experience in blogging are welcome.

After this session participants should be able to:

1. Understand various platforms available to start and maintain a blog;
2. Outline goals of the blog, the blog posts and the intended audience;
3. Practice creating blog posts, editing posts, and publishing posts;
4. Understand how to optimize dissemination of content through various social media channels

1:30 PM – 2:30 PM

Becoming a Presentation Master—Workshop

Annaheta Kalantari, DO; Tyson Pillow, MD, MEd; Rahul Patwari, MD

Learn the necessary public speaking skills and slide design tips and tricks to become a master at presentations! All levels of experience are welcome.

After this session participants should be able to:

1. Understand the principles of slide design;
2. Practice creating well-constructed slides;
3. Learn to incorporate well-constructed slides with effective public speaking skills

1:30 PM – 2:30 PM

Becoming a Podcast Master—Workshop

Jessica Mason, MD; Will Sanderson, MD; Steve Carroll, DO

Learn the necessary skills, technology, and equipment to become a master at podcasting! All levels of experience in podcasting are welcome.

After this session participants should be able to:

1. Describe technology and computer programs to use to create podcasts;
2. Outline the goal of podcast, the episodes, and intended audience;
3. Practice creating a podcast, editing an episode, and disseminating the content through social media channels

1:30 PM – 5:00 PM

iMedEd Bar Cutting Edge Knowledge on Tap

Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Nikita Joshi, MD

CORD will host an "iMedEd Bar" during which time Academic Assembly attendees can sign up for consultation times with FOAMed 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.

1:30 PM – 5:00 PM

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Chief Resident Symposium

8:30 AM – 9:00 AM

Leadership Skills

David Della-Giustina, MD; FACEP; FAWM; Jessica Walrath, MD

Most chief residents have no prior experience with leadership positions, and leadership effectiveness training is not incorporated into standard GME curricula. This session will provide an overview of requisite leadership skills for newly appointed chief residents, which, once understood and mastered, can be applied to the spectrum of challenges a chief resident is expected to address in their hybrid role as resident advocate and program administrator.

After this session participants should be able to:

1. Describe the habits of highly effective leaders
2. Identify obstacles to operationalizing these habits unique to the chief resident role
3. Discuss strategies and tools to overcome these obstacles while negotiating the balance of their hybrid role

9:00 AM – 9:30 AM

Conflict Negotiation

Michael Epter, DO; Rory Merritt, MD

Conflict is inevitable, especially in practice and administrative environments which demand regular interactions with several stakeholders promoting varying interests and agendas. The goal of conflict resolution is to de-escalate and resolve immediate disagreements and improve subsequent interactions. Success requires refined communication strategies and insight as to second party principal interests, as well as an understanding of relationship dynamics.

After this session participants should be able to:

1. Describe the communication techniques required for effective conflict negotiation
2. Enumerate a structured approach to address active conflicts

9:45 AM – 10:45 AM

Scheduling 101 & Software Information Exchange

Kevin Rodgers, MD

Emergency physician scheduling is a complex skillset, which requires consideration not only of duty-hour regulations and transition to and from off-service rotations, but also parity among the housestaff and quality of life. This session will provide a strategy for approaching schedule-making in a systematic way, with an emphasis on addressing both departmental service obligations while maintaining attention to resident wellness. There will additionally be an opportunity for chief residents to network for the purposes of sharing scheduling software-specific features, tools and solutions.

After this session participants should be able to:

1. Understand the ACGME EM duty hour regulations
2. Describe scheduling priorities as they relate to quality of life
3. Implement scheduling software specific strategies for increasing efficiency and minimizing errors

12:00 PM – 1:30 PM

Lunch with Former Chief Residents

Aleksandr Tichter, MD, MS; Mary Jo Wagner, MD

During this session, current chief residents will have the opportunity to have lunch with former chief residents. This will provide a forum to discuss experiences, ask for advice and learn from the perspective of individuals who have served in the same leadership role.

After this session participants should be able to:

1. Reflect on experiences as chief residents and identify areas for which advice from a former chief resident would be beneficial
2. Obtain wisdom and perspective from individuals who have previously served as chief residents

Chief Resident Symposium

1:30 PM – 3:30 PM

Managing Difficult Resident Situations

Mary Jo Wagner, MD PANEL: Steve Bowman, MD; Tiffany Murano, MD, FACEP; Philip Shayne, MD; Alexandra Mannix, MD

This session will help incoming chief residents in crafting an anticipatory approach to a variety of scenarios that they will inevitably encounter as program administrators, including, but not limited to, matters related to scheduling, interpersonal communication and professionalism.

After this session participants should be able to:

1. Identify various strategies to approach difficult situations
2. Become facile with communication methods that are useful in diffusing certain emotionally charged scenarios
3. Describe strategies by which to act as an effective liaison between the resident and program director in difficult situations

3:30 PM – 4:00 PM**Go Beyond: Methods to Increase Academic Productivity During Chief Year (ALiEM Lecture)***Margaret (Maggie) Sheehy, MD, MSc; Fareen Zaver, MD, FRCPC*

This lecture will provide chief residents with innovative methods for increased productivity, collaboration, and networking.

After this session participants should be able to:

1. Understand strategies to produce innovative academic projects
2. Discuss venues for collaboration and scholarship
3. Learn methods to improve networking

4:00 PM – 4:30 PM**Residency Branding***Gene Hern, MD; Abra Fant, MD, MS; Andrea Ferrari, MD*

More than a merely a symbol, a “brand” distinguishes one’s program from its competitors and creates a lasting impression in the minds of consumers. In the case of a residency program, the consumers include not only prospective applicants, but also local stakeholders and hospital administrators. This session will provide an overview of brand development, from goal setting to advertising strategy.

After this session participants should be able to:

1. Define the key principles of branding
2. Identify the characteristics common to successful brands
3. Discuss the sequence of steps needed to develop one’s own brand

4:30 PM – 5:00 PM**How to Create a Legacy***Philip Shayne, MD; Christopher Bodle, MD*

Each class of chief residents begins their final year with an opportunity to enhance their program in a meaningful and enduring way, for the goal of benefiting future generations of housestaff. Creating a legacy is not a passive process, but rather, requires vision, purpose and leadership. This session will outline the steps required to create a lasting legacy, while framing the discussion within the administrative constraints and demands inherent to the chief resident year.

After this session, participants should be able to:

1. Define the most important considerations for building a lasting legacy
2. Identify program-specific opportunities for legacy development
3. Outline a strategy and timeline for building one’s own legacy over the next 12 months

Resident Track**8:30 AM – 9:00 AM****A Tale of Two APDs: Maximizing Opportunities for Scholarship in Residency and Beyond***David Diller, MD; Aaron Kraut, MD*

This session discusses strategies for motivated residents to make themselves competitive candidates for junior faculty academic appointments including the various pathways, opportunities for leadership skills acquisition, and scholarship options that exist during residency and beyond.

After this session participants should be able to:

1. Describe several potential pathways to residency leadership
2. Discuss opportunities for leadership skills acquisition during residency training
3. Highlight the various scholarship options available during and after residency

9:00 AM – 9:30 AM**Taking the Next Step: Is a Fellowship or Masters Program Right for Me?***Becky Tuttle, MD; Benjamin Schnapp, MD*

Have you thought about taking the next step in professional development? Whether you are a medical student or resident considering fellowship or a junior faculty member looking to take classes to add new skills, this session is for you. Explore the fellowship options open to Emergency Medicine graduates and the potential added value of an advanced degree.

After this session participants should be able to:

1. Describe the structure and contents of fellowships open to Emergency Medicine residency graduates.
2. Analyze benefits of fellowship in relation to personal and career goals to determine whether fellowship is a good fit.
3. Compare the available Masters program options (medical education, health professions education, education, public health, clinical research, medical management, business administration, and more).
4. Weigh the advantages and disadvantages of online, hybrid, and in-person Masters programs.

9:45 AM – 10:15 AM**Creating a Standout CV***Michael Epter, DO; Shyam Mohan Sivasankar, MD*

In this session, attendees will learn about pearls and pitfalls in the CV writing process. Following a lecture on this topic, attendees will leave with an understanding of what makes an effective CV, and how to edit their CVs accordingly.

After this session participants should be able to:

1. Develop a CV that is professional, accurate, informative and visually pleasing
2. Understand common pitfalls seen in CVs and how to avoid them
3. List ideas for activities that can be done early on in one’s career in order to build a CV that is effective for one’s career goals

10:15 AM – 10:45 AM**CV Workshop***Michael Epter, DO; Shyam Mohan Sivasankar, MD*

In this session, attendees will have the opportunity to have their CVs reviewed by experienced faculty members and will receive helpful feedback on how to improve it. This session will focus specifically on applying the principles discussed during the preceding lecture entitled Creating a Standout CV.

After this session participants should be able to:

1. Apply principles discussed during the preceding lecture in order to optimize CV content and design
2. Incorporate specific feedback from faculty who have reviewed the CV

Medical Education Research Certificate Program (MERC)**7:30 AM – 11:00 AM****MERC Workshop: Formulating Research Questions and Designing Studies***Shelia Chauvin, PhD*

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 should be able to:

1. write a FINER (feasible, interesting, novel, ethical, relevant) educational research question;
2. specify an educational research area of interest;
3. evaluate whether they need IRB approval for their study;
4. select the correct design for their research question.

1:30 PM – 5:30 PM**MERC Workshop: Searching and Evaluating the Medical Education Literature***Shelia Chauvin, PhD*

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 this session participants should be able to:

1. formulate an effective approach to searching the medical education literature;
2. conduct a search using relevant MeSH headings;
3. communicate effectively with a research librarian;
4. evaluate the search results using specific review criteria.

Research

8:30 AM – 5:00 PM

Epster Bar

Want to view the posters from the Research & Innovations Poster session but didn't have time to review them all during the poster session? Come to the ePoster Bar and you can view all of the posters at one time. Spend as much time as you need viewing the posters and zooming in on points you would like to see up close. Visit the ePoster Bar April 27-29 by registration during conference hours.

Specialty

6:30 PM – 8:00 PM

Safari Dinners

The CORD Safari dinners create a great opportunity to network with old and new friends! Sign up information coming soon.

Day Two
Friday, April 28, 2017

Best Practices

8:00 AM – 9:00 AM

Educational Soundbites

Bo Burns, DO; Jonathan Jones, MD, FAAEM

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 should be able to:

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

9:00 AM – 10:00 AM

Simulation 560

Danielle Hart, MD, MACM; Casey Z. MacVane, MD, MPH; Amish Aghera, MD, FACEP, FAAEM, CHSE; Michael Nguyen, MD, FACEP; Christie Lech, MD; Shannon McNamara, MD; Jeff Siegelman, MD, FACEP; Daniel G Miller, MD, CHSE, FACEP, FAAEM; Phillip Moschella, Joan Noelker, MD; Neel Naik, MD

This Simulation 560 will discuss how to maximize the use of simulation in your residency programs, covering a wide variety of topics, from using simulation purely for teaching to using it for assessment and/or remediation. Aside from the commonly accepted uses of simulation for teaching decision making and procedural skills, simulation can be used to teach and assess those hard to teach/assess competencies as well. These include teamwork/communication and leadership (ICS), ethical dilemmas (P), and crisis resource management with appropriate resource utilization (SBP). The use of in-situ simulation as well as interprofessional / interdisciplinary sessions can maximize the efficacy of using simulation for the development of these important skills; both will be discussed in this session. The debriefing also gives educators insight into how well the residents are able to reflect-on-action and create a plan for subsequent performance improvement (PBLI).

After this session participants should be able to:

1. Design and implement a successful simulation curriculum for their residency program, using simulation to cover various core competencies as well as cognitive frameworks, procedural skill, and leadership/communication aspects.
2. Discuss in-situ simulation including resources and practicalities needed to make this work, and how this can lead to quality improvement in your emergency department.
3. Discuss the benefits of interprofessional / interdisciplinary simulation, including how this can improve teamwork, communication, leadership, and crisis resource management skills in your residents.

4. Analyze the PROs and CONs to incorporating simulation into your assessment program, and discuss best practices when using simulation for assessment.
5. Utilize simulation & debriefing within resident remediation plans.

10:15 AM – 10:45 AM

Emergency Medicine Foundations—A Novel Intern Curriculum

Kristen Grabow Moore, MD, MEd

Emergency Medicine didactic conferences often follows a one-size fits all approach, limiting the ability to target learners of a specific experience level. EM Foundations is a year-long, comprehensive, flipped classroom course for intern-level learners. High-yield FOAMed self-directed learning is supplemented by weekly Foundations Meetings - instructional time that is used for active learning and application of knowledge within a practice-based model

After this session participants should be able to:

1. Review course design with a focus on educational theory
2. Demonstrate the typical experience of a learner and instructor within the course
3. Share survey data and feedback from Foundations sites
4. Impart plans for future curriculum development and research
5. Audience feedback and discussion/questions

10:45 AM – 11:15 AM

Improving Resident Compliance in the Era of Entitlement

Lynn Roppolo, MD, FACEP; Bo Burns, DO

The millennials are stereotypically thought of as techno savvy, reward driven individuals who value fun over work. This new generations of trainees can be challenging to prior generations. This session will review several strategies that program directors can use to engage them more and improve compliance with academic requirements.

After this session participants should be able to:

1. Provide examples of ways to promote and reinforce positive behaviors
2. Demonstrate methods to cultivate an atmosphere of 'we over me' to create a more collaborative and collegial environment within the residency program
3. Create a tracking system of residency requirements that increases resident compliance and reduces the workload of the residency leadership

11:15 AM – 11:45 AM

Conducting Sustainable Multi-Institution Education Research: The EMERA Example

Kelly Williamson, MD; Patrick Lank, MD, MS; Jeremy Branzetti, MD

Education research is often criticized for issues of methodological rigor and meaningful outcomes. The mission of the Emergency Medicine Education Research Alliance (EMERA) is to conduct and disseminate high-quality multi-institution education research and promote the faculty development of its members. This session will focus on sharing our process for creating a successful research consortium.

After this session participants should be able to:

1. Describe the process of infra-structure creation for a multi-institution education research consortium
2. Identify the resources available to aid in the creation of such a group
3. Identify key elements — and pitfalls to avoid — that lead to successful, sustained, and satisfying group function
4. Learn tools that will increase educational scholarship productivity for group members

1:30 PM – 2:30 PM

Keep Her On The Team

Michelle D. Lal, MD, MHS, FACEP PANEL: John Burton, MD;

Susan Promes, MD; Flavia Nobay, MD; Dara Kass, MD

Recently both ACEP and SAEM adopted strategic guidelines that provide departmental chairs and practice administrators with goals to improve the recruitment, retention and promotion of women in EM. We will discuss best practices and retention strategies for supporting diversity.

After this session participants should be able to:

1. Explore the current milieu of women in medicine and in particular Emergency Medicine
2. Discuss best practices for recruitment and retention of women in Emergency Medicine
3. Discuss benefits that are family supportive and allow those with competing needs to envision a viable career in your department

1:30 PM – 2:30 PM

Team Up! Team Based Learning in Residency Education

Megan Boysen Osborn, MD, MHPE; Bradley E Barth, MD, FACEP, FAAEM; Shannon Toohey, MD, MAEd

Team-Based Learning (TBL) promises to move class time from the Sage on the Stage to the Guide on the Side level of learning. TBL could be ideal for emergency medicine residency education because it promotes active learning, collaboration, and practice based learning and improvement. The learners in this session will participate in at least two TBL activities, using both classic and modified TBL, thereby learning the basics of TBL and developing strategies to implement TBL in their teaching.

After this session participants should be able to:

1. List the necessary elements for conducting a classic TBL (cTBL) didactic sessions.
2. Discuss the advantages and limitations of cTBL in residency education.
3. Adjust the elements of cTBL to meet the needs of EM residency learners (modified TBL, mTBL).
4. Identify topics or courses amenable to Team-Based Learning at your program
5. Plan how to adopt Team Based Learning principles in your teaching

2:30 PM – 3:15 PM

When Remediation Fails

Merle Carter, MD; Eric Nadel, MD

Program leaders struggle with next steps when remediation strategies have failed. To counsel a resident out of the program/specialty is difficult and may not be necessary. Psychometric testing may suggest strategies not previously considered. When and how to engage this option will be discussed by the speakers, covering topics of problem identification, confidentiality, counseling, budgeting, reporting, etc.

After this session participants should be able to: By participating in this session, attendees will:

1. Better define/document what remediation success and failure looks like for their resident(s) in trouble
2. Review resources external to traditional institutional support for programs and residents who have failed remediation
3. Learn what the process of psychometric/neurocognitive testing entails and how the outcome can improve remediation strategies for the resident(s) in trouble
4. Gain a better understanding of which resident could benefit from this process
5. Understand how to initiate the testing process (eg. contracting with practitioners, confidentiality issues, budgeting, reporting process, etc.)

2:30 PM – 3:15 PM

Faculty Remediation—When the Resident Isn't the Problem

Maria Moreira, MD; Saadia Akhtar, MD

We currently have toolkits to help in the process of resident remediation. However, we are also aware of the strengths and weaknesses of our faculty and are called upon to deal with situations in which the faculty member is clearly the problem. How do we address faculty remediation?

After this session participants should be able to:

1. Determine a process for faculty evaluation and identification of those in need of further remediation
2. Discuss a process for faculty remediation
3. Discuss the continuum of milestones into the continuum of faculty development

3:15 PM – 4:00 PM

Chairpersons, Program Directors, and Clerkship Directors: How This Triumvirate Can Make or Break the Educational Mission of a Department

Sundip Patel, MD; Drew Nyce, MD; Michael Chansky, MD

The goal of this talk is to bring the chairperson, program director, and clerkship director from one program and put them in the same room to discuss problems that they have faced as well as solutions to ensure that the education of medical students and residents is not compromised.

After this session participants should be able to:

1. Describe the unique roles and responsibilities of chairpersons, program directors, and clerkship directors as they pertain to the education of medical students and residents.
2. Recognize issues, including finances, that can lead to tension between chairpersons, program directors, and clerkship directors
3. Identify ways that chairpersons, program directors, and clerkship directors can work together to improve the education of residents and medical students
4. Describe how chairpersons, program directors, and clerkship directors each influence faculty to create a warm learning environment

3:15 PM – 4:00 PM

The Mini-MBA for Program Leadership Workshop: Advanced Residency Program Finance

Damon Kuehl, MD; John Burton, MD; Keel Coleman, DO, MBA, FACEP

Determining current net present value of your program allows you to determine appropriate residency staffing, faculty hiring, and time allocation, and future planning for expansion. Demonstrating the financial value added of your program to your organization can provide leverage and opportunity for growth. Understanding the language of the bean counters and administrators in your organization will give you a leg up at budget time. Previous finance talks at CORD have not provided in-depth training or details on financial assessment or provided the tools to perform such calculations. In this session we will introduce language and tools that program leadership can use to calculate their own programs financial fitness and net worth in an interactive workshop. With facilitator guidance, attendees will use different tools to calculate important financial information that they can use moving forward in budget discussions and program planning. Attendees will leave equipped with knowledge that can be used at their home institution for future value and planning calculations.

After this session participants should be able to:

1. Understand the financial architecture of an EM residency
2. Develop skills to calculate Net Present Value, Internal Rates of Return and Profitability Indices
3. Identify the Cost of Capital for your institution
4. Realize the profitability differences between staffing with ACPs and running a residency

4:00 PM – 5:00 PM

Best Practices Planning Committee Meeting

Dan Egan, MD; Kerry McCabe, MD, FACEP

Best practices track planning committee meeting.

Navigating the Academic Waters (NAW)

8:00 AM – 9:00 AM

Writing Your Stuff Up: Secrets and Hacks to Assist with Scholarly Success

Teresa Chan, MD, FRCPC, MHPE; Michael Gottlieb, MD;

Jonathan Sherbino, MD, Med, FRCPC, FAcadMED

Junior faculty are asked to write publications and other scholarly works on top of our educational roles. This can be challenging, especially in the context of extensive time commitments. This workshop will provide tangible tips and tricks to assist junior faculty to increase their scholarly output. After this session participants should be able to:

1. Discuss strategies for overcoming writers block.
2. Develop an algorithm for taking scholarly projects from idea to implementation to dissemination.

3. Identify at least 3 actionable changes to their own process that they can trial at their home institution.
4. Acquire a support network of junior scholars who can provide feedback and encouragement.
5. Recognize common roadblocks on the path of scholarship, and identify possible ways to avoid or remedy these.

9:00 AM – 10:00 AM

Turning Lemons into Lemonade in Education Research— What to do When Your Paper Gets Rejected

Jaime Jordan, MD, FACEP; Daniel Runde, MD, MME

Education research is a developing field and broad acceptance of its value may not be universal. The aim of this session is to identify barriers to publishing education scholarship and how to overcome them.

After this session participants should be able to:

1. Identify the common barriers to publishing education scholarship.
2. Describe several strategies to increase likelihood of successful publication from the onset of a project.
3. List alternative avenues to take after rejection of a manuscript.
4. Develop strategies to overcome publication barriers

10:15 AM – 10:45 AM

Teaching to Learning Styles; Are There Effective Methods to Herd Cats?

Andrew Phillips, MD, MEd; Tyson Pillow, MD, MEd

You've heard the term learning styles but which of the many learning style assessments are the best if any? Dive into the conundrum of teaching to a specific target learning style tailored to your material and your learners.

After this session participants should be able to:

1. Describe the evidence in support of and against the learning style assessments:
 - Learning Styles Inventory
 - Visual Auditory Kinesthetic / Visual Auditory Reading Kinesthetic
 - National Association of Secondary School Principals
2. Discuss 3 ways that educators can best address learning styles in their teaching based on the evidence

10:45 AM – 11:45 AM

Best Practices in Educational Research and Educational Consults From the Editorial Board of AEM-Education and Training

Susan Promes, MD PANEL: Teresa Chan, MD, MHPE, FRCPC; Esther Chen, MD; Jonathan Sherbino, MD, MEd, FRCPC, FAcadMed; Jason Wagner, MD; Sorabh Khandelwal, MD

Faculty often practice in an educational vacuum when it comes to implementing programs and designing research. This session will serve to provide best practices in several key areas of medical education research and provide consultations to aid in scholarly productivity of the attendees.

After this session participants should be able to:

1. Identify ways to increase educational research productivity
2. Develop an action plan to increase the quality of educational research through best practices and peer consults
3. Describe a next step action item to initiate upon return to the home institution

1:30 PM – 2:30 PM

NAW Planning Committee Meeting

Ed Ullman, MD; Jan Shoenberger, MD, FACEP

Planning committee meeting to plan the navigating the academic waters track.

2:30 PM – 3:15 PM

How To Be an Amazing Bedside Teacher in a Busy ED

Joshua Schechter, MD; Leah Bright, DO, FACEP

In clinical education, the rubber hits the road at the bedside. Teaching learners how to be good emergency physicians in a crazy clinical environment is a challenge. How do you find the time and then maximize it? This presentation aims to teach you how to inject teaching points into a hectic and busy clinical environment.

After this session participants should be able to:

1. Discuss how to get a teaching point across quickly
2. Give examples of where and when bedside teaching is most effective
3. Review common pitfalls in approaching bedside teaching

3:15 PM – 4:00 PM

The 4 T's—A Novel Approach to Better Presenting

Patricia Lanter, MD; Michael Lauria, BA, NRP

With recent focus on improved slides, we present a novel, evidenced based approach to lectures and presenting. The 4 T's, Tell a story, Time, Technical elements, and Think novelty are gleaned from research in education, cognitive psychology and neuroscience and based on cognitive load theory

After this session participants should be able to:

1. To recognize how extraneous cognitive load negatively impacts a learners ability to understand and retain new material.
2. Participants will recognize how telling a story can contextualize new information and increase a learners ability to relate to the material, thus increasing retention
3. Participants will recognize cognitive backlog, which occurs after approximately 30–40 minutes of standard lecture, and identify strategies to facilitate ongoing learning during conference.
4. Participants will apply cognitive load theory to the technical elements of presenting including slide construct and delivery.
5. Participants will identify ways to think novelty in the way they present, in particular the use of new perspectives and curbing redundant core information

4:00 PM – 5:00 PM

Seven Habits of Highly Effective Mentors/Mentees

Kaushal Shah, MD PANEL: Joseph LaMantia, MD; Stephen Wolf, MD; Lisa A. Moreno-Walton, MD, MS, MSCR, FACEP, FAAEM

An effective/reciprocal mentor-mentee relationship is a predictor of success in academics. There are habits that promote mutual career development but is rarely taught formerly to trainees. CORD Academy Members will share their expertise to describe the most important habits to develop.

After this session participants should be able to:

1. Describe 7 habits of highly effective mentors based on existing literature and experience
2. Describe 7 habits of highly effective mentees based on existing literature and experience
3. Identify signs of a dysfunctional mentor-mentee relationships and what to do about it

Clerkship Directors in Emergency Medicine (CDEM)

8:00 AM – 9:00 AM

Education Journal Club

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

Do you find it challenging to keep current with the latest and greatest in medical education? This session will review the most pertinent medical education articles of 2016.

By the end of the session, the participant will be able to

1. To review and discuss the most current UME & GME articles pertinent to Emergency Medicine training
2. To discuss article insights based on solicited perspectives from the authors

9:00 AM – 10:00 AM

Update on the National End-of-Shift Assessment Form for Medical Students in the ED

Katherine M Hiller, MD, MPH; Doug Franzen, MD, MEd, FACEP; Luan Lawson, MD; Jules Jung, MD

Last year, CDEM hosted a consensus conference on clinical assessment of students. Synthesis of the results and creation of national guidelines/form have been completed. This session will present the work of the consensus group, opportunities for research surrounding national guidelines and/or a common form, as well as other related updates.

After this session participants should be able to:

1. Describe the results of the 2016 CDEM end-of-shift consensus conference and post-conference work
2. Describe the consensus conference national assessment guidelines and form
3. Understand how to implement the assessment tool in their own clerkship
4. Discuss strategies for participation in educational research surrounding assessment practices and outcome data
5. Discuss continuing issues around end of shift assessment in emergency medicine clerkships

10:15 AM – 10:45 AM

M3 Assessment Update

Matthew Tews, DO, MS; Laura Thompson, MD, FACEP; Jeff VanDermark, MD; Kevin King, MD, FACEP, FAAEM

There is no standard method of assessing medical students at the end of an Emergency Medicine (EM) third-year rotation and there are challenges having third-year students take a fourth year examination. This session will review the development of a third-year EM online exam and share current data.

After this session participants should be able to:

1. Describe the process of developing a third-year examination
2. Differentiate third and fourth-year learner assessment goals
3. Report current data and future direction of the examination?

10:45 AM – 11:45 AM

M4 Assessment Updates

Emily Senecal Miller, MD; Michael Beeson, MD

Goal is to review the most recent usage and performance data for the National EM M4 Exams and NBME EM Advanced Clinical Exam, review progress on M3 exam development, and foster discussion about CDEM community's needs regarding testing instruments.

By the end of the session, the participant will be able to

1. Update on National EM M4 Exams
 - review usage and performance data for versions 1 and 2
2. Update on NBME Exams
 - review usage and performance data
3. Future Directions
 - ongoing development of M3 exam
 - open discussion of our medical student educator community's assessment needs, such as
 - longer M4 exams
 - a 3rd M4 exam
 - a Sub-I/Advanced M4 exam (geared towards EM bound students or students completing their 2nd or more EM clerkship)

11:15 AM – 11:45 AM

From Milestones to EPAs: Bridging the Gaps in Medical Educational Assessment

Cynthia Leung, MD; Laura Thompson, MD, FACEP

Interns are expected to meet a minimum standard of performance on day 1 of residency, but many do not achieve this goal. Longitudinal assessment of Milestones and EPAs provide a set of criteria that may be useful in bridging the gap between undergraduate and graduate medical education.

After this session participants should be able to:

1. Define Entrustable Professional Activities
2. Describe the relationship between EPAs, Competencies and Milestones
3. Identify the best strategies to assess EPAs and Milestones in the EM clerkship
4. Describe methods of assessment that bridge UGME learners and the early GME learner

1:30 PM – 2:30 PM

CDEM 260: Simulation on Shoe String; Flipped Classroom Procedure; Lectureless Classroom

Paul Ko, MD; Janet Young, MD, FACEP; William Caputo, MD, FACEP, RDMS

In this 360 session, 3 different innovative ideas implemented in clerkship will be discussed.

After this session participants should be able to:

- Demonstrate what characteristics make a good task trainer.
- Discover novel task trainers invented by EM educators.
- Share materials and methods for building similar trainers at your home institution.
- Understand from the innovators themselves: what works, what doesn't.

Allow audience to learn steps necessary to incorporate the Flipped Classroom approach to simulation procedure training:

- Video Making
- Website Incorporation
- Creation and availability of different procedure training models
- Incorporation of Ultrasound into Medical Student education
- Increase student buy-in and knowledge retention

2:30 PM – 3:15 PM

Sim What??? Incorporating Simulation Based Learning Within Your Undergraduate Medical Education

Nur-Ain Nadir, MD, MHPE, FACEP; Andrew Vincent, DO

Medical simulation has gained popularity in recent years. However, educators often find it difficult to incorporate simulation into clerkships. Incorrectly done, simulation can harm learners. Here, we focus on teaching fundamentals of simulation best practices for undergraduate EM education.

After this session participants should be able to:

1. better understand how simulation learning can be applied to the undergraduate medical education
2. practice creating undergraduate EM specific simulation cases and activities
3. describe two debriefing techniques (advocacy-inquiry, plus/delta) for application to simulation cases.
4. learn how to use simulation for assessment purposes

3:15 PM – 4:00 PM

Resuscitating the Fourth Year of Medical School: Using Milestones to Assess Students and Feeding Forward to PDs

Joseph House, MD, FAAP, FACEP; Nicholas Kman, MD, FACEP; Sorabh Khandelwal, MD

A clear handoff between medical school and residency may optimize an individual's development. Using examples such as OSU's Clinical Tracks and UMMS's Milestone Dean's Letter, this session will present ideas for transition communication and also discuss logistics, advantages and potential pitfalls.

After this session participants should be able to:

1. Review the literature on the current state of the 4th year of medical school identifying opportunities for improvement.
2. Describe how a clinical track based on ACGME competencies could bridge the chasm between UGME and GME.
3. Identify strategies for creating specialty specific mMSPE at your institutions.
4. Identify barriers and derive solutions to these feed-forward concepts.

4:00 PM – 5:00 PM

CDEM Track Planning Committee

Laura Thompson, MD, FACEP; Paul Ko, MD

Planning committee meeting for the CDEM Track.

Emergency Medicine Association of Residency Coordinators (EMARC)

8:00 AM – 9:00 AM

Biofeedback Exercises for Stress Reduction

Jorge Fernandez, MD; Leslie Oyama, MD, FACEP; Ramin Tabatabai, MD, FACEP; Lori Weichenhal, MD, FACEP

Short and sweet ways to reduce stress! Biofeedback & mindfulness based meditation effectively reduces stress by activating the parasympathetic nervous system. Many exercises are brief and portable: ideal for busy physicians and staff. Learn & practice: body scans, breathwork, and mental imagery.

After this session participants should be able to:

1. Why meditate? List 4 tangible benefits
2. How does meditation work? Describe 2 validated mechanisms
3. How to incorporate mindfulness in your busy daily life? List 3 techniques
4. Practice 3 brief meditations
5. Commit to practicing at least one of the above activities on a regular basis, and share them w/ patients, staff, and/or colleagues.

9:00 AM – 10:00 AM

Life List and the Pursuit of Happiness

Becky Tuttle, MD

Why do long-term aspirations take a back seat? Today is the day to bring those someday hopes to the forefront. After self-reflection and introspection, participants will create a visual representation of their priorities, set manageable goals, and construct a bucket list.

After this session participants should be able to:

1. Identify and weigh your personal priorities and aspirations
2. Examine how your ideal life and where you want to be
3. Construct a life list or revitalize your existing list
4. Sketch a mind map or other visual representation of your ideal life
5. Compare and contrast how you actually divides your time with your ideal life
6. Formulate SMART goals and an action plan for actualizing your aspirations

10:15 AM – 11:45 AM

Program Management: From Medical School to Fellowship

Nina Walker, C-TAGME; Ambrosya Amlong, C-TAGME PANEL: Tonya Thomas, Michele Haynes, BSHA; Kristen Foland, MLS; Janene Bondie, Gloria Daniel, BA; Katherine Bradford, BS; Kara Welch, BA; James Graber; Kristina Waters, BA

This session will provide attendees the opportunity to address program management needs across the continuum of medical education. Best practices will be identified, tips and hints will be shared.

After this session participants should be able to:

1. Identify the medical education continuum, from medical school until fellowship;
2. Define best practices that can be implemented in their program;
3. Understand similarities and differences in undergraduate and graduate medical education.

1:30 PM – 2:30 PM

EMARC 450: Education from Social Media, Conference Attendance, Resident Wellness and the Self-Study

Ambrosya Amlong, C-TAGME; Nina Walker, C-TAGME; Kevin Scott, MD, MSED; Andrew King, MD, FACEP; Samuel Dodson, MD; Jason Wagner, MD; Christine Babcock MD, MSc, FACEP, FAAEM; James Ahn, MD, FACEP

Social Media — In addition to social media transforming medical education, it provides a rich opportunity for marketing and branding of emergency medicine residency programs. By utilizing social media, programs can highlight their unique characteristics, aiding applicants in finding that perfect match.

Conference Attendance — Creation of a novel computer program that accurately records conference attendance via residents text messaging a code at each session to a phone number.

Resident Wellness — Despite our best efforts, resident may feel like a powerless cog in the hospital and residency program machinery.

Emphasis on clinical outcomes and objective measurements of performance, often overshadows many of the important, more subjective qualities they need for a happy lifelong career in EM. **Self-Study** — The Ten Year Self Study Visit for EM residencies is fast approaching or underway for many programs. Best practices on how to prepare, organize and execute a successful self study process are not yet established. This session will outline lessons learned by programs that have completed the process.

After this session participants should be able to:

1. Be able to discuss social media based platforms and applications that can be utilized by programs for marketing and branding.
2. Understand the impact and pitfalls involved with program social media use for marketing and branding.
3. Be able to develop and implement a program marketing strategy.
4. Define the need for maintenance of accurate conference attendance data for the ACGME.
5. Explain the development and implementation of this novel program, addressing success and challenges with program implementation.
6. Provide a framework for infusing humanism into residency requirements.
7. Discuss ongoing qualitative research in this area.
8. Attendees will leave with ready-made modules to immediately incorporate into their programs.
9. Identify step of the self study process and develop and appropriate timeline for their respective program.
10. Define individual program AIMS based on sample program's examples and experiences.
11. Create an effective combination of self study committee participants.
12. Understand the structure of a self study visit.
13. Build relationships with colleagues who have been through the process to establish a network to build best practices.

2:30 PM – 3:15 PM

A Forensic Approach to the Annual Program Evaluation

Beth Bailey, MS, MAS

This lecture/workshop will focus on the data collection process of the APE. The APE is a culmination of the outcomes of the training program, both good and bad. The session will emphasize the importance of reviewing and identifying trends and preparing action items.

After this session participants should be able to:

1. Define the Annual Program Evaluation, its requirements, and the key players.
2. Explain the purpose of the APE.
3. How to involve stakeholders and encourage feedback; ensure transparency.
4. Demonstrate how to review and trend outcomes and prepare the narrative.
5. Who examples of action items and how progress is measured.

3:15 PM – 4:00 PM

The Diversity Pipeline: Mentorship, Recruitment, and Retention of Underrepresented Minorities and LGBT Learners in EM

Joel Moll, MD; Marcia Perry

Learners underrepresented in medicine due to race, ethnicity, sexual orientation, or gender identify have unique challenges in EM training. Quality mentorship is essential. The recruitment, retention, and development of those underrepresented in EM requires methods, which this session will address.

After this session participants should be able to:

1. Describe techniques that have led to successful recruitment and retention of URM and LGBT students in EM program.
2. List communication techniques, both state and subtle, that create a welcoming environment of URM and LGBT students.
3. Identify barriers that may inhibit recruitment of a diverse and inclusive residency class in general, and at your own institution.
4. Develop elements of individual plans to recruit and retain a diverse and inclusive residency class.
5. Utilize skills and resources to improve mentoring of underrepresented minorities and Lesbian, Gay, Bisexual and Transgender students and residents.

4:00 PM – 5:00 PM**Opportunity in the Self-Study Process: Transitioning from the Self-Study Document to a Successful Self-Study Visit***Michael Jones, MD*

The presenters will take participants through the process of transitioning your program from the initial submission of the self-study document to the actual self-study visit. Having a successful self study visit will be emphasized. The self-study is an objective, comprehensive evaluation of the residency or fellowship program, with the aim of improving it. Underlying the self-study is a longitudinal evaluation of the program and its learning environment, facilitated through sequential annual program evaluations that focus on the required components, with an emphasis on program strengths and self-identified areas for improvement.

After this session participants should be able to:

1. focus on aims and the program's environmental context to enhance the relevance and usefulness of the program evaluation, and support improvement that goes beyond compliance with the requirements
2. effectively identify areas for improvement within their residency and craft an appropriate statement on the self study summary to identify this
3. create and management projects with definable, measurable goals
4. discuss positive and negative outcomes in the context of residency program improvement.
5. understand how to manage effectively the period from self study summary submission to site visit
6. recognizing and managing external threats to your residency program in the framework of a self study

New Programs & Leaders**8:00 AM – 9:00 AM****NPL Planning Committee Meeting***Todd Berger, MD; Taku Taira, MD*

Planning meeting for the new programs and leaders track.

1:30 PM – 2:30 PM**Special Workshop: Building a New Program: RRC Application and Accreditation***Brain Bausano, MD*

There are many pieces that need to fall in place to have a successful application for a new EM residency program. We hope to outline the process from the initial concept to the completion of the site visit. We will sprinkle in some personal triumphs (few) and embarrassing mistakes (many) along the way.

After this session participants should be able to:

1. Understand the initial process of ACGME accreditation including internal processes you need to address prior to even starting the application process.
2. Discuss the PIF including PIFsmanship, PIF pitfalls and PIF updates to be aware of.
3. Discuss the initial site visit including what to expect, how to prepare and pearls about the day of the site visit

1:30 PM – 1:50 PM**The Life Cycle of a PD/APD***Todd Berger, MD; Janna Welch, MD*

In this session we will be discussing the annual cycle of the PD/APD and discuss ways to optimize your personal, professional, and family life in a balanced manner.

After this session participants should be able to:

1. Understand the ebb and flow of the PDs professional life
2. Have strategies for integrating and balancing your professional and personal life with your role in program leadership

1:50 PM – 2:10 PM**Preparing and Making the Transition from APD to PD***Teresa Y. Smith, MD, MEd, FACEP; Daniel Egan, MD*

During this session we will be discussing the challenges and

pitfalls of making the transition from APD to PD as well as providing practical advice on how to navigate that transition.

After this session participants should be able to:

1. Identify the key differences between the PD and APD positions
2. Identify key pitfalls in making that transition
3. Make concrete plans on how to prepare and make that transition

2:10 PM – 2:30 PM**PD's Guide to Developing your APD***Saadia Akhtar, MD; Eric Steinberg, DO*

This session is for people who are interested in both developing the junior faculty as well as for junior faculty who are interested in learning how to be a better mentee.

After this session participants should be able to:

1. Have a understanding of the importance of a deliberate approach to developing the junior member of the residency leadership.
2. Have a strategy for approaching the career and personal development of the junior member of the residency leadership.
3. Understand the potential pitfalls of developing the junior member of the residency leadership.
4. Have an approach to being a better mentee and to understand how to communicate your needs.

2:30 PM – 3:15 PM**Special Workshop: Building a New Program: Budget and Institutional Support***Todd Berger, 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.

After this session participants should be able to:

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

2:30 PM – 3:15 PM**NPL Workshops: Taking Over a Residency: Establishing Your Team, Setting the Tone, and Making Your Mark***Jason Wagner, MD; Christine Babcock MD, MSc, FACEP, FAAEM; Mary Ann Edens, MD, FACEP*

In this workshop we will be discussing the challenges of taking over a residency program and making it your own.

After this session participants should be able to:

1. Identify the challenges of taking over a residency program
2. Identify strategies for managing those challenges and making it your own.

3:15 PM – 4:00 PM**NPL Workshops: Managing Explosive Situations***Jan Shoenberger, MD, FACEP; Mike Gisondi, MD*

In this workshop we will be discussing the challenges of managing highly charged situations within a residency

After this session participants should be able to:

1. Have strategies for both anticipating, identifying, and managing explosive situations within a residency regardless of the specifics.

3:15 PM – 4:00 PM**Special Workshop: Building a New Program: Faculty Recruitment and Development***Fiona Gallahue, MD; Moshe Weizberg, 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 this 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.

After this session participants should be able to:

1. Identify how to get buy in from current faculty
2. Identify when new outside faculty need to be recruited
3. Strategies for developing faculty and creating a faculty development program

4:00 PM – 5:00 PM

NPL Workshop: Remediation Case Based Workshop: Assessment and Remediation Planning

Taku Taira, MD; Todd Berger, MD; Janna Welch, MD

In this workshop we will be discussing the challenges of resident remediation in a case-based format

After this session participants should be able to:

1. Have strategies for evaluating, documenting, and managing a resident in remediation and their remediation plan.

iMedEd

8:00 AM – 9:00 AM

Consider Your FOAM Membership 560

Nikita Joshi, MD; Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; David Marcus, MD; Kevin Scott, MD, MSED; Eric Steinberg, DO; Annahieta Kalantari, DO; Will Sanderson, MD

FOAMed has been around for a few years now with plenty of enthusiastic support. However, not everyone has joined the bandwagon. This 560 will explore various affiliations and associations that individuals and residencies can have within FOAMed, and help the participant to decide if joining FOAMed is necessarily the right thing for themselves or their program.

After this session participants should be able to:

1. Discuss features of popular residency blogs and determine if a residency blog is right for your program;
2. discuss social media based platforms that could be used for residency program marketing and branding;
3. determine if engaging and maintaining an online presence through social media is important and useful for individual educators and residency programs;
4. demonstrate that using social media in medical education is a form of innovation in medical education

9:00 AM – 10:00 AM

Communication Technology Innovations 560

Nikita Joshi, MD; Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Megan Boysen Osborn, MD, MHPE; Michael Barrie, MD; Scott B. Crawford, MD, FACEP, CHSOS; Tedd J Welniak MD, MACM, FAAEM; Christian Dameff, MD, MS

There are many different technologies and innovations involved with increasing communication with your peers and with your learners. There are also constant developments in using the technology to enhance the delivery of educational content. But how to know what is the best way to take advantage of all of that without wasting your time on poorly developed technologies and failed endeavors. Come join this session to learn about tried and true resources and methods of leveraging your faculty and residents to communicate and create exciting didactics and educational experiences.

After this session participants should be able to:

1. List several audience response software (ARS) technologies and discuss best practices in using within residency education.
2. Describe what is a learning management system (LMS) and identify LMS already available through the internet
3. Describe the benefits of live streaming of video presentations, 2. Discuss the technical requirements to capture and disseminate Audio and video with the world
4. Understand the Bring Your Own Device (BYOD) movement in regards to its potential applications to undergraduate and graduate medical education
5. Identify academic projects within residency programs that can benefit from use of technology and social media to find solutions to improve residency education

10:15 AM – 10:45 AM

Innovation and the Future of Meded

Felix Ankel, MD

Come join us for a grand discussion of the future of medical education and innovation and how technology is proving to be disruptive to the current state.

After this session participants should be able to:

1. Define disruptive innovation 2. Describe how technology is disrupting establishment-based education

10:45 AM – 11:15 AM

Measuring Engagement: Social Media and the Numbers

Seth Trueger, MD, MPH; Jeffrey A Rixe, MD

As educators become more adept to using social media in medical education, the next steps is to understand and master metrics that can demonstrate engagement. Understanding and defining engagement can be critical to identifying your learners, demonstrating impact of your educational initiatives, and illustrating the leadership role you play within the field of medical education.

After this session participants should be able to:

1. Identify important metrics to measuring engagement with social media content;
2. Describe what are altmetrics and how to utilize it;
3. Understand how to apply the metrics to assess for value of educational content

11:15 AM – 11:45 AM

Visual Power - The Educational Value of Infographics

Teresa Chan, MD, FRCPC, MHPE; Jeffrey Vlasic, MD, MS

Infographics have emerged as an innovative method by which to disseminate a large quantity of information, hence they can be very useful in medical education. In this session, learn what are infographics and how to construct one by which to maximize its educational value.

After this session participants should be able to:

1. Define what is an infographic;
2. Describe how infographics can be used to educate and disseminate information;
3. Learn best practices in the creation of infographics

1:30 PM – 2:30 PM

ALiEM - From Blog to Innovation Organization

Michelle Lin, MD PANEL: Adaira Chou, MD;

Margaret (Maggie) Sheehy, MD, MSc; Nikita Joshi, MD

Academic Life in Emergency Medicine, a blog started in 2009 by editor Michelle Lin, has greatly evolved from those roots to the innovative organization that is pushing the boundaries of what is possible within medical education today. Come to this session to learn how the single-person organization evolved organically into a diverse group of individual educators working together virtually and asynchronously to provide innovative programming such as ALiEMU and the Chief Resident Incubator. Come to envision the future of what medical education can be and how you can be a part of it.

After this session participants should be able to:

1. Understand the growth and development of ALiEM from a blog to an innovation organization;
2. Discuss how to build and sustain a highly functional asynchronous team;
3. Describe what is ALiEMU and how it is a learning management system;
4. Learn about the inception and future direction of ALiEM Incubators

2:30 PM – 3:15 PM

Analysis of ALiEM Through the Lens of Curriculum Design

Michael Gisoni, MD; Glenn Paetow, MD

ALiEM has launched many successful educational innovations. Understand what makes these successful through critical examination of each by traditional methods of curriculum evaluation. This process will allow one to understand why these initiatives are successful and to help others create their own innovative educational programs.

After this session participants should be able to:

1. Analyze ALiEM projects through curriculum design;
2. Understand the process of identifying a curricular gap and how ALiEM seeks to address it;
3. Consider how to best use ALiEM locally within residency program

3:15 PM – 4:00 PM

How to Hangout with ALiEM; How to Slack with ALiEM

Nikita Joshi, MD; Adaira Chou, MD; Glenn Paetow, MD; Jeff Riddell, MD

ALiEM has successfully used google hangout and google hangout on air to create online discussions that have innovated in the traditional areas of small group discussions including journal club, book club, and mentorship. ALiEM also successfully uses Slack for asynchronous communication. Learn the practical tips and tricks to make these technologies work for you and your educational goals. After this session participants should be able to:

1. Understand best practices to design and execute an online hangout;
2. Learn best practices to optimally use slack to function as an asynchronous team

4:00 PM – 5:00 PM

Innovations in Faculty Development

Robert Cooney, MD, MSMEEd, RDMS, FACEP, FAAEM; PANEL: Teresa Chan, MD, FRCPC, MHPE; Andrew King, MD, FACEP; Megan Boysen Osborn, MD, MHPE; Michael Gottlieb, MD
ALiEM continues to innovate online and virtual faculty development. Through developing an online community of practice, ALiEM has changed the ways that faculty development is created and delivered to keep pace with this increasing digital world.

After this session participants should be able to:

1. List three digital or online tools that allow faculty members to engage with an online community of practice
2. Define an online community of practice
3. Describe what it means to be a virtual mentor, and list the characteristics of the virtual mentor/mentee relationship
4. Identify five technologies that will assist in both the synchronous and asynchronous collaboration of colleagues in remote sites, and develop their skills as faculty members
5. Determine opportunities for future virtual communities of practice

Medical Education Research Certificate Program (MERC)

9:00 AM – 12:00 PM

MERC Workshop: Program Evaluation & Evaluation Research

Shelia Chauvin, PhD

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

After participating in this workshop, learners 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.

Research

8:30 AM – 5:00 PM

Eposter Bar

Want to view the posters from the Research & Innovations Poster session but didn't have time to review them all during the poster session? Come to the ePoster Bar and you can view all of the posters at one time. Spend as much time as you need viewing the posters and zooming in on points you would like to see up close. Visit the ePoster Bar April 27-29 by registration during conference hours.

Specialty

7:00 AM – 8:00 AM

How to Get Involved in CORD

Michael Epter, DO

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 as he shares with you some thoughts on getting involved in CORD.

After this session, participants will be able to:

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

1:30 PM – 2:30 PM

Academic Assembly Planning Committee Meeting

Megan Fix, MD; Moshe Weizberg, MD

Planning meeting to plan the Academic Assembly conference.

Day Three Saturday, April 29, 2017

Plenary Session

8:00 AM – 9:00 AM

Plenary Session — When Uncertainty was my Co-Pilot: 6 Months That Changed My Life... Forever

Michael Epter, DO

This lecture is a personal look at how one overcame great adversity on a professional and deeply personal level. It is an inspiring and meaningful rendition of life and the vicissitudes thereof. It may well make us more content with our own humanity and foibles and inspire resilience & vitality.

After this session participants should be able to:

1. Identify key characteristics of a resilient emergency physician.
2. Learn techniques and lifelong habits that you can practice to improve your own resiliency.

Best Practices

9:00 AM – 10:00 AM

Wellness 560: Best Practices

Casey MacVane, MD, MPH; Cynthia Price, MD; Megan Rischall, MD; Glenn Paetow, MD; Paul Blackburn, DO, FACEP; Michelle Lall, MD, MHS, FACEP; James Kimo Takayasu, MD; Boyd Burns, DO

How well is your program? We all have concerns about burnout in residents and faculty. During this fast paced CORD 560 session, 5 different talks are presented on best practices and novel ideas for residency wellness and burnout prevention.

After this session participants should be able to:

1. Understand best practice on program development to ensure wellness
2. Discuss burnout prevention best practices
3. Comprehend how to foster resilience in your residents

10:15 AM – 11:00 AM

Failed Coping: Recognizing and Responding to Suicide Risk in Our Students, Residents and Colleagues

Loice Swisher, MD; Christopher I. Doty, MD, FAAEM, FACEP

Statistics suggest that physicians have double the risk of suicide compared to the general population. This session translates the tragedy of the suicide of an emergency medicine resident at the University of Kentucky, and the personal experience of a practicing emergency medicine physician who battled depression and suicidal ideation, into a session on understanding, identifying, communicating, and intervening with physicians who are struggling. After this session participants should be able to:

1. Teach and discuss based on real-life cases

2. Understand the risks of suicide and depression in our trainees and colleagues
3. Identify high-risk behaviors, language and situations
4. Develop strategies to respond to high-risk behaviors, language and situations
5. Identify barriers to awareness and intervention for at-risk individuals
6. Review the use of effective non-violent and non-judgmental communication strategies
7. Learn strategies to prevent isolation

11:30 AM – 1:00 PM

CORD Business Meeting

Michael Epter, DO

The CORD Business and Membership Meeting.

1:00 PM – 2:00 PM

Remediation Task Force Consults

Dan Egan, MD; Linda Regan, MD, FACEP, FAAEM PANEL: Jessica Smith, MD, FACEP; Kelly Williamson, MD; Joshua Gentges, DO; Rachel Dahms, MD; Tiffany Murano, MD, FACEP; David Hile, MD; Jane Preotle, MD

The remediation task force has a consult service available to guide PDs and APDs through challenging remediation processes. This session will offer an in person consultation service with members of the remediation task force. Members of CORD can bring their questions, problem cases or a listening ear to this session and receive in person feedback from the task force.

After this session participants should be able to:

1. To obtain expert guidance in the area of remediation.
2. To better understand key components of remediation.
3. To gain practical solutions to assist in the development of a remediation plan for residents.

2:00 PM – 4:00 PM

Wellness Workshop: Biofeedback and Mindfulness

Jorge Fernandez, MD; Leslie Oyama, MD, FACEP;

Ramin Tabatabai, MD, FACEP; Lori Weichenthal, MD, FACEP

Short and sweet ways to reduce stress! Biofeedback & mindfulness based meditation effectively reduces stress by activating the parasympathetic nervous system. Many exercises are brief and portable: ideal for busy physicians and staff. Learn & practice: body scans, breathwork, and mental imagery.

After this session participants should be able to:

1. Describe four tangible benefits of meditation.
2. Describe two mechanisms by which meditation works.
3. Describe three techniques to incorporate meditation into your busy daily life
4. Display beginner level competence by practicing three meditation exercises.
5. Commit to incorporating a meditative technique on a regular basis, and feel comfortable sharing the technique with patients, staff, or colleagues.

11:00 AM – 11:30 AM

RRC Update

Felecia Davis, MHA

An update given to the CORD membership from the RRC.

Navigating the Academic Waters (NAW)

9:00 AM – 10:00 AM

Late Breaking Topic — Application Process Improvement — Best Practices and Task Force Updates

Fiona Gallahue, MD; Maria Moreira, MD; Lucienne Lutfy-Clayton, MD; Laura Hopson, MD

This session will address an issue relevant to the CORD community that is currently on everyone's mind. All residency leaders will want to be up-to-date on this issue as it can have a significant impact on your program. After this session participants should be able to:

1. Discuss the late breaking issue facing the CORD community
2. Understand the ramifications of the issue for your program
3. Construct a plan of how to address this issue in your program

10:15 AM – 11:00 AM

Become a Role Model for Wellness

Ryan Fringer, MD, FACEP, FAAEM; Wendy Woolley, DO, FACEP

Wellness and the path to attaining wellness will look different for all. For some, wellness may look like balance. But for others, this construct does not work. The session leaders will discuss work-life balance, and work-life integration. Once one discovers what model will work, then success is determined by implementing behaviors and strategies. We will draw on the experience of the session leaders and audience to develop a tool box of strategies that can be used on a daily basis. Finally, we will discuss how one advocates for oneself in an academic department to achieve wellness.

After this session participants should be able to:

1. Define and discuss work-life balance versus work-life integration
2. Develop and implement strategies for pursuing and achieving wellness
3. Learn how to advocate for your wellness
4. Model wellness for other faculty, residents and students.

11:00 AM – 12:00 PM

Time Management for the Academic Emergency Physician

Carrie Tibbles, MD

In our busy lives as emergency physicians and educators, time often seems in short supply. A full email inbox, looming deadlines, and frequent interruptions are just some of the challenges we face. We will discuss some of the most common time challenges and some practical strategies for success.

After this session participants should be able to:

1. Learn how to plan your time to be most productive
2. Discuss strategies to combat procrastination and how to deal with interruptions
3. Discuss how to make the most of meetings and working with your team.
4. Learn how and when to say no
5. Learn how to delegate effectively to others
6. Discuss how to intentionally create time for working on your long range goals and other priorities

12:00 PM – 1:00 PM

Academic Portfolio Development

Michele Dorfsman, MD, FACEP; Mary Jo Wagner, MD

A professional development portfolio is a collection of materials that records and reflects on key events and processes in one's career. It is helpful to begin the process of building an academic portfolio early in one's career, even as a student or resident. This session will serve as a tutorial on development of a portfolio.

After this session participants should be able to:

1. Record and display professional goals and achievements in an organized fashion.
2. Exhibit achievements to achieve best academic titles.
3. Exhibit achievements to aid in academic promotion.

Clerkship Directors in Emergency Medicine (CDEM)

9:00 AM – 10:00 AM

Curricular Innovations

George Christopher Willis, MD, FACEP, FAAEM

This session is an annual session where CDEM takes submission of the best curricular innovation and have brief presentations on each. This will be a great opportunity to come here what colleagues from around the country are trying and innovating in their curriculum.

After this session participants should be able to:

1. Understand some of the cutting edge methods EM clerkship content are being delivered
2. Understand new methods of delivering content within an EM Clerkship
3. Explore new ideas that can be implemented at one's own institution

10:15 AM – 11:00 AM**SLOE 303: Sharks and the Jets coming together: Consensus in SLOE Reading, Writing and Rithmetic**

Tom Morrissey, MD, PhD; Cullen Hegarty, MD PANEL: Damon Kuehl, MD; Katherine Hiller, MD, MPH; Christine Babcock MD, MSc, FACEP, FAAEM; Matthew Ryan MD, PhD, FACEP, FAAEM

The SLOE may be the single most influential component of an ERAS application. The weight of this document confers significant responsibilities to both writers and readers of the SLOE. During this session participants will develop/expand knowledge and understanding of several aspects of SLOE development and interpretation.

After this session participants should be able to:

1. Recognize the importance the SLOE plays in a competitive ERAS application.
2. Estimate realistic minimum and maximum numbers of SLOEs needed based on at the student's background and competitiveness for EM, in order to enhance appropriate student advising practices.
3. Identify the different agents who have a stake in the SLOE (students, student advisors/advocates, residency selection committees, medical school Deans, etc) and describe how these agents may have different outcome goals for the SLOE
4. Explain the importance of, and challenges with, placing students into top/mid/low 1/3 categories.
5. Develop strategies for explaining this trichotomy to students and Deans.
6. Discuss the pros, cons and rationale behind use of the newly developed eSLOE implemented this year
7. Compare the relative gravitas and utility of the radio-buttons vs the narrative portion of the SLOE

11:00 AM – 11:30 AM**Advising: The Bottom 3rd Students**

Mary Ann Edens, MD, FACEP; Joshua Wallenstein, MD

As educators, we want to help our students achieve their goals, but occasionally they are not competitive EM candidates. In this session members of the Student Advising Task Force will present methods and techniques for advising applicants likely to be in the bottom 1/3 on their SLOE.

After this session participants should be able to:

1. Discuss how to identify students who are in the bottom third.
2. Discuss advising strategies for the initial application process for students in the bottom third.
3. Discuss advising strategies for students who do not get "adequate"? interview invitations.

11:30 AM – 12:00 PM**Advising: Special Circumstances (Late Deciders, Away Rotations, Switch from Another Specialty)**

Jennifer Avegno, MD; Amita Sudhir, MD

PANEL: Jeffrey Druck, MD; Jennifer Jackson, MD

Part of the advising series, this session will focus on special circumstances and difficult to advise situations such as late deciders to EM as a specialty, the difficulty of getting away rotations in the current SLOE system, and those students who decide to switch into EM from another specialty. This will be a facilitated discussion and time to discuss these issues.

After this session participants should be able to:

1. Understand the options available for late deciders to EM as a specialty, and how best to advise them
2. Discuss options if you have students who are having a hard time obtaining away rotations especially later in the ERAS season
3. Discuss situations when a student/resident who decides on EM late as a specialty with a lot of experience in another field.
4. Discuss any other specific situations as it relates to advising students

12:00 PM – 1:00 PM**CDEM Townhall Meeting & Business Meeting**

Paul Ko, MD; Laura Thompson, MD, FACEP

This session will be used as an open forum discussion on some of the most commonly talked about topics from the CDEM Listserve from 2016-17. There will be an opportunity for open discussion and dialogue on some of the hot topics affecting clerkship directors and our students currently. There will also be a time to highlight what CDEM is doing in 2016-17

After this session participants should be able to:

1. Understand the top 3 issues facing Clerkship Directors in 2016-17
2. Understand the top questions that students are asking and facing in this academic year and ways to help your students
3. Familiarize oneself with the CDEM organization and ways it can help you in your role as an educator to students

Emergency Medicine Association of Residency Coordinators (EMARC)

9:00 AM – 10:00 AM**EMARC Planning Committee Meeting**

Nina Walker, C-TAGME; Ambrosya Amlong, C-TAGME

EMARC Track Planning committee meeting

11:30 AM – 1:00 PM**EMARC Business Meeting**

Kandice Kaylor McLeod, MEd, C-TAGME

The EMARC Business and Membership Meeting.

10:00 AM – 11:00 AM**Red Flags and the Unwell Resident**

Rachel Freeze-Ramsey, MD; Lauren Bland, MD

This didactic session will discuss a step-by-step process for approaching resident wellness, specifically looking at red flags and warning signs for burnout, depression and substance abuse in the resident population. Additionally, this session will provide recommendations and ideas for intervention at each red flag point.

After this session participants should be able to:

1. Provide examples of warning signs for each stage of burnout
2. Provide examples of red flags for signs of depression and substance abuse in the resident population
3. Give recommendations and ideas for interventions at each point in the burnout progression
4. Give recommendations for ways that both faculty and co-residents can help the unwell resident
5. Give institutional examples of resources available

iMedEd

9:00 AM – 10:00 AM**iMedEd Planning Committee Meeting**

Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Nikita Joshi, MD

iMedEd Track planning committee meeting

10:15 AM – 11:00 AM**Point of Care FOAM 360**

Nikita Joshi, MD; Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Michael Gottlieb, MD; Andy Grock, MD; Joshua Gentges, DO

FOAMed is an excellent tool to create educational content, disseminate the content, and stay up to date on the latest in emergency medicine. Learning to use it at the bedside and in real time educational setting is a valuable skill. Come to this session to learn handy tricks and tips to use FOAMed quickly and efficiently.

After this session participants should be able to:

1. Discuss the value of using FOAMed resources in bedside teaching
1. Learn techniques to filter and curate online content based upon your educational goals
2. Identify high quality educational content available online
3. Learn how wikis can be used as a method to educate and communicate

11:00 AM – 11:30 AM

FOAM in the Real World 260

Nikita Joshi, MD; Robert Cooney, MD, MSMedEd, RDMS, FACEP, FAAEM; Becky Tuttle, MD; Dimitrios Papanagnou, MD, MPH, EdD(c); Tina Dulani, MD

Learn tips and tricks to using FOAMed and online tools to help develop yourself as an educator. In this session, practical solutions will be provided to obtaining feedback and creating educational content with little resource or financial burdens.

After this session participants should be able to:

1. Design an online presenter feedback survey using google forms
2. Create an easy-to-use link for distribution of your survey. Discuss importance of creating innovative curriculum through FOAMed innovation and technology.
3. Learn techniques of improving small group and skills workshops without significant curricular changes or financial costs.

11:30 AM – 12:00 PM

The Future is Now Medical Education

Jonathan Sherbino, MD, Med, FRCP, FAcadMed

Understand competency based medical education and how it will come to shape the future of medical education.

After this session participants should be able to:

1. Define competency based medical education (CBME)
2. Define how adoption of CBME will change the medical education landscape
3. Describe programs at the leading edge of implementing CBME principles

12:00 PM – 1:00 PM

ALiEM CORD Joint Book Club

Nikita Joshi, MD; Jordana Haber Hazan, MD, MACM

The ALiEM Book Club seeks to discuss books that are pertinent to medical practice and the culture of medical education. In this joint book club with CORD, we will discuss *The Tennis Partner — A Doctor's Story of Friendship and Loss* by Abraham Verghese. This book, though a nonfiction account of Verghese's real life and friendship with a medical student in El Paso, is described as poignant and lyrical as his other well known books. The themes that emerge in this book — including the pursuit of medicine, wellness, addiction, and friendship — are even more pertinent today in the quest to understand the role of wellness in academic medicine and medical careers.

We look forward to joining you at CORD to discuss this wonderful book. Please prepare by reading the book ahead of time and prepare to engage in thoughtful discussion.

After this session participants should be able to:

1. Discuss the narrative and how it can apply to lessons about wellness
2. Discuss how to prevent the pitfalls of addiction during the pursuit of a medical career
3. Engage in personal reflection of what the book means to you as an individual and as a medical educator

Resident

9:00 AM – 9:30 AM

What are Chairs Looking for in New Academic Hires?

Damon Kuehl, MD PANEL: Gene Hern, MD; Brahim Ardolic, MD, FACEP; John Burton, MD

Provide information from a Departmental Chair's perspective to assist in the post-residency job search.

After this session participants should be able to:

1. Discuss the factors a chair takes into consideration when hiring a recent residency graduate
2. Determine what can be done during residency to improve your desirability.

9:30 AM – 10:30 AM

Interview Skills and Contract Negotiations

Michael Gisondi, MD, FACEP, FAAEM

In this session, attendees will learn about strategies for succeeding at interviews during the search for emergency medicine job, with a

particular focus on the academic position. This didactic session will also provide advice on effective contract negotiation to help those on the job search navigate the difficult process of understanding contracts and appropriately advocating for fair contract terms. After this session, participants should be able to:

1. Identify several helpful techniques used when interviewing for post-residency jobs
2. Develop an understanding for the importance of contract negotiation
3. Discover some of the pitfalls associated with contract negotiation and job offers

11:00 AM – 12:00 PM

Wellness 560: The Battle Against Burnout

Mary Haas, MD; Nick Governatori, MD; Holly Caretta-Weyer, MD; Jumana Nagarwala, MD; Nicole Battaglioli, MD; Brett Todd, MD; Christina Shenvi, MD. PhD; Nikki Waller, MD, FACEP

In this 560 session, various didactics will cover topics relevant to the wellness and resilience of emergency physicians. Attendees will learn about tips for maximizing efficiency in the ED, adapting more easily to night shifts and inconsistent scheduling, balancing the demands of work and life, improving one's time management skills, and utilizing strategies for success in the first year out of residency.

After this session participants should be able to:

1. Employ strategies for improving time management and efficiency in the ED
2. Recognize ways to adapt to working overnights and adjust to working an often inconsistent schedule
3. Apply mechanisms for weighing the risks and benefits of taking on additional tasks and understand when to say no to additional responsibilities due to the potential toll on one's personal wellness
4. Apply strategies for improving one's daily organizational and time management skills
5. Anticipate challenges that emergency physicians face during the first year as an attending and understand ways to deal with common work and life stressors during this period of time

12:00 PM – 1:00 PM

Resident Nightmares

Mary Haas, MD; Lindsay Flax, MD; Jupin Malhi, MD

Residents often find themselves involved in situations that challenge them in ways they did not expect or train for. This practical discussion will feature emergency medicine residents of all levels of training, who will share narratives describing challenges they have faced, how they have managed them, and lessons they have learned in the process. Themes may include issues related to boundaries/behaviors, professionalism, or administrative mishaps.

After this session, participants should be able to:

1. Understand that they are not alone in encountering challenging circumstances
2. Develop a network of peers who have had similar experiences

Research

8:30 AM – 1:00 PM

ePoster Bar

Want to view the posters from the Research & Innovations Poster session but didn't have time to review them all during the poster session? Come to the ePoster Bar and you can view all of the posters at one time. Spend as much time as you need viewing the posters and zooming in on points you would like to see up close. Visit the ePoster Bar April 27-29 by registration during conference hours.

4:30 PM – 5:30 PM

Lightning Orals

Kriti Bhatia, MD

This 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:

1. Describe the latest advances educational research in emergency medicine programs,
2. List examples of multiple methodologies in educational research, and
3. Describe how to design and implement educational research.

Specialty

7:00 AM – 8:00 AM

Reflections on Wellness

Christopher I. Doty, MD, FAAEM, FACEP

Similar to last year's 7AM vigil this session is a safe space for all participants to share, reflect, and support each other. Spurred by a residency program tragedy, this session continues to provide space for anyone to share experiences that have been challenging to the residency community. Chris Doty moderates this interactive and welcoming session.

After this session participants should be able to:

1. Share challenging residency moments
2. Discuss methods of resilience
3. Support CORD colleagues

12:00 PM – 1:00 PM

ACOEP Business Meeting

Business Meeting for the American College of Osteopathic Emergency Physicians. More information can be obtained from ACOEP.

1:00 PM – 4:30 PM

Grant Writing Workshop: Developing Competitive Grant Proposals for Education Research

Cynthia Singh, MS; Vikhyat Beberta, MD

Transforming your research idea into a funded grant requires an understanding of proposal writing techniques, the submission and review process, and the importance of mentors and university support. This session will provide examples of strong and weak grant proposals, tips and tools to increase your chances of success, and feedback on participant's specific grant proposal questions.

After this session participants should be able to:

1. Identify the elements of a successful educational research grant proposal.
2. Avoid mistakes found in poorly developed research grant applications.
3. Understand how reviewers critique and score proposals.
4. Know where to find user-friendly, up-to-date, and easily accessible grant resources.

1:10 PM – 2:00 PM

AOA>ACGME Workshop: Changing the Faculty & Institutional Culture around 28 Hours

Mary Jo Wagner, MD

Session will provide tools for Program Directors to use to aid in faculty adjustment to ACGME core faculty design from AOA core faculty design.

After this session participants should be able to:

1. Create an understanding of what it means financially to the institution to have core faculty working 28 clinical hours with the remainder being protected time.
2. Discuss how to get core faculty to understand expectations surrounding these hours, such as potential changes in salary, scholarly productivity and other non-clinical activities, etc. associated with that.
3. Provide tools for programs to use to take to their administration to support the change in hours and protected time.

2:10 PM – 3:30 PM

AOA > ACGME Workshop: Creating a Faculty Scholarship Environment — Best Practices

Deborah Pierce, MD PANEL: Linda Regan, MD, FACEP, FAAEM; Mike Allsweed, DO; Gloria Kuhn, MD; Michele Dorfsman, MD, FACEP

Session will provide tools to help Program Directors create an environment of faculty scholarly productivity as they transition to the ACGME core requirements.

After this session, participants will be able to:

1. Educate PDs on ACGME scholarly requirements, and various ways to implement ACGME scholarly requirements into program.
2. Provide education and tools to promote faculty development and scholarly activity.
3. Describe experiences that help promote a culture of academic productivity within a department.

3:40 PM – 4:30 PM

ACGME Merger Q&A Panel – Application Pitfalls, RRC Site Visits, 4yrs vs 3yrs, etc.

Deborah Pierce, MD PANEL: Felicia Davis, MHA; Michelino Mancini, DO, FACOEP; Alan Janssen, DO, FAAEM; Christopher P. Zabbo, DO, FACEP, FAAEM, FACOEP

Session will provide information for Program Directors applying for ACGME accreditation and transitioning to ACGME requirements.

After this session, participants will be able to:

1. Provide education about challenges faced when completing application for ACGME accreditation.
2. Provide education and expectations surrounding RRC site visits.
3. Discuss issues surrounding program length — 3 years vs 4 years.
4. Ensure understanding of ACGME Common Program Requirements and Requirements specific to Emergency Medicine Residency Programs.

Day Four Sunday, April 30, 2017

Best Practices

8:00 AM – 9:00 AM

Best of the Best

Kriti Bhatia, MD

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:

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

10:15 AM – 11:00 AM

Branding Your Program

Michael Takacs, MD, MS, FACEP, FAAEM; Jon Van Heukelom, MD; Natasha Wheaton, MD; Daniel Runde, MD, MME

There are challenges to messaging your program to prospective residents, and a successful match depends on clear communication of your priorities. We will discuss how to assess your program's brand and whether it needs to be updated. We will share with you our experience of rebranding our program, including working with the Hallmark consulting group and an intern from our MBA school. Finally, we will discuss how to monitor for effectiveness.

After this session participants should be able to:

1. Appraise your program for rebranding
2. Describe the process of self-assessment and rebranding
3. Monitor your program for effectiveness

11:00 AM – 11:45 AM

Recruiting and Retaining Diversity

Teresa Y. Smith, MD, MEd, FACEP; Hannah LoCascio, MD; Joel Moll, MD

Twenty-five percent of the population is from traditionally under-represented backgrounds, yet only 6% of practicing physicians in the US are from this population (AAMC, 2005). Recruitment that is geared towards diversity is purposeful, and takes efforts from residency leadership, administration, and your current residents. The purpose of this talk is to discuss recruitment strategies that are geared towards diverse selection of residency candidates. We will discuss pipeline programs, and how community initiatives can lead to mentorship of future physicians. Finally we will discuss strategies and pitfalls in the recruitment of the LGBTQ, who are also underrepresented in medicine. Covered topics include: the role of community initiatives in developing candidates, reviewing residency applications to promote diversity, and gaining the support of all stakeholders in prioritizing diversity.

After this session participants should be able to:

1. Cite current state of diversity and inclusion in emergency medicine Graduate Medical Education (GME)
2. Give examples of community and Undergraduate Medical Education (UME) initiatives that can positively affect recruitment of under represented minority and LGBT residents
3. Define types of diversity in applicants to emergency medicine residency, and give examples of proven strategies to recruit a diverse and inclusive match
4. Discuss strategies to recruit allies in diversity and inclusion, and how to goal align and leverage department and institutional priorities
5. Describe barriers and concerns LGBT applicants may encounter, and how to recruit LGBT applicants to your program

11:45 AM – 12:30 PM

Finding Your Best Resident

Michael A. Gisondi, MD, FACEP, FAAEM; Tina Choudhri, MD

Traditional measures of medical knowledge (i.e. USMLE, grades) have not been shown to directly correlate with success in residency, nor does the traditional unstructured interview. This session will discuss current interview principles that have been shown to correlate with finding the candidate who is the best fit with individual program priorities. In addition, it will provide a taxonomy for tailoring structured interview techniques to the specific aims of your program, to aid in obtaining a better match.

After this session participants should be able to:

1. Describe applicant characteristics that predict success during and after residency training
2. Review current best practices and recent trends in residency interviews
3. Compare best practices used by corporations when interviewing potential candidates for management positions
4. Instruct how to tailor residency recruitment strategies to align with a program's self-study aims
5. Provide program-specific interview strategies that are tailored to the individualized aims of that program
6. Demonstrate how to avoid common pitfalls when training faculty members to conduct structured or semi-structured interviews
7. Allow small group collaboration for
 - Sharing best practices for structuring an interview day
 - Development of key questions or topic areas to include in candidate interviews

9:00 AM – 10:00 AM

Program Director Survival Stories

Tiffany Murano, MD, FACEP; Madonna Fernandez-Frackleton, MD

PANEL: Jason Wagner, MD; Shane Summers, MD;

Michael Takacs, MD, MS, FACEP, FAAEM; Christopher Gooch, DO

This annual favorite provides a forum for program directors to share stories of program and personnel misadventures and minefields, and strategies for navigating unexpected or uncomfortable challenges.

After this session participants should be able to:

1. Discuss problems encountered by program leadership
2. Develop effective strategies for addressing the provided examples
3. Identify resources to aid program leadership in finding solutions to these challenges

Navigating the Academic Waters (NAW)

10:15 AM – 11:00 AM

First Year Faculty in Academics: Make a List and Check it Twice

Dhara Amin, MD

After the excitement of reaching the ultimate professional goal of obtaining a faculty position in an academic setting is over the daunting task of how to make the year productive begins. Many first year faculty struggle in balancing their roles, responsibilities and requirements

After this session participants should be able to:

1. identify tasks that are required from a first year attending and tasks that are recommended
2. identify which opportunities are valuable to get involved in and which are not
3. identify individual and unique academic and administrative niches
4. list opportunities available for leadership development

11:00 AM – 11:45 AM

Negotiation 101: Get What You Want and Don't Settle for Less!

Taher Vohra, MD; Manu Malhotra, MD, FACEP

Negotiation is seldom taught to physicians, yet represents one of the most useful skills for any professional. This talk will teach the learner the art of principled negotiation and demonstrate its use for EM physicians in the clinical, educational, administrative and personal arenas

After this session participants should be able to:

1. After completing this activity, learners will be more confident with principled negotiation.
2. Following the completion of this talk, learners will be able to apply successful negotiation strategies with their chair, faculty, residents, administrators and family.

11:45 AM – 12:30 PM

Catapult Your Career Development: Developing a Niche in EM

Edward Ullman, MD; Jan Shoenberger, MD, FACEP

Learn why it is important to develop a niche early on for academic career success.

After this session participants should be able to:

1. Discuss the important steps to take in working towards becoming a content expert
2. Discover some existing content areas that are ripe for future niche development
3. Understand the career benefits of early niche development

Clerkship Directors in Emergency Medicine (CDEM)

9:00 AM – 10:00 AM

Blood Sweat and Tears: Clerkship Director Survival Stories

Sharon Bord, MD, FACEP

An annual tradition, this session will take some of the best true stories and examples of what clerkship directors across the country have had to deal with this past academic year. This will be a fun and entertaining session, as well an opportunity to discuss with colleagues some of the difficult issues we have had to face as clerkship directors.

1. Understand the complex issues and dilemmas clerkship directors have to deal with in their roles
2. Develop some strategies to tackle some difficult decisions as a Clerkship Director
3. Develop tools and techniques to deal with difficult situations within a clerkship

Specialty

7:00 AM – 8:00 AM

AA Track Chairs Meeting

Megan Fix, MD; Moshe Weizberg, MD, FACEP

Meeting for the track chairs of the 2018 Academic Assembly to begin the planning process.

Abstract Moderators

CORD would like to thank the following moderators for the 2017 Advances in Education Research & Innovation poster sessions.

Kriti Bhatia, MD (Co-Chair)

Brigham and Women's Hospital
Massachusetts General Hospital

Boyd Burns, DO (Co-Chair)

University of Oklahoma

Shaza Aouthmany, MD

University of Toledo

Bradley Barth, MD

University of Kansas

Rebecca Bavolek, MD

Olive View UCLA Medical Center

Isabel Brea, MD

Kendall EM

Christopher Calandrella, DO

Hofstra Northwell

William Caputo, MD

Staten Island University Hospital

Jeffrey Chien, MD

Stanford/Kaiser Emergency Medicine

Molly Estes, MD

Stanford University

Hilary Fairbrother, MD

NYU

Timothy Fallon, MD

Maine Medical Center

Abra Fant, MD, MS

Northwestern

Chris Fee, MD

UCSF/SFGH

Emily Fisher, MD

University of Oklahoma

Stephanie Gaines, MD

University Hospitals
Cleveland Medical Center

Joshua Gentges, DO

Oklahoma University

Katja Goldflam, MD

Yale University

Nadine Himelfarb, MD

Brown University

David Jones, MD

OHSU

Edward Kakish, DO

University of Toledo Medical Center

Jesse Kellar, MD

Lakeland Health

Kevin King, MD

Kendall Regional Medical Center

Nicholas Kman, MD

Ohio State

Damon Kuehl, MD

Virginia Tech Carilion Clinic

Cedric Lefebvre, MD

Wake Forest

Christopher Lewandowski, MD

Henry Ford Hospital

Shawn London, MD

University of Connecticut

Elise Lovell, MD

Advocate Christ Medical Center

David Masneri, DO

Wake Forest University

Peter Moffett, MD

Virginia Commonwealth University
Health System

Caroline Molins, MD

Florida Hospital

Risa Moriarity, MD

University of Mississippi
Medical Center

Mary Mulcare, MD

NewYork-Presbyterian

Utsav Nandi, MD

University of Mississippi
Medical Center

Robin Naples, MD

Thomas Jefferson University

Erik Nordquist, MD

Texas Tech University

Camiron Pfenngi, MD

Greenville Health System

Deborah Pierce, DO, MS

Albert Einstein Medical Center

Jennifer Plitt, MD

University of Arizona, Tucson

David Salzman, MD, MEd

Northwestesrn

Benjamin Schnapp, MD

University of Wisconsin

Kaushal Shah, MD

Icahn School of Medicine
at Mt. Sinai – NY

Eric Shappell, MD

University of Chicago

Jeffrey Siegelman, MD

Emory University

Mark Silverberg, MD

SUNY Downstate/Kings County

Joshua Solano, MD

Beth Israel Deaconess Medical Center

Payal Sud, MD

Hofstra Northwell – Long Island Jewish
Medical Center

Taku Taira, MD

LAC+USC

Todd Taylor, MD

Emory University

Steven Warrington, MD

Kaweah Delta Medical Center

James Waymack, MD

Southern Illinois University

Lori Weichenthal, MD

UCSF Fresno

R. Gentry Wilkerson, MD

University of Maryland

INDEX OF CONFERENCE ABSTRACTS

LUNCH POSTER SESSION Friday, April 28, 2017 12:00 – 1:30 PM • Ocean Ballroom

STATION #1

12:20 PM	Child Life 101 Curriculum For Emergency Departments (Eds): Using Non-Pharmacologic Methods And A Distraction Toolbox To Relieve And Manage Pain And Anxiety	<i>Sophia Sheikh, MD</i>
12:30 PM	Introducing Resident Quality Officers: A Unique Niche For Emergency Medicine	<i>Ryan Queen, MD</i>
12:40 PM	A Novel Approach To Emergency Medicine Resident Orientation Using The Flipped Classroom Model	<i>Christopher Amick, MD</i>
12:50 PM	EKG Fundamentals: An Open Access Flipped Classroom Critical EKG Curriculum	<i>William Burns, MD</i>

STATION #2

12:20 PM	Managing Agitated Patients In The Emergency Department: Preventing Violence And Improving Outcomes	<i>Meaghan Dehning, MD</i>
12:30 PM	Resident As Expert: A Novel Approach To Teaching And Practicing Quality Improvement	<i>Daniel del Portal, MD MBA</i>
12:40 PM	A Shock Workshop For 1st Year Medical Students Using Novel Teaching Methods	<i>Daniel del Portal, MD MBA</i>
12:50 PM	Combating Patient Depersonalization: Rebuilding The Patient-Provider Relationship With A Simple Communication Tool	<i>Elaina DiOrio, MD</i>

STATION #3

12:20 PM	Emergency Department Based Orthopedic Procedure Month Improves Access To Orthopedic Procedures	<i>Brian Dye, MD</i>
12:30 PM	Introduction Of A Wilderness Medicine Curriculum To An Urban Emergency Medicine Residency	<i>Noah Einstein, MD</i>
12:40 PM	After Action Report: Reflective Practice Beyond The Core Curriculum	<i>Mert Eroglu, MD</i>
12:50 PM	FOAM Resources in a Flipped Classroom Educational Series	<i>Timothy Fallon, MD</i>

STATION #4

12:20 PM	Ionizing Radiation Knowledge Educational Module	<i>Latanya Gobin, MD</i>
12:30 PM	Adventures In Didactic Curriculum (Re) Design: Systems Thinking For Core Topics	<i>Kristi Grall, MD MHPE</i>
12:40 PM	Development Of A Sustainable Curriculum On Substance Use Disorders (SUD) For Emergency Medicine Residents At Cooper University Hospital	<i>Eric Gruber, MD</i>
12:50 PM	A Novel Curriculum For Teaching Emergency Medicine Residents How to Break Bad News	<i>Matthew Hall, MD</i>

STATION #5

12:20 PM	Capturing Resident Observed Concerns Regarding Both The Patient Safety And The Health Care System: An Innovative Use Of Resident Logs	<i>Bryan G Kane, MD</i>
12:30 PM	Integrating Off-Service Residents Into The Emergency Department: Optimizing A 2-4 Week Ed Rotation	<i>Tracy MacIntosh, MD</i>
12:40 PM	Using A 3D Virtual Cadaver To Augment Emergency Medicine Procedural Skills Training	<i>Tracy MacIntosh, MD</i>
12:50 PM	Role Of Teaching Resident In Emergency Medicine Residency Program	<i>Justin Mauldin, MD</i>

STATION #6

12:20 PM	NEXUS Introduction To Emergency Medicine Course: Resident-Taught Multi-Modality Medical Student Elective	<i>Ben McVane, MD</i>
12:30 PM	An Emergency Medicine Residency Didactics Revolution: The Use Of A Multidisciplinary Team And Branding To Inspire And Support Curricular Change	<i>Brendan Munzer, MD</i>
12:40 PM	Development Of A Multidisciplinary Curriculum For Education Of Trauma Teams During Weekly Emergency Medicine Residency Conference	<i>Neel Naik, MD</i>
12:50 PM	Healthcare Disparities	<i>Oyinkansola Okubanjo, MD</i>

STATION #7		
12:20 PM	An Integrative “Flipped Classroom” Model For Emergency Medicine Residency Education	Lynn Roppolo, MD
12:30 PM	Implementation Of A Didactic Curriculum For Residents Training In A Dual Residency	Joshua Schechter, MD
12:40 PM	A Novel Approach To Medical Student Peer-Assisted Learning Through Case-Based Simulations	Jamie Shandro, MD, MPH
12:50 PM	A Practical Curriculum For Emergency Medicine Intern Orientation Using Near-Peer Teaching	Randy Sorge, MD
STATION #8		
12:20 PM	Development of a Palliative Care Curriculum for Yale Emergency Medicine Residents: A Novel Approach	Susan Varga, MD
12:30 PM	Development of a Case Based Reading Curriculum and its Effect on Resident Reading	Ian Walker, DO
12:40 PM	Utility Of Alumni And Resident Survey In Curriculum Evaluation: Resident Perception And Alumni Perspective	Chung Won, MD
12:50 PM	Intern Passport — Orienting New Travelers to the Emergency Department	Jamie Wright, MD
STATION #9		
12:20 PM	Emergency Medicine Boot Camp For Medical Students Based On Mapping Of Core Epas To Acgme Milestones	Eddie Garcia, MD
12:30 PM	Mindfulness In Emergency Medicine	Ethan Han, MD
12:40 PM	An Innovative Approach To Medical Student Documentation That Inspires Engagement	Michael Higgins, MD
12:50 PM	The Quadruple Threat Emergency Medicine Clerkship Curriculum	Alexis Pelletier-Bui, MD
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12:20 PM	Training In Emergency Obstetrics: A Needs Assessment Of Emergency Medicine Program Directors	Daniel Robinson, MD
12:30 PM	Consulting With Game: How To Optimize Your Next ED Consultation	Kyle Couperus, MD
12:40 PM	Evaluating a Brief Curriculum to Enhance Resident Musculoskeletal Exam Knowledge	Andrew Brigg, MD
12:50 PM	Teaching Osteopathic Manipulative Techniques To Allopathic Emergency Medicine Residents	Justin Cherian, DO
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12:20 PM	Survey Of Emergency Medicine Residency Quality And Patient Safety Curricula	Kassandra Cooper, DO
12:30 PM	Residents In Emergency Medicine Comparative Survey On Technology (REMCAS)	Sameer Desai, MD
12:40 PM	The Point-Of Care Evidence-Based Medicine Online Resource: Two Year Follow-Up	Alexander Fortenko, MD
12:50 PM	Improvement In Financial Knowledge And Personal Financial Practices Of Graduating Medical Students After A Single Educational Intervention	John Hagenberg, MD, CPA
STATION #12		
12:20 PM	Needs Assessment For A Peer Support Network In An Emergency Medicine Residency Program	Aarti Jain, MD
12:30 PM	Implementation Of An Optional Online Asynchronous Learning Curriculum Had No Clear Impact On Resident Attendance To Weekly Educational Conferences	Anton Manasco, MD
12:40 PM	Replacing Lectures With Small Group Learning: Incorporating The Flipped Classroom Into The Residency Conference Day	Chad Mayer, MD
12:50 PM	Early Clinical Experience In Emergency Department Yields Higher Scores On Standardized Clinical Assessments	Regina Royan, MPH
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12:30 PM	Resident Wellness Curricula: What’s Out There? And Who’s Doing It?	Michael Zdradzinski, MD
12:40 PM	Deliberate Apprenticeship In An Emergency Medicine Medical Student Elective, A Pilot Study	Guy Carmelli, MD
12:50 PM	A Multi-Modal Educational Intervention Incorporating Direct Patient Feedback To Improve Medical Student Communication Skills In The Emergency Department	Nicole Dubosh, MD

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12:20 PM	Emergency Medicine Residents-As-Teachers: Teaching Evidence-Based Medicine To Medical Students In A Journal Club Format	Adam Kenney, MD
12:30 PM	Emergency Medicine Bootcamp Increases Procedural Skills Competence And Overall Confidence At The Start Of Residency	Jason Lewis, MD
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12:30 PM	We Are Being Interviewed Too: Faculty Development On How To Find And Attract The Best Resident For Your Program	Colleen Roche, MD
12:40 PM	Education Faculty Scorecards As A Method Of Ensuring Compliance And Accountability Among Educators	Alyssa Tyransky, BS
12:50 PM	Hackathon — An Innovative Collaborative Approach To Explore Complex Educational Challenges In A Limited Time Frame, One Institution'S Experience.	Alisha Brown, MD
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12:20 PM	Junior Faculty Exchange Promotes Regional Presence For EM Faculty	Nicholas Hartman, MD MPH
12:30 PM	Enhancing Core Faculty Engagement Through Purposeful Programmatic Initiatives	Flavia Nobay, MD
12:40 PM	Improving Critical Care Documentation And Coding Using An Online Teaching Module	Luke Hartstein,
12:50 PM	Do Attending EP's Change Their Head Ct Ordering Practices After Reviewing Their Head CT Utilization Data?	Daniel Miller, MD
STATION #17		
12:20 PM	What'S All The Chatter? A Mixed-Methods Analysis Of Emergency Physician's Tweets	Jeff Riddell, MD
12:30 PM	An Advanced Perfusion Elective for Emergency Medicine Residents	Michael Butterfield, MD MS MPH
12:40 PM	Learning Moment — An Innovative Experiential Learning Platform	Alexander Sheng, MD
12:50 PM	Essentials of the Emergency Medicine Match Process: The International Medicine Graduate Guide to EM, on Behalf of the CORD Student Advising Task Force	Xiao Chi Zhang, MD, MS
STATION #18		
12:20 PM	Post-Interview Communication Between EM Residency Programs And Applicants	Eric Funk, MD
12:30 PM	Geographic Trends In The Do/Img Emergency Medicine Match	Zachary Jarou, MD
12:40 PM	Dental Care In Emergency Medicine Residency Programs	Jessica Jackson, MD
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12:30 PM	Is There An Association Between Post-Graduate Year Level And Adverse Events And Errors Of Floor To Icu Transfers Within 24 Hours Of Emergency Department Admission?	Annette Ilg, MD
12:40 PM	Are Emergency Department To Emergency Department Transfers At Risk For Diagnostic Errors? A Needs Assessment For A Resident Curriculum.	Joshua Solano, MD
12:50 PM	Investigation Of ECG Interpretation Errors By Senior Emergency Medicine Residents	Celine Pascheles, MD
STATION #20		
12:20 PM	How Do Emergency Medicine Residencies Structure Trainees' Administrative Experience: A Survey	Kelly Williamson, MD
12:30 PM	Ultrasound Confirmation Of Central Venous Catheter Placement By Emergency Medicine Physicians: A Novel Instructional Protocol	Lindsay Taylor, MD
12:40 PM	The Prevalence Of Workplace Violence And Its Consequences Within Us Emergency Departments	Jennifer Martin, MD

EVENING POSTER SESSION
Friday, April 28, 2017
5:00 – 6:30 PM • Ocean Ballroom

STATION #1

5:20 PM	A Novel Homemade Program To Accurately Record Resident Conference Attendance	<i>Samuel Dodson, MD</i>
5:30 PM	Improving Resident Remediation By Building Bridges: Better Recognition And Insight To Define Goals In Education	<i>Brendan Munzer, MD</i>
5:40 PM	Implementation Of A 360 Assessment Rubric For Level 5 Milestone Anchors For Procedures	<i>Bryan Kane, MD</i>
5:50 PM	The Flipped Classroom In Medical Student Education: Does “Priming” Work?	<i>Emily Rose, MD</i>

STATION #2

5:20 PM	Evaluation Of Incoming Emergency Medicine Residents’ Ability To Perform Level One Milestone Tasks As Outlined In “The Emergency Medicine Milestone Project”	<i>Kevin Dougherty, DO, MS</i>
5:30 PM	Clinical Competency Committee By Wiki	<i>Kelly Barringer, MD</i>
5:40 PM	Improving Conference Evaluations Via An Electronic Survey Platform	<i>Lisa Barker, MD</i>
5:50 PM	Milestones In Simulation: Mapping Critical Actions In Simulation To The Milestones In Emergency Medicine	<i>Nicole Elliott, DO</i>

STATION #3

5:20 PM	Addressing Healthcare Disparities Using Medical Interpreters In A Simulation Assessment	<i>Toni Jackson, MD</i>
5:30 PM	Small-Group Shift For Assessment Of Entrustable Professional Activities In An EM Clerkship	<i>Michael Kiemeney, MD</i>
5:40 PM	Identifying Strengths And Weaknesses In 3Rd Year Clerkships Through Patient Evaluations And Self-Reflection	<i>Kara Welch, BA</i>
5:50 PM	A Quantitative Usability Analysis Of The ALiEM Air Score	<i>Andrew Grock, MD</i>

STATION #4

5:20 PM	How Do Emergency Medicine Programs Structure Resident Evaluations? A Survey	<i>Katerin Takenaka, MD</i>
5:30 PM	Residents Do Not Find Milestones To Be A Useful Component Of End-Of-Shift Evaluations	<i>Benjamin Cooper, MD</i>
5:40 PM	Does Specialty Training And Practice Setting Effect Adherence To The Pecarn Criteria For Pediatric Head Trauma?	<i>Boris Khodorkovsky, MD</i>
5:50 PM	Rethinking Application Filters: A Second Look At Predictors Of Resident Success	<i>Christian DeFazio, MD</i>

STATION #5

5:20 PM	An Evaluation Of Risk Attitudes And Risk Tolerance In Emergency Medicine Residents	<i>Dimitrios Papanagnou, MD, MPH, EdD(c)</i>
5:30 PM	You’ve Got Mail: Efficacy Of An Electronic Mail System As An Educational Strategy In Residency Training	<i>Eric VanDePol, MD</i>
5:40 PM	Validation Of A Behaviorally Anchored Evaluation Form For Resident Lectures	<i>Jeffery Hill, MD MEd</i>
5:50 PM	Emergency Medicine Intern Initial Self-Assessment Of Preparation And Milestones	<i>Julie Gesch, MD</i>

STATION #6

5:20 PM	Individually Authored Sloes Rank Applicants Higher Than Group Authored	<i>Jeffrey Thompson, MD</i>
5:30 PM	Evaluation Of The University Of Utah Emergency Medicine Residency Patient Hand-Off Process	<i>Katie Wells, MD, MPH</i>
5:40 PM	Non-Emergency Medicine Residents: Creating An Efficient Workforce	<i>Leah Heron, MD</i>
5:50 PM	Providing Residents With Performance Reports To Improve The Resident Feedback Process	<i>Mira Mamtani, MD</i>

STATION #7		
5:20 PM	Does Usml Step 1 & 2 Scores Predict Success On Ite And Abem Qualifying Exam — A Review Of An Emergency Medicine Residency Program From Its Inception	Mathew Nelson, DO
5:30 PM	Describing The Study Habits Of Emergency Medicine Residents, A Preliminary Analysis	Robert Conley, MD
5:40 PM	Emergency Medicine Residency Wellness Programs: A Survey Of Program Directors' Perspectives	Randy Sorge, MD
5:50 PM	Development Of Educators In Emergency Medicine: Rare And Aspirational?	Sarah Michael, DO, MS
STATION #8		
5:20 PM	The Role Of Language In Recommendation Letters For Emergency Medicine Applicants: A Qualitative Analysis Of Standardized Letters Of Evaluation	Simiao Li-Sauerwine, MD MS
5:30 PM	Measuring The Correlation Between Emergency Medicine Resident And Attending Physician Patient Satisfaction Scores Using Press Ganey©	Spenser Lang, MD
5:40 PM	Nursing Lectures During Conference Time Are Well Received By Both Residents And Faculty	Taylor Smith, MD
5:50 PM	Developing Grading Guidelines For The NBME® Emergency Medicine Advanced Clinical Examination	Emily Miller, MD
STATION #9		
5:20 PM	Highlighting Positive And Negative Themes In Emergency Medicine Didactics Using The Educational Autopsy	Rob Huang, MD
5:30 PM	Feasibility Of Advanced Echocardiographic Measurements Within The Emergency Department	Rob Huang, MD
5:40 PM	Data-Driven Evaluation Of Residents' Clinical Competence: Automating The Model Of Clinical Practice Of Emergency Medicine	Anneli von Reinhart, MD
5:50 PM	Simulation Is Now Integral To EM Resident Training Nationwide	Anneli von Reinhart, MD
STATION #10		
5:20 PM	Resident Self Versus Faculty Assessment Of Team Leadership During Critically Ill Patient Simulation	Aldo Andino, MD
5:30 PM	A 3D Printed Model for Simulated Arthrocentesis Training	Cameron Henry, BS
5:40 PM	The Use Of A Low-Fidelity Simulation Model To Teach Emergency Burr Hole Placement	Christopher Kiefer, MD
5:50 PM	Critical Conversations: Using Simulation To Improve Comfort & Skill With Goals Of Care Discussion	Christopher Lawrence, MD
STATION #11		
5:20 PM	Development Of A Novel Ultrasound Peritonsillar Abscess Model For Simulation Training	Jennifer Plitt, MD
5:30 PM	Construction Of A Low-Cost Model For Peri-Mortem Caesarian Section Simulation	Julie Fritzges, DO
5:40 PM	A Novel Eye Model For Simulation In Slit Lamp Examination, Ultrasound And Foreign Body Removal Using Animal Tissue	Keel Coleman, DO, MBA
5:50 PM	4K Virtual Reality For Simulation Debriefing: Use Of A 360 Degree Camera And Google Cardboard For Low-Cost, High-Resolution Immersive Video Review	Timothy Koboldt, MD
STATION #12		
5:20 PM	Mental Practice As An Adjunct To Improving Pediatric Resuscitation Skills	Lee Marks, MD
5:30 PM	Low Fidelity Simulation Workshop To Teach Principles Of Mass Casualty Management In The Ed With Emphasis On Quality Improvement	Linda Spillane, MD
5:40 PM	A Low Fidelity Model For Teaching Lateral Canthotomy Procedure	Linda Herman, MD
5:50 PM	Novel Cost-Effective Model To Simulate Corneal Foreign Body Removal	Michael Lu, MD, FACEP
STATION #13		
5:20 PM	Core Concepts Of Difficult Airway Management: Simulation Cases For Emergency Medicine Residents	Quentin Reuter, MD
5:30 PM	Chest Tube High-Feedback Educational Simulation Trainer (CHEST)	Scott Crawford, MD
5:40 PM	It Is A Reality: Oculus Assists In Seeing Virtually Everything During Interview Sessions	Scott Crawford, MD
5:50 PM	Difficult Discussions — A Novel Educational Technique To Teach Professionalism And Interpersonal Skills To Fourth Year Medical Students	Jeffrey Holmes, MD

STATION #14		
5:20 PM	Ultrasound-Compatible Pericardiocentesis Simulator	Irene Gonzales, MD
5:30 PM	Emergency Medicine Resident Acceptance And Perception Of Parental Involvement In Diagnostic Error Curriculum	Chinmay Patel, DO
5:40 PM	Simulating Sepsis: Can Residents Improve CMS Compliance Through Simulation?	Zachary Hafez, MD, MS
5:50 PM	Sex Disparity In Simulation-Based Milestone Assessment	Jeffrey Siegelman, MD
STATION #15		
5:20 PM	Comparison Of Surgical Versus Needle Cricothyrotomy On An Obese Cricothyrotomy Task Trainer	Judah Hwang, MD
5:30 PM	Development Of A Novel Obese Cricothyrotomy Task Trainer	Judah Hwang, MD
5:40 PM	A Prospective Randomized Controlled Trial Comparing Simulation, Lecture And Discussion-Based Education Of Sepsis To Emergency Medicine Residents	Tiffany Moadel, MD
5:50 PM	Overtraining In Simulation-Based Mastery Learning - Performance Translation Of Ultrasound-Guided Peripheral Intravenous Catheter Placement From A Simulator To Humans	Helen Iwasaki, BS
STATION #16		
5:20 PM	Comparison Of High-Fidelity Simulation Versus Case-Based Discussion On Fourth-Year Medical Student Performance	Tina Chen, MD
5:30 PM	A Brief Online Tutorial To Improve Knowledge Of Mass-Casualty Triage Concepts And Participant Preparedness For This Task	Cristiana Baloesescu, MD
5:40 PM	Storytelling: A Novel Wellness Initiative For Emergency Medicine Residents	Glenn Paetow, MD
5:50 PM	The Effect Of A Resident Wellness Program On Burnout And ITE Scores	Caroline Dowers, MD
STATION #17		
5:20 PM	Breaking In The Emergency Department: Em Culture Represents A Barrier To Self-Care	James O'Shea, MBBS
5:30 PM	Sleep In The Emergency Department: How Shifts Affect Sleep Quality And Quantity	Jennifer McGowan, MD
5:40 PM	Effect Of Commuter Time On Residency Work Hours	Christopher Sampson, MD
5:50 PM	A Multicenter Study Of Grit And Its Relationship To Burnout	Theodore Gaeta, DO, MPH
STATION #18		
5:20 PM	Using A Case-Based Blog To Supplement Emergency Medicine Education: One Residency'S Experience	Jennifer Love, MD
5:30 PM	A Descriptive Analysis Of Practice Patterns Among Emergency Medicine Residency Programs On Twitter	David Diller, MD
5:40 PM	Curricular And Co-Curricular Social Media-Based Learning During Medical School	Terrance Lee, MD
5:50 PM	Social Media And Other Sources Of Information Used During The Emergency Medicine Residency Application Process	Terrance Lee, MD
STATION #19		
5:20 PM	Easily Replicated, Low-Cost, Portable Chest Wall Escharotomy Model	Rebecka Lopez, MD
5:30 PM	Military Emergency Medicine (Em) Residency Guide: Demystifying The Military Match And Application Process	Linda Katirji, MD
5:40 PM	How Should Residents Address Their Attending Physician? A Multicenter Cross Sectional Study Of Emergency Medicine Residents And Attendings	Blake Bruton, MD
5:50 PM	Teaching Emergency Medicine Residents Transesophageal Echocardiography: A Novel Instructional Protocol	Jordan Tozer, MD
STATION #20		
5:20 PM	Defining And Designing An Evaluative Tool For Ultrasound Competency In Pre-Hospital Providers	Daniel Micheller, MD
5:30 PM	Improving General Surgery Resident Utilization And Confidence In Fast Exam With Emergency Physician Teaching	Laura Wallace, MD

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ApolloMD is currently seeking candidates for the position of Program Director to join the Department of Emergency Medicine at Merit Health Wesley in Hattiesburg, MS. This position offers the unique opportunity to foster academic interests while maintaining the compensation and clinical skills provided by working in a community-based ED setting.

— PREFERRED QUALIFICATIONS —

- ACADEMIC EXPERIENCE
- FORMER FACULTY MEMBER OR CHIEF RESIDENT EXPERIENCE
- INTERESTED IN RESIDENT EDUCATION
- COMMITTED TO SCHOLARLY ACTIVITY

The Program Director will have a university appointment with William Carey University.

Merit Health Wesley sees 40,000 visits per year. The program was founded in 2015 and is completing the conversion to ACGME. Merit Health Wesley sponsors additional programs in internal medicine and a traditional rotating internship.

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AFADAL@APOLLOMD.COM

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American Academy of Emergency Medicine

Editor in Chief:

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Program Director needed to begin an ACGME Residency in Emergency Medicine at Coliseum Medical Centers in Macon, Georgia.

Qualified Candidates Requirements:

- Board Certified in Emergency Medicine
- 3 years previous educational leadership experience as a core faculty, associate program director, or program director in an ACGME accredited emergency medicine program
- Previous leadership/administrative experience
- Willingness to combine administrative and clinical responsibilities with clinical duties
- Strong administrative and team building skills
- Excellent interpersonal and communication skills

Responsibilities will include:

- Authority and accountability for the operation of the Emergency Medicine Residency Program
- Development of curriculum, policies, and procedures for the program
- Obtain and maintain ACGME accreditation and state approval
- Recruiting residents into the program and developing evaluation process for their performance
- Participation in competency evaluation of residents
- Additional responsibilities to ensure programs success

To be considered for this opportunity, submit your CV to: Paige Mann, Director of Physician Recruitment, paige.mann@hcahealthcare.com



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Georgia: Augusta University, Medical College of Georgia

The Department of Emergency Medicine is seeking a Residency Director to help lead its well established residency program. The residency is a unique combined civilian/US Army program approved for 14 residents per year (42 positions). The primary teaching hospital is a spacious ED with an adjoining 10 bed Observation Unit, contiguous children's hospital and a newly renovated pediatric ED. The annual census is 90,000 visits per year and is currently designated a Level I Trauma Center, Chest Pain Center and Comprehensive Stroke Center. Augusta University Health System also has plans to build a second state of the art hospital within the next 2 years. The applicant should be dynamic and innovative and have had previous administrative experience in resident education.

The department has a highly productive emergency ultrasound section with an ultrasound fellowship and ultrasound research team. In addition, there are advanced training programs and opportunities in Disaster Medicine, Tactical Medicine, Wilderness, International Medicine and Emergency Medical Services. Augusta is an excellent family environment and offers a variety of social, cultural and recreational activities. Compensation and benefits are excellent and highly competitive. Applications will be accepted until position is filled.

Please apply at www.augusta.edu under "Jobs and Careers," position number 14181.
AU is an Equal Opportunity and Equal Access Institution.

Contact Michael Hocker, MD, MHS, Department of Emergency Medicine
1120 15th Street, AF 2036, Augusta, GA 30912
706-721-7144
mhocker@augusta.edu



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Emergency Medicine Residency Program Faculty

Reading Health System is seeking two (2) BC Emergency Medicine physicians, fellowship trained in Toxicology or Ultrasound, to serve as Emergency Medicine Core Faculty for Reading Hospital, located in West Reading, PA. EM Faculty members will be supporting the allopathic EM Residency Program with a projected start date of July 2018. The ideal candidate will be fellowship trained to support the EM Residency, have a love of teaching and a strong passion for academics.

The EM Faculty will be responsible for:

- Working with the Emergency Medicine academic leadership to provide direction and vision for EM education at Reading Hospital
- Assisting in the education/development of EM Residents and other EM learners
- Mentoring residents and students in their academic mission

Requirements:

- MD or DO degree
- Board-certified in Emergency Medicine
- BE or BC in Toxicology or Ultrasound
- Licensed to practice medicine in Pennsylvania
- Attending experience in an academic emergency medicine program is preferred
- EM fellowship experience is preferred

What we offer:

- Competitive salary
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About Reading Hospital

Reading Hospital is part of Reading Health System, a regional leading health system located in southeastern Pennsylvania. A 750+ 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:
Kenneth Nichols
Director, Medical Staff Recruitment
(484) 628-6581
kenneth.nichols@readinghealth.org

Hospital website:
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Emergency Medicine Faculty Positions

Advocate Christ Medical Center – Oak Lawn, IL

Advocate Medical Group (AMG) is expanding the Department of Emergency Medicine at Advocate Christ Medical Center and seeks outstanding physicians and educators to join our faculty.

Advocate Christ Medical Center (ACMC) is part of Advocate Health Care, one of the nation's leading health care networks. A not-for-profit, 749-bed, premier teaching institution with more than 1,200 affiliated physicians, Christ Medical Center is one of the major referral hospitals in the Midwest for a number of specialties, including cancer care; cardiovascular services; heart, kidney and lung transplantation; neurosciences; orthopedics; and women's health. The hospital provides emergency care for more than 100,000 patient visits annually and has one of the busiest Level I trauma centers in Illinois.

ACMC has more than 400 residents, 600 medical students and 800 nursing students trained in accredited programs and a range of specialties each year.

Practice Opportunity Highlights

- Our three-year emergency medicine program matches 12 residents annually, and fosters a friendly environment of camaraderie, support, and service.
- ACMC is a tertiary/quaternary care center with emphasis on advanced cardiac and stroke care, and is the only Level I Trauma Center serving the south side of Chicago.
- Advocate is committed to growth. Along with a new outpatient pavilion that opened in 2014, an additional 72 bed inpatient tower was completed in January 2016, and a new 22 bed pediatric emergency department will open this spring.
- Our high acuity emergency department cares for more than 105,000 patients annually, including 33,000 pediatric visits to our dedicated pediatric emergency department.
- Academic appointments are available for qualified applicants through the University of Illinois.
- Compensation and benefits are highly competitive. Many faculty members and residents live in downtown Chicago and enjoy all that this world-class city has to offer.

Position Requirements

Applicants must be Board Eligible or Board Certified in Emergency Medicine or Pediatric Emergency Medicine, and dedicated to education and clinical excellence. Interests in pediatric emergency medicine, research, ultrasound, simulation and administration are highly valued.

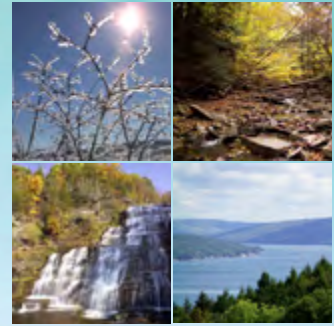
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Advocate Medical Group (AMG) is a physician-led and governed medical group committed to delivering the best health outcomes. The group is comprised of approximately 1,600 physicians and 300 Advanced Practice Clinicians, making it the largest physician group in Illinois.

If you are interested, please email your CV to Angela Chavez at angela.chavez@advocatehealth.com

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- Highly competitive hourly rate (\$215/hour) with an additional (\$20/hour) night shift differential.
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 - \$100,000 for experienced candidates
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Director, Provider Recruitment
(607) 735-4620
rmacblane@arnothealth.org

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Position Title: **Academic Emergency Physicians** Req # 02858

The Section of Emergency Medicine at the University of Chicago is recruiting full-time Emergency Medicine physicians to join our expanding faculty as we prepare to open a new adult emergency department and establish an adult Level 1 Trauma Center. We seek candidates looking to develop an academic niche that builds upon our faculty expertise in basic and translational research, health equity and bioethics research, geriatric emergency care, global emergency medicine, medical education, prehospital medicine, aero-medical transport, and ultrasound. We host one of the oldest Emergency Medicine Residency programs in the country and serve as a STEMI receiving hospital, a Comprehensive Stroke Center, a Burn Center, and a Chicago South EMS regional resource hospital. The Adult ED has an annual volume of 60,000 and our Pediatric ED cares for 30,000 patients per year, including 1,000 Level 1 trauma patients.

Candidates must be board certified or board eligible in emergency medicine and eligible for Illinois licensure, and strive for excellence in scholarship, patient care, and trainee education. Qualified applicants are invited to apply by uploading a cover letter describing their academic interests and a current CV online at academiccareers.uchicago.edu/applicants/Central?quickFind=54357. Review of applications will continue until all available positions are filled.

This position provides competitive compensation and an excellent benefits package. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran status or status as an individual with disability. The University of Chicago is an Affirmative Action / Equal Opportunity / Disabled / Veterans Employer. Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-5671 or email ACOppAdministrator@uchicago.edu with their request.



The Department of Emergency Medicine at the University of Nebraska Medical Center is seeking innovative, highly motivated emergency physicians to serve as core academic faculty.

Excellent opportunities to develop and apply new educational technologies, including advanced simulation and virtual reality, with the opening of the Global Center for Advanced Inter-professional Learning at UNMC in the next year. Fellowship training or a record of accomplishment in education, EMS, or ultrasound is preferred.

The department provides clinical care for over 60,000 patient per year, education for 30 EM residents, and continuing education for rural providers across the state and region. Generous compensation package and protected time to pursue scholarly interests.

Apply online at <http://unmc.peopleadmin.com/postings/30839>. Individuals from diverse backgrounds are encouraged to apply.



Assistant/Associate Residency Program Director

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Community-Based Site Opportunity

The Emergency Medicine Department at Penn State Health Milton S. Hershey Medical Center seeks energetic, highly motivated and talented physicians to join our Penn State Hershey family. Opportunities exist in both teaching and community hospital sites. This is an excellent opportunity from both an academic and a clinical perspective.

As one of Pennsylvania's busiest Emergency Departments treating over 75,000 patients annually, Hershey Medical Center is a Magnet® healthcare organization and the only Level 1 Adult and Level 1 Pediatric Trauma Center in PA with state-of-the-art resuscitation/trauma bays, incorporated Pediatric Emergency Department and Observation Unit, along with our Life Lion Flight Critical Care and Ground EMS Division.

We offer salaries commensurate with qualifications, sign-on bonus, relocation assistance, physician incentive program and a CME allowance. Our comprehensive benefit package includes health insurance, education assistance, retirement options, on-campus fitness center, day care, credit union and so much more! For your health, Hershey Medical Center is a smoke-free campus.

Applicants must have graduated from an accredited Emergency Medicine Residency Program and be board eligible or board certified by ABEM or AOEM. We seek candidates with strong interpersonal skills and the ability to work collaboratively within diverse academic and clinical environments. Observation experience is a plus.

For additional information, please contact:

**Susan B. Promes, Professor and Chair, Department of
Emergency Medicine, c/o Heather Peffley, Physician Recruiter,
Penn State Hershey Medical Center, Mail Code A590,
P.O. Box 850, 90 Hope Drive, Hershey PA 17033-0850,
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**BerbeeWalsh Department of
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Educational Leadership Opportunities

The University of Wisconsin School of Medicine & Public Health Department of Emergency Medicine would like to recruit a highly motivated Emergency Physician to join our dynamic faculty.

We are seeking to expand our education leadership team, as we grow our educational footprint within School of Medicine and Public Health and GME. We currently have a 3 year residency with 12 residents/year. We are building an innovative required clerkship for M3's in addition to our 4th year Acting Internship. We offer robust professional development opportunities, as well as freedom to innovate, while working as part of a close-knit leadership team. Additional notable faculty benefits include exceptional funding sources for our educational mission.

The University of Wisconsin Hospital consistently ranks #1 for Best Hospital in Wisconsin (US News & World Report), and is one of only two Level I Trauma and Burn centers for adult and pediatric patients.

Madison, the vibrant capital of Wisconsin and home of the University of Wisconsin, has the best of all worlds: natural beauty and outdoor recreation, a vibrant downtown, stimulating cultural offerings, distinctive restaurants and shops, and an atmosphere that is nurturing to both families and individuals. A total of 5 area lakes and more than 260 city parks create the perfect setting for an abundance of year-round outdoor activities.

We offer a competitive salary structure commensurate with qualifications, relocation assistance, CME allowance, a comprehensive benefit package, and much more.

To inquire, please send your curriculum vitae and cover letter to:

Mary Westergaard, MD
Associate Vice Chair of Education
Residency Program Director
BerbeeWalsh Department of Emergency Medicine
University of Wisconsin School of Medicine & Public Health
mcwester@medicine.wisc.edu

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Wisconsin caregiver and open records laws apply. A background check will be conducted prior to employment.*



Emergency Medicine

School of Medicine

University of Missouri Health

Department of Emergency Medicine

The University of Missouri (MU) School of Medicine in Columbia is seeking board-certified/prepared emergency medicine and pediatric emergency medicine faculty physicians for its rapidly growing **Department of Emergency Medicine**. APD and Ultrasound opportunities are available.



Matthew Robinson, MD

Interim Chair

Department Emergency Medicine

University of Missouri School of Medicine

One Hospital Drive

Suite M562, DC029.10

Columbia, MO 65212

Phone

573-884-3509

Email

robinsonmt@health.missouri.edu

CLINICAL FACULTY APPOINTMENT

ERLANGER HEALTH SYSTEM



ApolloMD™

ApolloMD is currently seeking candidates for the position of Clinical Faculty Appointment to join the Department of Emergency Medicine at the University of Tennessee College of Medicine in Chattanooga, TN. The candidate will be a part of the EMResidency Program with Erlanger Health Systems' Academic Clinical Faculty. This position offers the unique opportunity to foster academic interests while maintaining the compensation and clinical skills provided by working in a community-based ED setting.

— PREFERRED QUALIFICATIONS —

- ACADEMIC EXPERIENCE
- FORMER FACULTY MEMBER OR CHIEF RESIDENT EXPERIENCE
- INTERESTED IN RESIDENT EDUCATION
- COMMITTED TO SCHOLARLY ACTIVITY

The Clinical Faculty physician will have a University Appointment with the University of Tennessee College of Medicine Chattanooga, teach all levels of EM residents at an established program with Erlanger Health System and will also work clinically.

The Department of EM at the University of Tennessee College of Medicine Chattanooga provides clinical services at 5 sites with a growing combined volume of over 115,000 visits per year. Founded in 2008, this program is the oldest in the University of Tennessee system, and includes fellows in ultrasound and EMS.

PLEASE DIRECT ALL INQUIRIES TO:

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Academic Emergency Medicine Program Director.

Brandon Regional Hospital. Tampa Bay, FL. **New** EM Residency Program, estimated start date July 2018. Contact Ody Pierre-Louis at 727-507-3621.

Academic Emergency Medicine Program Director.

Coliseum Medical Center. Macon, GA. **New** EM Residency Program, estimated start date July 2018. Contact Velicia Carter at 470-261-9868.

Academic Emergency Medicine Program Director.

North Broward Medical Center. Ft. Lauderdale, FL. **New** EM Residency Program sponsored by Broward Health and Florida International University College of Medicine, estimated start date July 2019. Contact Sabrina Hadzimesic at 727-507-2509.

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Oak Hill Hospital. Tampa Bay, FL. **New** EM Residency Program, estimated start date July 2018. Contact Lisa M. Chamerski at 727-507-2508.

Clinical and Core Faculty. St. Lucie Medical Center.

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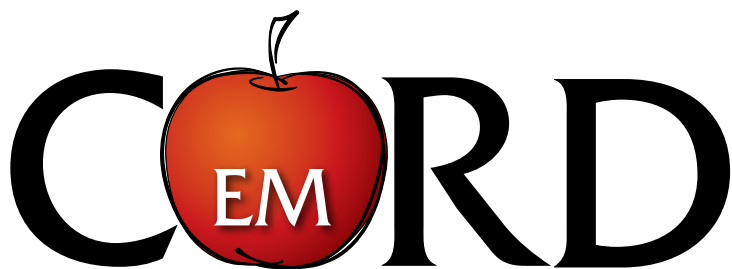
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MAKING HEALTHCARE WORK BETTER™



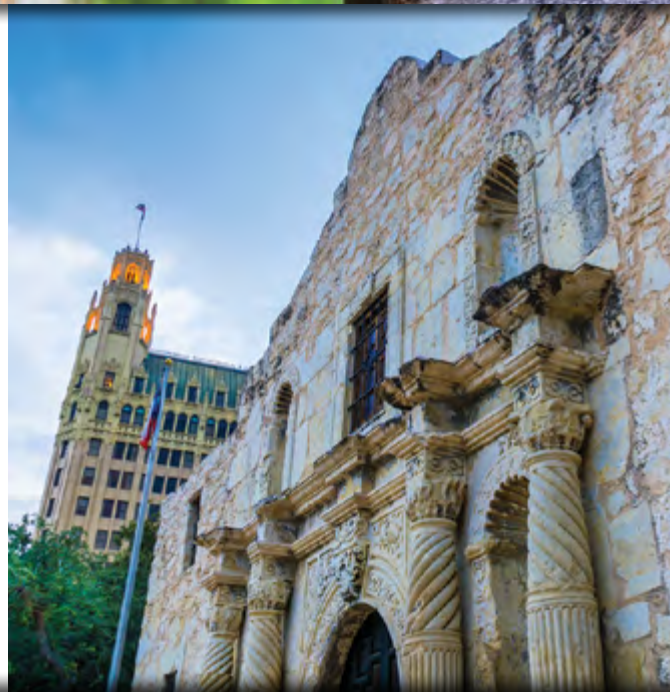


Save the Date!
April 22-25, 2018 • San Antonio, TX



Academic Assembly

**See You Next Year
in San Antonio!**



In 2018, San Antonio will mark its 300th anniversary: a rare, historic event that will be remembered for generations.