

innovation, Development, Education, Academics

2018

Onsite Guide

April 22 - 25

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Academic Assembly

IDEAS

fiesta
SAN ANTONIO



Celebrating 300 years of San Antonio history!



Academic Assembly

**FIESTA
Time!**



CORD
Academic Assembly

IDEAS

fiesta
SAN ANTONIO

CLOSING RECEPTION *at the Alamo*

Come and connect with friends, old and new as we close out
the **CORD Academic Assembly**

Wednesday, April 24th from 6 - 8 pm

★★★ Your Academic Assembly Badge is your admission ticket ★★★

CORD
Academic Assembly

Program Contents

Conference Summary and Objectives4
 Welcome to San Antonio5
 Thank You6-7
 Disclosure of Relevant Financial Information with
 Commercial Companies8-10
 Wellness 11
 2018 Awards..... 12
 Hotel Map/Room Layouts..... 13
 Conference Schedule by Day14-20
 CORD Business Meeting 19
 Committee Meetings Schedule 21
 EMRA Schedule of Events 22
 Hobby Bar..... 23
 Safari Dinners 23
 Course Descriptions24-43
 Abstract Moderators 44
 Index of Conference Abstracts45-47
 Oral Abstract Presentations Schedule 48
 Advertising49-63
 Next Year in Seattle 64

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CONFERENCE SUMMARY

The optimal education and assessment of medical students, emergency medicine residents, and emergency medicine fellows, and the effective management of emergency medicine residencies and educational programs are continuously evolving processes. Teaching to adult learners who have grown up in the technological age requires innovative didactic and assessment tools and an understanding of best practices in teaching and assessment. It is also necessary to respond effectively to an increasingly complicated regulatory environment, including, the Next Accreditation System, the institution of Milestone-based competency assessment, and the increasing focus on Patient Safety and Quality Improvement initiatives. Residency and student management demands multiply every year. Maintaining professional and personal balance and successfully advancing a career focused on education in emergency medicine is a constant challenge. Collaboration between emergency medicine programs, specialties, national emergency medicine organizations and accreditation associations facilitates and enhances resident and medical student education, assessment, and program management.

The 2018 CORD Academic Assembly will provide a spectrum of expert panel discussions, didactic sessions, interactive small group breakouts, research presentations, and consensus working groups, all specifically designed by and for educators in emergency medicine to address the needs of our unique teaching environment. It will also focus on wellness for the physician as well as new teaching and learning modalities including FOAMed to give our teachers new ways to connect with their learners.

CORD AA 2018 **iDEAS (innovation, Development, Education and AcademicS)**

OBJECTIVES

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

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

CONTINUING EDUCATION CREDIT

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

The American College of Emergency Physicians designates this live activity for a maximum of 22 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Approved by the American College of Emergency Physicians for a maximum of 22 hour(s) of ACEP Category I credit.

To access the Handouts, and Evaluations for the sessions, download the CORD Academic Assembly 2018 /app or visit cordem.org/HandoutsEvals. Click on the Handout or Evaluation links for the session of your choice.

FROM THE 2018 AA CHAIRS

Welcome to *San Antonio*

On behalf of the CORD *Academic Assembly* Planning Committee, it is with great pleasure and honor that we welcome you to the 2018 CORD *Academic Assembly* from April 22-25, 2018 here in San Antonio, TX at the Grand Hyatt San Antonio! Our theme this year is; *IDEAS (Innovation, Development, Education and AcademicS)*. Last year's *Academic Assembly* was a huge success as we all enjoyed a beautiful location and spent time on the beach! We hope this year's theme and location will take it to the next level. We encourage you to explore sessions, hear great presentations from the leaders in emergency medicine education who will provide you with very practical ideas that you can bring back to your program to make it even better than it is today.

CONFERENCE HIGHLIGHTS

Design Thinking

The keynote plenary session topic is on *Design Thinking* and how it can be used to improve your teaching program.

Tracks

The tracks you love are back! Best Practices (BP) will integrate the best resources and ideas for educational programs in EM. Navigating the Academic Waters (NAW) will target junior faculty providing development, mentorship, and advice to help advance career goals. New to podcasting and blogging? iMedEd will help you incorporate cutting-edge technology into your program. New Programs and Leaders (NPL) will target faculty who are new to education leadership positions. They will provide you with all the tools necessary to be great in your new role. Clerkship Directors (CDEM) will provide you with indispensable tools to enhance your Undergraduate Medical Education. The Resident Track is back with amazing programming targeted towards residents. If you are a resident considering a career in education, this is where you need to be! The Emergency Medicine Association of Residency Coordinators (EMARC) track is planning some new and amazing programming to make your job as a coordinator even better than it already is! In addition, there will be new programming aimed at Clerkship Coordinators!! Advances in Education Research and Innovations will be hosting e-poster moderated sessions, Lightning Orals and Best of the Best!

GME Finance

The New Programs & Leaders (NPL) Track is hosting a series on everything you need to know about GME Finance. It consists of six sessions over three days. Come get smarter about your program's money!

Specialty Sessions

2018 experienced horrible tragedies affecting many of our colleagues. Day one specialty session addresses the recent mass shootings in Las Vegas and Orlando. Day three session addresses the recent hurricanes impacting Texas and Puerto Rico. Don't miss these important discussions!

EMRA

EMRA events will be held in conjunction with CORD this year! They have planned some amazing programming for residents that promise to be an exciting and fun time for all.

Chief Resident Symposium

Help your Chief Residents prepare for their new role by attending the Chief Resident Symposium. The symposium is now in its second year and provides your Chiefs with the leadership and management skills necessary to have a very successful chief year.

Themes

In addition to the great track programming, we have sessions focusing on specific themes: Standardized Video Interview, Becoming a Better Teacher, Finance, Gender Disparities, Teaching Quality and Safety, the SLOE and Mentorship.

CPC

The CPC semi-finals are back! This year they will split over two 1/2 days to maximize everyone's opportunity to attend CPC and still participate in other CORD programming. Try to solve the diagnosis!!

Free Afternoon

Last year, an afternoon free of programming was introduced and was such a huge success we decided to do it again. Enjoy some free time with your program's team members, family or friends, or just take an afternoon off for yourself. It's Fiesta in San Antonio so enjoy the Riverwalk!

In keeping with the tradition of CORD, we offer many opportunities for networking! Get excited for the Closing Party at the Alamo, Networking Lunches, Safari Dinners, and more.

We hope you enjoy the conference!

Jan Shoenberger, MD & Moshe Weizberg, MD

Co-Chairs, Academic Assembly Program Committee

**Thank
you!**

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

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Mary Jo Wagner, MD
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Stephen J. Wolf, MD
University of Virginia



It's All About **Wellness**

**Health is a
state of body.
Wellness
is a state
of being.**

Sunrise Yoga

(Pool level Patio)

| | |
|---------------------|--------|
| Sunday, April 22 | 6–7 am |
| Monday, April 23 | 6–7 am |
| Tuesday, April 24 | 6–7 am |
| Wednesday, April 25 | 6–7 am |

Massage Chairs

(Texas Ballroom Prefunction)

| | |
|---------------------|---------------|
| Sunday, April 22 | 9 am–1 pm |
| Monday, April 23 | 9 am–1 pm |
| Tuesday, April 24 | 9 am–1 pm |
| Wednesday, April 25 | 7:30–10:30 am |

Zen Den — Available April 22–25 from Sunrise to Sundown

Need a place to unwind or just have a peaceful moment? Visit the Zen Den (Bonham B). Thank you for respecting silence in this place of prayer, meditation, reflection and relaxation.

Art Therapy — Sunday, April 22, 8 am–5 pm

Sponsored by EMRA, open to all attendees, guests and children (Lonestar Ballroom Prefunction).

Please see links below to register for your wellness session, space is limited so don't delay.

Be courteous to your colleagues and if you are unable to keep your spot please cancel your reservation so another guest can be accommodated.

cordem.org/exercise • cordem.org/massage



Award Recipients

Michael P. Wainscott Program Director Award

Saadia Akhtar, MD
Ichan School of Medicine at Mt. Sinai

CORD Faculty Teaching Award

Ryan Pedigo, MD
Harbor-UCLA Medical Center

CORD Resident Academic Achievement Award

Nathan L. Haas, MD
University of Michigan St. Joseph Mercy Hospital

CORD Program Coordinator Award

Paula Keyes, BHS
University of Kentucky

Salvatore Silvestri, MD, Resident Travel Scholarship Award

Kevin T. Dyer, MD
Northwestern University

MERC AT CORD SCHOLAR AWARD

Steven Hochman, MD
Mary Ann Edens, MD
Erik Nordquist, MD

LONGEVITY AWARDS

25 Years

Program Director
Wallace Carter, MD
New York Presbyterian

5 Years

Assistant/Associate Program Director
Jeffrey Siegelman, MD
Emory University School of Medicine

ACEP/CORD TEACHING FELLOWSHIP SCHOLARSHIP RECIPIENTS

Faculty: Matthew Swarm, MD,
Vanderbilt University Hospital
Resident: Caitlin Schrepel, MD,
University of Washington

ACADEMY FOR SCHOLARSHIP

Academy Member — Teaching and Evaluation

| | |
|-------------------------|----------------------------|
| Daniel Crane, MD | Michael Gottlieb, MD |
| Matthew Ledford, MD | Sreeja M. Natesan, MD, BSN |
| Benjamin H. Schnapp, MD | Veronica Tucci, MD, JD |
| Colleen M. Smith, MD | Joseph S. Turner, MD |

Academy Member — Education Leadership

Abbas Husain, MD

Academy Scholar — Scholarship in Education

Anne Messman, MD

Distinguished Educator Award — Enduring Educational Materials

Latha Ganti, MD, MS, MBA

Distinguished Educator Award — Educational Leadership

Manish Garg, MD

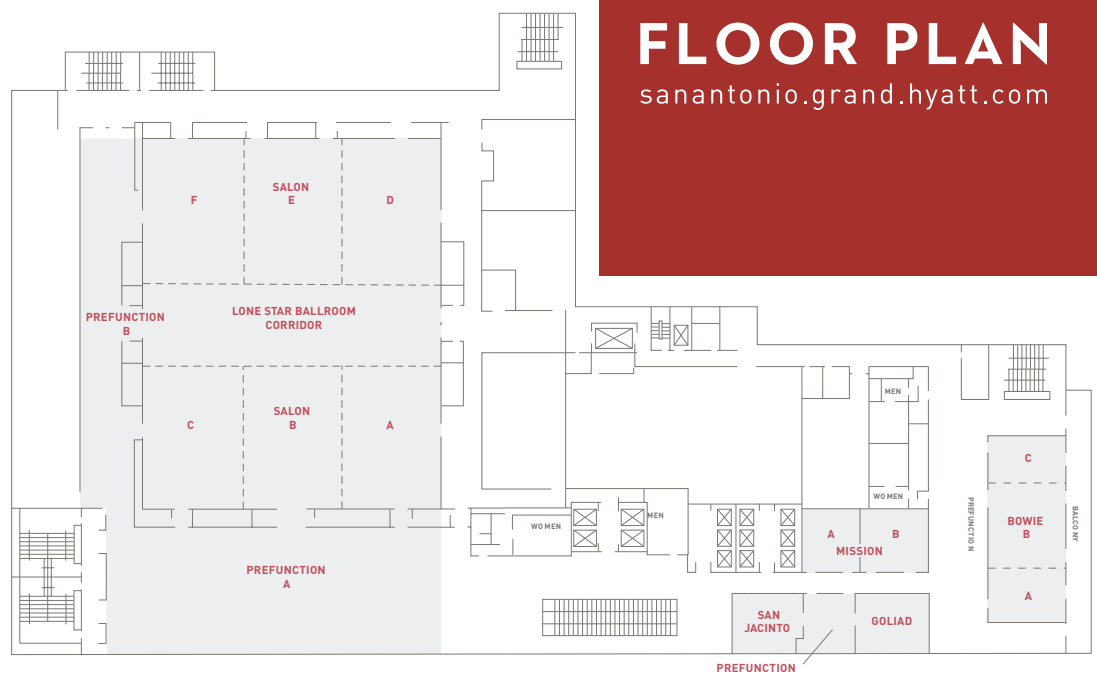
MINI FELLOWSHIP IN WELLNESS LEADERSHIP SCHOLARSHIP RECIPIENTS

Moira Carroll, MD, *Icahn School of Medicine at Mount Sinai*
Angela Chen, MD, *Icahn School of Medicine at Mount Sinai*
Molly Hartrich, MD, *LAC+USC Emergency Medicine*
Angelica McPartlin, MD, *Harbor-UCLA Medical Center*
Samantha Reeder, MD, *Maricopa Emergency Medicine*
Caroline Schrodt, MD, MSPH, *Kaweah Delta Health Care District
Emergency Medicine Residency*
Katie Tausch, MD, *Beaumont Emergency Medicine*
Robert Turer, MD, *University of Michigan St. Joseph Mercy Hospital*

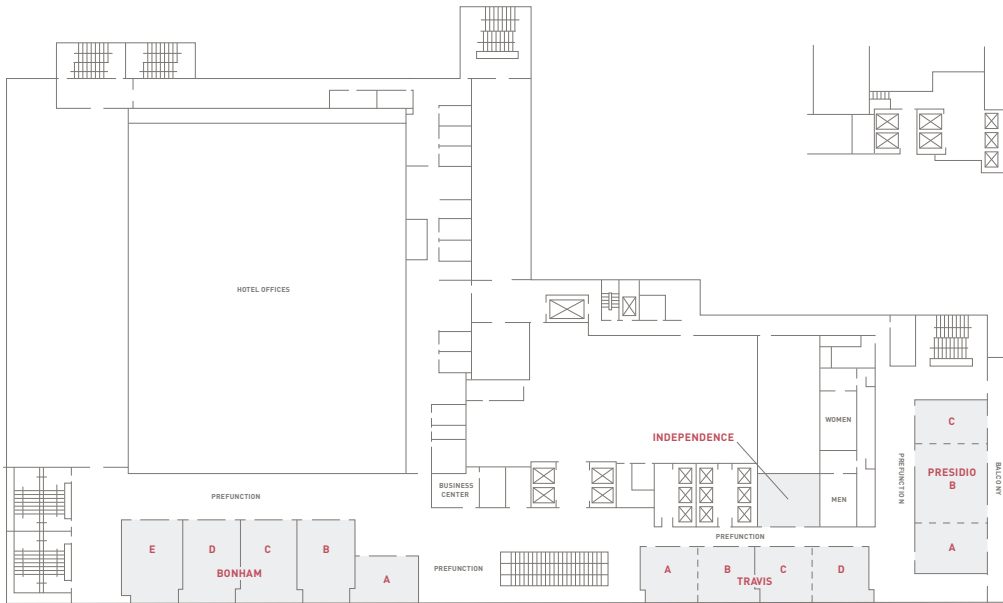
FLOOR PLAN

sanantonio.grand.hyatt.com

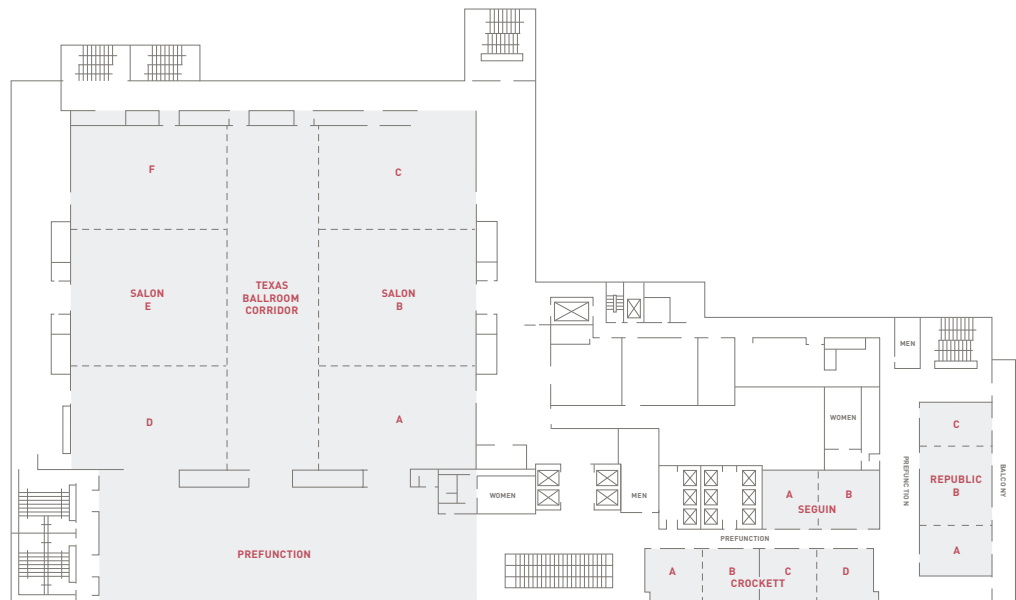
Second Floor



Third Floor



Fourth Floor



| | | | | | | |
|-------------|---|--|--|--|---|--|
| 11:25-12:00 | <p>We are Not Just Pre-Attending <i>(C Barclay-Buchanan, B Schnapp)</i></p> <p>Retreats (Rest Educate Time A way Restore Eats (Share a meal together)) <i>(A Garrick, M J Brown) Republic ABC</i></p> <p>Emergency Medicine Residents—Gathering our Community Together <i>(M Ergul, J Schiller) Texas AB</i></p> | <p>EMARC Business Meeting <i>(K. McLeod, J. Ricker) Bowie ABC</i></p> | <p>Developing a Digital Identity for Yourself and Your Program <i>(R Cooney, G. Pensa, B. Azan) Texas E</i></p> | <p>How to Create a CV that Will Get You Hired <i>(M Epter, M Haas) (review CVs during lunch) Texas F</i></p> | <p>Chief Resident Networking Lunch <i>(Limit 100) Texas F</i></p> | <p>CPC Judges Meeting <i>Presidio C</i></p> <p>CPC DAY 1 <i>Crocket A, B, C, D and Seguin A, B</i></p> |
| 12:00-1:30 | <p>NETWORKING LUNCH—Lonestar Ballroom <i>(Lunch Provided to Registered Attendees)</i></p> | | | | | |
| 1:00-1:30 | <p>CPC DAY 1 <i>Crocket A, B, C, D and Seguin A, B</i></p> | | | | | |
| 1:30-2:30 | <p>PLENARY—How Design Thinking Can Enhance Your Ability to Find Creative Solutions <i>(Bon Ku, MD) Lonestar Ballroom</i></p> | | | | | |
| 2:30-2:40 | <p>BREAK</p> | | | | | |
| 2:40-3:00 | <p>LIMITED WORKSHOP: Design Thinking: Service versus Education: Throughput Metrics and Resident Autonomy <i>(Bon Ku; G Hayden) (Limit 35) Republic B</i></p> | <p>Wellness: Too Much of a Good Thing? <i>(R Dahms, K Grall, K Barringer) Texas AB</i></p> | <p>Establish Your Street Cred! Make Yourself Invaluable, Build Success, and Create IDEAS in Academic EM <i>(J Davis) Texas D</i></p> | <p>Evidence Based Recommendations for the Special Applicant Population <i>(CORD Student Advisory Task Force) (T Zhang; L Luffy-Clayton; A Pelletier-Bur; PANEL: D Gordon; C Lefebvre) Texas C</i></p> | <p>Program Director/Program Coordinator: Dynamics <i>(D Davidson; M Platt) Bowie ABC</i></p> <p>Incorporating Peer Review in Digital Education <i>(S. Kobner, N. Joshi) Texas E</i></p> | <p>Redefining Scholarship in the Digital Era <i>(J, Riddell) Texas E</i></p> <p>Incorporating Peer Review in Digital Education <i>(S. Kobner; N. Joshi) Texas E</i></p> |
| 3:00-3:20 | <p>BREAK</p> | | | | | |
| 3:20-3:40 | <p>Workshop Continues <i>Republic B</i></p> | <p>Why Are You Crying? Innovative Feedback for the Difficult Learner <i>(M Kulkarni; N Nadir; N Naik; J Noelker) Texas AB</i></p> | <p>Development—Don't Turn Your Grapes into Whine: Dealing with the Negative Faculty Evaluation <i>(M Lali; PANEL: M Bond, C Barclay-Buchanan, J. Smith) Texas D</i></p> | <p>Developing an OSCE for your EM Rotation: A How-To Guide <i>(S. Bord, J. Jung) Texas C</i></p> | <p>IDEAS on Building a Highly Rewarding, Productive Team <i>(J Davis) Bowie ABC</i></p> <p>Winning the Promotion and Tenure Game in the Era of Social Media <i>(M. Gisondi; S Trueger; D. Cabrera remotely) Texas E</i></p> | <p>Building a Social Media Portfolio for Promotion and Tenure <i>(M Gottlieb, N. Joshi; D. Cabrera remotely) Texas E</i></p> <p>Winning the Promotion and Tenure game in the Era of Social Media <i>(M. Gisondi; S Trueger; D. Cabrera remotely) Texas E</i></p> |
| 3:40-4:00 | <p>BREAK</p> | | | | | |
| 4:00-4:20 | <p>BREAK</p> | | | | | |
| 4:20-4:30 | <p>BREAK</p> | | | | | |
| 4:30-5:00 | <p>Lessons Learned from Tragedy: Mass Shooting Events and the Learning Environment <i>(M Epter Panel: J Thundiyil; R Berkeley; D Birenbaum) Lonestar Ballroom</i></p> | | | | | |
| 5:00-5:15 | <p>From the Chief Resident to the Chair: Leadership 101 in 2018 <i>(D. Della Giustina; B. Burns; M Haas) (Limit 200) Texas F</i></p> | | | | | |
| 5:30-8:00 | <p>Safari Dinners Offsite</p> | | | | | |
| | | | | | <p>EMRA Quiz Show <i>Presidio ABC</i></p> | |

Day 2 Monday, April 23, 2018

| | Best Practices (BP) | Navigating Academic Waters (NAW) | Clerkship Directors (CDEM) | iMedEd | Emergency Medicine Association of Residency Coordinators (EMARC) | Resident + Chief Resident | New Programs & Leaders (NPL) | CPC | |
|------------|--|---|--|--|---|---|--|--|---|
| 7:00-8:00 | <p>LIMITED SESSION: Remediation Task Force Consults (Please bring Breakfast) (K. Williamson) Panel: C. Lefebvre; M. Pirrotte; P. Moffett; D. Toro (Limit 30) Independence</p> | <p>LIMITED SESSION: Diversity Consult Service (Please bring Breakfast) (J. Branzetti; J. Moll; T. Smith) Panel: A. Pierce; M. Hicks; M. Perry; D. Boatright; E. Samuels (Limit 30) Travis C</p> | <p>Breakfast Lonestar Ballroom</p> | <p>Emergency Medicine Association of Residency Coordinators (EMARC)</p> | <p>Resident Track Planning Meeting (Please bring Breakfast) Texas F</p> | <p>How to Get Involved in COD (Please bring Breakfast) (M. Epter) Travis AB</p> | <p>CPC DAY 2 Crocket, A, B, C, D and Seguin, A, B</p> | | |
| 8:00-8:40 | <p>Remediation and the Law: What Program Leaders Need to Know (C. Lefebvre) Texas AB</p> | <p>560—Maintaining Wellness for All: (E. Ullman)</p> <p>Failure is Not an Option: It's Inevitable (B. Burns)</p> <p>10-80-10 Principal (J. Bucher)</p> <p>10 Minutes in Mindfulness (D. Williams)</p> | <p>Clerkship Innovations 460: (L. Thompson, K. Parekh)</p> <p>Med Student Shift: A Novel Approach to Medical Student Clinical Experience (J. Mason)</p> <p>How Can I Use a Resident Liaison in my EM Clerkship? (J. Bod)</p> <p>Maximizing Rate of Return of Medical Student Evaluations (C. He, J. Edelstein)</p> | <p>Redefining the Academic Career (R. Rogers) Texas E</p> | <p>Fostering Wellness for Coordinators: Yes, Coordinators! (L. Berryman) Panel: D. Richards, D. Cimil Bowie ABC</p> | <p>Your Reputation: A Differential Diagnosis (J. Branzetti; L. Flax) Texas F</p> | <p>Session 3: GME Financing: Answers for Novice to Expert: Evaluating your Program's Financial Performance (D. McGee, M.J. Wagner) Republic ABC</p> | | |
| 8:40-8:45 | BREAK | | | | | | | | |
| 8:45-9:15 | <p>Feedback in Action: Making the Learner-Centric Paradigm Work For You and Your Faculty (H. Caretta-Weyer; J. Kornegay) Texas AB</p> | <p>Emotional Intelligence: How Smart Are You? (S. Akhtar)</p> <p>Mindful Mentoring (M. Stull) Texas D</p> | <p>Needle in a Haystack: How to Find and Evaluate Quality FOAM (A. Grock, F. Zaver, N. Battaglioli, M. Gottlieb) Texas E</p> | BREAK | | | | <p>Conflict Negotiation (M. Epter; P. Charlton) Texas F</p> | <p>Session 4—GME Financing: Answers for Novice to Expert: Budgeting 101 (D. McGee, M.J. Wagner) Republic ABC</p> |
| 9:15-9:20 | BREAK | | | | | | | | |
| 9:20-9:25 | <p>Finding a Career Path: Resident Directors or Scholarly Tracks (C. He, B. Schnapp, A. Fant) Texas AB</p> | <p>The Blurred Line Between Burnout and Depression (A. Grock, C. Doty) Texas D</p> | <p>NCAT-EM in the Wild: First Year of Use of a National Clinical Assessment Tool in Undergraduate EM (K. Hiller, J. Jung, L. Lawson, D. Franzen) Texas C</p> | <p>Technology-Enhanced Education: Using iPads and VR (T. Pillow, M. Barrie) Texas E</p> | <p>440: Curricular Innovations: (P. Gopal; A. Tichter)</p> <p>Connecting with the Community (A. Migiani, J. Pasternak; L. Dylla)</p> <p>Residents Teaching Students (A. Sudhir; C. Schrepel)</p> <p>EM and Law (M. Ramsey; P. Consideine)</p> <p>Operationalizing Innovation from the Ground Up (N. Governori) Texas F</p> | <p>440: Curricular Innovations: (T. Berger, D. Duong)</p> <p>You're Down a Resident? How Do You Prevent Negatively Impacting Education? (M. Moreira, S. Akhtar)</p> <p>From Vision to Action—How to Implement Change in your Program (J. Haber, D. Hart)</p> <p>Reduce/Reuse/Recycle: A How-To Guide to Revamping Program Content (E. Barall-Werley, N. McCain)</p> <p>Building a QI/Patient Safety Program for EM Residents (C. Rosen) Republic ABC</p> | <p>Recruitment: Having it All with PEE (Personalization, Ease, and going Electronic?) (J. Ricker, D. Toriani, J. Reddy) Bowie ABC</p> | | |
| 9:25-10:00 | BREAK | | | | | | | | |

| | | | | | | | |
|-------------|---|---|--|--|---|---|---|
| 10:00-10:30 | BREAK | | | | | | |
| 10:30-10:40 | Beyond the Chiefs: How to Get All Your Residents Involved in Leadership Roles <i>(D Runde, J Jordan, R Huang)</i> Texas AB | Best Innovations and Soundbites from the 2018 CORD Abstracts <i>(J Siegelman, B Burns)</i> Texas D | Inspiring Your Base: Crafting an Engaging and Robust EMIG Curriculum <i>(D Tillman)</i> Texas C | The Numbers Game: Understanding Altimetrics <i>(S Trueger, J Rixe)</i> Texas E | Horror Stories: AKA PCPC <i>(P O'Brien)</i> Bowie ABC | Wellness 440: (N Governori; P Gopal) Work Smarter—Maximize Time, Minimize Effort <i>(F Zaver; H Cochrane)</i> | Maintaining Holistic Application Review in the Setting of Increasing Volume <i>(A King, R Tabatabaai)</i> Republic ABC |
| 10:40-11:00 | BREAK | | BREAK | | | BREAK | |
| 11:00-11:05 | Innovative Curriculum 560 <i>(R Bayolek, L Oyama, C MacVane)</i> | | Advising 460: <i>(L Thompson; K Parekh)</i> | | EMARC Track Planning Meeting Bowie ABC | New Programs and Leaders Innovations 560: <i>(T Berger; D Duong)</i> | |
| 11:05-11:10 | Fight Back Against Decision Overload! What Can You Do, and What Can You Teach? <i>(B Todd, D Turner-Lawrence)</i> | | Away Rotations: Addressing and Navigating the Chaos <i>(D Gordon, J Wallenstein)</i> | Be Careful What You Like: Social Media Horror Stories <i>(F Zaver, N Battaglioli)</i> PANEL: Z. and J. Repanshek; J. Langenfeld and T. Wehniak Texas E | | More than Just Retreats... How to Perform a Successful Annual Program Evaluation <i>(C Rosen)</i> | |
| | Patient Satisfaction Academy: A Novel Residency Curriculum to Improve the Patient Experience in the Emergency Department <i>(J Gunalda, K Hosmer)</i> | | Advising Commissioned Students About the Military and Civilian Match <i>(R Huang, D Micheller)</i> | | | Creating & Maintaining a 'Scholarly Track' Program Within Your Residency Program <i>(J Spector)</i> | |
| | Cognitive Errors in Medicine: How do We Incorporate Education on This into our Curriculum? <i>(W Woods, R Naples)</i> | | The Very Unlikely Match: Backups, Alternates, and a Mindful Approach to Challenging Conversations <i>(J Wallenstein, M Edens)</i> Texas C | | | Remediation Consistency: Standard Contracts from the Remediation Task Force <i>(P Moffett, D Toro)</i> | |
| 11:10-12:00 | Opening Your Eyes—Poverty Simulation in Residency Training <i>(C Plennig, A Ramsay)</i> | | | | Life After Residency: Is A Degree Right for Me? <i>(D Diller Panel: E. Steinberg, B. Schmapp, R. Church, A. Tichter)</i> Texas F | Millennialize Your Curriculum <i>(J An)</i> | |
| | Charting Survival Skills <i>(M McGrath)</i> Texas AB | | | | | How You Do in? Feedback for the Program Director <i>(S Akhtar, M Moreira)</i> Republic ABC | |
| 12:00-12:45 | FREE AFTERNOON | | | | | NPL Track Planning Meeting Republic ABC | |
| 12:45-1:30 | FREE AFTERNOON | | | | | FREE AFTERNOON | |
| 1:30-5:00 | FREE AFTERNOON | | | | | | |
| 5:00-6:30 | Moderated Posters—Wine and Cheese Lonestar Ballroom | | | | | | |
| 6:30-7:30 | Awards Presentation—CORD Awards, CPC & Posters Lonestar Ballroom | | | | | | |

Day 3 🍎 Tuesday, April 24, 2018

| | Best Practices (BP) | Navigating the Academic Waters (NAW) | Clerkship Directors (CDEM) | iMedEd | Emergency Medicine Association of Residency Coordinators (EMARC) | New Programs & Leaders (NPL) | EMRA |
|-------------|--|--|---|---|---|---|--|
| 7:00-8:00 | Reflections on Wellness (Please bring Breakfast) <i>(C. Doby)</i> Texas D | Breakfast Lonestar Ballroom | CDEM Track Planning Meeting (Please bring Breakfast) Texas C | | Breakfast Lonestar Ballroom | | |
| 8:00-8:50 | Lessons Learned from Natural Disasters of 2017 <i>(J. Shoenberger)</i> PANEL: S. Luber, T. McLaughlin, T. Pillow, M. Ramos-Fernandez, C. Garcia-Gubern Lonestar Ballroom | | | | | | |
| 8:50-9:00 | BREAK | | | | | | |
| 9:00-9:30 | LIMITED WORKSHOP: CORD Business Leadership Course <i>(D. Kuehl, K. Coleman; R. Bodkin; D. Martin; D. Sarangam; B. Ardolic)</i> ADDITIONAL FEES REQUIRED Seguin AB | Ramping Up Your Research: 10 Strategies to Enhance Your Scholarly Production <i>(M. Gottlieb)</i> Texas D | Application 2.0—Building a Better Application Process <i>(L. Lufy-Clayton)</i> PANEL: L. Hopson, D. Gordon, A. Peltier-Bui, D. Franzen Texas C | The Next Frontier of iMedEd <i>(D. Papanagnou)</i> Texas E | Mentoring Session—Q&A or New Coordinators and All <i>(P. O'Brien, C. Angerhofer)</i> PANEL: P. Keyes, N. Riley, V. Shook Texas F | CORD Business Meeting <i>Combined with BP</i> Texas AB | EMRA Chaos in the ED <i>Presidio ABC</i> |
| 9:30-10:00 | | Why You Should Say Yes! <i>(J. Ahn)</i> Texas D | Updates on Medical Student Testing <i>(E. Miller, M. Tews, K. King)</i> Texas C | Learning by Design: Running Your Own Design Thinking Workshop <i>(M. Gottlieb, T. Chan, R. Cooney)</i> Texas E | CORD Business Meeting <i>Combined with BP</i> Texas AB | | |
| 10:00-10:30 | | Promoting Research Activity in an Era of Limiting Funding and Research Support <i>(L. Roppolo, W. Green)</i> Texas D | Education Journal Club: The Latest and Greatest <i>(E. Chen, D. Duong, D. Gordon)</i> Texas C | | | | |
| 10:30-10:45 | BREAK | | | | | | |
| 10:45-11:15 | LIMITED WORKSHOP: CORD Business Leadership Course Continued <i>(D. Kuehl, K. Coleman; R. Bodkin; D. Martin; D. Sarangam; B. Ardolic)</i> Additional Fees Required Seguin AB | How to Write a Manuscript <i>(N. Hartman; J. Jordan; L. Moreno-Walton)</i> Texas D | Clerkship 560: <i>(L. Thompson; K. Parekh)</i> | Technology Open House <i>(N. Joshi, M. Gottlieb, Panel: A. Little, J. Goehner, S. Witt, G. Paetow, A. Wray, K. King)</i> Texas E | RRC Update and Q&A <i>(F. Davis, S. Bowman)</i> <i>Combined with BP</i> Texas AB | | |
| 11:15-12:00 | | LIMITED SESSION: Education Research Consults Utilizing the "Step Back" Method <i>(J. Jordan)</i> Panel: J. Love; L. Moreno-Walton; K. Shah; M. Gottlieb; S. Wolf; N. Hartman <i>(Limit 25)</i> Texas D | Clerkships Without Deans: Guidance for Clerkships Outside Schools of Medicine <i>(C. Bailey)</i> | | | | |
| | | | Ah Ah Ah Staying Alive! Resuscitating Your Undergraduate Simulation Curriculum <i>(N. Nadir, T. Moadel, G. Podolej)</i> | | | | |
| | | | Clinical Decision-Making Worksheets for Third Year Medical Students <i>(J. Bronner)</i> | | | | |
| | | | Using Synthesis Sessions to Teach Clinical Decision Making to Medical Students <i>(K. King, K. Kann)</i> | | | | |
| | | | Med Students + Metrics: How to Make it a win-win Situation <i>(D. Lebowitz, T. McIntosh)</i> Texas C | | | | |
| 12:00-12:10 | LUNCH <i>(Lunch provided for registered attendees)</i> Lonestar Ballroom | LUNCH <i>(Lunch provided for registered attendees)</i> Lonestar Ballroom | LIMITED SESSION: CDEM Mentoring Lunch <i>(Limit 10)</i> Texas C | LUNCH <i>(Lunch provided for registered attendees)</i> Lonestar Ballroom | EMRA/EMARC Lunch Texas F | LUNCH <i>(Lunch provided for registered attendees)</i> Lonestar Ballroom | |
| 12:10-1:00 | AA Planning Committee Meeting Texas AB | | | | | | |

Day 4 🍎 Wednesday, April 25, 2018

| | Best Practices (BP) | Navigating the Academic Waters (NAW) | Specialty |
|-------------|---|--|--|
| 7:00–8:00 | | BREAKFAST <i>Texas ABC</i> | AA Track Chairs Meeting <i>Republic A</i> |
| 8:00–9:00 | | Best of the Best Research <i>(B. Burns and J. Siegelman)</i> <i>Texas ABC</i> | |
| 9:00–10:15 | | PD and CD SURVIVAL STORIES <i>(T. Murano, M. Fernandez-Frackelton, S. Bord)</i> <i>(All Tracks Combined)</i> <i>Texas ABC</i> | |
| 10:15–10:30 | | BREAK | |
| 10:30–11:00 | There's an App for... Our Program <i>(A. Chertoff)</i> <i>Texas ABC</i> | Effective Time Management for the ED Educator <i>(C. Tibbles)</i> <i>Texas D</i> | |
| 11:00–11:30 | "I Heard it on EM:RAP" — Making Sense of HOW and WHY Residents use EM Educational Podcasts <i>(J. Riddell; A. Brown)</i> <i>Combined with iMedEd</i> <i>Texas ABC</i> | | |
| 11:30–11:45 | Developing and Executing Team Sims in the ED <i>(D. Pierce, J. Becker)</i> <i>Texas ABC</i> | When a Door Closes: Open a Window! How to Deal with a Change in Leadership at Your Job <i>(C. Callandrella, T. Perera)</i> <i>Texas D</i> | |
| 11:45–12:00 | Staying SANE: Resident Education and Caring for Victims of Sexual Assault <i>(E. Brumfield, S. Hilbert)</i> <i>Texas ABC</i> | | |
| 12:00–12:30 | Education 330: Pooling Resources for Education: Bootcamps, Conferences and Competitions <i>(D. Egan; J. Branzetti)</i> <i>(A. Olson, N. Olson)</i> Pooling Resources: Regional Intern Bootcamp <i>(N. Patel, H. Sule)</i> OLEMPICS <i>(L. Roppolo)</i> <i>Texas ABC</i> | Making a Change: Looking Back on the Move <i>(D. Egan, T. Taira, J. Fisher)</i> <i>Texas D</i> | |

We invite you to attend the annual CORD Business Meeting, Tuesday, April 24 beginning at 9:00 am.

Give a warm welcome to incoming Board President, Christopher Doty, MD, discover what's new with committees, and learn how much innovation can take place in one year.

See you there!
#CORDAA18



Committee Meetings

APRIL 22

12:30-1:30 PM

| | |
|-----------------------------------|--------------|
| Physician Due Process Task Force | Bonham C |
| Education Committee | Bonham D |
| Bomb Survival Packs Working Group | Bonham E |
| Workplace Violence Working Group | Independence |

APRIL 23

7-8 AM

| | |
|--|----------|
| Academy for Scholarship Advisory Committee | Bonham C |
|--|----------|

12:30-1:30 PM

| | |
|--|------------|
| Osteopathic Community of Practice | Bonham C |
| Student Advisory Task Force | Bonham D |
| Simulation Community of Practice | Bonham E |
| Academy for Scholarship — Membership | Crockett A |
| County Program Directors Community of Practice | Crockett B |
| Patient Experience Task Force | Crockett C |

1:30-2:30 PM

| | |
|--|----------|
| IT Committee | Bonham C |
| Academy for Scholarship — Communications | Bonham D |
| Resilience Committee | Bonham E |

2:30-3:30 PM

| | |
|-------------------------------------|----------|
| Remediation Committee | Bonham C |
| Dual Training Community of Practice | Bonham D |

APRIL 24

12:30-1:30 PM

| | |
|--|------------|
| Application Process Improvement Task Force | Bonham C |
| Transitions of Care Task Force | Bonham D |
| Governance Committee | Bonham E |
| APD Community of Practice | Crockett B |

EMRA

Events

COMMITTEE MEETINGS

Committee Leader Orientation & Lunch

April 21 / 1:00 PM – 3:00 PM, Bowie AB

April 21 / 3:00 PM – 5:00 PM

- Critical Care Committee, Bowie B
- Diversity & Inclusion Committee, Travis A
- Education Committee, Presidio A
- Health Policy Committee, Bowie A
- Prehospital / Disaster Committee, Travis C
- Research Committee, Independence
- Ultrasound Committee, Travis B
- Wellness Committee, Travis D

Board Meeting

April 20 / 4:00 PM – 6:00 PM, Independence

Leadership Academy *(invitation only)*

April 21 / 8:00 AM – 1:00 PM, Bowie AB

Medical Student Council

April 21 / 12:00 PM – 4:00 PM, Bowie C

April 21 / 5:00 PM – 7:00 PM

- Administration and Operations Committee, Bowie B
- Editorial Committee, Bowie C
- Informatics Committee, Presidio A
- International Committee, Travis C
- Pediatrics EM Committee, Travis D
- Simulation Committee, Travis A
- Sports Medicine Committee, Independence
- Toxicology Committee, Bowie A
- Wilderness Medicine Committee, Travis B

Art Therapy

April 22 / 8:00 AM – 5:00 PM,
Lonestar Ballroom Prefunction



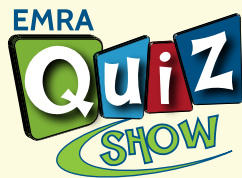
EMRA will provide all materials, participation is free and open to everyone, and certified art therapists will be on hand. Explore, engage, create, and connect through art.

Resolution Review

April 22 / 12:30 PM – 1:30 PM, Presidio A
Let your voice be heard on important topics impacting EMRA and our specialty.

Quiz Show

April 22 / 5:30 PM – 7:30 PM, Presidio ABC
Sponsored by Rosh Review
The EMRA Quiz Show is like a clinical and pop culture pub trivia event, only EMRA style! Eleven EM programs compete in this high energy (and loud) event to see who will have bragging rights. And there are not-to-be-missed audience games too! Come join the fun!



Rep Council

April 23 / 8:00 AM – 11:00 AM, Presidio ABC
Residency program reps debate resolutions relevant to EMRA and the specialty.

Awards Lunch *(invitation only)*

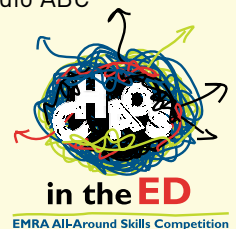
April 23 / 12:00 PM – 1:30 PM, Lonestar E

EMRA Party

April 23 / 10:00 PM – 2:00 AM, Pat O'Brien's, Grand Promenade, 121 Alamo Plaza
Sponsored by Envision Physician Services
Where the history of the Alamo meets the New Orleans legend.

Chaos in the ED

April 24 / 8:00 AM – 12:00 PM, Presidio ABC
There's one thing we can tell you about Chaos in the ED: The case writers have a wicked sense of humor. Sure, you need skills — but that's not all you need. Shout out to ACOEP-RSO for sponsoring the championship round, to PEER for providing questions, and to SonoSim, Simulab, and Fujifilm/SonoSite for the equipment. Sip on Bloody Marys and Mimosas while you cheer your favorite team!



EMRA/EMARC Lunch

April 24 / 12:00 PM – 1:30 PM, Texas F

Board Meeting

April 24 / 2:00 PM – 5:00 PM, Crockett CD

What's Your Favorite Past-time?

Do you like to kayaking, knitting, or beer?

Stop by the **Hobby Bar**
(near conference registration)
and pick your hobby ribbon!



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



Dinners

April 22



BIGA ON THE BANKS

203 S. St. Mary's St.

7:30pm • 8 seats available.

5 min cab or 10 min walk from Grand Hyatt.

Very New American Cuisine on the San Antonio River Walk.



BOUDRO'S

421 E. Commerce St.

6:30pm • 10 seats available. 7 min walk from Grand Hyatt.
Step into Boudro's, a Texas bistro, and experience why it is one of the most treasured and popular attractions on the San Antonio River Walk.



ÁCENAR

146 E. Houston St.

7:45pm • 10 seats available.

6 min cab or 15 min walk from Grand Hyatt.

One of the largest and most innovative contemporary Mexican restaurants and bars on the San Antonio River Walk.



MAVERICK TEXAS BRASSERIE

710 S. St. Mary St.

7:30pm • 6 seats available.

It's both an everyday neighborhood hangout and a food-lover's destination for special occasions. Where regulars will want to linger all day eating from small or large plates as they make memories over the open fire.



IRON CACTUS TEQUILA DINNER CRUISE

200 Riverwalk, Suite 100

8-10pm • 20 seats available. 12 min walk or 7 min cab from Grand Hyatt.

An award-winning Mexican restaurant known for their unique tequila-infused creations. Evening includes Tequila tasting, 2 alcoholic drinks, and a non-alcoholic beverage, and preset dinner menu, 1.5 hr cruise.

Prepayment required for this reservation per person due to river boat requirements.

cordem.org/SafariDinners

Pre-Day
Saturday, April 21, 2018

MERC

7:30 AM – 12:00 PM

Formulating Research Questions and Designing Studies

Sheila Chauvin, PhD, MEd

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

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

Searching and Evaluating the Medical Education Literature

Sheila Chauvin, PhD, MEd

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

- formulate an effective approach to searching the medical education literature
- conduct a search using relevant MeSH headings
- communicate effectively with a research librarian
- evaluate the search results using specific review criteria

Residents

7:00 PM – 8:00 PM

Resident Reception — Co-sponsored by: CORD, EMRA and RSA

Networking reception hosted for registered resident attendees for the Academic Assembly.

Day One
Sunday, April 22, 2018

Plenary Session

1:30 PM – 2:30 PM

Plenary — How Design Thinking Can Enhance Your Ability to Find Creative Solutions

Bon Ku, MD, MPP

Design thinking or human-centered design has been increasingly embraced as an approach to drive innovation in business and as a strategy to solve complex problems. A recent trend has seen the formation of design centers and teams within healthcare systems, while the fundamentals of human-centered design are being introduced to medical schools around the country. Design thinking can be a highly effective tool in developing solutions to some of the toughest problems in health care. It can be used to improve care delivery, train future physicians, and improve the experience for both patients and providers. Dr. Ku will share his experience of fully integrating the first design thinking program into a medical school and how the future of medicine can greatly benefit from a design thinking mindset. After this session participants should be able to:

- understand the applications of design thinking in health care
- describe the core components of design thinking
- provide examples of effective teaching methods for design thinking in emergency medicine
- discuss the benefits of implementing human-centered design in resident education

Best Practices (BP)

8:45 AM – 9:15 AM

Transformative Leadership: IDEAS to Fine-Tune Your Leadership Repertoire

J Davis, N Binz, C Shenvi

Leadership skill development is a crucial component of success in education and academics. This presentation will provide useful pearls, as well as identify avoidable pitfalls, that are foundational to effective leadership in medical education and academic EM. Much of academic medicine involves working in teams, such as a residency leadership team or a hospital committee. This lecture will highlight key behaviors and strategies leaders can use to engage the members of their team and explain the importance of the individual development of each team member. Leaders need to develop others and grow their team members' skills for new roles and responsibilities.

After this session participants should be able to:

- describe techniques for enhancing motivation
- provide techniques to identify individual goals and needs for personal development
- define strategies to build a highly effective education team
- describe how to effectively manage a team, lead a committee, and run a meeting
- learn how to incorporate emotional intelligence into your leadership repertoire

9:20 AM – 9:50 AM

When Crisis Hits — How to Respond and What We Learned

D Egan, C He, L Regan

What do you do when a crisis hits your residency program? Not all crises are of the same caliber, but each creates a different response in both residents and faculty. This talk will take the audience on a journey with our programs responding to examples of different crises we have encountered. How should the leadership team respond to these events? What lessons did we learn along the way? Using these examples of what took place and our responses, we will provide the audience with concrete plans in the event that a crisis takes place at their own institution. After this session participants should be able to:

- identify appropriate responses to various degrees of crisis/change within a program
- gain specific lessons learned from events that could happen in any program in order to best address them in real time
- describe the feelings and panic that occur both on the leadership and residency side of the events

10:15 AM – 10:45 AM

Implementation of a National Wellness Curriculum: Lessons Learned

K Williamson; PANEL: E Lovell, P Lank, N Wheaton, N Hartman, J Cash

The ACGME states that programs have the same responsibility to address well-being as they do other aspects of resident competence. We created and instituted a year-long national EM wellness curriculum based on best-practice recommendations from a consensus group of emergency medicine educators.

After this session participants should be able to:

- describe the elements of a multi-faceted national EM wellness curriculum, including bimonthly structured didactic presentations, corresponding non-didactic elements, and individualized interactive instruction (III)
- discuss the curriculum as a successful example of multi-institution collaboration to meet a Common Program Requirement
- identify areas for future curriculum improvement to enable screen reader support

10:50 AM – 12:00 PM

560 — Teaching Wellness

C MacVane, R Bavolek, L Oyama, D Egan, M Fix, A Stubbs, C Inboriboon, J Bailitz, N Olson, J Schiller, M Erogul

This 560 session will feature five talks involving the theme of wellness. The session will cover topics from the evidence behind wellness, new concepts in teaching wellness, and methods of incorporating wellness into your program. After this session participants should be able to:

- understand current evidence behind wellness initiatives in residency programs
- develop a construct through which programs can incorporate successful wellness initiatives in their home institutions
- learn of successful ideas and concepts which help to build a wellness program in a residency

2:40 PM – 3:20 PM

Wellness: Too Much of a Good Thing?

R Dahms, K Grall, K Barringer

The perfect wellness curriculum can inspire personal and systemic resilience, encourage peer/360° support, foster compassion and empathy, and help residents find long-term meaning and satisfaction in an inherently stressful workplace. No one would argue that recognizing and addressing signs of stress and burnout are not important skills. Healthy balanced residents take better care of patients, themselves, and each other. After this session participants should be able to:

- discuss the benefits of the movement to integrate formal wellness curriculum into graduate medical education
- understand limitations and conundrums regarding wellness training, both on and institutional/curricular level, and on a personal level
- understand the limitations of wellness curricula and gather ideas to create better systems

3:40 PM – 4:20 PM

Why are You Crying? Innovative Feedback for the Difficult Learner

M Kulkarni, N Nadir, N Naik, J Noelker

As resident educators, we often encounter learners who have difficulty receiving and learning from feedback. This session will present innovative solutions to the most commonly encountered challenges: Engaging the disengaged; Handling the Emotional learner; Perception problems— dealing with the self-critical or overconfident learner; The learner with no insight; Remediating the difficult faculty member. After this session participants should be able to:

- use a variety of techniques when residents become inappropriately tearful, defensive or angry while receiving feedback
- understand techniques for delivering feedback to residents who are over or under confident, including feedback from multiple sources (peers, nursing staff, patients), giving feedback with good judgment
- use a variety of techniques for reaching learners who are disengaged, including using active feedback techniques such as plus delta
- develop strategies for dealing with faculty members who provide inappropriate or ineffective feedback, including instruction in feedback and evaluation techniques and simulated student and resident encounters
- develop strategies for learners who lack insight, including videotaped simulated encounters, feedback from trusted sources, and role play

Clerkship Directors (CDEM)

8:45 AM – 9:15 AM

Sharing FOAM: The Process of Creating a Social Media-Enhanced Clerkship Curriculum

M Gottlieb, N Joshi, L Welsh, E Brumfield

FOAM is everywhere! But how can you incorporate it into your clerkships and electives? What resources are available and how do you avoid 'reinventing the wheel'? This session will help you determine current resources and best practices for integrating social media content into your medical student clerkship. After this session participants should be able to:

- describe the current state of FOAM use in EM clerkships and student perception of current FOAM resources

- discuss best practices for integration of FOAM into an EM curriculum
- identify and access FOAM resources for inclusion in an EM curriculum

9:20 AM – 9:50 AM

Changing the World, One Student at a Time

S Crockett, M Trabulsi

Medical Student advising is a critical role of Emergency Medicine Clerkship Directors and educators. Effective mentorship can have the power to influence students' lives for good far beyond just academics and the application process. Often we are involved in some of the most crucial decisions of their lives that will likely affect not only the student, but their friends and families and the future communities that they will serve. The purpose of this session is to share evidence based best practice recommendations in student advising and to hear inspiring stories that will help us all to be great mentors to undergraduate medical students. After this session participants should be able to:

- identify advising practices that make a meaningful impact on students' lives
- develop practical tools to identify individual student needs both personal and academic
- develop the skills to create a personalized mentoring program to help each student achieve their full potential

10:15 AM – 10:45 AM

Career Paths for Clerkship Directors: There isn't Just One Road

S Patel

You just became a Clerkship Director (CD). Now what? There are many avenues that a CD's career can take. One path can lead to graduate medical education via the Program Director position while another can go towards the Dean's office. There is also the viable option of staying in the CD position. This talk will examine the different career paths for CDs. After this session participants should be able to:

- identify different career paths for Clerkship Directors
- recognize what career path fits your life plan and personality
- identify pros and cons of career paths
- identify resources that will help you achieve your future career path

10:50 AM – 12:00 PM

Professionalism and Teamwork 360

L Thompson, K Parekh, S Bord, L Bontempo, W Hoonpongsimanont, K Narajeenron, K Parekh, C Lei

In this session we will discuss some of the most challenging topics in clinical education: professionalism, wellness, and teamwork. While these are often not easy to teach or measure, they are critical to the success of our students and future colleagues. After this session participants should be able to:

- instill wellness into the emergency medical student experience
 - demonstrate an understanding of the concept of wellness
 - review challenges to wellness which are specific to an Emergency Medicine clerkship experience
 - understand that personal wellness is a critical aspect to success as a medical student and how it ties into future success in one's medical career in emergency medicine
 - understand signs and risks of depression among medical students and health care practitioners, specifically emergency physicians
 - discuss practical tools for maintaining wellness on an Emergency Medicine clerkship
 - list qualities that reflecting emergency physician professionalism
 - understand gaps in perception of professionalism in various healthcare parties
 - develop strategic plan to teach professionalism for healthcare providers in emergency medicine
- incorporating teamwork training into EM clerkship
 - identify the benefits of providing teamwork training to medical students

- describe several specific techniques and modalities for teaching teamwork skills during an EM clerkship, with a focus on team communication and team leadership
- develop strategies for assessing these teamwork behaviors

2:40 PM – 3:20 PM

Evidence Based Recommendations for the Special Applicant Population on Behalf of the CORD Student Advisory Task Force

T Zhang, L Lufty-Clayton, A Pelletier-Bui; PANEL: D Gordon, C Lefebvre

Emergency Medicine (EM) has become a highly competitive medical specialty; although the number of EM applicants has remained fairly stable, applicants are applying to more and more programs. The Council of Residency Directors (CORD) Student Advising Task Force (SATF) published a best-practice consensus recommendations in 2016 designed for the mid-range EM applicant. While these published resources disseminated valuable application information, the authors acknowledge the need to provide tailored recommendations for the growing special applicant population, such as international medical graduates (IMG), osteopathic medicine, military, couples, and at-risk and re-applicants. After this session participants should be able to:

- review the existing application hurdles for the special applicant population
- generate targeted consensus and evidence-based advising recommendations for the special application population to better their chances in matching in a US EM Residency Program

3:40 PM – 4:20 PM

Developing an OSCE for your EM Rotation — A How-to Guide

S Bord, J Jung

An observed structured clinical exam (OSCE) can help assess an Emergency Medicine skill set and provide valuable information to educators that cannot be obtained on a multiple-choice question examination. During the session participants will begin to understand the process of case and checklist development. Participants will then be given the opportunity to practice these skills in a small group setting. After this session participants should be able to:

- describe an approach to OSCE blueprinting and test development
- write appropriate goals and objectives for an individual OSCE case
- develop a simple OSCE station, including case and checklist items
- describe techniques for optimizing OSCE validity and reliability

Chief Resident

12:00 PM – 1:30 PM

Chief Resident Networking Lunch

A Tichter

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

1:30 PM – 3:30 PM

Managing Difficult Resident Issues

M Wagner, T Murano, S Bowman, P Shayne

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

- identify various strategies to approach difficult situations
- become facile with communication methods that are useful in diffusing certain emotionally charged scenarios
- describe strategies by which to act as an effective liaison between the resident and program director in difficult situations

3:05 PM – 3:50 PM

Innovation & Collaboration — Building Connections Between Chief Residents

F Zaver

Through small facilitated groups, chief residents will be able to network, collaborate and build on challenges they face with curriculum development within their own programs. After this session participants should be able to:

- discuss similar challenges/issues facing each residency program
- collaborate with multiple chief residents from a variety of different programs across the country
- prevent duplication of efforts on projects/curriculum needed at multiple sites
- facilitate larger projects due to increased manpower

3:50 PM – 4:30 PM

Welcome to Middle Management: Keys to Success No One Taught You on Managing People as a New Chief Resident

C Macvane, H Caretta-Weyer, K Wells

As a chief resident you must navigate working with and pleasing many different constituencies from the program leadership to co-chiefs and fellow residents. This can be a difficult position with many potential pitfalls. We will briefly discuss traits of effective middle managers, but it will primarily be a case-based lecture using real-life examples on how to navigate being a middle manager/chief resident. Examples of topics covered include managing change within your program, dealing with rule breakers, how to manage extended resident leave and coping with tragedy in your residency program. After this session participants should be able to:

- identify the constituencies with which a chief resident must interact as a middle manager and develop strategies for successfully doing so
- describe essential managerial traits of successful chief residents
- discuss potential pitfalls of chief residents serving as middle managers with case-based examples

4:30 PM – 5:15 PM

From the Chief Resident to the Chair: Leadership 101 in 2018

B Burns, D Della Giustina, M. Haas

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

- describe the habits of highly effective leaders
- identify obstacles to operationalizing these habits unique to the chief resident role
- discuss strategies and tools to overcome these obstacles while negotiating the balance of their hybrid role

Emergency Medicine Association of Residency Coordinators (EMARC)

8:45 AM – 9:15 AM

Professional Development for Clerkship Coordinators

P McCann, K Waters, K Welch

This session is ideal for new and experienced clerkship coordinators looking to network and share their experiences. Session will begin with a review of necessary skills needed to run an Emergency Medicine Clerkship and advance to small groups focused on best practices and examples of advising, communication with Directors, advising difficult students, and participation in research. After this session participants should be able to:

- increase education and development opportunities for Clerkship

Coordinators with the goal of improving skill sets, increasing professionalism, and developing expertise

8:45 AM – 9:45 AM

Program Coordinator's Guide to Professional Development

S Akhtar, M Moreira

As program leaders we provide mentorship for our students, residents, and junior faculty. Additionally, we can often serve as mentors for our program coordinators. Career advancement is an essential component for professional development and job satisfaction. Program Coordinators are key to the success of the program and as program leadership, we should establish opportunities for their career advancement. After this session participants should be able to:

- create a plan for professional development for your residency coordinator
- discuss opportunities for growth for program coordinators within the residency program, hospital, and nationally

8:45 AM – 9:15 AM

Common Acronyms used in Graduate Medical Education (GME)

K Montero

New Program Coordinators- Basics 101, introducing common acronyms used in Graduate Medical Education. After this session participants should be able to:

- familiarize yourself with Graduate Medical Education acronyms

9:15 AM – 9:45 AM

Common Themes We All do Around the Same Time Frame

L Schroeder

Clerkship Coordinators Year in the Life timeline of things we all have to do around the same time frame. After this session participants should be able to:

- identify pivotal deadlines
- construct suitable timelines for your program

9:15 AM – 9:45 AM

Time Sensitive Tasks

S Smith

Running through the academic year for new program coordinators and touching on all the time sensitive tasks. After this session participants should be able to:

- identify pivotal deadlines
- construct suitable timeliness for your program
- develop an increased understanding of the academic year

9:45 AM – 10:15 AM

Interview Season: The Recruitment and Selection Process

K Montero, S Smith, A Martinez-Lievanos

Interview Season 101 for new program coordinators. After this session participants should be able to:

- understand the Interview Season and Recruitment Process
- identify pivotal deadlines

9:45 AM – 10:15 AM

Other Tasks on your Own Time Schedule

J Graber

To encourage clerkship coordinators to invest in self as much as they invest in their work lives. To promote thinking about and creation of to-do lists for the job and for life. After this session participants should be able to:

- student scheduling: year/month/specialty
- visiting student scheduling
- visiting student apps
- building a to-do list for efficient work flow

10:15 AM – 10:45 AM

How to Handle National Clinical Assessment Tool (NCAT) Assessment Data—Help for Your Clerkship Coordinator

K Waters, K Welch, P McCann

This session is for clerkship coordinators and residency coordinators who supervise clerkship coordinators to provide examples and support for how to handle the mountain of data that NCAT use will provide. Emphasis on workflow and tips/tricks from using commonly used

electronic formats + paper shift evaluations. After this session participants should be able to:

- provide examples of workflow processes that have been effective at efficiently inputting NCAT data into clerkship databases
- provide guidance to coordinators for developing a site specific, efficient, effective workflow entering assessment data

10:15 AM – 10:45 AM

Common Tasks We All Do at Different Times

A Martinez-Lievanos

Running through the basics of an academic year, what program coordinators all do at different times

After this session participants should be able to:

- construct a suitable timeline for your program
- develop an increased understanding of the academic year
- understand the cycle of the training year

10:15 AM – 10:50 AM

Research — How Can Coordinators Get Involved?

J Siegelman, MD

To foster program coordinator engagement in educational research opportunities by leveraging their understanding of residency data and other skills. After this session participants should be able to:

- describe various types of educational research
- list data sources which may be used for research to which program coordinators have unique access
- describe how to set up data collection tools to maximize their utility for research

10:50 AM – 11:20 AM

How to Get Yourself Organized: Chaos is Not Your Friend!

D Toriani, M Borre

Organization, a key to your job. After this session participants should be able to:

- list methods to help program coordinators in organizing their day-to-day responsibilities
- provide tools and resources for establishing more organized, manageable workflow

10:50 AM – 11:20 AM

Poster Presentations: What is a Poster? (And How Can I Help???)

B Burns, MD

What is a poster presentation and how can coordinators get involved. After this session participants should be able to:

- describe what a poster presentation is
- have resources to brainstorm/start a poster
- invest in yourself and take the next step in your professional development and growth for you, your program, your hospital, and nationally

11:25 AM – 12:00 PM

EMARC Business Meeting

J Ricker, K McLeod

The EMARC Business and Membership Meeting.

2:40 PM – 3:20 PM

Program Director/ Program Coordinator Dynamics

D Davidson, M Platt, MD

Promoting effective ways to build/strengthen the relationship between a PD and PC. After this session participants should be able to:

- describe benefits to the department/program/PD/Coordinator of a good working relationship
- describe 8 effective ways to build your team
- loyalty
- respect
- goal setting
- trust
- productivity
- delegating
- communication
- gratitude/appreciation
- describe the timeline to build an effective team

3:40 PM – 4:30 PM**IDEAS on Building a Highly Rewarding, Productive & Effective Academic Team***J Davis, MD*

Building a highly productive team is a skill that is vital for success in academics. This presentation will focus on the fundamentals essential to the process of building a highly effective and rewarding team. After this session participants should be able to:

- discuss the essentials to creating a strong team foundation
- describe the key stages of team development: forming, storming, norming, and ultimately performing
- discuss the pearls, as well as potential pitfalls, in effective team building and team leadership

iMedEd**8:45 AM – 9:15 AM****Sharing FOAM: The Process of Creating a Social Media-Enhanced Clerkship Curriculum***M Gottlieb, N Joshi, L Welsh, E Brumfield*

FOAM is everywhere! But how can you incorporate it into your clerkships and electives? What resources are available and how do you avoid 'reinventing the wheel'? This session will help you determine current resources and best practices for integrating social media content into your medical student clerkship. After this session participants should be able to:

- describe the current state of FOAM use in EM clerkships and student perception of current FOAM resources
- discuss best practices for integration of FOAM into an EM curriculum
- identify and access FOAM resources for inclusion in an EM curriculum

9:20 AM – 9:50 AM**Sustainability in Social Media***J Haber, F Ankel*

While social media use has become increasingly prevalent within medical education, consistently maintaining an active profile and engaging with an online virtual community of practice can be very challenging. In this session, you will learn tools and strategies to make staying active in social media sustainable, understand the importance of remaining purposeful in how you use social media, and determine which components of social media cannot be sustained. After this session participants should be able to:

- learn tools and strategies to staying active in social media
- understand the importance of having a purpose in your online presence

10:15 AM – 10:45 AM**A Crowdsourced Curriculum: By the Masses, for the Masses***E Shappell, K Moore*

All across the country, educators are independently developing curricula for residents. This talk will discuss how to leverage the power of the broader education community to create robust and far-reaching educational products through crowdsourced curriculum development. The speakers will discuss best practices, current examples, and lessons learned from the development of existing crowdsourced curricula. After this session participants should be able to:

- define crowdsourced curriculum and describe unique development considerations for this model
- summarize best practices, current examples, and lessons learned from the development of existing crowdsourced curricula
- develop an understanding of opportunities for scholarship within crowdsourced curriculum development

10:50 AM – 11:20 AM**Learning Moment: A Novel Experiential Learning Approach***A Sheng, J Schneider*

As increasing volume, productivity, and satisfaction metrics push us to the brink, how can we, as clinician-educators, take advantage of the ultimate experiential learning platform...the place that we affectionately call The Busy ED. This session will help participants better understand the need for reflection and abstract conceptualization as critically important components of Kolb's experiential learning cycle often overlooked during a busy shift. We will introduce attendees to a novel educational platform called Learning Moment that leverages peer learning and reflection in order to help learners learn better at work. After this session participants should be able to:

- explain Kolb's experiential learning cycle as it applies to the emergency department clinical learning environment
- recognize the lack of structured opportunities for reflection in most clinical learning environments
- model Learning Moment as a novel online educational tool designed to optimize experiential learning through reflection and shared learning

11:25 AM – 12:00 PM**Developing a Digital Identity for Yourself and Your Program***G Pensa, R Cooney, B Azan*

Developing a digital identity is increasingly important in the era of social media. This talk will review the value of creating a strong digital identity for yourself and your program, as well as pearls, pitfalls, and strategies for harnessing this to advance your academic career and program's recognition. After this session participants should be able to:

- review tools available to create a strong online digital identity for yourself and your program
- describe how to use social media tools to your advantage in creating a digital identity for yourself and/or your program

2:40 PM – 3:00 PM**Redefining Scholarship in the Digital Era***J Riddell*

Social media and digital tools have revolutionized the way medical education is delivered. As such, the scholarship that educators undergo have also evolved. While the traditional scholarship opportunities still remain, there are now many new ways to create high quality and dynamic scholarship. In this session, the speaker will introduce the audience to the new evolution of scholarship in the digital era and will showcase examples of this in practice. After this session participants should be able to:

- define digital scholarship
- understand similarities and differences between traditional and digital scholarship
- describe several examples of digital scholarship

3:00 PM – 3:20 PM**Incorporating Peer Review in Digital Education***S Kobner, N Joshi*

Peer review is one of the most critical benchmarks in creating high quality and educational content. After all, no one wants to teach with content that is factually incorrect, and learners definitely don't want anything to do with that either! Digital educational content is not exempt from this high standard either. In this session, the speaker will describe best practices of peer review in blogs and podcasts. The audience will also be challenged to consider ways in which to incorporate peer review in their own digital educational content. After this session participants should be able to:

- discuss examples of peer review in digital education
- understand how to utilize peer review in digital scholarship
- discuss methods to incorporate the peer review process in digital scholarship

3:40 PM – 4:00 PM**Building a Social Media Portfolio for Promotion and Tenure***M Gottlieb, N Joshi, D Cabrera – Remotely*

The promotions and tenure (P&T) process is important for all academics as they progress through their career. To succeed, one must showcase their scholarship in ways that are understandable to

the P&T committee. Understanding the process of how to navigate the P&T process with scholarship that is increasingly digital (i.e., blogs, podcasts) is critical. While every institution has their own system, best practices are emerging for this process. After this session participants should be able to:

- understand the value of digital scholarship for promotion and tenure
- describe how to track and cite important metrics digital scholarship
- understand the steps to create a social media portfolio for yourself

4:00 PM – 4:20 PM

Winning the Promotion and Tenure Game in the Era of Social Media

M Gisoni, S Trueger, D Cabrera – Remotely

This panel brings together experts involved in promotion and tenure to discuss various aspects of this process. This will be opportunity to ask questions to shed light in the confusing and nebulous process of promotion and tenure in the era of social media. After this session participants should be able to:

- understand how to utilize social media scholarship to advance your career
- learn several strategies for presenting digital scholarship to a P&T committee
- learn important metrics involved with digital scholarship

Navigating the Academic Waters (NAW)

8:45 AM – 9:15 AM

Swimming with the Sharks: How to Leverage an Academic Meeting as Junior Faculty

J Ahn; M Fix

National academic emergency medicine meetings are a fantastic environment to learn, teach, share ideas and research, network and get involved with a larger organization. However, as a junior faculty member or senior resident these meetings can be overwhelming. Many opportunities exist but it can be a challenge to navigate how to get involved, network and optimize the meeting for your individual interests. Based on anecdotal history and discussions with current residents, this frequently results in a missed opportunity. This session will provide attendees with strategies to leverage an academic meeting. Discussion will focus on how to overcome common barriers to access and involvement. In addition, unique personal strategies from junior faculty who have been successful in capitalizing on opportunities at academic meetings will be described. Attendees will leave the session with new tools to utilize for the remainder of the CORD meeting. After this session participants should be able to:

- decrease barriers for junior faculty and residents to meaningfully participate in a national academic meeting
- describe successful strategies to optimize involvement at national meetings
- provide mentorship for attendees to individually network at the CORD Academic Assembly

9:20 AM – 9:50 AM

Dealing with Imposter Syndrome as a Junior Faculty Member

D Diller

We have all experienced Imposter Syndrome (that feeling that you're not good enough or smart enough to be amongst the company you're in right now) at some point in our careers. Anyone who has experienced this can relate and will enjoy learning about the current literature regarding this issue. You'll also learn some techniques to overcome imposter syndrome and improve your wellness. After this session participants should be able to:

- define imposter syndrome and its role in Medicine
- identify current research trends in imposter syndrome
- discuss strategies and techniques to overcome imposter syndrome

10:15 AM – 10:45 AM

Five Things I Wish I Knew Before Entering an Academic Career in Teaching

R Bhat

Looking back, what I wouldn't give to know what I was getting in to when I chose a career as a teacher in emergency medicine. During

this course, I will share the secrets of longevity as an emergency medicine educator. I will illustrate a pathway towards promotion and tenure in the education track as well, as share stories about life-changing moments as a teacher and mentor to future EM physicians. After this session participants should be able to:

- identify and overcome the challenges of teaching in a chaotic environment
- identify a pathway toward promotion in medical education
- describe how to get the most out of every teachable minute
- acquire tools to become a nationally recognized educator in EM

10:50 AM – 11:20 AM

The Art of Receiving Feedback

T Hedayati, R Tabatabai

There is a tremendous amount of attention and education dedicated to the skill and art of giving feedback. However, in order for feedback to be effective, learners need to be instructed on how to receive it as well. This session will delve into common barriers that prevent learners from accepting feedback and provide a few tools to teach your learners this vital skill. After this session participants should be able to:

- equip your learners with the skill to accept feedback and constructive criticism
- recognize common barriers that prevent learners from accepting feedback

11:20 AM – 12:00 PM

Academic Portfolio Development

M Dorfsman, J Rubero, J House

A professional development portfolio is a collection of materials that records and reflects on key events and processes in one's career. It is helpful to begin this process as soon as possible, even as a student or resident. This session will serve as a tutorial on development of a portfolio. After this session participants should be able to:

- record and display professional goals and achievements in an organized fashion
- exhibit achievements to achieve best academic titles
- exhibit achievements to aid in academic promotion

2:40 PM – 3:20 PM

Establish Your Street Cred! Make Yourself Invaluable, Build Success, and Create IDEAS in Academic EM

J Davis

Doing it all can certainly present challenges, but this is often the expectation for junior and senior faculty alike. Tangible pearls will be provided to assist in ensuring you become and remain invaluable to your department and institution through leadership, service, and continued scholarly productivity. After this session participants should be able to:

- define pathways to success in clinical, administrative, and scholarly endeavors
- learn how to become and remain invaluable to your program, department, and institution
- describe strategies to effectively integrate scholarship into your slate of responsibilities
- discuss avoidable pitfalls when attempting to do it all

3:40 PM – 4:20 PM

Development — Don't Turn Your Grapes into Whine: Dealing with the Negative Faculty Evaluation

M Lall; PANEL: M Bond, C Barclay-Buchanan, J Smith

Receiving negative evaluations can be challenging. Negative evaluations can be demoralizing on a personal level which often impairs our ability to take this feedback and learn from it. It is important for faculty to learn how to maximize this opportunity. After this session participants should be able to:

- learn to let the personal components of the evaluation go
- utilize the negative feedback provided constructively to improve your teaching and self-awareness
- determine best strategies for counteracting these negative evaluations if needed
- understand the implications of these evaluations in your promotions packet

New Programs & Leaders (NPL)

8:45 AM – 9:15 AM

Session 1: GME Financing — Answers for Novice to Expert: Introduction to GME Funding

M Wagner, D McGee

Understanding GME funding is critical to successful program planning and management. This session is aimed for the learner with minimal or no understanding of GME funding basics and will review common funding sources, the CMS cap on GME funding, and various CMS funding streams. After this session participants should be able to:

- list common GME funding sources
- describe the cap on GME funding
- compare and contrast DGME and IME

9:20 AM – 9:50 AM

Session 2: GME Financing — Answers for Novice to Expert: Financial Implications of Curriculum Decision

M Wagner, D McGee

Program directors and faculty will learn how curricular aspects of the residency program has financial implications for the institution, including the size of a program, the type rotations planned, the location of rotations, research and conferences times and the impact of away electives. After this session participants should be able to:

- identify curriculum decisions that have financial impact such as elective rotation, supervision models, faculty teaching time, conference attendance requirements.
- understand how to value those decisions.

10:15 AM – 10:45 AM

How to Spice Up Your Conference Time: Merging Theory with Innovation

C Shenvi, E Steinberg

Are you in charge off, or taking over, residency conference? Do you feel your weekly conference is a drag or that your residents aren't enthusiastic about coming each week? This session will discuss implementing the Kern Framework of Curriculum Development for Medical Education and then discuss practical ways that any program can make conference higher yield, more interesting, and even enjoyable. A number of different methods will be considered, including the use of narrative medicine or story-telling, small-group workshops, team-based learning, competition, interdisciplinary sessions, hands-on learning stations, and ways to integrate multiple learning modalities and asynchronous learning. After this session participants should be able to:

- describe the Kern Model of Curriculum Development for Medical Education
- discuss the benefits of variety in educational modalities and media
- provide examples of conference teaching sessions that could make weekly residency conference more interesting, higher yield, and more enjoyable
- discuss the opportunities and benefits of team based learning and inter-disciplinary learning activities

10:50 AM – 12:00 PM

Running a Residency 560

D Duong, T Berger, W Fraser, D Masneri, C Lefebvre, C Pfennig, S Witt, C Barclay-Buchanan, B Schnapp, M Brown, A Carrick

This diverse 560 will introduce successful implementation of practices that can help you augment your residency program. We will discuss topics from appraising applications from DO students, an innovation in orienting your interns so they can hit the ground running, and another innovation so your seniors can hit the ground running for their first job, to highlights in creating a new residency program, and finally to designing a residency retreat. After this session participants should be able to:

- have a framework for assessing qualifications of osteopathic students for residency
- define components of a novel intern orientation program designed to facilitate definition and familiarization of department specialists, assets, and resources

- list tactics for hospital leadership support, interdepartmental support, and expanding roles of current staff in order to establish a new EM residency program
- describe a senior resident Pre-Attending role that highlights graduated responsibility
- describe best practices in designing and implementing a residency retreat

Residents

8:45 AM – 9:15 AM

What Kind of Doc Am I?

P Gopal; PANEL: D Snow, J Manko, J Park

There are various practice setting options and positions available to residents after residency (e.g., community, academics) and determining a path can often be difficult. This dynamic panel discussion will feature attendings who can provide various perspectives, and includes a county doctor, community physician and university-based hospital doctor. They will share how they made their decision, what their position entails, challenges they face, what they love about their job, provide practical advice for residents and debunk common myths. After this session participants should be able to:

- discuss the different practice setting opportunities available
- understand the major roles involved in each position
- discuss the similarities and differences between these settings

9:20 AM – 9:50 AM

Interview Skills and Contract Negotiations

M Gisondi

In this session, attendees will learn about strategies for succeeding at interviews during the search for a job in emergency medicine, with a particular focus on fellowship and academic faculty positions. This didactic session will also provide advice on effective contract negotiation. After this session participants should be able to:

- identify several helpful techniques used when interviewing for post-residency jobs
- develop an understanding for the importance of contract negotiation
- discover some of the pitfalls associated with contract negotiation and job offers

10:15 AM – 10:45 AM

What are Chairs Looking for in Academic Hires?

D Kuehl; PANEL: G Hern, B Ardolic, J Burton, B Burns

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

After this session participants should be able to:

- discuss the factors a chair takes into consideration when hiring a recent residency graduate
- determine what can be done during residency to improve your desirability

10:50 AM – 11:20 AM

Moving Ahead and How to Get Involved at a National Level for Residents

S Akhtar, D Migliaccio

It is never too early to begin getting involved in national organizations. Involvement in these organizations allows for a better understanding of the trials and tribulations of our specialty, provides opportunities for collaboration, and creates a larger network for mentorship. After this session participants should be able to:

- recognize the different national opportunities available to them
- give examples of how to maximize potential as an academic emergency physician
- discuss a plan for successful involvement that leads to long term commitment

11:25 AM – 12:00 PM

How to Create a CV That will Get You Hired!

M Epter, M Haas

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

- develop a CV that is professional, accurate, informative and visually pleasing
- understand common pitfalls seen in CVs and how to avoid them
- list ideas for activities that can be done early on in one's career in order to build a CV that is effective for one's career goals

Specialty

8:00 AM – 8:30 AM

Welcome from Program Chairs, Track Chairs, and CORD President

M Weizberg, J Shoenberg

A welcome to the conference and update from the CORD President and Conference Co-Chairs.

2:40 PM – 4:20 PM

Limited Workshop: Design Thinking: Service versus Education: Throughout Metrics and Resident Autonomy

Bon Ku, MD, MPP; Geoffrey Hayden, MD

In this design thinking workshop, participants will tackle the challenge of providing residents with clinical autonomy while still meeting the performance metrics of the emergency department. This hands-on, highly interactive session will expose participants to different stages of design thinking methodology: empathy building, problem definition, ideation and rapid prototyping. Participants are asked to commit to the entire 2 hours of this workshop. After this session participants should be able to:

- learn to apply design thinking to a medical education challenge
- rapidly prototype a solution to this challenge
- develop a design thinking mindset towards problem solving

4:30 PM – 5:30 PM

Lessons Learned from Tragedy: Mass Shooting Events and the Learning Environment

M Epter; PANEL: J Thundiyil, R Berkeley, D Birenbaum

Mass shootings are becoming far too common in today's world. Tragic events have occurred in metro areas where training programs exist. Las Vegas and Orlando are two cities where training programs have received multiple victims of tragic violence. How does a department deal with these incidents in a learning and training environment? Program Directors will share their experiences and insights with the audience to enhance our understanding of the logistics of the incidents themselves in the setting of trainees as well as the emotional aftermath. Ensuring the well-being of our learners in these settings is challenging and of high priority. After this session participants should be able to:

- better understand how an emergency department with trainees can best prepare for a multi-casualty incident
- gain insight by listening to experienced program directors share their real-life experiences
- empower educators in EM to understand the challenges that face trainees in terms of well-being and resilience after a tragic event

MERC

8:45 AM – 12:00 PM

MERC Workshop 3: Scholarly Writing: Publishing Medical Education Research

Sheila Chauvin, PhD, MEd

In this session, the skills of scholarly writing will be explored through the lens of analyzing a manuscript that was accepted for publication. The participants will examine review criteria that are used by healthcare education journals and apply them to a sample

manuscript. In discussing scholarly writing the participants will make a decision about the type of feedback they would give to the authors of the sample paper. At the end of this session, participants will be able to:

- identify the components of a scholarly publication
- discuss how to frame a problem statement
- identify an effective Research Question

Day Two

Monday, April 23, 2018

Best Practices (BP)

8:00 AM – 8:40 AM

Remediation and the Law: What Program Leaders Need to Know

C Lefebvre

Can a resident sue a program for defamation over negative comments in an evaluation? Can legal action be taken against a program director for disclosing past probationary status of a graduate on a licensing form? Remediation is common, with 90% of EM programs reporting at least one resident on remediation in the prior 3 years. (1) Although most remediated trainees successfully complete their program (2), legal implications must still be considered and programs should prepare themselves for the possibility of legal action. Unfortunately, some residents will fail remediation and programs will be forced to dismiss them. Can a dismissed resident make a legal claim for breach of contract if a certificate of completion is not conferred? Do programs bear any liability for injuries caused by a graduate or for educational malpractice? Faculty often fear litigation in these scenarios. (3) We will explore the case law surrounding these issues and discuss ways to mitigate potential legal risk. Included in this discussion will be guidance about reasonable accommodations and undue hardship, as defined by the Americans with Disabilities Act of 1990, for trainees whose personal challenges lead to sub-optimal clinical performance. After this session participants should be able to:

- explore the potential legal risks involved with both successful and unsuccessful remediation
- discuss precedents that shape the legal framework surrounding academic endeavors
- understand just cause and due process and how they can help mitigate legal risk
- investigate common pitfalls that expose programs to legal claims
- describe a program's obligations to disabled residents under ADA law

8:45 AM – 9:15 AM

Feedback in Action: Making the Learner-Centric Paradigm Work for You and Your Faculty

H Caretta-Weyer; J Kornegay

This session builds on previous years where we reviewed the theory behind the new learner-centric feedback paradigm at AA 2016 and 2017. This year, we will discuss specific strategies for on-shift implementation as well as review a conceptual framework for teaching your faculty to embrace the learner-centric model and to cultivate a culture of feedback at your institution. After this session participants should be able to:

- identify and demonstrate specific strategies for delivering learner-centric feedback on shift
- outline a conceptual framework for teaching faculty to embrace learner-centric feedback

9:20 AM – 10:00 AM

Finding a Career Path: Resident Directors or Scholarly Tracks

A Fant, B Schnapp, C He

In order to encourage niche development for residents, two competing models have emerged in emergency medicine residency education: The Resident Track, and the Resident Director. This session will focus on these two approaches, highlighting their similarities, differences, strengths, and criticisms. The speakers aim to provide program leaders with the background and structure to decide which system works best for their program, and then how to successfully implement

it. After this session participants should be able to:

- explain and juxtapose Residency Tracks and Resident Director roles, including similarities and important differences
- assist programs in identifying their specific needs in order to choose the best system that works for them
- provide program leaders with the information needed to implement Tracks or Directors in their own program, and tips on how to ensure success

10:30 AM – 11:00 AM

Beyond the Chiefs: How to Get All of Your Residents Involved in Leadership Roles

J Jordan, D Runde, R Huang

Physicians will often assume some form of leadership role over the course of their career whether they choose to practice in a community or academic setting (i.e. residency program leadership, oversight of mid-level or EMS providers, chair of a hospital committee, director of education, etc.). However, leadership training and opportunities are not universally provided/distributed in residency. It is important to provide all residents with this experience in order to ensure they have adequate exposure to leadership roles and can experience first-hand the benefits and challenges of such a position as well as gain the foundational skills necessary to succeed in future leadership roles in a practice setting of their choosing. This session aims to demonstrate the value of incorporating leadership training into residency curriculum and practical ways to create infrastructure that allows all residents to assume a leadership role. After this session participants should be able to:

- identify the benefits of providing leadership training and opportunities for all residents beyond the roles of Chiefs.
- identify common barriers and pitfalls to having all residents hold a leadership position during residency (i.e., resident interest, oversight, workload, resources, etc.)
- identify practical strategies to organize/create leadership roles beyond chiefs including steps for implementation and sustainability (i.e., czar system for seniors, resident committees, class councils, resident appointees to hospital committees, etc.)

11:05 AM – 12:00 PM

Innovative Curriculum 560

L Oyama, C MacVane, R Bavolek, B Todd, D Turner-Lawrence, J Gunalda, K Hosmer, R Naples, W Woods, C Pfennig, A Ramsay, M McGrath

The Innovative Curricula 560 session will highlight novel curricular advances pioneered by CORD members across the country. Trying to figure out how to educate your residents about the dangers of bias? Looking to ensure your learners have a more meaningful connection to their impoverished patients? Can't figure out how to make get residents to participate in Patient Satisfaction initiatives? Come to the Best Practices' Innovative Curricula 560 to learn from your pioneering peers and bring new advances back to your teaching program. After this session participants should be able to:

- understand the concept of decision overload, it's impact on the emergency physician, and what you can do about it
- review the importance of patient experience and satisfaction in the emergency department, and how the Patient Satisfaction Academy can help address this in your program
- learn the types of cognitive errors applicable to medicine, and the evidence that exists for teaching this to learners (and faculty) to mitigate that bias
- learn how a Poverty Simulator can be used to increase resident compassion and empathy to impoverished patients, and how to incorporate this simulator into your own program
- incorporate a curriculum that teaches strategic charting and avoidance of charting-related burnout to your residents

Navigating the Academic Waters (NAW)

8:00 AM – 9:15 AM

560 — Maintaining Wellness for All

E Ullman, B Burns, J Bucher, D Williams, S Akhtar, M Stull

This wellness 560 will discuss how to maximize wellness has a practitioner, educator as well as Mentor. This will involve identifying how to respond to failure and how to use it as a modality for improvement. The 560 will also identify how to use your top performers to successfully encourage personal development. In the difficult and chaotic world of emergency medicine is important to be able to respond rather than react to stressful situations and provide leadership to those who are struggling.

After the session participants should be able to:

- promote resiliency in moments of setback or failure
- encourage personal development and self-motivation and translate that to the group at large
- identify strategies to better ameliorate the time pressures, multitasking and expectations of the emergency physician
- identify and recognize the emotions of oneself as well as those around him
- understand the skills that are needed to be an effective and caring mentor.

9:20 AM – 10:00 AM

The Blurred Lines Between Burnout and Depression

A Grock, C Doty

The definitions of burnout and depression are mutually exclusive. Wellness typically consists of symptoms that occur only relation to work, while depression extends across all aspects of someone life. While these definitions differ, in practical terms they greatly influence each other. Little has been identified on strategies limiting the transition of burn out to depression. After this session participants should be able to:

- discussed the blurred line between burnout and depression.
- share personal experiences dealing with depression and severe burn out among residents and colleagues.
- review specific strategies for helping the severely burned out or depressed resident or colleague

Clerkship Directors (CDEM)

8:00 AM – 9:15 AM

Clerkship Innovations 460

L Thompson, K Parekh, J Mason, J Bod, C He, J Edelstein, C Leung

Technology and educational innovation has changed the face of the EM clerkship in the past 10 years. Come hear about new ideas and trends for the EM clerkship, including strategies for medical student and faculty teaching, maximizing rate of return of end-of-shift cards, a UME CCC, and how to develop a relevant and appropriate OSCE for your clerkship. After this session participants should be able to:

- med stud shift: a novel approach to medical student clinical experience
 - discuss needs assessment for medical student education
 - provide overview of our medical student teaching shift
 - demonstrate the results of implementing the medical student shift at an academic institution (UCSF Fresno)
- using a resident liaison in the clerkship
 - identify and explain the utility of a resident liaison to EM clerkship students
 - discuss a unique opportunity for residents to assume a leadership role while in training
- maximizing rate of return on medical student evaluations
 - to give examples of medical student shift evaluation collection methods which increase rate of return while maintaining confidentiality and preserving candor.
 - to give examples of shift evaluation responses that are useful to clerkship directors.
- assessing milestones for med students: how an undergrad medical education CCC performs assessment for EM bound students
 - describe the requirements of an Undergraduate Medical Education Clinical Competence Committee

- discuss sources of data that EM educators can use to evaluate milestone levels in medical students
- describe the process of milestone level evaluation
- developing an OSCE for your EM rotation — a how to guide
 - define an OSCE and discuss what it can be used to assess
 - describe an approach to OSCE blueprinting and test development
 - describe techniques for maximizing OSCE reliability and validity

9:20 AM – 10:00 AM

NCAT-EM in the Wild: First Year of Use of a National Clinical Assessment Tool in Undergraduate EM

K Hiller, J Jung, L Lawson, D Franzen

This session would be an update to the CDEM membership and other stakeholders on the first year of use of the NCAT-EM. Any summary data that is available will be presented. Future areas of work, including research and development will also be presented. After this session participants should be able to:

- describe progress around development and implementation of the NCAT-EM
- discuss initial research on the implementation of the NCAT nationally
- discuss immediate and long-term goals for the NCAT-EM project

10:30 AM – 11:00 AM

Inspiring your Base: Crafting an Engaging and Robust EMIG Curriculum

D Tillman

The didactic will be a discussion of the multiple new educational initiatives that we have rolled out to our Emergency Medicine Interest Group (EMIG) students (Student-Student Mentorship, Resident-Student Mentorship, Bootcamp for the transition from pre-clinical to clinical years, EMS vehicle extraction) at the University of Wisconsin School of Medicine and Public Health. We will discuss logistics and benefits as well as pitfalls/challenges. The forum will be a discussion regarding proposed best-practices for EMIG with input from attendees. Specifically, we will query best practices for curricular content, evaluations, and mentorship. After this session participants should be able to:

- understand typical EMIG student profile
- discuss how to establish robust mentorship platform
- discuss how to establish a recurrent, yet engaging, schedule of events

11:05 AM – 12:00 PM

Advising 460

L Thompson, K Parekh, D Gordon, R Patwari, R Huang, D Micheller, J Wallenstein, M Edens

With the exponential increase in student applications for EM residency positions, advising has become more important than ever before to help our students succeed. Come discuss common pitfalls and evolving strategies for advising the successful EM applicant. We will address away rotations, military matches, unlikely matches, and special applicant populations. After this session participants should be able to:

- away rotations: addressing and navigating the chaos
 - describe the current state of affairs for visiting rotations including student volume, application mechanisms, and program availability
 - discuss current options and strategies for programs to decide which students to select for an away rotation
 - discuss future steps to improve the away rotation process for both students and programs
- evidence based recommendations for the special applicant population on behalf of the CORD Student Advisory Task Force
 - to outline the specific challenges facing International Medical Graduates (IMG), Osteopathic (DO), and Couples match applicants
 - to analyze available evidence literature, such as longitudinal NRMP data, CORD SATF members' expert opinions and existing advising resources for these applicants
 - to propose a set of stand-alone, evidence-based advising recommendations for this special applicant group to successfully match in Emergency Medicine

- advising commissioned students about the military and civilian match
 - understand the timeline and logistics of the military match
 - identify which military students are competitive for both the military and civilian match
 - assist student navigation of the military match process
- the very unlikely match; backups, alternates, and a mindful approach to challenging conversations
 - describe key factors to consider in the decision to apply to EM with a backup specialty, including risks to this approach for students very unlikely to match in EM
 - discuss 4th year scheduling and application considerations for students who choose to apply to EM with a backup specialty
 - share mindful approaches for engaging students in honest and supportive conversations when it appears that their EM aspirations are likely out of reach

Emergency Medicine Association of Residency Coordinators (EMARC)

8:00 AM – 8:45 AM

Fostering Wellness for Program Coordinators — Yes, Program Coordinators!

L Berryman; PANEL: D Richards, D Cini

As program leaders we provide mentorship for our students, residents, and junior faculty. Additionally, we can often serve as mentors for our program coordinators. Career advancement is an essential component for professional development and job satisfaction. Program Coordinators are key to the success of the program and as program leadership, we should establish opportunities for their career advancement. After this session participants should be able to:

- share ideas for coordinators to successfully implement a wellness program
- recognize and describe the importance of program coordinator wellness in order to sustain their contributions to the education team
- identify a framework to create a wellness program at their respective institution
- discuss strategies coordinators will need to effectively develop themselves, both personally and professionally
- cite the importance of mentorship relationships to help build a network for coordinators to exchange resources and build a community of practice

8:45 AM – 9:15 AM

Graduation Isn't Goodbye "How & Why to Stay in Contact with Your Alumni"

J Owens, N Goyal

Program coordinators spend a significant amount of time developing the residents and once they graduate we may not be in contact with them. Keeping alumni engaged has multiple benefits for the program, department and coordinator. We will outline some of these benefits during the session, provide practical tips and share best practices from all programs. Goal: Educate coordinators on how alumni can be a helpful resource for the program. Objectives: After this session participants should be able to:

- outline the benefits of staying in contact with alumni
- share practical tips on communication with alumni
- create and maintain an alumni database

9:15 AM – 9:25 AM

TAGME update

J Simonson

Brief update on TAGME for the coordinator. After this session participants should be able to:

- define what TAGME is/stands for.
- knowledge on updates.

9:25 AM – 10:00 AM**Recruitment: Having It All with PEE (Personalization, Ease, and Going Electronic?!)***J Ricker, J Reddy, D Toriani*

Does recruitment season have you strapped to your desk? This short talk will give you 3 brief overviews of the electronic tools we all have at our fingertips. Yes, you can still have Personalized communication with applicants while keeping things Easy to use and save you time! After this session participants should be able to:

- know the 3 different electronic scheduling tools out there that coordinators can use to help them out during recruitment season
- highlight the time strain recruitment season has on the program coordinator
- identify opportunities that will save you time
- offer tips and ease of the electronic tools we have

10:30 AM – 11:15 AM**Horror Stories: AKA PCPC***P O'Brien*

To evaluate the collaboration between the residency program director and residency program coordinator in handling the problem resident. After this session participants should be able to:

- review a situation-specific resident issue
- record diagnostic information for a resolution
- analyze program director proposed intervention as “appropriate” or “inappropriate” based on norms established through participant prior experience

11:15 AM – 12:00 PM**EMARC Track Planning Meeting***J Owens, J Ricker*

Meeting for the EMARC Track to begin the process of planning the 2019 AA.

New Programs & Leaders (NPL)**8:00 AM – 8:40 AM****Session 3 — GME Financing: Answers for Novice to Expert: Evaluating your Program's Financial Performance***D McGee, M Wagner*

Program Directors need to understand exactly which expenses are allocated to their program and also need to understand what revenue can be attributed to a residency including CMS funding, reduced personnel expenses for PA's, NP's and attending staff, and enhanced faculty productivity. After this session participants should be able to:

- list and sum all of the expenses related to a typical residency
- describe the CMS funding, personnel replacement costs when residents are added, and the impact residents have on faculty productivity

8:45 AM – 9:15 AM**Session 4 — GME Financing: Answers for Novice to Expert: Budgeting 101***D McGee, M Wagner*

Program Directors must understand the basics of budget creation and various budget methods. After this session participants should be able to:

- describe the purpose and implications of a residency budget
- describe 2 budget methods including budget scripting

9:20 AM – 10:00 AM**NPL Innovations 440***T Berger, D Duong, M Moreira, S Akhtar, J Haber, D Hart, E Barall Werley, N McCain, C Rosen*

Program Directors need feedback just as much as all other faculty. However, what happens when your program director is not doing a good job or is creating problems. After this session participants should be able to:

- provide a step-wise approach to successful ways to provide

input to your program director or immediate boss that can lead to positive change

You just back from an amazing conference, charged with exciting ideas, but struggle to make the change happen? Sound familiar. Creating change is a skill unto itself. In this session, you will get tools on how to gain support from your department, how to best communicate your change plan, and how to implement your change. After this session participants should be able to:

- consider and analyze factors impacting successful change implementation
- develop a change implementation plan

This course will help program leadership build a quality and patient safety program for residents in order to meet the new ACGME Common Program Requirements for QI/Patient Safety for all residents.

The ACGME common and institutional requirements call for residents to be actively involved in Departmental Quality and Patient Safety endeavors. How do you do this to meet the requirements? What should a QA/PS curriculum look like? After this session, participants will be able to:

- identify strategies for involving residents in Departmental QI and patient safety committees
- discuss the components of a QI/PS curriculum
- discuss methods of teaching residents how to perform a root cause analysis
- discuss methods of working with malpractice insurance companies to develop a curriculum in QI/patient safety

When you are promoted to a new role or given a new task, you may not always know what you are getting into. We aim to provide you with tips for helping you get organized, sort through existing content to discard or adapt, and add in your fresh ideas.

- glean tips regarding: prioritization of tasks
- utilizing resources and asking for help
- evaluating performance and seeking feedback
- accepting mistakes
- the importance of multiple revisions
- thinking like a differential diagnosis in emergency medicine and start with the worst first

10:30 AM – 11:00 AM**Maintaining Holistic Application Review in the Setting of Increasing Volume***A King, R Tabatabai*

The number of applications received by residency programs in emergency medicine is steadily increasing. This session discusses strategies for maintaining a holistic approach to application screening in the setting of large volumes of application materials for review. After this session participants should be able to:

- discuss the literature surrounding holistic application review
- discuss the recruiting benefits of holistic application review
- discuss strategies for maintaining thorough review of application materials in the setting of increased volume

11:05 AM – 12:00 PM**NPL Innovations 560***T Berger, D Duong, C Rosen, J Spector, P Moffett, D Toro, J An, S Akhtar, M Moreira*

Annual program evaluation is an ACGME common requirement and is an important part of the Self Study in preparation for ACGME site visits. How do you perform a successful APE? Who should be involved? How do you use this to prepare for the Self Study, and to improve your program? This course will provide Best Practices for how to set up a successful APE. After this session, participants will be able to:

- discuss the key components to a successful APE
- discuss strategies for how to integrate the APE into a Self-Study in preparation for an ACGME site visit
- describe methods for program improvement

Scholarly Track Training Program in Emergency Medicine. We will review the theory behind Scholarly Track programs, what approaches have been successful in program who set up such a curriculum, and identify some 'Best Practices' as you attempt to

implement an analogous program at your institution.

After this session participants should be able to:

- define a Scholarly Track Training Curriculum
- review extant literature on specialty track programs in EM and non-EM residency programs
- provide recommendations in the steps and measures needed to implement such a curriculum in your residency program

Do you have writer's block while attempting to come up with a remediation contract? Trying to put a plan on paper prior to formal remediation and struggling with the correct words? Look no further. Let the Remediation Task Force help by unveiling a standard format for pre-remediation and formal remediation contracts. After this session participants should be able to:

- to find, understand, and use the Remediation Task Force Standard Remediation Contracts

Millennials enjoy interaction, teamwork, and collaboration. Programs have been faced with the challenge of revamping their curriculum to meet the needs of the learners. Fortunately, our specialty has stepped up to the challenge. This session focuses putting together the many resources available to faculty to help millennialize their curriculum. We were able to accomplish this in a new emergency medicine program. It will be much easier to implement in an established program. After this session participants should be able to:

- utilize available resources to revamp your curriculum
- Program Directors need feedback just as much as all other faculty. However, what happens when your Program Director is not doing a good job or is creating problems? Constructive feedback is an essential component for faculty development for the Program Director. After this session participants should be able to:
- discuss hospital level solutions to prevent negative impact on resident education
 - discuss resident level solutions and resident responsibility as pertains to coverage

12:00 PM – 12:45 PM

NPL Track Planning Meeting

T Berger, D Duong

Meeting for the NPL Track to begin the process of planning the 2019 AA.

iMedEd

8:00 AM – 8:40 AM

Redefining the Academic Career

R Rogers

We all desire to have a fulfilling academic career. New pathways to unique academic careers are now possible with the advent of social media and technology. Through this talk, you will develop an appreciation for nontraditional pathways that an academic career can take that go beyond one's institution. Lastly, there will be discussion on how to build communities of practice to enhance an academic career. After this session participants should be able to:

- learn various alternative routes to a fulfilling academic career
- understand how to build a network and community of practice outside of one's institution

8:45 AM – 9:15 AM

Needle in a Haystack: How to Find and Evaluate Quality FOAM

A Grock, M Gottlieb, F Zaver, N Battaglioli

There are a multitude of blogs and podcasts available that provide Emergency Medicine educational content, but how do you know which ones are educationally sound? In this workshop, you will learn how to define quality within blogs and podcasts. You will then apply the skills to help find, curate, and evaluate educational content that is available online. Ultimately, these skills gained from this workshop can be used in your program to ensure that your learners are using effective educational content to learn. After this session participants should be able to:

- learn how to define educational and quality content from social media generated educational content
- develop the skills to find, curate, and evaluate this content
- discuss how to best utilize this content in an educational curriculum

9:25 AM – 10:00 AM

Technology-Enhanced Education: Using iPad and VR

T Pillow, M Barrie

Technology is constantly changing with newer and more interactive techniques available to enhance medical education. Through this session, you will learn how to utilize iPads and virtual reality to enhance learner education. After this session participants should be able to:

- discuss methods to successfully integrate iPad and virtual reality into medical education
- develop skills to effectively use this technology while teaching

10:30 AM – 11:00 AM

The Numbers Game: Understanding Altmetrics

S Trueger, J Rixe

Altmetrics are the new method by which to understand the impact of social media created content. Define what are altmetrics and understand how to apply the numbers to understand the impact of content and how to use it for one's CV and for the purposes of promotion. After this session participants should be able to:

- define altmetrics and the various tools that provide them
- understand how to interpret altmetrics
- learn how to apply altmetrics in one's CV and for promotion

11:05 AM – 12:00 PM

Be Careful What You Like: Social Media Horror Stories

F Zaver, N Battaglioli, Z Repanshek, J Repanshek; PANEL: J Langenfeld, T Welniak

Horror stories are everywhere in medical education. Add in social media, and the horror is only magnified. This session will discuss real-life challenges faced by a panel of experts along with advice for prevention and pearls and pitfalls for addressing these issues. After this session participants should be able to:

- gain insight into controversial areas of medical educational within social media
- discuss solutions to challenging circumstances related to social media
- develop tools and recommendations to avoid legal and professional pitfalls

Research

11:10 AM – 12:00 PM

Best Innovations and Soundbites from the 2018 CORD Abstracts

B Burns, J Siegelman

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

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

Residents

7:00 AM – 8:00 AM

Resident Track Planning Meeting

A Tichter, P Gopal, N Governatori

Meeting for the Resident Track to begin the process of planning the 2019 AA.

8:00 AM – 8:40 AM

Your Reputation: A Differential Diagnosis

J Branzetti, L Flax

Ever wonder what other departments see when they look at you as a resident? Do you want to improve the way people perceive you? This session focuses on the leadership skills and qualities of an effective communicator and discusses the optics of being a resident in your department. After this session participants should be able to:

- discuss the qualities of a good leader

- discuss ways to be more effective as a representative and leader of your residency program

8:45 AM – 9:15 AM

Conflict Negotiation

M Epter, P Charlton

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

- describe the communication techniques required for effective conflict negotiation
- enumerate a structured approach to address active conflicts

9:20 AM – 10:00 AM

Curricular Innovations 440

P Gopal, A Tichter, A Miglani, J Pasternack, L Dylla, A Sudhir, C Schrepel, M Ramsay, P Considine, N Governatori

In accordance with the overall CORD Academic Assembly conference theme for this year, IDEAS, this session will highlight various innovative curriculum endeavors around the country. Join us for this fast paced 440 session — 4 different talks discussing their novel ideas, including bedside teaching, community service projects and more. After this session participants should be able to:

- explore new ideas that can be implemented at one's own institution
- discuss ways to empower residents to bring forth change and to create a curriculum

10:30 AM – 11:10 AM

440 Wellness

N Governatori, P Gopal, F Zavar, H Cochrane, C Doty, A Schoenling, B Schnapp, J Lai, M Moreira

In this 440 session, various didactics will cover topics relevant to the wellness and resilience of emergency physicians. Attendees will learn about tips on how to work smarter, prevent burnout, sleep strategically, and prepare for life outside of residency. After this session participants should be able to:

- understand how to allocate their time efficiently and effectively
- recognize the causes of burnout and practical solutions to prevent it
- learn how to create a productive sleep environment
- handle finances and family planning after training

11:10 AM – 12:00 PM

Life After Residency: Is A Fellowship or Advanced Degree Right for Me?

D Diller; PANEL: E Steinberg, R Huang, B Schnapp, R Church, A Tichter

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

- describe the structure and contents of fellowships open to Emergency Medicine residency graduates
- analyze benefits of fellowship in relation to personal and career goals to determine whether fellowship is a good fit
- compare the available Masters program options (medical education, health professions education, education, public health, clinical research, medical management, business administration, and more)
- weigh the advantages and disadvantages of online, hybrid, and in-person Masters programs

Specialty

7:00 AM – 8:00 AM

How to Get Involved in CORD

M Epter

Ever wonder how folks become a track chair, board member or other leader in CORD? Mostly it is just a matter of putting up your hand and being willing to do a little extra. However, for a few more details, come chat over breakfast with Mike Epter as he shares with you some thoughts on getting involved in CORD. After this session, participants will be able to:

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

7:00 AM – 8:00 AM

Diversity Consult Service

J Branzetti, J Moll, T Smith; PANEL: A Pierce, M Hicks, M Perry, D Boatright, E Samuels

Diversity is an ongoing problem with emergency medicine training and practice without easy solutions. Using the success of the Remediation Consult model, a Diversity Consult service of experts can be created to help programs with their specific diversity challenges. Programs will be asked to submit their diversity-related challenges to the committee and received collective feedback on recommended actions. After this session participants should be able to:

- understand the importance of diversity in the medical workforce
- be familiar with collective challenges and common (or innovative) approaches to address those challenges
- receive targeted advice to address a specific diversity challenge occurring at your institution

7:00 AM – 8:00 AM

Remediation Task Force Consults

K Williamson; PANEL: C Lefebvre, M Pirotte, P Moffett, D Toro

The remediation task force (RTF) offers a consult service to aid CORD members with challenging remediation processes. This session offers an in-person consultation service with members of the RTF. Participants can bring their questions, problem cases, or a listening ear and receive recommendations. After this session participants should be able to:

- obtain expert guidance from a national task force on the subject of remediation
- better understand key components of remediation
- gain practical solutions to assist in the development of a remediation plan for residents
- discuss the contract language and legal implications of resident remediation

Day Three

Tuesday, April 24, 2018

Best Practices (BP)

1:30 PM – 2:00 PM

Standardized Video Interview Update: The AAMC at CORD

R Overton

AAMC will present an update of the data collected after the first year of the SVI as part of the EM application process. This has been a controversial development for our field, and the success of the project depends on our understanding and input into the process. Come learn about the progress being made by the AAMC on the SVI project, and ask questions of national leaders to better understand how to potentially utilize this new tool. After this session participants should be able to:

- understand the goals and utility of the SVI in the EM residency application process
- discuss the metrics available from the AAMC for the SVI
- understand the evaluation rubric for the SVI and ways to utilize this when advising or screening applicants in ERAS

2:05 PM – 2:35 PM

You've Got This! Preparing Your Students for the Standardized Video Interview

M Perry, S Montas, C Leung PANEL: *J Wallenstein, J House*

The Standardized Video Interview (SVI) was developed to provide Program Directors with data on students' communication skills and professional behaviors. The SVI may become a permanent assessment used to screen applicants for interview. In this session we will provide Clerkship Directors with the tools to properly prepare their students for the SVI. After this session participants should be able to:

- discuss characteristics and traits that the SVI is likely designed to measure
- develop resources and tools that EM educators can use to prepare students to answer Behaviorally Based Questions in an authentic and inclusive manner
- describe strategies that can be used to prepare introverted students and others who may struggle with the virtual video interview

2:45 PM – 3:15 PM

Video Interviews: 20 Minutes of Fame or 20 Minutes of Pain?

A Tsyrunik, L Bright

Video interviews are new this year: what are lessons learned from this operations pilot that we can implement in the coming interview season? This will need to be a rolling topic as we learn about the impact it has throughout the next few months but assuming it continues will be a very important topic to discuss prior to the next interview season, i.e., perfectly timed for CORD next spring. After this session participants should be able to:

- discuss strategies for using the video interview to select residents for interviews, including using the scoring and the video itself in a time efficient manner to screen applicants
- describe how the video interviews have impacted our interview season, including what additional information they have given us about applicants
- explore how applicants can maximize the positive impact of the video interview based on how it has been used by program leadership

3:35 PM – 4:45 PM

SLOE 4.0 Smackdown! Consensus in SLOE Reading and Writing

D Kuehl, T Morrissey, S Ronan-Bentle; PANEL: *M Ryan, C Hegarty, K Hiller*

The popular SLOE writers and readers session is back and better than ever with the new 4.0 version. Last year we covered group vs the mono-SLOE, the number of SLOEs to interview and to match, and inverting your time spent on those in the middle and bottom third. This year we tackle some big topics and visit issues from the previous interview season. The SLOE is probably the most heavily weighted component of an ERAS application. All involved want the SLOE to be honest, clear and accurate. While powerfully impactful, it can be challenging to both write and interpret. Should we be validating writers by the readers? We can like Tweets and Facebook posts, but with this all important golden ticket for applicants, should there be some validation of the SLOE writers' work after the applicants start in programs? We all want feedback...but what should that look like? We also tackle the new Standard Video Interview and how it was used in this past year in conjunction with the SLOE. Discussion will focus on any connections (or disconnects!). Special attention will also be paid to concerns about implicit bias in SLOE interpretation and writing, with audience participation and discussion on how to tackle this potentially dark spectra. We also allow forum discussion for future needs of writers and readers. By the end of this session, participants should be able to:

- discuss SLOE variation in writers and reach consensus on external vetting and validating SLOE writers by the readers
- understand the use of the SLOE + SVI over the past year. Is it Additive, Multiplicative or Subtractive?
- compare the use of radio button and the narrative. Is there a requirement for any right sided clicks to be covered as individual points in the narrative?
- discuss the potential of reader and writer implicit bias in SLOE writing and interpretation
- develop consensus on SLOE reader and writer future needs

4:45 PM – 5:30 PM

BP Planning Committee

D Egan, J Branzetti, L Roppolo

Meeting for the BP Track to begin the process of planning the 2019 AA.

New Programs & Leaders (NPL)

1:30 PM – 2:00 PM

Session 5 — GME Financing — Answers for Novice to Expert: Finding Alternative Funding Sources

M Wagner, D McGee

Programs are often required to find additional financial resources to manage or enhance the residency program. Where can additional funds be found and how can they be garnered? Discussion to include virgin hospitals, rural tracks, VA and FQHC sites. After this session participants should be able to:

- list several sources of additional funding to support residency program and resident training
- describe the methods needed to secure additional funding

2:05 PM – 2:35 PM

Session 6 — GME Financing — Answers for Novice to Expert: GME Funding Roundtable

M Wagner, D McGee

Programs often have specific questions or needs that are best handled in a case discussion format. Programs will submit questions in advance to create GME finance questions to discuss in a case based format. Questions will be distributed to the other learners and a guided discussion will use the audience and the facilitator to answer the questions. After this session participants should be able to:

- discuss case based GME finance and budget questions posed by other program directors
- develop and articulate creative answers to GME related question

2:45 PM – 3:15 PM

Stabilize and Elevate Your Program's Financial Status Through Philanthropy

R Fringer

A number of factors are contributing to a scarcity of dollars available for graduate medical education. Philanthropy can successfully fill gaps in your budget and allow you to advance your educational mission. Learn the basics of fund development to put your program back on firmer financial footing.

After this session participants should be able to:

- evaluate and identify current fiscal needs and revenue streams
- describe different forms of philanthropy (endowment, gifts, events, etc.)
- determine which philanthropic campaign type is most appropriate for current needs
- implement first steps to achieving philanthropic goals

3:35 PM – 4:15 PM

Basic Financial Life Support

M Pirotte

Physicians tend to be poorly trained in personal finance. This can lead to significant problems in the early part of one's career. The session will introduce faculty to the basics required to get them started on the path to financial happiness and independence. After this session participants should be able to:

- describe how tax bracket works
- understand the basics of retirement savings
- describe basic investing concepts
- how to address student loans
- understanding common pitfalls in financial planning

4:15 PM – 4:45 PM

Personal Financial Wellness Panel

E Ullman; PANEL: *M Pirotte, E Shapell*

This panel will serve to discuss financial planning from basics to more in-depth concepts. Particular focus will go into pitfalls surrounding financial planning that seems to plague physicians. This session will be a continuum of the previous session on basic finance. After this session participants should be able to:

- identified basics of financial planning
- recognize pitfalls in financial planning
- have a better understanding of debt management

Navigating the Academic Waters (NAW)

9:00 AM – 9:30 AM

Ramping Up Your Research: 10 Strategies to Enhance Your Scholarly Production

M Gottlieb

Junior faculty are asked to produce scholarship and publications in addition to the number of existing responsibilities and time commitments. This can be challenging, especially in the context of extensive time commitments. This session provides 10 proven strategies to enhance scholarly output and increase publications. After this session participants should be able to:

- identify barriers to publishing education scholarship
- describe strategies for increasing scholarly production
- develop an action plan for increasing scholarly production at their institution

9:30 AM – 10:00 AM

Why You Should Say Yes!

J Ahn

A common trope in career advice is to tell junior educators the importance of saying no. While this ubiquitous advice has value, without nuance saying no can close doors and stifle careers. The contrarian view of why yes is equally important to highlight in faculty development. After this session participants should be able to:

- list and describe the importance of maintaining flexibility and versatility in academics
- describe common pitfalls and dangers inherent in saying no
- recognize the potential for unseen opportunities when saying yes

10:00 AM – 10:30 AM

Promoting Research Activity in an Era of Limiting Funding and Research Support

L Roppolo, W Green

Research projects are strongly encouraged for all physicians in training but very few have the resources to do it. The clinical environment of the emergency department is even more challenging as the patient population is entirely unpredictable, the hours of operations and the chaotic milieu of the ED makes the completion of research paperwork impossible. Few programs have established year-round research programs in which medical students or premed students staff the EDs 24 hours a day to collect data on research patients. There is also limited funding for these efforts. In an effort to produce more resident research, engage more faculty to research and expose more preclinical medical students to EM, we created a summer research program. Funding came from a shark tank competition in which residents competed for research funds from money set aside by the department. Collaborative teams of faculty, residents, and students were created from this project. The interaction of the teams had an apparent side effect of greatly increasing students going into EM. After this session participants should be able to:

- create more research opportunities for medical students, residents and faculty
- produce more scholarly output from the residency program

10:45 AM – 11:15 AM

How to Write a Manuscript

N Hartman, J Jordan, L Moreno-Walton

A well written manuscript is essential to achieving publication in a reputable journal, one of the highest forms of academic currency. Writing a manuscript is a daunting task for residents or junior faculty who lack experience in the mechanics or doing so. This session will highlight the key pearls and pitfalls of writing a manuscript by breaking it down into easily digestible chunks: 10-minute sessions on effective writing including introduction,

methods, results, discussion and conclusion. After this session participants should be able to:

- demonstrate essential components and form of an introduction that appropriately frames the research question
- explore common pitfalls in writing a methods section — including ways meanings and research techniques can be obscured by imprecise language
- provide a recipe for a succinct, complete and easily digestible results section
- investigate the most critical components of a discussion section, and how to decide exactly what belongs in that critical portion of a manuscript — and how to deliver those pieces effectively
- discuss creating conclusions that are both impactful and fully supported by the investigation discussed

11:15 AM – 12:00 PM

Education Research Consults utilizing the Step Back Method — Workshop

J Jordan; PANEL: J Love, L Moreno-Walton, K Shah, M Gottlieb, S Wolf, N Hartman

Education research is a developing field and there are many educators who do not have access to education research expertise locally. This session will focus on connecting aspiring education researchers with experts in the field to review projects for methodological soundness and provide structured feedback and best practices. Participants will sign up in advance and come to the session with a project proposal that will then be shared in a small group Step Back exercise based on the Harvard Macy method. Participants will briefly present their proposal and any associated questions or issues. The group of education research experts will then discuss the project as if it were their own, assisting in refining the research question and study design and identifying flaws and areas for improvement and trouble-shooting potential issues. After this session participants should be able to:

- provide an opportunity for education researchers to have their projects and proposals reviewed by experts for methodological issues especially focusing on research questions and study design
- promote high quality education research by refining the next wave of projects
- connect more junior researchers with senior experts in order to create the opportunity for mentoring in the future

1:30 PM – 2:00 PM

Make Space for Teaching — How to Get it Done When Everything Conspires Against You!

M McGrath

We all know the pressure of trying to make time to teach during high volume, high acuity shifts. Demands on us to see more patients, keep up with charting and respond to endless interruptions makes it easy to let teaching slip by the wayside. However, residents and students want and deserve great teaching while on shift and often feel shortchanged by the demands of patient care. So, how do we make space for teaching in this environment? The goal of this session is to showcase best practices in how to create time and space for teaching in a busy ED. After this session participants should be able to:

- discuss the importance of creating a culture of teaching, being deliberate and intentional about it, and broadcast teaching moments so the learners realize it is happening (for example, let me teach you a bit about DKA management)
- highlight practices from our institution such as 7:45 quick morning teaching, 3am night shift re-boot teaching, bedside ultrasound teaching, quick pearl lessons gleaned from patients each day posted on the department wiki site and providing public awards for best resident and attending teachers at monthly conferences
- discuss the importance of involving nursing and other staff in these sessions as a way to build common purpose
- participants will work in small groups for 10 minutes listing how they make time for teaching in their departments and share these practices with the group.

2:05 PM – 2:35 PM

Giving a Talk Like a Pro

J Wagner, E Ullman

Public speaking can be one of the more intimidating aspects of academic medicine. We've seen many a presentation done poorly throughout our training. This session will give you immediate tips you can take home to improve your speaking skills. After this session participants should be able to:

- engage an audience effectively
- build more interactive slides
- increase knowledge transfer from your slides and lecture to your audience
- avoid common pitfalls in public speaking

2:45 PM – 3:15 PM

Teaching Residents how to be Learners Using SEALS

L Hopson, J Branzetti, M Gisondi, L Regan

Learning how to learn is a major challenge of post-graduate trainees. In this interactive workshop, we will utilize L. Dee Fink's Taxonomy of Significant Learning as a framework for curriculum design to assist trainees to develop essential learning skills and sustain their professional growth. After this session participants should be able to:

- identify components of the taxonomy of significant learning
- describe the desired features that characterize (SEALS) Sustainable, Engaged and Accountable Learners
- develop practical strategies and best practices to apply the taxonomy to medical education in order to facilitate learner development within one's own learning environment

3:35 PM – 4:45 PM

Becoming a Good Mentor and Mentee: Finding and Maintaining the Relationship

T Taira, A Landry, I Brown; PANEL: S Akhtar; C Doty; N Joshi; Papanagnou; T Smith

This session is directed at both junior and senior attendees covering the skills involved in finding, fostering, and maintaining a mentor/mentee relationship. After this session participants should be able to:

- provide a rationale for the importance of mentorship
- provide a techniques and skills for both mentors and mentees
- provide a practical road map for both sides of the aisle

3:35 PM – 4:15 PM

Using Social Media to Break Down Gender Disparities

F Zaver, N Battaglioli, D Kass

The use of social media as a powerful tool in communication and networking is well established. It can also be used as a means to address inequalities and create pathways to communication to find solutions. This talk will specifically discuss the speaker's experience with the use of social media to address gender disparities within Emergency Medicine and the positive impact that has already been felt. After this session participants should be able to:

- understand how social media communication tools can be used to facilitate communication and build a virtual community
- describe strategies by which to engage with a virtual community to find solutions to inequalities and disparities within Emergency Medicine
- understand how to apply the lessons learned on how to get involved to help address inequalities and disparities

4:15 PM – 4:45 PM

Leaning in Without Burning Out: Advice from Female Leaders in Education

T Murano; PANEL: L Regan, M Haughey, K McCabe, M Moreira

Well female academician's have made great strides, there still underrepresented leadership positions. Female education literers are great resource for young female faculty as well as residents and can offer invaluable advice on balancing career achievements with personal lives. After this session participants should be able to:

- address challenges for time management, career development and academic advancement and childrearing
- participants will get a better understanding of balancing work life relationships and understand potential pitfalls along the way

4:45 PM – 5:30 PM

NAW Planning Committee

E Ullman, J Wagner

Meeting for the NAW Track to begin the process of planning the 2019 AA.

Clerkship Directors (CDEM)

7:00 AM – 8:00 AM

CDEM Track Planning Meeting

L Thompson, K Parekh

Meeting for the CDEM Track to begin the process of planning the 2019 AA.

9:00 AM – 9:30 AM

Application 2.0: Building a Better Application Process

L Lufty-Clayton; PANEL: L Hopson, D Gordon, A Pelletier-Bui, D Franzen

The CORD Application Process Improvement Task Force developed and implemented a strategy to combat the ever-increasing number of applications per applicant causing our application overload. This first year CORD members were surveyed pre- and post-application season on the perceived effect of the strategies. We will present our findings and ideas for the future of this quality improvement project. After this session participants should be able to:

- understand the historical national trends in EM residency applications
- review the development of the strategies used this year to improve the application process
- present the pre- and post-survey results for each strategy as assessment of success of the three strategies
- discuss the next steps to continue to improve the application process
- open a discussion for further feedback and ideas to further improve the application process

9:30 AM – 10:00 AM

Updates on Medical Student Testing

E Miller, M Tews; PANEL: K King

Speakers will review the usage of the M3 and M4 exams, including number of clerkships and number of students using the exams. Speakers will review test performance data of all exams, including overall exam and individual question data. Speakers will foster conversation about the CDEM community's needs regarding medical student testing and conclude with future plans of the CDEM Testing Committee. After this session participants should be able to:

- review usage data for Versions 1 and 2 of the National EM M4 Exam and for the National EM M3 Exam
- discuss limitations of these examinations
- assess CDEM community needs around end-of-rotation examinations and future directions for these examinations

10:00 AM – 10:30 AM

Education Journal Club: The Latest and Greatest

E Chen, D Duong, D Gordon

Do you find it challenging to keep current with the latest and greatest in medical education? This session will review the most pertinent medical education articles of 2017. After this session participants should be able to:

- describe the most current UME articles pertinent to Emergency Medicine training
- apply insights from the articles to their own educational programs

10:45 AM – 12:00 PM

Clerkship 560

L Thompson, K Parekh, C Bailey, N Nadir, T Moadel, G Podolej, J Bronner, K Kann, K King, D Lebowitz, T MacIntosh

This session will address several critical issues and tasks involved in running a successful EM clerkship. We will address clerkships in non-affiliated emergency departments, simulation curriculum, clinical decision making, how to teach synthesis techniques, and how to meet

clinical metrics while incorporating med students into your work flow. After this session participants should be able to:

- clinical decision-making worksheets for third year students
 - describe the unique characteristics of third year medical students and the challenges this type of learner poses for Emergency Medicine faculty
 - explain the necessity of tools that focus on clinical decision-making capacity rather than purely fund of knowledge
 - illustrate variable approaches to designing a Clinical Decision-Making Worksheet via examples from 2 academic institutions with large, mandatory M3 clerkships in EM
- resuscitating your undergraduate sim curriculum
 - discuss debriefing strategies to enhance undergraduate medical education
 - learn how to use just in time simulation for enhancing your Simulation didactics
 - learn to incorporate special topics to enhance pre-existing simulation cases
- using synthesis sessions to teach clinical decision making to medical students
 - learn strategies to teach the synthesis of a large amount in information from the history and physical (H&P) into a focused illness script and appropriate Emergency Department (ED) plan
- med students + metrics: how to make it a win-win-win situation
 - provide teaching attendings with tools to engage medical students in understanding the value and perils of metrics
 - provide guidance on how to meet metrics while teaching on shift
 - provide teaching strategies for medical students to help improve patient satisfaction
- clerkships without deans
 - describe unique challenges experiences by clerkships at sites without primary relationships with schools of medicine (I would likely do this case-based— there have been a few experiences that highlight this issue for me)
 - describe techniques and resources to support clerkships without these primary relationships

12:00 PM – 1:30 PM

CDEM Mentoring Lunch

L Thompson, K Parekh

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

- network with senior clerkship directors for career mentorship
- understand some of the pitfalls and challenges of being a clerkship director
- develop some contacts for future dialogue and discussions

1:30 PM – 2:00 PM

The New Triangle: Connecting the legs of Safety & Quality in the Big Three (Education, Administration, and Accreditation)

D Kuehl, A Fant

The ACGME focuses on healthcare quality and patient safety (HQPS) through the CLER surveys. National metrics in EM are tied to reimbursement and hospital ranking. EM milestones 16 and 18 are designed to assess residents' competence in HQPS skills. This didactic will discuss how to optimize faculty to address these 3 stakeholders and improve synergy. After this session participants should be able to:

- verbalize the importance of integration of faculty HQPS positions with residency education
- identify resources to help create objectives are curricula for resident education in HQPS

- identify roles and opportunities for faculty to integrate CLER objectives and departmental and hospital score cards into resident education
- recognize the importance of integrating improvement initiatives within the goals of the hospital department and residency
- identify the potential financial return on providing protected faculty time for HQPS positions

2:05 PM – 3:15 PM

Patient Safety/Quality Improvement 460

R Bavolek, C MacVane, L Oyama, C Rosen, M Silver, S Watson, J Fredette, T Fortuna, S Williams, M Gisondi, F Gallahue, T Chien

As the common program requirements surrounding patient safety and quality improvement become more robust, it is important for residency leaders to create methods by which to educate trainees in these areas. Incorporating quality into the residency curriculum is critical, but also creating a culture of safety within the clinical environment. Through a series of short talks, presenters will describe innovative changes and methods by which they have successfully implemented quality and safety efforts in their programs. After this session participants should be able to:

- understand components of successful quality improvement curricula in residency training
- understand examples of malpractice curricula which have worked in two programs
- gain a new understanding about methods of incorporating technology and conference for peer review
- learn new transitions of care recommendations from the CORD task force

3:35 PM – 4:45 PM

SLOE 4.0 Smackdown! Consensus in SLOE Reading and Writing

D Kuehl, T Morrissey, S Ronan-Bentle, PANEL: M Ryan, C Hegarty, K Hiller

The popular SLOE writers and readers session is back and better than ever with the new 4.0 version. Last year we covered group vs the mono-SLOE, the number of SLOEs to interview and to match, and inverting your time spent on those in the middle and bottom third. This year we tackle some big topics and visit issues from the previous interview season. The SLOE is probably the most heavily weighted component of an ERAS application. All involved want the SLOE to be honest, clear and accurate. While powerfully impactful, it can be challenging to both write and interpret. Should we be validating writers by the readers? We can like Tweets and Facebook posts, but with this all important golden ticket for applicants, should there be some validation of the SLOE writers' work after the applicants start in programs? We all want feedback...but what should that look like? We also tackle the new Standard Video Interview and how it was used in this past year in conjunction with the SLOE. Discussion will focus on any connections (or disconnects!). Special attention will also be paid to concerns about implicit bias in SLOE interpretation and writing, with audience participation and discussion on how to tackle this potentially dark spectra. We also allow forum discussion for future needs of writers and readers. By the end of this session, participants should be able to:

- discuss SLOE variation in writers and reach consensus on external vetting and validating SLOE writers by the readers
- understand the use of the SLOE + SVI over the past year. Is it Additive, Multiplicative or Subtractive?
- compare the use of radio button and the narrative. Is there a requirement for any right sided clicks to be covered as individual points in the narrative?
- discuss the potential of reader and writer implicit bias in SLOE writing and interpretation
- develop consensus on SLOE reader and writer future needs

4:45 PM – 5:30 PM

CDEM Town Hall

L Thompson, K Parekh

CDEM Town Hall Meeting

Emergency Medicine Association of Residency Coordinators (EMARC)

9:00 AM – 10:00 AM

Mentoring and Networking: Q/A Panel

P O'Brien, C Angerhofer; PANEL: P Keyes, N Riley, V Shook

Q/A session for new and all coordinators, clerkship coordinators, etc. After this session participants should be able to:

- sign up as a mentor/mentee
- get some burning questions answered that you have then and there
- network with others in the same specialty

iMedEd

9:00 AM – 9:30 AM

The Next Frontier of iMedEd

D Papanagnou

The iMedEd track was initially created to help educators understand the role that social media and FOAM can play in medical education. The question that now remains is, what is next? Discover what is to come for medical education in the next frontier. Understand how an educator can best prepare themselves to anticipate this and, ultimately, teach their learners. After this session participants should be able to:

- consider the next areas for innovation within medical education
- discuss what skills will be needed to prepare for the future areas of growth within medical education

9:30 AM – 10:30 AM

Learning by Design: Running Your Own Design Thinking Workshop

M Gottlieb, T Chan, R Cooney

Design Thinking (DT) is a method for creating improvements in products or services that is growing in popularity within medical education. As a method, DT involves a more inclusive and experimentation-oriented technique. However, it can be overwhelming to try to run a session at your own institution without training. This session will discuss DT principles and how to effectively run a session at your institution. Attendees will leave the session ready to host their own DT session. After this session participants should be able to:

- describe design thinking principles
- translate design thinking principles into learning activities
- create a blueprint for hosting a design thinking workshop for your institution

10:45 AM – 12:00 PM

Technology Open House

N Joshi, M Gottlieb; PANEL: G Paetow, A Wray, A Little, J Goehner, S Witt, K King

Attendees will get hands-on explanations and tutorials about cutting edge technology that they can apply to facilitate their teaching. The Technology Open house will feature experts who will teach participants about Slack, Learning Management Systems, Evernote, Screencasting, Google Hangout, and AirTable. The experts will be available to discuss the tools and how to use them throughout the entire session. Participants can go to areas that are of most interest to them for hands-on training sessions. After this session participants should be able to:

- learn principles of effectively using Slack, Learning Management Systems, Evernote, Screencasting, Google Hangout, and AirTable
- determine if these programs are right for you and your institution
- demonstrate how to efficiently use these programs in an educational setting

1:30 PM – 2:00 PM

Icons and Iconography: Using Infographics to Teach

T Chan, A Chin

Infographics are the latest rage in medical education as a form of presenting content that is easy to digest and memorable. Attend this hands-on session to learn what makes infographics such as powerful educational tool, how to an educator can create infographics, and how to best teach with them. After this session participants should be able to:

- describe what infographics are and what makes them useful
- utilize infographics in medical education
- implement skills and tools to create infographics for their needs

2:05 PM – 3:15 PM

So You Want to Write a Blog?

J Khadpe, D Marcus, J Hill, M Singh

Blogs are all the rage these days. Come to this workshop to learn how to create and sustain a blog that can be used in medical education. Develop the skills to contribute to the growing world of FOAM and online medical education. After this session participants should be able to:

- understand various platforms available to start and maintain a blog
- outline goal of the blog, the posts and the intended audience
- practice creating blog posts, editing posts, publishing posts
- understand how to optimize SEO and dissemination of content through social media

2:05 PM – 3:15 PM

So You Want to Enhance Your Slides?

R Patwari, T Pillow, A Kalantari

Ever hear of death by PowerPoint? It doesn't have to be that way! Come to this workshop to learn how to get the umph back in your slides and wow your audience. Learn the skills to create dazzling slides and presentations. After this session participants should be able to:

- understand the principles of slide design
- practice creating well-constructed slides
- learn to incorporate well-constructed slides with effective public speaking skills

3:35 PM – 4:45 PM

So You Want to Be a Public Speaker?

G Paetow, M Gisondi

Public speaking can be scary — come listen to three public speakers in different stages of their careers share stories about how a few public speaking nightmares helped them overcome their fears. In this workshop, you will learn the skills needed to become the most excellent public speaker you know that you were always meant to be! This workshop will be a very engaging, very safe place to make mistakes and have fun with the process of developing a speech. After this session participants should be able to:

- organize an engaging speech using the story-boarding process
- list 3 typical nervous habits and how to overcome them
- develop a personal learning plan for public speaking

3:35 PM – 4:45 PM

So You Want to Record a Podcast?

J Mason, J Riddell

Podcasting is not just for those who love the sound of their own voice, it is an excellent way to teach! Whether you want to record a couple episodes to flip the classroom, or you want to create and sustain a medical education podcast for the masses, this workshop will show you how to make it happen. After this session participants should be able to:

- understand why podcasts are an important medium for modern learners
- describe how podcasts can be integrated into an educational curriculum
- summarize the technology and equipment used to create a podcast

4:45 PM – 5:30 PM

iMedEd Planning Committee

N Joshi, M Gottlieb

Meeting for the iMedEd Track to begin the process of planning the 2019 AA.

Research

4:45 PM – 5:30 PM

Lightning Orals

B Burns, J Siegelman

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

The session is intended for all tracks. After this session, participants will be able to:

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

Specialty

7:00 AM – 8:00 AM

Reflections on Wellness

C Doty

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

- share challenging residency moments
- discuss methods of resilience
- support CORD colleagues

8:00 AM – 8:50 AM

Lessons Learned from Natural Disasters of 2017

J Shoenberger; PANEL: S Luber, T McLaughlin, T Pillow, M Ramos-Fernandez, C Garcia-Gubern

This past fall was hallmarked by several natural disasters including Hurricane Harvey in Houston and Hurricane Irma in Puerto Rico. These hurricanes had profound impact on the medical schools and residency programs in the area. In this panel session, program leaders from Houston and Puerto Rico will discuss the impact the hurricanes had on their programs and how they dealt with this difficult situation. After this session participants should be able to:

- construct a plan for an impending natural disaster
- demonstrate leadership skills in helping trainees get through a natural disaster
- ensure that training programs can continue to provide high quality education despite the occurrence of a natural disaster

8:00 AM – 5:00 PM

CORD Business Leadership Course

D Kuehl, K Coleman, R Bodkin, D Martin, D Sarangarm
PANEL: B Ardolic

This session will be a mini-MBA with a focus on education administrative leadership. Topics covered include finance, accounting, marketing, decision making and change management. In this curriculum we will explore how business plans are analyzed. We will then compose a finance project to be used in the learner's home institution. Minimal input requirements for a cogent plan will be described. How one uses these data will be discussed. Balance sheets are the information sources of corporations and not-for-profit institutions. Knowing how to read these documents will be a skill gained by the audience. The course will begin with a known SEC registered, publicly offered corporation. The class will then move on to how a not-for-profit institution reports its financial status. Financial ratios will be learned.

We will use information from the SEC, Yahoo finance and Guidestar for our analyses. Familiarity with these resources and how they can be used will be appreciated by the learner. In healthcare we are fortunate to already know our collective goals. How to reach that partner in finance or administration is sometimes challenging. In this session the learner will be educated on how to value hierarchies. How do you reach an audience? Understanding how a choice is made in a situation of uncertainty is a role of leadership. In this session we will explore how to gauge our personal comfort with risk. We will

learn how to compose a decision using estimated monetary value, and recognize the differences between competitive and collaborative resolution. The steps of effective change will be outlined and then utilized by learners by undergoing a change management simulation. Role playing will be an asset to the learner as we endeavor to create a situation in which success is not guaranteed. After this session participants should be able to:

- learn finance language
- use the concepts described in a group example
- develop a winning business plan and pro forma
- apply the knowledge gained in a project at your home institution
- learn spread sheet analysis
- design a balance sheet
- understand and implement basic finance ratios in a real-world example
- master the ability to obtain data regarding your home institution
- establish a value hierarchy
- develop tools for how to propagate an idea
- build a value strategy
- engage with a group of colleagues and learn how to code their thoughts on a proposal
- understand how to diagram a decision
- generate a personal risk tolerance strategy
- compose a plan for approaching both competitive and collaborative decisions
- recognize when a decision is no longer a choice
- recognize the need for managing change
- define the effort required for managing alterations of varying scope
- develop a framework, including a timeline, for implementing transformation
- acquire an appreciation for the challenges involved in managing change
- obtain tools for overcoming obstacles

9:00 AM – 10:30 AM

CORD Business Meeting

M Epter, C Doty

The CORD Business and Membership Meeting.

10:45 AM – 12:00 PM

RRC Update Q&A

F Davis, S Bowman

An update given to the CORD membership from the RRC.

12:10 PM – 1:00 PM

AA Planning Committee Meeting

M Weizberg, J Shoenberg

Meeting for the AA Planning committee to begin the process of planning the 2019 AA.

Day Four
Wednesday, April 25, 2018

Best Practices (BP)

10:30 AM – 11:00 AM

There's an App for... Our Program

A Chertoff

Taking advantage of a handful of app building websites, residencies can easily create apps for their residents (or applicants) to use. Well beyond common functions, such as program calendar and contact info, it can be expanded to encompass viewing recorded lectures, submitting interesting cases (EKGs, images, M&Ms, etc.), clinical question chat rooms, lecture content repository, pop quizzes and surveys.

After this session participants should be able to:

- be aware of app building websites
- discuss the functions of a custom-built app
- learn about an app developed by another EM residency program

11:00 AM – 11:30 AM

I Heard it on EM:RAP — Making Sense of HOW and WHY Residents use EM Educational Podcasts

J Riddell, A Brown

Residents are now spending more time listening to podcasts than they spend with any other educational material, including textbooks and journal articles. We may think we understand this asynchronous phenomenon, but new research is telling a fascinating story that will help us better understand our learners and give insight into how educators should respond. After this session participants should be able to:

- identify why residents listen to educational podcasts
- recognize how partial attention affects listening
- describe how residents' make decisions about trusting sources
- illustrate ways programs can respond to the podcast phenomenon

11:30 AM – 11:45 AM

Developing and Executing Team Sims in the ED

D Pierce, J Becker

Team simulations in the ED, including physicians, nurses, techs, and respiratory, as well as including other services (Neuro, Cards, Trauma, Ob, NICU) is an effective way to practice clinical scenarios, review clinical practice, build team dynamics, and QA ED processes. We do these weekly and have gone through the challenges of how to make this a culture. After this session participants should be able to:

- discuss execution of weekly team sims in the ED — maximizing participation of nurses, techs, etc. (buy-in), finding the right time, creating cases, mannequin vs actor, who leads, who develops, etc.
- discuss how to effectively QA processes — both in the clinical case practice and in the development process
- discuss how to create joint sims and collaborate with other services (such as stroke pt with Neurology present, MI or Cardiogenic shock with Cardiology team, Ped and Adult trauma with entire trauma team, Complicated delivery with Ob and NICU, Traumatic perimortem C-Section with Trauma, Ob and NICU) — how to coordinate it, and the benefits achieved

11:45 AM – 12:00 PM

Staying SANE: Resident Education and Caring for Victims of Sexual Assault

S Hilbert, E Brumsfield

While sexual assault is identified as an emergent presentation in the Model of Clinical Practice of EM, and therefore an important component of resident education, there is considerable variation in how we teach residents to evaluate and manage these potentially complex patients. The purpose of this session would be to offer programs an opportunity to share their educational models and potentially identify some best practices for teaching EM residents a basic approach to caring for victims of sexual assault.

After this session participants should be able to:

- identify basic roles and responsibilities for EM providers caring for victims of sexual assault
- highlight educational models used in a variety of clinical settings to teach EM residents how to care for victims of sexual assault
- identify best practices for developing a comprehensive sexual assault curriculum for EM residents

12:00 PM – 12:30 PM

Education 330: Pooling Resources for Education: Bootcamps, Conferences and Competitions

D Egan, J Branzetti, A Olson, N Olson, H Sule, N Patel, L Roppolo

This session will include three different 10-minute presentations on educational innovations where programs share their successful experiences in pooling together resources for training, teaching and friendly competitions between different residency training programs. After this session participants should be able to:

- learn innovative examples of how other programs from the same regional area collaborated and combined resources to educate and train their residents
- understand advantages and challenges of creating such programs

Navigating the Academic Waters (NAW)

10:30 AM – 11:30 AM

Effective Time Management for the ED Educator

C Tibbles

Emergency physicians are constantly under time pressures. These pressures are even more intense in the academic setting. Effective formatting of a workday can lead to marked increased production as well as limiting external distractors. After this session participants should be able to:

- learn effective time management techniques
- learn how to better highlight critical actions
- learn to prioritize distraction/distractors

11:30 AM – 12:00 PM

When a Door Closes: Open a Window! How to Deal with Change in Leadership at Your Job

T Perera, C Calandrella

A career in emergency medicine is affected by many outside forces, none more than a change in department leadership. A new chair or director can significantly affect every aspect of one's work. How we adapt to these external forces often affects our productivity as well as wellness. This talk aims to discuss how best to manage such a transition. After this session participants should be able to:

- understand the options for dealing with new leadership
- describe ways to make oneself invaluable to the department
- how to promote your activities and goals in a way that optimizes support for the team
- offer pearls to managing leadership expectations in times of change

12:00 PM – 12:30 PM

Making a Change: Looking Back on the Move

J Fisher, D Egan, T Taira

Many mid educators make major moves to explore new horizons. This session will focus on how to make such moves from the perspective of those who have done it. After this session participants should be able to:

- identify how to approach new rules and opportunities
- share successful strategies for making a career change

Research

8:00 AM – 9:00 AM

Best of the Best Research

B Burns, J Siegelman

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

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

Specialty

7:00 AM – 8:00 AM

AA Track Chairs Meeting

M Weizberg, J Shoenberg

Meeting for the track chairs of AA 19 to begin the planning process.

9:00 AM – 10:15 AM

PD & CD Survival Stories

T Murano, M Fernandez-Frackelton, S Bord

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

After this session participants should be able to:

- discuss problems encountered by program leadership
- develop effective strategies for addressing the provided examples
- identify resources to aid program leadership in finding solutions to challenges



Abstract Moderators

CORD would like to thank the following moderators for the 2018 Advances in Education Research & Innovation poster sessions.

Bo Burns, MD (Co-Chair)

University of Oklahoma

Jeffrey Siegelman, MD (Co-Chair)

Emory University

Travis Eastin, MD

University of Arkansas for Medical Sciences

Abra Fant, MD, MS

Northwestern

Bryan Kane, MD

Lehigh Valley/USF MCOM

Kevin King, MD

Kendall Regional Medical Center

Kory London, MD

Thomas Jefferson

Seth Lotterman, MD

University of Connecticut

Elise Lovell, MD

Advocate Christ Medical Center

Peter Moffett, MD

Virginia Commonwealth University

Joel Moll, MD

Virginia Commonwealth University

Robin Naples, MD

Thomas Jefferson University Hospital

Erik Nordquist, MD

Texas Tech University Health Sciences
Center El Paso

Camiron Pfennig, MD, MHPE

Greenville Health System

Jeff Riddell, MD

Los Angeles County USC Medical Center

Mark Silverberg, MD

SUNY Downstate/Kings County

Taku Taira, MD

Los Angeles County USC Medical Center

Brett Todd, MD

Beaumont Health

Elizabeth Werley, MD

Penn State Health Emergency Medicine

R. Gentry Wilkerson, MD

University of Maryland

Sumintra Wood, MD

Maimonides Medical Center

William Woods, MD

University of Virginia

ABSTRACT ALTERNATE MODERATORS

Jonathan McGhee, DO

Christiana Care

Jane Preotle, MD

Brown University

Maria Ramos-Fernandez, MD

University of Puerto Rico

Michael Takacs, MD, MS

University of Iowa

Scott Young, DO

Madigan Army Medical Center

Index of Conference Abstracts

EVENING POSTER SESSION

MONDAY, APRIL 23, 2018

5:00 – 6:30 PM • Grand Hyatt San Antonio, Lonestar Ballroom

STATION #1

| | | |
|---------|---|--------------------------|
| 5:20 PM | Creation of a Milestone Driven Simulation Based Resuscitation Course | Alexandra Mannix, MD |
| 5:30 PM | Using a Clinical Dashboard to Empower Resident Education: Does Incorporating Objective Feedback Into Semi-Annual Evaluations Improve Insight and Impact Clinical Behaviors Among Residents? | Paul Peng, MD, PhD |
| 5:40 PM | A Novel Approach To High Yield Musculoskeletal Topics For Emergency Medicine Trainees | Nicholas Governatori, MD |
| 5:50 PM | Asynchronous Curriculum Socially Synchronized: Adult Learning Via Competition. | Jonathan Smart, MD |
| 6:00 PM | Foundations EKG: An Open Access Flipped Classroom Critical EKG Curriculum | William Burns, MD |

STATION #2

| | | |
|---------|--|------------------------|
| 5:20 PM | Removing the Writer's Block: The Clinical Image Write-a-Palooza | Casey MacVane, MD, MPH |
| 5:30 PM | And the Winner Is . . . Teaching Awards in Emergency Medicine: Characteristics of Awardees | Casey, MacVane MD, MPH |
| 5:40 PM | Statewide Oral Boards Examination: A Quarter of a Century of | Natasha Thomas, MD |
| 5:50 PM | Talk It Out: A Novel Use of Training Groups with Emergency Medicine Residents | Maira Carroll, MD |
| 6:00 PM | Teaching the Art of a Great Hand Off in the Emergency Department | Leah Bright, DO |

STATION #3

| | | |
|---------|--|--------------------------|
| 5:20 PM | The 30 Minute Minimum: Implementation of a Shorter Resident Lecture Format in a Large Emergency Medicine Residency Program | Tarlan Hedayati, MD |
| 5:30 PM | There's An App for That: A Mobile Procedure Logging Application Using Quick Response Codes | Jason Folt, MD |
| 5:40 PM | "UltraSimageddon": An Intra-city Emergency Medicine Residency Competition | Christopher Gelabert, MD |
| 5:50 PM | A Low Fidelity Eye Model for Lateral Canthotomy Education | Mikhail Podlog, DO |
| 6:00 PM | Faking the Friendly Skies: A Simulated In-Flight Emergency | Lindsea Abbott, MD |

STATION #4

| | | |
|---------|--|-------------------------------|
| 5:20 PM | Low-cost Priapism Model for Emergency Medicine Simulation: Detumescence using Intracavernosal Suction (DICS) | Julie Fritzges, DO |
| 5:30 PM | Preliminary Results from the Wrist Reduction Instruction with Simulation Technology (WRIST) Study | Amy Matson, MD |
| 5:40 PM | See One, Articulate One, Simulate One — Teaching Procedural Skills in Small Training Groups | Jordana Haber MD, MACM, FACEP |
| 5:50 PM | The Effects of Stress Inoculation Training in a High Stress Simulated Medical Environment | Anika Nichlany, MD |
| 6:00 PM | A Novel Eye Model for Simulation in Lateral Canthotomy | Jonathan Nielson, MD |

STATION #5

| | | |
|---------|---|-------------------------|
| 5:20 PM | The POCUS Atlas — A Novel Crowdsourced Ultrasound Archive | Matthew Riscinti, MD |
| 5:30 PM | To Entrust or Not to Entrust? Defining a Program of Assessment to Inform Global Entrustment Decisions in Undergraduate Medical Education Utilizing the Core EPAs for Entering Residency | Holly Caretta-Weyer, MD |
| 5:40 PM | Using an 'Oral Board' exam to assess for EPA 10 in the Emergency Medicine Rotation | Guy Carmelli, MD |
| 5:50 PM | Innovation per DiEM (Design in Emergency Medicine): A Longitudinal Medical School Design Co-Curriculum Led by Emergency Medicine Mentors for Real Emergency Department Issues | Xiao Chi Zhang, MD, MS |

STATION #6

| | | |
|---------|---|---------------------------|
| 5:20 PM | The CORD Student Advising Task Force (SATF) Osteopathic Emergency Medicine Applying Guide | Elizabeth Karr, DO |
| 5:30 PM | Using LEGOs to Train Medical Students on the Practice of Effective Communication | Hyunjoo Lee, MD |
| 5:40 PM | Student Simulation Observer Form: A Novel Tool to Enhance the Observer Role in Simulation-Based Education | Tiffany Moadel, MD, FACEP |
| 5:50 PM | Preparing for the Standardized Video Interview: A Simulation-Based Session for Fourth Year Medical Students | Neel Naik, MD |

| STATION #7 | | |
|--------------------|--|-------------------------------------|
| 5:20 PM | Are ACGME Duty Hour Restrictions Associated with Improved Academic Performance? | <i>Christopher Kiefer, MD</i> |
| 5:30 PM | Are Standardized Video Interview Scores Predictive of Interview Performance? | <i>James Willis, MD</i> |
| 5:40 PM | Clinician Understanding and Perceptions of Starting an Emergency Medicine Residency Program | <i>Nafiha Islam, MD</i> |
| 5:50 PM | Communication and Professionalism: Comparing Standardized Video Interview (SVI) Scores to Faculty Gestalt | <i>Daniel Ritter, MD</i> |
| STATION #8 | | |
| 5:20 PM | Correlation Between Emergency Medicine Resident Self-Assessed and Faculty-Assessed Grit-S Scores | <i>Nathan Olson, MD</i> |
| 5:30 PM | Do EM resident self-assessed milestone levels and that of the Clinical Competency Committee Consensus Align over Time? | <i>Mary Mulcare, MD</i> |
| 5:40 PM | Do Gender Differences Exist in EM Faculty Shift Evaluations of EM Residents? | <i>Celine Pascheles, MD</i> |
| 5:50 PM | National Trends in Emergency Medicine Residency ECG Curriculum and Interpretation Practices | <i>Celine Pascheles, MD</i> |
| STATION #9 | | |
| 5:20 PM | Does Utilizing the New Innovations Mobile Application Shortcut Increase Compliance? | <i>Amanda Esposito, MD</i> |
| 5:30 PM | Is the Number of Intubations Correlated with Proficiency in Milestone PC10: Airway Management? | <i>Amanda Esposito, MD</i> |
| 5:40 PM | Emergency Medicine Milestones Self-Assessments Evaluations are Considerably Different From the Clinical Competency Committee Scores | <i>Danielle Biggs, MD</i> |
| 5:50 PM | Faculty and Resident Perception of Emergency Department Feedback | <i>Mansoor Siddiqui, MD</i> |
| STATION #10 | | |
| 5:20 PM | Gender Bias in Nursing Assessment of Emergency Medicine Residents | <i>Jessica Bod, MD</i> |
| 5:30 PM | Using the QSAT to Generate Multi-Source Feedback on an Adult Simulation Case | <i>Nicole Elliott, DO</i> |
| 5:40 PM | Utilizing Departmental Policy to Promote Faculty Evaluation of Residents | <i>Neeraj Chhabra, MD</i> |
| 5:50 PM | "Hawks vs Dove" Phenomenon of Attending Evaluation of EM Residents | <i>Nicole Dubosh, MD</i> |
| STATION #11 | | |
| 5:20 PM | USMLE Scores Do Not Predict Ultimate Clinical Performance in an Emergency Medicine Residency Program | <i>Karima Sajadi-Ernazarova, MD</i> |
| 5:30 PM | A Novel Curriculum for Ophthalmology Training of Emergency Medicine Residents (COPTER) | <i>Andrea Bouman, MD</i> |
| 5:40 PM | Distribution of Resident Rotations Among Emergency Medicine Programs in the United States | <i>Michael Gottlieb, MD</i> |
| 5:50 PM | Variations in Critical Care Rotations Among Emergency Medicine Residency Programs in the United States | <i>Michael Gottlieb, MD</i> |
| STATION #12 | | |
| 5:20 PM | Does Learning-Trivia Format Affect Learner Perceptions and Preferences? | <i>Matthew Robinson, MD</i> |
| 5:30 PM | Implementation of Item Writing Training for the Development of a Comprehensive Written Board Review Program | <i>Andrew King, MD</i> |
| 5:40 PM | Priapism Education in Emergency Medicine Residency Programs | <i>Doug Franzen, MD, M.Ed</i> |
| 5:50 PM | Scholarly Track Training in Emergency Medicine Residencies in 2017 | <i>Jordan Spector, MD, MS</i> |
| STATION #13 | | |
| 5:20 PM | Survey of Resident Personal Finance Status and Preparedness | <i>Ryan McKillip, BS</i> |
| 5:30 PM | Implicit Bias Training in EM Residency: "There's a Right Answer" | <i>Utsha Khatri, MD</i> |
| 5:40 PM | What Factors Go into Attending Physician's Decisions About the Roles and Responsibilities of Emergency Medicine Residents in a Free-Standing Pediatric Emergency Department? | <i>Jennifer Mitzman, MD</i> |
| 5:50 PM | Validation of a Question Bank as Preparation for the Emergency Medicine In-Training Examination | <i>Peter Tomaselli, MD</i> |

STATION #14

| | | |
|----------------|--|---------------------------------------|
| 5:20 PM | Patients with Vital Sign Abnormalities Discharged by EM Residents: Is it a Problem and Who is at Risk? | <i>Aleksandr Tichter, MD, MS</i> |
| 5:30 PM | Career Outcomes of Graduates of EM/IM and EM/IM/CC Residency Programs | <i>Nathaniel Scott, MD</i> |
| 5:40 PM | Applicant Attitudes Towards the Standardized Video Interview — An Interim Analysis | <i>Ashlea Winfield-Dial, MD, MSPH</i> |
| 5:50 PM | A Wellness Assessment of Residents' Significant Others | <i>Michael Zdradzinski, MD</i> |

STATION #15

| | | |
|----------------|---|--------------------------|
| 5:20 PM | Onboarding of Mental Health Resource in Emergency Medicine Residency Programs | <i>Loice Swisher, MD</i> |
| 5:30 PM | Anticipated Versus Actual Use of EMRA Match Filters | <i>Zach Jarou, MD</i> |
| 5:40 PM | USMLE Step 1 Minimum Score Thresholds as an Applicant Screening Filter by Emergency Medicine Residency Programs | <i>Zach Jarou, MD</i> |
| 5:50 PM | Student Use and Perceived Reliability of Emergency Medicine Advising Sources | <i>Zach Jarou, MD</i> |

STATION #16

| | | |
|----------------|---|----------------------------|
| 5:20 PM | Assessing Burnout in Emergency Medicine Residents | <i>Emma Nash, MD</i> |
| 5:30 PM | Interprofessional Simulation Improves Comfort With Communication Among Emergency Department Personnel | <i>Joseph Turner, MD</i> |
| 5:40 PM | Experience Introducing Physician Assistant Students Into a Medical Student Emergency Medicine Clerkship | <i>Joseph Turner, MD</i> |
| 5:50 PM | Learning Moment: Features Of Online Asynchronous Learning Tools That Maximize Acceptance And Adoption By Medical Students | <i>Alexander Sheng, MD</i> |

STATION #17

| | | |
|----------------|---|-------------------------------|
| 5:20 PM | Randomized Evaluation of Videoconference Meetings for Third-year Medical Students' Mid-Clerkship Feedback Sessions | <i>Jonathan Bronner, MD</i> |
| 5:30 PM | Standardized Video Interview Scores Do Not Correlate with Attending Evaluations of Professionalism and Patient Care/Communication | <i>Jason Lewis, MD</i> |
| 5:40 PM | The Standardized Video Interview: How Well Does the SVI Score Correlate With Traditional Interview Performance? | <i>Arlene Chung, MD, MACM</i> |
| 5:50 PM | Comparison of Medical Student Desired Specialty and Level of Training on the Diem (Digital Instruction in Emergency Medicine) Cases | <i>Snaha Sanghvi, DO</i> |

STATION #18

| | | |
|----------------|---|---------------------------------|
| 5:20 PM | Standard Video Interview Score Does Not Correlate with Patient Assessment of Medical Student Communication Skills | <i>Matthew Hall, MD</i> |
| 5:30 PM | An Interprofessional Paging Training Program for a Fourth Year Internship Readiness Course | <i>M Kathryn Mutter, MD, PH</i> |
| 5:40 PM | E-learning in the Emergency Medicine Clerkship: Implementation of iPads and the Impact on Student Learning | <i>Emily Hillman, MD</i> |
| 5:50 PM | Flipping the Classroom: Educational Delivery Model Changes in an Emergency Medicine Clerkship | <i>Uma Damle, MD</i> |

STATION #19

| | | |
|----------------|---|-------------------------------|
| 5:20 PM | Medical Student Educational Experiences and Completion of Learning Objectives in the Emergency Department | <i>Collyn Murray, MD</i> |
| 5:30 PM | Student and Faculty Perceptions of a Medical Documentation Application as a Teaching Tool | <i>Michael Higgins, MD</i> |
| 5:40 PM | Teaching Medical Students Emergency Medicine Focused Oral Presentations Skills | <i>Kathryn Fisher, MD, MS</i> |
| 5:50 PM | The Patient Experience Curriculum: Increasing Medical Student Awareness of Patient Centered Care | <i>Vincent Calleo, MD</i> |

STATION #20

| | | |
|----------------|--|-----------------------------|
| 5:20 PM | Utilization and Adoption of Medical Documentation App within Emergency Medicine Clerkship: Lessons Learned | <i>Nicole Piel, MD</i> |
| 5:30 PM | FOAM in the EM Clerkship: Clerkship Director Attitudes and Practices Using Foam in Emergency Medicine Clerkships | <i>Laura Welsh, MD</i> |
| 5:40 PM | Emergency Medicine Residency Applicant Assessment of Competitiveness and Application Behavior | <i>Ross Christensen, DO</i> |
| 5:50 PM | A Simulated Standardized Video Interview: Alleviating Student Concerns while Effectively Simulating Content | <i>Erica Shaver, MD</i> |

Oral Abstract Presentations Schedule

Best Innovations & Soundbites from the 2018 CORD Abstracts

Monday, April 23, 2018, 10:30 AM – 12:00 PM, Texas Ballroom D

| Abstract Title | Presenter |
|--|---|
| The CORD Student Advising Task Force (SATF) Emergency Medicine Re-Applicant Residency Guide: Helping Applicants on the Second Go Around | Mary Ann Edens, MD Louisiana State University Health Sciences Center Shreveport |
| Emergency Medicine Foundations Asynchronous Learning Pathways: Analysis of Learner Participation and Preferences | Kristen Grabow Moore, MD, MEd Emory University |
| Using the ACGME's CLER Pathways to Excellence Framework in Assessing Residency Competency in a Patient Safety Curriculum | Rebecca Lowry, MD University of Rochester |
| Tracking Resident Cognitive Maturation with Natural Language Processing | Saumil Parikh, MD New York Presbyterian Queens |
| Addressing Pitfalls of the Flipped Classroom: An Approach to Purposeful Small Groups and Improved Learner Preparation Using EM Fundamentals | Eric Shappell, MD University of Chicago |
| Red-Flags are Waving: Recommendations for the Emergency Medicine Applicant At-Risk of Not Matching—on Behalf of the CORD Student Advising Task Force | Liza Smith, MD University of Arkansas Medical Sciences |

Lightning Orals

Tuesday, April 23, 2018, 4:45 – 5:30 PM, Presidio ABC

| Abstract Title | Presenter |
|--|--|
| The SVI Score Does Not Correlate with Performance on the USMLE | Daniel Egan, MD Mount Sinai St. Luke's Roosevelt |
| Emergency Medicine Resident Productivity Over The Course of Residency Training: A Descriptive Analysis of Progression and Variability | Jenna Fredette, MD Christiana Care Hospital |
| Assessment of Trainee Needle Visualization and Placement Accuracy in Performing a Simulated Ultrasound-Guided Femoral Nerve Block at Two Angles of Approach, and With Two Different Needle Types Using a Novel Gelatin Femoral Nerve Block Model | Laura Hayes, MD Carilion Clinic |
| Improving the Quality and Standardization of Resident Handoffs through Interspecialty Handoff Training | Robin Naples, MD Thomas Jefferson University |
| Qualitative Analysis of Residency Applicant Perceptions of Social Media Use by Emergency Medicine Residency Programs | Kevin Scott, MD, MEd University of Pennsylvania |
| The Use of Quick Response (QR) Codes to Improve Resident Compliance and Assessment | Terry Singhapricha Emory University School of Medicine |

Best of the Best Research

Wednesday, April 25, 2018 8:00 – 9:00 AM

| Abstract Title | Presenter |
|---|--|
| Does the Medium Matter? Evaluating the Depth of Reflective Writing by Medical Students on Social Media Compared to the Traditional Private Essay Using the REFLECT Rubric | Alisha Brown, MD University of Washington |
| Gender Bias in Nursing Evaluations of Emergency Medicine Residents | Ashley Grigsby, DO Indiana University School of Medicine |
| The Standardized Video Interview: Does it Help or Hurt? | Abbas Husain, MD Staten Island University Hospital |
| Assessment of Accountability and Professionalism Competencies by Emergency Medicine Residency Programs | Christine Stehman, MD Indiana University School of Medicine |
| Comparison of Faculty and Nurse Assessment of Emergency Medicine Residents | Alina Tsyruunik, MD Yale School of Medicine |
| Demographic Differences Between High and Low Scorers on the Standardized Video Interview | Ashlea Winfield-Dial, MD, MSPH John H. Stroger Hospital of Cook County |



Guthrie has a dynamic opportunity for a **Residency Research Director** to join our Emergency Medicine core faculty

We are an accredited, Level II Trauma Center in Sayre, PA with Guthrie Air medical helicopter, residency programs and a planned state-of-the-art emergency department. The core group of emergency physicians has enjoyed longevity within an environment of mutual respect.

Guthrie is a financially stable, practicing physician-led, multi-specialty integrated delivery system that offers its nearly 300 physicians opportunities for leadership, research, teaching, advancement and a work/life balance others only dream of.

Please call Krisi Spagnoli at 570-887-5203 or email krisi.spagnoli@guthrie.org

ichoseguthrie.org



The Department of Emergency Medicine at Maricopa Medical Center is currently seeking candidates for the position of Assistant/Associate Program Director.

The residency program is a PGY 1-3 program with 42 residents that the candidate will be an integral part in the development of tomorrow's future of emergency medicine. Maricopa provides care to the underserved population of metro Phoenix, Arizona. Maricopa Medical Center is a Level 1 Trauma Center and has the region's only Burn Center.

Successful candidates must demonstrate a record of performance that exemplifies resident and or medical student education. Preferred qualifications include experience as an APD, clerkship director, education fellowship training, core faculty, or previous experience as a chief resident. In addition, candidates who seek novel approaches to curricular design and implementation of advances in technology to teaching are encouraged to apply.

Candidates must have an MD/DO degree, be eligible for a valid AZ license, and be board certified or board eligible through ABEM/AOBEM. Clinical and academic appointments are commensurate with experience.

Employment is thru District Medical Group. DMG is a not-for-profit faculty practice plan owned and operated by physicians consisting of more than 350+ providers who represent all the major medical and surgical specialties and subspecialties. DMG is the academic faculty practice plan for the University Of Arizona College Of Medicine Phoenix and is affiliated with the area's most comprehensive teaching hospital and medical center, Maricopa Medical Center. DMG offers an outstanding work environment, competitive compensation plan/benefits package including relocation assistance, paid time off, CME allowance with paid time off and employer paid malpractice insurance.

For consideration please forward CV by email to practice@dmgaz.org.



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West JEM Integrating Emergency Care with Population Health

Official Journal of California ACEP, the American College of Osteopathic Emergency Physicians, and the California Chapter of the American Academy of Emergency Medicine

Editor in Chief:

Mark I. Langdorf, MD, MHPE, *University of California, Irvine*



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Director, Emergency Medicine Residency Program

Ochsner Health System | New Orleans, LA



Ochsner Health System announces an exceptional opportunity for a proven administrator educator to serve as the founding Program Director for the Emergency Medicine Residency. Ochsner Health System has dedicated significant funding to support the development and accreditation of a robust emergency medicine resident training program. The program's first residents are projected to arrive in 2020, with as many as 36 residents in emergency medicine by 2023.

Ochsner Health System is Louisiana's largest non-profit, academic, multi-specialty, healthcare delivery system with 30 owned, managed and affiliated hospitals and more than 60 health centers. Ochsner employs more than 1,100 physicians in over 90 medical specialties and subspecialties and conducts over 600 clinical research studies. Ochsner is one of the largest non-university based physician training centers in the U.S., and the largest teaching hospital in Louisiana.

The successful candidate for the Director of the Emergency Medicine Residency Program will be a respected educator with excellent clinical, teaching and research credentials. Candidates must have demonstrated effective education and administrative abilities, understand the regulatory requirements for an academic residency program and enjoy the mentoring and development of residents, students and faculty. The founding Residency Program Director will be expected to establish robust teaching and academic functions for residents and faculty and support high



quality, evidence-based emergency medicine practices across the system. Successful candidates will maintain current board certification in emergency medicine, with a minimum of seven years' experience in an emergency medicine teaching program. Prior experience as a Program Director or Associate Program Director is required. This individual will have established a reputation as an outstanding educator within a complex, academic health system.

For confidential consideration or to nominate a colleague, please contact:

Joyce Tucker
Executive Vice President, Managing Principal
jtucker@cejkaexecutive.com
800.209.8143 x64518
bit.ly/2Gy4nMU
Job ID: 161238





**University of South Alabama
Department of Emergency Medicine**

Academic Faculty Recruitment:

Program Director - EM Residency

The University of South Alabama Health System, Department of Emergency Medicine is undergoing academic growth and is developing a new Emergency Medicine Residency program with a target start of 2019. We are seeking a Residency Program Director and APD, to help lead that process. Currently have interims in those positions. The PD would oversee all DEM missions in resident training, including residency operational activities, education and related scholarship. This position will report directly to the Chair of EM.

EM faculty primarily practice at the University Medical Center, but are also encouraged to work clinically in our Peds ED at the USA Children's and Woman's Hospital. The USAHS includes the only Level I Trauma center, Burn Unit, Children's Hospital and academic tertiary referral center in the entire region.

This is an opportunity to have a major impact on the structure and direction of a new EM residency, while also taking on an important leadership role. The ideal candidate would already have EM residency leadership or administrative experience. Faculty appointment level would be dependent on usual academic criteria. The compensation, benefit and support package for this role will be AAMC and region competitive.

Interested candidates should send a cover letter and CV to:

Edward A. Panacek, MD, MPH
Professor and Chair
Department of Emergency Medicine
University of South Alabama
2451 Fillingim Street
Mobile, Alabama 36617
eapanacek@health.southalabama.edu
(251) 470-1649 (office) or 916-8134239 (cell)

For additional, general information:
<http://www.governmentjobs.com/careers/usouthal/jobs/1326363/emergency-medicine-faculty>

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OHSU EMERGENCY MEDICINE

Emergency Medicine Fellowship Opportunities in Portland, OR

The OHSU Department of Emergency Medicine is recruiting EM-trained applicants for the following fellowship opportunities:

- Education Scholarship
- Research
- Emergency Ultrasound
- Administration
- Medical Toxicology (ACGME Accredited)
- Pediatric Emergency Medicine (ACGME Accredited)

Qualifications:

- Board certified/ board eligible in Emergency Medicine (residency trained)
- Strong interest in the field of the fellowship applying for
- Interest in a career in academic Emergency Medicine

Oregon Health & Science University (OHSU) is a nationally prominent research university and Oregon's only public academic health center. It educates health professionals and scientists and provides leading-edge patient care, community service and biomedical research.

For more information contact our Education Office:

email: regner@ohsu.edu
phone: 503-494-1587

www.ohsu.edu/emergency
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**Emergency Medicine
School of Medicine**

University of Missouri Health

APD, ULTRASOUND and NOCTURNIST OPPORTUNITIES!

The University of Missouri (MU) School of Medicine in Columbia is seeking board-certified/prepared emergency medicine and pediatric emergency medicine faculty physicians for its rapidly growing Department of Emergency Medicine. Significant opportunities exist for ultrasound trained faculty. We are also expanding our total number of APDs. Competitive differential and preferential scheduling for nocturnist faculty.

We are an energetic and talented faculty creating a patient-centered environment of excellence. We are committed to innovation, quality, collaboration, teamwork, valuing the individual, and honoring the dignity of the human spirit. Faculty track (tenure or non-tenure) and academic rank will be commensurate with candidate's experience and career goals. These physicians will practice at MU's University Hospital, a designated Level I trauma center with more than 50,000 emergency department visits annually, and MU Women's and Children's Hospital, which has approximately 28,000 emergency department visits annually. MU is one of the few institutions in the country with colleges of medicine, veterinary medicine, agriculture, engineering, nursing and health professions on one campus. The School of Medicine's more than 650 faculty physicians and scientists educate more than 1,000 medical students, residents, fellows and other students seeking advanced degrees.

The Columbia area offers exceptional outdoor recreation, excellent schools, quality music and cultural events, as well as the excitement and energy of an SEC university town, all conveniently located between St. Louis and Kansas City.

Our department also offers positions in a nearby small community hospital emergency department. This results in a unique flexibility to create a customizable blend of academics and community practice to meet the needs of our providers.

The University of Missouri is fully committed to achieving the goal of a diverse and inclusive academic community of faculty, staff and students. We seek individuals who are committed to this goal and our core campus values of respect, responsibility, discovery and excellence.

The University of Missouri is an Equal Opportunity/Affirmative Action employer and complies with the guidelines of the Americans with Disabilities Act of 1990. The department welcomes applications from underrepresented physician groups.

Candidates should send a current CV which includes three listed references to:

Matthew Robinson, MD, Chair
Department Emergency Medicine
University of Missouri School of Medicine
One Hospital Drive, Suite M562, DC029.10
Columbia, MO 65212
Phone: 573-884-3509

Email: robinsonmt@health.missouri.edu
Apply online: hrs.missouri.edu/find-a-job/academic



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The editorial team at JETem wants to thank you all for an amazing year! JETem has now published 7 issues with over 150 articles from more than 200 innovative and dedicated educators just like you! Over 11,000 total users browsed the journal last year and downloaded YOUR content over 7,000 times. As our numbers continue to grow, we thank you for your support, innovation, and dedication to teaching! Thanks to your amazing contributions we are optimistic for a successful application to PubMed Central this July!



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Emergency Medicine Residency Ultrasound Medical Director

Tower Health is seeking a BC Emergency Medicine physician, fellowship trained in Ultrasound, to serve as our Residency Ultrasound Medical Director for Reading Hospital, located in West Reading, PA. EM Faculty members support the allopathic EM Residency Program with a start date of July 2018. The ideal candidate will be fellowship trained to support the EM Residency, have a love of teaching and a strong passion for academics.

The EM Faculty will be responsible for:

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

Requirements:

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

What we offer:

- Competitive salary
- Medical insurance
- Life insurance
- Malpractice insurance
- Liberal paid time off
- Educational Loan Assistance
- CME allowance
- 403(b)/457(b) retirement plans



About Reading Hospital

Tower Health is one comprehensive health system made up of six leading hospitals, as well as an expanded network of outpatient facilities and premier physicians delivering more life-changing services and a Health Plan that services a population of 2.5 million people.

With more than 600 beds, Reading Hospital is a leader in advancing our community's health and wellness, and is one of the region's major referral hospitals in a number of specialties, including cardiovascular services, neurosciences, oncology, pediatrics and women's health. The hospital also is a Level II trauma center, providing emergency care for more than 135,000 emergency department patient visits annually. Reading Hospital is a leader in breakthrough technologies, including the Hana table anterior approach to hip replacement, robotic da Vinci Surgery System[®] and Trilogy[®] Radiosurgery. Reading Hospital is a member of the Alliance for Academic Independent Medical Centers (AIAMC) and the Council of Teaching Hospitals (COTH) of the AAMC. Reading Hospital is also a member of the Johns Hopkins Research Network and the Jefferson Research Network.

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



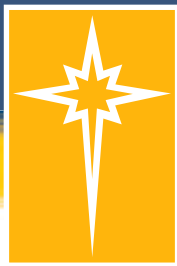
For more information, please contact:

Kenneth Nichols
Director, Medical Staff Recruitment
(484) 628-6581
kenneth.nichols@towerhealth.org

Hospital website:
towerhealth.org

Career website:
careers.towerhealth.org





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Emergency Medicine Residency Program Director

St. Luke's University Health Network, the region's largest, most established health system is seeking an Emergency Medicine Residency Program Director to start a new Emergency Medicine Residency Program, based out of St. Luke's Anderson Campus. The Founding Program Director will be responsible for leading, administering, and supervising all aspects of the Emergency Medicine Residency Program in accordance with the ACGME Program Requirements and Institutional Goals and Objectives.

The Program Director will have dedicated time for administrative, educational, strategic, and research initiatives and provide oversight and development of the Emergency Medicine Residency program and participate in our academic mission through our Temple/St. Luke's School of Medicine partnership. In addition, the Program Director will be expected to maintain a clinical practice with allocated time to develop and lead the residency program. Program Director and Clinical duties will be split to accommodate. In joining St. Luke's University Health Network, you will enjoy:

- Team-based care with well-educated, dedicated support staff
- Teaching, research, quality improvement and strategic development opportunities
- A culture in which innovation is highly valued
- Exceptional compensation package
- Rich benefits package, including malpractice, health and dental insurance, CME allowance

Qualifications

- Must be Board Certified in Emergency Medicine,
- Must have a minimum of 3 years of experience as a Core Faculty member in an ACGME/AOA –accredited Emergency Medicine program
- Must be clinically active in Emergency Medicine
- Have previous leadership/administrative experience and strong team building skills
- Candidates with recent scholarly activity such as peer-reviewed funding, publication of original research or review articles in peer-reviewed journals, chapters in textbooks, publications or presentation of case reports or clinical series at scientific society meetings, or participation in national committees and/or educational organizations highly encouraged to apply.

About St. Luke's Anderson Campus

Opened in 2011, Anderson Campus consists of a four-story, 108 bed acute care hospital (soon to be 210 beds), state-of-the-art cancer center, a 75,000 square foot ambulatory surgical center, and medical office building. The 32 bed Emergency Department currently has 45,000 patient visits per year and the hospital recently earned a 5-star Medicare rating. Private inpatient rooms boast the latest technology and amenities. Consisting of over 500 acres, Anderson Campus also includes auxiliary gardens, a two-mile walking path, and a pond with a fountain and sitting area to promote wellness.

About St. Luke's University Health Network

We are the region's largest, most established health system with 10 hospitals spanning 9 counties. In partnership with Temple University, St. Luke's created the region's first Medical School. St. Luke's University Hospital has repeatedly earned distinction as an IBM Watson top 100 Major Teaching Hospital. St. Luke's University Hospital is a member of the AAMC Council of Teaching Hospitals and a Regional Branch Campus and major affiliate of Temple University School of Medicine. To learn more about St. Luke's, please visit us at www.SLUHN.org

About the Lehigh Valley

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The Lehigh Valley is a place to live, work, and play! Rich with history, fantastic recreational activities, eclectic restaurants and midway between Philadelphia and New York City, the Lehigh Valley offers excellent school systems and affordable housing that can be found with easy access to the hospital.

Please contact Drea Rosko, Physician Recruiter, physicianrecruitment@sluhn.org, 484-526-4132

Dr. Scott Melanson will be at the conference and available to speak to anyone interested in the position. His cell is 610-248-5901

My Health My Hospital.

EMERGENCY MEDICINE HEALTHCARE LEADERSHIP AND OPERATIONS

OVERVIEW

The Healthcare Leadership and Operations Fellowship within the Ronald O. Perelman Department of Emergency Medicine is a 2-year program offering emergency medicine (EM) residency graduates an opportunity to practice as an independent clinician while working with emergency department (ED) leadership and studying for an MPA in health policy and management at NYU Wagner. Fellows will be actively engaged in operations and strategy, gain a comprehensive understanding of leadership in healthcare and partner with community-based organizations in New York City to expand the scope and impact of the experience. The fellows will be immersed within the Ronald O. Perelman Department of Emergency Medicine at NYU Langone Health which cares for over 400,000 patients annually in multiple settings in Manhattan and Brooklyn. Our clinical sites include several high acuity EDs, a public hospital, a VA hospital, a freestanding ED, multiple observation units, urgent care clinics and a robust telehealth program.

IDEAL CANDIDATE

- dedicated to public service
- interest in addressing inequalities in healthcare
- passion for leadership
- interest in ED operations

ELIGIBILITY

MD/DO post-Emergency Medicine Residency
3 or 4 year residency programs accepted

APPLICATIONS

Submit a CV and statement of interest by
NOVEMBER 1, 2018 for July 2019 start date to

Mathew Foley, MD, MS
Vice Chair, Clinical Operations
mathew.foley@nyumc.org

CURRICULUM

- **CLINICAL:** 16 hours per week
- **MPA:** 14 courses over 2 years in health finance, health policy analysis and health services management
- **CAPSTONE:** 2 semester team assignment addressing a pressing social health related question
- **EXPERIENTIAL LEARNING:** 8 three-month blocks focused on leadership and change management, quality improvement, patient safety and ED operations





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Contact

Jessica Gering

Office: 717-231-8583

jessica.gering@pinnaclehealth.org

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{ Job Opportunities }

Assistant Medical Director
Pediatric Emergency Medicine Leadership
Assistant Program Director
Vice Chair, Research



What We're Offering:

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- Salaries commensurate with qualifications
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- Relocation Assistance
- Retirement options
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What We're Seeking:

- Experienced leaders with a passion to inspire a team
- Ability to work collaboratively within diverse academic and clinical environments
- Demonstrate a spark for innovation and research opportunities for Department
- Completion of an accredited Emergency Medicine Residency Program
- BE/BC by ABEM or ABOEM
- Observation experience is a plus

What the Area Offers:

We welcome you to a community that emulates the values Milton Hershey instilled in a town that holds his name. Located in a safe family-friendly setting, Hershey, PA, our local neighborhoods boast a reasonable cost of living whether you prefer a more suburban setting or thriving city rich in theater, arts, and culture. Known as the home of the Hershey chocolate bar, Hershey's community is rich in history and offers an abundant range of outdoor activities, arts, and diverse experiences. We're conveniently located within a short distance to major cities such as Philadelphia, Pittsburgh, NYC, Baltimore, and Washington DC.

FOR ADDITIONAL INFORMATION PLEASE CONTACT:



PennState Health



Susan B. Promes, Professor and Chair, Department of Emergency Medicine c/o Heather Peffley,
Physician Recruiter, Penn State Health Milton S. Hershey Medical Center
500 University Drive, MC A595, P O Box 855, Hershey PA 17033
Email: : hpeffley@pennstatehealth.psu.edu
or apply online at: <http://hmc.pennstatehealth.org/careers/physicians>

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"Live" Course CME: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education through the joint providership of The University of Arizona College of Medicine - Tucson and Angels of Hippocrates. The University of Arizona College of Medicine - Tucson is accredited by the ACCME to provide continuing medical education for physicians.

The University of Arizona College of Medicine - Tucson designates this live activity for a maximum of 16 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

ENVISION PHYSICIAN SERVICES OFFERS ...

PROGRAMS THAT ALIGN PHYSICIANS TO BECOME LEADERS



MANSOOR KHAN, MD, MHA, FAAEM
EMERGENCY MEDICINE

Featured Director and Faculty Opportunities

CORE FACULTY

Osceola Regional Medical Center, Kissimmee, FL

TOXICOLOGY FELLOWSHIP TRAINED EM PHYSICIAN FOR CORE FACULTY

Aventura Hospital and Medical Center, Miami, FL

ACADEMIC EMERGENCY MEDICINE PROGRAM DIRECTOR

Oak Hill Hospital, Tampa Bay, FL

CLINICAL AND CORE FACULTY

Brandon Regional Hospital, Tampa Bay, FL

CLINICAL AND CORE FACULTY

Coliseum Medical Center, Macon, GA

CLINICAL FACULTY

St. Lucie Medical Center, Port St. Lucie, FL

CLINICAL AND CORE FACULTY

Southeastern Regional Medical Center,
Lumberton, NC

877.266.6059

MakeAChange@evhc.net



UW Health BerbeeWalsh

EMERGENCY

Education Leadership Opportunity

The University of Wisconsin BerbeeWalsh Department of Emergency Medicine would like to recruit an **Assistant/Associate Director of Medical Student Education**.

We are seeking a highly motivated academic Emergency Physician to join our education leadership team as we expand our educational footprint within our department and the School of Medicine & Public Health. Our medical student program includes an innovative and dynamic curriculum, with a required medical student rotation in addition to a fourth-year Acting Internship.

Students benefit from a rich clinical learning environment designed to integrate experiences for a wide range of learners, including residents from our 3-year residency training program (12 residents per year). Highlights of this position include robust professional development opportunities, as well as freedom to innovate, while working as part of a close-knit education leadership team. Additional notable faculty benefits include exceptional funding sources for our educational mission.

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

Madison, the vibrant capital of Wisconsin and home of the University of Wisconsin, has the best of all worlds: natural beauty and outdoor recreation, a vibrant downtown, stimulating cultural offerings, distinctive restaurants and shops, and an atmosphere that is nurturing to both families and individuals. A total of 5 area lakes and more than 260 city parks creates the perfect setting for an abundance of year-round outdoor activities. These are just a few of the reasons **National Geographic recently ranked Madison #7 for The Best Cities in the United States**.

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

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

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

Azita Hamedani, MD, MPH, MBA
The Distinguished Wisconsin Endowed Chair of Emergency Medicine
BerbeeWalsh Department of Emergency Medicine
University of Wisconsin School of Medicine & Public Health
agh@medicine.wisc.edu



**BerbeeWalsh Department of
Emergency Medicine**
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH



CLINICAL & ACADEMIC EMERGENCY PHYSICIANS

Rapid expansion in Greenville, SC due to new EM Residency Program and community hospital growth

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

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

- **Level 1 Trauma Center**
- **Dedicated Pediatric Emergency Department within the Children's Hospital**
- **Five Community Hospital Emergency Departments**
- **Accredited Chest Pain Center**
- **STEMI and Comprehensive Stroke Center**
- **Emergency Department Observation Center**
- **Regional Ground and Air Emergency Medical Systems**
- **Accredited 3 year Emergency Medicine Residency Program**

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

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

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

Currently Seeking Physicians for the following roles:

- **Clinical Educator**
- **Research**
- **Director, Medical Toxicology**
- **Division Chief, Peds EM**
- **Director, Observation Medicine**

Public Service Loan Forgiveness (PSLF) Program Qualified Employer

Qualified candidates should submit a letter of interest and CV to: Kendra Hall, Sr. Physician Recruiter, at: kbhall@ghs.org, or call: 800-772-6987.

GHS does not offer sponsorship at this time. EOE



**GREENVILLE
HEALTH SYSTEM**



ED SAFETY AND QUALITY

THE KENNETH AND JOANN G. WELLNER FELLOWSHIP IN EMERGENCY DEPARTMENT SAFETY AND QUALITY aims to prepare graduates to assume leadership opportunities in quality and safety administration, clinical operations, education, informatics, and research. Educational, administrative, and operational experience are gained through participation in formal didactic learning sessions; teaching and training multiple learner levels in quality and safety activities; and participation in a variety of departmental and organizational initiatives. A number of funded and spontaneous QA/QI research activities provide the opportunity for scholarly and research endeavors, with the support of a dedicated data analyst. Support for advanced degrees tailored to learning and career interests are considered on a case-by-case basis, which may include Master's and Certificate programs in Comparative Effectiveness Research Training, MPH, MPA in Health Policy and Management, Masters of Health Professions Education, or the Biomedical Informatics Master's Graduate Program.

MORE INFORMATION Silas W. Smith, MD, FACMT
Silas.Smith@nyumc.org

EMERGENCY ULTRASOUND

THE FELLOWSHIP IN EMERGENCY ULTRASOUND, established in 2012, aims to prepare graduates to pursue academic or community leadership positions in emergency ultrasound, education and research. This 1- or 2-year postgraduate program focuses on developing educational, administrative and research skills through formal didactics, hands-on experiential scanning shifts, simulation sessions, journal review, image review and participation in division research projects. The Ultrasound Division has five dedicated ultrasound faculty members participating in fellow education and scholarly activities. The Division places particular emphasis on undergraduate medical education (UME) and the fellow has the opportunity to participate in all UME ultrasound curricular innovations and teaching opportunities. Interested candidates may have the opportunity to pursue an advanced degree in Masters of Health Professions Education (MHPE).

MORE INFORMATION Uché Blackstock, MD, RDMS
Uche.Blackstock@nyumc.org
 Kristin Carmody, MD, MHPE
Kristin.Carmody@nyumc.org

PEDIATRIC EM

THE FELLOWSHIP IN PEDIATRIC EMERGENCY MEDICINE, established in 1987, is an ACGME-accredited, three year program (pediatric trained fellows) or two year program (emergency medicine trained fellows) focusing on education and experience in patient care, research, teaching, and administration. The goal of the fellowship program is to produce physicians who are clinically proficient in the practice of Pediatric Emergency Medicine, especially in the management of the acutely ill and injured child. In addition, fellows are given the opportunity to become skilled teachers, knowledgeable investigators and competent administrators. With the unique resources of Bellevue Hospital Center and NYU Langone Health, we are able to offer a fellowship of the highest caliber. Interested candidates may have the opportunity to pursue advanced degrees in Masters of Health Professions Education or Master's Programs in Clinical Investigation.

MORE INFORMATION Michael Mojica, MD
Michael.Mojica@nyumc.org

MEDICAL TOXICOLOGY

THE FELLOWSHIP IN MEDICAL TOXICOLOGY is a NYU Langone Health based ACGME-accredited program at the New York City Poison Control Center. The program has received full certification through the ACGME's Emergency Medicine Residency Review Committee. The program's aim is to train physicians in the thoughtful and compassionate care of the poisoned patient. We focus on the clinical and academic aspects of toxicology and pharmacology, in order to prepare our graduates for careers in leadership roles in research, teaching, patient care, and poison control center management. The training period is two years in duration and goals are achieved through clinical and didactic education and academic development. Trainees are expected to participate in the Medical Toxicology Board Certification examination upon completion of the fellowship.

MORE INFORMATION Rana Biary, MD, FACMT
Rana.Biary@nyumc.org



The GW Medical
Faculty Associates

Department of
Emergency Medicine

WASHINGTON DC - The Department of Emergency Medicine at the George Washington University is offering Fellowship positions beginning July 2019:

Disaster & Operational Medicine

International Emergency Medicine

Medical Leadership & Operations

Medical Toxicology

Emergency Ultrasound

Operations Research

Telemedicine/Digital Health

Health Policy

Extreme Environmental Medicine

Clinical Research

Simulation in Medical Education

Fellows receive an academic appointment at The George Washington University School of Medicine & Health Sciences and work clinically at a site staffed by the Department. The Department offers Fellows a common interdisciplinary curriculum, focusing on research methodologies and grant writing. Tuition support for an MPH or equivalent degree may be provided, as per the fellowship's curriculum.

Complete descriptions of all programs, application instructions, and Fellowship Director contacts can be found at:

<https://smhs.gwu.edu/emed/education-training/fellowships>



Seattle

SAVE THE DATE

March 31 - April 3, 2019

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