

CORD ACADEMIC ASSEMBLY

2023 ONSITE GUIDE

– Caesars Palace –
March 21-24, 2023



#CORDAA23
www.cordem.org/aa

Come hang out with old friends and new at the

Tuesday, **March 21**
6-8pm
Milano Ballroom

CORDAA23 Game Night

Have a drink, a bite, and a bit of competition!

Your Academic Assembly badge is your admission ticket

CORDAA23 Conference App

Download **CVENT EVENTS APP**
from your Android or IOS device.

Search for CORD 2023 Academic Assembly.

Enter your first name, last name, and email address that you used to register.

You'll receive an email containing a verification code.

Enter the code, click log in, and you're ready to start exploring the app!



March 21-24, 2023

WiFi SSID: **Caesars Palace Meetings**
Password: **CORDAA23**

CORD Academic Assembly

Mother's Room



Campania Boardroom


Where mothers are welcome to care for yourself and your child.

Presented by



Available from Sunrise to
Sundown daily

Zen Den



Monday 3/20 — Friday 3/24
6am — 6pm
Julius 1 Ballroom

Thank you for respecting silence in this place of prayer, meditation, reflection and relaxation.

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WELCOME TO CORD AA23 FR

On behalf of the CORD Academic Assembly Planning Committee, we welcome you to the 2023 CORD Academic Assembly! We hope that the CORD AA23 high yield didactic sessions, opportunities to reconnecting and networking with each other, along with all that fabulous Las Vegas offers leaves you more knowledgeable, inspired, and rejuvenated!

Tracks

The tracks you love are still here! Remember, you are free to attend any content on any of the tracks Tuesday Day 1 - Thursday Day 4. You do not need to remain confined to one track - explore and create your own adventure!

New Programs and Leaders Track (NPL) - PRE-DAY:

For those that are new to residency leadership and/or CORD, explore the NPL on the Pre-Day. These sessions provide you with tools to help build your program and succeed in your new roles.

Best Practices (BP): continues to drop nuggets of fantastic resources you can bring back to your own program with resources and educational models to share.

Clerkship Directors in Emergency Medicine (CDEM):

As EM continues to expand its role in undergraduate medical education, the CDEM track will provide you with indispensable tools to enhance your rotations, students' experiences, evaluation processes, and success as an educator in your schools.

Navigating the Academic Waters (NAW):

For academic and junior faculty looking to build their careers, NAW will provide development, mentorship, and advice to help advance career goals. Interested in how technology and education intersect?

Resident/Chief Resident Track:

On Day 1 (Tuesday) we have the Resident Track filled with high yield material to help you work smarter and start gearing up for the next steps in your career. If you are a resident considering a career in education, this is where you need to be! Day 2 (Wednesday) offers a track specific to new Chief Residents hosted by alumni/current/former Chief Residents designed to make the transition to your new role a little smoother.

Emergency Medicine Administration Residency

Coordinators (EMARC): EMARC continues to create incredible programming for our coordinators. Geared content for seasoned and new clerkship and residency coordinators.

Abstracts/Research:

Advances in Education Research and Innovations will host moderated e-poster sessions highlighting some of the best research and innovations with our Best Research Abstracts of 2023 (formerly known as Best of the Best) session!

Themed sessions and Joint Track sessions:

Throughout the conference you will see short talks grouped together focusing on a theme. These high-yield talks will leave you with lots of new ideas from multiple presenters in an hour. You will find sessions across tracks focused on Diversity, Equity, and Inclusion (DEI): DEI content will cover best practices in creating an equitable environment for all in your educational program. Medical Education and Scholarship (MedEd Scholar): Are you looking to increase your level of educational scholarship? Be sure to attend the MedEd Scholar sessions spread across days one through three. There are also co-sponsored sessions across the tracks recognizing content that applies to everyone! Medical Technology in Education (MedTech): MedTech (formerly iMedEd) sessions are interleaved throughout the programming tracks for your convenience.

Speaker Quality and Diversity:

We remain committed to presenting you with one of the best educational conferences available! Our team of Track Chairs have evaluated hundreds of submissions seeking out the best content for our Academic Assembly. Additionally, we have sought to feature a diverse group of speakers who represent programs from all over the country.

OM THE CONFERENCE CHAIRS!

Tuesday, March 21, 2023 – Day ONE

Keynote Address – FirstUp!

Want to see the new and upcoming talent in the CORD Membership? Come and see the new speaker competition, FirstUp! Speakers will be giving their lightning talks and competing for a chance for a guaranteed speaking session at CORD AA24!

Clinical Pathologic Competition (CPC) – Day 1: The CPC semi-finals are split over two days to maximize everyone's opportunity to attend CPC and still participate in additional CORD programming. Try to solve the diagnosis!

Wednesday, March 22, 2023 - Day TWO

Clinical Pathologic Competition (CPC) continues with Day 2 cases.

Free Afternoon on Wednesday! The tradition continues in Las Vegas! Enjoy free time with your colleagues, family, and friends, or just take an afternoon for yourself to explore Las Vegas!

Best Innovative Abstracts at 8am and Moderated Posters at 5pm. The Awards Presentation follows the moderated poster session at 6:30 for CORD Awards, CPC, and First UP!

Thursday, March 23, 2023 - Day THREE

How to Get Involved with CORD: Interested in joining a committee, becoming a track chair, or contributing to some of CORD's initiatives? Join us during this morning session during breakfast to learn more!

CORD Business Meeting and RRC updates happening today along with several panel talks, workshops and small group activities! Check out the full schedule!

Friday, March 24, 2023 - Day FOUR

Today's programming features a lineup of Best Research Abstracts of 2023 and Program Survival Stories will conclude our programming at noon.

Thank you for joining us in fabulous Vegas and we hope you enjoy the conference!



Rebecca Bavolek, MD
AA23 Conference Chair



Andrew Little, DO
AA23 Conference Vice Chair
AA24 Conference Chair

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 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 ACGME's 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 2023 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.

CONFERENCE OBJECTIVES

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

1. Incorporate milestones-based assessment tools into the training of emergency medicine residents.
2. Improve the written and verbal assessment and remediation of medical students and emergency medicine residents.
3. Incorporate advances in 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. Incorporate novel educational innovations, teaching methodologies and curricula to enhance the experience of emergency medicine resident and student learners.
7. Implement recruitment techniques that are all inclusive, to create a diverse workplace.

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 Council of Residency Directors in Emergency Medicine. The American College of Emergency Physicians is accredited by the ACCME to provide continuing medical education for physicians.

The amount of credits are currently pending approval for AMA PRA Category 1 Credit(s)™.

THANK YOU!

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

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**PROGRAM COORDINATOR
OF THE YEAR AWARD**

Christina Tarleton
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**FACULTY
TEACHING AWARD**

Guy Carmelli, MD, FACEP
University of Massachusetts

**RESIDENT ACADEMIC
ACHIEVEMENT AWARD**

Axel Adams, MD, FACEP
University of Washington

**DR. MARCUS MARTIN
SCHOLARSHIP AWARD**

Oyin Okubanjo, MD
Advocate Christ Medical Center

**DR. LOUIS LING RESIDENT
SCHOLARSHIP AWARD**

Tamara Wilson, MD
Baylor College of Medicine

FACULTY LONGEVITY AWARD

Nikolai Butki, DO
McLaren Oakland - 5 years

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St. Luke's University Health
Network - 15 years

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MD, FACEP
Ascension-St John Hospital - 10 years

Marc Borenstein, MD
Vassar Brothers Medical Center
Nuvance Health - 25 years

Alan Janssen, DO
Ascension Genesys Hospital - 25 years

Mary Haas, MD, MHPE
University of Michigan - 5 years

Carlos Garcia-Gubern, MD
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Ponce - 15 years

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David Della-Giustina, MD
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Josef Thundiyil, MD
Orlando Health - 5 years

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University of Florida College of
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Shannon Alwood, MD
LSU Health Sciences Center - 5 years

Terrell Caffery, MD
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Christian Young, MD
University of Nevada, Las Vegas
School of Medicine - 5 years

Ross Berkeley, MD
University of Nevada, Las Vegas
School of Medicine - 5 years

Jose Ramirez, MD
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Josef Thundiyil, MD
Orlando Health - 10 years

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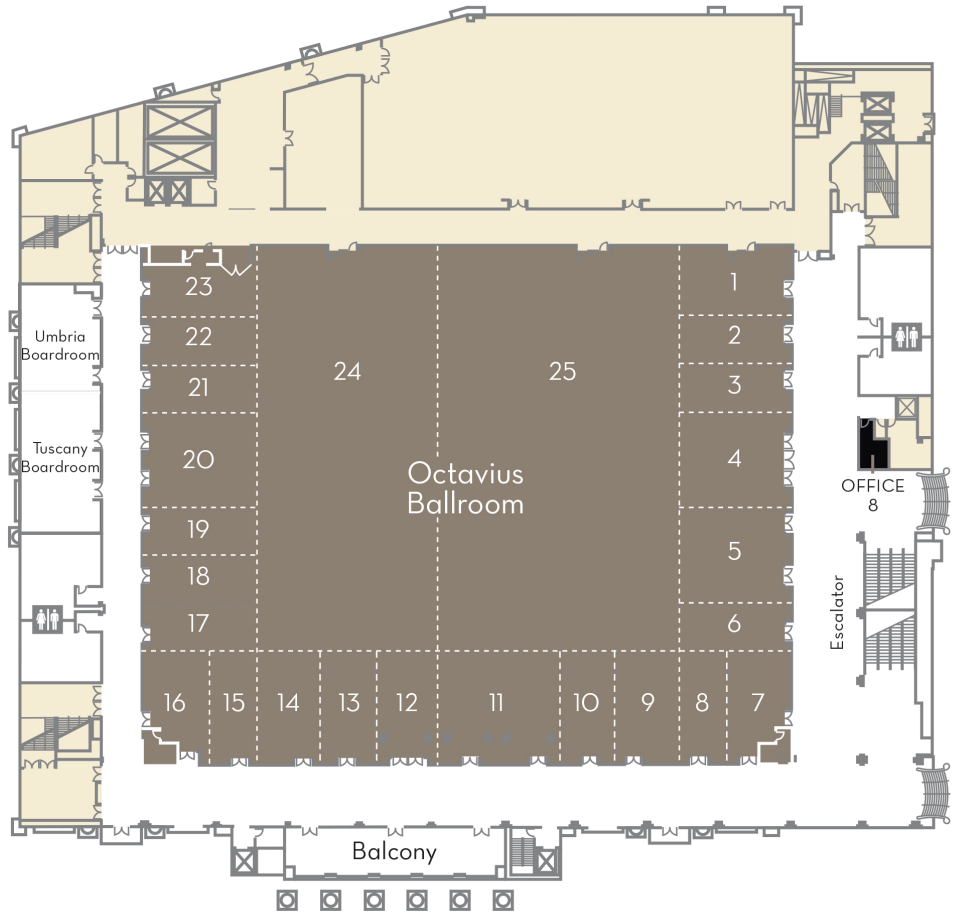
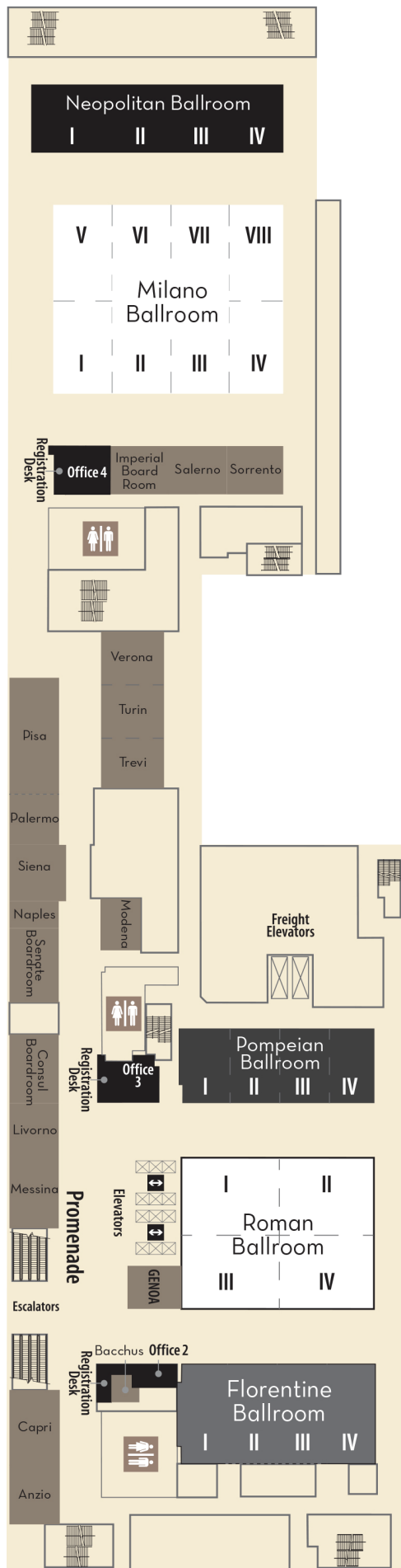
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NewYork-Presbyterian
Hospital - 10 years

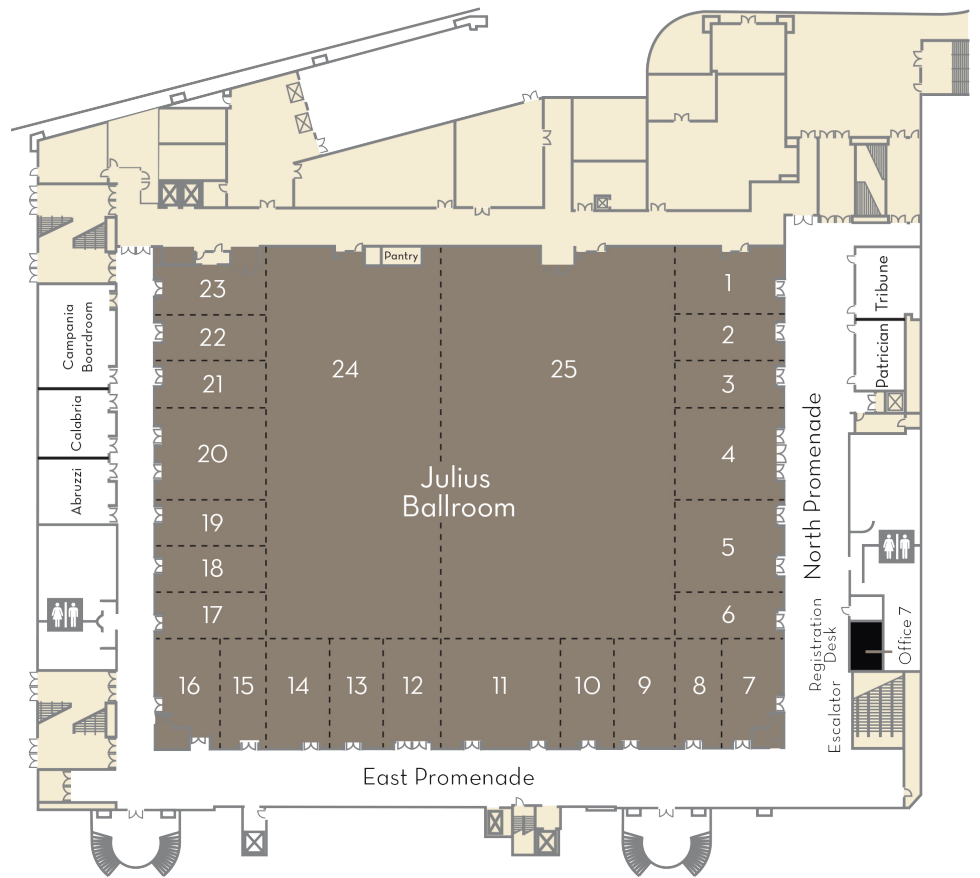
**COORDINATOR LONGEVITY
AWARD**

Niki Hagen
University of Wisconsin - 10 years

MILANO MEETING ROOMS POOL LEVEL



PROMENADE SOUTH



PRE DAY MONDAY, MARCH 20, 2023

	MERC Calabria Room	New Programs New Leaders (NPL) Julius 2/3	RAF Abruzzi Room	Specialty Umbria Board Room
8:00 – 8:30		Defining And Engaging Your Core (N.Binz, M.Halsey-Nichols)		
8:30-9:00		What am I Doing Here? A Guide for Writing Rotation Learning Objectives (S.Toohy, B.Schnapp)		
9:00 – 10:00		Competency-Based Assessment: Practical Tips for Future Implementation in Your Program (H.Caretta-Weyer, S.Dimeo)		
10:00 – 11:00	MERC 1	"CCC Master Class" (K.Amo, J.Tehrani, T.Fallon)		
11:00 – 11:30		Helping your residents get RIPE (M.Stobart-Gallagher)		
11:30 – 12:00		The Bread Truck Scenario - be prepared for emergencies with your PD/PC team (K.Schwartz, M.Malang, L. Oyama)		
12:00 – 1:00		Lunch on own		
1:00 – 1:30		Starting a New Program: Strategies for Success and Avoiding Pitfalls (L.Abubshait, M.Carter)		
1:30 – 2:00		One Stop Shop for PD Resources (S.Akhtar, M.Moreira)		
2:00 – 2:30		Program Director Well Being - Who Cares? (S.Akhtar, M.Moreira)		
2:30- 3:00	MERC 2	Now You Have To Be A Bad Guy: Navigating The Transition To New Residency Leadership (G.Comp, S. Dyer, A. Kalnow)		Mini Wellness Fellowship
3:00 – 4:00		"PEC Master Class" (J.Cueva, J.Hutchinson)		
4:00 – 4:30		How do I pay for THAT? Innovative ideas to fun education (G.Hickam, J.Mall, M.White)		
4:30 – 5:00		EM Longitudinal Curriculum - An Innovative Approach to Important Rotations in Emergency Medicine (N.Maguire, D.Biggs)		

DAY ONE TUESDAY, MARCH 21, 2023

	BP Julius 25	CDEM Julius 2-4	NAW Julius 24	EMARC Julius 5-8	Resident Octavius 1-4	Mini Tracks Octavius 5-8	1st UP / CPC	Specialty	MERC Calabria Room
7:00 – 8:00				Breakfast – Octavius 24					
8:00 – 8:30									
8:30 – 9:15									
9:15 – 9:30									
9:30 – 10:20	<p>Evaluation & Feedback 550 Go or No Go: Best Practices for Clinical Competency Committees (<i>H. Carretta-Weyer, L. Yarris</i>)</p> <p>Coming around to CCC360 (<i>C. Gellabert, B. Parker</i>)</p> <p>Using Simulation Debriefing Tactics To Improve On-Shift Feedback (<i>K. Arno, E. Roseman</i>)</p> <p>Fundamental Attribution Errors in MedEd: More Common Than You Think (<i>J. Casey, C. Colbert</i>)</p> <p>A Framework for Candid Feedback (<i>J. Spector</i>)</p>	<p>Clerkship Directors: Worth Their Weight in Gold, But Does the Compensation Match? (<i>E. Blazar, B. Barbas, L. Patti, M. Sharkey</i>)</p>	<p>Instructor Rocket Fuel: the Secret Sauce for your First Years (<i>M. Pirotte</i>)</p>	<p>Welcome/Updates - EMARC Leadership (<i>J. Cassidy, E. Salas, K. Kinley, and N. Brooks</i>)</p>	<p>Fellowship or Bust Panel (<i>L. Bailey, J. Kilpatrick, J. Wagner</i>)</p>	<p>Teaching about DEI: A High-Yield Review of the Literature (<i>J. Khadpe, E. Romo, K. Balhara</i>)</p> <p>That's Bias! How to Spot and Remove Bias in Evaluative Processes (<i>G. Sungar, D. Duong, J. Ward-Gaines</i>)</p>			
10:20 – 10:30				Break					
10:30 – 10:50	<p>High Stakes Conversations for Programs: Navigating the Winding Road That Leads to Termination (<i>Remediation- T. Murano, B. Burns</i>)</p>	<p>Great Educators, What's the Secret? Joint CDEM/NAW (<i>M. Moreira</i>)</p>	<p>First Up! Winner: Implementing Preferred Learning Styles in Academic Remediation (<i>A. Seilicki</i>)</p>	<p>Tools of the Trade: Let's Stay Organized! (<i>B. O'Neal</i>)</p>	<p>So you're about to become junior faculty - leadership wants you to know but probably haven't told you (<i>J. Girodano, A. Elagandhala, D. Khamees</i>)</p>	<p>Diversity Backlash: Cultures of Silence, Isolation, and the Maintaining the Status Quo (<i>A. Winfield, C. Angerhofer</i>)</p>	<p>First Up Competition Julius 20</p>	<p>Consults Octavius 10 & 13</p>	<p>Merc 3</p>
10:50 – 11:00				Break					
11:00 – 11:20	<p>Remediation Rounds: A Case-Based Workshop of the Inevitables, Unavoidables, and Unimaginables (<i>N. Binz, M. Haisey-Nichols</i>)</p>	<p>Curricular Design for the Advanced Educator - Beyond the Basics (<i>S. Akhtar, G. Carmelli, S. Natesan</i>)</p>	<p>How to Give a Good Lecture (<i>F. Adamakos</i>)</p>	<p>Coordinators Burnout (<i>N. Bracks</i>)</p>	<p>Team of Champions: Creating Your Own Personal Board of Directors (<i>N. Zapolsky, S. Frisch</i>)</p>	<p>First Up! Winner: Pregnancy, Breastfeeding and Parenting in Residency: Making a Culture Change (<i>M. Nelson - Perron, P. Reinfield</i>)</p>			
11:20 – 11:30				Break					
11:30 – 11:50	<p>Prepare for the ACGME Even Before You Know you Have a Site Visit (<i>E. Rabin, A. VonReinhart, M. Kulkarni</i>)</p>	<p>Needle in the Haystack. How to Choose the Best Away Rotation Applicant. Clerkship Directors Thoughts on Picking Students for Away Rotations (<i>R. Spangler, C. Jewell, T. Alcorn</i>)</p>	<p>Networking in Academic Waters (<i>A. Jain, N. Musisca</i>)</p>	<p>Prepare for the ACGME Even Before you Know you Have a Site Visit (<i>E. Rabin, A. VonReinhart, M. Kulkarni</i>)</p>	<p>Pitfalls to Avoid on the Job Search Journey (<i>S. Akhtar, M. Moreira</i>)</p>	<p>"Don't Say Gay": Insights from residents and faculty living and working in states with recently-enacted anti-LGBTQ+ laws (A. McFarland, K. Balhara)</p> <p>Abortion Care in Post-Roe America – Implications for Emergency Medicine (<i>C. Wechsler</i>)</p>			

11:50 – 1:00	<p>ACGME Milestones 550 MK- Recovering from the Zoom Era: How to Effectively Prioritize and Optimize In-Training Examination Preparation for Residents (J.IJ)</p> <p>Professionalism- Implementation of a Novel Intern Professional Development Curriculum (J.Thomas, C.Kroft)</p> <p>PC- Satisfying everyone: introducing a novel patient experience longitudinal curriculum in residency (J.Ladde)</p> <p>PBL- How to learn, or what to learn? The role of residency in preparing trainees for future practice (L.Regan, J. Branzetti)</p> <p>Communication- Immersive Patient Experience: Empathy Building & Process Improvement (L.Oyama, K. Schwartz)</p>	Dealing with Jokers and Wildcards: How to Debrief the Difficult Learner (V.Ng, K.Sokol, J. Noelker, K.Scherzter, M.Kulkarni, T. Moadel)	Two Sides of the Same Coin: Giving & Receiving Feedback (S.Natesan; K. Gore; M. Gottlieb; G.Carmelli)	Regional Breakout Day one - EMARC leadership (J.Cassidy, E.Salas, K.Kinley, and N.Brooks)	CV and Cover Letter Workshop (J.Kilpatrick, L.Willoughby, A.Beaulieu)	Pearls and Pitfalls of Multi-Center Education Research (J.Love, M. Goodrich) (1:00-1:25) Program Evaluation (H. Caretta-Weyer, B.Schnapps) (1:25-1:50)
1:00 – 1:50		How to Recruit the Best Residents: Lessons from the Business World (M. Weizberg, B.Burns)	Meeting DEI Requirements in the Emergency Medicine Clerkship (J.Cafaro, S.Patel, J.Klein) Analyzing Student Shift Comments for Bias (M.Wilbanks, N.Jacobson, S.Corbo)	Resuscitation for an Academic Project (A. Husain; D.Langan; J.Lambert)	Resident as Teacher: Ideas and Strategies to Spice Up Your Conference (C.Yu, A.Choi, E.Gross) From Good to Great (S.Hassan, D.Langan, W.Caputo)	Survey Distribution Best Practice MedEd Scholarship Committee (M. Gottlieb, K. Ogle)
2:00 – 2:20		Assessing Medical Students Without a Numerical Step I: How This Changes the Game! (S. Modi, E. Lee)	The Art of Questioning (K.Reopelle, F.Rusnack, D.Devlin, J.Kilpatrick)	Unlocking your Learner's Potential: Tools to Decrypt the Difficult Learner (N.Musisca; J.Noelker)	Transferring Residents - how to graciously handle off-cycle resident departures and on-boarding (K. Regner)	Level Up/Validity Evidence (L.Hopson, J.Jordan, M.Gottlieb) Words are our Data / Qualitative (L.Hopson, J.Jordan, J.Riddeil)
2:20 – 2:30		Viva the eSLOEI Data from year one of the eSLOE 2.0 (C.Hegarty, S. Bard)	Mistakes to Avoid in Recruitment (M. Moreira)	EMARC60 - Pursuit of Happiness as a Coordinator (A. South, R. Merrill)	Break	Break
2:30 – 3:20	Preference Signaling in EM: How it Started... How it's Going (A.Pelletier-Bui, E.Barrall Werley)	Accelerated Pathway Programs in Emergency Medicine: An Introduction (E. Barrall Werley, M.Fischer)	Break	Break	Break	
3:20 – 3:30						

Lunch on own

Merc 3

Consults
 Octavius
 10 & 13

CPC - DAY 1
 Julius 17-19,
 21-23

DAY ONE TUESDAY, MARCH 21, 2023

Time	BP July 25	CDEM July 24	NAW July 24	EMARC July 5-8	Resident Octavius 1-4	Mini Tracks Octavius 5-8	1st UP / CPC	Specialty	MERC Caldabra Room
3:30 – 3:50	No Match Monday: A Program Directors Survival Guide for the SOAP Process (E. Blazar, L. Smith, M. Edens)	Anonymous Online Communities and What Students Really Talk About (M.Estes, X.Zhang, R.Ren, J.Garcia) Anonymous Online Communities and What They Mean for Your Program (M.Estes, X.Zhang, R.Ren, J.Garcia)	Striking it Rich: How to Obtain a Grant for Educational Scholarship (T. Moadei, A.Olson, T. Yang)	No Match Monday: A Program Directors Survival Guide for the SOAP Process (E. Blazar, L. Smith, M. Edens) Join BP	Work Smarter not Harder: How to Double Your Academic Output (M.Evans, S.Frisch)	Four Tips to Increase Your Scholarly Productivity (M. Gottlieb)	CPC – DAY 1 July 17-19, 21-23		
3:50 – 4:00	Break								
4:00 – 4:50	<p>Conference & Curriculum 550</p> <p>Avoiding the Factory Feeling: Making a Large Residency Program Feel Small (J. Parsons, C. Abramoff)</p> <p>Roomers and Zoomers: Sustaining a hybrid learning model (C. Martinez, C. Molins)</p> <p>Two Birds with one Didactic: Credit where credit is due (M. Olaf)</p> <p>Integrating Social Emergency Medicine into Emergency Medicine Didactics (J. Willis, D. Warshaw)</p> <p>Pearls and Pitfalls for the Non-EM Rotator in the ED (A. Crack, M. Berger)</p>	Honest and supportive: Crafting high-level narrative letters of recommendation (L. Hopson, E. McDonough, W. Peterson, R. Paulsen)	Negotiation: Scenarios, strategies; and Success (N. McCain; C. Wolfe)	Professionalism: It's not just for the trainees (M. Boland)	My Brain is Full ... Now What? (J. Wagner)	Peer Review Pearls (S. Toohy, A. Husain)		Consults Octavius 10 & 13	

Opening Reception Milano Ballroom

DAY TWO WEDNESDAY, MARCH 22, 2023

Time	BP July 25	CDEM July 24	NAW July 24	EMARC July 5-8	Chief Resident Octavius 1-4	Mini Tracks Octavius 5-8	CPC	Specialty	
7:00 – 8:00	Breakfast – Octavius 24			How to Get Involved in COD (Octavius 9)		Breakfast – Octavius 24			
8:00 – 9:00	THE BEST OF INNOVATION ABSTRACTS July 25								
9:00 – 9:10	Break								
9:10 – 10:00	<p>Leadership & Scheduling</p> <p>Leadership in Turbulent Times (H. Fairbrother)</p> <p>The Education Program Director: Leader & Coach (J. Branzetti)</p> <p>The Schedule - Question: Where Wellness Begins or the Precipice of our Demise? Answer: both (M. Van Meter)</p> <p>Bump on the Bandwagon: Pregnancy Scheduling Trends and Tips (C. Macvane, S. Frisch)</p>	<p>Updates to the Residency Application and Interview Process, on Behalf of the Application Process Improvement Committee (E. Barral Werley, L. Smith, M. Edens)</p> <p>Predicting SLOE Competitiveness (E. Shappel, M. Sedhev)</p>	<p>Challenges of Navigating the Academic Waters in the DEI Space (E. Romo, C. Angerhofer, T. Taira)</p>	<p>Medtech 550: "Come On Down!" Utilizing TV Game Shows in Medical Education (A. Yocum)</p> <p>Dashboards, Data, And Decisions...Enhancing Your CCC. (J. Tehranisa, M. Stull)</p> <p>How To Save The World (Or At Least Yourself) From Information Overload (M. Singh, T.montrief)</p> <p>Mobile Simulation: From Idea To Reality. (H. Fairbrother, G. Stevens.)</p>	<p>Passing the Baton - Maximizing the Chief Handoff (D. Grossman, A. Chung)</p> <p>Raising Them Well: Supporting EM Residents as Parents (A. Stubbs, T. Matthews)</p>	<p>Medtech 550: "Come On Down!" Utilizing TV Game Shows in Medical Education (A. Yocum)</p> <p>Dashboards, Data, And Decisions...Enhancing Your CCC. (J. Tehranisa, M. Stull)</p> <p>How To Save The World (Or At Least Yourself) From Information Overload (M. Singh, T.montrief)</p> <p>Mobile Simulation: From Idea To Reality. (H. Fairbrother, G. Stevens.)</p>	CPC – DAY 2 July 17-19, 21-23		Consults Octavius 10 & 13

DAY THREE THURSDAY, MARCH 23, 2023

	BP Julius 25 Breakfast - Octavius 24	CDEM Julius 24 Reflections on Wellness Octavius 9	NAW Julius 24	EMARC Julius 5-8 EMRA/EMARC Breakfast Milano 1	Mini Tracks Octavius 9-8 Breakfast - Octavius 24	Specialty
7:00 - 8:00	Adaptive Expertise: A Critical Outcome of EM Training (L.Regan, L.Hopson, J. Branzetti)	The Seven Characteristics of a Highly Successful Emergency Medicine Interest Group Faculty Advisor/EM Experience (J.Ladde)	Efficiency Hack Apps You Can't Live Without: 2023 Edition (J. Kanapicki, A. Alvarez)	EMRA/EMARC Breakfast Milano 1	First Up! Winner: RCDP to Train ACLS (J.Raper)	
8:00 - 8:20						
8:20 - 8:30			Break			
8:30 - 8:50	From Second Victim to Survivor: Reframing the Approach to Resident Medical Error (L.Weish, I. Zvonar, J.Jauregui)	Top ten facts every clerkship director should know about the SLOE process (J.Ladde)	One Size Does Not Fit All - Well-Being for Faculty at Different Career Stages (E. Josephson)	Beyond 2.0: Taking your CCC to the next level (C. Young)	*(585)]Evidence-Based Practices for Effective Cross-Racial Mentorship: Re-centering on Minoritized Voices (T. Taku, P. Logan, K.Balghara)	
8:50 - 9:00			Break			
9:00 - 9:50	Wellness/ Burnout 550 Program Director Well Being - Who Cares? (S.Akhtar, M.Moreira) Reframing Stress and Medical Education (A.Deutsch, A.Kalantari) #StoptheStigmaEM Campaign: Promoting Help- seeking Behavior to Achieve Better Mental Health (A.Deutsch) Wellbeing: it's All About The System (E.Lovell) Metrics and Morale: How to Balance the Hospital's Demand for Metrics with the Residents Need for Wellness (J. Ladde, C.Hunter)	Advising Up: Tackling Challenging Topics with your Dean (M.Olaf, M.Fix, S.Chandra) Transitions of Power - How to Transition the Clerkship Without Making it a Game of Thrones Event (J.Cafaro, S.Patel, J.Klein)	Plunge into the Piranha Publication Pool: Critical appraisal of Medical Education Research Proposals (J. Jordan, M. Gottlieb, L. Hopson, S. Promes, J.Smith)	Coordinator Burnout and Well-Being: We Matter! (M. Boland) Professional Development (N. Brocks)	Level Up Your Culture: Building Inclusive Spaces for Trainees to Thrive Sponsored by the CORD DEI Committee (M.Pillow, D.Davenport, E. Romo, M. Heal)	Consults Octavius 10 & 13
9:50 - 10:00			Break			
10:00 - 11:00			CORD Business Mtg Julius 25			
11:00 - 12:00			RRC Update Julius 25			
12:00 - 1:30			Lunch on own			

1:30 – 2:20					
2:20 – 2:30		Break			
2:30 – 2:50	Atomic Habits in MedEd: Tiny Changes, Remarkable Results (E. Shappell, S. Natesan, B. Todd)	Taking the Fear out of Negative Feedback (J. Lawson)	Beyond Colic! How to Survive Academic Life as a Parent, Partner, and Medical Educator. (X. Zhang)	How Program Coordinators can Make the Interview Virtual Platform Successful and More Personable (S. Persaud)	DEI Dismantling Professionalism: Recognizing Bias in Prevailing Conceptions to Develop a More Inclusive Way Forward (K. Ng)
2:50 – 3:00			Break		
3:00 – 3:20	How to Change Culture in an Old Department, Re-brand, and Build a Better Residency (F. Adamakos)	I Can't Get No Satisfaction: Expanding Program Evaluation (A. Golden, M. Stull)	What Comes Next? Creating Cultures of Inclusivity (D. Doung, J. Acosta, C. Angerhofer)	(NPL) SOAP - Not as Clean as You'd Think! (M. Stobart- Gallagher)	MedTech Demonstrations: Conference Hack – Live Simulation Broadcasting. (D. Grossman, G. Jara-Almonte) Back to the Cadaver Lab: Curricular Innovations Using Soft-Fix Thiel Embalmed Cadavers in Procedural Training of EM Residents. (C. Srihari, M. Thompson, M. Maldonado) Augmented Instruction– Digital Applications for On-Shift Teaching. (M. Gallegos, L. Allaga, C. Preiksaitis) Redesigning Radiology: How to Create Active Learning Radiology Curricula for Emergency Medicine Residency. (M. Gallegos, L. Allaga, C. Preiksaitis) The Art of Storytelling: Lessons Learned at Radiolab. (A. Mitra) Low Cost Fasciotomy Trainer. (A. Little, M. Sayegh, K. Tamescek) Low Cost Peritonsillar Abscess Trainer. (A. Little, V. Mordach) Low Cost Blakemore Tube Placement Trainer. (A. Little, E. Johnson) Tips and Tricks for Using Quatricks to Evaluate Your Learners. (J. Siegelman, C. Laoteppitaks) PENG Block. (S. Rudnin, W. Caputo, M. Tarna, J. Greenstein)
3:20 – 3:30			Break		
3:30 – 4:20	Physician Skills & Bedside Teaching 550 A Scribbled Drawing is Worth 1000 Words (T. Parrara, P. Mukherji) The Role of Graduate Medical Education in the Fight Against Health Misinformation (A. Sheng, J. Bautista) How to incorporate a Resident in Charge (RIC) Position into your Residency Program (G. Comp, M. Epter) Team Up! How Assigning Patients to Teams Can Improve Your Resident Education (A. Mastanduo) Professionalism & ADHD: More Than Distraction (L. Swisher, J. Casey)	Intern Bootcamp: Preparing Post-Match Medical Students for Emergency Medicine Residency (R. Church, C. Burke) Applying Principles of Game Design Theory to Your Next Education Project (C. Jewell, A. Nicholson, T. Schmitt)	Overcoming Barriers to Promotion for Women and Underrepresented in Medicine Faculty in Academic Emergency Medicine (J. Haber, L. Oh)	Teamwork Makes the Dream Work: Building the Program Director and Program Coordinator Partnership (S. Sawtelle Vohra, A. Zaghmour)	
4:20 – 4:30			Break		
4:30 – 5:00	Don't Forget Your Passport! Your Roadmap to the EM Workforce (L. McCafferty; M. Stull)	Stacking the Mentorship Deck! Incorporate a Formal Mentorship Program into Your EM Clerkship Today! (E. Lee, J. Kurbedin)	Tipping the Scale on Work-Life Balance (S. Natesan, J. Kanapicki, A. Landry)	Relationships with Residents (M. Hill)	

Consults
Octavius
10 & 13

DAY FOUR FRIDAY, MARCH 24, 2023

	BP	CDEM	NAW
7:00 – 8:00	Breakfast		
8:00 – 9:00	Best of Research Abstracts of 2022 Julius 25		
9:00 – 9:10	Break		
9:10 – 9:40	Panel: Letters to my former self (<i>F.Ankle, W. Carter, D. Gorgas</i>) Julius 25		
9:45 – 10:25	BP187 - Well-being Leadership at every Level -How to get There? (<i>A. Alvarez, S. Akhtar, S. Li- Sauerwine, A.Kalantari, P.Dyne, A.Husain</i>) Julius 25		
10:30 – 11:00	Follow the Yellow Brick Road to the Emerald City of Education: Next Level Bed-side Teaching with #FOAMed (<i>K.Schwartz, T.Montrief, M-h</i>) Julius 25		
11:00 – 11:10	Break		
11:10 – 12:10	Survival Stories Julius 25		
12:10 – 12:30	See you next year!		

CORD COMMITTEE MEETINGS

Tuesday, March 21, 2023

12:00 – 1:00 PM

CBME Task Force Abruzzi

Wednesday, March 22

12:00 – 1:00 PM

FOAMed/MedEd Collaboration Opportunities Abruzzi
 APIC Meeting Calabria
 Remediation Committee Julius 11
 SIM Community of Practice Julius 14
 COVID Educational Impact Task Force Julius 15
 Academy for Scholarship (Research) Julius 20

2:00 – 3:00 PM

Vice Chair of Education Task Force Abruzzi
 DEI Committee Calabria
 EM Match Task Force Julius 11
 Toolkit Subcommittee Julius 14
 Education Julius 15

3:00 – 4:00 PM

Dual Training CoP Calabria
 Med Ed Fellowships COP Meeting Julius 11

4:00 – 5:00 PM

EM Workforce for the Future Abruzzi

Thursday, March 23

7:00 – 8:00 AM

Advising Students Committee in EM (ASC-EM) Abruzzi

12:00 – 1:00 PM

AA2024 Planning Committee Abruzzi
 4 Year Program Community of Practice Calabria
 Country Program Community of Practice Julius 11
 Resilience Committee Julius 14

EXHIBITORS AA23

AMBOSS GmbH *Octavius Prefuction*

On-the-go knowledge in the palm of your hand. Medical answers anytime, anywhere, even when you're offline. High-powered search function for answers in as little as five seconds. Diagnose with accuracy, and review in detail with image overlays.



American College of Emergency Physicians (ACEP) *Julius Prefuction*

ACEP represents more than 38,000 emergency physicians, emergency medicine residents and medical students. ACEP promotes the highest quality of emergency care and is the leading advocate for emergency physicians and their patients, and the public.



Centers for Disease Control and Prevention (CDC) Grant *Julius Prefuction*

Disseminate information from a CDC grant to ACEP on Pediatric Vaccination Toolkit information for emergency physicians.



ECG Stampede *Octavius Prefuction*

ECG Stampede is an innovative curriculum for ECG interpretation and triage designed for emergency medicine trainees. The curriculum is video based, containing hundreds of associated example ECG's and assessment questions. Our group product is specifically designed for emergency medicine residency programs and allows for automated learner enrollment and provides a robust dashboard for group leaders to monitor learner progress.



Emergency Medicine Residents' Association *Julius Prefuction*

EMRA is the voice of emergency medicine physicians-in-training and the future of the specialty. EMRA is the oldest and largest resident organization in the world. Founded in 1974, we help our 18,000+ residents, medical student, fellow, and alumni members become: 1) the **best doctors** they can be, through our clinicals books, cards, apps, EMResident & EMRA*Cast; 2) the **best leaders** they can be, by funding 18 committees and hundreds of national roles and awards, including our high-yield Leadership Academy, and ; 3) help EM become the **best specialty** it can be, through advocacy with Representative Council, Electives, Fellowships, and our Health Policy Academy.



PEERprep *Julius Prefuction*

PEERprep for Physicians is what you need when you're ready to get serious about ABEM's In-Training and Qualifying exams. 1) Maximize your study with over 1,600 high-quality emergency medicine board review questions—more added continually; 2) Strengthen exam readiness with questions closer to the real ABEM boards than any other emergency medicine board prep; 3) Learn with over 1,000 detailed images, illustrations, infographics, and tables—more added continually; 4) Study both the correct and incorrect answer explanations to multiply your knowledge; 5) Rapidly review the key takeaways with over 1,300 extra fill-in-the blank questions based on each question's key points—more added continually; 6) Attack weak areas with customizable quizzes; 7) Use anywhere with a mobile-friendly interface



Rosh Review (A Blueprint Prep Company) *Octavius Prefuction*

Review is the leading global provider of educational content, online learning tools, and data analytics for physicians, PAs and nurse practitioners as well as program development and management. Combining unmatched expertise in developing high-yield content and custom teaching images in a simple and user-friendly interface, Rosh Review works at the intersection of technology and education to help individuals reach their goals and achieve their dreams.



SonoSim Inc. *Octavius Prefuction*

SonoSim, Inc. has created the easiest way to learn and teach ultrasonography. SonoSim provides an ecosystem of patented training tools that support academic programs in getting residents to competency and mastery. More than 1650 medical institutions and 120,000 learners have leveraged the SonoSim ecosystem to learn and teach ultrasound. Through a proven ecosystem of content, tools, and resources, SonoSim helps programs overcome the barriers to ultrasound programming, making learners more effective when encountering learning experiences at the bedside. Combining 80+ online courses, with on-demand scanning opportunities for 1000+ scanning cases of virtual patients with real patient pathology and a comprehensive knowledge assessment, SonoSim empowers educators to easily integrate ultrasound into any program. Learners are also given study tools like QuestionBank and a mobile app, while educators can review and provide feedback on learners' progress through our Performance Tracker. Finally, assess how learners apply their knowledge in medical decision-making with SonoSim LiveScan. Build custom scenarios and vary the patient symptoms in real-time, using any manikin or live volunteer.



Vapotherm *Julius Prefuction*

Vapotherm is a manufacturer of high velocity therapy, a mask free form of non-invasive ventilation (NIV). High velocity therapy provides the ventilatory support of NIPPV with the comfort of humidified high flow nasal cannula. Vapotherm has partnered with the Emergency Medicine Foundation (EMF) to raise money for Emergency Research. For every Emergency Medicine Physician that tries on the therapy, Vapotherm will donate \$10 to EMF. (\$20 for Emergency Medicine Residents/Fellows.) **In addition, Vapotherm is also partnering with CORD Cares Foundation during 2023 Academic Assembly! For every Emergency Medicine Physician that visits the Vapotherm exhibit table and tries on the therapy, Vapotherm will donate \$10 to CORD Cares Foundation. (\$20 for Emergency Medicine Residents/Fellows.)**



COURSE DESCRIPTIONS

PRE-DAY Monday, March 20, 2023

MERC

8:00 AM–12:00 PM *Calabria Room*

MERC 1: Formulating Research Questions and Designing Studies

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 basic of research design will be discussed and applied to their selected research question. Participants will be able to:

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

1:00 PM–5:00 PM *Calabria Room*

MERC 2: Searching and Evaluating the Medical Education Literature

This workshop is intended for individuals, medical educators, and clinician educators who want to learn how to effectively search the published medical education literature and to evaluate the value of those searches. After participating in this workshop, learners will be able to:

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

Residency Administration Fellowship (RAF)

8:00 AM–5:00 PM *Abruzzi Room*

Overall Goal: To provide in-depth education on the administrative, legal, and accreditation aspects of running an Emergency Medicine Residency Program. This is a yearlong program and pre-application is required.

Mini Wellness Fellowship

8:00 AM–5:00 PM *Umbria Board Room*

The goal of this mini fellowship is to provide Emergency Medicine residents with the knowledge and skills to effect positive change in the areas of well-being, resilience, and engagement at their own programs and institutions. Each resident will be responsible for the development of a longitudinal wellness project with guidance from the mini-fellowship leadership and their personal mentors. All mini-fellowship residents will be included as members of the CORP Resilience Committee and encouraged to participate in projects sponsored by the Committee.

New Programs & Leaders

8:00 AM–8:00 AM *Julius 2/3 Room*

NPL06 – Defining and Engaging Your Core

Faculty: Nikki Binz; Maglin Halsey-Nichols

The landscape of academic Emergency Medicine is ever changing, but one constant is the need for a strong core faculty to operate a top-notch program effectively and efficiently. The definition of core faculty is interpreted and deployed in different ways across institutions. Defining and engaging core faculty can help leaders to delegate and faculty to contribute in more meaningful ways. This session will allow for conversation regarding what core faculty can provide to a residency and how to engage faculty in a fulfilling way.

8:30 AM–9:00 AM *Julius 2/3 Room*

NPL04 – What am I Doing Here? A Guide for Writing Rotation Learning Objectives

Faculty: Benjamin Schnapp; Shannon Toohey

Each educational experience during residency must have goals, which set out broad targets for learners to reach during the rotation, and objectives, which are precise actions that will be taken to move closer to the overarching goals. It is often the more specific learning objectives that educators struggle to write; therefore, we will focus on objectives for this didactic. Reviewing best practices for writing rotation objectives, as well as common pitfalls.

9:00 AM–10:00 AM *Julius 2/3 Room*

NPL10 – Competency-Based Assessment: Practical Tips for Future Implementation in Your Program

Faculty: Sara Dimeo; Holly Caretta-Weyer

Calls for reform in medical education have been increasing since the 100-year

anniversary of the Flexner report in 2010, driving the era of competency-based medical education (CBME). CBME is defined as “an outcomes-based approach to the design, implementation, assessment, and evaluation of medical education programs, using an organizing framework of competencies.” With a focus on knowledge, skills, and attitudes, individualized learning, and coaching of learners, there are many benefits to this method of assessment. But how does this work day-to-day in a program? What are some practical tips you can use to incorporate CBME into your program? This session will focus on the use of CBME to assess modern learners.

10:00 AM–11:00 AM *Julius 2/3 Room*

NPL12 – CCC Master Class NPL12

Faculty: Kimbia Arno; Jason Tehranisa; Tim Fallon

Objectives

- a. Review the background and goals of the CCC
- b. Discuss the evidence supporting the role of the CCC in a training program and what is known about best practices
- c. Review potential structures and work formats for the CCC
- d. Present tools and strategies that can be used to improve your CCC
- e. Review possible work products and outputs for the CCC

11:00 AM–11:30 AM *Julius 2/3 Room*

NPL11 – Helping Your Residents Get RIPE! NPL11

Faculty: Megan Stobart-Gallagher

Individualized Learning Plans (ILPs) are a relatively new requirement by the ACGME for programs. Learn how we went from haphazard plans with scattered sources to a formalized structure of goal setting and accountability! These basic can serve as branches for competency-based plans and structured remediation. So, let's get RIPE and build Resident Individualized Plans for Education!

11:30 AM–12:00 PM *Julius 2/3 Room*

NPL02 – The Bread Truck Scenario – Be Prepared for Emergencies with your PD/PC Team

Faculty: Kristy Schwartz; Mae Malong; Leslie Oyama

Running a program takes dedication, foresight, and a clear understanding of every team members' roles. In this world of uncertainty, we never know when one member of the team may have an unfortunate emergency befall them, such as being hit by a wayward bread truck on the street. While this would be a terrible situation, of course, it is important to have a plan in the event that any member of the team becomes unable to perform their roles. This session will explore standard operating procedures that your program should have in place, just in case your PC, PD, or APD gets hit by a bread truck.

1:00 PM–1:30 PM *Julius 2/3 Room*

NPL09 – Starting a New Program: Strategies for Success and Avoiding Pitfalls

Faculty: Merle Carter; Layla Abubshait

Dr. Merle Carter is the Associate Chair of the Department of Emergency Medicine at Einstein Healthcare Network. Dr. Layla Abubshait is the Associate Program Director of the Emergency Medicine residency at Einstein Medical Center Montgomery. Along with other faculty, they built a new Emergency Medicine residency program while facing multiple challenges along the way. They are coming together to discuss what to avoid while managing a new residency program and present the audience with helpful strategies to navigate common program requirements, including: Block diagrams, simulation and conference schedules, and goals and objectives for rotations. They will also provide the audience with a program budget script that they can utilize in their program. Lastly, they will recommend strategies they used to encourage faculty participation in building of the program as well as faculty development for the new faculty members.

1:30 PM–2:00 PM *Julius 2/3 Room*

NPL07 – One Stop Shop for Program Director Resources

Faculty: Saadia Akhtar; Maria Moreira

Being a program director comes with a lot of responsibilities and can feel overwhelming at times. Knowledge about a variety of program director resources can make the job easier for individuals. By attending the session, participants will be able to describe the responsibilities of a program director and outline the available resources for a successful career as an emergency medicine program director.

2:00 PM–2:30 PM *Julius 2/3 Room*

NPL08 – Program Director Well Being – Who Cares?

Faculty: Saadia Akhtar; Maria Moreira

As educational leaders, the well-being of Program Directors must be an essential component for graduate medical education programs. The rapid

turnover of program directors and increased rate of burnout for this group of leaders is concerning. By attending this session, participants will be able to delineate the drivers and signs of burnout for program directors. Attendees will learn about available well-being resources at the individual level and system level for program directors.

2:30 PM–3:00 PM *Julius 2/3 Room*

NPL01 – Now You Have to be a Bad Guy: Navigating the Transition to New Residency Leadership

Faculty: *Geoff Comp; Sean Dyer; Andrew Kalnow*

Identify an approach to difficult conversations including corrective action plans, remediation, or resident conflict mediation.

3:00 PM–4:00 PM *Julius 2/3 Room*

NPL13 – PEC Master Class

Faculty: *Julia Hutchinson; Julie Cueva*

Goals and Objectives:

1. Explain the purpose and importance of the PEC.
2. Discuss the structure of the PEC.
3. Review the framework for effective PEC meetings
4. Provide an overview of the types of data a PEC should review.
5. Review the APE and the PEC's role in completing the APE.
6. Describe the Ryan and Deci model of professional development and how the steps of Autonomy, Competence and Social Relatedness can improve your PEC.
7. Demonstrate how to encourage and obtain resident involvement in PEC and how it leads to increased resident wellness and program satisfaction.
8. Explain concrete steps to enhance resident participation in PEC.

4:00 PM–4:30 PM *Julius 2/3 Room*

NPL03 – How do I pay for THAT? Innovative Ideas to Fund Education

Faculty: *Melissa White; Grace Hickam; Joel Moll*

I will describe basic statistical tools (and how to access calculators for them) focusing on indications, and contraindications, to their use. These will be helpful to people who want to have a sense of what their data shows to set up higher yield conversations with statisticians. This will also help educators who have medical students wanting to do projects set up simple methods with the goal of presenting an abstract. We will review 1 and 2 tailed T-tests, paired and unpaired T tests, U tests, Chi-squared, and Fisher's analyses with p values, confidence intervals, and odds ratios.

4:30 PM–5:00 PM *Julius 2/3 Room*

NPL05 – EM Longitudinal Curriculum – An Innovative Approach to Important Rotations in Emergency Medicine

Faculty: *Danielle Biggs; Nicole Maguire*

To introduce a clinical curriculum, we have implemented that has placed Toxicology, US, EMS and Observation Medicine into a three-year curriculum vs. the traditional blocked schedule these rotations have been traditionally experienced in.

DAY ONE Tuesday, March 21, 2023

8:00 AM–8:30 AM *Julius 25 Room*

Welcome from President & Conference Chairs

8:30 AM–9:15 AM *Julius 25 Room*

Keynote Session – The Big and Small Strategy to Flameproof Your Career

Rob Orman, MD

Feeling stuck, burnt, or overwhelmed has become the rule rather than the exception. So, what to do about it? We can feel powerless regarding our careers but it doesn't have to be that way. We have more agency than we think.

Specialty

9:30 AM–11:50 AM *Julius 20*

FirstUp! Speaker Competition

9:30 AM–6:00 PM *Octavius 10 & 13 Rooms*

Consults

1:00 PM–5:00 PM *Julius 17, 18, 19, 21, 22, 23 Rooms*

National Emergency Medicine Clinical Pathological Case (CPC) Competition Semi-Finals – Day 1

6:00 PM–8:00 PM *Milano Ballroom*

Opening Reception

Game night happy hour!

MERC

8:00 AM–2:00 PM *Calabria Room*

MERC3: Program Evaluation and Evaluation Research

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

Best Practices

9:30 AM–9:40 AM *Julius 25 Room*

BP25 – Evaluation & Feedback 550 – Go or No Go: Best Practices for Clinical Competency Committees

Faculty: *Holly Caretta-Weyer; Lalena Yarris*

The adoption of a competency-based framework of assessment has necessitated a change in how we approach the purpose of our Clinical Competency Committee (CCC) and the assessment data required to make decisions regarding entrustment, promotion, and remediation. This includes gathering multimodal assessment data across time and context from multiple assessors as part of a program of assessment. In order for the CCC to render informed decisions, we must ensure we are assessing meaningful performance and then collating that information via intuitive data visualization to determine whether adequate progress is being made. Finally, the CCC must provide feedback to trainees via an individualized learning plan such that they can foster continued growth and development. In this session, we will discuss best practices around the collection and review of assessment data, the ideal composition of the CCC, optimal decision-making processes, and a framework for individualized learning plans.

9:40 AM–9:50 AM *Julius 25 Room*

BP17 – Evaluation & Feedback 550 – Coming around to CCC360

Faculty: *Chris Gelabert; Brian Parker*

Review and discuss how the current “best practices” of General surgery, ophthalmology, internal medicine's clinical competency committees can be integrated into the EM CCC model, including simulation, pharmacy, nursing and off-service faculty input.

9:50 AM–10:00 AM *Julius 25 Room*

BP32 – Evaluation & Feedback 550 – Using Simulation Debriefing Tactics to Improve On-Shift Feedback

Faculty: *Julie Cueva; Kimbia Arno*

Strategies for transforming simulation debriefing techniques into on-shift feedback

10:00 AM–10:10 AM *Julius 25 Room*

BP18 – Evaluation & Feedback 550 – Fundamental Attribution Errors in MedEd: More Common Than You Think

Faculty: *John Casey; Christopher Colbert*

So many times, we find ourselves looking for the motives or reasons why residents or faculty act a certain way. In doing so we often inject our own “details” into the story rather than seeking a true understanding of everyone's perspective. Unfortunately doing this can lead to disastrous outcomes, because we have fallen into using a fundamental attribution error (FAE). For this session, we will use 3 cases (de-identified, but real) to highlight how not addressing or recognizing our application of FAE can be disastrous while, as well as how seeking understanding and perspective could lead to better outcomes among residents and faculty.

10:10 AM–10:20 AM *Julius 25 Room*

BP39 – Evaluation & Feedback 550 – A Framework for Candid Feedback

Faculty: *Jordan Spector*

The topic of feedback in medical education is often paradoxical. Medical educators focus a great deal of time upon creating and offering various forms of feedback for their learners, and yet those learners recurrently express dissatisfaction with the quantity and quality of feedback they receive. It is presently unclear what obstacles hinder our learners from acknowledging and appreciating the feedback their instructors perceive they are providing. This session will address instructor and learner perceptions of the feedback interaction and will offer a framework for the provision of substantive feedback, based on the international bestseller ‘Radical Candor’ by Kim Scott. This session will highlight the imperative of creating an ‘educational alliance’ with our learners and offer strategies to provide candid feedback that conveys solidarity, but challenges directly.

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10:30 AM–10:50 AM *Julius 25 Room*

BP28 – High Stakes Conversations for Programs: Navigating the Winding Road That Leads to Termination

Faculty: Boyd Burns; Tiffany Murano

Fortunately, resident dismissal/termination is an infrequent occurrence, but as the Program Leadership you will encounter this at some point. In addition, you should be ready to navigate this difficult and potentially risky process. This session will provide you a framework of what to document, instructions on how to have the most effective communication, and also help navigating the Institutional resources available to you.

11:00 AM–11:20 AM *Julius 25 Room*

BP33 – Remediation Rounds: A Case-Based Workshop of the Inevitables, Unavoidables, and Unimaginables

Faculty: Maglin Halsey-Nichols; Nikki Binz

Remediation is an inevitable component of residency leadership, but each situation presents a unique set of circumstances and requires an individualized plan. This session will help participants identify common (and uncommon) areas of remediation and work as a group through several scenarios to develop a framework for personalized remediation plans.

11:30 AM–11:50 AM *Julius 25 Room*

BP24 – Prepare for the ACGME Even Before You Know you Have a Site Visit

Faculty: Anna VonReinhart; Elaine Robin; Miriam Kulkarni

ACGME site visits are among the most stress-inducing experiences for residency leadership teams. Collectively we have prepared for and experienced 11 (!) site visits. We will present strategies for preparation both now and after you have a site visit announced to decrease the stress and increase your chance of success.

1:00 PM–1:10 PM *Julius 25 Room*

BP38 – ACGME Milestones 550 – Recovering from ZOOM Era How to Prioritize & Optimize In-Training Examination

Faculty: Jennifer Li

With the COVID pandemic resulting in virtual learning and decreasing residents' external motivation, our residency program suffered from lower than average in-training examination (ITE) scores in February 2021, the first ITE of the pandemic. The more virtual a program is, the more learning opportunities programs need to create. I will share the development and implementation of a curriculum at our program to enhance the preparation of residents for the annual ITE. Steps to achieve this include remediating residents through individualized internal performance improvement plans, assigning practice questions for unexcused hours of weekly conference missed, and distribution of monthly sets of practice questions to ensure longitudinal preparation. In our program, implementation of these changes resulted in every class achieving an average ITE score at or above the national average. There was an average of a ten-point increase in the ITE scores of our residents in 2022 compared to 2021.

1:10 PM–1:20 PM *Julius 25 Room*

BP23 – ACGME Milestones 550: Implementation of a Novel Intern Professional Development Curriculum

Faculty: Charles Kropf; Jenna Thomas

Description: Incoming interns often lack the tools needed to integrate effectively into residency and take control of their professional lives. We developed a year-long program to support interns and help them manage their schedules, professional communications, learning plans, and administrative tasks.

1:20 PM–1:30 PM *Julius 25 Room*

BP37 – ACGME Milestones 550 – PC- Satisfying everyone: introducing a novel patient experience longitudinal

Faculty: Jay Ladde

Traditionally, the focus of patient care in a teaching hospital has been providing quality, competent medical care in a reasonable timeframe. Over the past decade, metrics driven by patient experience in all facets of the hospital visit have led to sometimes drastic approaches to how patients are cared for. Despite no formal training in most medical schools, new residents are expected to not only provide sound care but also do it with a focus on the patient's needs. We recently employed a longitudinal curriculum starting with the first week of residency that helps tie our goals of providing great care with the patient's experience in receiving that care. This session will describe the steps we undertook to develop this successful integration of patient care with resident education.

1:30 PM–1:40 PM *Julius 25 Room*

BP21 – ACGME Milestones 550 – How to learn, or what to learn? The role of residency in preparing trainees for future practice

Faculty: James Hassel; Linda Regan

Medical trainees are, in many ways, the cream of the student crop in our society. They have demonstrated the ability to excel in rigorous classroom settings; yet evidence suggests they are ill-prepared for learning during residency when familiar structures such as exams and syllabi are progressively removed and replaced by the fluid demands of patient care. Intentional development of self-regulated learning (SRL) capabilities may be an effective strategy to transform trainees into successful independent life-long learners. Through deliberate curriculum design, training programs can use evidence-based learning strategies to enhance their curricula and remedy this deficit. In this session, we will interactively engage with attendees to disseminate best practices for creating self-directed learners within the GME environment.

1:40 PM–1:50 PM *Julius 25 Room*

BP16 – ACGME Milestones 550 – Immersive Patient Experience: Empathy Building & Process Improvement

Faculty: Kristy Schwartz; Leslie Oyama

Being a patient in the ED is daunting and involves emotional, physical and mental stressors. In an era where medical school limited patient contact for its students, our incoming interns may not truly understand how it feels to be a patient in the ED. This session outlines an immersive intern experience provided during orientation bootcamp designed to help our interns understand what it is like to be a patient in the ED, and therefore build empathy toward the patient experience.

2:00 PM–2:20 PM *Julius 25 Room*

BP27 – How to Recruit the Best Residents: Lessons from the Business World

Faculty: Boyd Burns; Moshe Weizberg

We all want to recruit the best residents possible for our program. There is a lot of research in the business world about how to select the best employee. The two presenters of this session are previous Program Directors, members of CORD, and have MBA degrees. They will share the research from the business world about how to select the best employees and demonstrate how it can be applied to recruiting the best residents.

2:30 PM–2:40 PM *Julius 25 Room*

BP14 – Assessing Medical Students Without a Numerical Step 1: How This Changes the Game!

Faculty: Eric Lee; Shivani Mody

Discuss the best practices for developing a new approach to choosing residency applicants to interview in the upcoming application cycles.

2:40 PM–2:50 PM *Julius 25 Room*

BP36 – Recruitment 550 – Viva the eSLOE! Data from year one of the eSLOE 2.0

Faculty: Sharon Bord; Cullen Hegarty

The eSLOE is getting a major overhaul for the 2022–23 application cycle with new questions. We will discuss the data from the first year of this revised eSLOE and give thoughts on implications for the 2023–24 application cycle.

2:50 PM–3:00 PM *Julius 25 Room*

BP31 – Recruitment 550 – Preference Signaling in EM: How it Started... How it's Going

Faculty: Alexis Pelletier-Bui; Elizabeth Werley

Preference/program signaling (PS) was introduced in EM during the 2022–2023 residency application cycle via the ERAS Supplemental Application. Was it the solution to the overapplication phenomenon that we've been looking for? Did it help residency programs identify high yield match prospects earlier in the interview season? Did it help applicants stand out to programs that they were most interested in? We hope to answer these questions and more as we review the EM PS experience during this application cycle and discuss anticipated plans for EM's participation in the ERAS Supplemental Application for the upcoming 2023–2024 residency application cycle.

3:00 PM–3:10 PM *Julius 25 Room*

BP34 – Recruitment 550 – Mistakes to Avoid in Recruitment

Faculty: Maria Moreira

Recruitment occurs every year in programs across the country. Many hours, personnel and resources go into ensuring a successful process. While it is important to understand the best practices in recruitment, it is equally important to understand the mistakes to avoid.

3:10 PM–3:20 PM *Julius 25 Room*

BP20 – Recruitment 550 – Accelerated Pathway Programs in Emergency Medicine: An Introduction

Faculty: Elizabeth Werley; Michelle Fischer

Accelerated pathway programs facilitate undergraduate medical education as evidenced in other medical specialties but it still remains a relatively

new concept to emergency medicine. We review general logistics, as well as focused details on existing emergency medicine accelerated pathway programs.

3:30 PM-3:50 PM *Julius 25 Room*

BP26 – No Match Monday: A Program Directors Survival Guide for the SOAP Process

Faculty: Eric Blazar; Liza Smith; Mary Ann Edens

Getting an email that your program has not filled on the Monday of Match Week can be devastating. This session will provide a brief overview about the SOAPing process. It will include the preparation process, a day-by-day breakdown of what happens each day of that week with its respective advice, and details/experiences/advice from PDs who have gone through the process.

4:00 PM-4:10 PM *Julius 25 Room*

BP19 – Avoiding the Factory Feeling: Making a Large Residency Program Feel Small

Faculty: Jessica Parsons; Claire Abramoff

In a residency program of sixty current residents, our program has developed a number of initiatives to ensure that each resident receives the necessary educational, procedural, and social support to maximize their residency experience. This session will provide specific examples including conference & simulation scheduling, small group educational sessions, individualized learning plans, and social activities that help each resident get the training they need to reach their individual potential. Each resident has comprehensive simulation experience and exposure to an individualized learning plan.

4:10 PM-4:20 PM *Julius 25 Room*

BP29 – Roomers and Zoomers: Sustaining a hybrid learning model

Faculty: Caroline Molins; Carmen Martinez

Education was impacted by the COVID-19 pandemic. We have been witnesses to the changes in teaching and learning. These changes have also increase the use of a hybrid learning environments, where we have to keep in person and virtual learners engaged. This lecture will discuss different strategies to sustain successful hybrid learning environments.

4:20 PM-4:30 PM *Julius 25 Room*

BP40 – Two Birds with one Didactic: Credit where credit is due

Faculty: Mark Olaf

At the conclusion of the activity, learners will recognize and identify barriers to engaging faculty in resident and student-centered didactics.

4:30 PM-4:40 PM *Julius 25 Room*

BP30 – Integrating Social Emergency Medicine into Emergency Medicine Didactics

Faculty: David Warshaw; James Willis

Social Emergency Medicine is a popular area of interest in emergency medicine and an area of growing expertise and focus. Education of the social determinants of health is often left to the resident's clinical experience and exposure. At Kings County / SUNY Downstate we are entering our third year of a formal curriculum of social EM in our resident conference with regular didactics and consistent education. The topics include Incarcerated Health, Housing Insecurity, Cultural Humility, Intimate Partner Violence, Firearm Violence and Safety and more.

4:40 PM-4:50 PM *Julius 25 Room*

BP35 – Pearls and Pitfalls for the Non-EM Rotator in the ED

Faculty: Andrew Grock; Max Berger

Ample research about teaching EM learners exists, but little research has been done to guide teaching non-EM learners on their ED rotations. In this session, we'll share key pearls and pitfalls gleaned from our group's experience with psychiatry, internal medicine, and anesthesia residents rotating in our ED.

CDEM

9:30 AM-10:20 AM *Julius 2-4 Room*

CDEM50 – Clerkship Directors: worth their weight in gold, but does the compensation match?

Faculty: Eric Blazar; Brian Barbas, Laryssa Patti; Meenal Sharkey

Last year, our group presented on variability in the CD role, and following our panel, more questions arose regarding institutional support and job expectations for CDs. We aim to continue to expound upon institutional differences specifically addressing financial compensation, effect on clinical responsibilities, and time investments, among other new topics (DEI). We will aim to focus on newer themes that our original presentation brought to light.

10:30 AM-10:50 AM *Julius 2-4 Room*

CDEM79 – Great Educators- What's the Secret?

Faculty: Maria Moreira

We all aim to be great educators. However, there are certain key qualities that make an individual stand out as a great educator. Faculty can utilize a number of resources to advance their skills as educators. By attending the

session, participants will learn about the important characteristics of great educators. Attendees will discuss tips to be a great teacher at the bedside in the emergency department and how to sustain the passion for teaching as their career advances.

11:00 AM-11:20 AM *Julius 2-4 Room*

CDEM43 – Curricular Design for the Advanced Educator – Beyond the Basics

Faculty: Saadia Akhtar; Sreeja Natesan; Guy Carmelli

Understanding the conceptual frameworks for curriculum development is an essential aspect of medical education. Over the last several years, there have been numerous techniques created to streamline the process of curriculum development. A number of curriculum models such as the Tyler model, Backwards design, and the SPICES model have been utilized under various circumstances to tailor to the needs of the learners and incorporate the delivery of educational content. This interactive workshop will allow participants to try out these techniques in real-time to create a usable curriculum that they can take back to their home institutions.

11:30 AM-11:50 AM *Julius 2-4 Room*

CDEM44 – Needle in the Haystack. How to Choose the Best Away Rotation Applicant. Clerkship Directors thoughts on picking students for away rotations

Faculty: Corlin Jewell; Ryan Spangler; Melanie Camejo

Given the current recommendation of a single away rotation in addition to a home rotation, it is important for students (and their advising team) that they maximize the effectiveness of their application. This session will provide data from Clerkship Directors (CDs) on what aspects of an away rotation application are most important in determining which applications to accept. It will additionally provide working recommendations on how to assess an application and differentiate applicants following the change to Step 1 score reporting.

1:00 PM-1:50 PM *Julius 2-4 Room*

CDEM41 – Dealing with Jokers and Wildcards: How to Debrief the Difficult Learner

Faculty: Miriam Kulkarni; Kimberly Schertzer; Kimberly Sokol; Joan Noelker; Vivienne Ng

Debriefing is critical to effective learning after simulation events, allowing learners the opportunity to explore thought processes and biases, analyze performance, and synthesize key learning objectives. However, "difficult" learners can threaten the environment for others. This session introduces participants to debriefing strategies that can be used both inside and outside the simulation environment for the difficult learner to mitigate this threat and foster re-engagement.

2:00 PM-2:20 PM *Julius 2-4 Room*

CDEM45 – Meeting DEI Requirements in the Emergency Medicine Clerkship

Faculty: John Cafaro; Jared Klein; Sundip Patel

Recognize the importance of the emergency medicine clerkship in education students on DEI topics.

2:20 PM-2:30 PM *Julius 2-4 Room*

CDEM51 – Analyzing Student Shift Comments for Bias

Faculty: Morgan Wilbanks; Nancy Jacobson; Samuel Corbo

This session will cover our multifaceted approach to analyzing faculty student comments for bias. We will discuss our use of validated information tools like the Linguistic Inquiry and Word Count (LIWC) software program that can be used to analyze text samples for themes and patterns and how we used this data for quality improvement in how faculty write student shift evaluations.

2:30 PM-3:20 PM *Julius 2-4 Room*

CDEM46 – The Art of Questioning

Faculty: Jared Kilpatrick; Kestrel Reopelle; Frances Rusnack; Dylan Devlin

Questions remain one of the few tool's educators have to support learning in the clinical environment. Participants will acquire and deliberately practice actionable skills for effective question generation for on-shift teaching that will support higher-level learning.

3:30 PM-3:50 PM *Julius 2-4 Room*

CDEM47 – Anonymous Online Communities and What Students Really Talk About

Faculty: Molly Estes; Ronnie Ren; Xiao Chi Zhang; Jacob Garcia

Anonymous online communities (AOCs) such as Reddit are prolifically used by trainees applying to EM. These AOCs significantly affect student behavior and decisions. It is essential to gain a better understanding of what trainees discuss and how this knowledge can be used to better our programs.

3:50 PM-4:00 PM *Julius 2-4 Room*

CDEM48 – Anonymous Online Communities and What They Mean for Your Program

Faculty: Molly Estes; Ronnie Ren; Xiao Chi Zhang; Jacob Garcia

Anonymous online communities (AOCs) such as Reddit are prolifically used by trainees applying to EM. These AOCs significantly affect student behavior and decisions. There is a prevalence among residency program leadership to discredit these discussions as unreliable and unhelpful. However, deeper

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knowledge of the details that students find important can potentially have an impact on residency recruitment and student rotation experiences. This session will reveal how clerkship and residency leadership really respond to this feedback, and how our opinions of AOCs might cloud our opinions.

4:00 PM–4:50 PM *Julius 2–4 Room*

CDEM49 – Honest and supportive: crafting high-level narrative letters of recommendation

Faculty: Laura Hopson; Will Peterson; Erin McDonough; Robbie Paulsen

Letters of recommendation (LoRs) are an essential component of professional life, and even with the SLoE we are frequently asked for narrative LoRs for our trainees and colleagues. These documents must balance support for an individual's career with our obligations to others and the specialty. LoRs may also inadvertently reflect societal and individual biases, thus further perpetuating professional inequities. We will review best practices for writing letters focused on behavioral competencies with the goal of honesty and minimizing bias. Through interactive case studies, participants will generate strategies to write letters for individuals of varying skill levels and competencies.

Chief Resident

9:30 AM–10:20 AM *Octavius 1–4 Room*

Chief Resident83 – Fellowship or Bust Panel

Faculty: Jared Kilpatrick; Jason Wagner; Lacie Bailey

On the fence about fellowship? Wondering about the current job market? This is a cannot miss panel of fellowship trained and non-fellowship trained academic faculty will discuss whether a fellowship is right for you! We will lay out pros, cons, and career trajectories for various fellowships. We aim to help graduating residents decide if a fellowship is right for their career choice and if so, what kind of fellowship to pursue.

10:30 AM–10:50 AM *Octavius 1–4 Room*

Chief Resident81 – You're About to Become Jr Faculty—Things Leadership Wants You to Know but Probably Haven't Told You

Faculty: Jonathan Giordano; Deena Khamees; Akshay Elagandhala

Each transition during training brings about its own unique challenges. Making the transition from senior resident or fellow to junior faculty is challenging, and one we are not all completely prepared for. In this session we will discuss best practices for making a positive impact on your department by exploring what senior leadership is looking for in high impact junior faculty.

11:00 AM–11:20 AM *Octavius 1–4 Room*

Chief Resident88 – Team of Champions: Creating Your Own Personal Board of Directors

Faculty: Stacey Frisch; Nathan Zapolsky

Mentorship comes in all forms. This session will guide participants in the creation, utilization of their own personal board of directors in order to maximize the personal and professional relationships they already maintain.

11:30 AM–11:50 AM *Octavius 1–4 Room*

Chief Resident85 – Pitfalls to Avoid on the Job Search Journey

Faculty: Saadia Akhtar; Maria Moreira

The job search journey can be very anxiety provoking for residents. It is important to understand the pitfalls to avoid when you are deciding about your first job as an attending. Many resources are available to ensure that you have a successful outcome of your job search. By attending the session, participants will be able to describe the job search process and timeline. Attendees will be able to delineate the pitfalls to avoid during the job search journey and receive a list of available resources for career planning.

1:00 PM–1:50 PM *Octavius 1–4 Room*

Chief Resident80 – CV and Cover Letter Workshop

Faculty: Lauren Willoughby; Jared Kilpatrick; Allison Beaulieu

A well written CV and cover letter can help you stand out in a crowd of applicants and land the interview. This workshop will consist of a brief interactive lecture outlining CV and cover letter best practices. Residents are encouraged to bring their CV and cover letter for individual feedback.

2:00 PM–2:20 PM *Octavius 1–4 Room*

Chief Resident86 – Making every minute count: How to find time to teach during a busy shift

Faculty: Jared Kilpatrick; Negar Mafi

Love to teach but hate taking notes home and staying late? Teaching can be stressful and time consuming for many residents. This session will outline strategies and give an opportunity to practice time efficient teaching of medical students and junior learners.

2:30 PM–2:55 PM *Octavius 1–4 Room*

Chief Resident82 – Resident as Teacher: Ideas and Strategies to Spice Up Your Conference

Faculty: Catherine Yu; April Choi; Evan Grossi

Non-traditional ways of delivering educational content in residency training have advantages in appealing to different learning styles. However, compared to a traditional lecture where only one instructor is needed, these formats, such as with small groups and workshops, require many more resources and instructors. It can be difficult to recruit multiple faculty members for each conference. This session, led by three former chief residents from Rutgers New Jersey Medical School, proposes a way to reduce this burden and to add a twist to conferences: engaging residents as educators. We review the existing literature on resident-led curricula and reflect on our experiences promoting this approach to residency education. We also give examples of successful workshops created by residents from our program for audience members to take to their own.

2:55 PM–3:20 PM *Octavius 1–4 Room*

Chief Resident84 – “From Good to Great”

Faculty: Danielle Langan; Shorok Hassan; William Caputo

Part 1 – Slide Design, Visual

Part 2 – Speaking like a pro

The do's and don'ts on presenting, including the way you present both in person/virtually as well as slide design skills. This is an opportunity to show others how to stand out as a presenter and make your slides memorable. We will go over key skill sets. This will teach others how to really be that rockstar when presenting.

3:30 PM–3:50 PM *Octavius 1–4 Room*

Chief Resident87 – Work Smarter not Harder: How to Double Your Academic Output

Faculty: Stacey Frisch; Minh Evans

Between clinical hours, teaching roles, research projects, CME, and other ventures, it can certainly feel like you don't have all of the free time in attendinghood that you were promised. Additionally, increasing your medical education presence and contributions to the EM community can be daunting. Fear not though, using our “quadruple dip” strategy will help you maximize your academic productivity with the least amount of time and energy.

4:00 PM–4:50 PM *Octavius 1–4 Room*

Chief Resident89 – My Brain is Full . . . Now What?

Faculty: Jason Wagner

Cognitive Overload not only affects your ability to manage and care for patients. It also impacts your ability to teach and retain information. This session will cover the basics of Cognitive Load Theory, demonstrate its impact through active audience engagement, and give you tools to lighten the load in the ED.

DEI

9:30 AM–9:55 AM *Octavius 5–8 Room*

DEI53 – DEI Mini Tracks – Teaching about DEI: A High-Yield Review of the Literature

Faculty: Ernesto Romo; W Gannon Sungar; Kamna Balhara; Jay Khadpe

The next generation of clinicians must understand the core concepts of DEI in order to be equipped to create equitable learning and clinical care environments. For educators, this creates a pressing need to identify the most important evidence-based practices in this realm. In this session, we will review the best DEI literature as it relates to curricula, learning environments, and educational innovations to help faculty integrate DEI topics into existing curricula as well as implement new DEI initiatives.

9:55 AM–10:20 AM *Octavius 5–8 Room*

DEI52 – DEI Mini Tracks – That's Bias! How to Spot & Remove Bias in Evaluative Processes

Faculty: Alai Alvarez; David Duong; Jacqueline Ward-Gaines

Biased language is prevalent in the evaluative process and can oftentimes have negative effects on women and minoritized individuals. This workshop will review common biased language that is used in written feedback and evaluative processes, review the harm of biased language and provide tools on how to spot biased language and be proactive in completing evaluations based on behaviors and competencies.

10:30 AM–10:50 AM *Octavius 5–8 Room*

DEI55 – Diversity Backlash: Cultures of Silence, Isolation, and the Maintaining the Status Quo

Faculty: Christy Angerhofer; Ashlea Winfield

Diversity resistance, also referred to as diversity backlash, refers to actions, whether intentional or unintentional that interfere with diversity efforts. While this phenomenon is not new it has not been readily discussed within the realm of GME. Many view diversity backlash as more egregious discriminatory actions, but more commonly it presents in more subtle forms that are just as harmful. It can present as benign neglect, silence on issues that affect "other" groups, or avoidance of individuals who challenge cultural norms. This in turn leads to isolation, a lack of engagement of minoritized colleagues and eventual failure of diversity efforts. This session will focus on building an understanding of the myriad of ways diversity backlash may present and possible mitigation strategies. Despite increasing efforts, we have not moved the needle on increasing diversity in medicine in regard to recruitment, retention, and promotion. Diversity backlash is part of why we continue to fail.

11:30 AM-11:40 AM Octavius 5-8 Room

DEI54 – "Don't Say Gay" Insights from Residents & Faculty in States w/ Recently Enacted Anti-LGBTQ+ Laws

Faculty: Kamna Balhara; Adam McFarland

In 2022, over 200 laws have been introduced in states across the country that specifically target members of the LGBTQ+ community. These laws have included prohibiting transgender students from competing in sports, restricting LGBTQ+ content in schools, and allowing healthcare providers to refuse care to LGBTQ+ patients. As physicians, we have the responsibility to understand the legal and societal pressures these communities face. Additionally, medical educators must understand how these laws and policies affect the health, wellness, and lives of our LGBTQ+ students, residents, and colleagues. In this session, we will use a hybrid and interactive approach including a brief presentation and a panel of LGBTQ+ residents and faculty to highlight major oppressive legislation across the country, provide insights from those who live and work in communities where these laws exist, and develop strategies to best support our LGBTQ+ patients, trainees, and colleagues.

11:40 AM-11:50 AM Octavius 5-8 Room

DEI15 – Abortion Care in Post-Roe America – Implications for Emergency Medicine

Faculty: Courtney Wechsler

Understanding the differences between spontaneous and induced abortion, procedural and medication abortion, and the role of self-managed abortion.

EMARC

9:30 AM-10:20 AM Julius 5-8 Room

EMARC58 – Welcome/Updates – EMARC Leadership

Faculty: Jennifer Cassidy; Natasha Brocks; Erika Salas; Keri Kinley

10:30 AM-10:50 AM Julius 5-8 Room

EMARC61 – Tools of the Trade: Let's stay organized!

Faculty: Becky O'Neal

Learn time-saving tips for organizing emails

11:00 AM-11:20 AM Julius 5-8 Room

EMARC63 – Coordinators Burnout

Faculty: Natasha Brocks

Goal is to help coordinators navigate through heavy workloads.

11:30 AM-11:50 AM Julius 25 Room

BP24 – Prepare for the ACGME Even Before You Know you Have a Site Visit

Faculty: Anna VonReinhart; Elaine Rabin; Miriam Kulkarni

ACGME site visits are among the most stress-inducing experiences for residency leadership teams. Collectively we have prepared for and experienced 11 (!) site visits. We will present strategies for preparation both now and after you have a site visit announced to decrease the stress and increase your chance of success.

1:00 PM-1:50 PM Julius 5-8 Room

EMARC110 – Regional Breakout Day One – EMARC Leadership

Faculty: Natasha Brocks; Jennifer Cassidy; Erika Salas; Keri Kinley

2:00 PM-2:20 PM Julius 5-8 Room

EMARC56 – Educational Leadership Team Transition(s)--A Smooth Ride

Faculty: Melissa Platt; Isaac Shaw; Frankie Parra

Per ACGME, the success of a program is enhanced by program director continuity. A succession plan for program leadership also facilitates program stability. While the ACGME focuses on the program director, we believe this should include PD, APDs, and PCs. We will discuss our recent implementation of a successful succession plan when our program had transitions of all three roles in relatively short order. We will discuss what went well, surprises along the way, and how to adjust to the new style of program leadership.

2:30 PM-2:55 PM Julius 5-8 Room

EMARC59 – Transferring Residents – How to Gracefully Handle Off-Cycle Resident Departures and On-Boarding

Faculty: Kimberly Regner

One of your residents drops out of your program; now what? This session will provide a checklist for navigating unexpected vacancies and the administrative steps for recruiting and onboarding a new trainee outside the Match. We'll discuss the transfer process and successful communication between programs when supporting a resident transfer. We'll also discuss some of the social considerations to keep in mind for any resident joining or leaving your program outside of the normal annual transition.

2:55 PM-3:20 PM Julius 5-8 Room

EMARC60 – Pursuit of Happiness as a Coordinator

Faculty: Angie South; Rebecca Merrill

During our career as coordinators, we often find ourselves overwhelmed with the day-to-day tasks and the ever-changing accreditation compliance requirements. Finding happiness and contentment is key to our roles as coordinators to creating successful programs. Whether you are looking to advance to your TAGME certification, moving up in the GME office or considering retirement identifying your motivation is key. We also know that Coordinator burnout and moral injury are real. The goal of this presentation is to help coordinators identify when they are at risk for burnout, to help them recognize their core values and to use these key elements of motivation to find meaning and purpose both professionally and personally. We present this with the hope that it will help you re-center yourself around your core values to improve your wellbeing. This presentation will involve personal reflection and an emphasis on interpersonal relationships within your residency.

4:00 PM-4:50 PM Julius 5-8 Room

EMARC62 – Professionalism: It's not just for the trainees

Faculty: Michael Boland

The Department of Labor states that professionalism is communicating effectively and appropriately and always finding a way to be productive. Employers want workers to be responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem-solving skills. We expect our trainees to adhere to certain levels of professionalism with their patients, co-trainees, faculty and staff. Program Administrators should be adhering to the same professionalism expectations. What would happen if we applied the professionalism milestones to ourselves?

FirstUp!

10:30 AM-10:50 AM Julius 24 Room

FirstUp!90 – Implementing Preferred Learning Styles in Academic Remediation

Faculty: Anthony Sellicki

1. Who is David Kolb?
2. Discuss Theory of Experiential Learning
3. Describe the four different learning styles
4. Create learning plans tailored to the preferred learning styles

11:00 AM-11:20 AM Octavius 5-8 Room

FirstUp!167 – Pregnancy, Breastfeeding and Parenting in Residency: Making a Culture Change

Faculty: Paige Reinfeld; Melissa Nelson-Perron

EM educators often work with trainees who are parents. Thus, it is crucial for faculty to have a framework for assisting residents in navigating the stages of parenthood, from pregnancy to breastfeeding and beyond. Understanding the challenges as well as illuminating the benefits of having parenting residents is essential for the successful assimilation of all residents and faculty. The ABEM Family Leave Policy and ACGME Core Program Requirement Lactation Clause are important steps in supporting parenting residents. However, there is a discrepancy between the creation of these policies and their enactment in individual programs. Furthermore, the transition of residents from parental leave back to work is largely affected by the culture of a program. In this session, we will share our combined experiences of parenting in residency, developing policies for parental leave and protected lactation time, and creating streamlined return to work processes across specialties.

MedScholar

1:00 PM-1:25 PM Octavius 5-8 Room

MedScholar68 – Pearls and Pitfalls of Multi-Center Education Research

Faculty: Jeffery Love

Multicenter educational studies offer opportunities for large subject numbers and generalizability but are fraught with logistical hurdles. This session focuses on some of the barriers to inter-institutional research and offers some strategies to help overcome them.

1:25 PM-1:50 PM Octavius 5-8 Room

MedScholar69 – Program Evaluation

Faculty: Benjamin Schnapp; Holly Caretta-Weyer

Education leaders are often told they should evaluate their programs for effectiveness. However, an in-depth, quality review may be perceived as taking time away from other important academic pursuits like scholarship. This session will offer participants a win-win: doing great program evaluation

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can also result in scholarship that can benefit other medical schools and residencies.

2:00 PM–2:20 PM *Octavius 5–8 Room*

MedScholar66 – Survey Distribution Best Practice

Faculty: Michael Gottlieb; Kat Ogle

MedEd Scholarship Committee

2:30 PM–2:55 PM *Octavius 5–8 Room*

MedScholar64 – Level Up Your Med Ed Research: What is Validity Evidence and Why Does It Matter?

Faculty: Laura Hopson; Michael Gottlieb; Jaime Jordan

A validity argument makes the case for the use of a particular tool based on its performance characteristics. Developing validity evidence for assessment tools is a critical component of high-quality medical education research. This session will focus on methods to build a validity argument for a tool. We will review the multiple sources of validity evidence used to support and review common models including Messick and Kane. We will interactively explore the application of these principles through a series of brief case examples.

2:55 PM–3:20 PM *Octavius 5–8 Room*

MedScholar65 – Words are our Data: Introduction to Qualitative Research Methods

Faculty: Jeff Riddle; Laura Hopson; Jaime Jordan

Qualitative approaches provide insights into the “why” and generate robust hypotheses. They may be particularly suited for medical education research; however, there is often little training in this methodology. In this introductory level session, we will expose people who are qual-curious about the basics of a qualitative research study. We will focus on identifying types of questions suited to qualitative methods as well as an overview of popular approaches including thematic analysis, grounded theory, and mixed methods. This session will highlight best practices and common pitfalls in data collection, analysis, and presentation. Participants will leave with an appreciation for the qualitative approach and a basic framework that will allow them to start to investigate and apply this approach.

3:30 PM–3:50 PM *Octavius 5–8 Room*

MedScholar67 – Four Tips to Increase Your Scholarly Productivity

Faculty: Michael Gottlieb

Our time is limited, and we have numerous competing demands. It can be hard to produce and publish scholarship amidst all of our other responsibilities. This talk will feature 4 strategies to help you write more efficiently and learn to publish like a pro!

4:00 PM–4:50 PM *Octavius 5–8 Room*

MedScholar187 – Peer Review Pearls

Faculty: Shannon Toohey; Abbas Husain

When writing objectives for rotations, utilize the following steps:

1. Decide what is critical for the residents to take away from the rotation. For example, an anesthesia rotation may be focused solely on practicing hands-on intubation skills, a trauma experience may be focused on learning Advanced Trauma Life Support (ATLS) but also practicing laceration repair and other procedures, while a PICU experience may be focused on understanding the general care of pediatric critical care patients with a low expectation for procedures.
2. Consider the depth of understanding needed utilizing a hierarchical model such as Bloom's framework (see verb suggestions, Table 1).⁵
3. Learning objectives should be written with the SMART format in mind, meaning they are specific, measurable, achievable, realistic and time bound. Kern narrows this down to the following formula: “Who will be able to do how much (how well) of what by when.”⁶
4. Objectives should be from a student's perspective rather than the instructional perspective as they are intended to guide learners during an educational experience.

Navigating Academic Waters (NAW)

9:30 AM–10:20 AM *Julius 24 Room*

NAW77 – Instructor Rocket Fuel: The Secret Sauce for your First Years

Faculty: Matthew Pirote

Early career docs often lack the guidance and mentorship to really hit the ground running. In a dynamic session with audience participation and a “TED talk” storytelling format with few slides I will walk residents and early faculty through the secrets of those who rise within departments seemingly with ease. This session will cover everything from the extremely tangible/tactical (how to manage a calendar) to the philosophical (finding your why, navigating burnout).

10:30 AM–10:50 AM *Julius 24 Room*

FirstUp!90 – Implementing Preferred Learning Styles in Academic Remediation

Faculty: Anthony Seilicki

Description:

1. Who is David Kolb?
2. Discuss Theory of Experiential Learning
3. Describe the four different learning styles
4. Create learning plans tailored to the preferred learning styles

11:00 AM–11:20 AM *Julius 24 Room*

NAW76 – How to Give a Good Lecture Lecture

Faculty: Frosso Adamakos

- The learner will be able to turn their topic into a story that is tailored to their learner group.
- The learner will be able to create better PowerPoint slides by using the tools in PowerPoint and google images more effectively.
- The learner will learn better presentation skills to deliver more confident educational lectures

11:30 AM–11:50 AM *Julius 24 Room*

NAW78 – Networking in Academic Waters

1:00 PM–1:50 PM *Julius 24 Room*

NAW72 – Two Sides of the Same Coin: Giving & Receiving Feedback

Faculty: Sreeja Natesan; Michael Gottlieb; Katarzyna Gore

Feedback is crucial not only for success in training but for our continued growth as physicians. However, the ability to give and receive feedback is often not well understood as a skill. This lecture will highlight the two sides of feedback--giving and receiving and share key strategies that can be used as currency to help implement change.

2:00 PM–2:20 PM *Julius 24 Room*

NAW71 – Resuscitation for an Academic Project

Faculty: Janelle Lambert; Abbas Husain; Danielle Langan

Not all ideas work all the time. Some projects get put on hold or end up languishing in a lost folder. We aim to present some tips and tricks to get more out of that work you already did. Introduce new Med Ed journals and new categories within journals. How to re-imagine your work product into another piece of scholarship, a lecture, or a grant.

2:30 PM–3:20 PM *Julius 24 Room*

NAW75 – Unlocking your Learner's Potential: Tools to Decrypt the Difficult Learner

Faculty: Joan Noelker; Nicholas Musisca

The goal of this workshop is to identify barriers instructors may encounter when teaching medical students and residents in the Emergency Department. The objectives are to learn and practice the tools that can be implemented to best teach challenging students. The format will comprise part didactic lecture and interactive small group workshop.

3:30 PM–3:50 PM *Julius 24 Room*

NAW73 – Striking it Rich: How to Obtain a Grant for Educational Scholarship

Faculty: Tiffany Moadel; Andrew King; Thomas Yang

Want to maximize your chances for success when applying for an educational scholarship grant? Look no further. This panel of experts from the CORD Academy for Scholarship will help you to create a roadmap for successful preparation and submission of your grant.

4:00 PM–4:50 PM *Julius 24 Room*

NAW74 – Negotiation: Scenarios; Strategies; and Success

Faculty: Nicole McCoin; Carmen Wolfe

Negotiation: a word that triggers many emotions, oftentimes dread and anxiety. In this session, we use a combination of didactics and exercises to review the five steps to prepare for a successful negotiation and to work through the most common negotiation conundrums. We discuss popular topics in negotiation such as the focus on interest-based negotiation; perceptions and communication; BATNAs and WATNAs; real-time responses to difficult questions; anchoring on a number; and the optimal time and place for a negotiation. The goal is for our attendees to leave this workshop feeling more confident in their next negotiation and with the tools to lead them to greater success.

Specialty

8:00 AM–8:30 PM *Octavius 9*
How to get involved with CORD

8:00 AM–9:00 AM *Julius 25 Room*
Best of the Best Innovation Abstracts

8:00 AM–12:00 PM *Julius 17, 18, 19, 20, 21, 22, 23 Rooms*
National Emergency Medicine Clinical Pathological Case (CPC) Competition Semi-Finals – Day 2

5:00 PM–6:30 PM *Octavius 24 Room*
Moderated Posters

6:30 PM–7:30 PM *Octavius 24 Room*
Awards Presentation

Best Practices (BP)

9:10 AM–9:20 AM *Julius 25 Room*
BP99 – Leadership in Turbulent Times
Faculty: Hilary Fairbrother

A review of techniques and tools used by leaders in medicine, business, and policy to help lead diverse groups of people through challenging situations and internal and external threats. This includes: 1) the continuing pandemic/ endemic and the policies surrounding it - safety vs. effective staffing and education; 2) the political divide within our country and how to lead through tribalism; 3) the heightened stress of the work environment including medication and staffing shortages. With available time/space this can be translated into a hybrid lecture, large group session + workshop/small group/ implementation session.

9:20 AM–9:30 AM *Julius 25 Room*
BP91 – How Can We Be Leaders if We Can't Be Friends?
Faculty: Duncan Grossman; Eric Steinberg

Often, residency leaders find themselves walking the fine line that separates personal and professional relationships with their residents. Balancing the desire to be liked with our roles as disciplinarians is challenging. In this talk, we will discuss potential conflicts of interest, lessons learned (mistakes we've made!), and strategies for success.

9:30 AM–9:40 AM *Julius 25 Room*
BP100 – The Education Program Director: Leader & Coach
Faculty: Jeremy Branzetti

Residency & clerkship directors are uniquely important leadership positions. Your leadership style needs to harmonize with your role, program stakeholders, & department culture. In this session, we'll review common leadership approaches and their associated strengths/weaknesses. Then, we'll focus on how transformational leadership paired with a coaching mindset, is optimally suited for education program leaders.

9:40 AM–9:50 AM *Julius 25 Room*
BP101 – The Schedule – Question: Where wellness begins or the precipice of our demise? Answer: both.
Faculty: Michael Van Meter

The schedule is the one of the most ignored, least appreciated, and yet most important underpinnings of resident experience. This session will describe best practices for scheduling on a macro and micro level, touching on pearls and pitfalls from our experience and bolstered by surveying EM programs about their experience. The focus will be on identifying the best reviewed scheduling software platform alongside characterizing who and how schedules are created. I'll Combine that with commentary from the end-user experience.

9:50 AM–10:00 AM *Julius 25 Room*
BP97 – Bump on the Bandwagon: Pregnancy Scheduling Trends and Tips
Faculty: Stacey Frisch; Casey MacVane

Review and reflect on survey results from 167 US EM Programs detailing current practices in pregnancy scheduling, barriers to implementation, and PD knowledge and attitudes.

10:10 AM–11:00 AM *Julius 25 Room*
BP94 – Best Practices to Increase Diversity and Presentation in Your Program
Faculty: Moises Gallegos; Sreeja Natesan; Alai Alvarez; Dayle Davenport; Melissa Platt

Efforts to advance diversity, equity, and inclusion (DEI) in medicine are dependent on deliberate attention towards residency recruitment to advance this mission. A fundamental task in Underrepresented in Medicine recruitment is recognition and mitigation of bias. This panel discussion will provide strategies

and techniques to help improve diversity and representation through holistic review & bias mitigation.

11:10 AM–11:20 AM *Julius 25 Room*
BP95 – Personal & Professional Development Coaching. Is it Different than Skill-Based, Psychotherapy, Mentoring & Advising?
Faculty: Arlene Chung; Shivani Mody

ACGME common program requirements state "Core faculty members must have a significant role in the education and supervision of residents and must devote a significant portion of their entire effort to resident education and/or administration, and must, as a component of their activities, teach, evaluate, and provide formative feedback to residents..." We created a points system, called the Academic Value Unit, for Core faculty to adequately meet their requirements via their involvement in different educational activities. Participants will learn the core faculty requirements and how to implement this system at their own institutions.

11:20 AM–11:30 AM *Julius 25 Room*
BP93 – Coaching Them Up, Getting Your Residents Off the Sidelines
Faculty: Zeinab Shafie-Khorassani, Matthew Stull

As Emergency Medicine programs begin to implement individualized development plans (IDP), a lack of resident and faculty engagement is an anticipated challenge to the effective application of this change. At our institution, we have addressed this challenge with an innovative approach to this process. Our IDP aligns with the mission and goals of the program, uses terminology that residents are familiar with to describe their strengths, challenges, and goals, and requires residents' active involvement with a user-friendly form that encourages frequent reflection. Faculty coaches provide professional and clinical development guidance for their assigned residents. This both engages our faculty to be involved in resident growth outside the clinical environment and provides residents with a point-person to support them throughout their training.

11:30 AM–11:40 AM *Julius 25 Room*
BP96 – Advising Residents in the New EM Job Market: The Game is Changed
Faculty: Eric Blazar; Muhammad Durrani; Brian Jerusik

The EM job market for graduating residents has markedly changed over the past two cycles. Both COVID-19 and financial interests have drastically accelerated predictable changes. In response, career advising for graduating residents has mostly remained constant. We will highlight necessary changes for faculty in resident advising to meet the demands of a more stringent and difficult to navigate job market. Conversely, this session could be oriented toward residents and how to navigate the changed jobs market.

11:40 AM–11:50 AM *Julius 25 Room*
BP92 – Diversity, Inclusion and Equity a 360 Approach
Faculty: Jordana Haber; Devon Moore

In this session we will discuss our program's approach to initiating a Diversity, Equity and Inclusion Committee. We will describe steps to creating change in our program, which included an initial needs assessment, creating a committee, and a implementation plan. In 2019, our program initiated a 360 approach to diversity, inclusion and equity that included applying a rubric during resident interview season, collaborating with GME on a 2nd look for interested applicants and continued mentorship, and integrating a longitudinal equity series into our residency curriculum.

11:50 AM–12:00 PM *Julius 25 Room*
BP98 – How to Create a Successful Faculty Development Series
Faculty: James Hassel; Pamela Janairo

As your residents are being taught procedural skills and pursuing academic endeavors, are your faculty getting the same attention? In our institution, we created an educational series to refresh our faculty's knowledge on how to perform rarer procedures, teach them new skills to incorporate into their practice, and guide them on the path to academic promotion. By holding these sessions, our faculty have become more comfortable teaching the residents how to perform various procedures and practicing independently without involving consultants or other services. In this session, we will describe what we did to create our faculty development series and how you can approach creating your own successful program.

CDEM

9:10 AM–9:35 AM *Julius 2–4*
CDEM108 – Updates to the Residency Application and Interview Process, on Behalf of APIC *Faculty: Elizabeth Werley; Liza Smith; Mary Ann Edens*

This is going to be the third residency application/interview season after the application process had been turned upside down by the COVID pandemic. In addition to USMLE Step 1 scores being Pass/Fail, Preference Signaling (PS) was introduced. The Application Process Improvement Committee hopes to guide the CORD community through how PS performed, provide updated interview guidelines/tracking, provide PD perspectives on Step 1 being Pass/Fail, and introduce possible innovations to the recruitment process.

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9:35 AM-10:00 AM *Julius 2-4*

CDEM109 – Predicting SLOE Competitiveness

Faculty: Eric Shappell; Morgan Sehdev

Over-application in EM is a problem, but accurate information regarding applicant competitiveness could help curb over-application. In this session we will discuss recent research findings regarding the level of faculty consensus on SLOE competitiveness and the ability of different algorithms to predict this consensus rating. We will also discuss how different SLOE formats influence these results. Finally, we will discuss how and in what format information regarding competitiveness assessments could be distributed to applicants, as well as the positive and negative effects that would be anticipated from such a system.

10:10 AM-10:20 AM *Julius 2-4*

CDEM102 – Curriculum for Procedural Ultrasonography for Students

Faculty: Jacob Feldman; Leanna Dolson

Participants will list the materials required to teach procedural ultrasonography to students.

10:20 AM-10:30 AM *Julius 2-4*

CDEM103 – Development of an Asynchronous Learning Module to Teach 4th Year Students Radiation Emergencies and Bioterrorism

Faculty: Molly Estes; Chloe Elias

Knowledge of radiation emergencies and bioterrorism is a required part of our medical school curriculum. This teaching has traditionally been filled during the required emergency medicine clerkship in the 4th year. By using a needs analysis and current asynchronous teaching techniques and technology, we designed and implemented a novel teaching module to cover these topics. Student survey data shows impressive success in knowledge delivery.

10:30 AM-10:40 AM *Julius 2-4*

CDEM104 – Using Emergency Medicine Rotations to Teach Evidence-Based Medicine

Faculty: Christopher San Miguel; Ryan O'Neill

Traditionally, medical schools have focused their curricula on teaching principals of evidence-based medicine (EBM) during the first two years of medical school. While medical schools report formal EBM activities occurring in the clinical environment during the third year of medical school, the most common environment for fourth-year EBM training was in fact "none" in a 2018 study. In this session, we will discuss the successful implementation of evidence-based medicine curricula into two Emergency Medicine (EM) based courses in the fourth year of medical school. The first curriculum used landmark articles to demonstrate how research impacted (or failed to impact) modern day practice and was housed within a longitudinal course for EM-bound students. The second curriculum focused on the development and integration of clinical decision tools and was part of the required fourth year EM clerkship for all medical students.

10:50 AM-11:00 AM *Julius 2-4*

CDEM105 – Enhancing the Social Emergency Medicine Curriculum for Medical Students through a Socioecological Framework, Interdisciplinary Collaboration, and Community Outreach

Faculty: Lyolya Hovhannisyanyan; Dan Im

Emergency rooms serve as safety nets for communities and provide unique opportunities to address social complexities afflicting patients. There is a need in medical education to integrate an understanding of social and structural determinants of health, interdisciplinary collaboration, and interventions at various levels into clinical training. We discuss an innovative and engaged curriculum that applies socioecological and structural humility frameworks to understand barriers and facilitators to patients' health and care. During the emergency medicine clerkship, students conduct a patient interview using a structural vulnerability checklist, participate in a reflection exercise and discussion regarding clinical encounters and contributory social determinants, and research community/system-based resources and interventions. Students also have opportunities to engage in community outreach efforts including, food pharmacy, violence-based intervention program, and health fairs.

11:10 AM-11:35 AM *Julius 2-4*

CDEM106 – Raise EM right – Building a Clerkship Program Without a Home Institution

Faculty: Lisa Armstrong; Joslyn Joseph; Joel Kravitz

Provide a foundation that new programs can use to develop a successful Emergency Medicine Clerkship Program.

11:35 AM-12:00 AM *Julius 2-4*

CDEM107 – The EM Halftime Huddle

Faculty: Minh Evans; Jeanette Kurbedin

Ensure success for your medical students throughout their audition EM rotation! Participants will learn to develop a short, formal mid-rotation feedback session for each student to review his/her/their performance and put together an individualized plan to improve by creating actionable items.

Chief Resident

9:10 AM-9:35 AM *Octavius 1-4 Room*

Chief Resident130 – Passing the Baton – Maximizing the Chief Handoff

Faculty: Duncan Grossman; Arlene Chung

Outdated resources? Role confusion? Unclear timelines? Chiefs and leadership, if this sounds like your chief-resident-handoffs, you're in luck! This session is all about how to smoothly and efficiently hand off chief resident responsibilities at the end of the academic year. You'll learn the who, what, when, where, why, and how of passing the baton between old and new chiefs.

9:35 AM-10:00 AM *Octavius 1-4 Room*

Chief Resident131 – Raising Them Well: Supporting EM Residents as Parents

Faculty: Terra Matthews; Amy Stubbs

Outdated resources? Role confusion? Unclear timelines? Chiefs and leadership, if this sounds like your chief-resident-handoffs, you're in luck! This session is all about how to smoothly and efficiently hand off chief resident responsibilities at the end of the academic year. You'll learn the who, what, when, where, why, and how of passing the baton between old and new chiefs.

10:10 AM-11:00 AM *Octavius 1-4 Room*

Chief Resident129 – Becoming the Supervisor: Pearls and Pitfalls in Managing New Faces in the Emergency Department

Faculty: Allison Beaulieu; Simiao Li-Sauerwine; Samuel Kieh

As you move into a supervisory role as the senior resident on shift, you will gain new responsibilities in the management of junior residents, off-service residents, and medical students. Through small group discussions with senior resident leaders from across the country, you will assess a variety of cases (drawn from real life!), and attain the tools needed to excel in your new role.

11:10 AM-12:00 PM *Octavius 1-4 Room*

Chief Resident128 – Chief Resident Speed Dating: Innovating Together

Faculty: Jared Kilpatrick; Lacie Bailey; Allison Beaulieu

Oftentimes the first step to innovation at your own program is to be inspired by what is happening at other programs across the country. Through a guided case-based, small group discussion, participants will be exposed to some of the best (and worst) ideas and practices at programs around the country. We will focus on four major areas: methods of communication, challenges in scheduling, revamping residency didactics, and low-cost, high-value wellness initiatives.

EMARC

9:10 AM-9:20 AM *Octavius 5-8 Room*

MedTech123 – "Come on Down!" Utilizing TV game shows in medical education.

Faculty: Andrew Yocum

This presentation will focus on utilizing TV game show style games in medical education including "The Price Is RightER" and Jeopardy. We will review how to utilize these tools, benefits and pitfalls, and audience members will be given access to examples/templates.

9:20 AM-9:30 AM *Octavius 5-8 Room*

MedTech121 – Dashboards, Data, and Decisions...Enhancing Your CCC

Faculty: Jason Tehranisa; Matthew Stull

The Clinical Competency Committee needs data to function well. Often this is incomplete, difficult to acquire, and comes from a variety of sources. We've made a visually appealing digital dashboard works to compile all of this in one easily accessible place. This allows the CCC to easily observe a resident's progress, allowing for improved tracking of performance, growth, metrics, as well as assists in identifying specific areas to target for resident feedback and areas for improvement.

9:30 AM-9:40 AM *Octavius 5-8 Room*

MedTech122 – How to Save the World (or at least yourself) from Information Overload

Faculty: Manpreet Singh; Timothy Montrief

Keeping up to date with the current literature is no small task. You've probably heard the claim that the body of medical knowledge is growing at an alarming rate – doubling every 9 years is a recent estimate. This session will provide a structured step-by-step approach to capturing, filtering, and consuming the latest medical knowledge in an efficient manner.

9:40 AM-9:50 AM Octavius 5-8 Room

MedTech116 – Mobile Simulation: From Idea to Reality

Faculty: Hilary Fairbrother; Gowri Stevens

Mobile simulation is an exciting and interesting new component of high-definition simulation education. At our program we went from idea, cemented funding, created a partnership with our community, and now have Texas' first Mobile Simulation Unit. This session seeks to share our process with our broader education community to serve as a model for other departments looking to create a similar resource. Mobile simulation gives opportunity for advance student, resident, and fellow education, continuing medical education for faculty, and interdisciplinary education including our pre-hospital colleagues. Mobile simulation also allows for unique and novel research opportunities. Finally, this is a special way that emergency departments can interact and engage with their local and regional communities.

9:50 AM-10:00 AM Octavius 5-8 Room

MedTech119 – Crowdsourcing Electrocardiography: ECG Conference

Faculty: Benjamin Cooper; Jonathan Giordano

Describe a simple method for delivering electrocardiography curriculum that can be replicated at any other

10:10 AM-10:35 AM Julius 5-8 Room

EMARC112 – Breaking Down Old Workflows

Faculty: Matthew Hill

Have you ever spent an entire day hammering away at a workflow that was developed a lifetime ago? This session will focus on how to identify and explore new solutions to optimize administrative tasks. Learn how to make your Residency systems work for you!

10:35 AM-11:00 AM Julius 5-8 Room

EMARC111 – Coffee & Study Notes – Let's Talk About C-TAGME

Faculty: Jessica Holland

Encourage a positive mindset going in and provide all necessary information to coordinators in order to successfully apply to take the C-TAGME.

11:10 AM-12:00 PM Julius 5-8 Room

EMARC57 – Regional Breakout Day Two – EMARC Leadership

Faculty: Natasha Brocks; Jennifer Cassidy; Erika Salas; Keri Kinley

MedTech

9:10 AM-9:20 AM Octavius 5-8 Room

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Faculty: Andrew Yocum

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10:10 AM-10:20 AM Octavius 5-8 Room

MedTech115 – End-of-Shift Assessment: Balancing Brevity & Completeness

Faculty: Gowri Stevens; Benjamin Cooper

Understand principles to consider and pitfalls to avoid when designing an end-of-shift assessment tool.

10:20 AM-10:30 AM Octavius 5-8 Room

MedTech117 – Not Your Average Slide Design Talk

Faculty: Joe-Ann Moser; Timothy Friedmann

This session aims to go beyond another lecture-about-lectures and instead offers a practical approach to improving slide design. Participants will be provided a checklist as well as a tutorial on some advanced slideshow tips and tricks.

10:30 AM-10:40 AM Octavius 5-8 Room

MedTech118 – B4 you go crazy engaging students - try Med Student BINGO!

Faculty: John Casey; Meenal Sharkey

Our community-based academic residency site developed a BINGO board filled with QR codes that linked to high-yield education content. These topics were preselected by the CD as common areas third- and fourth-year medical students either had deficiencies in or determined to be high-yield for testing. There were 24 topics in total. The students were challenged to get at least 10 boxes initialed by the resident or attending that they worked with that day – the initials signified that the student demonstrated core content knowledge by relevant discussion with the student. Topics ranged from approach to abdominal pain, ischemic strokes, ectopic pregnancies, cardiac arrest, trauma, as well as hyperkalemia management, EKG review for diagnosing STEMI. Procedural videos demonstrating intubation, placing central lines, performing a lumbar puncture, and chest tube insertion were also included. Content includes SAEM CDEM websites, Emergency Medicine case, EMRAP, and REBEL EM.

10:40 AM-10:50 AM Octavius 5-8 Room

MedTech120 – Hashing Out the Hashtag

Faculty: Lauren McCafferty; Yasmin Moftakhar

The era of social media is upon us! Residency programs must engage on at least one social media platform, whether it is Instagram, Twitter, or even Facebook. The use of the #hashtag is vital to staying relevant and to increasing engagement with social media accounts. In this session, we will discuss the use of hashtags, how to get creative with them in posts, and how to use them to brand your program. We will use data from our Instagram account to show examples of when our hashtags helped increase engagement and when our hashtags fell flat.

10:50 AM-11:00 AM Octavius 5-8 Room

MedTech114 – Taking the Virtual Rotation to New Heights

Faculty: Simone Rudnin; Adil Husain

Background: The Covid-19 Pandemic ultimately caused many medical students to forgo their in-person rotations and adapt to new ways to learn clinical medicine. We created a 2-week rotation which focused on many various aspects of emergency medicine. We provided our students with 1:1 lectures on many various topics which included but were not limited to OSCEs, procedure in a box, didactic lectures and virtual ultrasound tape review.

11:10 AM-11:35 AM Octavius 5-8 Room

MedTech124 – Longitudinal Virtual Reality Bedside Ultrasound Education

Faculty: Grant Nelson

We have been developing an in-house virtual reality ultrasound simulator over the past few years and will start integrating it into our resident and fellow curriculum starting this July. Join us on a deep dive into our experiences while developing a virtual reality ultrasound simulator and the benefits and limitations we've found while incorporating it into an emergency medicine residency and ultrasound fellowship.

11:35 AM-12:00 PM Octavius 5-8 Room

MedTech113 – Breaking into #FOAMed and #MedED Publications

Faculty: Kristy Schwartz; Manpreet Singh; Jay Khadpe

The FOAMed movement has rapidly expanded with a great deal of enthusiastic support and contributors. Academic institutions are increasingly accepting the value of FOAMed as scholarly work. Do you wish you knew where to start when creating FOAMed projects that contribute to the growing body of resources? Have ideas but not enough time and would love to collaborate with other like-minded MedED scholars? Are you uncertain how to show your academic

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review committee how much impact your work has on MedED? This session will explore various affiliations and associations that individuals can have within FOAMed, while providing tangible tips and tricks to assist learners in increasing their scholarly output.

Navigating Academic Waters (NAW)

9:10 AM–10:00 AM *Julius 24 Room*

NAW182 – Challenges of Navigating the Academic Waters in the DEI Space

Faculty: Christy Angerhofer; Ernesto Romo; Taku Taira

During this panel discussion of DEI leaders in academic emergency medicine a moderator will guide the panel through questions that allows for them to share the challenges that come with having a successful career while doing DEI work. The panelist will share their paths to success, pitfalls to avoid, strategies to mitigate the minority tax, turning work into academic product/capital and fostering mentor/mentee relationships. There will also be time for audience members to ask questions to the panel.

10:10 AM–11:00 AM *Julius 24 Room*

NAW125 – Climbing the Ivory Tower: An Education Portfolio Workshop

Faculty: Duncan Grossman; Kestrel Reopelle; Frances Rusnack

In the world of academic medicine, the currency for promotion is a quality educator's portfolio. Starting a portfolio right out of training (or even during residency!) may feel daunting or premature, but it will pay off immensely over time. During this workshop, you'll get introduced to the standard portfolio template, tips and tricks for staying organized, and leave with your very own portfolio draft!

11:00 AM–12:00 PM *Julius 24 Room*

NAW127 – Leveraging the Lawsuit: What to Do if You Get Sued and How to Not Let It Overwhelm You

Faculty: Camie Sorensen

What to Do If You Get Sued & How to Not Let It Overwhelm You
Goals, a. Awareness, b. Knowledge, c. Support

DAY THREE Thursday March 23, 2023

Specialty

7:00 AM–8:00 AM *Octavius 9 Room*

Reflections on Wellness

8:00 AM–7:30 PM *Octavius 10–13 Rooms*

Consults

10:00 AM–11:00 PM *Julius 25 Room*

CORD Business Meeting

11:00 AM –12:00 PM *Julius 5–8 Room*

RRC Update

1:30PM – 2:20PM *Julius 25 Room*

Late Breaking Topic

Best Practices (BP)

8:00 AM–8:20 AM *Julius 25 Room*

BP137 – Adaptive Expertise: a critical outcome of EM training

Faculty: Jeremy Branzetti; Linda Regan; Laura Hopson

Adaptive Expertise is the ability to craft a solution to a novel problem using existing knowledge. This contrasts with routine expertise where a familiar problem is handled with a high-level of competence and efficiency. Both of these represent important skills for an emergency physician but may require different curricular approaches to develop. There is evolving consensus in the literature that adaptive expertise is fostered through several fundamental curricular approaches including (1) developing a deep conceptual understanding, (2) allowing for struggle and discovery, (3) experiencing meaningful variation, and (4) developing self-regulated learning skills. In this session, we will interactively explore these principles and instructional strategies which promote this core emergency medicine skill.

8:00 AM–8:50 AM *Julius 25 Room*

BP136 – From Second Victim to Survivor: Reframing the Approach to Resident Medical Error

Faculty: Joshua Jauregui; Ivan Zvonar; Laura Welsh

Medical error is inevitable and causes harm to physicians as the second victims

that suffer profound emotional distress. As this is particularly detrimental to residents due to the impact on their clinical development, we present steps to mitigate these harms and foster a safe learning environment.

9:00 AM–9:10 AM *Julius 25 Room*

BP142 – Wellness/Burnout550: Program Director Well Being – Who Cares?

Faculty: Saadia Akhtar; Maria Moreira

As educational leaders, the well-being of Program Directors must be an essential component for graduate medical education programs. The rapid turnover of program directors and increased rate of burnout for this group of leaders is concerning. By attending this session, participants will be able to delineate the drivers and signs of burnout for program directors. Attendees will learn about available well-being resources at the individual level and system level for program directors.

9:10 AM–9:20 AM *Julius 25 Room*

BP144 – Wellness/Burnout550: Reframing Stress and Medical Education

Faculty: Annahieta Kalantari

This session will detail the journey on how we learned to hate stress, will provide updates on the new research and data regarding stress, and then provide tools on how to incorporate these updates into what we teach our learners.

9:20 AM–9:30 AM *Julius 25 Room*

BP133 – Wellness/Burnout550: #StoptheStigmaEM Campaign: Promoting Help-Seeking Behavior to Achieve Better Mental Health

Faculty: Amanda Deutsch; Alai Alvarez

Emergency physicians have the highest burnout in all of medicine. This is, in part, due to the nature of our work, our constant exposure to vicarious trauma, and moral injury. Just as it is important to address our physical health, mental health support is also key in achieving professional fulfillment and minimizing burnout. Personal and systems barriers to seeking mental health support undermine healing from vicarious trauma and moral injury that commonly exist in medicine. Using self-compassion, we can understand our role in promoting help-seeking behavior in medicine and support the #StopTheStigmaEM campaign.

9:30 AM–9:40 AM *Julius 25 Room*

BP139 – Wellness/Burnout550: Wellbeing: It's All About the System

Faculty: Elise Lovell; Kelly Williamson

Examine evidence-based approaches used by healthcare systems to mitigate physician burnout.

9:40 AM–9:50 AM *Julius 25 Room*

BP132 – Wellness/Burnout550: Metrics & Morale: How to Balance the Hospital's Demand for Metrics with Residents Need for Wellness

Faculty: Josef Thundiyill; Christopher Hunter

Both university and community teaching hospitals are increasingly faced with the challenge of meeting metrics from governmental and private accrediting bodies. These department metrics include improved ED turnaround time, patient satisfaction scores, decreased mortality, reduced readmission rates, and lower hospital infection rates, among others. Not surprisingly, these metrics do not always align with resident education. In fact, they can pose a significant impediment to bedside teaching, learning, procedural skills, and overall wellness. In this session, we will briefly discuss some of the throughput and quality metrics that EDs throughout the country are faced with and the impact that these efforts have on education. We will discuss challenges, pitfalls, and successes in implementing and navigating the balance between hospital and ED residents' goals. The successes often hinge on careful alignment, messaging, and senior leadership.

2:30 PM–2:50 PM *Julius 25 Room*

BP135 – Atomic Habits in MedEd: Tiny Changes, Remarkable Results

Faculty: Sreeja Natesan; Brett Todd; Eric Shappell

Based on International Bestseller, James Clear's book, Atomic Habit, we would like to share how to translate his tips and tricks into the Medical Education arena to propel your productivity. These tiny changes can yield remarkable, sustainable results. Multiple life hacks will be shared including the art of Habit Stacking, the power of the two-minute rule, Finding the Goldilocks Zone, and more. Come join us for this session to learn minuscule changes that can grow into life-altering outcomes.

3:00 PM–3:20 PM *Julius 25 Room*

BP145 – How to Change Culture in an Old Department, Re-brand, and Build a Better Residency

Faculty: Frosso Adamakos

After this session the learner will be able to describe tools used to change culture in an old department.

3:30 PM-3:40 PM *Julius 25 Room*

BP138 – A Scribbled Drawing is Worth 1000 Words

Faculty: Pinaki Mukherji; Thomas Perera

Bedside teaching is at the heart of emergency medicine. Even though we know the benefits of visual aids and drawing they are underutilized as teaching tools because many teachers feel that they can now draw. Through the use of simple shapes, we would like to give a quick and easy system to draw anything. By improving the teacher's confidence and removing the barriers to creating visual aids we hope to make better teachers.

3:40 PM-3:50 PM *Julius 25 Room*

BP140 – The Role of Graduate Medical Education in the Fight Against Health Misinformation

Faculty: Alex Sheng; John Bautista

- Describe the impact of misinformation and disinformation on patients, the public, and the healthcare system.
- Educate residents on physician best practices when directly addressing misinformation with patients and families.
- Encourage residents to leverage the power of social media to address health misinformation.

3:50 PM-4:00 PM *Julius 25 Room*

BP134 – How to Incorporate a Resident in Charge (RIC) Position into your Residency Program

Faculty: Geoff Comp; Michael Epter

Progressive leadership and departmental responsibility is important for the development of a resident physician. Programs must identify ways to develop departmental flow, junior learner supervision, and staff management. One such technique used by our program is the resident in charge position. Throughout the lecture we will outline specific shift requirements, discuss implementation, and share with you some pearls and pitfalls from around application of this strategy.

4:00 PM-4:10 PM *Julius 25 Room*

BP143 – Team Up! How Assigning Patients to Teams Can Improve Your Resident Education

Faculty: Andrew Mastanduono

Knowing which patients are your responsibility to see is an important part of residency education. For many years our ED functioned as a small community ED without the regular presence of residents. Physicians would simply pick up whichever patient was next to be seen, whenever they felt like they were ready/could handle another patient. While some physicians would work hard to see as many patients as they could, others seemed to take a slower approach. In order to improve throughput efficiency and clinical education of our residents, we recently implemented a process for patients to be assigned to a clinical team and examined the effects of this change on resident productivity and satisfaction with their time in the ED. Our residents universally praised this initiative and felt like they had clearer direction and more autonomy while on shift in our ED.

4:10 PM-4:20 PM *Julius 25 Room*

BP141 – Professionalism & ADHD: More Than Distraction

Faculty: Loice Swisher; John Casey

A resident doesn't show up to work on time. Their procedure log is practically blank. They variably answer emails. That same resident never misses the inter-residency dodgeball games. Professional problems! ADHD is a neurodevelopmental disorder of executive functioning, attention, and emotional regulation. Residents with ADHD may struggle with prioritization, planning, time management and task completion. Remediation strategies used for neurotypical residents may frustratingly fail to produce the same result with the ADHD resident. Emotional dysregulation, common in ADHD, exacerbates the problem with unexpected responses including avoidance, freezing and fibbing. Surprisingly, there is little to no literature for EM program directors to anticipate issues, recognize pitfalls and develop approaches to successfully graduate the ADHD EM resident. We will approach this talk using case studies where ADHD manifested as 'professionalism problems.

4:30 PM-5:00 PM *Julius 25 Room*

BP190 – Don't Forget Your Passport! Your Roadmap to the EM Workforce

Faculty: Matthew Stull; Lauren McCafferty

EM has become an increasingly competitive specialty in recent years. The prospect of securing a desirable and fulfilling job after residency has become exceedingly more uncertain, even with fellowship training. With daunting EM workforce projections, a greater burden falls on individual trainees and their programs to improve resident skillset and marketability. The Resident Citizenship Passport, a visual roadmap of co-curricular requirements promoting professional and clinical development, is a means to increase resident competitiveness in the workforce. In this didactic, we will present this innovation, describe its creation, development, and implementation, and discuss pearls, pitfalls, and lessons learned along the way.

CDEM

8:00 AM-8:20 AM *Julius 2-4 Room*

CDEM150 – The Seven Characteristics of a Highly Successful Emergency Medicine Interest Group Faculty Advisor

Faculty: Jay Ladde

With the rather bleak emergency medicine workforce reports, less students are feeling a call to serve the frontlines of medicine in the emergency department. While threats of physician surplus, reduced pay, and corporate backlash have served as obstacles, there still exists hope that with proper exposure and mentoring, students will find their way to this specialty. One such way to serve as an advocate and mentor is through serving as a faculty advisor for the medical school emergency medicine interest group. This session will describe seven characteristics including being available, effective, influential, supportive, knowledgeable, honest, and creative that will help an advisor find success in each step of the process from day one in medical school to successful match of mentored students.

8:30 AM-8:50 AM *Julius 2-4 Room*

CDEM155 – Top Ten Facts Every Clerkship Director Should Know about the SLOE Process

Faculty: Jay Ladde

With medical education and standardized testing moving toward a purely pass/fail basis, the SLOE will soon become even more important to a prospective emergency medicine application. This form is meant to provide a standardized educated opinion from faculty/leadership from an emergency medicine training program. With such great perceived emphasis on these evaluations, it is imperative that everyone that contributes to the SLOE has a firm understanding of what a SLOE is and is not, what protections the SLOE should provide to the applicant and evaluators, and why the integrity of the SLOE is so important

9:00 AM-9:25 AM *Julius 2-4 Room*

CDEM152 – Advising Up: Tackling Challenging Topics with your Dean

Faculty: Mark Olaf; Shruti Chandra; Megan Fix

The recent disturbances in expected patterns of EM matching have forced us to question usual student advising practices. Mentoring and advising students from a specialty perspective is sometimes in conflict with that of the medical school. We will share effective strategies for working with medical school deans to provide sound advice to students. We will also plan to provide challenging scenarios, crowd source approaches, and utilize our collective experience as deans and leaders to help provide critiques and perspectives on those approaches, as well as sound advice. Our goals are to create an interactive session that allows the audience to understand the dean's office, its role, and perspectives. Additionally, in light of the recent challenges in the NRMP match for EM, we'll also share how to work with the deans' office and collaboratively advise students who are interested in EM.

9:25 AM-9:50 AM *Julius 2-4 Room*

CDEM153 – Transitions of Power – How to Transition the Clerkship Without Making it a Game of Thrones Event

Faculty: John Cafaro; Jared Klein; Sundip Patel

Understand the process that must be undertaken for a change in clerkship director, including discussions with your chair and medical school leadership.

2:30 PM-2:50 PM *Julius 2-4 Room*

CDEM151 – Taking the Fear out of Negative Feedback

Faculty: Jordan Lawson

Medical students often feel blindsided by negative written feedback on end of rotation evaluations/SLOEs. If verbal feedback is given it is often summative and not in real time. This session will give you skills remediate common obstructive behaviors in real time.

3:00 PM-3:20 PM *Julius 2-4 Room*

CDEM146 – I Can't Get No Satisfaction: Expanding Program Evaluation

Faculty: Matthew Stull; Andrew Golden

Program evaluation has become reliant on trainee and faculty surveys to target areas for curricular growth. This practice often fails to comprehensively evaluate programs beyond learner satisfaction. We will describe how to meaningfully expand program evaluation beyond satisfaction to include higher levels of Kirkpatrick's model of evaluation. Join us to discuss alternative methods to surveys, other stakeholders to consider engaging, and opportunities to integrate program evaluation across the medical education continuum. Building a better program evaluation will ensure your program is the rolling stone that gathers no moss, constantly improving for your faculty and trainees.

3:30 PM-3:55 PM *Julius 2-4 Room*

CDEM147 – Intern Bootcamp: Preparing Post-Match Medical Students for Emergency Medicine Residency

Faculty: Cameron Burke; Richard Church

Create a list of needs for EM bound graduating medical students that addresses the perceived decay in technical skills, clinical knowledge, and

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overall confidence they experience while awaiting the inception of their Emergency Medicine residency training.

3:55 PM-4:20 PM *Julius 2-4 Room*

CDEM148 – Applying Principles of Game Design Theory to Your Next Education Project

Faculty: Corlin Jewell; Adam Nicholson; Thaddeus Schmitt

- Define important terms from Game Design Theory.
- Outline the individual components of the MDE framework.
- Identify potential pitfalls that can occur with gamification.

4:30 PM-5:00 PM *Julius 2-4 Room*

CDEM149 – Stacking the Mentorship Deck! Incorporate a Formal Mentorship Program into Your EM Clerkship Today!

Faculty: Jeanette Kurbedin; Eric Lee

Early mentorship for medical students is important. We believe a formal mentorship program should be an integral part of every EM clerkship. One benefit of EM away rotations is the opportunity to acquire both peer and faculty mentors from different institutions. In this session, we will share with you our experience incorporating and running a formal mentorship program for our rotating medical students into our EM clerkship.

EMARC

8:00 AM-8:20 AM *Julius 5-8 Room*

EMARC160 – Emotional Intelligence for the Program Coordinator

Faculty: Saadia Akhtar; Maria Moreira

Have you ever felt like stress, anxiety, depression, or anger has taken control over you in the workplace? Attendees will learn about the fundamentals of emotional intelligence (EI). The session will highlight the key attributes of emotional intelligence. EI helps an individual build stronger relationships, succeed at work, and achieve career and personal goals.

8:30 AM-8:50 AM *Julius 5-8 Room*

EMARC162 – Beyond 2.0: Taking your CCC to the next level

Faculty: Christian Young

This session will explore techniques utilized over the past 10 years to streamline the CCC process and improve faculty engagement and faculty satisfaction with the overall CCC process. Utilizing readily available online tools, attendees will learn how to transform CCC data from numbers on a page to visible depictions of resident performance that can be used to assist program leadership in providing actionable resident feedback.

9:00 AM-9:25 AM *Julius 5-8 Room*

EMARC164 – Coordinator Burnout and Well-Being: We Matter!

Faculty: Michael Boland

Residency and fellowship coordinators wear many hats. Not only are we responsible for meeting the administrative needs of our trainees, program directors and faculty members, we also frequently serve as human sounding boards, providing much-needed emotional and social support for residents. Skillfully executing the duties and responsibilities of a residency or fellowship coordinator is rewarding, but the role also can become the perfect breeding ground for burnout. Frequent changes in residency and fellowship program requirements have only served to make our job more challenging. How do we deal with stress? How do we handle burnout and/or prevent burnout from occurring? What can we learn from each other in handling the challenges of our roles?

9:25 AM-9:50 AM *Julius 5-8 Room*

EMARC165 – Professional Development

Faculty: Natasha Brocks

- To teach coordinators how to build their professional development
- To let coordinators know where they can find committees
- To help coordinators see what exactly is professional development

2:30 PM-2:50 PM *Julius 5-8 Room*

EMARC166 – How Program Coordinators can make the Interview Virtual Platform successful and more personable.

Faculty: Suzette Persaud

The Covid Pandemic flipped the process of interviewing applicants for residency slots throughout the US beginning 2020. Residency programs were asked to interview applicants via technology. The personal intimacy of face-to-face interviews was no more, and we had to learn quickly how to make the virtual platform work. This presentation will inform and assist program coordinators on the pros and cons we encountered, how we corrected those concerns and our best practices.

3:00 PM-3:20 PM *Julius 5-8 Room*

EMARC161 – SOAP – Not as Clean as You'd Think!

Faculty: Megan Stobart-Gallagher; Sarah Bingel-McKillups

Outline the SOAP (Supplemental Offer and Acceptance Program) process, time-line, and format.

3:30 PM-4:20 PM *Julius 5-8 Room*

EMARC159 – Teamwork Makes the Dream Work: Building the Program Director and Program Coordinator Partnership

Faculty: Stacy Sawtelle; Ariana Zaghmour

The Program Coordinator is the most important professional relationship for a Program Director and this relationship requires attention for it to flourish. This session will be co-presented by a Program Director (Stacy) and Program Coordinator (Ari) who have worked on different teams (18 years combined program leadership experience) and now together for a little over 2 years. We have navigated a variety of transitions and look forward to sharing our tips for building this important working relationship. We will discuss how to onboard new team members and provide tools to facilitate the creation of a shared vision for communication and role assignment. We will provide tangible tools for Program Director and Program Coordinator teams to reference and while this session will work in lecture or panel format, ideally leadership teams will have the chance to work collaboratively through our academic calendar and communication guide and leave CORD with a new shared vision for the future.

4:30 PM-5:00 PM *Julius 5-8 Room*

EMARC163 – Building Relationships with Residents

Faculty: Matthew Hill

How do you get to know your residency? How can you bond with a resident? As a coordinator, it is vital for us to know our residency in and out, and that includes requires us to understand our residents. This session will share tactics for building strong relationships with residents along with tips for communicating and connecting on a personal and professional level with residents.

Navigating Academic Waters (NAW)

8:00 AM-8:20 AM *Julius 24 Room*

NAW183 – Efficiency Hack Apps You Can't Live Without: 2023 Edition

Faculty: Alai Alvarez; Jennifer Kanapicki

We often feel like we don't have enough time to get it all done. With increasing demands in our academic and home life, we are left striving to get more time back for ourselves. There are apps for this! In this session, we will go over our top 5 apps that can make your life easier and get the most out of your minutes in a day. These apps will help you automate repetitive tasks, communicate more efficiently, calendar your day, and ultimately free up time for you to focus on high return on investment activities. Sit back, learn the top efficiency hack apps of 2023, download them and start making more of your time.

8:30 AM-8:50 AM *Julius 24 Room*

NAW186 – "One Size Does Not Fit All" – Well-Being for Faculty at Different Career Stages

Faculty: Alai Alvarez; Pamela Dyne; Elaine Josephson

ACGME has Well-Being program requirements for Emergency Medicine. Along with a resident Wellness curriculum, programs also need to place emphasis on the Well-Being of faculty who provide their education. Since programs can have faculty in various stages of their EM careers, it is important to understand the different needs for Wellness each faculty phase of practice may require. This could help better guide some programs and training for Faculty Development in Well-Being, as it could potentially be more beneficial if it included addressing these different areas. This session will be a Panel format mostly comprised of CORD Resilience (Well-Being) Committee members with a Moderator and Faculty members in various career stages such as: recent new graduate, junior faculty, mid-career, and senior faculty. They will provide Well-Being insight into these different needs, ideas for improvement in programs at each faculty level, and answer questions from the CORD Academic Assembly audience.

9:00 AM-9:50 AM *Julius 24 Room*

NAW126 – Plunge into the Piranha Publication Pool: Critical appraisal of Medical Education Research Proposals

Faculty: Jessica Smith; Michael Gottlieb; Jaime Jordan; Susan Promes

Medical educators often lack the formal training to conduct rigorous education research. Using critical appraisal, a panel of experts will lead a research competition focused on proposals from the CORD community. The audience will learn key considerations including question design, conceptual framework, instrument selection, and subject selection from real-life examples of high-quality studies. Participants will benefit from expert input and the potential for long-term mentorship.

2:30 PM-2:50 PM *Julius 24 Room*

NAW185 – Beyond Colic! How to Survive Academic Life as a Parent, Partner, and Medical Educator.

Faculty: Xiao Chi Zhang

Parenthood can be a challenging, humbling, but personally rewarding experience. The impact of raising a newborn while navigating the academic waters is tremendously difficult with multiple studies citing core themes such as: 1) balancing the impact of being a doctor on raising children, 2) the impact of being a parent on a medical career, and 3) existing policies to support new parent physicians. While the strategies in balancing personal relationship, familial responsibilities, clinical acumen, and promotional opportunities will vary, we propose to create an open forum for new physician parents to share their successful habits, as well as warning signs in promoting a healthy medical career and happy family.

3:00 PM-3:20 PM *Julius 24 Room*

NAW180 – “What comes next? Creating Cultures of Inclusivity”

Faculty: Jose Acosta; David Duong; Christy Angerhofer

After recruitment of diverse residents, we should cultivate inclusion and belonging in our residency programs. This not only fosters retention and success of our underrepresented learners but adds to the foundation we’ve built for recruiting diverse residents and creates overall department cohesion. We will share successful programs and strategies that create inclusive environments for underrepresented in medicine (UIM) medical students and residents. After recruitment of diverse residents, we should cultivate inclusion and belonging in our residency programs. This not only fosters retention and success of our underrepresented learners but adds to the foundation we’ve built for recruiting diverse residents and creates overall department cohesion. We will share successful programs and strategies that create inclusive environments for underrepresented in medicine (UIM) medical students and residents.

3:30 PM-4:20 PM *Julius 24 Room*

NAW184 – Overcoming Barriers to Promotion for Women and Underrepresented in Medicine Faculty in Academic Emergency Medicine

Faculty: Jordana Haber; Laura Oh

In this session we will discuss key finding from the ACEP Academic Affairs recent paper published in JACEP Open, Overcoming Barriers to Promotion for Women and Underrepresented in Medicine Faculty in Academic Emergency Medicine. Identifying key barriers to promotion is pivotal to even the playing field in academic emergency medicine. Representation in academic medicine is important to quality patient care, medical education, and the future of emergency medicine. We will divide the list of barriers into key categories and suggest strategies to improve the promotion gap. This session is intended for those who are junior faculty and planning a future in academic emergency medicine, as well as those in leadership positions who are stakeholders in the promotion process.

4:30 PM-5:00 PM *Julius 24 Room*

NAW181 – Tipping the scale on work-life balance

Faculty: Sreeja Natesan; Adaira Landry; Jennifer Kanapicki

It can be difficult to find balance while launching an early career. This session will focus on tips for residents and junior faculty on how to prioritize life goals and work goals and learn where the true balance lies in work-life integration.

FirstUp!

8:00 AM-8:20 AM *Octavius 5-8 Rooms*

FirstUp!168 – RCDP to Train ACLS

Faculty: Jaron Raper

Teaching our senior medical students and residents how to perform high quality cardiopulmonary resuscitation through rapid cycle deliberate practice (RCDP) is a best practice. The audience for this session will gain an understanding of why RCDP instruction for CPR is an effective educational strategy worthy of their mastery. Participants will learn how to set up and execute this educational approach, including guidance on how to interrupt/restart the simulation session for the provision of learner feedback and coaching. Finally, we will explore the expansion of this educational strategy to new programs and discuss related challenges that educational leadership may anticipate.

DEI

8:00 AM-8:20 AM *Octavius 5-8 Rooms*

FirstUp!168 – RCDP to Train ACLS

Faculty: Jaron Raper

Teaching our senior medical students and residents how to perform high quality cardiopulmonary resuscitation through rapid cycle deliberate practice (RCDP) is a best practice. The audience for this session will gain an understanding of why RCDP instruction for CPR is an effective educational strategy worthy of their mastery. Participants will learn how to set up and execute this educational approach, including guidance on how to interrupt/restart the simulation session for the provision of learner feedback and coaching. Finally, we will

explore the expansion of this educational strategy to new programs and discuss related challenges that educational leadership may anticipate.

8:30 AM-8:50 AM *Octavius 5-8 Room*

DEI157 – Evidence-Based Practices for Effective Cross-Racial Mentorship: Re-Centering on Minoritized Voices

Faculty: Taku Taira, Kamna Balhara, Paul Weygandt

This interactive and timely session will explore evidence-based best practices for providing cross-racial/ethnic mentorship for residents who identify as under-represented in medicine (URiM), with insights drawn from medical, education, psychology, and business literature. With the much-needed shift in focus from diversity to inclusion, there is a critical need to create safe learning environments for URiM residents in spaces that have traditionally been racially hostile. This need is compounded by the lack of URiM faculty at the majority of programs; as such, all faculty should be equipped with best practices on cross-racial/cross-ethnic mentorship. This session will cover both mentor- and mentee-based barriers such as cross-racial skepticism, “protective hesitation”, and racial anxiety, as well as provide a framework for entering and sustaining such relationships effectively. This talk will draw upon 2 ongoing IRB approved qualitative studies of URiM faculty, residents, and medical students.

9:00 AM-9:50 AM *Octavius 5-8 Room*

DEI158 – Level Up Your Culture: Building Inclusive Spaces for Trainees to Thrive

Faculty: Tyson Pillow; Dayle Davenport; Megan Healy

Sponsored by the CORD DEI Committee

2:30 PM-2:50 PM *Octavius 5-8 Room*

DEI156 – Dismantling Professionalism: Recognizing Bias in Prevailing Conceptions to Develop a More Inclusive Way Forward

Faculty: Kristen Ng

Professionalism has been recognized as a core competency by the ACGME, yet our methods of defining and assessing this construct are often vague and prone to bias. Through guided reflection and collaborative inquiry, this workshop will critically evaluate the current “hidden curriculum” of professionalism in medicine. We will explore the sociopolitical roots of professionalism in medicine and how bias is a part of its history. Frameworks for modern conceptions of professionalism and ways in which it is weaponized will be presented. Finally, we will discuss strategies for redefining biased conceptions of professionalism and applying them equitably. Participants will feel empowered to challenge biased notions of professionalism and develop a new definition that celebrates diversity with inclusion.

MedTech

3:00 PM-5:00 PM *Octavius 5-8 Room*

MedTech178 – Low Cost Peritonsillar Abscess Trainer

Faculty: Andrew Little; Vlad Mordach

- Discuss why you need to train your residents to perform peritonsillar abscess drainages in the ED.
- Identify the materials needed to create a peritonsillar abscess trainer.
- Build a peritonsillar abscess trainer

3:00 PM-5:00 PM *Octavius 5-8 Room*

MedTech177 – Conference Hack – Live Simulation Broadcasting

Faculty: Duncan Grossman; Geoff Jara-Almonte

Weekly resident conference can often feel one-note with long lectures, short lectures, and maybe some small-groups mixed in. But what if you could live-broadcast your nasopharyngoscopy demonstration on the big-screen? What if you could trouble-shoot a difficult airway while screen-casting it for the whole residency to see? How about sharing ultrasound fine-skills pearls in real-time? Join Geoff and Duncan as they show you how to quickly and easily adapt equipment in your department to make your conference more thrilling.

3:00 PM-5:00 PM *Octavius 5-8 Room*

MedTech174 – Back to the Cadaver Lab: Curricular Innovations Using Soft-Fix Thiel Embalmed Cadavers in Procedural Training of EM Residents

Faculty: Meredith Thompson; Nicholas Maldonado; Caroline Srihari

Realistic simulated procedural training in emergency medicine is of paramount importance to residency programs. This is especially true for rare procedures for which residents will rely heavily or exclusively on simulated models due to scarce opportunities in the clinical setting. However, for some procedures, realistic simulated models do not exist. We developed a curriculum using soft-fix embalmed cadavers to provide a realistic simulation model for procedures ranging from auricular hematoma drainage to open clamshell thoracotomy. In this session, we will review the current literature, describe our process for developing a procedural curriculum using soft-fix embalmed Thiel cadavers, and discuss lessons learned from our experience.

COURSE DESCRIPTIONS

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech170 – Augmented Instruction- Digital Applications for On-Shift Teaching

Faculty: *Moises Gallegos; Carl Preiksaitis; Leonardo Aliaga*

Technology continues to provide new ways of automating and simplifying everyday tasks. In a similar way, digital innovation has transformed traditional models of teaching. During the pandemic, a considerable push occurred to incorporate digital methods of instruction and eLearning into the medical education curriculum. On-shift and bedside clinical instruction also stand to benefit from the incorporation of tech and software. Augmenting just-in-time instruction through the use of mobile applications and portable tech can provide a more robust learning experience. QR codes, IFTTT, cloud storage, and remote online collaboration software allow for the microlearning moments from shift to become enhanced, modifiable, and interactive learning experiences. Handheld projectors allow for chalk talks to incorporate patient imaging, lab results, and other clinical data to be incorporated in real time. This workshop will provide examples for bringing digital technology to on-shift teaching.

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech175 – Tips and Tricks for Using Qualtrics to Evaluate Your Learners

Faculty: *Jeffrey Siegelman; Chaiya Laotepitaks*

Many programs are turning to Qualtrics to construct learner evaluations given its increased flexibility and robust feature set when compared to their Learning Management Systems. Taking advantage of the full range of Qualtrics' capabilities requires some advanced knowledge and a friend who knows some HTML programming. In this workshop, set up as a "tech bar", participants can find that friend. Using QR codes to make it easier for learners to get evaluations, randomizing evaluation questions and emailing learners and evaluators copies of their evaluations in real time are among some of the ways Qualtrics can help you. Participants are welcome to reserve time in advance and email with the faculty in order to maximize the benefit of the session. A handout of key tips and tricks will be provided for later reference. Please note that this session is envisioned as a tech bar, similar to remediation consults, not a typical didactic session.

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech172 – Low-Cost Fasciotomy Trainer

Faculty: *Andrew Little; Melissa Sayegh; Kevin Tomecsek*

- Identify the need for creating a fasciotomy trainer
- Discuss the materials needed to create a fasciotomy trainer
- Create a fasciotomy trainer

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech179 – The Art of Storytelling: Lessons Learned at Radiolab

Faculty: *Avir Mitra*

Radiolab is a Peabody award winning podcast that has engaged in scientific and medical storytelling for over 20 years and reaches millions of listeners each week across the world. In this talk, I discuss the lessons I've learned as a contributing reporter at Radiolab over the past two years. Attendees will be provided with the tools required to engage in the creative and cathartic process of story-telling in medicine which can be applied to any form of media.

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech173 – MedTech Demonstrations – PENG Block

Faculty: *Simone Rudnin; William Caputo; Josh Greenstein*

Traumatic orthopedic injuries are a common chief complaint in the Emergency Department (ED). The definitive treatment can range from emergency repair surgery to semi elective procedures. In the interim, pain management is critical, and modality of anesthesia can vary. Opiates have detrimental effects especially in the elderly and using techniques such as a nerve block can provide adequate analgesia without the side effects of opioids. Description: The Pericapsular Nerve Group Block (PENG) is a fairly new block however has many advantages such preserving motor abilities, while still providing significant pain relief for many hours. The PENG block can be used for Acetabular fractures, femoral neck fractures, intertrochanteric fractures, pubic ramus fractures as well as hip dislocations.

3:00 PM–5:00 PM Octavius 5–8 Room

MedTech176 – Low-Cost Blakemore Tube Placement Trainer

Faculty: *Andrew Little; Eli Johnson*

- Discuss why you should be teaching your residents how to place a Blakemore tube
- Identify the materials needed to place a Blakemore tube
- Create a Blakemore tube placement trainer

4:00 PM–6:00 PM Octavius 5–8 Room

MedTech171 – Redesigning Radiology: How to Create Active Learning Radiology Curricula for Emergency Medicine Residency

Faculty: *Moises Gallegos; Carl Preiksaitis; Leonardo Aliaga*

Emergency physicians (EPs) must be able to interpret specific radiology studies to guide patient management while awaiting a radiologist's interpretation. However, many emergency medicine (EM) residency programs lack effective radiology curricula, leaving EPs inadequately prepared. Radiology interpretation requires practice and cannot be learned by lectures alone. We present a method and framework for creating active, experiential learning curricula for emergency radiology using online radiology simulation platforms that provide trainees with opportunities for deliberate practice. This technology allows learners to scroll through CTs and engage in the cognitive work used to interpret radiology, just as they would in the clinical environment. The framework we present targets the specific needs of EM residents for learning emergency radiology. Our modular design can be used live or asynchronously and adapted to the diverse educational needs of residency programs across the country.

DAY FOUR Friday March 24, 2023

Best Practices (BP)/CDEM/NAW

8:00 AM–9:00 AM *Julius 25*

Best of Research Abstracts of 2023

Faculty: *Bryan Kane; Nick Hartman; Joshua Gentges*

9:10 AM–9:40 AM *Julius 25*

BP188 – Panel – Letters to my former self

Faculty: *Felix Ankel; Wallace Carter; Diane Gorgas*

In this session, 3 recovering program directors discuss the parts of a letter they would write to their former selves when they started as residency directors. They include (but are not limited to)

1. You have a responsibility to the program, not for the program
2. If you want to go fast go alone, if you want to go far go together
3. Tips to build robust trust, communication, and personal learning networks
4. Create a shared vision
5. Multiply more, micromanage less
6. Hiring for contribution rather than fit
7. The unintended consequences of generational othering
8. The coin model of privilege
9. How to bend without breaking
- 10 The difference between complicated and complex systems

9:45 AM–10:25 AM *Julius 25*

BP187 – Well-Being Leadership at every level – How to get there.

Faculty: *Saadia Akhtar; Annahieta Kalantari; Alai Alvarez; Abbas Husain; Simiao Li-Sauerwine; Pamela Dyne*

The well-being of health care workers should be an integral part of any health care system. Well-being leaders are needed at every level to ensure that well-being is a priority in the workplace. Leaders from the residency level all the way up to the health system can play a key role. By attending this panel session, participants will gain knowledge about the various well-being leadership roles in health care ranging from the residency level to the Dean's Office and Chief Wellness Officer. Attendees will also learn about Job descriptions of well-being leaders at various levels- e.g. Director of Well-being, Associate Dean for Trainee Well-being and Resilience and Chief Wellness Officer. A list of resources for well-being leadership roles will also be shared with participants.

10:30 AM–11:00 AM *Julius 25*

BP189 – Follow the Yellow Brick Road to the Emerald City of Education: Next Level Bed-side Teaching with #FOAMed

Faculty: *Kristy Schwartz; Manpreet Singh; Timothy Montrief*

Modern learners are changing the face of residency education because they place emphasis on technology with new styles and means of learning. Bedside teaching is evolving to meet their needs. Our more seasoned faculty may feel less comfortable adapting to new methods of bedside teaching or may simply be unsure where to start. With the right curation of resources, anyone can start with a few simple and easy to access FOAMed resources that they can use on their next shift. This session will provide ideas for curating and incorporating FOAMed content into bedside teaching to accommodate the modern learner.

11:10 AM–12:10 PM *Julius 25*

Survival Stories

POSTER MODERATORS

Jennie Buchanan, MD
Denver Health

Clair Abramoff, MD
Albert Einstein Medical Center

Benjamin Cooper, MD
UTHealth Houston

Ambika Anand, MD
Virginia Commonwealth University

Hilary Fairbrother, MD, MPH
University of Texas Medical
School of Houston

Andrew Barbera, MD
Lakeland Regional Health

Jenna Fredette, MD
Cristiana Care Health System

Isabel Brea, MD, MPH
Kendall Regional Medical Center

Ashely Garispe, DO
Saint Agnes Medical Center

Lindsay DeGeorge, MD
Medstar Georgetown University/
Washington Hospital Center

Muhammad Durrani, DO, MS
Inspira Medical Center

Alex Amaducci, DO
Lehigh Valley Health Network

Annahieta Kalantari, DO
Penn State Health Milton S Hershey
Medical Center

Christopher Fee, MD
University of California San Francisco
General Hospital

Julie Lata, DO
McLaren Macomb

Jeff Sieglman, MD
Emory University

Michael Schindlbeck, MD
Cook County Hospital

Cody Due, MD
University of Oklahoma

Juron Foreman, MD
University of Connecticut

Eric Lee, MD
Advocate Christ Medical Center

Jonathan Giordano, DO
UTHealth Houston

Matthew Graber MD, PhD
Abrazo Community Health Network

Logan Weygandt, MD
Johns Hopkins University

Kristine L. Schultz, MD
Lehigh Valley Health Network

Anthony Lucero, MD
Kaweah Delta Health Care District

Andrew Mastanduono, MD
South Shore University Hospital –
Northwell Health

Laura Janneck, MD
OU Tulsa

Kimberly Sokol, MD
Kaweah Health Department of Emergency
Medicine

David Jones, MD, MCR
Oregon Health & Science University

Jeffrey Thompson, MD
SUNY at Buffalo

Carmen J. Martinez Martinez, MD, MSME
University of South Alabama

Edgardo Ordonez, MD
Baylor College of Medicine

Peter Moffett, MD
Virginia Commonwealth University

Joel Moll, MD
Virginia Commonwealth University

Kaitlin Ray, MD
Vanderbilt University Emergency Medicine

Anthony Sielicki, MD
Albert Einstein Medical Center

Laura Welsh, MD
Boston Medical Center

James Waymack, MD
Southern Illinois University

Shawn London, MD
University of Connecticut

THE BEST OF INNOVATION ABSTRACTS

Wednesday **March 22, 2023** 8:00 – 9:00 AM PST

TIME	ABSTRACT TITLE	PRESENTERS
8:10 AM	Social Determinants of Health Patient Care Reflection in the Emergency Medicine Clerkship	Gabriel Sudario
8:20 AM	Wildarmed – A Novel Curriculum for Resident Wellness and Wilderness Medicine	Grant Nelson
8:30 AM	Primary Palliative Care Boot Camp Offers Just-In-Time Skill Building for Emergency Medicine Residents	Julie Cooper
8:40 AM	InnovateEM: Boosting Scholarly Productivity	Latha Ganti
8:50 AM	Emergency Department Slit Lamp Interdisciplinary Training with Longitudinal Assessment in Medical Practice (ED SLIT LAMP) – a preliminary report on physician skill acquisition	Samara Hamou

THE BEST OF RESEARCH ABSTRACTS

Friday **March 24, 2023** 8:00 – 9:00 AM PST

TIME	ABSTRACT TITLE	PRESENTERS
8:10 AM	The association of emergency medicine residency training in medically underserved areas and current practice in medically underserved areas	Mary Hass
8:20 AM	An Examination of Trauma-Informed Medical Education in the Emergency Medicine Clerkship: Opportunities for Learner-Centered Curricular Development	Ahmed Taha Shahzad
8:30 AM	Trends in Core Clerkship Grading Among Emergency Medicine Residency Applicants	Amanda Doodlesack
8:40 AM	Trends in Emergency Medicine Resident Procedural Reporting Over a 10-Year Period	Alexandra Mannix & Megan Fix
8:50 AM	Facilitating Adaptive Expertise in Learning Computed Tomography, a Randomized Controlled Trial	Leonardo Aliaga

CORD ACADEMIC ASSEMBLY MOD

Wednesday **March 22, 2023** 5:00 – 6:30 PM PST

STATION 1

5:10 PM	Time is Brain	Lesley Walinchus-Foster, MD
5:20 PM	Novel Approach to Quality Improvement and Patient Safety Education for Emergency Medicine Residents	Nicole Vuong, MD
5:30 PM	A Novel Sustainable QI Residency Elective	Madison Miracle, MD
5:40 PM	Navigating Uncertainty in Clinical Practice: A Workshop to Prepare Medical Students to Problem-Solve During Complex Clinical Challenges	Frances Rusnack, DO
5:50 PM	Implementing a mutually educational measure for ACGME residency core didactic participation tracking	Kelly Roszczynialski, MD, MS
6:00 PM	Welcome to the Block Party: An Emergency Medicine Reference for Regional Anesthesia	James Tanch, MD

STATION 2

5:10 PM	REPS Shift Debrief	Jennifer Bolton, DO
5:20 PM	Factors that affect reactions and outcomes to not being made chief resident	Amanda Smith, DO
5:30 PM	Sonographer Educator in the Emergency Department: Evaluation of a Novel Education Intervention	Anita Knopov, MD
5:40 PM	The Key to Success in Transitions in Residency: Application of Coaching to Improve Feedback	Samatha Stringer, MD
5:50 PM	Development of a Emergency Department Operations and Throughput Curriculum for Resident Physicians	David Chiu, MD, MPH
6:00 PM	Creation of a Residency-Based Medical Student Education Committee	Danielle Kerrigan, MD

STATION 3

5:10 PM	What's wrong with me, doc? Applying a curriculum for communicating diagnostic uncertainty in the emergency medicine clerkship	Frances Rusnack, DO
5:20 PM	Strong Correlation Between Depression/Stress and Self-Reported Microaggressions in Emergency Medicine Residents	Brian Walsh, MD
5:30 PM	Not everyone can be a chief	Sameer Desai, MD
5:40 PM	TacMed: An Innovative Education Program in Tactical Medicine Education	Lindsay Wencel, MD
5:50 PM	A design-thinking framework to develop a successful-student led academic conference	David Gordon, BA
6:00 PM	Can Efficiency be Taught? A Novel Efficiency Curriculum	Simi Jandu, MD
6:10 PM	Manual Uterine Aspiration (MUA) Simulation for Emergency Medicine (EM) Residents	Katherine Wegman, MD

STATION 4

5:10 PM	Asynchronous Scoring Tools Education for the Beginner Emergency Medicine Trainee	Nao Yoneda, MD
5:20 PM	"Visual Odyssey": An Asynchronous Initiative to Encourage Learning of Core Concepts in Emergency Medicine	Nicole Schnabel, MD
5:30 PM	Creation and Implementation of a Novel Asynchronous ECG Curriculum for PGY1 Emergency Medicine Residents	Spenser Lang, MD
5:40 PM	Gamification through Low-Fidelity Simulation to Teach Early Clinical Application of Point-of-Care Ultrasound	Daniel Saadeh, MD
5:50 PM	Learning Mass Casualty Triage via Role Play Simulation	Latha Ganti, MD
6:00 PM	Come One, Come All: Carnival Themed Gamification of Emergency Medicine Resident Board Review	Taylor Cesarz, MD
6:10 PM	High Risk, Low Frequency Emergency Medicine Resident Asynchronous Simulation Curriculum	Taylor Petruszewski, MD

STATION 5

5:10 PM	Orthopedic Taboo: A Break from Traditional Image Review	Damian Lai, MD
5:20 PM	Ultrasound-Guided Mystery Key Identification: An Interactive Learning Module 2.0	Therese Mead, DO
5:30 PM	Sub-internship Simulation Curriculum to Enhance Medical Student Preparedness for Practice	Robert Nolan, MD
5:40 PM	Practical Training for Emergency Burr Hole Using Three-Dimensional Printed Task Trainer	Jessica Andrusaitis, MD
5:50 PM	Code SIM: Cardiac Arrest Simulations for Graduating Medical Students	Carrie Foster, MD
6:00 PM	Emergency Medicine Neurocritical Care Bootcamp: A Collaborative Curriculum with Simulation Based Learning	James VandenBerg, MD
6:10 PM	Virtual "Jamboard": Just-in-time Recognition to Boost Resident Morale	Mihir Tak, MD

GENERATED POSTER SESSION

STATION 6

5:10 PM	Can Simulation be Used as a Tool to Assess Senior Resident Competence in Supervising Junior Residents Placing Central Lines	Jessica Parsons, MD
5:20 PM	Homemade NeoPuff Simulator for NRP	Jacy O'Keefe, MD
5:30 PM	Multiple Casualty Simulation Scenario Secondary to Natural Disaster at a Music Festival	Casey McGillicuddy, MD
5:40 PM	Evolution of Medical Student Didactics: Using Simulation to Target High Acuity Clinical Topics Associated with Lower Examination Performance	Damian Lai, MD
5:50 PM	Improving Emergency Medicine Resident Ophthalmologic Management Skills via Simulation	Jessica Pelletier, DO
6:00 PM	A Novel Pediatric Resuscitation Simulation and Procedures Curriculum for Emergency Medicine Residents	Catherine Yu, MD

STATION 7

5:10 PM	Effective Implementation of Virtual Team-Based Learning	Navdeep Sekhon, MD
5:20 PM	Trigger Warning—a game creating difficult conversations	Jessie Nelson, MD
5:30 PM	The Residency Olympics: A Novel Gamified Curriculum for Emergency Medicine Residents	Brian Smith, DO
5:40 PM	Use and Insights from Novel Scholarly Activity Dashboard	Anwar Osborne, MD, MPM
5:50 PM	Medical Humanities: A Novel Residency Curriculum	Lauren Klingman, MD
6:00 PM	X : Play for your life – An interactive, role-playing board game designed to foster empathy and teach medical students how to address intimate partner violence in the clinical setting	Erika Warkus, MD, PhD
6:10 PM	A simulation-based randomized controlled trial on teaching best practices in firearm safety	Jake Hoyne, MD

STATION 8

5:10 PM	Research and Scholarly Activity (RSA) Point System to Enhance Resident Productivity	Jing Jing Gong, MD
5:20 PM	Teaching Primary Palliative Care Skills to EM Residents	Matthew Mason, MD
5:30 PM	Substance Use Disorders rotation: Addiction Medicine for EM residents and students	Karen Lind, MD
5:40 PM	Multimodal Rural Emergency Medicine Curriculum: Preparing Residents for Rural Practice	Ashley Weisman, MD
5:50 PM	Addressing Immigrant Health in the Emergency Department: An Interprofessional Perspective	Leo Garcia, BS
6:00 PM	Simulation relay is an effective educational modality to engage multiple resident learners	Debby Yanes, MD

STATION 9

5:10 PM	STIGMAS: Stigma raining in Graduate medEd Addressing Substance Use	Sarah Follman, MD
5:20 PM	Resident and Population Centered Approach to Social Emergency Medicine Curriculum	Rajitha Reddy, MD
5:30 PM	Social Determinants of Health Curriculum for Fourth-Year Medical Students Rotating in an Urban, Safety-Net Emergency Department	Kelly Mayo, MD
5:40 PM	Beyond the Basics: A Novel Approach to Integrating a Social Determinants of Health Curriculum into an Emergency Medicine Course	Nikkole Turgeon, MD
5:50 PM	Understanding Resources in our Community to Understand and Help the Patients We Serve	Deborah Pierce, DO
6:00 PM	Implementation of civic health and community engagement education through voter registration in the emergency department	Claire Abramoff, MD
6:10 PM	Population Health in the Emergency Department - Creation of an M4 Elective	Madeline Kenzie, MD

STATION 10

5:10 PM	Interviewing the Neurodivergent Candidate	Suchismita Datta, MD
5:20 PM	Feasibility of an Equity Dashboard for ACGME Milestone Score Assessment	Jillian Mongelluzzo, MD
5:30 PM	Sex and Gender Transformative Medical Education Curriculum Begins with Assessment	Mehrnoosh Samaei, MD, MPH
5:40 PM	Expanding DEI Curricula in Emergency Medicine Graduate Medical Education: A Pilot Innovation Project	Whitney Johnson, MD, MS
5:50 PM	Analysis of Emergency Medicine Clerkship Grades by Identification as URiM vs. non-URiM	Kevin Walsh, MD
6:00 PM	Resident-led Wellness: Fostering the skills emergency medicine residents need to thrive using an innovative longitudinal mentorship model	Erica Warkus, MD, PhD
6:10 PM	Stop, Think, Plan, Reflect	Taylor Ingram, DO

CORD ACADEMIC ASSEMBLY MOD

STATION 11

5:10 PM	Paintball Casualty Care – Using Paintball to Teach Trauma Related Procedures	Julianne Blomberg, MD
5:20 PM	The Price is Right: Cost Awareness Education for Emergency Medicine Residents	Amber Billet, MD
5:30 PM	Implementation of a Financial Education Curriculum for an Emergency Medicine Residency Program	Mitchell Dlenden, MD
5:40 PM	An Educational Curriculum for Healthcare Costs and Price Transparency. Is Training In Cost-Effectiveness Possible?	Keel Coleman, DO, MBA
5:50 PM	Mission-Driven Individual Learning Plans: A Recipe for Resident Growth	Zeinab Shafie-Khorassani, DO
6:00 PM	Emergency Medicine Resident Financial Wellness Curriculum	Latha Ganti, MD, MS, MBA
6:10 PM	Heart Rate and Variability as Indicators of Stress in Emergency Medicine Faculty and Residents During Simulation	Angela Cornelius, MD

STATION 12

5:10 PM	Teammate Appreciation and Recognition: An Intervention for Improving Well-being in Emergency Medicine Residency Programs	Marie Wofford, MD, MPH
5:20 PM	Kudos – A Brief Implementable Intervention to Promote Wellness Among Emergency Medicine Residents	Sarah Kilborn, MD
5:30 PM	Effects of Wellness Credits on Resident Physician Burnout	Kirlos Haroun, MD
5:40 PM	Feel Good Fridays: Incorporating Wellbeing Into Resident Morning Reports	Sarah Lee, MD
5:50 PM	Presenteeism in Emergency Medicine	Jennifer Bolton, DO
6:00 PM	Perceived Belonginess to guide Wellness Interventions	Melvin T. Donaldson, MD, PhD
6:10 PM	Blood, Sweat, and Beers – Evaluating and Improving the Wellness of Emergency Medicine Physicians through Implementation of an Exercise Competition	Megan Anderson, DO

STATION 13

5:10 PM	Improving Patient Care at the Bedside for Disadvantaged Populations through Medical Student Participation in a Shelter Outreach Clinic	Laura Ortiz, MD
5:20 PM	Provider Perspectives on Trauma Recovery & Violence Prevention Resource Allocation for Assault Injured Adolescents in an Urban Level 1 Trauma Center	Symphony Fletcher, MD
5:30 PM	Gender and Racial Distribution of Emergency Medicine Bound Medical Student Membership in Professional Honor Societies	Alexandra Mannix, MD
5:40 PM	Improving the Wellness of Emergency Medicine Physicians Through Implementation of an Exercise Competition	Megan Anderson, MD
5:50 PM	The Impact of Self Scheduling on Intern Wellness	John Marshall, MD
6:00 PM	Gender Disparities in Emergency Medicine Faculty Evaluations by Residents	Ynhi Thomas, MD, MPH, MSc
6:10 PM	Are First-Year Emergency Medicine Residents Still Behind on Level 1 Care-Based Milestones?	Julie Cueva, DO, MSED

STATION 14

5:10 PM	Impact of a Grading Committee for a Fourth-year Emergency Medicine Clerkship	Meredith Thompson, MD
5:20 PM	A Snapshot of Exam Usage in Emergency Medicine Clerkships	William Alley, MD
5:30 PM	Targeted Procedure Lab to Improve Self-Identified Deficiencies Among Graduating Emergency Medicine Residents	Andrew Bobbett, MD
5:40 PM	Self-Assessment of Preparedness: A Two Year Evaluation of Incoming Emergency Medicine Interns in the Era of Covid-19.	Lorie Piccoli, MD
5:50 PM	A Needs Assessment for an Emergency Medicine Longitudinal Didactic Curriculum	Maxwell Thompson, MD
6:00 PM	Feedback on Feedback: Improving quantity of individualized comments from faculty on student evaluations	Morgan Wilbanks, MD
6:10 PM	Do residents need more training on head CT imaging interpretation? A multicenter needs assessment.	Kaushal Shah, MD

STATION 15

5:10 PM	Nursing Feedback for Emergency Medicine Residents: A Mixed Methods Survey Analysis of National Practices	Alina Tsyrlunik, MD
5:20 PM	Implications of a Drastic Increase in ACGME Ultrasound Scan Requirements: One Program's Perspective	James Chan, MD
5:30 PM	Take-Home Naloxone in the Emergency Department: Assessing Residents' Attitudes and Practices	Brittany Ladson, DO
5:40 PM	Does Gamification Improve Medical Knowledge of 4th-Year Medical Students as Measured by the EM NBME?	Allison Beaulieu, MD, MAEd
5:50 PM	Bounce Backs Quality Improvement Projects Are of Low Yield and Often Lack Meaningful Teaching Points	Brian Walsh, MD
6:00 PM	Thriving in Emergency Medicine Residency	Kevin Hanley, MD
6:10 PM	Better Together: A Multi-Stakeholder Approach to Developing Specialty-wide Entrustable Professional Activities for Emergency Medicine	Holly Caretta-Weyer, MD, MHPE

GENERATED POSTER SESSION

STATION 16

5:10	PM	Medical Education Fellowship: Who's Doing It and Why?	Julie Cueva, DO, MSED
5:20	PM	Emergency Department Bounceback Admission Rates Based on Provider Teams	Katherine Chen, DO
5:30	PM	Podcasting in Emergency Medicine Residents' Education: Information Retention Comparison vs. Lecture	Paul Pelletier, MD
5:40	PM	Flipping Journal Club to Teach Statistics to Emergency Medicine Residents	Brian Milman, MD
5:50	PM	Unhewn Student Experience: Considering Heuristics in Emergency Clinical Knowledge – A Preliminary Report	Xiao Chi Zhang, MD, MS
6:00	PM	The Role of the Medical Student in the Emergency Department	Grant Gauthier, BS
6:10	PM	Redesigning Video Laryngoscope Equipment to Improve Preparedness for 1st Pass Intubation Attempts	Marika Kachman, MD

STATION 17

5:10	PM	Emergency Medicine Resident Competency and Satisfaction After Implementing a Standardized Radiology Curriculum, a Prospective Study	Christopher Reilly, MD, MS
5:20	PM	Traditional Bedside Versus Digital Point-of-Care Ultrasound Education	Michael Sobin, MD
5:30	PM	Longitudinal Cricothyrotomy Competency Among Residents	Joseph Turner, MD
5:40	PM	A multi-procedure, task-training kit and curriculum for a virtual medical student rotation.	Shorok Hassan, DO
5:50	PM	Combat Medical Readiness: The Rush University Medical Center Advanced Trauma Training Program	Nicholas Cozzi, MD, MBA
6:00	PM	Gastroesophageal Balloon Tamponade Simulation-based Training in Emergency Medicine: Curricular Needs Assessment	Cody McIlvain, MD
6:10	PM	Rapid Cycle Deliberate Practice vs Traditional Simulation Methods in Trauma Team Resuscitations	Jessica Parsons, MD

STATION 18

5:10	PM	Hands On Training Lateral Canthotomy and Inferior Cantholysis Using Three-Dimensional Model	Andrew Crouch, DO
5:20	PM	Does Inclusion of Residents in EKG screening in the ED change the Time to Catheterization Lab Activation?	Kelsey Coolahan, MD
5:30	PM	Medical Education & The Pursuit of Fellowship	Shivani Mody, DO, MSED
5:40	PM	National Needs Assessment for Medical Resuscitation Leadership Education	Michael Sobin, MD
5:50	PM	A Cast to Last: Implementation of an Orthopaedic Splinting Workshop for Emergency Medicine Residents and Effects on Splint Quality	John Salmon, MD
6:00	PM	Expanding an Emergency Medicine Sub-Internship Mentorship Program	Atizaz Hussain
6:10	PM	Measuring and predicting faculty consensus rankings of Standardized Letters of Evaluation	Morgan Sehdev, MD

STATION 19

5:10	PM	The Effect of Medical Students on Patient Perception of Care in the Emergency Department	Julia Ma, MD
5:20	PM	Applied Mathematics to Predict the Progression of Emergency Medicine Resident Productivity	Matthew Singh, MD
5:30	PM	Implementation of Text-message Reminders (Nudges) to Increase Emergency Medicine Resident Feedback	Wendy Sun, MD
5:40	PM	Medical Toxicology Rotations in US Emergency Medicine Residency Programs: Trends and Requirements	Conner Willson, MD
5:50	PM	Dental Emergency Management: An Emergency Medicine Workshop Curriculum	Reshma Sharma, DO
6:00	PM	External Validation of the Fresno Test - An Evidence-Based Medicine Assessment Tool	Catherine Yu
6:10	PM	Non-NCAT-EM Evaluations Positively Skew eSLOE Entrustability Scores	Erin Karl, MD
6:20	PM	Impact of Specific Resident-Driven Virtual Recruitment Sessions on Residency Applications and Match Preferences	Ridhima Gheji, MD

STATION 20

5:10	PM	The Status of Pediatric Critical Care (PCC) Experience in Emergency Medicine (EM) Residency Training Programs	Elaine Josephson, MD
5:20	PM	Intern Orientation Rotations in US Emergency Medicine Residency Programs: Statistics and Trends	Maxwell Harlan, MD
5:30	PM	Impact of a Simulation-Based Patient Safety Intervention on Self-Reported and Objective Measures of Situational Awareness	Casey Morrone, MD
5:40	PM	Simulation in Emergency Medicine Residency Training Programs: A National Survey	Briana Miller, MD
5:50	PM	Rapid Cycle Deliberate Practice in Resuscitation: Time to Completion of Critical Actions	Katherine Griesmer, MD, MPH
6:00	PM	Trends in Point-of-Care Ultrasound Use among Emergency Medicine Residency Programs Over a 10-Year Period	Michael Gottlieb, MD
6:10	PM	Shuffling the Deck - Factors at Play in Applicant Program Ranking	Joshua Timpe, MD



Events

Monday, March 20

10:00 AM - 12:00 PM

EMRA Medical Student Council Meeting
Octavius 7/8, Promenade South

EMRA COMMITTEE MEETINGS AND WORKSHOPS

1:00 PM - 2:30 PM

Are We Really Misdiagnosing Our Patients?
Critiquing the AHRQ Report on EM Outcomes
with Special Guest Dr. Jeremy Faust

Research Committee

Octavius 11, Promenade South

Strategies for Wellness and Resilience

Wellness Committee

Octavius 12/13, Promenade South

Critical Care Trivia

Critical Care Committee

Octavius 14/15, Promenade South

Evaluating Joints on the Go: Shoulder, Hips, Knees

Ultrasound Committee

Octavius 17/18, Promenade South

Chat GPT in Medicine

Technology, Telehealth & Informatics Committee

Octavius 9, Promenade South

Year in Review and Future Directions

Pediatric EM Committee

Octavius 10, Promenade South

2:45 PM - 4:15 PM

Negotiation for the EM Physician

Administration & Operations Committee

Octavius 11, Promenade South

Gearing Up for 2023

Wilderness Committee

Octavius 12/13, Promenade South

Health Policy and the Future of Emergency Medicine

Health Policy Committee

Octavius 14/15, Promenade South

Street Medicine Panel

Social EM Committee

Octavius 17/18, Promenade South

Residents as Educators: How to Give a Good Lecture

Education Committee

Octavius 9, Promenade South

EMS Hot Topic

Prehospital & Disaster Medicine Committee

Octavius 10, Promenade South

4:30 PM - 6:00 PM

A Future that Strives Toward Equity

Diversity and Inclusion Committee

Octavius 11, Promenade South

Creation of Self Made and Accessible Resources Task Trainers:
The SMARTT Guide

Simulation Committee

Octavius 12/13, Promenade South

A Mysterious Tox Murder

Toxicology Committee

Octavius 14/15, Promenade South

Sports Coverage and Emergency Planning Physician
Panel for the NFL, NHL, NASCAR, NBA, NFR, and More

Sports Medicine Committee

Octavius 17/18, Promenade South

Lessons Learned from the Miami Building Collapse

Government Services Committee

Octavius 9, Promenade South

Hero with a Thousand Faces: Fighting an Invisible Enemy

International Committee

Octavius 10, Promenade South

7:00 PM - 8:30 PM

EMRA Leadership Meet-Up (*Invitation Only*)

Octavius Balcony

Tuesday, March 21

9:30 AM - 12:30 PM

EMRA/ACEP Leadership Academy (*Invitation Only*)

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Octavius 19-22, Promenade South

4:00 PM - 6:00 PM

EMRA Quiz Show

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Octavius 19-22, Promenade South

Wednesday, March 22

7:00 AM - 8:00 AM

EMRA Representative Credentialing

Octavius 19-22 Prefunction, Promenade South

8:00 AM - 1:00 PM

EMRA Representative Council Meeting & Townhall

Octavius 19-22, Promenade South

Thursday, March 23

11:00 AM - 1:00 PM

EMRA Board Meeting

Octavius 20, Promenade South

**Schedule last updated February 28, 2023.*

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National Director of Medical Affairs, USACS

EM Residency: University of Pittsburgh (2010)

Research Fellowship: University of Pittsburgh (2012)

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- Reduced opioids to the tune of 100k fewer annual prescriptions in 2 yrs
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- SAEM Research Fellow
- Reviewer, Annals of Emergency Medicine 2012-Current (Distinguished Senior Reviewer 2018-Current)
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